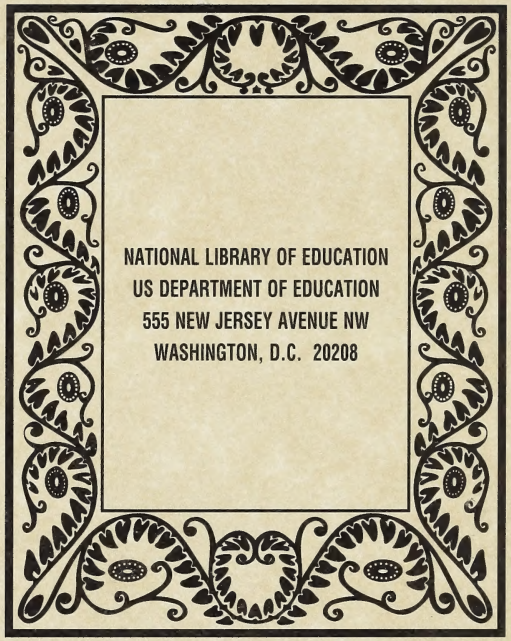

NATIONAL LIBRARY OF EDUCATION
US DEPARTMENT OF EDUCATION
555 NEW JERSEY AVENUE NW
WASHINGTON, D.C. 20208

CONTENTS

		Page
CHAPTER I.	Higher education. Arthur J. Klein	1
II.	Medical education. N. P. Colwell	47
III.	Recent movements in city school systems. W. S. Deffenbaugh	61
IV.	Progress of rural education. Katherine M. Cook	87
V.	Trends in the development of secondary education. Eustace E. Windes	133
VI.	School hygiene and physical education. James F. Rogers	175
VII.	Industrial education. Maris M. Proffitt	195
VIII.	Achievements in home economics education. Emeline S. Whitcomb	225
IX.	Commercial education. J. O. Malott	251
X.	Public education of adults. L. R. Alderman	285
XI.	Nursery-kindergarten-primary education. Mary Dabney Davis	311
XII.	Preparation of teachers. William McK. Robinson	357
XIII.	Educational surveys. Arthur J. Klein, Walter S. Deffenbaugh, Timon Covert, and Edith A. Lathrop	391
XIV.	The parent-teacher associations. Margaretta W. Reeve and Ellen C. Lombard	459
XV.	Educational boards and foundations. Henry R. Evans	487
XVI.	Work of the Bureau of Education for the natives of Alaska. William Hamilton	499
XVII.	Major trends of education in other countries. James F. Abel	505
XVIII.	Statistical survey of education, 1925–26. Frank M. Phillips	553
XIX.	Statistics of State school systems, 1925–26	567
XX.	Statistics of city school systems, 1925–26	617
XXI.	Statistics of universities, colleges, and professional schools, 1925–26	803
XXII.	Statistics of teachers' colleges and normal schools, 1925–26. Frank M. Phillips	971
XXIII.	Statistics of public high schools, 1925–26	1037
XXIV.	Statistics of private high schools and academies, 1925–26	1129
XXV.	Statistics of private commercial and business schools, 1924–25	1169
Index		1199

CHAPTER I

HIGHER EDUCATION

By ARTHUR J. KLEIN

Chief, Division of Higher Education, Bureau of Education

CONTENTS.—Introduction—Objectives of higher education—Large attendance—Costs of higher education—Public pressure through political action—Cultural versus vocational—Education as a life process—Application of scientific methods to study of higher education—Better educational service to the individual—Student relations and welfare—Improvement of teaching—Interest in student quality—Intensification of the educational process—Conclusion.

INTRODUCTION

Activities in higher education during the biennium 1924–1926 do not seem to have been inspired merely by the desire to pacify criticism of details or to patch up weak spots in the educational fabric. The tendency was to "raise the previous question" concerning the functions of colleges and universities and to modify procedures to serve more perfectly the purposes accepted as basic. This survey of higher education during the two years is an attempt to present briefly some of the events of action and of discussion which have promoted or obstructed the tendencies to restate higher educational objectives and to reconstitute college and university organization and procedures.

Review of educational journals, presidents' reports, and pamphlet literature, of books, and of proceedings of the learned and administrative associations confirms impressions regarding the nature of current educational thought which had been previously derived from contact with the officers and faculties of a hundred or more universities and colleges scattered throughout the United States. Specific phases of educational activity and of conflicting opinion discussed in the succeeding pages are unified by their relation to certain general tendencies of higher education during recent years. These tendencies may be summarized in broad terms by four statements:

First. Discussion of the basic objectives of higher education has been conducted in general from the standpoint of emotional prejudice, rather than upon the basis of scientific collection and treatment of facts for the purpose of defining the obligations and the position of higher education in its relations to the present social and economic order.

Second. Modification of conventional educational procedure and creation of new procedures have, on the contrary, been characterized by increasing thoroughness of investigation in accordance with scientific methods.

Third. Redefinition of objectives and adaptation of organization and procedure have been motivated by interest in the individual student.

Fourth. Modification of the educational organization and of both content and methods of instruction has been characterized by intensification of the educational process.

The distinctions made by this fourfold analysis of tendencies, discovered by reading and personal contact, do not constitute successive topics in the discussion presented by this review, but serve to indicate the general course of the argument.

OBJECTIVES OF HIGHER EDUCATION

Many forces have combined to incite reexamination and restatement of the fundamental objectives of higher education. But five causes have in the main provoked discussion. Three of these—large attendance, high costs, and public pressure through political action—have operated as immediate and practical spurs to thought and action. Two causes have been abstract and theoretical in nature: First, the conviction that the cultural and the vocational are inherently in opposition, and, second, the conviction that education is a life process and should be so recognized by institutional organization and procedure. Each of these five causes actuating discussion will be considered in turn.

LARGE ATTENDANCE

Incidental to recent tremendous growth in attendance upon institutions of higher learning, characterized by one writer as "a college contagion," an element of doubt has been introduced into our faith in higher education as the panacea of all individual and social ills. This doubt is still largely confined to the intellectuals, and it has not as yet destroyed the confidence of the general public in the desirability and benefits of college education. The common man still puts deference and respect into the phrase, "He is a college graduate." President Coffman, of the University of Minnesota, pictures the situation:

> For years the staffs of State institutions have encouraged the youth of the State to believe that attendance at the university was their great opportunity and the youth have accepted these statements at their face value. They have come in response to an urgent appeal, and the public will insist upon the obligation implied in this appeal being fulfilled.

Large attendance has brought cries of dismay, of alarm, and of doubt from administrative and faculty officers, who, in spite of im-

mediately practical difficulties, might have been expected to exult that at last our faith in higher education was to be justified by universal participation in its benefits. Those who were most insistent in urging higher education have displayed the least persistent and the least robust faith. Confronted with the realization of their aspirations, many educationists have occupied themselves with the details of the difficulties caused by large numbers, while others have attempted to disavow responsibility by redefining the functions of higher education in restricted terms which can be reconciled with more or less arbitrary measures taken to reduce the pressure. Here and there, however, a voice is raised which implies protest against expedient measures and arguments or against weak abandonment of former ideals. Dr. William O. Thompson says:

> We can not correct the evils due to excessive enrollment by protesting that our students are inferior. Some other method awaits our discovery.

President Kinley, of Illinois, repudiates hysteria and gives perspective to the situation:

> It is simply a raising of the level of education to a new minimum standard for the great mass of the people and is parallel with the establishment of an American minimum standard in economic life.

There is in this simple statement unflurried strength of confidence in the past and in the future of American education. It reflects seasoned thought upon higher education in its social and economic setting.

Large attendance has had great constructive influence, however, in promoting clear statement of the objectives of the American university as distinguished from the American college. In the past the term "university" has been used in a very loose sense. In so far as usage in the United States has ascribed any special significance to the word it has meant merely a collection of colleges which included one or more professional schools. The conception has been one of size and complexity of organization rather than one of specific educational function. The unprecedented growth of college attendance at both the smaller and the larger institutions has tended to bring about definition of the objectives of some of the larger universities in terms of educational service on a specifically university level. In other words, a type of service distinct from that of the traditional American college is being created and consciously differentiated as "university work." This service is more closely related in tone and purpose to the graduate and professional schools than to undergraduate types of instruction. So far as time and age of students are concerned, it tends to break into the midst of the traditional four-year college course at approximately the middle point,

but with respect to student abilities and definiteness of purpose is more highly selective than are the upper divisions of ordinary four-year colleges.

The tendency to create a limited and definite purpose of university character, in the European sense, is evident in the statement made by the board of curators of the University of Missouri:

> It is the purpose of the university to maintain itself as a school of higher training for professional work, rather than as a direct competitor of the junior colleges, the teachers' colleges, and the endowed colleges, for students of freshman and sophomore rank. It is, therefore, particularly pleasing to know that our increase in enrollment, which has carried the university to the highest point of attendance in its history, is almost exclusively in the graduate school and in the professional schools.

Harvard, Columbia, and Johns Hopkins in the East and Stanford University in the West seem to have most clearly defined and limited their university functions in such a way as to minimize emphasis upon their work in the lower divisions. The University of Michigan and Chicago University seem to be developing in the same direction. Readjustments of organization, of curriculum content, and of methods, which indicate practical steps taken to put this revised conception of the university into actual operation, will be reviewed at a later point in this survey.

THE JUNIOR COLLEGE

Large college attendance has tended to distort the educational significance of the junior college and to divert its development from the aims that psychological and social considerations intended that it should serve. The idea of the junior college was seized by the four-year institutions as a means of relief from the numbers and troubles which crowd their freshman and sophomore years. Educational functions peculiar to the theory of the junior college have to a large extent been lost to sight in the desire to emphasize this type of institution as a source of relief for overcrowded colleges and universities. The argument that the junior college is intended to enrich and raise the level of local educational opportunity might well have been advanced as cover for the self-interest of the four-year institutions, but this has not usually been the case. One president of a college in a Western State where junior colleges have developed extensively was led by the nature of their advocacy to question the honesty of educational arguments offered in their favor. In picturesque language he asserted that "The junior college was conceived in dishonor and is being nursed upon deception."

The results of junior college growth have on the whole, however, not met the expectations of those who looked to it to reduce attend-

ance at the four-year institutions. The junior college movement has not kept pace with the demand for education beyond the high school. Emphasis has been placed upon paralleling the first two years of the four-year college course in the nature of the work offered, in methods, and in the training of the faculty. Standards for the junior college have been set up in terms applicable to the four-year colleges. The result probably has been to increase rather than to diminish the demand for four years of college education. Realization of this fact is now beginning to make possible reassertion of the original purposes of the junior college and to permit more thoughtful direction of their operation to the attainment of these objectives.

More complete recognition of its peculiar objectives may counteract a tendency in junior college development that is cause for concern both to four-year institutions and to those who regard the junior college as having a specific place and function in our system of education. Since emphasis has been upon junior college work as the first two years of the traditional college course, only the first half of what is still looked upon as a unit period in higher education, the natural ambition of these institutions has been to convert themselves into full-grown four-year colleges. Clear definition of specific objectives for the junior college may be expected to discourage further development in this direction.

It still remains to be seen whether these objectives will tend to produce separate junior college units or whether the work of the high school will be extended to cover the entire field of what is now, upon technical and psychological grounds, regarded as secondary education. The probability is that, along with the development of junior college education to provide "completion" training not now furnished systematically either in the high school or college, will be developed a type of training that will contemplate passage from junior college to the advanced technical schools or to higher institutions with objectives of the peculiarly university type described above.

If this should be the case, four-year colleges may be tempted to jump to the conclusion that they will be squeezed out between the junior college and the university. In view of the diversity of American educational tastes and ambitions and of the ever-growing demand for education, this would be an inference founded upon insufficient consideration. The most important effect of such coordination of junior college and university would be to contribute to the influences which already make it highly desirable that the four-year colleges redefine their objectives and position.

THE SMALLER COLLEGES

During the past two years the reaction of the smaller and denominational colleges to the pressure of extraordinary enrollments indicates that in many instances dismay is giving place to intelligent measures which look to relief and improved service through revision of their educational and social positions. Two or three years ago it was quite usual to hear large and small college officers alike assert that the small and the denominational college can not compete with the large or the State-supported institution. This opinion was not based upon anything in the nature of small-college educational service which made it impossible for them to secure students. The most confident prediction of the decline of the small college was made at a time when the problem of caring for largely increased enrollment was most pressing. Inability to compete was assumed largely upon the ground that the small private institution could not meet the cost of educating the large numbers seeking admission. Recent indications seem to show that here and there the small college tends to abandon its interpretation of its mission in the old terms of competition. The competitive situation exists only so long as the small institution fails to cut its pattern to its cloth and to place itself upon a level of educational service for a chosen clientele, which can not be provided easily by large institutions. Small colleges are beginning to recognize the essentially local character of their constituency and to take advantage of the opportunities offered by multitudinous demands for higher education by developing distinctive educational character and service.

Inadequate adjustment to modern educational conditions on the part of the small college has been due not to lack of ideals but to failure to examine institutional objectives in the light of social and economic facts determined and interpreted in the scientific rather than the emotional spirit. It is encouraging to discover in how many instances small colleges (Amherst, Wabash, Wells, Carleton, Baylor University, California Institute of Technology, Cornell College, and many others) have substituted, for generalities about high institutional ideals and magnificent and honorable history, carefully defined programs of material and educational development directed to distinctive types of service. Objectives scientifically defined and embodied in practical programs will, under present conditions of wealth and generosity, bring support to the small as well as to the large institutions.

Reconsideration of the aims of the small college has usually been expressed by turning aside from attempts to rival large institutions in variety and scope of offerings and by confining service to student bodies selected from limited groups unified by more equal ability, common aims, or other social relationships. The action taken to

effect these purposes does not by itself serve to distinguish the small colleges that are consciously and intelligently revising their objectives from those that are merely imitative in their adoption of similar measures. Anyone who examines faculty discussions, presidents' reports, and trustees' proceedings in many small and in some large institutions will be impressed by the number of instances in which well-advertised devices of procedure and of organization are advocated without reference to their relationship to the general plans and objectives of the specific institution. Sheer desire to secure credit for participation in current educational thought and desperate groping for a way out of immediate difficulties, therefore, can be distinguished from purposeful action only when adoption of the vogue is judged in relationship to plans for plant, financing, faculty standards, student life, and territorial field.

The tendency to establish objectives more precisely limited in scope and character is also evident in the case of certain church boards and agencies which support and control groups of institutions. In several instances church boards have made, or are considering, surveys of their colleges for the purpose of defining their relationships to each other and to other educational institutions. From these studies are coming more exact statements of the functions of single church institutions and of groups of denominational colleges. Limitation of the programs of individual colleges is being made to contribute to unified plans for educational service to be rendered by the church group to which they belong. Confidence in discursive effort and in multiplication of the number of schools under denominational control is thus giving way to group movement in harmony with the general tendency to tighten the lines and to restrict service to fields that are considered most productive.

EXPANSION OF FACILITIES

In only one instance does it seem that a church group proposes to meet the challenge of extraordinary demands by immediate and general expansion of facilities to accommodate all who are prepared to seek admission upon the basis of previously accepted standards. Everywhere throughout the United States Catholic Church colleges for both men and women are being enlarged and multiplied. Faculties are being strengthened by graduate and professional training. Participation is active and influential wherever church, regional, or national groups meet for serious consideration of the problems of higher education. Close association with the educational activities and discussions of other agencies, both public and private, characterizes the apparent attempt of Catholic higher education to meet the

problem of increasing numbers by providing increased opportunities. In the face of the ever-growing army seeking higher education, Catholic educational agencies give no hint of adopting the policy of strategic withdrawal for the purpose of consolidating their position. They seem determined to meet the situation by expenditure of extraordinary energy and resources.

In spite of the confusion of action and of discussion during recent years, indications are numerous that large college attendance has tended to bring about constructive redefinition of the objectives of higher education and of higher educational institutions. The concern and distress caused by more rapid growth of student bodies than of material resources have stimulated educational thought and inspired attempts to steer institutional efforts into definite courses. Clearer conceptions of distinctively university functions are being recognized. The junior college movement now seems likely to be permitted to define its educational purposes. Small and denominational colleges are abandoning competitive conceptions and seeking to formulate objectives in terms of effective service, specific in character. Haphazard and vague educational aims on the part of all the agencies of higher education tend, under the pressure of student demand, to give place to more exact definitions of function which will permit coordination and economy in educational service.

COSTS OF HIGHER EDUCATION

The rising costs of higher education as a factor in redefinition of institutional purposes have been, of course, intimately related to the great increase in the number of students. But in addition to growing cost arising from larger attendance, expenses have been increased by high prices paid for the materials and services purchased by the colleges and universities. This is especially true in the case of personnel. High costs are due in large measure, however, to the great multiplication of educational offerings in practically all educational institutions. This increase in variety of educational work came with the extension of higher education beyond the boundaries previously defining the liberal arts college. Expansion has been by no means sudden, but the war gave an impetus to multiplication of offerings which make it seem so. Scientific and material progress embodied in a very complex type of civilization results in tremendous multiplication of demands for special training by technical, by business, by professional and civic life. The necessities, from potatoes to government, formerly secured through the exercise of muscle and the ability to read and figure, are now produced by means of intricate processes involving scientific, social, and psychological education that requires years for attainment. One has but to compare the

problems involved in breeding and working horses with those involved in creating, distributing, utilizing, and controlling the use of automobiles to get, in brief, a picture of what has taken place in all of our activities during the past 25 years.

The demand for training to meet this situation became so great that practically every college and university in the United States felt the pressure, or, from the obverse side, seized the opportunity to provide the kind of education needed. The cost of this wholesale development appeared appalling only when institutions and others became conscious that the process was only in its initial stages, that further demand would be made, and that if the results of their own researches continued to be embodied in the ordinary processes of life, no end of demand for advanced training was in sight. Costs, therefore, from this standpoint have had considerable influence upon the institutions in revising their estimate of objectives. Indications exist that better realization of the ever-widening circle of higher education tends to bring about a simplifying and restricting of their objectives by individual institutions. The tendency seems to be away from a practice in which every institution attempts to offer training in each of the many social and technical specialties. Obviously when every institution attempts to cover the entire field, comparatively few do the job well, and the total expense is greater than would be the case if each restricted its efforts to the thing which it can do best and for which there is the greatest demand in its own territory. Such specialization is taking place, especially in the technical and scientific schools, and is also evident in the preparation of teachers, of librarians, of economists and business men, of social workers, and of others who deal with the human relationships. After the adjustment is made it appears probable that greater total numbers may be cared for more effectively and at less expense than under a condition involving hit-and-miss duplication and rivalry of effort.

In this connection it is interesting to note that in several instances attempts have been made to determine, upon National or State bases, the number of trained men needed in certain fields. Some years ago the medical profession undertook to determine these facts for medicine, and more or less systematic attempts have been made to keep these estimates up to date. Much the same systematic inquiry is now being undertaken for dentistry, and it seems as though pharmacy would also examine into the nature of the demand for this type of training. It has been suggested that a national survey is needed to estimate the demand for teachers of various types. Such studies in other fields have been carried on for certain institutions and States, but because of easy migration and of the fluid character of occupation in the United States, only a national study continuously subject

to revision will adequately serve even local purposes. There seems also to be a growing tendency to determine the much simpler matter of what is the total product of the colleges and schools in certain fields. The statistics of graduation from professional courses collected by the Bureau of Education are being used increasingly for this purpose. Engineers are giving special attention to inquiries of this kind and developing the technique of interpretation and use of such figures. In the industrial and business fields and in many others there is still a lack of definite information both in regard to demands for trained men and women and in regard to the supply offered to the specific fields annually by the educational institutions.

INFLUENCE OF COST

As stated previously, these aspects of the influence of cost upon objectives are most significant, but they have not aroused the most discussion during the period under consideration. On the contrary, discussion has raged about the question of the proportion of the cost of education that should be borne by the student. Tuition and other fees have been raised everywhere in greater or less degree, and there is probably not a single higher educational institution that to-day maintains the same charges to students that were maintained five years ago. This process has gone on until in New York University 89 per cent of the total budget in 1924–25 was covered by fees. The significant thing is that this increase of cost to the student has not resulted in decreased demands for higher education. It seems that under present conditions of wealth and social pressure in the United States the costs are not the decisive factor in determining whether students shall or shall not attend college. A similar conclusion is suggested by such facts as those presented with reference to undergraduate scholarships offered by several State institutions. At Cornell there has been a decided decline in competition for these scholarships. In 1914 there were 137 competitors; in 1919, 108; in 1920, 93; in 1921, 77; in 1922, 75; in 1923, 80; and in 1924, 78. The same situation has existed in New Jersey. In other words, it seems that the cost burden so far placed upon the student has not operated to prevent his attendance and that in some instances he prefers to pay in money rather than to comply with academic and scholarship demands which would enable him to avoid costs. It is true that in certain institutions, especially the State-supported ones, increasing the charges imposed upon out-of-State students has enabled institutions to regulate somewhat the proportion of out-of-State students applying for admission. The University of Nevada and several of the Western State-supported colleges are good examples, but no instance is known in which these effects have been obtained when an institution has established a national reputation for leadership in a specific line of work.

Although fees have been increased generally, the student still pays a comparatively small proportion of the cost of his education in most institutions. This fact has led business men and others to assert with considerable emphasis that higher education should be placed upon a business basis. The idea was dramatically expressed by one gentleman who, when he heard that the tuition and charges paid for his son's education did not meet the expense to the institution, tendered his check for the difference. He and others maintain that they do not wish their children to be objects of charity or of community expense. Such an attitude has not become general, but the arguments currently advanced in its support have such apparent practical appeal that they justify analysis.

It should be noted in the beginning that the question of the ability of an institution to determine the cost per student unit in each of its activities is not raised by those who propose in the public prints that students pay the costs. This may indicate some ignorance of an actual situation. In spite of increased efficiency in the management of college business affairs developed by recent pressures, few educational institutions have perfected their cost accounting to the point reached by large business and manufacturing establishments. They are seldom able to determine with accuracy the actual cost per unit of each element of instruction entering into a modern college course. It was hoped that the results of the educational finance inquiry would aid materially in promoting institutional cost analysis, but this has apparently not been the case, although no criticism of its thorough and scholarly character is implied. The complaint heard most frequently with reference to the processes presented by the inquiry is that they are too complicated and involved to serve the needs of the educational institutions. This complaint is a confession that accounting systems that would be comparatively simple in a large business enterprise still appear mysterious and difficult to educational officers. The inquiry, however, has served to call attention to some basic principles of institutional accounting and has tended to turn the minds of educational officers from the desire to find some general method of cost analysis which would permit comparisons between institutions, to the more fundamental problem of arriving at an intelligible method of determining in detail the costs of their individual institutions. Discussion of payment of costs by students has, therefore, since cost can not yet be determined, been conducted upon a somewhat abstract and impulsive basis. It seems reasonably clear, nevertheless, that through all this agitation a new current of thought with reference to the social position of higher educational institutions is struggling for expression.

The conception of the purposes and objectives of higher educational institutions implied by much of the discussion is different

from that accepted in the past almost without question. It is derived chiefly from commerce and business. The idea seems to be that higher education should be carried on not as a business but in accordance with the principles of commercial operation and that the relationships between student and institution should, so far as costs are concerned, be defined in terms of any business transaction.

Of course it is self-evident that such a transaction will not be upon a strictly business basis unless the sum required of students meets all expenses, with adequate reserves for depreciation of plant and for emergency. The proposal that students pay this cost, however, is not simply a proposal that those who can afford an education go to the proper markets for it. A number of corollary principles and plans are included in the discussion in order to care for various degrees of student financial ability. It is a basic principle, however, that those who receive education in the proposed educational department store must do so under the modern one-price policy—the same cost to all for the same service. And since this is an age of credit economy, the further proposal is made that students who can not afford to pay these charges immediately be given an opportunity to take advantage of liberal long-term credit administered in a way designed to make benefactions safe, if not profitable. Other students might win prizes set up to encourage special abilities or attainments. Still others might be singled out and made recipients of private or public benevolences administered through the institution or by organizations that would encourage poor but worthy students as an incident to other activities. It is suggested also that special organizations may be set up for the specific purpose of making wise distribution of gratuities of this kind.

In general, much the same plan is proposed that is now being used by many so-called business colleges and by private preparatory and finishing schools. The old Valparaiso University had perhaps the type of business management which most nearly represents what is suggested for institutions of high scholarly attainments and specializations. Success of institutions of these types lies primarily in the fact that they offer something different, or claim to offer something different, from that which is obtained easily in institutions of other types. There may be in this fact a suggestion for the four-year colleges that more careful limitation of their services and objectives will permit the adoption of measures looking to a larger degree of support through the contributions of students.

Some of the implications of this plan are obscure. Other consequences and relationships shock traditional and accustomed ways of looking at higher education. Opposition arises from those who are familiar with the history and spirit which have inspired church and

private colleges. Champions of the principle of public higher education as well question the advisability, from social and economic standpoints, of making the relationship between institution and student one of seller and buyer. They doubt whether education is so much a matter of personal and private concern as it is a means of insuring public welfare. They maintain that anything that would tend to weaken the citizen's belief in his right to demand service from our colleges and universities, especially of publicly supported ones, would tend to destruction of social solidarity.

The discussion of costs from the standpoint of advocating greater contribution by the student has brought about no essential or especially significant change in objectives. No new principles have been developed. In so far as this discussion has significance it lies in the fact that processes and purposes formerly pursued and defended apologetically are now securing clearer definition and outspoken championship.

PUBLIC PRESSURE THROUGH POLITICAL ACTION

Increased demands upon the State and other public sources of support have resulted in various forms of public action through political agencies which have a direct bearing on the restatement of institutional objectives. The action of these public agencies, however, has not, despite the general impression to the contrary, been due entirely to unwillingness to meet the expense of higher education. They have been inspired in part by the spectacle of institutional rivalry between the agencies set up by the State to provide higher education. It is fairly apparent, even to men with so little direct contact with the colleges and universities as is the case usually of State legislators, that quite frequently State institutions come to look upon their activities from an institutional standpoint rather than from the standpoint of public service to a State constituency. To cite specific instances of this nature would be invidious, but anyone who is at all familiar with relations as they exist between different State institutions knows of the frequent controversy between the State university and the land-grant college when they are separate institutions, of the antagonism that sometimes is developed by both types of institution with normal schools and teachers' colleges, and of the jealousy that arises in the case of separate institutions for men and women supported by the State. Action looking to the creation of single boards of control over all State institutions usually arises from controversies that are explained through the substitution of consciousness of institutional independence for consciousness of community interest with other agencies in the State's program of education.

17836°—28——2

Further, action by public authority has to a certain degree been influenced by the fact that State institutions have sometimes followed the current example of privately supported ones in cutting off or advocating the reduction in the opportunity for admission. Where it has been impossible for them to exclude from admission, the same object has been accomplished frequently by drastic measures to eliminate at an early date after admission.

Several university presidents have called attention to the failure of institutions to respond to public opinion. One of them puts it thus:

> Institutions of higher learning have been less sensitive to public opinion than have the elementary and secondary schools. They have maintained * * * that they know better what society needs and wants in the way of higher education than society itself knows.

Political action inspired by demands for large appropriations, by the spectacle of institutional rivalry, and by recognition of a tendency to restrict to comparatively limited groups the service offered by the institution, has resulted often in clearer restatement of institutional objectives, or in a growing consciousness on the part of public institutions that their field of freedom in determining objectives is limited by such control. They have been forced to recognize that they can not formulate their policies upon the basis of merely abstract and theoretical grounds. It is becoming increasingly less usual, therefore, to continue the custom described by one writer:

> Conferences, local or national, have filled their hours of program discussion with theoretical rather than practical analysis of community requirements.

Dean C. Mildred Thompson, of Vassar, expresses an idea with reference to the curriculum that is applicable also to the entire policy of State-supported institutions:

> One of the special needs of the curriculum is that it must be adapted to the kind of student who comes to college in this year and next, not to the kind who was here 10 years ago or who may be here 10 years hence.

Objectives must be formulated in terms of specific State situations and needs to a greater extent than has been the case in the past.

The pressures exerted by the State or by other political groups have been apparent to everyone in cases which have become so acute as those in Arizona, New Mexico, and Washington; but the significance of legislative action in other States, Massachusetts, for instance, has been quite frequently ignored. Where the situation has not been critical, somewhat hasty and arbitrary action on the part of political officers has expressed itself in terms of restricted appropriations or in the establishment of new institutions for the performance of functions that it was felt were not adequately exercised by the existing ones.

Educators have, on the whole, been inclined to condemn the action of political bodies in emphatic terms and sometimes with a degree of undesirable publicity, but seldom does such condemnation display a social understanding of the situation in contradistinction to the institutional or guild attitude. In view of what on the face of it appears to be arbitrary and unintelligent action, any degree of condonement may appear to be the expression of a mystical faith in the rightness of democratic methods. The fact remains, however, that higher educational institutions and others that are striving for improved service have to deal with social conditions as expressed in terms of governmental agencies and instruments. Recognizing this basic premise, it is extremely difficult to avoid the conclusion that if higher educational institutions depend upon public support for their existence they must be responsive to the desires of the body politic, which in practical effect means responsive to the political control of the State. It would seem to be the function of institutional servants of the public to explain their proposals and policies to the people and to the legislative bodies responsible under our system of government.

From the standpoint of education it must be admitted that many actions taken by these political agencies seem unwise and short-sighted. Yet it is noticeable that in few instances have educational institutions attempted to picture in clear and unmistakable terms their objectives as related to the State, and in many cases the claims of State educational institutions that they serve local State functions are expressed in the most glittering generalities. The solution of the problem would seem to consist in the formulation of more specific objectives which could be expressed in concrete terms of programs applicable to specific State situations. The effort needed to furnish political agencies with reasoned and serviceable educational policies would provide larger returns than mere condemnation of the mysterious and indirect ways in which democracy "finds direction out." This can not be done by the institutions until they themselves look upon their task in concrete terms based upon factual analysis of social and economic conditions in the State whose constituency they serve.

CULTURAL VERSUS VOCATIONAL

Discussion and action which arise from problems of numbers, from high costs, and from political influence are so intimately connected with immediately practical pressures that it is extremely difficult to relate them to any common intellectual concept. Abstract opinion and discussion in the realm of intellectual conviction are detached to a considerable degree from these pressures, and their trend is easier to estimate. Naturally, however, since they are abstract, these intel-

lectual influences have less immediate effect upon the formulation of objectives. Matters of opinion are in a sense more remote than the compulsion of immediate fact, but they are no less real. In the long run they may serve to guide development because they create tendencies rather than apply them to specific situations. During the biennium much discussion has centered about emotional and intellectual differences of conviction concerning the cultural and the vocational.

The basic idea is that the practical and the cultural are and must be "at the grapple." This is, of course, merely another phrasing of the old controversy between "the apostles of sweetness and light" and the Philistines. It asserts that the cultural and the practical, the scholarly and the vocational, can not be lumped together successfully.

A few years ago the champions of vocational and so-called practical education were the aggressors in this struggle. Recently, however, the question is raised chiefly from those who lament that higher education has changed its objectives during the past 20 years from those formerly embodied in the liberal arts college. It is asserted that culture and the instruction which produces culture are passing away as a result of the development of a situation in which the liberal arts college is relatively less dominant in higher education. It is asserted that the vocational motive now controls students and institutions alike.

This conviction is based in part upon the widening of the field of higher education in content and appeal. Immediately after the war, as a result of the rapid training of factory hands and of soldiers in the manipulative processes, the idea gained ground that educational institutions should emphasize training to very specific objectives. The two-year period under review gives many indications that there has since been a decided reaction, if not toward reinstatement of the liberal arts college, at least toward belief in general training with cultural implications. Even the vocationalists themselves emphasize a definite and conscious policy of developing general, sound abilities and individual mental activity as the most practical method to attain vocational objectives.

Like so many glorifications of the past, much of the discussion about the passing of culture assumes that in olden days clergymen and doctors and even lawyers never had any intention of making a living, that their motives in attending college were entirely those of scholarly and refined attitudes. Mr. Shenahan expresses the fact of the past as well as an increasingly dominant tendency of the present:

> All the elements which contribute to a man's efficient control and use of his mentality, to his physical well-being, to his moral character, to his breadth

of culture, and to his fair and courteous dealings with men—all these elements are interchangeable and equally serviceable for physicians, surgeons, lawyers, and engineers.

He might have added for clergymen, mechanics, merchants, housewives, and for individuals in all the walks of life. So little has been said with reference to the tendency to accept this view of higher education and so much has been said in assertion of the passing of culture, that it is perhaps desirable to point out some of the specific matters of fact which indicate that the situation is not as critical as discouraged gentlemen would sometimes have us believe.

COLLEGES OF LIBERAL ARTS NOT DECLINING

The facts about the passing of the liberal arts education are not easy to obtain. Enrollments, unsatisfactory as they are as a measure of allegiance to culture, indicate that with few exceptions attendance upon liberal arts colleges is not declining and that the number of degrees obtained as a result of four years of devotion to the liberal arts shows no serious decrease. Studies made by the modern and classical language associations and the evidence collected by Brother Giles in his study of Latin and Greek in College Entrance and Graduation Requirements do not indicate decrepitude in these fields. Mathematics seems not to have suffered seriously. History and philosophy hold their own in the attention and devotion of large numbers. It is true that the purposes for which these things are now taught are not quite so vague and indefinite as formerly and that the methods used in their study partake to a larger degree of the scientific spirit than when "appreciation" or scholasticism controlled. Whether the combinations of these subjects which made the old arts course still engage as large a proportion of the total number of students as formerly is not known. If this could be determined it would afford a better basis for discussion than the abstract assertions so frequently found. It seems, however, that the worst that can be said is that the liberal arts type of education is now merely one of a variety of higher educational programs. That cultural study has lost ground since the days of our youth is by no means certain.

Many facts point to increasing recognition of the values described as cultural. These facts include such significant things as complaint on the part of several institutions that there is a trend away from science. The professional schools tend to emphasize more the aspects of education which have been regarded as cultural. They indicate a returning faith, if not in the disciplinary value of the so-called cultural subjects, at any rate in their practical value and in the habits of application developed by the exertion required to master them. It is true, however, that any form of mental application, even

when pursued for the purpose of earning money, has cultural value. It is apparent, as one writer puts it, that America will not accept the "European conception of scholasticism as the basis of organization of colleges and universities." Segregation of culture and of livelihood, of intellectual and of money values, does not take place in life. They are intimately interwoven. America is becoming increasingly insistent that they should become intimately interwoven in education. Fugitive and inconclusive evidence now found in obscure opinion and inconspicuous action seems to indicate that many four-year institutions now serving confused and imitative functions are tending to revise their objectives in accordance with this ideal.

EDUCATION AS A LIFE PROCESS

Expansion of services and multiplication of offerings which have been characteristic of higher education in the United States are tending to make real the conception of education as a process extending throughout life. If this tendency continues, it will have marked effect upon the objectives of existing institutions and will promote the creation of new ones. Theoretical acceptance of life as a continuing process of learning is, of course, as old as thought itself. But the idea that agencies should be provided to furnish training appropriate to all periods of life and to all the interests of living is comparatively new in the field of higher education. This conception does not accept stratification of educational advance, either as to the body of knowledge or as to age of learning. Chancellor Brown expresses the idea with reference to the college and professional student:

> His technical or professional studies are not directed to a corpse (or cadaver) of knowledge but to an unstable, growing, adolescent body of knowledge.

The man or woman who has completed his education in the old sense is demanding that he, as well as the young college student, be given an opportunity to continue his orientation in the ever-changing aspects of material and intellectual growth. Such a tendency is found in the main in discussions of training for the intermediate levels, in the growing consciousness of adult education as a special interest, and in the flux of higher educational organizations and units.

By intermediate levels are meant those aspects of interest and occupation that lie between the merely manual and the highly technical or professional. They arise from the specialization that accompanies the development of complex mechanical and scientific society. Training for these levels implies a degree of general education in excess of that required for the performance of the manipula-

tive processes but less thorough and extensive than that required for the professions. Both secondary and higher education have lagged behind the demand in providing specific education for these interests and occupations.

Many higher education administrators regard provision of such education by the colleges and universities as dangerous and undesirable. It is maintained that such work would involve considerable reorganization of plant and of current conceptions of higher education. It is somewhat difficult to see why preservation of the existing organization of educational machinery and of educational concepts should be regarded as more sacred obligations than provision of the education needed and demanded. No one really believes that advanced study, research, and the professional forms of higher education will, by reason of provision for the semiprofessional intermediate levels, give place to trade or handicraft education. The pressure of society and of business for the most advanced as well as for the intermediate forms of training is too great. These pressures in both instances are not simply those of convention or of abstract conviction. They arise from the immediate and practical conditions of our material and social relationships under conditions of scientific knowledge and progress.

In spite of the growing desire to meet these modern conditions, two considerations still hinder development of training upon the intermediate levels: First, the convention of the four-year college course which makes anything less not quite reputable and hence not acceptable to those to be trained or to those who might undertake to give such training; and, second, the feeling that such training might tend to limit life development to specific fields and levels less remunerative and less esteemed than those attained through the four-year college.

Convention tends to direct development of higher educational institutions toward customary functions even though social and economic conditions may well justify other courses. This is strikingly shown in current tendencies among negro colleges and universities. They are passing out of the stage in which they were schools preparatory for the more manual occupations. The direction toward which their development is aimed is that of transformation into the type of college that in literature and tradition represents the highest intellectual achievement. In other words, they tend to become liberal arts institutions in the strictest sense of this somewhat vague designation. Preparation for the semiprofessional and technical utilization of manual skills is not now regarded by them, in many instances, as equally worthy with the attainment of ability to read Greek or compose poetry. This tendency, so evident among negro institu-

tions because the conditions of their development so accentuate it, is shared by many other institutions.

Americans are not yet ready to accept the view that the ambitions of youth should be grooved in a continuous line and that all energies throughout life should be devoted to deepening a single channel of progress. They cherish the freedom, which has expressed itself in the lives of so many men of outstanding attainment, to shift from one occupation to another and from one field of endeavor to others as opportunity or desire dictates. It is feared that training for the intermediate levels may tend to decrease this freedom.

The number of college graduates who attain great financial success or who occupy positions of honor and note is small, as compared with those who all their lives are engaged in maintaining themselves somewhat above the level of mere subsistence by means of work-a-day effort. Even in a democratic society those who occupy the apex of the community pyramid are relatively few and rest upon a constantly widening substructure of human life and effort. Nevertheless, educated men are sound in their refusal to accept figures of speech expressed in terms of static structure, whether they be "the top of the ladder" or "the apex of the pyramid," as presenting conditions analogous to those of social life. The intermediate levels will be occupied. Training will be needed and is useful upon these levels. Yet it is fairly obvious that few educators have accepted or will be willing to accept any system of education which tends to stratify American life. Provision for training on the intermediate levels must not tend to make more difficult or less likely later preparation for higher learning, but must contribute to the ease with which preparation for change is obtained and the change itself made. Perhaps some opposition to training of this character is due to the use of the expression "training for the intermediate levels." A better figure would be "preparation for life at the way stations of progress." People do leave the trains at way stations and people live there happily, some of them all their lives. But the trains continuously provide means of reaching points up the line to those who are prepared to go and are able to pay the fare. Whether ambitions for education take the form of mere excursions to new fields or settle upon more permanent life purposes, the way to realization should be kept open and in efficient working order.

ADULT EDUCATION

No single factor perhaps has contributed more to an understanding of the idea of education as a life process than the recent astounding growth of interest in the problems of adult education. The excellent studies made and the publicity given to adult education represent the development of general awareness of a movement that has been grow-

ing during the past 20 years. This development is in part due to the impetus given by the activities of the Carnegie Corporation in the field of adult education, but is hardly a measure of actual growth. The announcement of the formation of the American Association for Adult Education recognizes that its function is to give aid and expression to activities, not to create them:

> The association plans no campaigns, no drives. It will seek to put on record the efforts of adult education already begun and stand ready to give them whatever assistance it can. Similarly it will stand ready to give advice and assistance to those that are in prospect or contemplation. It will publish pertinent material at intervals and convene conferences when subjects vital enough press for discussion. Most of all it will seek to accumulate a body of material bearing on the problems of adult education to which all those facing such problems may resort.

The expression "adult education" is displacing the descriptive terms "home study," "university extension," and similar expressions that have inadequately described the educational aid to adults which colleges and universities have tried to provide. This is fortunate. College and university administrators whose understanding of university extension was pretty largely confined to appreciation of its publicity value are grasping the connotations of the term "adult education," and tend as a result to reconstruct their educational outlook to accommodate extension activities and resident instruction to the attainment of a common social objective. Six or eight years ago it was usual to dismiss aggressive championship of the independent worth of the adult education activities embodied in university extension with a pun: "You must have something to extend." Except in the case of agricultural extension, it was difficult to obtain from college administrative officers, outside the extension divisions themselves, any other conception of extension work than that it was a tentacle of surplus material reaching out tentatively from the body of the institution. This attitude is disappearing. College administrators are beginning to view university extension as an element in their service coordinate with resident instruction in the contribution made by the institutions to a never-ending educational process.

What the effect of this viewpoint will be upon the organization and activities of the traditional as well as upon the newly developed units of our higher educational system is not yet clear. If, as seems likely, interest in adult education transforms the current conception of education from one in which it is visualized as a succession of institutions and of periodic progressions from diplomas, to degrees, to work, into a conception in which education is looked upon as a life process of which the school stages are scarcely more significant than other and perhaps subsequent opportunities to learn, the effect upon the objectives of resident instruction may be even more significant than those upon university extension.

Readjustments of institutional organization and relationships, such as the junior high school, the senior high school, the development of technical and social institutes, university extension and other forms of adult education, reorganization of relationships between the high school and college, between the lower and upper divisions of the college itself, and between graduate and the professional types of education, are all related to the development of flexible and universal provision for all varieties of educational demand. It is true that very little discussion has related these separate and distinct movements to this or to any other common conception of educational thought. Attention has been centered upon immediately practical concerns rather than upon interpretation of the common social forces which underlie specific proposals and accomplishments. Subsequent discussion of measures taken and devices adopted by higher educational institutions provide evidence of basic relationships to general ideas and to common ideals.

This is a convenient point to call attention to one illustration of the tendency to relate intimately formal education to subsequent life experience. Institutions and educators quite generally express discontent with the processes now preliminary to the attainment of higher degrees and with the lack of significance attached to them. They assert that these degrees are now obtained by running—or plugging—over a set academic course and taking without disaster periodic academic hurdles. They do not represent real scholarly attainment tested by experience and sanctioned by the judgment of ripe scholarship. This view has led Lehigh University recently to adopt a plan whereby it hopes to make aspirants for the advanced engineering degrees submit to the adjudication of time and experience. The four-year engineering course will in the future lead only to the degree of bachelor of science in the various branches of engineering. Five years of practical experience in charge of work after graduation and a thesis will be required to secure the title of civil, mechanical, electrical, or chemical engineer. An extreme proposal designed to accomplish similar results for the Ph. D. is as yet heard only in a semihumorous vein. In substance, the suggestion is that degrees in course beyond the masters be abolished and that all Ph. D's be made honorary and be granted for scholarly attainment no earlier than five years after student relations with any educational institutions have been severed. The idea is advanced in levity but is not without sound reason, since it implies recognition of real attainment in the scholarly walks of life after the formal achievements in academic cloisters have been tested by time.

The conception of education as a process continuing throughout life is in harmony with those tendencies of practical procedure now

evident in the universities and colleges which look to better service to the individual; to greater freedom in the exercise of individual abilities, and in the attainment of individual aims, and to concentrated effort both as to time and to content of instruction. It is reported that one of the great national educational associations has designated a committee to consider the question of the coordination of the units of our educational system. It is to be hoped that the efforts of this committee will not content themselves with examination of entrance units, graduation requirements, and prescribed subjects, but that it will approach the problem of coordination from the social standpoint and will attempt to define typical institutional functions in a way that will enable them to relate themselves to a system designed to provide education at all ages in any of the aspects of living.

APPLICATION OF SCIENTIFIC METHODS TO STUDY OF HIGHER EDUCATION

An outstanding development that has so manifested itself during the biennium as to take on almost the nature of a movement is the growth of systematic and scientific study of the methods and procedures of higher education. It is not implied, of course, that systematic and careful study of these problems has developed entirely during recent years. Certainly the causes for interest in such studies and the ability to make them lie further back than the past decade. It has taken two generations or more to make theoretical acceptance of the scientific method express itself as a mode of thought on the part of the intellectual classes represented in college administrations and faculties. Examination, however, in recent files of educational journals, of the proceedings of educational associations and of other publications embodying discussions of higher education gives the impression of an ever-increasing tendency to substitute reports of careful inquiry made upon a factual basis for inspiring and vigorous championship of abstract ideas. Presidents' reports naturally continue to be filled in large part with financial statements, but even these are tending to take forms that contribute to understanding of the educational situation as well as to knowledge of total debits and credits. Further, in the larger and even in some of the smaller institutions, the portions of the president's report, formerly taken up with innocuous statements on the part of deans and other administrative officers, are increasingly becoming discussions of significant facts carefully assembled, coordinated, and interpreted. Work of this kind that can be done and is being done more generally is well illustrated by the presidents' reports issued from Miami University.

It is true that there may be some tendency to collect information which is merely interesting or curious, and it sometimes happens that the technique of assembly and interpretation is faulty. There is, however, little justification for the attitude still sometimes found, which asserts that questionnaires may be multiplied and vast amounts of information collected, but the results are no greater than could have been obtained by the exercise of ordinary common sense in the beginning. The apparent element of truth in such statements fails to recognize the fact that there is a vast difference between conclusions reached upon the basis of "common sense" exercising itself upon incomplete data, and the same conclusion reached through processes of careful collection and analysis of adequate information. Opinions of this kind come from those who have failed to grasp the meaning of the scientific method. It is significant that the factual rather than the impression basis is rapidly becoming the guiding principle of educational discussion. Such an approach may well lead further than elaborate educational philosophies constructed upon a priori grounds.

A significant and important fact is that this attitude and the studies embodying this attitude are not found in large institutions and graduate schools alone. They, it is true, continue to produce studies of the greatest interest and significance, but the small colleges, institutions of which many of the leaders of educational thought have barely heard, are also collecting information about themselves and arranging and interpreting it in accordance with methods of sound scholarship in order to guide understanding and action upon their problems. Many of the institutions which are applying the scientific method to consideration of their problems are not distinguished for their attainments or outstanding educational contributions. Recent investigation reveals in several institutions of less than a thousand students, most careful study of the service of the college to the State or other constituency, based upon analysis of population, wealth, industry, and other factors. It is quite usual nowadays to see publications and mimeographs embodying educational studies prepared by institutions that but a few years ago were raising no questions except routine ones and these chiefly of how to secure students and money. Further, the methods used and the character of the studies produced are usually such as to excite the confidence and respect of the most highly qualified men in the educational world.

The list of such studies is increasing so rapidly and so many of them receive no circulation outside of the immediate campus vicinity that no adequate record or knowledge of much of this work exists anywhere. With a few exceptions, college facility in the use of

publicity is not highly developed, and it speaks well for the serious and practical purposes for which most of these studies are made that the educational journals are not flooded with them and that pamphlet literature does not take on the aspects of a snowstorm. Nevertheless, it is unfortunate that these studies can not be systematically collected in larger numbers. They constitute an element of fugitive educational information that would repay synthesis or at least continued study.

Here and there, to be sure, institutions evidence a commendable tendency to publish faculty and committee studies of internal and educational problems. Such publication is on quite a different basis than that secured by individual initiative. Institutional printing of studies of this character gives the professor who places great faith in the advantages of publication an outlet for his creative ability through natural channels not involved in commercial considerations and promotion of self-interest.

It is significant also that these studies and publications are not confined to any one section of the country. It is true that in the East are located most of the older, larger, and better known institutions; that the educational journals for the most part emanate from the East; and that these institutions and journals are producing studies of the highest type and most scholarly character. This importance of the East is evident in a recent bulletin of the Association of University Professors, which confined discussion of presidential reports to institutions east of the Appalachians.

VIEWPOINTS OF THE WEST AND SOUTH

It is cause for congratulation that the number of studies issuing from the West and South is constantly growing and that their character is on the whole thorough and scholarly. Excessive dominance of eastern opinion, noted by many writers, is as a result giving way to the creation of a fundamental unity of national educational practice without destruction of variety adapted to specific local conditions. Where we used to hear only of Harvard, Yale, Columbia, Princeton, Pennsylvania, Cornell, and Johns Hopkins, we now look for the publications also of Peabody, Ohio State, Chicago, Minnesota, Iowa, Leland Stanford, Michigan, Wisconsin, and the University of California. In the far South no institution of similar weight has as yet developed, but in the South as elsewhere many important local studies are being made upon a scientific basis by the smaller institutions. All this means a broadening of contact and the application of varied influences to the problems of national education. Every region has something to contribute. Our scholarly impulses no longer come solely from north of Washington and east of Buffalo.

SCHOOLS OF EDUCATION AN IMPORTANT FACTOR

The schools and colleges of education are one of the most important factors in promoting scientific study of the problems of higher education. These institutions are turning out an ever-increasing stream of studies produced by faculties and by graduate students. The bibliographical difficulties in handling masters' and doctors' theses combine with the survival of the feeling that graduate-student work is not of much significance to prevent full utilization of studies of these types, although they are now usually produced under the direction of the trained faculties of the colleges of education. Detailed summaries, reports, or reviews of masters' theses and adequate collection of Ph. D. theses have not been arranged. A few of the larger institutions, such as Columbia, Chicago, and Ohio State, have arranged systematic methods of making such work available to their own students, but on the whole the vast amount of information collected and treated by graduate students under competent direction serves little useful purpose except to the student himself and perhaps to the professor directing his work. Since many of these studies are careful treatments of well-defined subsectors of higher educational fields, it is unfortunate that we should have no system of reporting them similar to that used by the law reviews. Such reporting might as a by-product also serve to raise the tone of some of the work now done for the master's and the doctor's degrees.

The tendency to rely upon careful scientific study of the internal problems of the institution is expressed most effectively in the growing development of the new profession of educational adviser to the president. Some of our larger institutions—Purdue University, the University of Minnesota, Oregon Agricultural College, Michigan Agricultural College, University of Pittsburgh, and several others—are setting up research bureaus or in less formal ways are assigning to persons freed from departmental responsibilities the task of study and presentation of the internal problems of the institution. Charles H. Judd, of the University of Chicago, proposes to organize a bureau of scientific service as a branch of the work of the school of education. If the plan is correctly understood, this bureau would provide smaller institutions that can not themselves afford to maintain officers for this special purpose with a means of securing disinterested study of their internal problems.

One important result of research of the kind under discussion is a decided reduction of the tendency to regard an educational device, or means of accomplishing an educational end, as an end in itself. The purpose or use of procedures considered is kept more prominently in mind and the method of accomplishment is more frequently sub-

jected to criticism and test. There is still room, however, for further application of the scientific spirit to use of popular devices and adaptations of organization introduced to the educational world under the auspices of agencies which command respect. It is still cause for amazement, for instance, to discover the number of institutions which give psychological tests to freshmen upon entrance and then make no or little use of the results. The illustration chosen is perhaps not entirely happy, since psychological testing has been promoted by the American Council on Education as a means of collecting data to be used for purposes of cooperative research in this field.

RESEARCH LESS INDIVIDUAL

Research is becoming less individual in the case of the problems of higher education as well as in other fields. The report of Dean Wilbur Lucius Cross, of Yale, depicts a situation which to a degree is interinstitutional as well as intrainstitutional:

> Research all the way upward, from the guidance of graduate students to investigation conducted by trained specialists, is assuming a cooperative character. The departmental reports tell the story. They show scholars continuing researches begun a decade or more ago, of so fine a character as to have won recognition the world over. They show some departments functioning almost as a unit in an attack upon a single problem or a group of closely related problems. They show further that departmental lines, which have never been very rigid at Yale, disappear altogether when there arises a problem of several phases requiring for its solution the concerted effort of two or more departmental groups.

The magnitude of the existing body of educational knowledge and the complexity of the processes, which even an apparently simple problem involves, account in part for educational cooperative research. A more scholarly spirit, less seeking for individual advantage, wider acquaintance, and better means of recording and communicating results, also contribute. Surveys, such as those conducted by the Society for the Promotion of Engineering Education, by the Modern and the Classical Language Associations, represent cooperative effort which should bring results of national significance to higher education. The surveys of the negro colleges and universities and of all the land-grant colleges, now being conducted by the United States Bureau of Education, also involve intricate and widespread cooperation. This process of cooperative study has not, however, worked itself out very generally through institutional expression. There is little apparent tendency to accept coordination of educational study, similar to that which exists between the experiment stations of the land-grant colleges. Need still exists in the field of education for institutional specialization of study and for develop-

ment of coordinated relationships between the researches carried on by separate institutions.

It is apparent and significant that few of the educational studies made during the biennium are based upon, or take their departure from, thorough-going examination of social and economic conditions. One instance of the value of such application is afforded by the negro land-grant institutions. For years they carried on abstract and independent discussion directed to arrive at conclusions which would serve as real guides in the construction of programs of industrial education. Under the guidance of the United States Bureau of Education a study of the social and economic conditions which surround negro workers in the South was made. Upon the basis of facts thus revealed concerning opportunities offered by the society in which negroes live an industrial program was developed and is now being carried into effect, without reference to abstract artificial standards and without reference to the means or averages of practice, but in direct application to actual situations.

Desire to study actual situations has in one instance perhaps led to some distortion of the scientific attitude. With the growth of foreign fellowships, exchange of professors, and our closer relations with European economic conditions, some tendency toward an exaggerated valuation of European practice seems to have developed. Pres. H. N. MacCracken, of Vassar, expresses something of a critical attitude upon this matter in his report for 1926:

> It seems wise to review these facts in this sixty-fifth year of Vassar history, because at the present time, largely owing to the favorable conditions of American economic life, the American educational world has been inundated by commissions and by private investigators, as well as by Rhodes scholars returning from the gray towers of Oxford, and by others returning with the spoils of the continental doctorate of philosophy, who would persuade us that our systems are all wrong. They are joined on this side of the water by critics who, with a conveniently romantic memory, recall their student days in Germany and choose to ignore all the progress that has been made in America since those student days.

The value of European contact and of study of European educational conditions and practices should not be minimized. Attention is called to this matter for the sole reason that in some cases an inclination is revealed to quote European practice as final in instances in which it is only the beginning.

Existence of a general tendency to increased use of factual and scientific studies to guide educational development and practice, and the fact that so little is generally known of this field of higher educational study, suggest that a clearing agency to report studies of this character might render a most useful service. This suggestion appears more practical and desirable in view of the results of

the work of the educational research bureau in Purdue. One of the aspects of its work is the production of a mimeographed summary of the current literature in higher education. This was undertaken because the impression existed among faculty members of Purdue, as it does elsewhere, that very little helpful literature exists or is being produced in the field of higher education. The experiment at Purdue created a tremendously increased demand for the material described in the review and also, without publicity, brought about an impressive demand for the mimeograph from institutions throughout the United States. The work of the National Committee on Research in Secondary Education also suggests that there is place for some agency to serve a similar function with reference to higher education. The Committee on Research in Secondary Education lacks an adequate means of disseminating the information which is available to it. In the field of higher education it would be very desirable that frequent periodic reports of studies completed or under way be embodied in a publication. Probably such a venture could not be placed upon a commercial basis. It should enlist the cooperation of a large number of institutions and educational agencies and should be free from any hint of exploitation from a commercial or institutional standpoint.

BETTER EDUCATIONAL SERVICE TO THE INDIVIDUAL

Limitation of the services of institutions, the desire to interweave the cultural and the practical in higher education, the view that education is a life process—all these tendencies unite to provide better educational service for the individual student. President Lowell, of Harvard, in his report for 1924–25, notes this increased interest:

> The trend away from the older system of instruction, imparted wholly by independent, self-limited courses, and toward a new conception that the student is the only true unit and end of education, has been making headway in recent years in many institutions of learning.

The dean of Columbia College prefixes his report for 1925 with the following statement:

> It will be observed that practically every question mentioned in the following pages has its roots in the attempt to make the college a place where each individual may have the opportunity to develop to the full any capacity that he may possess. This principle regards the individual student as the unit on which our system of education is built, rather than the professor, the curriculum, or the social collegiate experience.

A number of educational and intellectual, as distinct from material, considerations have contributed to acceptance of this attitude on the part of college faculties and administrative authorities.

The amazing progress of psychological study, especially that which has concerned itself with the capacities, abilities, and learn-

ing processes of the individual, has percolated through the entire academic world. Temporary checks placed upon recognition of the worth of these studies through the application of the term "psychological" to a variety of trite and foolish developments has been overcome to a large degree. The underlying trend of this psychology, or the understanding of it by those outside the technical field of psychology, has been in the direction of emphasis upon the importance of the individual, his motives, his mental processes. Class lectures, class drill, and other more or less mechanical forms of controlled exercises which pass for teaching, are giving place to methods which depend upon the individual's own activity in learning. As a result, teaching tends to become less generally a process of the professor filling the pint of student capacity by pouring from his widow's cruse of inexhaustible knowledge. The individual student is looked upon as living, self-actuated organism who in life will, in spite of social pressures and material environment, determine in large part his own relationships and direct his own activities. Interest in the individual is evident in measures taken by institutions that may for convenience be discussed under three topics—student relations and welfare, improvement of teaching, interest in the superior student. Each of these topics will be taken up in turn.

STUDENT RELATIONS AND WELFARE

What is meant by the interests, activities, and relationships comprised in the term "student relations and welfare" is perhaps best expressed by the committee appointed at the University of Minnesota to study "all those influences affecting life, character, and training of young people in a university." This committee will consider—

> not costs of education, not faculty needs, not building needs * * * but the welfare of the student and the extent to which all other activities are actually benefiting the young people for whom the institution is created * * *. Student welfare will be interpreted by the committee in its broadest meaning, implying all benefits received by the students from everything that goes on at the university, whether participation is required or they take part of their own initiative.

No such broad study has ever been made, but successive points of outstanding interest and importance with reference to student welfare may be summarized briefly by this review of the biennium.

Freshman Week, inaugurated some years ago, has spread rapidly during the period. Originally adopted as an experimental means of making the transition from home to college life less abrupt, it is being accepted and used almost as a standard phase in university and college procedure. A study made by Mr. Stoddard and Mr. Freden, of the University of Iowa, on the status of freshman week

among 84 institutions with the largest enrollments shows that 27 had experience with freshman week and that 21 had definitely set a date for inaugurating it. The growth of this practice among these 84 universities is shown by the fact that "in 1922 freshman week was inaugurated in 1 university; in 1923, in 3; in 1924, in 8; in 1925, in 15; in the fall of 1926 it will be inaugurated in 20; in 1927, in 1 definitely and in 1 probably; in future (as yet not decided), in 12."

The more extensive attempt by Yale University to develop a freshman year has proved very successful at that institution. The scholarship of the class has been raised and the percentage of those dropped for academic reasons has decreased from 10.9 per cent to 8.5 per cent. While there seems to be a greatly increased interest in the entire freshman year on the part of many institutions, none, so far as known, has imitated Yale in formal organization. The interest in the freshman year and in the individual freshman is elsewhere expressed by more attention to his relationships with the faculty and with other students. At the University of Illinois, for instance, every freshman, senior, foreign student, and student on probation is given a faculty adviser. Similar special attention is given at other institutions in guiding him through his courses and in offering him opportunity for personal advice and assistance.

At Yale freshman year has been handicapped by the necessity of housing some freshman off the campus. In order to effect social control and to create community spirit, attention is also being given at other institutions to the housing of freshmen. Vassar, for instance, has withdrawn all freshman nonresidents from houses in the vicinity of the campus, thus, as the president's report expresses it, "resuming complete responsibility for the environment created during the process of undergraduate training." Common tables for freshmen are also being advocated, even in situations which make housing together impossible as yet.

One of the objects of requirements that freshmen live and eat together is the control it affords over health conditions. Examination of reports shows an astonishing development of other measures adopted to regulate and to improve health. At many small institutions, such as Bates and Skidmore, the attention given to the health of students is as outstanding as in some of the larger universities. The situation at the University of California is perhaps typical. At that institution over 75 per cent of the entire student body made use of its infirmary one or more times during a single year. At Miami University 433 of the 1,701 students received treatment in its hospital. The clinical reports show even more impressive figures. In Ohio has been formed the first State section of the American Student Health Association, under the name of the Ohio Student

Health Association. Care and interest of this kind indicate a recognition of the educational importance of student health from the corrective standpoint. Activities noted in preceding bienniums which emphasize student recreational exercise have become so general that it would be difficult to discover outstanding developments.

Closely related to the attention given to physical health by the colleges and universities is the increased importance attached to the creation of agencies to care for the mental health of students. The work done at Vassar, the University of Minnesota, at California, and elsewhere has not received the attention it deserves. Misconception and inadequate understanding of the assistance which may be rendered through a service that has been handicapped by the name "psychiatry" usually takes the form of belief that its field is that of treatment of the insane. This is, of course, not the case. These services in the universities are concerned for the most part with the removal of mental obstructions to the fullest personal realization of abilities and character. In the present state of knowledge in regard to these matters, it is true that the extreme cases are receiving most attention. But the knowledge gained may point the way to useful service that may well be extended at some period of their lives to many individuals who are regarded as mentally and morally normal.

STUDENT REGULATION

Certain matters of convention and practice that are usually not interpreted in moral senses, but are of importance and significance in the college social community, continue to receive attention. The regulation of the use of automobiles has received much publicity, largely because of the action taken by the University of Illinois in forbidding their use. Institutions as far apart as Princeton and the Texas Agricultural and Mechanical College have also inaugurated drastic motor-car regulation. It is argued in support of careful regulation of the use of motor cars by students that automobile users tend to low scholarship and waste of time; that accidents, violation of law, and moral delinquencies result from free use of this means of transportation and recreation. In spite of the discussion and the action condemning student use of the automobile, drastic restriction has been on the whole regarded by many institutions with amusement. In some instances it is contended that cutting off automobile privileges does not meet the fundamental situation, which is to provide training which will give self-control in regard to use of time, inspire care for the rights of others, create interest in scholarship, and insure respect for the law, both statutory and moral.

The question of smoking, especially on the part of women students, is still a subject of discussion and consideration. On the whole,

however, the tendency probably is to regard it from the standpoint reflected in President MacCracken's statement:

> As a social practice, students are, in the opinion of the faculty of Vassar College, entitled to decide the matter for themselves. As a habit injurious to health, the college is entitled to drop students who for this cause or any other fail to measure up to the minimum standard of physical fitness.

In the West and South smoking by women is looked upon as having significance of greater social import than is the case in the East. This is especially true of smoking by women, but eastern men are frequently surprised to find that smoking by men is also forbidden or discountenanced on the college campus and in the college buildings. A conference was held recently in the East, which included representation from Bryn Mawr, Mount Holyoke, Smith, Vassar, and Wellesley, to consider the question of smoking by women students, but no joint action was taken. President Woolley's report clearly states the significant feature of the conference, in which representatives of student government participated. The important point in her view was not a question of smoking or not smoking, but "the result of the discussion is a willingness on the part of the student body to bring the problem of college living up for a joint discussion between them, the faculty, and the administration."

STUDENT SELF-GOVERNMENT

During the period under consideration self-government by students has been undergoing reexamination and criticism. This is especially true in the men's colleges, but is not manifest in the women's self-governing associations. At Wisconsin, after 20 years of experience, self-government by the men students has been abandoned. At Yale, after a period in which the student council apparently refused to exercise its functions of investigation and disciplinary action, reorganization has resulted in a rejuvenation which has produced "results that were at once surprising and gratifying." At Cornell also doubt has existed with reference to the self-regulation of student conduct, but in his last report the president expresses satisfaction over the spirit which dominates students' administration of matters that fall under their control. The president of the University of California also highly commends the student government of that institution.

In so far as questions with reference to student government have arisen, they seem to center largely about distaste for the exercise of investigative and disciplinary functions. Faculties do not like these duties, and in some cases their transfer to the student body has been dictated by the idea that the faculty would thus escape responsibility in the sphere of punishment and police, rather than by a constructive plan for developing the spirit of real student participation in the management of his environmental and social life.

RELIGIOUS INSTRUCTION

Several symposia upon the subject of student welfare have centered about the question of voluntary and compulsory chapel attendance. No consensus of opinion seems to have been reached. The faculty of Vassar has gone on record as favoring voluntary chapel, and 1925–26 ended compulsory chapel at Yale. Compulsory attendance at chapel in most of the southern and western institutions is apparently causing little concern. Most of the discussion does not clearly distinguish between chapel exercises as religious services and chapel exercises as serving the functions of general student assemblies. The question is therefore a confused one in many respects. Probably their attitude toward chapel attendance does not adequately measure either the interest of students or their attitude with respect to religious observances and religious faith. Certainly the prominence given to advocacy of voluntary chapel does not indicate a decline in the colleges and universities of interest in religion either on the part of students or administrations.

Religion in education has during the biennium been discussed to an extent that makes it almost take on the character of an important development. It is difficult to determine how much of this interest is due to recrudescence of the traditional dominance of religious motives, a dominance that has always been, and probably always will be, stronger than preoccupation with less personal motives sometimes leads us to believe. Much of the discussion is due, no doubt, to recurring alarm on the part of middle age as to what the younger generation is coming to, and it evidently represents an attempt on the part of the elders to revive early religious training as a means of saving youth. Some of the interest is due to readjusted views of education, which lead to the conviction that knowledge and culture, whether scientific or classical, fail to create elements of character demanded for social and individual welfare. Whatever the cause for revived interest in student religion, studies show in State-supported, as well as in private and denominationally controlled institutions, that the number of courses in religion, in biblical literature, and in related subjects has been greatly multiplied. The approach to this instruction has been well described as follows:

> The aim of instruction is to examine in scholarly fashion and with impartiality what religion is and what part religion has played in the history of the human race. The subjects of these courses include the Bible, the study and interpretation of religion, church history and religion as a factor in personal and social life.

The impression gained is that in so far as institutions are embodying education about religion in formal courses, they partake in only a slight degree of the deep emotional fervor which inspired religious instruction prior to the development of the scientific spirit.

The topic of religious instruction suggests a digression from student relations and welfare to call attention to the educational standards of seminaries for the training of Protestant clergymen. There is in many institutions of this kind a very low standard of scholarship. The courses offered have little uniformity of intellectual content. No generally accepted standard course intended to prepare clergymen exists. Among Protestant denominations, church bodies exercise very little control over the instruction given in preparation for their ministries. Conditions of admission range from grammar-school preparation or even less to the requirement of a first degree from a reputable college. The graduation requirements and the degrees granted at the conclusion of the courses of study are equally confused. The relationship of work in the theological seminaries to that of the colleges and universities, especially to the graduate schools, is uncertain and unsatisfactory. Under modern conditions it would appear desirable that, even though common agreement as to basic content can not be reached, the seminaries of individual denominations might well, in cooperation with church bodies, agree upon more uniform standards.

IMPROVEMENT OF TEACHING

Ever since teaching has been considered from the professional standpoint, it has been asserted that the poorest teaching in the world is found in the colleges. Until recently, however, there has been little direct attack on this problem. Courses of study have been given looking to preparation of grade and high-school teachers, but none for the training of college teachers. No doubt the teaching function in the colleges has been regarded as important, but practice has made advance in salary and rank depend more largely upon preparation in subject matter and upon research, literary, or other creative activity than upon the quality of classroom work. Increased interest in service to the individual student naturally has raised the problem of better college teaching into new prominence and has produced effective action.

The Bureau of Education recently supplemented a study made by Prof. C. D. Bohannan, by an informal investigation of 74 higher-educational institutions to determine what measures had been taken looking to the improvement or control of the quality of teaching in these institutions. This study showed a very definite trend toward administrative action to deal with the problems of teaching by means other than those of encouraging research and graduate work in subject-matter fields. Fifty-six of the 74 have taken steps to improve the teaching work of their college faculties. Seven of the 74 now require definite amounts of teaching experience prior to employment, while 7 others do not specify exact amounts, but will not employ

teachers who have had no teaching experience. Only 4 of the 74 have adopted fixed amounts of professional training in education as a prerequisite to employment, but 4 other cases "look for" such training. In the case of Rhode Island a recent law establishes a professorial certificate issued by the State commissioner of education upon the authority of the State board of education. This certificate entitles instructors in State higher institutions to participate in the State pension provisions. It specifies the equivalent of 15 semester hours of professional teacher training as one prerequisite for securing the certificate. Clemson College, South Carolina, does not prescribe definite amounts of professional educational training but has adopted the device of promoting members of the faculty who are about to receive a year's leave of absence for study. They are asked to include in their study the professional educational subjects related to their specific fields, if they have not previously had such training.

Many colleges and universities are now offering courses looking directly to the preparation of college teachers, either courses intended primarily for graduate students or especially designed for members of the faculty already employed. The University of Chicago, Cornell, New York University, Columbia, Indiana, Harvard, the University of Texas, and Ohio State all offer such work. It is true that in many of these instances the main emphasis is on college administration and organization rather than upon subjects ordinarily regarded as training for the teaching profession. Eleven of the 74 institutions investigated by the Bureau of Education give courses to prepare graduate students to become college teachers or special courses for their own faculties. The content and method used in the courses given have not yet been fully developed. Ohio State University, in a three-quarter course, treats first of the scientific method; second, of the historical and social background; and third, of such questions as the logical versus psychological organization, the meaning of liberal education, and the like. The New York University School of Education has inaugurated a three-year graduate curriculum leading to the Ph. D. The fundamental purpose is to prepare men and women to become teachers in colleges, universities, and professional schools. The thesis subject must be chosen from some field of higher education which will tend to promote improvement of teaching and administration.

COURSES FOR FACULTY

Courses organized especially for the faculty are usually not very successful even when enrollment is voluntary. Attempts to compel attendance of the faculty are looked upon by faculty members as unjustified interference with personal liberty and have as a result most frequently met with failure. Whether attendance is voluntary or compulsory, however, success in such special faculty courses has

been attained only when the course is planned by the class itself upon the basis of individual problems. The New Mexico Agricultural and Mechanical College has upon this basis secured enthusiasm and important results.

Special courses, whether upon a graduate basis or specially designed for the faculty, have not been tried in many of the institutions where real progress has been made. Encouragement, and pressure in some cases from the administration, have in 11 of the 74 institutions secured enrollment of faculty members in regular school of education work. The benefits of such attendance are based upon the belief that the principles given in courses, for instance, in secondary education, may be applied by mature men to the somewhat different conditions of college instruction.

As a means of arousing faculty interest in college instruction and in some cases for the definite purpose of instructing the faculty, short courses, forums, and lectures by outside men of prominence in the professional educational world have been organized by 19 of the 74 institutions. Reports indicate that the results of this type of work have been good, but it is being realized increasingly that some form of follow-up is needed to supplement faculty training of this character.

The lack of permanence and continuity in short courses conducted by outside educationists is overcome in part when faculty clubs are organized or diverted to consideration of teaching problems. Fifteen of the 74 colleges and universities investigated show activity of this type that enlists the participation of faculty members upon a self-organized and voluntary basis.

It is significant that the greatest change in the character of faculty meetings has been in the direction of introducing one or more meetings a month, at which carefully prepared programs dealing with the problems of higher education are discussed. In 28 institutions of the 74, this is the practice. Quite frequently such proceedings lead to the formal organization of faculty committees and subcommittees which take up seriously the study of specific problems of teaching. Although a new venture, the organization of committees and subcommittees for these purposes at the University of Oregon represents one of the most careful attempts to enlist in this way the interest of faculty members in the problems of instruction. It is said that from two-thirds to three-fourths of the faculty at the University of Oregon have thus been actively interested and engaged in consideration of these problems.

The most embarrassing question that can be asked of college administrators and of faculty members with reference to the teaching of an institution is: "How do you know what kind of teaching is going on in this college?" Although in 19 of the 74 institutions studied some form of inspection is reported, it was found that this

inspection is in many cases perfunctory or neglected and has not assumed the importance that supervision has in the public schools. There is considerable misunderstanding about this matter. Faculty members resent formal supervision, but would probably be inclined to change their attitude if they fully realized the importance given by administrative officers to student opinion in estimating faculty efficiency. Inquiry at over 50 institutions shows that, whether they know it or not, the faculty is continually subjected to student supervision and report of an informal character which has become of primary importance in the administration's estimate of classroom work. It would seem that expert supervision by mature and trained persons belonging to his own craft would be more acceptable to the college instructor.

Although faculty members are inclined to resent any direct attempt by the administration to supervise methods of instruction used in the classroom, they are more willing to admit the legitimate interest of the administration in the content of courses. Since the poor quality of college teaching has in part been due to poor organization of the materials of instruction, the practice, now introduced by several institutions, of requiring detailed syllabi of each course tends to improve classroom work. It requires careful analysis of the material and ground to be covered.

In the engineering school of the University of Missouri a somewhat more careful consideration by the faculty member is required. Three questions are asked of each member of the engineering college: First, with reference to each course the instructor is asked to state why engineering students should take the course; second, he is asked to state the specific things that he expects the student to learn to know and to do by taking the course; and, third, he is requested to put down how he proposes to teach the student to know and to do these things. The Oregon Agricultural College also has in the engineering division a similar but somewhat more elaborate method of arriving at information of the same general character. The results of these inquiries are extremely interesting and lead to many important results. Possibly the professional spirit of the faculties in engineering schools which makes them refer to themselves as "engineers" rather than as "professors" may account for willingness and industry in promoting such investigation.

At the University of Southern California another method of approach has been devised which is of considerable interest and which might be adopted by other institutions. Upon the basis of the well-known Cardinal Principles of Secondary Education (Bureau of Education Bul. 1918, No. 35), 10 objectives for college education have been defined. These objectives have been explained to faculty members, and each instructor is required to state in writing what each

of his courses contributes toward the attainment of these objectives. Study of the returns has not yet proceeded far, but such examination as has been made indicates that useful suggestions for further inquiry and for certain adjustments may be derived. Many of the returns from members of the faculty, however, show that in their opinion the inquiry smacked somewhat of the abstract and impracticable.

The results of the inquiry conducted by the Bureau of Education are, on the whole, encouraging. They indicate, at any rate, that attention and effort have been centered upon problems that have in large measure in the past been foreign to faculty consciousness. As yet formal requirements of professional education do not exercise much influence either as a basis for employment or upon those already employed. Self-directed and self-controlled interests of the faculty and incorporation of study of teaching problems in administrative programs submitted for faculty consideration seem most effective. When matters that concern administration or content of courses is made the starting point for further study, subsequent developments tend to be most productive. It still appears, however, that no criteria satisfactory to university faculties have been accepted as a means of measuring good teaching.

INTEREST IN STUDENT QUALITY

Parallel to the desire for better service to students is the desire for a better grade of students to serve. During the biennium attention has been centered largely about service to the gifted or superior student, so conspicuously neglected by our ordinary college procedure, but this aspect of discussion by no means indicates the limits of interest and action with reference to student quality.

Some of the discussion upon this subject is Carlylean in dyspeptic misinterpretation. It asserts that there are a large number of nit wits now in college, even though evidence points to quite the contrary. One writer asserts that a large proportion of college students "can not grasp the essentials of any subject of college grade." Humorous or cutting phrases have frequently given a wrong impression of the college, such as that of Brander Matthews's description of college as "a well-appointed country club with incidental opportunities for study." These attitudes of mind and the attitudes produced by such statements tend to take the view that higher education should exist for the gifted student alone. It represents a departure from belief in the value of college training for every degree of intelligence and of persistence capable of scrambling through or over the obstacles now set up for admission and graduation. It disregards the fact that a large proportion of the men and women who are doing the world's work are not especially gifted and even that

many of those who are most influential in directing the world's affairs are of mediocre ability as measured in terms of scholastic attainment or of studious habits and tastes.

Special provision for the gifted student is highly desirable, and tendencies indicate that this group will soon be adequately cared for. The results of a generation of such a consciously selective process will be awaited with interest. There is little likelihood, however, that the product will monopolize the intellectual and directive pursuits of the Nation. Both the publicly supported and the privately supported institutions that are inspired by the missionary impulse will continue to reproduce more nearly the conditions of a world in which gifted, mediocre, and moron are mingled together in varied relations and contacts.

In general, the tendency to manifest interest and obtain knowledge of the quality of students admitted and educated is a part of the general raising of the level of mass education and is closely associated with increased solicitude for the individual. It has, it is true, been expressed frequently in terms of higher admission requirements, higher passing grades, and more severe requirements for graduation, but it is also evident in the conduct of more searching personnel inquiries and in efforts concentrated upon the deficient student.

Emphasis upon selection and upon selective processes as means of raising student quality is evident in the action taken by many institutions. Miami University, for instance, wishes to impose a general entrance examination for freshmen in the liberal arts similar to that given to students entering the teachers' courses and advances as an argument that this plan would eliminate 10 per cent of the weakest applicants. The University of California has entered into a very commendable cooperative arrangement with the high schools whereby no student is admitted except upon specific recommendation of the principal of the high school, the understanding being that the university desires to secure students of high quality only. The arrangement protects the student against mistaken judgment on the part of the principal by providing that he may also obtain admission by taking the examinations of the college entrance examination board. As a result of this arrangement the university itself has abolished its own entrance examinations. The University of Nevada in the fall of 1927 will put into effect the requirement that every resident of Nevada applying for admission from Nevada high schools must present 4 of the 15 units with a grade of 80 per cent or better, and in the fall of 1928 it will require that 6 of the 15 units be presented with this grade.

In cases in which, for various reasons, it is impossible or undesirable to restrict admission too greatly, grade requirements and other processes of elimination after admission are being adopted

more generally. The most extreme expression of desire to eliminate is that made by the American Association of University Professors. It proposes to eliminate arbitrarily upon a percentage basis at the end of the sophomore year and to admit to the junior year only a prescribed number of students. This has an academic sound and embodies some of the mechanical characteristics that have been so much criticized in American higher education. The Oregon Agricultural College requires a junior certificate showing that the student has completed the requirements of the first two years before junior standing can be obtained. At Pennsylvania State College the freshman class was cut to two-thirds at the beginning of the sophomore year and to one-half of its original strength at the beginning of the junior year. The school of chemistry and physics requires that the student maintain throughout his college course a record close to that prescribed by the credit point system for graduation. It is stated that if the credit point system in this institution had been in effect in June, 1926, 13.6 per cent of the graduating class would not have graduated. While the credit point system, which has become almost universal in its application, apparently concerns graduation alone, its effect is to eliminate at earlier stages students who tend to drop below the minimum, and particularly those who prior to graduation drop so far below the minimum that they can not recover lost ground.

The graduate and professional schools also tend to raise standards for admission and graduation. It has been asserted publicly that this tendency of the graduate and professional schools is dictated by a desire to limit the numbers furnished to the profession, but desire to raise the character of the professions is also a controlling motive. Cornell Law School went on a graduate basis in September, 1925, and all law schools in New York show a tendency to raise admissions above former standards. During 1925 two law schools in the State raised their requirement for admission to two years of college work and one raised it one year. The University of California school of jurisprudence has increased its requirement for admission by requiring the A. B. or B. S. from the University of California or the equivalent, but it admits from the college of letters and science and the college of commerce of the university students who have senior standing. The University of North Carolina has established a ruling that in 1927–28 applicants for admission to the medical school must have an average grade of 80 per cent in their two years of premedical college work and that in 1928–29 an average of 85 per cent will be required.

HONORS FOR GIFTED STUDENTS

The plan of honors courses, which is typified at Swarthmore, still excites much interest and study, but is not being adopted generally

without modification. It was, of course, not intended to be so adopted. The tendency is to adapt practical procedure in other institutions to basic desires to secure intensification of educational effort, to raise the quality of the student body as a whole, and to provide means to care for the especially gifted student. On the whole the tendency seems to be to go one step further than the honors courses do and to raise the question as to whether the methods applicable to the selected, specially gifted student are not applicable also in a certain degree to the general run of students. In other words, the impetus and experience given by those who are emphasizing the honor student is being used as the starting point and guide for the reexamination of the entire process of educational organization and of methods of procedure.

Some of the plans adopted are of special interest. That at Dartmouth is described under the title "Four proposals to build power," and has been developed through the joint efforts of the administration, the faculty, and the student body. The plan is as important for education during the first two years as for the last two, although it partakes of many of the elements of the honors course during the later period. At Yale Law School students are allowed in the third-year class to elect work in small groups in certain subjects with instruction by the seminar method. Princeton has reduced the number of courses required of seniors of high scholarly standing who wish to devote additional time to investigation of subjects in their special fields of study. As a result of the measures taken by Princeton the institution has been charged with setting tasks for undergraduates which only graduate students are capable of doing. The allegation is an example of current underestimate of undergraduate ability to work and to carry into study the spirit of extracurricular activities. That the charge is not true is evidenced by the fact that two senior classes of 400 each have met Princeton's requirements.

At Stanford students are allowed to choose for independent study a program of work outlined by a faculty adviser. The student is responsible for his time and accounts for his results through an examination during the graduation period.

The University of California has established an honor list of upper-division students who maintain a grade of B or above. This list is printed and the students are given special library privileges and may do special work under the supervision of the major department.

Miami University rewards scholarship in a somewhat unusual way, although it is merely an adaptation of the honors plan of excusing from the requirement of regular attendance upon exercises and classes. The high-honor students—that is, those who make 125.5 or above—have all absences for the semester canceled. This is im-

portant in this institution, since for every 20 uncanceled absences one hour is deducted from the credits made by the student during the semester.

At Vassar another unusual substitute for honors courses has been devised. The publication known as The Journal of Undergraduate Studies has been inaugurated. In addition independent study is provided by giving extra hours of credit which are "attached to certain advanced courses to allow for more intensive work by the student, independent of class hours."

One of the most interesting adaptations of methods to insure a suitable rate of progress for the especially able or the especially industrious student is that provided in certain subjects at Purdue University. The account of this experiment which has been printed by the university is entitled "Double-pace students." The plan permits completion of certain work in half the time ordinarily required and for transfer when occasion arises from ordinary pace to rapid-pace sections or the reverse.

INTENSIFICATION OF THE EDUCATIONAL PROCESS

The varied and complex programs offered by the colleges and universities have created the impression that the work of the individual student is equally varied and dispersed. As one writer expressed the opinion: "Varied activity has been substituted for the ability to think." This view is, of course, not entirely justified, but has enough basis in fact to warrant discussion of recent trends looking to concentration and intensification of the educational process.

Interest in the individual student, improvement in college teaching, provision of opportunity for the superior student, all have a direct bearing upon this problem. The demands of employment and professional occupation have also contributed to bring about greater concentration of mind and effort on the part of college students. This demand is expressed in an opinion contained in a discussion of the premedical course at the University of Michigan:

> I am struck by the fact that the pressure [of work] in most colleges is at the present time too low for those who have made up their minds to undertake the study of medicine. * * * I believe that a stiffer grade of work would be in the interest of a more accurate selection.

President MacCracken, of Vassar, says:

> We must expect our students more and more to seek opportunity for a greater concentration of time, longer and fewer written papers, fewer and more important appointments, fewer and more specific lectures.

Another cause contributing to desire for greater concentration of time and effort arises from the fact that the present generation of our college faculties has been trained and accustomed to regard research as highly important. Analysis of or even reminiscences about the

creative intellectual values of these aspects of their education as compared with those that were derived from class attendance and note taking has led many faculty members to wonder whether the principles and impulses which characterize research work may not be applied to undergraduate college education with more effective results than have been obtained through the traditional methods. Evidence exists everywhere in our colleges which shows student devotion to activities in which they create their own interest and over which they exercise their own control. Further, scientific progress has been so impressive that the scientific method has become a slogan of those who are devoted to the educational life, if not always an instrument completely under their command. Personal inquiry, hunger for facts as a basis for understanding, is of the essence of the scientific spirit. Neither ready-made facts nor conclusions, such as much college instruction has offered as the main dish on the educational menu, appeal to scientifically trained faculty members. They are beginning to show considerable reluctance to offer their students no more than this.

Ordinary class work has required little intellectual exertion, certainly little of the spirit of scholarly research, on the part of the student. It has not, according to current criticism, compelled independent thinking and mental struggle. Research training has so developed the professor's own creative impulses that he is now seeking methods of teaching which will aim at developing in the student the impulse to discover and to systematize knowledge. The project method so familiar in agricultural education is receiving increased consideration. Under this method the fundamental element is consideration and solution of problems by the student. The principal concern of the instructor is the methodology of the student's approach to the problem and of his collection and handling of data required for solution. This method is in harmony with the tendency of the world outside the college to demand from students not specific knowledge, but ability to work and to tackle new situations.

These reasons for growing interest and action looking to intensification of the educational processes are supplemented by facts which indicate that American students are not so far advanced at a given age as are European ones. It is felt that the age of college entrance and the age of college graduation are too great. At Cornell, for instance, while the prescribed age for entrance is 16 for men and 17 for women, the average is 18 and the median even higher. It was also discovered that 478 freshmen offered a surplus of entrance credits averaging 1.41 points beyond the required 15 units. At the Oregon Agricultural College it was found that the age of freshmen

in 1925–26 was 19.62; of sophomores, 21.40; juniors, 21.40; and seniors, 23.47.

A recent study made by the Bureau of Education indicates to a considerable extent that one year of the four-year high-school course is not really preparation for the work now given in colleges. Institutions seem inclined to accept the conclusion that the formal standard of 15 units for the four years of high-school study can be broken down without harm to the character of the work done in college. Seven and eight-tenths per cent of the four-year colleges now admit on the basis of 12 units of senior high-school work. Of the private colleges, 9.4 per cent with enrollments of less than 500 admit under the 12-unit basis, while of those with enrollments of 1,500, 5.4 per cent admit upon this basis. Of the State universities, 7.5 per cent have accepted this revision of old standards. In the regions covered by the North Central Association, 12 per cent of the colleges admit upon the 12-unit basis; in the northeastern and northwestern territories, 2.9 per cent and 3.2 per cent, respectively, and in southern territory, 7.8 per cent. Of the colleges in the territory of the North Central Association, 83.4 per cent approve the idea upon condition that the plan secures general acceptance. On the other hand, in the northeastern territory, only 58.3 per cent are willing to make the change under the same condition. If this plan should become generally effective, it will imply an extensive reconsideration of methods and relationships both in the secondary and the college fields.

Quite apart from the provisions made to care for the gifted student, there is apparent an increased tendency to make administrative and curriculum adjustments which tend to encourage concentration of time and effort. The University of California, for instance, plans considerable restriction in the number of courses open to freshmen. Miami University has readjusted its plan for grouping subjects and requirements in order to secure greater concentration. The comprehensive examination is rapidly being substituted for piece-meal and dispersed passing of courses and tests. At Yale the traditional year system has been abolished in the school of medicine. Students are enrolled both in the graduate school and in the school of medicine. This is true, although traditionally three years' college work are required for admission to the medical college, while four years are required for admission to the graduate school. The student selects the sequence of his studies with the advice of his instructors upon the basis of his previous work and the purposes he has in view. When he finishes his preclinical work he may continue and secure his M. D. or he may branch off into specialties leading to the Ph. D. In neither case is it necessary that he secure a bachelor's degree.

Full significance of the Johns Hopkins proposal to eliminate two years has not been fully realized in educational discussions. The plan

is applied in senior college work to those who intend to specialize rather than to go ahead in the regular way to the first degree. Such students need only satisfy the professor that they are qualified for advanced work. Their programs are then outlined by the professors. "No arithmetical system of credits shall be applied; and each department shall determine the character of the work required—lectures, conferences, reading, laboratory, etc." Those who decide to specialize may become at once candidates for the masters' and doctors' degrees. The minimum time requirement for the master's is three years of university work and residence; and for the Ph. D., four years of work and residence.

Johns Hopkins is also breaking down formality and mechanical requirements in the undergraduate department. In the college of arts and sciences reading courses under the supervision of an instructor are offered in eight departments, and 21 students are pursuing these courses. In addition, 19 undergraduate students have been permitted to take graduate courses with most satisfactory results. Something of the same process has been tried by the economics department in the University of Michigan. Six hours of credit are allowed for a reading course open to selected students. The plan is described as follows:

> It is the purpose of the department of economics to encourage these students to browse widely in books, classrooms, professors' studies, and the rooms of other students (rather than to adopt intensive graduate school methods of study and research), to reflect upon their reading and experience through informal discussion, and to coordinate their various lines of interest and competence. * * *
>
> At the end of each semester every member of the group will submit a paper telling in his own way what he has done in the time thus made available and describing his reaction to his reading and experience.

CONCLUSION

The foregoing review, covering the biennium 1924–26, shows that higher education in the United States is in a state of flux.

The imperative necessity for higher education to readjust itself to the social and economic structure of the Nation is receiving attention, but scientific study and research, now so generally given to details of methods and procedures in higher institutions, are little used in defining the larger objectives and relationships of institutional service. In general, higher education is receptive to changes in method, in content, and in procedure, but little evidence exists of the development of general educational philosophies to which specific problems may be related.

CHAPTER II

MEDICAL EDUCATION

By N. P. Colwell, M. D.

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

---

Contents.—Increase in number of schools, students, and graduates—Enlargement of medical school plants—Capacity of medical schools—Supply of physicians—Better teachers in medical schools—Improved methods of instruction—Greater opportunities for the study of patients—Conditions in 1906—Development of highly technical methods of treatment—Present-day medical course—Advanced courses for specialization—An improved curriculum—Residencies in the specialties—The hospital's part in medical education—Hospitals afford valuable service—Fifty years of medical progress—Medical practice increasingly preventive.

During the past two years changes made in medical schools in the United States have been chiefly in the erection of new buildings, improvement of teaching staffs, the rearrangement of subjects in the curriculum, and closer affiliations with hospitals, with increased opportunities for students personally to study diseases at the bedside in dispensaries and hospitals. Several medical schools are in the throes of erecting enormous teaching plants—a continuation of the marvelous development in this respect during the past several years.

The number of medical schools in the United States fluctuated from 80 in 1923 to 79 in 1924, when the General Medical College of Chicago was discontinued, and back to 80 in 1925 when the University of Rochester School of Medicine and Dentistry was added. In 1926 the charter of the Kansas City College of Medicine and Surgery was revoked, but a new institution was promptly chartered to take its place under the name of the American Medical University of Kansas City.

During the past two years the number of medical students has continued to increase. Instead of only 12,930 in 1919, the number increased to 17,728 in 1924; to 18,200 in 1925; to 18,840 in 1926; and to 19,532 (estimate) in the session of 1926–27.

The number of graduates also increased from 2,529 in 1922 to 3,562 in 1924 and to 3,974 in 1925, but decreased to 3,962 in 1926. Although the number of medical schools has remained at about 80 since 1920, the numbers of both students and graduates have increased. At the beginning of the reorganization of medical schools in 1906 the 162 medical schools then existing enrolled 25,204 students,

an average of 156, and turned out 5,364 graduates, an average of 33. Last year (1926), however, the 79 medical colleges in the United States enrolled 18,840 students, an average of 238, and turned out 3,962 graduates, an average of 50. It is evident, therefore, that,

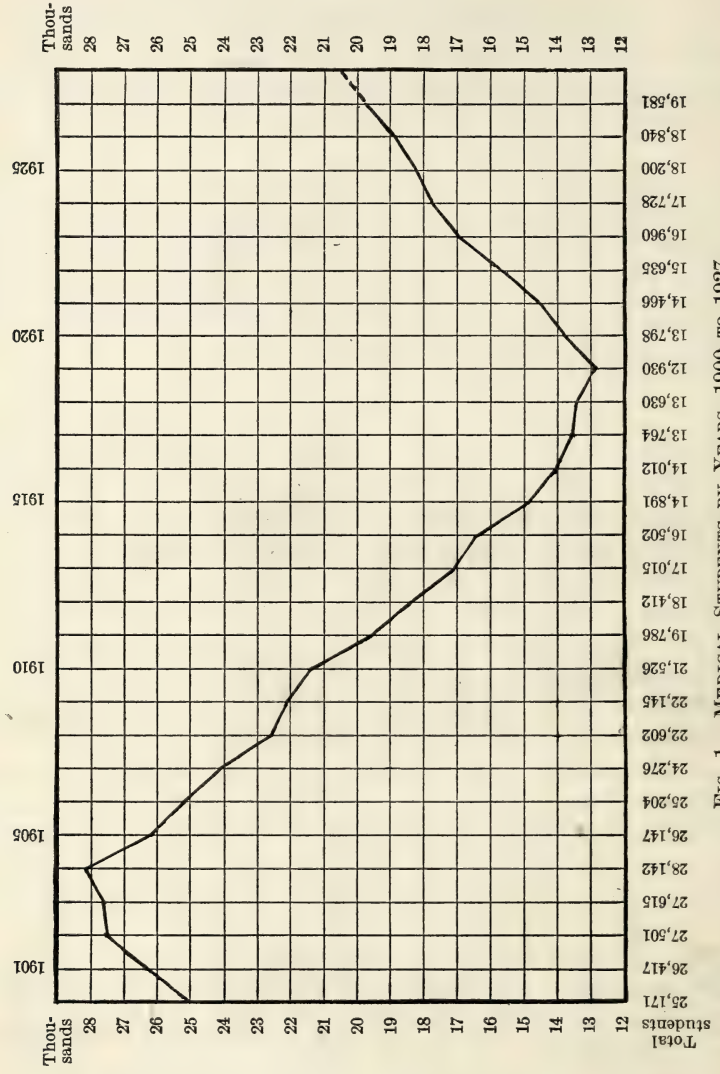


FIG. 1.—MEDICAL STUDENTS BY YEARS, 1900 TO 1927

although the number of schools has been reduced to a more nearly normal supply for this country, the average numbers of students and graduates have been increased. During the past few years, indeed, the medical schools rated in class A have been filled almost to capacity.

ENLARGEMENT OF MEDICAL SCHOOL PLANTS

The movement toward the building of larger teaching plants, including both medical schools and hospitals, continues.[1] During 1925 and 1926 such enlarged plants have been established and partially completed at the Universities of Colorado, Columbia, Illinois, Ohio, Rochester (N. Y.), Vanderbilt, Western Reserve, Wisconsin, and Meharry Medical College. Those which are nearing completion or are partly occupied are of the Universities of Chicago, Northwestern, Tennessee, and the Detroit Medical College. Medical centers with more modern buildings erected nearer to teaching hospitals are being established by the medical schools of George Washington, Georgetown, and Howard Universities at Washington, D. C., and also by Temple University at Philadelphia.

CAPACITY OF MEDICAL SCHOOLS

During the past 15 years no medical school has enrolled the enormous classes which were found in several schools in years prior to 1910. "Quantity first" gave way to quality, but even the quantity is being restored. Although the average classes are larger, there has been an increase in the amount of laboratory space, in equipment, and in clinical facilities in dispensaries and hospitals. Since 1912 most of the medical schools have limited[2] their enrollments to the numbers which could be given a satisfactory training in medicine, depending on their varying space, equipment, and hospital relations. This limitation of enrollments has reduced the attendance in a few of the colleges formerly having unduly large enrollments. The capacity of all others remains the same or shows an increase. There has been, however, a tremendous onrush of students into all departments of colleges and universities, including the medical schools; so that, according to some reports, many properly qualified students have sought admission to medical schools who could not be accepted. The reports have been somewhat exaggerated, because many students made applications simultaneously to as high as 15 or 20 medical schools, and some even matriculated in from two to several medical schools in order to be sure of admission somewhere. Only one registration could be filled by one man, and at the opening of the session numerous vacancies remained. A careful survey of the situation indicates that at present the medical schools are filled nearly to capacity, so that if the number of students desiring to study medicine continues to increase the capacity of the medical schools will need to be enlarged or other medical schools established.

---

[1] See report for 1922–1924, Bulletin July, 1925, No. 31, p. 5.

[2] Enrollments in classes were limited first by Johns Hopkins University Medical School in 1912.

SUPPLY OF PHYSICIANS

The United States still has more physicians in proportion to its population than any other country. In 1925 there was 1 physician to every 753 people, while Great Britain reports (1921) 1 physician to every 1,087; Switzerland and Japan reported (1925) 1, respectively, to every 1,290 and 1,359; Germany (1912) 1 to every 1,940; Austria (1912) 1 to every 2,120; Sweden (1925) 1 to every 3,500.

The number of physicians for every 100,000 people in each of these countries is shown graphically in Figure 2.

In the United States, as in other countries, there has been a tendency during recent years for physicians to locate in cities rather than in rural districts. There is not a shortage of physicians, as already shown, the problem being one of distribution, because the

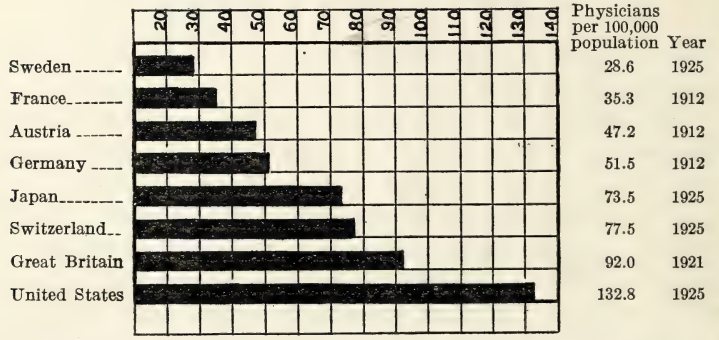


FIG. 2.—RELATIVE SUPPLY OF PHYSICIANS IN THE UNITED STATES AND IN SEVEN OTHER COUNTRIES

excessive supply in cities more than offsets the smaller numbers in rural communities. With the greatly improved means of communication—the telephone, interurban cars, and the automobile—physicians from towns or cities can furnish medical care for much larger districts than formerly. Such complaints as are heard are not of a lack of medical service but of the larger charges for the physician's services because of the greater distance he has to travel. This problem is being studied by country-life associations and others interested in rural communities, with some prospect of improvement. The consolidation of country schools is establishing centers where, in addition to the schoolhouses, small hospitals or health centers may be placed, through which medical service can be obtained in cases of emergency. Through some of the financial foundations, small hospitals are being established in rural districts which have a population sufficient to maintain them.

BETTER TEACHERS IN MEDICAL SCHOOLS

With the rapid reorganization of medical schools during the past two decades many full-time teachers were employed to provide instruction, chiefly in the fundamental sciences. The urgent demand for such teachers led to the employing of many who had not obtained a training in medicine. Most of these were college graduates, and some had received the degree of doctor of philosophy and had majored in the laboratory science they were employed to teach. The qualifications of teachers have been gradually improved. More have been employed who possess degrees in medicine; others have developed a better appreciation of the essential facts in medical instruction through their association at faculty meetings with physicians teaching in the hospitals. Other teachers have voluntarily obtained medical degrees by working during vacation periods or during leave of absence.

IMPROVED METHODS OF INSTRUCTION

With the better qualified teachers, methods of instruction in medical schools have also been improved so as to make certain that each medical graduate obtains a thorough knowledge of the normal structure and functions of the human body. Through the greater facilities now provided for the study of sick and injured people in hospitals and dispensaries the student is more thoroughly trained also in the recognition of diseases. In the third and fourth years of the medical course the student, under supervision, gradually assumes more responsibility in the writing of histories, the making of diagnoses, and in recommending treatment of patients suffering from all varieties of diseases and injuries.

Among the later methods of instruction, conferences are held in which the teachers of two or more departments unite in the discussion of complicated cases. These conferences enable the students better to appreciate the value of the basic medical sciences in the study and care of patients. Most common of these are the so-called clinical-pathological conferences, which are held following the deaths of patients from unusual or complicated diseases. In the presence of senior students and physicians the patient's symptoms and conditions previously complained of are discussed, and conclusions reached regarding the chief and contributory causes of death. Then a report of the post-mortem examination is presented which either confirms or corrects the diagnosis advanced in the conference. The findings at autopsies are of extreme value in increasing positive knowledge regarding diseases because medical students and physi-

cian learn better to judge from a patient's complaints what changes of structure or function have occurred. In treating subsequent patients, therefore, they will have greater prospect of checking the progress of the disease. The tremendous value of post-mortems toward the advancement of medical knowledge and the subsequent saving of lives should be generally understood.

GREATER OPPORTUNITIES FOR THE STUDY OF PATIENTS

Another important development in medical teaching has been the closer relationship between medical schools, dispensaries, and hospitals. Lectures in the medical curriculum are being limited to those which are essential to outline study courses or relate to more recently established facts regarding the subject. Thus students have more time to develop skill in the examination and treatment of patients under the supervision of teachers in the medical school and physicians in the hospital. A few decades ago only a few medical schools had access to hospitals where an efficient routine of hospital teaching could be developed, but even in these the students had little time for hospital work because the medical course consisted of only two annual sessions of six or seven months each. In some medical schools operations were performed by the professors in the college amphitheaters on patients from the dispensary.

CONDITIONS IN 1906

At the beginning of the reorganization of medical schools in 1906, of the 162 medical schools then existing, 94 had no access to hospitals. In 57 schools examination of patients by the professors were occasionally demonstrated in hospital amphitheaters, while in only 11 were students permitted to write histories or make physical examination of hospital patients. After two decades the situation has been greatly improved. Now there are 316 hospitals which are affiliated with medical schools in the training of physicians. There are 50 hospitals which are owned and controlled by university medical schools; and 37 others which, although separately owned, are controlled by the medical schools so far as the care of patients and their use in medical education is concerned; and 40 others provide equally generous privileges. There are, therefore, 127 hospitals in which medical schools are making extensive use of the splendid material for the instruction of medical students—the physicians of the future—and 189 others which are used, but to a less extent.

TABLE 1.—*Hospitals used in undergraduate medical education*

State	Owned and controlled by the university or medical school	Controlled but not owned by the university or medical school	Generous use of clinical material by the university or medical school	Material moderately well used by the university or medical school	Material occasionally used by the university or medical school	Total
Alabama						
Arizona						
Arkansas				3	2	5
California	4	1	2	1		8
Colorado	2		1	2	2	7
Connecticut		1				1
Delaware						
District of Columbia	2	1	3	2	5	13
Florida						
Georgia	1	2		2	6	11
Idaho						
Illinois	3	5	3	4	13	28
Indiana	2	1		1		4
Iowa	2				2	4
Kansas	1	1	1			3
Kentucky		1			3	4
Louisiana		2	1			3
Maine						
Maryland	2		2	2	3	9
Massachusetts	2	1	3	6	7	19
Michigan	2	1	2	1	2	8
Minnesota	1	1	1	1	2	6
Mississippi						
Missouri	4		1	1	4	10
Montana						
Nebraska	1	1	1	3	3	9
Nevada						
New Hampshire	1					1
New Jersey						
New Mexico						
New York	5	7	7	7	31	57
North Carolina						
North Dakota						
Ohio	2	2	3	4	11	22
Oklahoma	1		1	1	1	4
Oregon	1	1	2	3	4	11
Pennsylvania	4	3	2	6	13	28
Rhode Island						
South Carolina		1				1
South Dakota						
Tennessee	2	1	1	3	4	11
Texas	1	1	2	2	2	8
Utah						
Vermont		1		1	1	3
Virginia	2				3	5
Washington						
West Virginia						
Wisconsin	2	1	1	4	5	13
Wyoming						
Total	50	37	40	60	129	316

A large part of the medical student's time in his third and fourth years is now spent in the study of sick people in dispensaries and hospitals. Following completion of his fourth year, the student now spends a year as an intern in a hospital, doing his work under the supervision of the hospital staff. During these three years the recent graduate studies more patients suffering from a larger variety of

diseases than was possible formerly in the first 10 years of private practice. Guided by their instructors the young physicians now develop skill in the examination and treatment of patients, whereas only a few decades ago most of them immediately after graduation began private practice, where they were entirely without supervision.

DEVELOPMENT OF HIGHLY TECHNICAL METHODS OF TREATMENT

Fortunately for the public the methods of treatment 25 or more years ago were more simple and less dangerous than now. With the greatly extended knowledge regarding the causes and progress of diseases, more highly technical methods are now employed in treatment—methods that are highly efficient if administered by expert hands. Various serums and vaccines are now used which render patients immune, or only mildly subject to certain diseases, but may cause great havoc if given by ignorant or unskilled practitioners. The Röntgen-ray and radium, which are so valuable in diagnoses and treatment of patients, may cause untold damage unless administered by skilled hands. In surgery, the knife in expert hands may save lives by cutting away malignant tumors. In the hands of ignorant or careless operators, however, the knife may sever important nerves or other vital structures leading to the immediate death of the patient or rendering him an invalid for life. Medical graduates, in the examination and care of patients 30 or more years ago, could do little harm, even though poorly trained. At present, however, physicians are not qualified to care for the sick unless they have obtained the thorough instruction and developed skill in these technical and essentially dangerous methods of examination and treatment.

PRESENT-DAY MEDICAL COURSE

For the safe care of sick and injured people, therefore, a student after graduating from the high school is required to complete seven years of higher collegiate and professional training before he is considered a competent physician. The first two years of work are spent in an accredited college of arts and sciences, where a knowledge of the basic premedical sciences—physics, chemistry, and biology—is obtained. Then the four years in a medical school include instruction in sciences dealing with the normal and abnormal structures and functions of the body; the methods of determining whether or not disease is present, and, if present, what disease it is. He learns also about the various forms of treatment, so he can select the one best fitting the needs of the patient. Following his four years of medical work, the student further continues his work with patients as an interne in a hospital, so that before entering private practice

he will have developed the knowledge and skill necessary for success in the profession which he has selected for his life work.

ADVANCED COURSES FOR SPECIALIZATION

The complete course for general practitioners of medicine is rounded out therefore by a year devoted to a rotating interne service in a general hospital in which he obtains experience in both medicine and surgery. This year of interne service has now come to be looked on also as the basis for the two or more years of advanced instruction necessary if the physician intends to practice a specialty.

AN IMPROVED CURRICULUM

In the reorganization of medical education, from a simple program of "lectures" there developed a medical curriculum that soon became overcrowded. This curriculum has been considerably revised, but among the subjects are many which deal with rare and complicated forms of disease. These occupy much time which the student can devote better to the study of general principles and to more common types of disease. These more technical subjects are being transferred to the graduate medical schools, where they can be studied later by physicians preparing for specialization.

During the past several years, after careful investigation, a list has been prepared of 41 approved graduate medical schools in which increased knowledge and skill can be obtained in the medical specialties. After investigations by committees made up of specialists, it has been recommended that a physician intending to practice as a specialist, in addition to graduation from a medical school and the completion of an internship in a general hospital, should take at least two or three years of additional training in his chosen field.

RESIDENCIES IN THE SPECIALTIES

The most common means of securing higher training leading to specialization is through two or three additional years spent in the large hospitals. In these institutions the practice has been developed of selecting from among the internes those who show special aptitude to serve as house physicians or house surgeons. Their work, indeed, may be further limited to narrower medical or surgical specialties, such as children's diseases; internal medicine; eye, ear, nose, and throat; obstetrics; etc. While in the hospital these are referred to as "residents," and each year, as they attain greater skill, their responsibilities are extended, and increasing stipends are usually paid. In a still incomplete investigation, 284 hospitals have been listed as providing acceptable residencies in the special fields.[3]

[3] A list of these hospitals appears in the Journal of the American Medical Association, Mar. 12, 1927, the hospital number.

THE HOSPITAL'S PART IN MEDICAL EDUCATION

The rapid development of medical schools has resulted in an increasingly close relationship with hospitals. Indeed, the hospital is an essential factor in providing material for instruction regarding the cause, cure, and prevention of disease. But the hospital has a larger educational function. Besides the training of nurses, medical students, interns, and physicians within its walls, the hospital can be a center where physicians in the community also can meet for the discussion of patients suffering from unusual or complicated diseases. In this way all the physicians of the community will be kept familiar with the later and improved methods of diagnosis and treatment. The hospital is rendering an even larger service to its community in keeping the public informed regarding methods of preventing disease and maintaining health. This applies not only to people coming to the hospital as patients, but to others also with whom nurses and social-service workers from the hospital come in contact.

HOSPITALS AFFORD VALUABLE SERVICE

Thus the hospital is providing an increasing service to its community, not only as a place where efficient and skilled service can be obtained in cases of sickness or injury, but also in educating the public regarding the safest and best methods of preventing diseases. Where the hospital has a staff of conscientious and skilled physicians, it is coming more and more to be a haven where people suffering from sickness or injury can go with full assurance that everything possible will be done toward relief of their ailments. If under any circumstances, however, immoral, ignorant, or unskilled practitioners succeed in gaining admission to the staff, instead of being a haven of safety, the hospital will become a place of actual menace to those coming to it for care. Numerous instances could be mentioned where patients treated in hospitals by nonmedical practitioners have not only unnecessarily died, but also where all patients in the hospital have been endangered through the admission to the hospital of patients suffering from unrecognized contagious diseases. The trustees of hospitals, therefore, should see to it that a high standard of morality and professional training and skill is maintained for everyone permitted to treat patients in the hospital. The legal right of hospital trustees to remove from the staff or to refuse to admit anyone who, either morally or educationally, is deemed unqualified to care for sick people, has been invariably upheld by the courts.

HIGHEST ESSENTIALS IN EVERY HOSPITAL

To maintain in a hospital the highest degree of service to humanity requires that the attending physicians not only possess the essential knowledge regarding the cause, cure, and prevention of diseases, but also have developed a reasonable degree of skill in the recognition of diseases under skilled teachers in the examination and treatment of patients in dispensaries and hospitals. The moral character of the staff should also be maintained to a high degree, and anyone who abuses his hospital privileges should be promptly removed. If these essentials are maintained, the patients' welfare will be safeguarded even though there may be shortcomings in the way of buildings and equipment and in other respects. A staff of conscientious and well-qualified physicians will not only see that the highest service is rendered to the patients but also that the educational function of the hospital will be raised to the highest possible degree.

In addition to what is already being done toward the improvement of its educational function, the hospital's service should be still further extended through the development of the spirit of active research in each institution. Through more post-mortems and more pathologic conferences the accuracy of diagnoses can be checked, and through more research the value of the treatment used can be determined and knowledge regarding other improved methods can be ascertained. Thus the development of clinical research will add greatly to the service which hospitals are already rendering to humanity.

FIFTY YEARS OF MEDICAL PROGRESS

The statement has frequently been made in recent years in regard to advancement in various scientific fields that "more advancement has been made during the past 50 years than in as many previous centuries" or "in all previous ages." This has been said in regard to the advances in physics, in chemistry, and in astronomy, as well as in speaking of the automobile, the movies, and the radio. The statement is certainly true in regard to the improvements in medical education and medical practice. The microorganisms causing most of the common epidemic diseases have been discovered during the past thirty or forty years, although in two instances the discoveries were made earlier, in 1872 and 1876. The several dates when the origins of common diseases were decided are shown in the accompanying tabulation:

Table 2.—COMMON DISEASES CAUSED BY MICROORGANISMS

Showing when specific bacterial origin of certain diseases was established [1]

Diseases	Microorganism	Relationship established		Germ discovered		Remarks
		Year	By whom	Year	By whom	
Anthrax (splenic fever)	Bacillus anthracis	1876	Koch	1850	Davaine and Rayer	Knowledge of, greatly added to by Pollender in 1855.
Asiatic cholera	Spirillum cholerae	1883	Koch	1883	Koch	
Bubonic plague (black death)	Bacillus pestis	1894	Yersin-Kitasoto	1894	Yersin-Kitasoto	Working independently.
Cerebrospinal meningitis	Neisseria meningitidis or meningococcus.	1887	Weichselbaum	1885	Leichtenstern	
Diphtheria	Bacillus diphtheriae	1884	Löffler	1883	Klebs	First described by Klebs.
Dysentery	Bacillus dysenteriae	1898	Shiga	1898	Shiga	
Glanders	Bacillus Mallei	1882	Löffler and Schutz	1882	Löffler and Schutz	Working together.
Gonorrhea	Micrococcus gonorrhoeae	1879	Neisser	1879	Neisser	
Infantile paralysis	"Globoid bodies" [2]	1909	Flexner and Lewis	1913	Flexner and Noguchi	Working together.
Influenza [3]	Bacillus influenzae	1892	Pfeiffer	1892	Pfeiffer and Kitasoto	Working independently.
Leprosy	Bacillus leprae	1892	Armauer Hansen	1892	Hansen	Staining methods applied by Neisser and Hansen in 1880.
Malaria [4]	Plasmodium malariae	1880	Laveran	1880	Laveran	Knowledge of, greatly added to by Golgi in 1885.
Malta fever	Bacillus melitensis	1887	Bruce	1887	Bruce	
Pneumonia	Diplococcus (orstreptococcus) pneumoniae.	1884	Kränkel	1880	Sternberg and Pasteur [5]	
Relapsing fever	Spironema obermeieri	1873	Obermeier	1873	Obermeier	
Syphilis	Treponema pallidum	1905	Schaudinn and Hoffman	1905	Schaudinn and Hoffman	Working together.
Tetanus (lockjaw)	Bacillus tetani	1889	Kitasoto	1884	Nicolaier	
Tuberculosis	Bacillus tuberculosis	1884	Koch	1882	Baumgarten	Germ may have been seen by Villemin as early as 1865.
Typhoid fever	Bacillus typhosus	1884	Gaffky	1880	Eberth	
Yellow fever [4]	Leptospira icteroides	1918	Noguchi	1918	Noguchi	Transmission by mosquitoes suggested by Finlay in 1881; established in 1900 by Reed, Carroll, Agramonte, and Lazear.

[1] This table is presented to show the comparatively recent date when the microorganisms causing these well-known diseases were discovered and their relationship to the diseases established. The authority is Jordan's Textbook of Bacteriology, eighth edition (1924).

[2] Classification among microorganisms is still uncertain.

[3] Investigations during 1918–1920 throw serious doubts on the claim that influenza is caused by Pfeiffer's bacillus.

[4] Malaria and yellow fever have been almost exterminated through the discovery that they are transmitted by mosquitoes, respectively by the Anopheles and the Aëdes calopus. Several fevers, including trench fever, are transmitted by body lice or other insects. The disease known as "sleeping sickness" is transmitted by the tsetse fly. Certain diseases, such as the bubonic plague, are carried from city to city or country to country by rats. The knowledge of these facts has shown the way of preventing the spread of these diseases.

[5] Weichselbaum's researches, 1886, claimed by some authors as the first actual proof of the causative relation of the microorganism to pneumonia.

These discoveries led to greatly increased knowledge regarding the cure and prevention as well as of the causes of diseases. Great improvements in medical education naturally followed, accompanied by the discovery of increasingly valuable methods of recognizing, curing, and preventing diseases. Many positions which paid fair salaries were established in the field of public health and the prevention of disease. The great epidemics of Asiatic cholera and bubonic plague, which formerly took so great a toll in human lives, are no longer known; the great havoc resulting periodically from diphtheria and smallpox has also been checked—although minor outbreaks still occur occasionally where health measures are ignored. Typhoid fever, formerly causing so many fatalities, as well as being the scourge of armies, has been practically eliminated through the purifying of the water supply and the use of antityphoid vaccination. Well within the public memory are the awful effects of typhoid fever among the American armies during the Spanish-American War, but how different the reports from the World War where, in spite of the millions of soldiers engaged, the deaths from typhoid were so few as to be almost negligible.[4] Through the increased health measures employed in infant welfare the high death rate among infants and children has been tremendously reduced. It is not surprising, therefore, that during the past half century the average expectancy of human life has been increased from 40 to 58 years or, in other words, 18 years on the average added to the life of every individual.[5]

MEDICAL PRACTICE INCREASINGLY PREVENTIVE

But equal, if not greater results, may be expected during the next 50 years. The checking of the great epidemics which formerly kept physicians busy has been due to the larger efforts devoted by physicians generally through health agencies and otherwise to the prevention of disease. The future gives promise that physicians can render service by keeping people well rather than by merely curing

[4] Of the soldiers engaged in the Spanish-American War, 1 out of every 7 contracted typhoid fever and 1 out of 71 died of the disease. During the World War, by contrast, only 1 out of 3,176 contracted the disease and 1 out of every 25,641 died. Of the 2,121,396 troops in the United States Army during 1917 to 1919 only 213, or only one-hundredth of 1 per cent, died of typhoid fever. With the rate of deaths which prevailed during the Civil War the number of deaths would have been 51,133, and under the mortality rates of the Spanish-American War the deaths from typhoid fever during the World War would have been 68,164.—From "*Typhoid Fever in the American Army during the World War*," Frederick F. Russell, Jour. Am. Med. Assoc., vol. 73 (1919), p. 1863.

[5] This statement is based on a comparison of two life tables computed, respectively, in 1855 and in 1898. The first was computed by E. B. Elliott, an actuary for the New England Mutual Life Insurance Co., for 166 cities and towns of Massachusetts. It was published in Pros. Am. Assoc. for the Advancement of Science in 1857 and also in the Sixteenth Ann. Rept. Mass. Registration Department. A second table was computed by Dr. Samuel W. Abbott, whose statistics were published in the report of the Massachusetts State Board of Health for 1898.

them when they are sick. There will always be accidental conditions which will require the services of a physician or surgeon, but greater benefits will accrue to the individual if at regular intervals—at least once a year—he undergoes a physical examination, whereby disease processes may be discovered and checked at their very beginning. Under this plan many cases of suffering and illness, sometimes causing actual invalidism, can be prevented. The success of this type of practice depends, however, on the selection by the patient of a physician who is not only thoroughly skilled in making examinations and in recognizing the early stages of disease, but whose integrity is beyond question—one who will not commercialize his opportunity by finding disease where none is present. The public must recognize more than ever not only the importance of knowledge and skill on the part of the physician, but also the absolute danger from the various nonmedical practitioners who nowadays are so commonly assuming the function of a physician and are attempting to use the highly technical methods of treatment, including even dangerous surgical operations—without first securing the physician's training and skill. One does not send a valuable watch to a mechanic or a blacksmith for examination or repairs, but to a skilled watchsmith. How much more important that, for examination or repair, the highly complicated human machine, with its many intricate life processes and delicate vital structures, should be intrusted only to one who is skilled in the use of modern methods of treatment and who knows when and how to use them. Such a training is now available in all of our private or State university medical schools and is recognized in all countries of the world as essential for the efficient care of sick and injured people.

CHAPTER III

RECENT MOVEMENTS IN CITY SCHOOL SYSTEMS

By W. S. Deffenbaugh

Chief of City School Division

CONTENTS.—Administration—School buildings—Work-study-play or platoon schools—Economy and efficiency—Teachers' salaries—Improvement of teachers in service—Teachers' councils—The visiting teacher—School publicity—The all-year school—Individual instruction—Curriculum revision—The junior high school.

The growth of cities has created many new social, economic, and educational problems in the United States, for within a half century the country has become not predominantly rural but predominantly urban. In 1880 only 29.5 per cent of the total population lived in cities, but in 1920 the urban population had increased to 51.4 per cent of the total population. From 1880 to 1920 the urban population increased 267 per cent and the rural population only 45 per cent. In 1880 there were 1,099 cities of 2,500 or more population, while in 1920 there were 2,787 cities of this size. Sixty-eight cities had a population of 100,000 or more, and 26 per cent of the total population was living in them, or almost as large a proportion as in all cities in 1880.

The rural population has almost disappeared in several States. In Massachusetts 94.8 per cent of the population is urban, and in Rhode Island 97.5 per cent is urban. Other States having a large proportion of their population living in cities are New York with 82.7 per cent, New Jersey 78.4 per cent, California 68 per cent, Illinois 67.9 per cent, Connecticut 67.8 per cent, Pennsylvania 64.3 per cent, and Ohio 63.8 per cent.

The cities of the country have become the centers of political, industrial, and commercial power. They are also the centers of wealth, education, and culture; and on the other hand, they are centers of poverty, ignorance, and crime. They present the great problem in America, as in any other country, since the civilization of a country is determined largely by the character of its cities. A few cities have made the history of the world. As the cities flourished the countries in which they were located flourished, and as the cities decayed the nations decayed.

Since the city of to-day is the problem of society, the kind of education given city children is vitally important, not only for

the present generation but for the whole future of the country. How to educate the city child is the greatest problem facing the educational world. The city is a good place for adults to carry on business, to attend lectures, concerts, etc., but in the modern city there is almost nothing for the child to do except run the streets, loaf, and go to school. Yet the child is in school only one-fifth of the hours he is awake each year. This is no doubt long enough time to devote to formal school work or to the three R's, but children need other things as well. They need to know how to work with their hands; they need to play. Yet there is little opportunity for city boys or girls to do any constructive work. There are practically no chores for them to do. It is a rare city that provides enough playground space for all its children. There is but little contact with nature, especially for the children living in tenements and apartment houses. All these—work, play, and contact with nature—are fundamental in the education of children, and unless the cities of the country provide these fundamentals the city child will receive only an artificial education—what he reads in books.

The problem of educating the city child is so great that the educator needs to think of more than the teaching of reading, writing, and arithmetic, which is very well done in most city schools. He must be a statesman looking far ahead. He must know the aims and ideals of his city, or rather he must help form its aims and ideals through the children in the schools.

There is not only the problem of educating the child of school age, but that of educating the preschool child. This period of child life has been left to parents, but many mothers are working at some gainful occupation, and others are engaged in social affairs, so that many children of preschool age receive very little attention. Yet this is the most impressionable age of life. Habits that may mar the whole future life may be formed. It is believed by some that many of the nervous and mental ills in adults are traceable to wrong kind of training in early childhood. If mothers work or devote their time to social affairs, there is no one to guide the child in the home for part of the day. The question is, what is to be done about it? Some see the answer in day nurseries and nursery schools; others would have the mothers stay at home, but even if they should, many do not know the first principles of child training.

There is also the problem of adult education. Thousands of men and women whose early education was neglected are demanding that they be given an opportunity to attend school in the evening.

In many cities more than one-fourth of the population is foreign-born, and it is necessary for the school not only to teach many children English, but also to teach their parents better to understand American customs and ideals, so as to prevent a division in home

life which often develops after the children have learned to speak English and the father and mother have not.

The administration of city schools has become a complicated matter, as much so as the administration of a large private corporation. The expenditure of millions is involved in the larger cities and of many thousands in the smaller ones. Buildings to keep pace with growth in population must be provided. Equitable salary schedules must be considered. Courses of study must be adopted to meet present-day needs. Thus one might continue to enumerate the problems facing the school authorities in every city. In this chapter attention is given to only a few of the problems and movements in city schools. Some of the movements will be treated in other chapters of the biennial survey, as adult education, health education, preschool and kindergarten, etc.

ADMINISTRATION

During the past two years very little general or special legislation was enacted affecting city school systems.

Small boards elected at large, with few exceptions, has been the practice for some years. One of the exceptions was Providence, R. I., which up to December, 1925, had a school committee of 33 members, organized with 19 subcommittees. Now there is a committee of 7 members elected on a nonpartisan ballot. The committee was entirely dependent upon the will of the city council for funds and for school buildings. The reorganization provides that the committee have fiscal independence up to 35 per cent of the average tax levy for three years previous, besides certain other income, and with authority to make plans for an adequate building program, which must be granted by the city council or referred to the people. The Providence Public School Bulletin,[1] commenting upon the change in the method of administering the schools, says:

> At the outset it should be understood that no complete and immediate revolution is to be expected. The schools of the past have not been wholly bad. The instruction and training given have been generally good, within the prescribed limits. Improvement for the future involves the removal of certain limitations and restrictions in order that there may be more advanced and continuous progress. The following are the most striking features of the new plan of management:
>
> Unified and centralized control. Management by a small school committee means the abandonment of numerous subcommittees, each separately invested with some control over a branch of activities. Under such a complex system as formerly existed the desirable principles of simplicity and unity were necessarily somewhat sacrificed. Policies applied to one part of the system might differ materially from practices enforced in another part. Under a more simplified system uniform theories and methods can be everywhere consistently applied.

[1] March, 1926.

More liberal funds, that are definite and dependable. As long as the school money depended upon a separate authority and was determined from year to year, it was impracticable and unsafe to undertake improvements that would involve continuous expenditure.

Standing committees have probably caused more annoyance in the administration of the schools of the country than any other thing, since such committees often attempt to do the things for which the board of education employs a chief executive officer and subordinate executives. Boards of education are coming to recognize the fact that the management of a city school system can not be efficiently done through committees, that it is the function of the board of education to consider policies, and after adopting them to require the superintendent of schools to put them into effect.

As an example of this attitude the action of the board of education of New Castle, Pa., may be cited. Until recently there were four standing committees—finance, buildings and grounds, supplies and textbooks, and teachers—but all such committees have been eliminated, and the superintendent of schools has been authorized to do many of the things previously done by the various committees.

SCHOOL BUILDINGS

Within the past two years there has been great activity in schoolhouse construction. Of 404 cities of 10,000 population or more reporting to the Bureau of Education, 281 erected new buildings at an expenditure of $245,811,715 or an average of $874,775 for each city. If the cities that did not report averaged the same, $468,502,650 was expended in cities of this size within the two-year period. Out of the $245,811,715 there were erected 432 elementary, 165 junior high, and 127 senior high school buildings, or a total of 724 buildings at an average cost of $339,519. If the cities not reporting expended a like amount, 1,380 new buildings were erected in the cities of 10,000 population or more.

Philadelphia, Pa., may be cited as an example of the progress that is being made in schoolhouse construction in the larger cities. From September 1, 1925, to October 1, 1926, nine buildings, including two additions, were completed, which provide accommodations for 12,910 pupils. Fifteen buildings are under construction, including two additions, which will accomodate 23,106 pupils. Part-time sessions (three hour) in that city were reduced from 40,219 cases in June, 1923, to 6,193 cases in October, 1926.

Of the 404 cities reporting, 67 have some of the elementary-school children and 19 some of the high-school pupils on part time because of a lack of school buildings. Within the biennium 55 cities reduced the per cent of elementary pupils and 29 the per cent of high-

school pupils on part time. Fourteen of the 55 cities eliminated part-time sessions entirely in the elementary schools, and 16 of the 29 in the high schools. In some cities the high schools are becoming more crowded than the elementary schools, owing to the fact that many more children are seeking high-school education to-day than was the case a few years ago.

In many cities the adoption of a junior high school program has incidentally helped to relieve congestion both in the elementary and high-school grades, since the new junior high school buildings accommodate grades 7 and 8 of the elementary schools and grade 9 of the high schools, or approximately one-fifth of the entire school enrollment.

Great progress has also been made in forecasting school building needs. Very few school boards to-day undertake a school building program without first making a survey to determine what buildings will be needed within the next 10 or 15 years. Some of these surveys are made by persons employed by the board specifically for this purpose, and other surveys by the superintendent of schools and his assistants.

Although many new school buildings have been erected, there are numerous elementary-school buildings in the cities of the country that do not answer the purpose of school buildings any better than the oft-maligned one-room country school building. In fact, some of the elementary-school buildings in some of the cities of the country are nothing more than a number of classrooms assembled together under one roof. Almost every one of the recent school building surveys calls attention to insanitary conditions, poor lighting, lack of play space, and lack of facilities for carrying out a modern elementary-school program of studies.

The elementary-school buildings that have been erected within the past few years provide for more than classrooms, since school people and the public in general are beginning to recognize the need of gymnasiums, playgrounds, shops, science rooms, libraries, and the like for children of the elementary-school grades. The elementary-school pupil needs, as much as does the high-school pupil, opportunity for physical development which gymnasiums and playgrounds offer; he needs all the more, because of his exuberant activity, the opportunity which a workshop gives for experiment and construction with material. But in spite of this need there are yet thousands of elementary-school buildings in the cities of the country that do not have proper facilities for physical exercise, experimentation, and construction. The question, Shall we save money or save children? is already being answered in the right way in the many cities that are erecting new elementary-school buildings. Some of these equal the high-school buildings of the city in construction and equipment, but there are not

enough of them; neither are there large enough playgrounds surrounding many of the elementary-school buildings, but the tendency is to provide much larger sites, usually a minimum of 5 acres, especially for the larger elementary-school buildings.

It may be that city playgrounds could accommodate many of the elementary-school children; but not being near the school building, they can not be used at noon and recess periods. In some cities if a photograph were made at, say, 10.30, the morning recess period of the city playgrounds, and another of the school children huddled together on a few square feet of school yard, the one might be labeled "Playgrounds without children" and the other "Children without playgrounds."

WORK-STUDY-PLAY OR PLATOON SCHOOLS

During the past two years the number of cities having the type of school organization known as the work-study-play or platoon school has shown a steady increase. In 1925 there were 81 cities having one or more schools on the platoon plan, and in February, 1927, the number had increased to 115 cities. According to the most recent information there are 740 platoon schools in these cities. Not only has the number of cities with the plan increased, but there is evidently a tendency to increase the number of schools on the plan in cities where it has been tried. For example, there are now 34 cities with a population of 5,988,607 which have organized all their schools on the plan or have adopted it as a city-wide policy. Of these 34 cities 22 already have all their schools on the platoon plan.

In the opinion of superintendents who have organized schools on the work-study-play or platoon plan, its rapid growth is due in large measure to the fact that under this plan it is possible, financially and administratively, to give to all children in a school system the opportunities for an enriched curriculum of work and play and study which the development of cities has made it imperative to provide for city children.

All modern school executives have, of course, realized for many years the importance of these enriched educational facilities for children, but up to the present time the cost of supplying them in addition to classrooms has been prohibitive. The platoon plan makes it financially possible to have in every school these enriched educational facilities as well as classrooms, because it applies to the school the principle upon which all other public utilities are run, i. e., the principle of the multiple use of facilities.

Up to the present time the public-school system has been running on what is called by engineers the "peak load" plan of operation, i. e., on the principle of reserving a school seat for the exclusive

use of each child during the entire year; when the children leave their classroom seats to go to special activities, such as play or shop, the seats remain vacant. The result is that it is difficult to provide enough seats for all the children to study in, enough playgrounds for all of them to play in, or enough shops for them to work in, although large sums of money are invested in these facilities, which the children can use for only a fraction of the day.

Under the work-study-play plan all activities in the school—classrooms, auditoriums, gymnasiums, shops, and laboratories—are in use every hour of the day. The school is divided into two parts, each having the same number of classes and each containing all the eight or nine grades. While one of the schools is in classrooms the other is in special activities, auditoriums, playgrounds, and gymnasiums. This means that only half the usual number of classrooms is needed. Since the cost of a classroom at present is approximately $12,000, this means that in a 30-class school only 15 classrooms are needed instead of 30, with the result that 15 times $12,000 is released for all other activities in the school. Under such circumstances it is possible to supply a school seat for every child when he needs it and also the special facilities enumerated above at no greater cost than it takes to supply classrooms only under the traditional plan.

As one of the attempts to help solve the educational problems created by the modern city, the work-study-play or platoon plan is worthy of careful and scientific study. The bureau has been making such a study in response to a widespread demand for information on the subject. During the past five years requests for information have been received from more than 1,800 persons, only 112 of whom were laymen. Three hundred were school superintendents, 722 were principals of schools, and 243 were teachers. Requests were received also from 13 foreign countries, including England, Estonia, France, Holland, India, Japan, New Zealand, Sweden, and Switzerland.

ECONOMY AND EFFICIENCY

Everywhere is heard the cry of "economy," and the cry has been taken up by boards of education. Budget cuts have been ordered. In one city, for example, the superintendent was told to cut $200,000 out of his budget, which he did by eliminating some of the special subjects in the elementary grades. The question arises, was this real economy? True, the taxpayers were saved $200,000, but were the schools not made less efficient? If they were, the cut was not economical. If a business firm should spend $200,000 less this year than last and reduce the dividends from 7 to 6 per cent, the stockholders would condemn the board for not having managed affairs in a businesslike way. If a cut can be made and the dividends

remain the same, then the cut should be made. The schools should be subjected to the ordinary rules of business, which means that there should be such economy in time, effort, and money as will produce the maximum dividend.

The school people are beginning to realize that every dollar expended must be accounted for, and that there must be no waste of time nor of effort. The schools are attempting seriously to eliminate such waste. Many city school systems have eliminated to a great extent the waste that was caused by a comparatively large per cent of pupils repeating grades. The promotion rate is undoubtedly becoming higher in most cities. The cost of teaching pupils the same thing a second time amounts to many thousands of dollars in a large school system, or else the pupils are eliminated, which is a a greater loss.

The number of pupils to a class enters into the problem of economy, and this problem is being studied in some of the schools of the country. If it is found that a high-school teacher can instruct a class of 35 pupils as well as a class of 25, an immense saving may be effected.

In some of the high schools of the country there is undoubtedly a waste when classes are organized for only a few pupils. In a large high school such classes are indefensible. In Chicago no high-school classes will be organized hereafter for fewer than 20 pupils. This standard could well be adopted by many other of the large high schools. In the smaller high schools there will necessarily be some small classes, but even in some of these schools there are undoubtedly too many classes of from 5 to 10 pupils.

Another problem that needs to be solved is that of the number of recitations a teacher can best conduct each day. In the high schools five recitations a day are considered the most efficient number, but are they?

It may be that better results would be obtained if the teacher taught only four periods a day, or it may be that just as good results would be obtained if she taught six periods a day. If the former should be the case it would be proper to expend more on high-school instruction, for it is returns that are sought; but if the latter should be true a saving could be effected by assigning an extra period to each teacher.

The question as to why high-school teachers and kindergarten teachers should have smaller classes than elementary schools needs to be answered. A kindergarten teacher may have an assistant and only a few pupils for a few hours a day, and across the hall may be a first-grade teacher with 40 pupils and a teaching day of five hours. Is this difference necessary? Which is the more economical and efficient plan?

The waste of building space has been seriously attacked in many cities. School people are having to explain why shops, gymnasiums, and auditoriums are in use only part of the time, and when in use why the classrooms from which the children come are not in use. This problem has been largely solved by the platoon plan of school organization. Surveys of some high-school buildings have revealed the fact that there is much waste in the use of building space, in that the schedule is not arranged so as to have all the rooms in use all the time. A high-school principal should not ask for additional building space unless he can show that he is making efficient use of what he already has.

Another waste that superintendents and others are attempting to eliminate is that of loss of time in getting ready to begin work. In some cities, schools announced to open, say, September 1, do not get under way for a week. The efficient school systems of the country are beginning regular classroom work the first day of school, or at least not later than the second day. Schedules are prepared ahead of time, not after the children have arrived at school. Some few pupils will have to be readjusted, but a schedule can be made out before the opening of school that will need but very little modification.

Boards of education have usually recognized the fact that it is poor economy to pay the superintendent of schools a salary of $10,000 a year and then not provide him with enough clerical assistance so that he may earn the $10,000. The same principle should apply to all employees. No employee should be required to do what some one else with less ability and education and on a lower salary can do just as well. For example, many elementary and high-school principals devote much of their time to the doing of things that could be done by a $1,200 clerk. In some instances they are simply high-salaried messengers and clerks rather than administrators and supervisors.

The revision of the elementary and high-school curricula under progress in many cities will undoubtedly prove economical, not that less will be expended upon the schools but that no time will be devoted to teaching useless things. Schoolmen and others recognize the fact that it is a waste of school funds to drill pupils on the spelling of words that are rarely used, and then only by the specialist, and upon problems in arithmetic that have no application except possibly in some very special field. And so on through every subject eliminations are being made which will make the school work more efficient.

The reorganization of the work in the seventh and eighth grades so as to prevent a repetition of the work of the fifth and sixth grades

has undoubtedly made the work of these grades more efficient. When reorganization was discussed some years ago it was predicted that there would be saving of time. If by this it was meant that a pupil would complete his school course in fewer than 12 years, the hopes of those who advocated reorganization have not been realized, since even with the junior high school organization a pupil does not complete his work in less than 12 years. What has been done has been to enrich the work of the seventh and eighth grades.

The question has, however, been raised as to whether a real saving of time can not be effected so that a pupil may complete the course in less than 12 years if secondary-school work is begun in the seventh and eighth grades.

The reorganization of the schools of Salt Lake City, Utah, is in accord with this idea. The superintendent of schools in that city says in his report for 1925:

> The school system of Salt Lake City has for several years been gradually evolving from the old, well-established plan of eight years in the elementary school and four years in the high school to an organization known generally as the 6–3–3 plan, composed of an elementary school of six years, a junior high school of three years, and a senior high school of three years. As this movement has progressed and school organization and curricula have been studied in different parts of the country we are convinced that at least one year of time in the school life of the child from kindergarten to graduation from high school should and can be eliminated with the majority. And so at the present time our plan of organization calls first for a year in kindergarten, composed of children who are 5 years of age, to be followed by six years in the elementary school, three years in the junior high school, and two years in the senior high school. * * *
>
> When this plan is completely in operation, which it promises to be in 1925–26, the large majority of our young people should graduate from high school in 12 years from the time they enter kindergarten, and thus be ready for college or for practical life at 17 or 18 years of age. We are convinced that all the essentials of the subject matter now taught in the longer course can be as thoroughly mastered with the shorter course, and that much dawdling can be prevented as well as loss of time from giving attention to irrelevant or useless subject matter.

The superintendent of the Salt Lake City schools further says that if the change could be considered an innovation he would have considerable hesitation about putting it into practice, even though convinced of its advisability and practicability, but that it is not without precedent, since some of the best school systems in the country have operated under the 11-year plan above kindergarten with success, both from the standpoint of educational results and of financial economy.

TEACHERS' SALARIES

Teachers' salaries between 1924–25 and 1926–27 showed a tendency to increase, although not at a rapid rate, according to data compiled by the research division of the National Education Association. The division of research points out:

> These increases were due to two causes. First, salary schedules were increased in some cities; second, the salary schedules adopted in earlier years did not go fully into effect until 1925 and 1926 in a considerable number of cities. As the higher maximum of these schedules was reached by increasing percentages of teachers, the effect was to increase the median salary paid.

The following table prepared by the National Education Association shows the median salaries paid three groups of school employees in cities of various sizes in 1924–25 and 1926–27:

Median salaries paid school employees in city school systems,[1] 1924–25 and 1926–27 [2]

School employees concerned	Cities with a population of—									
	Over 100,000		30,000 to 100,000		10,000 to 30,000		5,000 to 10,000		2,500 to 5,000	
	1924–25	1926–27	1924–25	1926–27	1924–25	1926–27	1924–25	1926–27	1924–25	1926–27
1	2	3	4	5	6	7	8	9	10	11
Elementary-school classroom teachers	$1,968	$2,008	$1,528	$1,565	$1,354	$1,375	$1,231	$1,276	$1,129	$1,169
High-school classroom teachers	2,536	2,583	2,000	2,060	1,738	1,783	1,617	1,666	1,491	1,542
Supervising elementary-school principals	3,297	3,437	2,484	2,536	2,140	2,250	2,116	2,229	2,057	2,319

[1] It may be that after final tabulations have been checked up a few of these figures will be slightly changed, but the general trend which they take will not be affected.
[2] Based on reports from approximately 1,500 cities of all sizes for both years.

The single-salary schedule seems to be getting more popular, that is, a schedule which provides the same salary for teachers with equal training and experience without regard to the grade taught, whether it be in the elementary school or in the high school. No doubt such a schedule will help to place elementary teaching on a higher plane if teachers with four years' preparation are employed to teach in the elementary schools; but if boards of education adopt a single-salary schedule and continue to employ elementary-school teachers who have had but two years of post-high-school work, the question may be raised as to why such schedule was adopted.

The question of equal pay for men and women teachers doing the same work continues to occupy the attention of many boards of education. The granting of more pay to men is defended by some boards on the ground that in order to get men teachers they must be paid more than women, for women will work for less. Such boards contend that supply and demand should regulate the salary.

If competent men are to be retained in the profession, any equal-pay schedule should provide that the salaries of the women be made equal to those paid men rather than that there be any averaging of the salaries of the two.

Some suggest that salaries be paid somewhat in proportion to the number of persons supported by the teacher. This would be an innovation, indeed, but boards of education are no more called upon to adopt such a schedule than any other public board or a board of a private corporation. The editor of the American School Board Journal, commenting upon such proposal, says:[2]

> The objections to such an innovation and interpretation of a salary schedule must be obvious. Teachers are employed for the services they may render and for which they have a right to expect a proper compensation. But to measure the salary of the teacher by the number of relatives she supports at home is illogical and untenable. The self-respecting teacher will object to the introduction of charity into any salary schedule. The profession as a whole will also resent a salary schedule that is constructed upon any other basis than that which compensates character and ability, and which recognizes the true value of the service rendered.
>
> The future, no doubt, will continue toward refinements in the formulation of salary schedules, and discover ways of measuring and compensating merit more equitably than is now being done, but it will eliminate, as it must, the suggestion of charity or favoritism. The teacher sells service, the school board buys it. Hence, the pay roll is a business matter. This is the interpretation which the public puts upon salary schedules. It is the interpretation that the teaching profession upholds.

IMPROVEMENT OF TEACHERS IN SERVICE

Among the valuable means for improving teachers in service may be mentioned the summer school and extension course. The professional interest that this work has developed is a promise for better things. It has stimulated the development of efficiency, the results of which have been increased salaries, promotions of various kinds, and a marked improvement in the spirit of the teaching force in general.

The opportunity for summer study and extension work has the further advantage of making it possible for States to raise the standard of teacher training without imposing too great a hardship on teachers of ability whose training has been inadequate.

Many boards of education grant credit for attendance at summer school. A bonus is sometimes given for this activity, usually $2.50 to $6 a month, which is added to the salary the year following the course, or a bonus of from $25 to $60, and in a few instances $100.

The assistant superintendent of schools of Rochester, N. Y., reports that the number of teachers taking part in the summer-school plan

[2] February, 1927.

in that city is between 300 and 400 per year, and the number taking university work is in the neighborhood of 500.

A means of improving teachers in service that promises much is that of assigning to them the preparation of a course of study. If the project of preparing a course of study in arithmetic, for example, is assigned to a group of teachers, they will be kept busy for a year at least on a study that will have practical application. They will have to consult much literature on the subject and hold many conferences, and after the course has been finished every teacher who has had part in its preparation will be a better teacher of arithmetic. The superintendent who makes use of his teachers in such manner is providing a real motive for their improvement. This plan is followed in Boston, Oakland, Washington, and many other cities. The superintendent of schools of Oakland reports that more than 700 out of 1,500 regular teachers have been actively engaged in the work of curriculum revision during the present semester.

SABBATICAL LEAVE

Another plan that is gaining greatly in favor for the improvement of teachers in service is that of granting sabbatical leave. According to a publication recently issued by the National Sabbatical Leave Association, of Cleveland, Ohio, 39 cities having a population of 100,000 and over, or more than 50 per cent of the cities of this size, have adopted definite plans for granting teachers leave of absence for study and professional improvement, and 133 cities having a population of 2,500 to 100,000 have adopted the plan.

In many cities the rules governing sabbatical leave are similar. The time of service before granting such leave is usually seven years; that is, the eighth year is used. The teacher is obligated to remain for two or three years in the school system after her return, or a proportional return of the money granted while she was on leave; exceptions, however, are sometimes made in such instances as illness, or death in the family, in which case the return of the money is not demanded. Remuneration during absence is generally one-half the teacher's regular salary. The number of teachers permitted to be absent from the school system is usually not more than 1 per cent of the instructional force.

In Boston, where the plan has been in practice for a period of nearly 20 years, about 20 teachers avail themselves of it yearly. The superintendent of Richmond, Va., reports that each year from 5 to 10 teachers are on leave of absence for study. The assistant superintendent of schools of Rochester, N. Y., states that approximately 12 teachers take advantage of the plan yearly. The superintendent of schools of New York City says in a recent report that a half-year's leave was granted to 150 teachers in elementary and high schools

for the term beginning February 1, 1925, and to 228 teachers for the term beginning September, 1925.

TEACHERS' COUNCILS

A movement of the past few years that has been making some headway is the organization of teachers' councils. These councils are generally constituted for some or all of the following purposes: (1) To raise the standard of the teaching profession; (2) to encourage professional improvement; (3) to foster a spirit of sympathetic good will and helpfulness among teachers and a better understanding between teachers and officials; and (4) to democratize the school system, that is, to give teachers a voice in shaping educational policies.

The teachers' council, in other words, is the agency through which the superintendent of schools, the board of education, and the teaching corps arrive at a mutual understanding of the schools. That teachers should be consulted regarding the needs of the schools is evident, whether they be organized into councils or not. As expressed by Arthur H. Chamberlain, secretary of the California Teachers' Association: "All progressive school people, whether administrators or classroom teachers, should see clearly the advantage and necessity of meeting upon a common ground for the discussion of common problems looking toward a common good."

Many cities have established regularly organized teachers' councils in connection with their school systems; others have established some medium enabling teacher cooperation. In reply to a questionnaire recently sent out by the American Federation of Teachers to 140 cities of 100,000 or more population and to two of the largest cities in States having no cities of this size, 35 cities replied that they had representative councils and 27 that they had some teacher-cooperating medium.

Both school authorities and teachers, according to the returns to this questionnaire, are highly favorable to the movement. Of 56 replies received, all are favorable except two.

The other replies to the questionnaire were in substance as follows:

In 22 cities the members of the councils are elected by component groups of the school system; in 8 by the faculty of each school; in 1 they are appointed by the executive board; and in 1 by the nominating committee.

The term of office of the members in 18 cities is one year, in 9 two years, in 3 three years, and in 2 indefinite.

Of 21 cities reporting as to whom the acts and decisions of the councils are referred for ratification, 7 report no one; 4, entire teaching body; 3 each, teacher groups and board of education;

1 each, superintendent, parent body, subcouncil, and teacher association.

The councils consider various questions, such as courses of study, textbooks, rating and promotion, supervision, physical equipment of schools, relation of school to community, teachers' salaries and pensions, and leave of absence.

As an example of the composition, etc., of a teachers' council in one city, that of Washington, D. C., is given below:

Teaching group	21
Supervision group	4
Administration	9
Clerical staff	2
Janitorial staff	2

The teaching group is divided as follows:

Kindergarten and primary	6
Intermediate grades	6
Specials	2
Junior high school grades	2
High schools	3
Normal schools	2

The total representation in each group is divided between the white and the colored staff. Of the grand total of 38, 16 are colored and 22 are white.

Each representative is selected by election by the group he represents. These groups in the case of the teaching staff are determined by the administrative school divisions into which the district is divided. The representative reports back to his own group the activities of the council, and receives instruction from his group relative to needs, desires, and opinions.

The teachers' council should be an advisory, not an administrative body; it should realize that it is not to usurp the prerogatives of the board or of the superintendent; it should not be a body for merely destructive criticism. Each delegate should represent fairly and frankly in the deliberation of the council the views of the group which he represents. Endeavor should be made to have all the discussions of the council lead to action that is helpful and constructive.

The following is from the 1926 report of the superintendent of schools of Chicago concerning the teachers' council in that city:

In accordance with a recommendation approved by the board of education on April 9, 1925, the superintendent of schools invited certain organizations within the Chicago school system to elect a representative for service in the Chicago public-school teachers' council. The board of education approved the organization of such a council "under the direction of the superintendent of schools for furnishing the superintendent with advice intended to maintain public-school service to a high degree of efficiency, the organization to be in accord with rules

and by-laws adopted and approved by the superintendent, or amendments hereafter made and approved by him. The meetings are to be held on call of the superintendent." Service is voluntary. The meetings are held at such times as best meet the convenience of the members and as avoid interfering with their other school service.

During the year the council considered: Banking in schools, distribution of milk, clerical work required of teachers, too much statistical reporting, distribution of circulars and notices to the rooms during school hours, exhibitions and pageants, collection of money, meetings called by principals during class time, too many fire drills, acceptance of gifts from pupils, teachers, etc., demands on parents for doing school work of pupils, minimum essentials, director of kindergarten, school publications, teachers' plan book, appraisal of teaching, rating the teachers, rating the principal.

THE VISITING TEACHER

In order to find out why the school does not function effectively for certain children, many city school systems are employing visiting teachers. The office of such teacher is to find the cause of maladjustments, whether they be in the school, the home, the neighborhood, or in the children themselves—in other words, the *whole* child must be understood, and not merely the five hours a day in which he is under the teacher's eye—and when the maladjustments have been found, it is the office of such teacher to endeavor to effect a cure.

The cases coming within the jurisdiction of the visiting teacher, to be more exact, are maladjustments in scholarship, involving subnormality, retardation, precocity; adverse home conditions—poverty, neglect, improper guardianship; misconduct, in and out of school; and irregular attendance.

In some cities, as Pasadena, Calif., visiting teachers are sent to children who are temporarily confined to their homes by reason of illness, so as to enable them to keep pace with their classes; also to those who are permanently removed from school, so that they may receive instruction. Every school day the visiting teacher is busy from six to eight hours visiting the homes of the smaller children, and every other day she visits the homes of the older children, hearing and outlining their lessons. In like manner Holyoke, Mass., is also undertaking the education of children who can not be transported to school.

The value of the visiting-teacher movement is attested by its growth. First adopted into the school systems of New York, Boston, and Hartford, Conn., in 1906–7, at the present time 74 cities report visiting teachers, many of which cities have from 15 to 20 such teachers each.

Among the cities emphasizing this activity may be mentioned Boston, Mass.; Dayton, Ohio; Chicago, Ill.; Cleveland, Ohio; Minneapolis, Minn.; New York City and Rochester, N. Y.

The staff of the visiting-teacher department of Rochester numbers 16—the director, 13 visiting teachers, a court representative, and a field worker for the Children's Memorial Scholarship Fund.

In Dayton, Ohio, the school board has recently established a visiting teacher's bureau as a part of the administrative department, with five teachers for the grade schools and two for the high schools. This number will be increased as the system becomes effective. New York City employs 22 visiting teachers.

In 61 of the 74 cities reporting the employment of such teachers their salaries are paid wholly from public funds. In 20 of these cities, it should be explained, the movement was sponsored by the national committee on visiting teachers of New York City, which paid two-thirds of their salaries for a stated time; then, when the value of the work had been fully demonstrated, it was taken over by the boards of education and the teachers were paid from public funds.

At the present time the national committee on visiting teachers is cooperating with six cities, and is paying two-thirds of their visiting teachers' salaries; in the remaining cities the salaries are paid wholly or in part from private funds of other organizations.

As further proof of the value of this movement the following quotations of city school officials and others are given:[3]

"Is as necessary to the school as the nurse or the doctor, the truant officer, the regular teacher. The work of the nurse and the truant officer is largely corrective; the work of the visiting teacher is essentially preventive."

"If I as principal were asked to give up one of my assistants or the visiting teacher, I should say: 'Take the assistant, but leave the visiting teacher.' She alone is able to care for the well-being—call it spiritual well-being if you will—of those children who need sympathetic guidance over the hard places in their young lives when there seems no one else quite ready to lend a hand."

"She has distinctly lessened the number of disciplinary cases * * * has lessened tardiness * * * is a valuable agent in selling the school to patrons * * * cooperates with the school nurse * * * finally, is the agent who interprets the school to the home and the home to the school."

"She has secured regular attendance on the part of truants * * * has explained why children were unable to keep up with their work, has given the class teacher more sympathy with the difficulties of the pupils * * * has brought assistance to children and mothers in need, many of whom would not ask, or did not know how to ask, for badly needed help."

The presiding justice of the children's court of New York says:[4]

Many children would find their way annually into the children's court if they were not assisted by a visiting teacher at the critical moment in their lives when the sinister influences of their environment begin to destroy what the schools are endeavoring to build up. The most effective treatment of delinquency and crime is their prevention. It saves human misery and taxpayers'

[3] From the Visiting Teacher Movement, by Julius John Oppenheimer, published in 1924 by the Public Education Association, New York City.

[4] Ibid.

dollars. If the full significance of the visiting teacher's work as a factor in preventing social wreckage and in building good citizenship, particularly in the adolescent period of our school children's lives, were understood, I believe that the board of education would provide a visiting teacher for every school in the city as a measure of economy.

SCHOOL PUBLICITY

One of the outstanding movements of recent years is the effort on the part of school boards and superintendents to keep the people informed about the schools—their aims, their work, their cost, their problems. Not so many years ago school superintendents hesitated about giving school news to the city papers or about issuing any publicity bulletins, partly because they thought that they would be accused of having an ambitious desire of seeing their names in print; but school publicity as now conceived has nothing to do with names of school officials except incidentally. The main purpose is to give news concerning the schools, not news concerning superintendents, principals, or teachers.

The movement for greater publicity has no doubt been hastened by American Education Week, when school superintendents in practically every city of the country make a special effort to interest the people in their schools. But the progressive superintendents have recognized the fact that, however valuable a week's intensive publicity may be, there should be continuous publicity; so they are making use of the press and are issuing bulletins on special phases of school work, giving talks before civic bodies on matters pertaining to education, exhibiting pupils' work, using the radio, and in many other ways keeping up a constant dissemination of news about the schools.

Several cities have organized school information bureaus, so that newspapers and others may obtain school news without, as Supt. William McAndrew expresses it, having to "corkscrew" it out of officials submerged in something else and who have no sense of news.

Many cities have put over big bond issues by intensive campaigns of publicity showing the need of new school buildings, but if a superintendent never gives out any information regarding the schools of his city except when money is needed he need not expect as hearty a response to his special appeals as if he had been conducting a continuous publicity program.

THE ALL-YEAR SCHOOL

Much has been written regarding the all-year school, but comparatively few cities are operating their schools on the all-year plan. Many have organized summer schools of 6 or 8 weeks in duration, but these schools usually serve only two classes of pupils, those who

have failed and those who by intensive work may gain an extra promotion. Since many school administrators favor the all-year school, the question arises, Why have not the cities of the country extended the summer session to 12 weeks as an integral part of the course? Possibly it is because the general public is not sufficiently well informed as to the advantages of a school session of 48 weeks, or it may be that boards of education hesitate on account of the additional expense involved.

That the school budget would have to be increased temporarily to run the schools 12 additional weeks is obvious, but if children may complete the 12-year course in fewer years the cost per pupil for his entire course might not be any greater than if the schools were in session only 36 weeks a year. To pass from the first grade up through high school requires 12 years, or 432 weeks, with 36 weeks to a year. Under the all-year plan a pupil would, theoretically at least, make the same advancement in 9 years of 48 weeks each. If this be true the cost per pupil completing the course would be no greater under the all-year plan. It might even be less, since the cost of maintenance during the summer months would be less.

The question to consider, however, is whether the schools can be made more efficient if operated on the all-year plan. Economy should not be measured by expenses but by returns. Increased expenditure often increases the rate of dividend. Many a business man fails because he does not put enough money into his business to make it pay. No doubt our schools would pay better dividends on the money invested if they were operated for the entire year. No business concern would let its plant lie idle for three months in the year, yet the school buildings of the country are idle for this length of time, and since there is nothing profitable for the great majority of the children to do during the summer vacation they are loafing or playing in the streets.

The time children spend in school is a comparatively small part of the time at their disposal. If a child sleeps 9 hours a day he has 15 waking hours. If he is in school 5½ hours a day for 5 days a week and 36 weeks in the year, he is in school only 990 hours out of the 5,475 hours that he is awake during the 365 days of the year, or he is in school only 18 per cent of his waking time. If the schools were conducted for 48 weeks a year a child would be in school 1,320 hours out of the 5,475 hours he is awake, or he would be in school only 24.1 per cent of his waking time. Supt. William McAndrew, discussing the all-year school in his report to the Chicago board of education, says:

> Every real teacher is certain to remark some time in the opening weeks of school in September that her pupils seem to have forgotten during the summer everything they ever learned, as well as the ability to study, to carry

on under the school regimen. After 9 or 10 months of faithful, conscientious, painstaking work she sees her pupils leave school for the summer recess alert, mentally keen, morally alive youth of whom she is rightfully proud and in whom she has great hopes; but these same boys and girls too often come back to her in September stunted physically, intellectually, and morally. It is not humanly possible for the adolescent to loaf, to run the streets, for two or three months each year, without suffering a loss of knowledge and a breaking down of habits of application. The Board of Education of Chicago has stood out against interruptions of school work by extraneous interests. The summer recess is the most serious interruption the child encounters in school life. The only valid justification ever offered for closing schools in summer is the need for the help of the children on the farm. There exists no such need in urban circles.

During the past few years interest has been centered on the all-year schools of Newark, N. J. The board of education considered the matter of discontinuing the all-year schools of that city, which were first established there in 1912. Good results were reported until the superintendent of schools in his report to the board of education in 1924 called attention to certain disadvantages of the plan. The board, however, decided to continue the all-year schools until further study could be made of them. A preliminary survey was made by Dr. M. V. O'Shea and Dr. William Farrand in June, 1925. They recommended that a complete survey be made of the all-year schools. The school board adopted the recommendation, and a survey was made by Dr. M. V. O'Shea, Doctor Farrand, Dr. W. C. Ryan, Dr. W. A. McCall, Dr. A. T. Wylie, and Dr. P. K. Atkinson. The survey was made primarily to determine the efficiency of the all-year schools in comparison with the so-called traditional schools.

The committee found that while the all-year schools do not do what was originally claimed for them—that is, carry any considerable numbers of pupils through eight grades in six years—they do advance their pupils more rapidly and give them greater educational attainment than pupils of similar ability, heredity, and social background receive in the traditional schools; that while it takes the average pupil in the all-year school nearly eight years to complete the elementary grades, it takes the pupils of corresponding capacity in a traditional school a distinctly longer time; that while the all-year graduates do not make as good a showing in the high school as traditional graduates, the reason is not less efficient work in the schools but the innate capacity of the pupils themselves and the fact that the all-year schools are holding and carrying through a class of pupils who in the regular schools would be likely either to drop out or to be seriously retarded; that these schools, in the face of great difficulties, are doing extremely valuable work and are rendering a great service, particularly to children of foreign

parentage and unfavorable home conditions, and that these children will suffer educationally if the all-year schools are abolished; and that the additional cost is not excessive, considering the service rendered.

In view of all the evidence, the survey committee recommended that the all-year schools in Newark be continued and that they be given every facility to make their work even more effective than it has been thus far.

The Newark board of education, after giving the report of the survey committee due consideration, decided to continue the all-year schools. The report of the committee will no doubt awaken interest in other cities in the all-year school.

Nashville, Tenn., is another city that has from all reports made a success of all-year schools, which have been in operation in that city for three years, and which apply not to a part but to all of the schools or grades in the public-school system. The summer term of the all-year plan differs from the usual "summer school" or "vacation school" in that the work done is exactly the same in time spent and length of course as in any other term. No effort is made to crowd 18 weeks of work into a period of 8 or 10 weeks, the summer term having the same course of study as any other term. The school year is divided into four terms, or quarters, of 12 weeks each. A student completes a year's work either by carrying three terms' work during the regular year or substituting the summer term for one of the others. Attendance is not compulsory during the summer term, but by attending during this term a student so desiring may secure exemption from attendance during one of the other three following terms.

A report on the results of the experiment was published after the first year's experience. No later reports have been published, but the superintendent of schools writes that the second and third years were practically duplications of the first year, even to the per cent of number attending, number promoted, etc. On this basis the summer term's attendance, which is wholly voluntary, is 64 per cent of the regular term's enrollment, the per cent of attendance of those enrolled for the summer term is 94, and the per cent of punctuality is 99.78. At the end of the summer term 84.9 per cent are promoted, as against 79.3 per cent promoted at the end of the regular term.

The medical inspectors, who visit the schools regularly during the summer just as in any other term, report that they notice no bad effects from attending the summer term, but that on the contrary the general health of the children is improved by holding them to regular habits of living.

In the employment of teachers preference is given to regular ones, and 86 per cent of them elect to teach the summer term. The teachers

are paid their regular monthly salaries, thus enabling them to receive 12 months' pay and still have two weeks' vacation twice a year.

Mr. H. C. Weber, superintendent of the Nashville schools, summarizing the results of the all-year schools of that city, says:

> These results confirmed the belief that there was real demand for educational opportunities at all times, that better results through continuous occupation were attained in all those 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; that it is possible to shorten the time of preparation for productivity not only without hurt to the individual but with positive advantage to him, his country, and to the world at large.

INDIVIDUAL INSTRUCTION

One of the problems that school administrators have been attempting to solve is that of adapting the school to the individual pupil so that each may work according to his ability, and so that he may at the same time participate in the life of the school and thus be a member of a community and not a mere individual independent of every other child in the school.

The plan that is most used in solving this problem is to divide a given grade into a number of groups so that pupils of like ability will be in the same group. The usual plan is to form three groups, the rapid, the average, and the slow, and to adapt the curriculum and the instruction to each group. In some schools as many groups as possible are formed. If, for instance, there are 200 second-grade children in a building, the grade is divided into five or six groups, usually with more children in the faster-moving groups.

Various bases are used for classifying the pupils, as intelligence quotient, mental age, educational age, and teacher's judgment. There is usually a combination of two or more of the bases, the teacher's judgment appearing most often in combinations, and only rarely as the only basis for classification.

The plan of grouping pupils is used in the elementary grades more than in the junior and senior high schools. Of 163 cities with from 10,000 to 30,000 population reporting to the Bureau of Education, 145 have adopted the plan in some or all the elementary grades, 119 in some or all the junior high school grades, and 81 in some or all the senior or regular four-year high schools. Of 89 cities of 30,000 to 100,000 population reporting, 66 use the plan in elementary grades, 57 in the junior high school, and 36 in the senior or the four-year high school. Of 40 cities of 100,000 or more population, 36 use the plan in the elementary grades, 28 in the junior high school, and 26 in the senior or the four-year high school.

Among other methods of adapting the school to individual pupils may be mentioned the Dalton plan and the Winnetka technique.

Since much has been written about each of these plans, a description of their respective methods is not necessary. A few years ago Dalton, Mass., and Winnetka, Ill., were the only schools in the country using these plans. That each is being adopted is evident from replies made to a questionnaire submitted by the Bureau of Education to all cities of 10,000 or more population. Of 280 superintendents in cities of this size reporting, 44 are using the Dalton plan or some modification of it and 42 are using the Winnetka technique or an adaptation of it.

No scientific evaluation of the Dalton plan has been reported, but evidence from the schools that have adopted it indicates that it has certain merits. Possibly no school has operated on the plan long enough to make such an evaluation, but before the plan becomes widely adopted the school people will want all the data possible.

The Winnetka schools, after operating on an individual instruction plan for four years, were studied with a view of discovering the advantages and limitations of the plan. Some of the questions the survey sought to answer were answered quite satisfactorily, while no answers could be found to other questions. Among the latter were: Is individual work in the content subjects, as history and geography, as effective as in the "tool" subjects of reading, spelling, formal language, and arithmetic? Do pupils learn to use facts, and do they recognize their social significance as well when the facts are taught in individual self-corrective exercises as when introduced in their natural setting?

The report shows that the drill subjects are better mastered in the individual instruction plan, that grade repetition is eliminated, that more time per day is free for group and creative activities, that the effect of individual work in the elementary school as measured by marks in high school is satisfactory, and that no additional cost appears to be involved.

An experiment in individualizing instruction is described in the report of the board of education of Montclair, N. J., for 1925. The experiment was made to determine the relative effectiveness in arithmetic and spelling between the more formal, stereotyped, regimental, traditional method and one adapted to individual differences and personal needs. The one is described as the formal method and was used for a period of four months, and the other is described as the self-directed method and was used for three months. In each the personnel of the class was the same and was under the same teacher. The Stanford achievement test was used as a criterion to evaluate the results of the experiment. It was found that much greater gain had been made under the self-directed plan.

Some of the conclusions reached regarding the self-directed or individual method were:

1. The interest of the children in the work was largely spontaneous. They felt a keen need for further knowledge. They applied themselves eagerly to the work. They asked for more books to read and asked for more work in arithmetic.

2. The success of each child received recognition, often in graphic form. One of the greatest motives for further effort, for adults as well as children, is the satisfaction of accomplishing a given task successfully.

3. A difficulty met was a challenge to each child to think, independently, or cooperatively with a self-selected group. Often his approach to the teacher was an inquiry if his original method of solution were correct.

4. Each child was actively making an effort during a much longer proportion of the time than under the more formal, traditional plan of instruction.

5. In the discussion of the results and methods of others the pupils were learning to weigh advantages and disadvantages and to come to the conclusion of a judgment. Thus they were helping to determine their own methods of study; and they were frankly criticising each other.

6. Anyone who is having the experience of such frequent discussion of his methods and results, free and frank and yet under the kindly control of the teacher, *is developing an attitude that will enable him more intelligently to face adverse criticism.*

7. It is only fair to all children to let each progress at his own rate.

8. With the greater variety of opportunity for each individual more abilities have the chance for expression.

9. In individualizing instruction there is always the query: Is not real social intercourse eliminated entirely? In this experiment actual social intercourse and cooperation occurred to a far greater extent than under the formal classroom procedure.

10. The degree of achievement was greater under the self-directed than under the formal procedure.

No doubt other studies at Winnetka and in other cities that have adopted an individual instruction plan will tend to prove or disprove the worth of such plans, or they will indicate how they may be modified so as to produce the best results. Every school wants to know how to individualize instruction so that each pupil may advance according to ability and effort and at the same time be "socialized."

CURRICULUM REVISION

Within the past few years the reorganization of the elementary and the secondary school curricula has been receiving more attention from educational leaders than any other phase of school work. That conditions have changed in the cities of the country, and that a curriculum prepared only a few years ago no longer meets the needs of modern city life, have been fully recognized. The fact, too, that our ideas of education are changing has had its influence on curriculum construction. Not so many years ago the course in arithmetic was weighted down with "mental discipline problems." English

grammar courses were exercises in parsing and diagraming. No reputable educator to-day thinks of holding to these courses founded on a philosophy that has no scientific support. According to present-day thought the curriculum should be reconstructed largely in terms of contemporary American life and of the needs of the individual child as they are now understood. It naturally follows that, as conditions change and as our knowledge of the child changes, the school curricula must be revised to meet changed conditions and to conform with the newer conceptions of child life.

The need of a thorough revision of the curriculum having been recognized by the educational leaders, various national committees have been at work on curriculum studies and several reports have been prepared. Among these are the Fourth and Fifth Yearbooks of the Department of Superintendence and the Twenty-sixth Yearbook of the National Society for the Study of Education.

In many cities committees have been appointed composed of officers and teachers to make revisions of the curriculum. For this purpose some cities grant teachers leave for weeks or months on pay. Thousands of dollars are being spent to cover the extra expense for substitute teachers, research, and clerical assistance.

Although there is great interest in curriculum revision, not every city has made changes except possibly by the adoption of new textbooks. Of 390 cities of 10,000 or more population reporting to the Bureau of Education, 175 have made revisions or are in process of revising the curriculum. According to a study[5] made by Dr. S. A. Courtis, 60 per cent of 132 cities replying to a questionnaire have made a general revision of their elementary school curriculum during the last three years and 75 per cent within the last five years.

THE JUNIOR HIGH SCHOOL

The number of cities adopting the junior high school has continued to increase. In 1918 such schools were reported by 123 cities; now 484 cities report this type of organization. In these 484 cities there are 990 junior high schools.

The usual plan of organization includes grades 7, 8, and 9. Approximately 73 per cent of the cities include these three grades in the junior high school; 19 per cent include grades 7 and 8; 2 per cent grades 6, 7, and 8; 4 per cent grades 7, 8, 9, and 10; and 2 per cent grades 8 and 9. The aims and purposes of the junior high school are more clearly defined. It is no longer looked upon as a mere departmentalized organization of grades 7, 8, and 9, but as a school integrating elementary and secondary education. It concludes

[5] Twenty-sixth Yearbook of the National Society for the Study of Education, Part I.

elementary and initiates secondary education. As expressed by Mr. James M. Glass: "It carries forward progressively its transitional articulation of elementary and secondary courses of study. It closes by starting the differentiation of secondary education. It continues the elementary school, it coordinates the school system, and it starts the secondary school."[6]

The junior high school, it is generally agreed by those who have made a study of its aims and purposes, should be free to work out its own program and courses of study adapted to the needs of boys and girls from approximately 12 to 15 years of age. In some cities, however, the junior high school program shows the influence of teachers higher up. Some senior high-school teachers of mathematics, for instance, want algebra as such taught in the junior high school instead of general mathematics. Some science teachers in senior high schools can not think in terms of the general science course offered in the junior high schools. This attitude of the senior high-school teachers, which was somewhat pronounced some years ago, is disappearing.

Even the colleges show a disposition to let the junior high school function as a separate organization. Some colleges already accept three years of senior high school work (12 units) for admission without reference to preceding work, and many others are inclined to accept 12 units of senior high school work for entrance; other institutions and accrediting agencies approve such procedure.

It is thus evident that the tendency is to leave the junior high school free to work out its own courses of study.

---

[6] School Life, February, 1927.

CHAPTER IV

PROGRESS OF RURAL EDUCATION

By Katherine M. Cook

Chief, Division of Rural Education

I. PROBLEMS CONCERNED WITH RURAL SCHOOL SUPPORT

THE SCHOOLS AND THE ECONOMIC SITUATION

The rural schools of the United States have both profited by and suffered from the general economic depression affecting farmers and farming during 1925 and 1926. Rarely, if ever in recent years, have the social and educational welfare, as well as the economic condition of the farm population and their influence on American life, received so much and such disinterested attention. Not only farmers but other social and occupational groups—citizens in general—have given thoughtful consideration to the situation. Congress has considered a variety of measures designed to ameliorate conditions. A Division of Cooperative Marketing in the Department of Agriculture was established by act of Congress during the biennium, its creation influenced by the desire of the Federal Government to give intelligent advice and assistance in an important phase of the business of farming.

Increased activity on the part of organizations concerned with the social, educational, vocational, and recreational welfare of the farm youth have been noticeable. A few important examples of such activities are mentioned as typical: The American Country Life Association conducted a nation-wide study designed to ascertain attitudes of farm youth toward certain social and vocational questions. The association devoted its 1925 annual conference to the subject of farm youth, the problems discussed growing in part out of the investigation.

The American Library Association has been active in investigating public library service furnished to rural communities and rural schools. A recent survey made by a committee of the association revealed the fact that 93 per cent of the people without library service live in rural territory. The association has set as its ultimate goal the development of adequate library service within easy reach

of everyone in the United States. This interest, among others, is stimulating efforts for better public and school libraries for rural communities.

The National Congress of Parents and Teachers has conducted an intensive campaign in North Dakota, with the result that there are now branches of that organization in all rural districts in some counties and in a high percentage of rural districts in the others. Similar campaigns are now being organized in Mississippi and Nebraska.

This concentration of attention on the general educational welfare of farm communities promises to continue, and should have a permanent influence for good on educational conditions.

The immediate effect of economic depression on rural schools has been to curtail expenditures for all but the accepted necessaries—sometimes narrowly interpreted; to delay building programs, school consolidation, provision for supervision, and the like, even to the extent of lowering established standards in some communities. It has not been confined to any particular section of the country, but has been most serious, of course, in those States or communities depending largely on agriculture rather than manufactures as a source of economic income and wealth. Among the comments on the relationship between the economic situation and general school progress which have been made by the chief State school officers of the States, the following, selected as representative of different sections of the country, are also reasonably typical:

Connecticut.—Progress has been very much slowed down by the present economy wave, but has not stopped. No retrogression is in evidence. The tobacco situation has hindered developments in the tobacco-growing districts.

Louisiana.—The economic conditions in the rural sections of the State are not very promising. The sugar crop has been a failure for the past two years. The cotton crop has been good, but the present low price has brought much hardship to the cotton farmers of the State.

Maine.—The fact that the farmer has been going through a period of depression has developed a psychology which makes it difficult to find ways and means for making the rural schools commensurate with the needs of the people. In one county in which a crop failure occurred last year an effort was made to maintain schools at their usual efficiency, but it became necessary in some instances to reduce salaries, shorten the length of the term, and postpone improvement. This year the county is prosperous and every effort is being made to recover the lost ground and to go ahead. The rural school situation is vitally tied up with the economic conditions.

Montana.—While economic conditions in general in this State have improved, a large number of districts in rural sections of the State had exceedingly high levies, and many districts have not opened school at all. Children have been cared for in other districts, or in some instances have been left without any school whatever. Conditions can not be remedied until the State assumes a larger share of school support. Districts are helpless to carry so heavy a load as has been required.

New York.—Farmers have been paying disproportionately high taxes, and this heavy burden of taxation has retarded school progress.

North Carolina.—The low price of tobacco and the disruption of the tobacco cooperative association, together with a severe drought in 1925, have slowed up school progress in some parts of the State. The slump in the cotton-mill industry affected the income tax and limited State support. On the whole, however, the economic situation seemed fairly good until the slump in the price of cotton in 1926. There is no way to tell how far-reaching this will be.

South Carolina.—Agricultural States have had a hard time financially for the past few years, but South Carolina seems to have largely solved the problem of financing her public schools through indirect taxation.

Wyoming.—Economic conditions in most of the rural communities of this State have been bad during the past biennium. There is some indication of improvement at the present time. This, of course, has affected rural school improvement. Fortunately the rural schools have been able to continue and improve without much local taxation, so that the schools in this State have not suffered as severely as those in surrounding States where economic conditions were similar but State support less adequate.

But the economic situation has led also to fruitful and determined efforts to secure more generous school support and more efficient schools for rural children—movements which promise effective and permanent results. Two important factors are more clearly and widely recognized than ever: Local support as the sole dependence for rural schools is inconstant, inadequate, and inequitable; and rural schools frequently, from causes inherent in rural conditions, cost more rather than less than urban schools, if equally efficient. The ultimate result has been a reexamination of the situation and renewed efforts for improvement centering largely around two large aspects of rural education—scientific and equitable methods of support, and standards of achievement, the latter concentrating chiefly on improving the quality of instruction.

STATE AID AND EQUALIZATION OF EDUCATIONAL OPPORTUNITIES

INTEREST IN RURAL SCHOOL SUPPORT AND EFFORTS TOWARD IMPROVEMENT

The unusual interest in questions of the adequacy and method of support of schools in rural communities, growing during the decade, culminated in unwonted activity during the biennium in all matters concerned with State school funds and their distribution. About three-fourths of the money spent on the public schools in the United States comes from local sources. Practically all of this, as well as a portion of that raised by State and county units, comes from property taxation. These two factors, namely, dependence on local resources and dependence on property taxation as the chief source of school support, render the farmer's school-tax burden particularly heavy as compared with his city fellow citizen, while the returns he receives in education facilities for his chil-

dren are not usually commensurate with the effort nor equal in efficiency to those offered in urban communities.

While this is particularly true of rural elementary and secondary schools, it is probably true also of State higher institutions of learning which the farmer helps to support. With the acknowledged inadequacy and inefficiency of rural elementary and secondary schools, it would be unreasonable to expect the farm population to furnish its quota of students to State higher institutions. Such studies as have been made of the placement of graduates of State teacher-preparing institutions indicate unmistakably that rural schools do not participate proportionately with urban schools in the service which State normal schools and teachers colleges are established to contribute. They neither secure nor retain to a reasonably adequate degree teachers prepared at such institutions.

Increased realization of the seriousness of the situation and of its inequity is responsible for the wider interest in more nearly equalized educational opportunities within States and for increased efforts to secure them. This interest is clearly evidenced in the number and content of state-wide studies of school support which have appeared during the biennium. The educational needs of rural communities and their financial ability to meet them; present and potential sources of funds for school support; State school funds and their distribution among local units; effect of different methods of distribution on local school offerings, and the like, have become common and fruitful subjects of research. Such research investigations have been carried on in several States by State officials, or under their direction, or at their request, with the purpose of using them as guides for proposed legislative or other revisions. Others are research projects initiated because of enlarged interest and contributing to the general knowledge and literature of the subject.

In at least one-fourth of the States efforts of one kind or another have been made during the biennium to secure increased appropriations from State sources for new or old purposes, distributed by new or old methods as permanent or temporary relief for small, needy schools. In several States new annual appropriations for general or specific purposes have been provided; in others a special appropriation for specific purposes or increases in the amount of present appropriation have been made, or the principle on which other appropriations are made or distributed has been extended to other activities; while in a few States fundamental changes either in the amount of State funds furnished or in the methods of distribution, or both, have been sought or accomplished. Even though changes advocated have not been effected, the extensive efforts made to arouse public interest in intelligent consideration

of problems of school support have had a significant and probably lasting effect. The efforts themselves have resulted in a better understanding of school needs and larger acquaintance on the part of the public with successful policies pursued in progressive States, and so have helped lay a foundation for later accomplishment. Montana and Missouri are examples of States in which constitutional amendments or legislation favorable to school interests, recently proposed and lost, apparently mark not the end but the beginning of wider or more united or better understood efforts in the direction of securing more nearly equalized educational opportunities.

SOURCES AND DISTRIBUTION OF STATE SCHOOL FUNDS

Old and new sources of school support.—The sources from which funds are derived, particularly State funds, effective and potential, are, of course, basic to any constructive consideration of revision of methods of school support. Several studies of recent origin, and particularly those made during the biennium just closed, have called attention to the inadequacy of the general property tax as the sole source of revenues for school support and to the growing tendency to seek other and so-called newer types of State taxes to relieve the overburdened property source and to meet the rising costs of education. Bureau of Education Bulletin, 1926, No. 18, points out that the majority of citizens have little knowledge of the extent to which many States are now employing corporation taxes, income taxes, and other newer types instead of, or in addition to, general property taxes as a source of school revenues.

As is well known, the public schools in the United States are supported by funds from State, county, city, town or township, and district sources. A portion of the cost of maintenance in all States comes from the State as a unit, the proportion varying widely among States from that in Delaware providing 81½ per cent in 1925 to Kansas providing 1½ per cent in the same year. While local school moneys are derived almost wholly from property taxation, State funds come from a number of sources. Among the most common ones are permanent invested funds, State property tax, appropriations from general State revenues, corporation tax, income tax, inheritance tax, and severance taxes.

The personal income tax is a source of school revenue in six States at the present time. Arkansas repealed in 1925 the law by which such a tax was levied specifically for schools, leaving Delaware as the only State, so far as information is available, in which this tax is levied and the entire revenue devoted to schools. Five other States, Massachusetts, Mississippi, Missouri, New York, and North

Carolina, set aside for school purposes some portion of the proceeds of a State personal income tax.[1]

In eight States all or a part of the proceeds of a State inheritance tax is devoted to schools. Of this number, one, Virginia, devotes the entire proceeds to the "State public school fund" or "to be used for primary and grammar grades of the public schools." Up to 1925 another State, Nevada, levied an inheritance tax, 40 per cent of the proceeds of which went to the State school fund. This law in Nevada was repealed in 1925.

Practically all States levy some type of corporation tax, though only seven make such a levy specifically for schools. In seven additional States part of the proceeds of such tax is devoted to school purposes. The States[2] levying some form of corporation tax specifically for schools are as follows: New Hampshire, Maine, Kentucky, New York, West Virginia, Kansas, and Delaware.

The severance tax is a new source of revenue attracting increasing interest because of a belief in its possibilities and fairness as a source of school revenue. It is defined in the laws of two States as a tax on all natural products separated from the soil except agricultural. The interpretation commonly used corresponds to this definition. Natural products, such as coal, oil, and minerals of all types, are sources of wealth which will ultimately become exhausted. Future generations will not share in the income accruing from these natural deposits unless some special provision assuring its continuation or other method of prolonging participation is made. A tax on such deposits or their products, set aside as a permanent fund or used for current school purposes, is considered one step in the direction of continuing or making permanent their benefits to future generations. The five States in which severance taxes are used for schools usually devote the money to the State common or general school fund and to funds for higher institutions. In Arkansas, Louisiana, and Oklahoma part of the proceeds is returned to the counties in which the tax is collected.

Eight States levy occupational, business, and license taxes, revenues from which are used for school purposes. In four States, Louisiana, Kentucky, South Carolina, and Georgia, there are tobacco or cigarette taxes used wholly or largely for schools.

Methods of distributing State funds.—The search for better methods, usually called scientific methods, of distributing State funds among the various administrative units within the State is the phase of the general problem of State support which has received the largest attention during the biennium. Methods of distribution

[1] Summary of newer types of school taxes. Mimeographed circular by F. H. Swift, University of California.

[2] Ibid.

are particularly important in the prevailing efforts to promote equalization of tax burdens and school opportunities. Old methods of distributing State funds have, therefore, been subjected to re-examination and revision and to an unwonted scrutinizing both as to kind of distribution and its effect on local schools. The methods most commonly used at the present time in the different States, with the number of States using them are: (1) Per pupil basis, such as school census, average daily attendance, aggregate attendance, or enrollment. Forty-five States distribute some or all of their funds on one of these per pupil bases. (2) Per teacher basis, including number of teachers, graduated grant proportioned to salary basis, graduated grant proportioned to qualifications basis. Sixteen States use one or more of these in distributing some of their State funds. (3) On some specifically equalizing basis. Twenty-four States now have equalizing funds. (4) Miscellaneous bases or combinations of different bases.[3]

STATE-WIDE STUDIES OF SCHOOL SUPPORT

State-wide studies of school support numerous, and scientifically made.—The biennium has been unusually prolific in the production of studies having for their objective the discovery of methods of equalizing or approaching equitability of educational opportunities within the State studied. The majority of these studies have accepted the theses that such equalization is possible and desirable; that it is the business of the State as the responsible school unit to discover and put into operation means for its accomplishment; that certain minimum standards or criteria as to the educational offering should be set up by the State, which local units must observe. Beyond the minimum, freedom for further achievement, if not encouragement, is both possible and desirable. Apparently also a large number of the investigators have accepted the thesis promulgated by the Educational Finance Inquiry Commission in 1923 that equalization and reward for special effort are more or less incompatible, and that of the two, equalization of opportunity among school units is the particular function which it is unquestionably the first responsibility of the State to discharge.

The result of the emphasis of reward for effort in a State-aid system is to destroy in some degree the effect of provisions for equalizing educational opportunity. It would seem, therefore, that in the future development of State-aid systems payment for effort would be either entirely eliminated or reduced to a minimum where the good arising from it outweighs the harm.[4]

[3] F. H. Swift. University of California. Mimeographed circular.

[4] State Support of Public Schools. Paul Mort, Bureau of Publications, Teachers College, Columbia University, New York.

Many of us in our desire to equalize educational opportunity and to reward effort have said that the equalizing fund of North Carolina ought to be distributed on the dual basis of need and effort. * * * No method of apportioning the equalizing fund will accomplish both these aims, because they differ from one another in kind and not in degree. They are mutually exclusive. Equalizing burdens does not mean rewarding effort; nor can rewarding effort ever equalize the burden of support.[5]

Varied units of measuring educational need, effort, and ability to support schools have been used as bases in devising equalization plans. Among those used as measuring school needs are number of pupils enrolled, or in average daily attendance; number of teachers employed; and the "weighted pupil." As measurements of ability are (1) true or assessed or "equalized" tax valuation per pupil; (2) relationship between income and wealth as expressed by formulae set up for the purpose. As measurements of effort, actual or proposed, to support schools, are (1) tax rate, that levied or that necessary to raise a given amount per pupil on an assumed or fixed valuation; (2) a fixed per pupil expenditure—the amount established on some accepted basis, such as State average for the year.

Among the studies of school support from the State point of view made during the biennium which may be considered as official or semiofficial in character in that they were published by or sponsored or approved by State departments of education are:

Inequality in educational opportunity in Illinois. Circular 192, issued by Francis G. Blair, superintendent of public instruction.

Financing education in Connecticut, the proposed plan to enable the State to meet more adequately its educational responsibility. Prepared by the division of research and surveys of the State board of education, Hartford, Conn.

Development of State support and control of education in Connecticut. Doctor's dissertation by Mrs. Helen Martin Walker. Published by the State board of education, Hartford, Conn.

Equalization of the financial burden of education among counties in North Carolina, a study of the equalizing fund. Fred Wilson Morrison. Teachers College, Columbia University, contributions to education No. 184.[6]

State responsibility for the support of education in Georgia. Gordon D. Singleton. Teachers College, Columbia University, New York.[6]

The financing of education in West Virginia. Issued under the direction of the State superintendent of free schools, Charleston, W. Va.

Texas educational survey, vol. 2, financial support. Educational survey commission, Austin, Tex.

Survey of education in Utah, Chapter XI, Financing the elementary and high schools. Bulletin, 1926, No. 18, U. S. Bureau of Education.

---

[5] Equalization of the Financial Burden of Education among Counties in North Carolina. Fred Wilson Morrison. Teachers College, Columbia University, Contributions to education No. 184.

[6] Made by member of State department or referred to in letter from State superintendent.

Report of State aid to public schools in New York State. Prepared for a joint legislative committee by Paul R. Mort, with the advice and cooperation of G. D. Strayer, J. R. McGaughey, and Robert M. Haig.

Appropriations and subsidies in educational surveys. Report of a committee appointed by Gifford Pinchot, Governor of Pennsylvania. Department of public instruction, Harrisburg, Pa.

In addition to these more or less "official" studies, the following are among the research studies on State-wide school financing of general interest made or published during the biennium:

Studies in public school finance—The Middle West, Illinois, Minnesota, South Dakota. Fletcher Harper Swift. Published by the University of Minnesota.

State support of public schools. Paul R. Mort. Bureau of publications, Teachers College, Columbia University, New York.

Studies in public school finance—The South, Arkansas, Oklahoma, Alabama, Tennessee. Fletcher Harper Swift. Published by the University of Minnesota.

A technique for the determination of unit school costs. University of Iowa. Studies in education.

Major issues in school finance. Research bulletin, vol. 4, No. 5, National Education Association, Washington, D. C.

The financing of education in Iowa. Educational finance inquiry commission. Published by Macmillan.

Two studies somewhat different in nature, but with an important bearing on the matter of State support, are "The Ability of the States to Support Education," by J. K. Norton, published by the National Education Association, and "Effect of Population upon the Ability to Support Education," by Harold F. Clark, Bulletin of the School of Education, Indiana University, Bloomington, Ind. The first is an effort to measure the economic power of the several States in terms of the children to educate, the unit being the number of children from 6 to 13 years of age. Several measures of a State's economic ability are presented, based on the relationship between the value of tangible wealth and the average annual income. The resultant of the accepted relationship divided by the number of children 6 to 13 years old is used as representing the economic power on which the State may draw for educational expenditures. The second, "The Effect of Population upon the Ability to Support Education," discusses costs from a different and, according to the author, a neglected angle. The study is an effort to indicate or measure the importance of the effect which the number of children a State or community has to educate and the relationship which the number of such children bears to the number of adults have on the ability of the State or community to pay for education.

It is not possible within the scope of this chapter to describe even briefly the many interesting phases of these studies bearing on State

responsibility for schools. As an example of procedures followed in conducting state-wide studies of school support some outstanding characteristics of two of them are described briefly.

Supporting schools in Utah.—Chapter 12, Financing the Elementary and High Schools,[7] in "A Survey of Education in Utah," Bureau of Education Bulletin, 1926, No. 18, sets forth three interesting plans for state-wide contribution to local school support. This study emphasizes two important points of general interest and application: (1) The failure of property taxation as the sole source of school support, and (2) the responsibility of the State for equalization among its school districts, at least to the extent of a minimum educational program. Of a general property tax as the sole method of school support, the report states: "The general property tax as a source of school revenue stands condemned to-day, not only by every leading authority in the field of taxation but by numerous State tax commissions consisting of men eminent in business and public affairs." Quoting from Essays in Taxation, by Prof. E. R. A. Seligman, and reports of special State tax commissions of Georgia, Ohio, and Illinois, the report discusses the desirability of other sources of school moneys, including income tax, severance tax, corporation tax, inheritance tax, with a view to ultimate adoption of one or more of them.

Defects in methods of apportioning State aid among the districts are pointed out. Approximately 35 per cent of school-maintenance expenses were from State sources. The bulk of this was distributed to districts on the per capita basis, scholastic population 6 to 18, inclusive. The defects are as follows: (1) The school census, which is employed as the basis of apportioning the major part of State aid, results in giving districts grants for children who are not in school and puts a premium on nonattendance. (2) In apportioning funds, differences in financial ability and differences in the effort put forth by the districts are ignored. (3) The prorating of funds is defective.

To remedy the situation the report outlines three different plans. Plan I recommends complete State support, the State to pay all the cost of a minimum program determined upon, by levying a State tax which would produce, when added to all other State funds, sufficient money to pay costs of all schools. This method has recently received serious consideration in a number of the States. So far, it has not been actually adopted in any State except Delaware, and there with some limitations. It is, however, similar to the policy followed by individual States composing Australia.[8]

---

[7] Chapter prepared by Fletcher Harper Swift. [8] See School Life, April, 1927.

Plan II proposes a large equalization fund. In addition to all existing State funds it is proposed that a special State equalization fund be provided and distributed in such a manner as to equalize district school revenues and district school burdens. (1) Existing school funds are to be distributed as at present. (2) Every district, in order to share in the State equalization fund, must levy a tax of a rate equal at least to that which the wealthiest district must levy to provide funds which, with the moneys received from the State district fund and all other existing State funds, will be sufficient to pay the total cost of providing the minimum program (in this district) without aid from the equalization fund. By the wealthiest district is meant the district having the greatest true valuation per school census child, and by minimum program is meant such program as can be purchased by an expenditure of $70 per child in average daily attendance. The rate which this wealthiest district levies becomes in effect a compulsory minimum tax rate to be levied by every district in the State. While the wealthiest district and all other districts will continue to receive all State grants they are now receiving the wealthiest district would not share in the equalization fund. No district would share in this fund which could meet the entire cost of the minimum program from the proceeds of its quotas of existing State funds plus the proceeds of the minimum tax. (3) Any district may levy a rate higher than that required for participation in the State equalization fund. In apportioning the equalization fund the State shall disregard moneys provided by districts through levying a tax rate higher than the minimum compulsory tax. No district, therefore, shall be penalized through deductions from quotas of the equalization fund because it exceeds the minimum compulsory tax rate, nor shall it be given additional aid from the equalization fund for that reason. (4) Every district shall receive from the State equalization fund an amount representing the difference between the cost of providing said district's minimum program and the sum of the proceeds of the district minimum tax plus all grants to which the district would be entitled from the now existing funds.

Plan III, equalization by means of existing funds. This plan is recommended in case the other two are rejected as impossible or impracticable. It proposes that one-half of the combined income of existing State school funds shall be apportioned among the districts on the basis of average daily attendance and that the remaining half shall be set aside as an equalization fund to be apportioned among all districts which levy a tax of a fixed minimum rate and are unable from the proceeds of this tax and from all other State funds to provide for each child in average daily attendance an amount equal to the State average expenditure per pupil in average daily attend-

ance during the preceding year. It is apparent that this last plan means merely the adoption of an "equalizing" method of distributing available funds. The report states that only by provision of a State equalization fund can Utah make progress toward evening out the present inequalities in the State school system and reach the first rank of those States endeavoring to finance their schools with some regard for sound and scientific principles of school support.

Some features of a study of State aid in New York State.—Several studies of school support have recently been made in New York State. Important changes in the statutes concerning the distribution of funds and providing for an increased appropriation (to which reference is made later) have resulted from or been influenced by a plan proposed in "Report of State Aid to Public Schools in New York State."[9] The author aims to determine the State's educational task by the "weighted pupil" measure. He states that improvement of the present system must come through a change in the (present) method of measuring need of communities for aid and from a consideration of the wealth of communities in the distribution of the funds.

> Taking the offering demanded by a given program for a city elementary child as a unit, this device ["weighted pupil"] weights a pupil when measuring the need in any other situation or in any type of education recognized on the minimum program by an amount representing the relative cost of giving the pupil what would reasonably be accepted as an equivalent offering. For instance, a city high-school child is given a weighing of two—that is, a city high-school child counts two weighted pupils.
>
> Considering both the educational task and the financial ability of the State, a measure of the type of educational offering the citizens of New York are willing to support may be obtained by discovering the kind of opportunity made available in those communities which have practically the same ability to support schools as has the State as a whole. From a study of the current expenses in 23 cities, villages, and supervisory districts having not more than 15 per cent greater or less valuation of real estate per weighted pupil than has the State as a whole, the median was found to be $70 per weighted pupil.
>
> The assumption is that the tendency for the people of New York living in cities, villages, and rural communities, when faced by the same financial and educational situation which the State as a whole faces, is to meet the situation by offering a $70 education. That is, they spend enough to buy for the children in their elementary schools the kinds of offerings that $70 will buy for a city elementary pupil and $140 will buy for the pupil of a city high school.

The following ends were sought in developing the plan proposed for distribution of State funds:

> (1) A $70 education—that is, an annual current expenditure of $70 per weighted pupil—should be provided throughout the State. (2) The burden of this $70 education should be distributed so as to bear upon the people in all

[9] Report of State aid to Public Schools in New York State, prepared for a joint legislative committee by Paul R. Mort, with the advice and cooperation of G. D. Strayer, J. R. McGaughey, and Robert M. Haig.

localities at the same rate in relation to their taxpaying ability. (3) No community should receive less State aid than it now receives. (4) Of the total amount of State aid the maximum amount possible should go toward equalization of educational opportunity. (5) The plan should demand as small an amount of State and therefore as large a degree of local support as possible.—*Equalization of Educational Opportunity, by Paul R. Mort, in Jour. of Educ. Research, Feb., 1926, p. 94.*

The law passed in New York in 1925, while based on a modification of the plan recommended as a result of the study made by the joint legislative committee, did not accept the $70 expenditure provision. Discussing the New York law of 1925 and the type of organization of districts in New York, Doctor Mort states:[10]

The New York equalization law attempts to use the $44,000,000 State fund that is distributed by a combination of large fund methods in such a way that it will contribute to the support of a minimum program of $1,200 for each elementary teacher and $1,600 for each high school teacher.[11] * * *

The shortcomings in the law are: (1) The minimum program equalized is not satisfactory except as a first step. (2) Only half the cost of transportation is recognized. (3) The equalization law does not apply to all of the districts in the State. * * * Districts not having a satisfactory organization are barred from participation. Provision is made for further development by requiring all communities receiving State aid to offer a program in advance of the equalized program and by admitting districts to participation as soon as they have formed satisfactory units.[12]

The New York law makes provision for relieving the smaller districts[13] from impossible local burdens so that any district may have available the minimum amount per teacher without making local effort out of all proportion to reason. Yet the differential between the burden required in such districts and that which they would be required to carry if they were properly organized locally is such as to promise to be a real incentive toward voluntary reorganization.

EQUALIZATION AND REWARD OF EFFORT

Apropos of the apparent wide acceptance of the point of view of equalization of educational opportunities and tax burdens as the State's chief responsibility, and that equalization of opportunity and reward for special effort represent two methods of distribution so opposed as to be incompatible if not antagonistic, Prof. George A. Works, of Cornell University, recently called attention to the importance of rewarding local school effort. As is well known, the method of distribution practiced in many States, while carefully worked out, has been based on the idea of rewarding effort and has taken little or no account of equalization. Professor Works appar-

[10] State Support for Public Schools. Paul Mort. Teachers College publication, Teachers College, Columbia University, New York.

[11] Ibid., p. 41.

[12] Ibid., pp. 41, 42.

[13] Ibid., p. 36.

ently believes there is some danger of swinging to the opposite extreme.

In some recent discussions of this subject [methods of apportioning State aid to local schools] there are evidences that, in the desire to secure a certain mechanical efficiency in the distribution of funds, there is danger of overlooking certain aspects of the problem fundamental to education in a democracy. It is well to bear in mind that equality of tax burdens and equality of educational opportunities are not necessarily concomitants. Under our educational organization equality of educational opportunities will be likely to follow from the equalization of tax burdens to the degree that laymen have an intelligent appreciation of the function of education in a democratic society. This makes it necessary that those who support education should have a growth attitude toward its place in a constantly expanding civilization.[14]

Professor Works criticizes the view that equalization is the only end worthy of consideration in the distribution of State aid, and the application of this principle advocated for New York in the study to which reference has been made on the "weighted pupil" basis. Professor Works states that the author of the plan subordinated all other considerations to that of equalization and asserts that such a policy has certain inherent weaknesses, of which he points out the following:

(1) It is impracticable to secure complete equality of educational opportunities. * * * Each school district would be free to make expenditures on its own initiative beyond the suggested minimum standard. The result is that, while the stated objective is equality of educational opportunities, this would not result from putting the proposed plan into operation. Districts of great wealth would find it relatively easy to go beyond the minimum offering. (2) In going beyond the minimum offering, the districts of great wealth per weighted pupil would have a distinct advantage over districts of small wealth per weighted pupil. This fact is especially significant in its relation to progress in the field of rural education. (3) Closely related to the preceding weakness is the rejection of the recognition of effort when school units make provision for educational offerings that are better than the minimum.

Professor Works concludes that complete equalization would not result from the acceptance of the proposed plan. He states further:

While equalization may well be an important objective in the distribution of State aid, to fail to recognize that beyond a certain point it is less important than the recognition of effort is to overlook a fundamental characteristic of the method by which a democratic society arrives at its conception of what its educational offering should be. The methods of financing schools that are set up should be conducive to growth. No matter how mechanically perfect a plan of State aid may be in providing equalization, it is certain in the long run to be a barrier to educational progress if it fails to recognize this growth conception in education. Such a plan may bring temporary expansion in parts of the State school system, but it is not conducive to permanent progress in the system as a whole.

Professor Works concludes the article as follows:

The argument is not against equality of educational opportunities, but rather against making this the only end sought in the distribution of State aid. It

[14] Relation of the State to the Support of Education. George A. Works, Cornell University, Ithaca, N. Y. Elementary Sch. Jour., January, 1927.

must be acknowledged that there is not complete harmony between the equalization of educational opportunities and the recognition of local effort, but it is believed that it is much better to secure and maintain an attitude of growth toward education than to sacrifice it for equality of educational opportunities. The recognition of effort has proved a most effective means of developing this attitude. Instead of rejecting it completely we should endeavor to place it on a scientific basis.

SOME SPECIAL PROGRESS REPORTS

Among the States reporting to the Bureau of Education definite revisions of the laws concerning State school funds or the securing of appropriations providing for more generous support from State sources are Georgia, Illinois, Kentucky, Louisiana, Maine, Massachusetts, Mississippi, Nebraska, New York, Pennsylvania, South Carolina, and Tennessee. In Louisiana the 1926 session of the legislature placed a tax on smoking and chewing tobacco and snuff, the proceeds of which go to the public schools of the State, distributed according to the number of educables in each parish. While the tax has not been in effect long enough to form an accurate estimate of the revenue derived from it, it is expected materially to increase the State school revenue.

In South Carolina a law which became effective during the biennial period guarantees a minimum seven-months term by providing that those counties which are unable, with the maximum tax set, to operate the schools for the required term shall receive from the State a sufficient sum to enable them to do so. The funds for the support of this law, known as the 601 law, are derived almost entirely from indirect taxes on soft drinks, tobaccos, luxuries, and nonessentials. "The proceeds are collected where the wealth is, and disbursed for the education of the children where they are. The result is a wonderful renaissance in the public schools of the State."[15]

Tennessee reports that through State funds the average school term has been lengthened. The legislature in 1925 amended the school law to guarantee an eight-months school term to all children in counties levying a minimum of 50 cents on $100 of taxable property for teachers' salaries and operating expenses of rural and elementary schools. If the county tax provided does not raise sufficient funds from county sources, State funds are provided up to the required amount. The apportionment is made on the teacher basis, counting one teacher to each 25 pupils in average daily attendance. A State schedule of salaries based on training and service is in operation. In addition an allowance of 15 per cent of the teachers' salaries for operating expenses is furnished from the State.

[15] Letter from State department of education.

Georgia reports considerable progress as the result of the acts of the 1925 and 1926 sessions of the legislature. Among the important provisions are the following:

1. General appropriation bill—a $5,000,000 appropriation for the public schools for the years 1926 and 1927. This is an increase of $500,000 in the public-school fund.

2. An amendment to the Barrett-Rogers Act, providing that the funds be increased to $253,000 for 1925 and $300,000 thereafter. This is an increase of $100,000 for consolidation and high-school aid.

3. An extra appropriation of $325,000 for the public schools for 1925, with the provision that $20,000 be used for summer institutes at the A. and M. schools; $53,000 to be used for the increase to the Barrett-Rogers fund and the remainder to be apportioned to the counties as early as the money is available.

4. Equalization act, authorizing the general assembly to appropriate funds, in addition to the regular appropriation for the common schools of the State, to give all children of the State equal opportunities.

5. An act authorizing trustees of local school districts to borrow funds for payment of teachers.

Constitutional amendments to be voted upon at the next general election:

To increase the borrowing power of the governor to $3,500,000 for the prompt payment of teachers.

Taxation for educational purposes in counties having cities of more than 200,000 population within their boundaries.

The appropriation by the legislature for education throughout the State has been increased $500,000 annually, which is an aid to rural as well as to city schools. One hundred thousand dollars has been added to the fund for providing for consolidations of rural schools and better high-school advantages of rural boys and girls. The last session of the legislature passed an "equalization enabling act" authorizing succeeding legislatures to appropriate funds, in addition to the regular appropriation for the public schools of the State, to provide all children of the State equal educational opportunity. The next legislature will be asked to appropriate $1,000,000 for this fund, which will be used to provide a minimum educational offering for the rural boys and girls of this State.

The outstanding problems in rural education are defined by the State Department of Education of Georgia as follows:

1. The constitutional limitation prohibiting a county from levying more than 5 mills for the operation and maintenance of schools.

2. The lack of a complete county-unit system which would make the property in the towns and cities subject to taxation for the education of rural boys and girls in the poorer areas.

3. Inadequate State support.

4. The present system of distribution of State funds without regard to ability to pay and without an accurate measure of the educational need of the various counties.

Less extensive but significant progress in school support from State sources is reported from Massachusetts, in which the laws concerning State aid to rural towns and State aid for the employment of union superintendents have been amended to provide that

a substantial number of small towns which have been deprived of State aid will become eligible for it, and that State aid for supervisors' salaries will be extended to a larger number of towns.

In Mississippi the last legislature appropriated a million dollars for the improvement of colleges and a million dollars for the common schools, both for the biennial period.

Nebraska reports the minimum term extended from three to six months, with State aid granted districts unable to support the minimum.

In Pennsylvania the 1925 general assembly, recognizing the value of the law of 1923 providing more liberal aid to districts which because of limited wealth were financially handicapped in providing minimum essentials for educational opportunity, applied the same principle to reimbursement of districts for transportation of pupils as an aid to poorer districts. The State's share of transportation costs in districts where the true wealth per teacher is more than $50,000 and not more than $100,000 was increased from 50 to 60 per cent; where the wealth per teacher was $50,000 or less, to 75 per cent.

The State department of Illinois reports that during the past biennium the basis of distribution of the $8,000,000 State school fund has been changed. The following are considerations on which the new apportionment is based: (1) The "teacher school day." The basic apportionment is 70 cents for each "teacher school day" or major fraction thereof, with an additional sum graduated in inverse ratio to the assessed property valuation per teacher. There is a provision requiring school districts to levy the maximum legal rate in order to participate in the additional graduated subvention. (2) Training of elementary teachers. A per capita allowance for training beyond the twelfth grade in a recognized high school, the amount graduated according to training, to a maximum representing graduation from a standard normal school. (3) Number of pupils in daily attendance. (4) Employment of normal school graduates. An outright appropriation of $100 is made by the State to each county for each teacher who is a normal-school graduate and is employed for nine months in a one-room school.

This change has stimulated teacher preparation, the employment of trained and experienced teachers, length of school term, and attendance. It has failed to equalize educational opportunity as was expected. Some of the counties with the highest assessed valuation which can maintain rural schools at a low rate of tax receive more of the State fund than they did under the old method of distribution, while some of the counties that must tax themselves to the limit for even a seven-months term receive less than formerly. The State Teachers' Association is fashioning a bill to remedy the situation.[16]

[16] Letter from State department of education.

The State Department of Education of New York reports that the most constructive movement within the past several years was the enactment of certain amendments to the education law made by the 1925 session of the New York Legislature.

New York State is still operating many of its schools under the district system. In 1914 an act known as the central school act was adopted by the legislature. This provides that the commissioner of education may lay out—

any territory exclusive of a city school district conveniently located for the attendance of scholars and of suitable size for the establishment of central schools to give instruction usually given in the common schools and in high schools, including instruction in agriculture.

This act had been practically inoperative until the 1925 session amended it to provide greatly increased State aid for such districts, in the form of transportation and building quotas. During the 18 months preceding, 24 such districts have been established in the State. The rural people are gradually learning of the advantages to be gained both in taxation and educational facilities by the provisions of this act. There is a prospect that it will open the way for solving the one outstanding problem in rural education in New York State.

Other constructive legislation by the 1925 session was:

(*a*) Increased State aid to all districts. A large portion of this increased aid will go to rural districts and will help make the tax burden light.

(*b*) Increased aid for training classes and for the other teacher-training institutions.

(*c*) Increased aid in the form of transportation quotas to consolidated districts other than central rural school districts. These districts do not receive building quotas.[17]

A number of States report systematic plans for securing increases in State appropriations for schools by giving wide publicity to facts ascertained through studies of the state-wide school situation and advocacy by official sources of plans for larger school support or more scientific methods of distribution. The State department of Kentucky defines outstanding problems in rural education as: (1) Financial inequalities (*a*) among counties, (*b*) between counties and independent districts, (*c*) among subdistricts within the counties. The report from the State department states that the obstacles in the way of overcoming difficulies are the constitutionally provided method of distributing funds on a per capita basis and lack of educational sentiment.

In Indiana a number of studies have been made showing the financial situation of the State, published in State reports, and given wide distribution as a means of educating the public to school needs.

A report from the State department of Missouri states:

An outstanding problem confronting public education in this State is that of creating a larger permanent State school fund which will enable the State

[17] Letter from State department of education, October, 1926.

to assume a larger share of the cost of public education. Something definite will be worked out along this line in the near future.[18]

In Montana the State legislature in 1925 provided for a referendum measure to be voted on at the following election providing a 5-mill state-wide levy for the support of public elementary and high schools. The measure was lost at the polls by a relatively narrow margin, apparently due to the fact of insufficient education of the public concerning the needs of the schools.

A report from the State Commissioner of Rhode Island contains the following statement:

> The outstanding problem is financial, and more particularly, apportionment. Statistics indicate a wide variation in town tax rates for the support of schools. The State division is urging a State equalization measure based on a uniform minimum local tax and a general State tax, both for the support of schools. The State revenue is to be apportioned essentially on the basis of need, to guarantee a definite minimum for the support of every school. The division is also promoting a measure providing State assistance in consolidated schoolhouse construction projects, proposing State aid up to 50 per cent for towns having a valuation under five million, provided the schoolhouse and school system are approved by the State commissioner.

From Wisconsin the State department reports:

> Research reveals startling inequalities in taxation between the different communities within the same county or within a township and has led to a new interest in the problem of remedying the great injustices that are being done to children and to taxpayers unduly taxed to support inadequate schools under certain unfavorable conditions.

The State department has given special study to the inequitable per capita distribution basis and issued a pamphlet entitled "Equalizing Educational Opportunity in Wisconsin."

Connecticut now gives the small town the same aid in supporting a school nurse that it gives for teachers. Most of these towns now enjoy the benefits of a school nursing service.

II. IMPROVING INSTRUCTION

GENERAL DEVELOPMENT

The instruction offered in rural schools has received more than the usual attention during the biennium. Efforts for improvement have been both general—through development or betterment of contributory factors or activities—and specific, through concentration on the quality of instruction offered as an outstanding problem. Specific attack has been most obvious through supervision; raising the quality offered and supplying more supervision when possible from State and county educational offices; through revision and improvement of curriculum content and through the teaching staff. There is a more

[18] Letter from State superintendent, department of public schools.

insistent demand for prepared teachers on the part of employing officials and a growing professional interest among teachers in specifically rural education problems.

In a few States the staff of the State department of education has been enlarged or improved, enabling the department to give a new kind of assistance or more of an established kind to rural school superintendents, supervisors, and teachers. In 1926 one or more staff members assigned to the special field of rural education were reported from 39 State departments. In a few States there are from four to six staff members who make up a rural division or bureau. The number of rural school specialists reported in the 39 departments in 1926 totaled 85. In these 39 States practical supervision, generally including some kind of in-service training, is offered to those responsible for local rural schools. The influence of these efforts is registered in better administration, supervision, and teaching.

The new tendency to establish in State departments of education two additional services, namely, for research and for the interests of exceptional children, is resulting in providing guidance to rural-school officials in the solution of some of their most serious problems. Such research divisions, or specialists assigned solely to research, are reported from 10 States; five divisions were organized or reorganized for this kind of work during the biennium. Several are or have been engaged in research concerned with or bearing on rural-education problems. In a number of other States excellent studies of various problems concerned with rural schools have been made by or in cooperation with the regular staff. In other States the regular biennial reports are now assuming the aspect of carefully made studies of education conditions. The Nineteenth Biennial Report of the superintendent of public instruction of Montana, 1926, is an example. Of a similar nature are bulletins and leaflets issued during the biennium from several State education departments. Examples are Connecticut, Indiana, Maryland. Even mimeographed circulars issued by State departments (those from the Louisiana State department are an example) are taking on a strictly professional tone and are devoted in large part to means of improving instruction.

In nine States one or more members of the State department of education staff are now assigned to the direction or supervision of special classes and to the care and treatment in school of defective or special-problem children. The States reporting such specialists in 1926 are Alabama, Connecticut, Minnesota, New Hampshire, New York, Ohio, Pennsylvania, Wisconsin, Wyoming.

The grade placement, adaptation of the regular curriculum, and other problems concerned with the education of exceptional children in small rural schools—even in larger consolidated schools where no

special teacher can be assigned—have long been of serious concern to rural school teachers. As practical and scientific assistance becomes available through State departments of education, better instruction for the normal group as well as for the special problem children should result.

Contributions to the literature of rural education continue to grow in number and value. That there is now available a growing amount of high-grade material representing research, records of experimentation, valuable compilations of various kinds, critical evaluations of contributions, and the like, is apparent from a recent bibliography of contributions to certain aspects of rural education from 1920 to 1925, including approximately 500 titles. (Bureau of Education Bulletin, 1927, No. 4.) On these special contributions, as well as on those made to the general field of education, rural school teachers can draw as never before for practical help in improving teaching technique.

Defining problems in rural education.—It is quite generally agreed by students of the subject that the education of children in rural communities offers difficult and in some respects specialized problems in school administration, school organization, and curriculum organization and content which are worthy of special study and of more complete, intelligent, and sympathetic understanding than has yet been attained. However, the kind of differentiation, if any, and the degree to which it is desirable as between rural and urban administrative and instructional procedures, are not authoritatively nor satisfactorily determined. Some students of the subject have apparently taken the extreme position that rural education is a separate and distinct field of education differentiated in objectives set up for attainment as well as in method of attaining them. Keeping the rising generation of farm children on the farm; training a large number of farmers to reduce or stabilize prices of farm products have been advocated as objectives of elementary as well as secondary rural schools.

Certain rather definite efforts in the direction of clarifying the situation have been made during the biennium which are worthy of consideraiton and which should contribute toward a better understanding of the type of specialization desirable as between urban and rural education in the light of generally accepted education principles and objectives. According to Dr. Julian E. Butterworth, professor of rural education, New York State College of Agriculture, Cornell University,[19] the term rural education is commonly used with too narrow a meaning. It should not be limited to that

[19] Principles of Rural School Administration. J. E. Butterworth. New York. Macmillan, 1926.

provided in the one-room or other small school or to the schools of the open country; nor should it be confined to preparation for farming and related activities, nor to the education of those dependent primarily on agriculture for a living. Rural education, according to this author, is not different from urban education. Both involve the same general objectives and procedures. It is only because environmental conditions differ in city and country that problems of education and materials available for use differ to a greater or less degree.

> The conditions of country life likewise create needs or problems—finding sufficient financial resources, providing economical school units, overcoming isolation, getting reasonable living and working conditions for teachers, making adequate provision for supervision—problems that are so different from those in the city that we require different elements of knowledge to find wise solutions. We are likely to make greater progress in meeting such problems if they are set off where they may be directly attacked by those who have the necessary personal and professional equipment. Adequate preparation for work in rural schools clearly demands special training.

It is the author's position that it will be easier to comprehend many of the problems of rural education if one keeps clearly in mind the fact that environmental factors change gradually rather than abruptly as one passes from the open country to the city. What we should have is not a rural curriculum and an urban curriculum, but a curriculum modified to meet the needs of pupils under different environments. There are not two types of conditions only, but many shading from one to another, and each degree may create different educational needs. Applying Doctor Dewey's philosophy of growth to the problems of rural education, the author concludes:

> Briefly, there is no difference in the ultimate objective of rural and urban education. In each case we are concerned in providing those conditions that will stimulate people to grow in ability to meet effectively the problems of life. Since rural children live in a peculiar environment, a real education must utilize the materials of that environment. But this should not be interpreted as meaning that education should be directed primarily to keeping rural people on the farm, to prevent deterioration of rural life, to provide an adequate labor supply, to keep up production, or to protect people from the supposedly inferior conditions of urban living. On the other hand the school should not try to educate people away from the country. Rural education, like urban education, should utilize materials from all significant sources and make an individual with constantly expanding powers. As the individual grows, he acquires that knowledge and develops those skills, habits, and attitudes that enable him to meet better the situations that arise. Our large problem is to so understand rural life and to supplement its facilities and to organize its resources that each person may secure, so far as is possible, what is needed for his individual development.

Dr. Fannie W. Dunn, professor of rural education, Teachers College, Columbia University, writing recently of the rural elementary school curriculum, states:[20]

[20] United States Bureau of Education, Rural School Leaflet No. 40, A Rural Curriculum: An Outstanding Need in Rural Schools. Fannie W. Dunn. February, 1926.

It is a matter of fairly general agreement among educational theorists that the educational objectives of the elementary school are common to all, the same for rural schools and for rural children as for schools and children anywhere in the Nation. Progress made in defining these school objectives is as valuable for rural schools as for any others. If it were true that pupil nature and environmental conditions were the same in rural schools as elsewhere, a common curriculum would suffice for schools in all localities, excepting only the administrative differences necessitated by the type of organization, particularly the one and two teacher situation. We do not yet have sufficient data to enable us to say with positiveness how the native ability of rural children in general compares with that of the Nation's children as a whole, nor how the acquired capital of habits, knowledge, and motives which the rural child brings with him when he first enters school compares with those of children in other types of communities. It is possible, however, to list differences in the experiential accumulation and to say with considerable certainty that rural and urban children differ materially in the nature of the contributions which their preschool years have made to their intellectual and emotional status at the beginning of the school period.

It is certain, moreover, that there are many differences in the nature of the outside experiences encountered during school years by urban and rural children respectively. The school is but one educative agency. What the home and the community provide it does not need to afford. Different supplementation of experiences in rural and urban schools, different points of approach for the same educational content, different grade placement may be required for experiences which both types of school must furnish because the out-of-school life lays the basis for them at different stages of development of the children in the two types of situations.

The first step in the making of the rural elementary school curriculum—that is, the setting up of aims and objectives in line with the best modern educational theory—would be common to all types of situations. The second would be the determination, from a survey of the rural social situation, of the points to be specially emphasized by the school because left undone by the home and community education, or points which the school might stress more lightly because the outside experiences largely made provision for them. Next, the curriculum maker would need to canvass the experiences potential in the rural environment for realization of the educational objectives. Unquestionably here would be wide divergencies from corresponding contributions of an urban environment.

The following excerpts emphasizing the need of liberal education for farm youth are from a recent address by the United States Commissioner of Education, Dr. John J. Tigert:[21]

But for the farm youth of certain areas of the Nation, administrative difficulties have as yet prevented the extension of educational opportunities comparable to those we have evolved for urban youth and for the farm youth of more favored areas. * * *

Added to the administrative difficulties which in themselves tend to restrict opportunity, however, there has grown up in the United States and acquired widespread adherence a restrictive philosophy of purpose which, as it affects practice, makes the public school recreant to the obligations imposed upon

[21] The Education of Farm Youth. Address delivered by John J. Tigert, United States Commissioner of Education, before the American Country Life Association, Washington, D. C., Nov. 12, 1926.

it by the social order which it is charged with perpetuating. This philosophy holds that national safety is endangered through the decay of rural life and that the public schools should so indoctrinate farm youth as to create a bias for farm life and thus stop the rural exodus and the consequent urbanization of the Nation. * * *

The essence of this philosophy is in fundamental conflict with our ideal of a social order. Our democracy is peopled largely by immigrants. They migrated as a protest against deprivation of freedom of occupational choice. In the United States the ceaseless shifting of our native population from community to community, from city to city, and State to State, has been prompted largely by the search for better occupational opportunity. We have no occupational castes; we desire none. Under the best of circumstances occupational misfits are all too frequent and are a social menace. The occupational misfit is relatively unproductive, because the keen stimulation of working toward a self-chosen end is lacking. The occupational misfit is a discontented man, ripe for propaganda, inciting to violent acts against the established order. The occupational misfit is unhappy as a man, and organized society is not justified in contributing to such a lot. * * *

There is a general danger that specialization in education corresponding to vocational specialization will contribute to social disintegration. Public education in general has recognized the danger and seeks to lay a basis for social solidarity through a common education extending through the elementary and junior high school periods, and by requiring even in specializing senior high school curricula a considerable amount of common educational experiences gained through English, the social studies, the fine arts, and through socializing extra-curricular activities. The purpose back of these requirements is to give an understanding of the entire social order and common ideals, appreciations, and interests which tend to make men companionable and cooperative.

Ignoring this generally accepted principle of curricular administration, those who have become alarmed at the trends of rural life and have forgotten the general purpose of public education have sought to vocationalize even the elementary school curriculum of farm youth.

The road to the qualification of farm youth for the largest possible service as citizens of the United States does not lie in that direction.

The following series of reasons for partial differentiation in courses for training rural teachers are contained in a recent study of the question by Mabel Carney, professor of rural education, Teachers College, New York:[22]

1. The interests of rural schools suffer from neglect. Special attention and emphasis are therefore essential.

2. The different school organization, especially in one and two teacher schools, presents serious problems of class organization, grouping, organizing materials of instruction, etc.

3. Teaching should be in terms of the country child's experience and needs. Utilization of the experience of farm children as an apperceptive or interpretive basis in teaching and sufficient differentiation to give conviction and skill is desirable for teachers during their period of training.

4. The characteristic differences in contributions of country versus city life. Educational practice is influenced by attitudes, habits, prejudices, and ideals deep rooted and significant among country people. The rural teacher must

[22] Reasons for the Partial Differentiation of Rural Education. Unpublished study by Mabel Carney and others. Mimeographed circular. Teachers College, Columbia University, New York.

understand them and make special adaptation of general educational theory to these specific needs. The peculiar contributions of country life to the national character should be preserved. Appreciation and analysis of these and ability to give them emphasis in school education require specialization on the part of teachers and supervisors.

5. A conscious morale or esprit de corps among rural school workers is essential and justifies differentiation of rural education interests.

6. Professional guardianship is desirable, because rural schools, being a weak spot in the profession, are liable to criticism and exploitation. Protection means that educational leaders should be specifically prepared to cope with problems which arise.

7. Job-analysis studies of rural teaching show needs for differentiation in preparation of teachers, supervisors, and administrators for rural schools in specialized skills, knowledge, and attitudes.

The foregoing are reasonably typical of recent attempts to formulate accepted principles and conclusions on which a sane philosophy of rural education may be based. They indicate a fairly general agreement that there are differentiated problems as well as general problems offering special or acute difficulties which must be met in providing adequate or equitable educational opportunities for children in rural communities. These problems center around general administration and support, the supervision of instruction, the preparation and retention of teaching staff, the formulation or adaptation of courses of study. Their satisfactory solution involves both farseeing statesmanship and professional insight.

Lacking adequate evidence to indicate differences in degrees of mental ability, in types and modes of learning activities or potential motives of rural and urban children, they must be assumed to be alike in these respects. The accepted general objectives of education, ideals, and achievements which it is hoped to attain or accomplish by means of education are independent of living place, whether urban or rural.

An adequate understanding of the country and the people who live there, and of the various situations which influence the educational offering which the school should make, demands special and commensurate training on the part of those concerned with administration and practice in rural schools. Isolating special problems for direct attack is the most promising procedure to insure their solution. Rural education thus becomes a specialized rather than a separate or distinct phase of general education.

RURAL SCHOOL SUPERVISION—A SPECIFIC EFFORT TO IMPROVE INSTRUCTION

DEFINING THE FIELD OF SUPERVISION

Historically, "rural school supervision" means the work done by the county school superintendent. Supervision is an evolution from the work of the school committee or school board.

Early attempts at local rural supervision were confined almost wholly to the management and investment of funds and other services connected with the material organization of the school. Then came the idea of inspection and visitation and sometimes examination of teachers and pupils. * * * The necessity of employing teachers with educational qualifications, and of visiting schools not only for inspection and examination, but for directing methods of teaching, providing courses of study, etc., has brought about professional supervision.[23]

The term "supervision" as applied to rural schools is still confusing, used both with the wider meaning "the county superintendent's work," and in the more limited sense of "professional supervision."

There are two kinds of supervision commonly practiced over the country, first, that which is primarily administrative in character; and second, that which has to do with instruction. The first provides the facilities for education, exercises general control over the school system, and sees to it that the schools operate under reasonably favorable conditions. The second is concerned directly with the teaching performance and the conditions affecting it. It deals with teachers, pupils, the course of study, and the activities that grow out of the classroom work. The purpose is to improve education. Administrative supervision is as old as American education; instructional supervision is yet in its infancy.[24]

There is unquestionably a tendency and indeed marked progress toward splitting up the vague general inclusiveness of the older concept of the superintendent's work into the two quite definite and distinct functions which common practice now denominates as administration and supervision.

Many rural superintendents to-day are dual functionaries, forced, because there is no provision of professional assistants for them, to assume all the duties of both administration and supervision. Less typically, but in a few States, rural school "supervisors" are also dual functionaries, having, within an area usually smaller than a county, full charge of both phases of the oversight and direction of the rural schools. In a number of States to-day, however, there are well-established county educational staffs of supervisors whose function is increasingly recognized to be specialized "professional" or "instructional" supervision.

Whether the two functions of administration and supervision are both performed by one agent, or whether there are one or more agents in the county whose duties are limited to supervision, it is important that the field of supervision be clearly defined. Experience indicates that administrative demands tend to be more vocal and insistent than do those of supervision, and, if not definitely prevented, to usurp more than their rightful share of time.

---

[23] Bulletin, 1916, No. 48, U. S. Bu. of Educ.

[24] Foote, J. M. "A State program of instructional supervision." Jour. of Rural Educ., Apr., 1922.

According to a report adopted in 1920 by the section of county superintendents and supervisors of the department of rural education of the National Education Association—

> Whereas a large part of the administrator's time must be given to working with and through the school board and the community toward the establishment of progressive policies and adequate support for education, the supervisor's effort should be concentrated on working with and through teachers for realization of policies of effective use of all provisions that are made.[25]

Rural school supervision, in this sense, is not mere oversight. It is not inspection, not judgment of the teacher as an end in itself. Nor does it consist of miscellaneous, unsystematized activities of the "general helper" type. Its function is specific, i. e., improvement of instruction, through improvement of the teacher's practice. It is concerned with producing changes in teachers, in their habits, their knowledge, their interests, their ideals. Supervision is sometimes compared to the work of the physician, but the analogy is imperfect. It does not consist merely in finding defects, sick spots in teaching, as it were, and curing them.

> The fundamental element of supervision is not remedying defects; it is stimulating growth. And growth is continuous throughout life. The teacher who is not growing is a dead teacher. The supervisor's function is not primarily to discover defects and remove or correct them; it is rather to discover potentialities and develop them.[26]

No matter what the level of efficiency of the rural school system, the same general concept of supervision applies. But its practical adaptations vary with variations in the organization and in the teaching personnel. Where the qualifications of teachers are substandard—that is, where certification does not rest upon the completion of at least a two-year course in a standard normal school—the supervisor's first task is that of providing the preliminary preparation for teaching. Under this condition, very prevalent in rural schools to-day, supervision is largely "training of teachers in service." With our present rate of progress in certification and provision of facilities for the preparation of teachers before they enter the profession, this will doubtless continue for some time to come to be an important feature of the supervisor's work. But even after all his teachers are "trained in service" or trained before certification, the supervisor has not "worked himself out of a job."

> The more intelligent or better qualified the teacher, the greater are her potentialities for development. * * * A crucial test of supervision is the extent to which it keeps the superior teachers in the system growing to the limit of their capacities. * * *

---

[25] "The distinction between administration and supervision." Jour. of Rural Educ., vol. 1, No. 5, Jan., 1922, p. 236.

[26] Dunn, Fannie W. "What is instructional supervision?" Jour. of Rural Educ., vol. 2. No. 6, Feb., 1923.

Supervision is * * * leadership and cooperation, rather than direction and compulsion. It is democratic utilization of all the powers of all the individual teachers of a system for the benefit of each and all of them. * * * It is the province of administration to provide as adequately as possible the *conditions for* effective instruction—a well-organized system; sound and progressive policies; adequate financial support; good buildings and grounds; well equipped, well qualified teachers. It is the function of supervision to realize to the utmost on all the provisions that are made,[27] including the teacher with all her potentialities.

SUPERVISION RAISES NEW PROBLEMS FOR SOLUTION

Rural-school supervision, as a specialized field having for its purpose the improvement of instruction through constructive leadership of teachers, is a development of the past decade. In the beginning of this development, and to a large extent to-day, the teachers under supervision were in small schools, usually of the one-teacher type. They were isolated and scattered, and the supervisor was the only agent directly concerned with integrating their work and organizing it as part of a constructive county program of education. With the advance of consolidation during this period, there are now in many areas under supervision consolidated schools of 6, 8, 10, or more teachers, each having its own principal. The programs of supervision suited to the former condition are not adequate for the latter. There is a growing demand to-day that the school principal shall hold himself responsible for supervision as one of his functions. To what extent is this possible in rural consolidated schools? Ordinarily such schools include both elementary and secondary departments. Ordinarily, too, the total number of teachers is not large enough to warrant a full-time supervisory principal.

An important problem for the next decade of rural supervision is to work out a type of supervisory program for such situations as this which will best utilize all potential agencies. In this the rural-school supervisors, and especially the State leaders in this field, generally State rural-school supervisors, need to take an important part. What supervisory functions is it practicable and reasonable to expect of the principal of the typical consolidated school? What functions can more adequately and economically be performed by a peripatetic supervisor? Shall the supervisor be responsible for training principals in service to supervise?

There is value in the scope and consequent interrelations of a county-wide program of supervision. There is value in close personal familiarity with the factors of a single school. How preserve both? How keep the emphasis on the service of the supervisor and the principal to the children of the rural schools, rather than let it shift to the relative authority of the two functionaries? The

[27] Dunn, Fannie W. "What is instructional?" Jour. of Rural Educ., vol. 2, No. 6, Feb., 1923.

problem is one of coordination and understanding rather than subordination.

Another question which the next decade of supervision should attempt to answer is that of the relative merits of a system with a small supervisory load, in territory and number of teachers, under a superintendent who performs both administrative and supervisory functions, and of a larger supervisory unit, with a staff composed of an administrator and one or more supervisors.

A beginning of a serious attack on these problems has been made during the biennium in several States. In North Carolina, a State in which rural supervision has had an interesting evolution, having begun with the employment of a combined school supervisor and home demonstration agent and developed to the present system of county supervision under the joint direction of the county board of education and the State department of education, a careful study of the need and value of supervision has been made. The study was carried on over a period of five months. Its purpose was to answer this question, "Is there a need for supervision in the consolidated schools of North Carolina, and if so, what is its value?" A report from the State department of North Carolina states:

> In the light of the findings of this investigation it is concluded that supervision is a positive factor in promoting pupil progress, and furthermore, that it is needed in graded consolidated schools. The children in the supervised group of schools show two and one-fourth times as much progress as those in the control group.

A new plan of supervision is being effected in Connecticut (a State in which rural school agents are both supervisory and administrative officers) by the employment of primary supervisors who are assistants to the town superintendents and are relieved of all administrative duties. The State commissioner of education writes:

> Small towns are frequently the victims of their larger neighbors who prey upon them for their best teachers and supervisors. Supervisors who are outstandingly successful soon leave for bigger and better-paid positions. This problem is of concern not only to the small towns but to the State as a whole. So long as conditions of this kind obtain, just so long will the rural schools continue to be the weakest link in a State's educational system.
>
> It is to meet this condition, together with some others, that reorganization of the supervisory force in the small towns is taking place. Territories of more successful supervisors are being enlarged, and with them women primary supervisors are being associated.
>
> To the men are assigned all administrative and executive duties, as well as supervision of the high schools and upper grades. To the primary associate are assigned supervision of the primary grades, together with such one-teacher schools as are predominantly primary. Other one-teacher schools are arbitrarily assigned to one or the other. The primary associate has no responsibilities other than for supervision.

This magnifies the job of the rural supervisor, puts a specialist in the primary grades, and provides a better-working administrative scheme for handling the problems of the part-time special teacher and nurse.

With the rapid development of primary education in recent years the rural school for quite evident reasons has failed to keep pace. This plan puts the State in a stronger position to solve this problem in part, at least.

"Supervision is an art, but few supervisors are artists" paraphrases a saying of teaching and is equally true. The past two years have been largely devoted to improving the art of supervision. Consideration has been centered upon the technique of supervisory objectives, of teachers' meetings, of visits and the ensuing conference with the teacher. Progress has been made, and the program has been extended to another year.

That other States are attacking problems similar to those indicated is shown by the following excerpts from letters of State education department officials of three States:

During the past two years the rural division of the State department of Louisiana has devoted most of its attention to the improvement of classroom instruction. The chief task is to assist superintendents and principals to become effective supervisors. Louisiana has set up definite State objectives and plans for supervision for 1926–27.

There is a healthy growth in the rural supervision movement in California. The organization of State and sectional rural school supervisors' associations and sectional organizations of rural school elementary principals in various counties are promoting professional growth.

Massachusetts raised the qualifications of eligibility to the union superintendency. Applicants must have graduated from a four-year college or normal school, have six hours' credit in education and two years' experience in supervision or administration or both. Recently a study of the superintendent's work has been made by a committee of superintendents. Among other findings the report states that the superintendents are unable to supervise their schools effectively because of the *large amount of administrative and office duties.*

RECENT TENDENCIES AND PROGRESS DURING 1925 AND 1926

The total number of local rural supervisors employed, considering the United States as a whole, and the number of States in which such supervisors are employed, have both decreased since 1922, the last preceding year in which complete information was collected, according to reports received in the Bureau of Education. The number of supervisors has probably dropped approximately 150 since 1922, including a decrease of approximately 50 during 1925–26. Local rural supervision has been discontinued in certain counties in Washington, New Mexico, Kentucky, Kansas, Indiana, and Mississippi, from each of which a few supervisors were reported in 1922. In Indiana an experiment in county supervision carried on for two years, financed by the General Education Board, was completed in 1926. No supervisors are reported from that State at present. In Washington the payment of county supervisors from county funds was declared illegal by a recent decision of the attorney general,

and several supervisors paid in this manner were dropped in consequence.

The decrease in the actual number of local supervisors reported is both real and apparent. We have reached a better understanding of what supervision means and have progressed in defining and delimiting the supervisory field. Superintendents and other school officials, therefore, in reporting the number of supervisory officers differentiate between assistants assigned to clerical, routine, or inspectorial work and those assigned to instructional supervision. Fewer of the former are reported as supervisors. To the extent that this is true the decrease in the number reported is apparent rather than real. Actual decrease in the total number of supervisors is due in large part to three factors:

(1) The economic situation. In many communities retrenchments in established educational movements, of which supervision was one, have been necessary and expansion practically out of the question.

(2) A few States in which supervision, established on a wave of enthusiasm, was inadequately financed were forced to drop the project in whole or in part. Examples are Virginia and Kentucky. Virginia reported 57 local rural supervisors between 1921 and 1922. In 1926 it reported 23. Kentucky reported 17 in 1921; in 1926 none are reported. Authoritative statements from these States indicate that the decrease is due chiefly to the fact that salaries were too low to retain trained supervisors and funds available not sufficient to provide necessary traveling expenses and other working conditions essential to success. Under these conditions supervision did not fulfill the promises made for it, and school officials are faced with the difficulty of reestablishing a project which has apparently failed.

(3) Some superintendents in charge of rural schools, who are political rather than professional officers, have appointed supervisors for considerations other than professional efficiency. Often local teachers employed as supervisors have not the qualities of leadership nor the professional training necessary to success in supervision. They fail to attain success or to win the approval of patrons and teachers. Under these circumstances supervision has sometimes been discontinued because of the mistaken impression that supervision rather than the kind of supervision, or more correctly the kind of supervisor, was responsible for the failure. Experience of the last few years has demonstrated in practice what should have been obvious—that adequate salaries and careful selection of personnel are essential to the success of supervision.

On the other hand, state-wide local supervision of rural schools has been established since 1922 in one State, California, from which

134 supervisors were reported in 1926. The number of supervisors reported increased during the same period in six States—Florida, Maryland, New Jersey, North Carolina, Pennsylvania, and Wisconsin.

In all States from which information is available there has been steady improvement in the efficiency of the supervisory service, in organization, in techniques, and in practice. There is a better realization on the part of employing officials that intelligent leadership and professional skill are a necessary basis for success in supervision. In several State and county administrative organizations, adjustments have been made to secure increased efficiency in the staff assigned or in the procedures followed in supervision. The total result, viewing the situation at the end of the biennial period, is fewer supervisors but better trained staffs with freedom to devote more time to the improvement of instruction and less to inspectorial and clerical duties and the kind of "visitation" which formerly passed for supervision.

There is a very evident appreciation of the value of rural school supervision on the part of patrons and school officials generally, including those in the States in which legal or financial provision for it has not yet been made. Reports from State officials recently received in the Bureau of Education indicate unmistakably the favorable trend of opinion. Two statements are quoted, one from a Northern and one from a Southern State, which are typical of others received from State departments of education in response to an inquiry for "outstanding problems" in rural education:

> The office of county superintendent should be taken out of politics, and he should be appointed by a competent board on the ground of fitness for the job. Rural schools of South Carolina are poorly supervised, the greater part of their supervision being left to county superintendents, who in most cases know nothing about teaching.
>
> Among the serious problems in rural education with which we are confronted are inadequate salaries paid county superintendents, constitutional limitation of superintendents' tenure of office, and lack of supervision of rural schools. (*South Dakota, letter from State department.*)

Institutions of higher learning in several States are showing increased interest in the in-service training of rural school superintendents. During the biennium conferences for county superintendents have been called by or under the direction of the State University of Oklahoma, at Norman; the State College of Agriculture, at College Station, Tex.; and Ohio State University, at Columbus, among others. Rural school supervision was among the subjects of discussion at one of the mid-west conferences on supervision, held annually at the University of Chicago. The Southeast Missouri State Teachers College reports "county superintendents'

short courses," approximately two weeks in duration, offered during February, 1925, and February, 1926. Three hours' credit is given to those fulfilling entrance and other requirements.

Annual conferences for county superintendents designed to give in-service training in instructional supervision have been held in at least 10 States during the biennium. They are particularly valuable in those States in which no special supervisory assistants or an inadequate number are available. They are usually held under the direction of State departments of education assisted by specialists in rural education or supervisory method from within or without the State. The practice of holding these conferences is spreading, and the offerings, as indicated by programs, are increasing in value. They are from one to three weeks in duration. In Wyoming a conference for county superintendents lasting three weeks was held during each of the past two summers. This is the longest conference period reported. Montana follows with an annual conference of two weeks' duration. In several other States the period is one week in length. Shorter but more frequent conference periods devoted to intensive study and practical discussion are reported from several States.

In Minnesota a different plan designed to train superintendents in service has been established during the biennium. There have been added to the staff of the State department of education a number of rural school supervisors who spend several days, probably a week, in a county visiting the schools with the county superintendent preceding the holding of two or more days of teachers' institutes. This plan enables the State supervisors to assist the superintendents with better methods of supervision through both classroom visits and teachers' meetings.

Two important conferences quite different in their nature from any preceding conferences on rural supervision were called by the United States Commissioner of Education and arranged under his direction. These conferences were called at the request of State and county superintendents and supervisors in the Southeastern States, in which progress in the direction of professional supervision, both State and county, has been definite and commendable. The first conference was called at Peabody College, Nashville, Tenn., December, 1925. Twelve States were represented. According to the statement of the Commissioner of Education, it was the purpose of this conference to offer opportunity to supervisors of rural schools to formulate principles underlying successful practices and procedures which they had initiated and carried on for their own guidance, for the assistance of others meeting similar problems who had not yet found a successful method of solving them, and for

those entering the field for the first time, many of whom had not the benefit of definite and adequate training. The time had apparently come when it was possible to reduce to some degree of uniformity the problems of supervisors of rural schools, classify them according to accepted principles, and to set up tentative acceptable standards. The proceedings of the conference were published in Bulletin, United States Bureau of Education, 1926, No. 12, and form a brief summary of principles and practice followed in supervising rural schools.

Proceedings of the second conference, held at Raleigh, N. C., December, 1926, revealed that supervisors had made progress during the intervening time in developing effective methods of supervision following the lines marked out in the Nashville conference. The reports concerned progress made in adapting supervision to the varying abilities of teachers classified in homogeneous groups, in profiting by the results of research and participation in research studies, in facilitating cooperation between supervisors and principals, and in adjusting the curriculum to special needs of rural children and to varying conditions, especially as to lengths of term which obtain in rural communities. The conference resulted also in the initiation of two important research studies to be carried on by the supervisors and superintendents of the States represented, the one a study of teachers' meetings and the other a study of the possibilities of extending the service of county supervisors through principals of consolidated schools.

The proceedings of these conferences, observation in several States, special reports sent to the Bureau of Education, and recent literature of the subject reveal the following important trends in supervision of rural schools, particularly in those States in which supervision has been in practice under reasonably favorable conditions:

1. Systematizing the efforts of supervisors. Success in systematic work among teachers has been promoted by supplying more supervisors, thereby reducing the number of teachers that each is expected to supervise and by a more general movement to formulate definite plans and programs defining objectives and processes. The programs usually extend over a period from a month or a school term to a year or more and include definite means for familiarizing those who participate in carrying them out with their provisions in detail. In the early stages of supervision the supervisor traveling from school to school, assisting the teacher in improving her methods, organizing her school, or whatever seemed most essential at the moment, dissipated time by individual work requiring too much repetition of effort and too little purposeful, constructive follow-up work. Carrying out more systematic, carefully formulated, and defi-

nitely understood plans results in economy of effort and improved relations between supervisor and teacher.

2. There is a better understanding of the definite field of supervision and its objectives. This results in relieving the supervisor of many routine tasks and permits freedom to promote the work on a more strictly professional basis.

3. Considerable progress has been made in carrying on, with the advice of supervisors, systematic in-service training for teachers of the two types previously referred to: (1) Substituting for lack of preservice training on the part of those teachers who have come into the system without such training or with inadequate training, and (2) supplying the type of in-service training which encourages continuing professional growth on the part of teachers prepared and experienced. Teachers are encouraged to secure further training of a particular type which the supervisor's observation shows is needed at institutions of higher learning. In many cases cooperation between professors of higher institutions and supervisors results in credit courses for teachers designed definitely to promote their efficiency in the particular teaching positions they hold while taking these courses.

4. Promoting professionalization of the teaching staff. This has been done in a variety of ways: Through the promotion of professional reading, the enlargement of educational opportunities and contacts, by helping teachers to discover their own errors and successes and to improve by experience, and in general the development of what is called "professional spirit."

5. Renewed efforts and improved means toward making teachers' meetings result definitely in the improvement of classroom instruction. Teachers' meetings have in the past been criticized as being given over in large part to misnamed "inspirational" addresses, topics designed for entertainment, a type of routine instruction which can in many cases well be given through circular letters and the like. The tendency to hold teachers' meetings in which demonstration classes are observed, discussion being based on practical problems or on results of research studies or reading, is increasingly noticeable. Programs are increasingly designed to fit the specific needs of a particular group rather than for general interest only.

6. There is a decided tendency to hold fewer large general meetings and more small or group meetings, in which teachers are classified on some well-worked-out basis. This tendency toward classification of teachers extends beyond teachers' meetings. It is an extension of the same principle now applied in classifying pupils on the basis of needs, individual and group. Supervisors find it economy of time to classify their teachers for all supervisory purposes. One

classification successfully carried on as reported to the bureau is as follows: Group 1, inexperienced unprepared teachers; Group 2, experienced unprepared teachers; Group 3, experienced prepared teachers; Group 4, experienced teachers who have not reached a high degree of success; Group 5, superior experienced teachers. Individual needs of teachers within various bases of classification are receiving attention in well-organized supervisory programs.

7. Concerted efforts have been made, in a number of counties in which consolidation has been effectively promoted, to extend the service of supervisors by working more largely through elementary-school principals. Adjustments must be made to the needs of principals who are obliged to teach a large part of their time; to those qualified by experience and training to supervise secondary rather than elementary work; to others who lack any type of supervisory training and experience. Regular supervisors are finding it profitable to spend considerable time in training these principals for elementary supervision in order that, working through them, they may reach a larger number of teachers than would be possible through individual contacts.

8. The movement for teachers to participate in research and experimentation has been extended under the direction of supervisors, and supervisors themselves are carrying on research projects. These projects concern (1) the work of supervisors, as time-allotment studies; (2) studies of the value of supervision of one-teacher schools and of consolidated schools;[28] (3) instructing teachers in the use of results of scientific research as applied to classification of pupils on the basis of ability or as a result of testing programs; special provision for atypical children, and the like. Experimentation under the direction of supervisors in program making, in measuring results of different methods, in class organization, and the like is also common.

9. Supervisors are directing teachers in the revision of rural curricula in a number of States, Maryland and Alabama, for example. General direction is usually given by members of the staff of the State department.

10. Rural school supervisors are working out means of checking results of supervision and assisting teachers in checking the results of teaching. The construction of satisfactory rating scales is well known to be a matter for future consideration. However, teachers and supervisors unquestionably learn through rating systems essential qualities of growth, what personal and social qualities are most

[28] Educational Bulletin 84, State department of public instruction, Indiana: Educational Publication 106, division of supervision, No. 25, State department of public instruction, Raleigh, N. C.

necessary to success, and some means of evaluating their own activities and profiting by their own experiences.

11. Supervisors have progressed in ability to devise and keep better school records, both child accounting records and statistical records, and they are seeking light in the matter of more intelligent teacher selection and placement.

12. There is renewed interest in the establishment of an esprit de corps among rural supervisors and teachers. There is a better understanding on the part of both supervisors and teachers that the success of school work is a shared responsibility for which neither supervisor nor teacher alone is responsible for success or failure, but both together.[29]

13. Supervisors have made progress in the ability critically to evaluate textbooks and teaching materials. They are thereby able to advise with teachers and with school officials who purchase equipment as to the intelligent expenditure of funds at their disposal.

Among recent research studies bearing directly on supervision are: Value of rural school supervision, Educational Bulletin No. 84, State Department of Public Instruction, Indianapolis, Ind.; A study of the value of supervision in consolidated schools, Educational Publication No. 106, division of supervision No. 25, State Department of Public Instruction, Raleigh, N. C.; A study of the distribution of the supervisor's time reported in United States Bureau of Education Bulletin, 1926, No. 12; A study of the activities of district superintendents in New York, by M. G. Nelson.

THE RURAL TEACHER SITUATION

State-wide studies of the teaching personnel, including qualifications, salary, and tenure, have been made during the biennium in several States, among them Alabama, Connecticut, North Carolina, Georgia, Ohio, Massachusetts, South Carolina, Vermont. Among other things, these studies throw considerable light on replacements annually called for in different types of schools (as rural, urban; elementary, secondary, etc.) and facilities offered which provide standard preparation for such service. Several have disclosed facts concerning the high percentage of replacements annually called for in rural teaching positions and the inadequacy of existing facilities for training enough eligibles to fill them. Wherever the facts may reasonably be expected to lead to efforts to remedy the situation, rural schools should profit by these disclosures.

Standards for certificates to teach have been consistently raised, consonant in many States with a plan adopted by statute providing

[29] Bulletin, 1926, No. 12. U. S. Bu. of Educ. Improvement of Instruction in Rural Schools through Prefessional Supervision, p. 6, What is Supervision? Fannie W. Dunn.

gradual, year by year improvement in the quantity and quality of credentials demanded for the lowest grade of certificate issued or as prerequisite for all types of certificates. In Utah the culmination of such a plan, represented by graduation from a standard normal school or equivalent, i. e., completion of two years of higher education in a standard institution, was reached in September, 1926. So far as information is available, Utah is the only State which has established so high a prerequisite to date. Several other States are continuing to raise prerequisites. Among them Connecticut, Washington, and Pennsylvania will reach the established minimum of two years of professional training beyond high school in 1927; Colorado, Delaware, Indiana, Michigan, Missouri, Montana, New York, North Carolina, North Dakota, Wisconsin, and Wyoming have raised the minimum prerequisite during the biennium in varying amounts of from six weeks to one year above high-school graduation; Delaware, Iowa, New Hampshire, Connecticut, Virginia, have discontinuued one or more of the low-grade certificates; Maryland, Maine, Minnesota, and New Mexico have adopted higher requirements for some type of certificate not the lowest grade certificate. Nebraska, New York, and Virginia have abolished the method of certification by examination and will hereafter issue certificates on the basis of academic and professional credits or credentials from recognized institutions.

The situation as to supply and salary of teachers remains relatively unchanged except for the fact that serious shortage in teachers has been overcome in all but a few States. Where standards for teaching certificates are low, salaries are correspondingly low, and the percentage of unprepared teachers employed continues to be high. No State in which qualifications for certificates have been materially raised reports a shortage.

The following reports from State departments of education are selected as representative. They show conditions generally prevailing.

North Carolina.—The teacher-shortage problem in North Carolina is qualitative rather than quantitative. Our qualitative deficiency is greatest among the elementary, especially the rural elementary schools. Considerable progress is being made toward the elimination of those teachers who hold lower-grade certificates. Since teacher-training facilities in this State are totally inadequate, we are asking for enlarged facilities or additional normal schools. To aid in meeting the present demand for better trained teachers we are employing many who have received their training in near-by States. It is significant and hopeful to note that within the past five years, namely, 1921–22 to 1925–26, North Carolina has reduced the number of white nonstandard teachers (those whose training is less than the equivalent of high-school graduation) from 19 to 6 per cent and reduced the number of white teachers who have had less than two years of training beyond high-school graduation from 61 to 45 per cent.

Nebraska.—In 1921 the number of teachers who had at least the equivalent of a four-year high-school education was 77 per cent; in 1926 the number with the same amount of training was 95 per cent. An attempt has been made during the last two years to provide equal educational facilities and equally well-trained teachers for all the children of the State. We are getting good results through a definite graduated certification law.

Rhode Island.—Whereas we have in Rhode Island a surplus of well-trained teachers available for urban and semiurban communities, the rural situation is not so satisfactory. The outstanding problem appears to be (1) finding satisfactory teachers in the neighborhood, or (2) finding satisfactory boarding quarters for teachers from outside. We could place our surplus of urban teachers in rural schools if we could guarantee reasonably satisfactory boarding conditions, *but we can not.* The remedy appears to be either (1) inducing larger numbers of country girls to attend our College of Education, or (2) consolidation of schools and cooperative housekeeping for teachers. We are, at present, trying to solve the problem by appeal to rural communities to send young people to the college.

New Hampshire.—Our normal schools have now reached the point where we can supply all teachers necessary for vacancies in rural and urban elementary schools, in junior high schools, and in the high-school specialties for which the normal schools now train.

We have in the year 150 to 200 one-room vacancies which need to be filled by new teachers. Last fall there were 142 of these vacancies. One hundred and one were filled by full graduates from our normal schools and 12 more by graduates from other normal schools. Four were filled by those who had college preparation and 25 by those who had the minimum six weeks of training. This number included the last group of teachers to be trained by summer courses only. Not a single special permit was issued for a rural school, and hereafter full high-school graduation will be required of all new teachers.

For 1925–26 every child in the State had for him a school kept open for the full 36 weeks.

New York.—There is improvement in the teacher situation. There is no shortage. Last year 74 per cent of the teachers in the one-room schools were graduates of the high-school training classes. In these same schools 65 per cent of the teachers received a salary of $25 a week or more. There has been a gradual improvement in the salary situation.

Massachusetts.—A marked improvement in the average salaries of teachers in the smaller towns has taken place since 1921. In towns under 5,000 maintaining high schools the salary has increased from $970 in 1921 to $1,122 in 1926, an increase of 15.7 per cent.

Delaware.—The teacher situation in Delaware may be regarded as normal. There can not be said to be either a surplus or a shortage on the basis of our present rules for certification. Holders of bachelors' degrees who have satisfied our requirements of 12 semester hours in professional work receive the same salary whether they teach in elementary schools or high schools. The State still continues partial reimbursement of its teachers for their expenses incurred during attendance at in or out of State summer schools.

All teachers holding third-grade certificates will be eliminated by 1930, or become holders of second-grade certificates (high school plus two years normal) by 1935. At the present rate of progress in that direction this will be easily accomplished. It is also planned to modify the salary schedule for teachers holding the first-grade certificate in such a way as to justify the professional

preparation necessary to secure that certificate. Every pupil in the State is now provided with high-school opportunities.

Maine.—There is no shortage of teachers in Maine and virtually no surplus, but there is a shortage of well-prepared, experienced teachers, as there must always be. We are, however, working on a program which will give us an adequately trained teacher either with or without experience for every school by 1930. We are differentiating the salary according to training and experience. There has been a slight salary increase this year over previous years. In fact, there has been a slight increase in salaries for every year but one during the past eight years.

Connecticut.—The trained-teacher situation is steadily improving, and there is every reason to anticipate continued progress. The enrollment in the normal schools is large, and the State is now turning out enough trained teachers each year to meet the demand. With this increase have gone higher standards of normal school admission and graduation.

The percentage of trained teachers in the one-teacher schools of 95 small towns increased last year from 35 per cent to 47 per cent. Graduates of normal schools in graded schools in the same towns were 70 per cent the same year. The turnover of teachers was less and the number of beginners fell off from 119 to 97. Teachers' salaries are rising. The average in the small towns rose about $100 last year. The minimum increased likewise, but the maximum showed no such gain. There is a tendency for salaries in the one-teacher schools to bunch between $1,000 and $1,100. This is a real problem, because it means increased turnover and shorter periods of teaching because of the lack of opportunity for salary increases.

Wyoming.—The qualifications for certification of rural teachers have been consistently raised at practically every meeting of the State board of education. High-school graduation plus a half year of teacher training will be the minimal requirement for certification in the State after January 1, 1927.

CURRICULUM REVISION

All curriculum studies, wherever made, in so far as they result in formulating principles and establishing desirable procedures, affect rural as well as urban schools. Moreover, it is becoming increasingly true, because of enlarged professional interest, that painstaking efforts resulting in courses of exceptional merit are nation-wide in effect and raise the general standard of State and county courses.

Modern practices in curriculum making as worked out in progressive cities have been followed during the biennium in greater or less degree by a number of States in formulating State courses of study. In one State, for example, a course of study was compiled by members of the faculties of the normal schools of the State, committees of teachers and superintendents, with a member of the staff of the State department of education serving as coordinator. Each section of the course as completed was sent to subject-matter experts for suggestion and criticism and returned for final working over by the original committees. In another State, separate courses, one for each county, are in continuous process of formation by teachers and super-

visors, with general direction from the State education department staff. Mimeographed sheets are prepared, used by teachers, and changed as such experimentation suggests to be desirable. Two theories are illustrated in this procedure, one that a course of study is continuously in the making, the other that county courses, being more localized, are better adapted to the needs than one State course would be. Special efforts are being made in this State and in others to adjust the curriculum to schools with varying lengths of term.

An examination of State courses of study recently made in the Bureau of Education [30] leads to the conclusion that the State courses of study formulated or revised during 1925–26 are considerably improved over those of earlier years. The improvement is due in part to the general stimulation previously referred to and to the application of better principles of curriculum formation. Such application is possible because of the facts that (1) State departments of education are better organized, have larger and better trained staffs, and include one or more persons detailed especially to the field of rural education who, therefore, know it at first hand; (2) teacher-preparing institutions, superintendents, supervisors, and teachers are cooperating with State department staffs in the make-up of committees who work with subject-matter specialists in the formulation of courses. This practice follows out the example set by several progressive cities. (3) Professional literature offering guidance in curriculum-making and giving the results of scientific research and experimentation is more abundant than ever before, and better trained supervisors and teachers who can intelligently use it in preparing courses are becoming increasingly available in rural communities. Largely as a result of the foregoing the newer State courses have better organization; they are superior in content in that they offer specific aid to teachers in the preparation of daily schedules, use of textbooks, apportionment of time among subjects and among essential topics; they offer suggestions which enable teachers to plan pupil activities, stimulate interest in wider reading, guide in checking achievement by the use of tests and in other ways; they set up minimum essentials and assist in adapting school work to individual differences.

Several studies were made or published during the biennial period which are of particular importance to those interested in revision of rural school curricula. One is a report of an experiment extending over a four-year period,[31] working out in a typical rural-school situation a school organization and a curriculum suited to the one-

[30] Rural School Leaflet No. 41, Characteristic Features of Recent Superior State Courses of Study.

[31] Four Years in a Country School. Dunn and Everett. Bureau of publications, Teachers College, Columbia University.

teacher school's essential conditions. This experiment was carried on in a community in which all but two families made a living by farming and all lived in the open country. During the four years an organization definitely fitted to the needs of the school and community, a revision of the materials of instruction, and daily programs were worked out. The results of this experiment are particularly suggestive, and many of the findings can be adapted to similar situations.

Another study is an effort to judge a large number of courses of study, State, county, and city, as to their relative merit on the basis of criteria worked out by a curriculum committee. These criteria should be particularly suggestive to makers of rural-school curricula.[32]

A third contribution to this field is the twenty-sixth yearbook of the National Society for the Study of Education on curriculum making. Chapter VII relates particularly to the construction of rural school curricula. It is a description of progressive practice in making State and rural courses of study in a number of States, with an evaluation of the procedures followed.[33]

Specific advance in the formation of new curricula or revision for better adaptation has been reported to the Bureau of Education from a number of States, in addition to that referred to in the preceding paragraphs. A report from the State department of Illinois states:

> The revised State course of study and a special bulletin issued from the State office provide a program and show the teacher how she can get the time to give individual help to pupils who need it to enable them successfully to learn their lessons. A large number of county superintendents are putting the idea into practice.

From Nebraska the State superintendent reports:

> New elementary courses of study were placed in the schools in the fall of 1924. These courses emphasize especially reading, spelling, arithmetic, and language. An organization adapted to rural communities, providing for the combination of grades, alternation of work, longer and fewer recitation periods, was suggested. The first two-year period under this new plan was completed at the close of last year. The work has proved successful. Among the results are directed study, promotion of individual study, of interest and competition, and securing of better prepared teachers.

A statement from the commissioner of education of Wyoming reads:

> Probably the outstanding accomplishment in the rural schools of the State for 1925–26 is the reorganization plan put through in connection with a new

[32] Rating Elementary School Courses of Study. Stratemeyer and Bruner. (Studies of the bureau of curriculum research, Bulletin No. 1, Teachers College, Columbia University, 1926.)

[33] Works, George A. Progressive practices in making State and rural school courses of study. *In* Twenty-sixth Yearbook, National Society for the Study of Education, Part I. Bloomington, Ill., 1926. Chapter 8, pp. 163–185.

course of study. Under this plan we reduce the number of class periods in a one-room school containing eight grades to 14 a day, provide 30-minute periods in the upper classes, abolish long study periods and purposeless seat work.

In Massachusetts a committee of union superintendents, working with the supervisor of elementary education of the State department of education, prepared a report in 1925 on problems of the one-teacher schools in Massachusetts. The committee sets forth the aims of the school, discusses the difficulties presented by the class organization in one-teacher schools, and advocates three practicable plans for simplifying the organization of such schools, as follows: (1) By grouping pupils by subjects rather than by grades; (2) by the alternation of grades; (3) by the alternation of subjects. It is suggested that pupils be grouped not by grades but by subjects in small schools. The report discusses the daily program and suggests recitation and study schedules.

These examples illustrate the very general trend toward reorganizing small rural schools with the aid of a curriculum designed to provide an intelligent distribution of the teacher's time among children and among classes; toward finding an effective balance between the desirability of providing for individual instruction and of retaining the socializing values of group instruction; and toward giving specific help to teachers in solving the problems peculiar to one and two teacher school organizations.

Efforts to enrich the curriculum, especially in the direction of better health instruction, are noticeable in the newer courses of study. Connecticut and Massachusetts report that there are now school nurses in small as well as large towns in those States. Massachusetts reports a school physician employed by every town. In Maine special provision has been made during the past year for corrective treatment of rural children who are physically handicapped in any way, thus promoting the possibilities of such children profiting by the regular curriculum offered in the small rural schools.

Maine reports also experimentation with backward children in providing the type of instruction best calculated to fit their needs. The State contributes $500 to any community which segregates children of low mentality and provides for them trained teachers and an adapted type of instruction.

A large number of States reported this year state-wide testing programs. While in many States such programs have been carried on for several years, they have not been universally given in a number of others. The following quotation from a report from the State department of Connecticut indicates the attitude in a few States in which such programs have been carried on over an extended period:

A wave of standard tests has nearly inundated the rural schools during the past two years. The devotion of so much time to testing results can not be

long continued without serious loss. In the great majority of rural schools in this State pupils were shown to be well up to or above standard. A school much below was a rarity. The weakness of the rural schools in this State has not in recent years been of the type revealed by such tests.

On the other hand, Wyoming, Montana, and some other States report special progress, particularly in curriculum revision, through conditions revealed by testing programs. It is interesting to note, in this connection, that Connecticut is one of the relatively few States in which a program of state-wide instructional supervision has been practiced for a number of years.

CHANGES IN ADMINISTRATIVE ORGANIZATION INFLUENCE INSTRUCTION

Few significant changes in administrative organization resulting from statutory changes have been reported during the biennium except as indicated in the preceding discussion. There has been considerable reorganization in practice within present statutory limitations. Reference has been made to a few such changes, particularly those concerned with supervision and organization in one and two teacher schools. Centralization through consolidation of schools for more effective administration, supervision, and instruction has gained in public favor and in efficiency. There is a better understanding of the fact that administrative reorganization is but a means to an end. To fulfill its promises a higher quality of school offerings must result, including particularly better classroom instruction.

Probably the most significant growth in the direction of reorganization offering the possibility of improvement in school achievement and quality of instruction given during the biennium came through the consolidation movement. The growth in number of consolidated schools continues to be about 1,000 a year in the 48 States. In nearly all States the number of one-teacher schools diminishes each year. There were probably more than 8,000 such schools in each of Illinois, Iowa, New York, and Pennsylvania at the close of the year 1926. Four other States, Kansas, Minnesota, Missouri, and Wisconsin, each had more than 7,000 one-teacher schools. A large percentage of rural pupils attend these schools in the States named. A small percentage of rural pupils attend one-teacher schools in Arizona, California, Connecticut, Louisiana, Massachusetts, Mississippi, New Jersey, Rhode Island, and Utah. Illinois, Nevada, Montana, and Iowa each report consolidation at a standstill, but Pennsylvania and New York report that it is increasing rapidly.

It is estimated from reports coming to the Bureau of Education from the different States that there were approximately 16,000 consolidated schools and 158,000 one-teacher schools in the United

States at the close of 1926. Among the consolidated schools are two-teacher and three-teacher as well as larger schools. Some are little better equipped than the average one-room school; others are splendid types of the best American schoolhouse architecture, with the finest equipment and with experienced, well prepared teachers. The whole number of teachers in consolidated schools is estimated for 1926 at about 150,000, and the number of pupils at 3,000,000.

Improvement in quality and extent of pupil transportation has kept pace with the centralization movement itself. The amount of money spent for transportation during the biennium exceeded previous records. Annual expenditure in the 48 States now exceeds $30,000,000. A fourth of the States spend more than $1,000,000 each annually in transporting children to schools. In Indiana this item of the school budget exceeded $3,000,000 during each of the last two years. Generally, there is more care in planning transportation systems for safety and economy, in preparing budgets, and recording performances with the idea of improving the service, than ever before.

States which contribute from State funds specifically toward transportation now are: The New England States, New York, Pennsylvania, Delaware, North Carolina, Texas, Michigan, Minnesota, Ohio, Wisconsin. Nearly all States contribute indirectly from State funds toward this generally necessary accompaniment of consolidation.

The following are extracts from reports concerning school consolidation and transportation of children which have been received in the Bureau of Education for 1925–26:

Connecticut.—The number of one-teacher schools in Connecticut was reduced by 15 in 1925 and 19 in 1926. The total number of such schools in the State at the close of 1926 was 358. Four more towns abolished the last school of this type (close of 1926), making a total of 14 towns with *no* one-teacher schools. There are 19 towns which have no other type. At the close of 1924, 159 towns were transporting 8,740 pupils to elementary schools, at an expense of $386,576 for the year. Connecticut, through its State research department, is issuing a series of bulletins on problems of consolidation in Connecticut.

Georgia.—During the year $100,000 was added to the State fund for helping in consolidation of rural schools, extending high-school advantages to rural children.

Illinois.—The demand for high-school privileges being satisfied, the country people do not see the necessity of centralizing their elementary schools. There is no doubt that better elementary-school privileges could be provided by centralization, but to get the people who have the children and who pay the costs to see it in this light will take time.

Indiana.—The consolidation movement continues; 357 one-teacher schools were closed during 1925. Transportation facilities have been greatly improved.

Kentucky.—One hundred thirty-five one-room schools were abandoned between September, 1925, and October, 1926.

Louisiana.—Consolidation has now been effected in most cases where road conditions make it possible. It is no longer necessary for us to stimulate this movement.

Maine.—We have made interesting progress in consolidation, and especially in transportation. Inclosed automobiles are coming into use, and little way stations are being built where children may wait, when necessary, for the conveyance. We have a large number of consolidated or centralized schools, both elementary and high school; and 27 junior high schools, mostly in rural communities. The State has funds at its disposal for cooperating with local towns in new and progressive educational movements.

Massachusetts.—Transportation at public expense is increasing at the rate of 2,000 pupils per year. Over half the children transported are conveyed by motor vehicles.

Minnesota.—Reports for the rural division of the department of education show that the number of consolidated schools transporting pupils increased in 1925–26 as compared with 1924–25 from 360 to 370; the total number of conveyances used increased from 1,442 to 1,651, or 209; and the number of children transported increased 1,259 in the same period. The per "child-mile-day" unit of cost was slightly reduced—from 7.72 cents to 7.69 cents. The cost of transportation and board for 1925–26 was approximately $1,092,000, an increase of approximately $36,000 over 1924–25. The present enrollment in consolidated schools in Minnesota is 101,200.

Mississippi.—Seventy-eight per cent of the rural children in this State attended well-graded consolidated schools in 1926, with a school term of not less than eight months. The organization of high-school grades in connection with consolidated schools has increased the number of high-school graduates in Mississippi 500 per cent in the last six years. In 1926 we transported to consolidated schools in Mississippi 92,671 children. In 1915 the number was 6,489.

Montana.—The consolidation movement has not grown in Montana during the biennium and will not grow until there is considerable improvement in roads.

Nevada.—Consolidation can not be extended further in Nevada because of the widely scattered schools.

New York.—By a law of 1925 the State aid to transportation was made 50 per cent of the total cost.

North Carolina.—There are now 800 consolidations in North Carolina. The State has loaned to the counties $15,000,000 to build consolidated schools. There are now 120,000 white children in elementary consolidated schools of seven or more teachers—30 per cent of the total rural white school enrollment. There are 4,000 white children in rural high schools with three or more teachers.

Pennsylvania.—The State aid to transportation was increased in 1925 from 50 per cent to 60 or 75 per cent of the total cost, the amount received by any district depending on its wealth (in tax valuation) per teacher.

Wyoming.—Twenty-five per cent of all rural children in this State are now transported to school.

CHAPTER V

TRENDS IN THE DEVELOPMENT OF SECONDARY EDUCATION

By Eustace E. Windes

Associate Specialist in Rural Education, Bureau of Education

Contents.—General statement—Secondary pupil population—Functional organization of the professional staff—Promotion plans—Curriculum—Financial programs—Standardization of secondary education.

Secondary schools of the North Central Association of Colleges and Secondary Schools. By J. B. Edmonson.

Secondary schools of the Association of Colleges and Secondary Schools of the Southern States. By Joseph Roemer.

GENERAL STATEMENT OF PRESENT THOUGHT AND TRENDS

An overview of secondary education in the United States at the present time gives an impression of chaos. The apparent disorder is noted in organization of schools by years, in functional organization of the professional staff, in teaching procedure, in promotional machinery, in curriculum content and administration, and in financial programs.

Reference of present conditions to causation, however, brings a feeling of satisfaction. Beneath the apparent lack of standards there is a clearly discernible directive purpose, and the confusion is the confusion of variant stages of growth which is bridging the gap between practice and science and between the school and life.

In the present wide acceptance of a philosophy of purpose which is in harmony with the legitimate rôle of education as a function of government in a democratic social state; in the findings of modern educational psychology; in the phenomenal cumulative rate of increase of secondary enrollments; and in the nature and trends of the present social order, an interpretation of the present status, problems, and trends of secondary education in the United States may be found which gives assurance that, although many marginal trial and error responses are discernible, there is a clearly defined central area of growth in the direction of a more efficient institution.

Public demand for secondary education of kinds suited to the needs of pupils who had other purposes than college entrance in

view in attending the secondary school had by 1890 created a situation which precipitated widespread debate concerning college entrance requirements. Growing out of, and developing from, these debates a series of national committees were set up[1] which culminated in the Kingsley Committee on the Reorganization of Secondary Education. The elaboration of a theory of directive purpose in secondary education as justification for advocated curriculum and administrative reforms permeates the reports of this series of committees.

Stated briefly, current theory of purposes recognizes that we have set up in America a social state which seeks to give to each individual a maximum of social cooperation in his efforts to secure for himself the satisfactions of worthy living. Chief of the agencies of this social state, through which its purposes are sought, we have established a system of universal education at public expense. Such an act fixes the ultimate aim which must direct educational policies and procedures. It implies, on the one hand, the utilization of social resources for the improvement of individual conduct and, on the other, the improvement of the social environment. This directive purpose is operative for all units of the public education system. The secondary school seeks this purpose with children of those stages of maturity characteristic of normal children of approximately 12 to 18 years of chronological age. In seeking to achieve this ultimate purpose it is held necessary to determine the life situations to which individuals must respond and the manner in which present social institutions are functioning. Accordingly, we are seeking to particularize the purposes of education through activity analysis and institutional analysis.

This theory of purpose is infinitely broader than that of preparation for college, which at one time essentially characterized the secondary school. It rejects a selective function. It contemplates the education in secondary schools of all children of appropriate stages of maturity for any worthy purpose in life in our exceedingly complex democratic social state.

INFLUENCE OF MODERN EDUCATIONAL PSYCHOLOGY

Proceeding independently of developing philosophy of purpose but paralleling it in time, workers in the field of educational psychology, using the methods of inductive science, have built up a science of child nature and of the learning process, which centers in the specific nature of learning, individual differences of ability to learn, the identity of learning with the habituation of adjustive activity, and the importance for efficiency in learning of approxi-

[1] Bulletin, 1916, No. 8, United States Bureau of Education, and Chapter III, Twenty-sixth Yearbook of the National Society for the Study of Education, Part 1.

mating in the learning situation the use-in-life situation of the learned response. Educational psychology, therefore, from the point of view of process, brings the specific activities of life also into the focus of attention.

TRENDS IN ENROLLMENT

Secondary enrollments since 1890 have increased at a phenomenal rate and in a cumulative fashion. The rate of increase of total secondary enrollments over the period 1890–1924 was approximately twelve times that for the total population. The rate of increase of public high-school enrollments was approximately twenty times that for the total population. This evidence of growth is evidence of a growing success in working toward our avowed objective of universal secondary education for the age group approximately 12 to 18 years of age. We are reaching in secondary schools higher and higher percentages of those ages, and we are holding them in school to higher and higher grade levels. Secondary education is thus putting to rout the selective factor and becoming more democratic.

These accretions to the secondary pupil population have profoundly changed the character of that population. Although it is still true that a few economic and social groups, which formerly constituted practically the whole of those participating in secondary education, have a favorable representation, it is now true that children from every economic and social group are found in secondary schools in significant percentages. To a large extent enrollment increases in excess of the rate of total population increase represent increased representation of economic and social groups which previously participated in secondary education to a slight degree only. These accretions have added materially to the heterogeneous character of the secondary pupil enrollment. The heterogeneity evidences itself in mentality, in vocational purpose, in social maturity, in physical maturity, and in academic knowledge possessions at entrance.

NATURE AND TRENDS OF THE PRESENT SOCIAL ORDER

Paralleling the growing heterogeneity of the secondary pupil population the social order is taking on complexity at a bewildering rate. Social welfare agencies are multiplying and battling for particular formulæ of social salvation. New industries are appearing and developing. Increased occupational specialization is noted everywhere. Racial heterogeneity is increasing. Individual interrelations are being dwarfed by group interrelations. Vocational groups are organized for cooperation in competition. Government has come to be frequently envisaged as a tool for group advantage.

The adult society setting is one that makes for social disruption rather than social solidarity. The task of living in such a setting, adapting to it and improving it to the purpose of general social betterment, waits upon extended and efficient education with reference to a wide variety of social situations.

We had in the secondary school an institution that served a fairly homogeneous pupil population and worked under the convenient assumption that a common education which gave intellectual power through general discipline, acquired through struggle with logically organized academic subject matter, would, through transfer, enable the individual to apply his "learning" to any life situation; and that the school should select for social leadership those who could come up to a certain minimum learning pace set by the school.

But the newer concept of purpose and science of learning and trends of enrollment and social progress make these assumptions no longer tenable. We see, therefore, numerous stages of growth incident to transition from programs in harmony with the older concepts in the direction of programs in harmony with the more recent.

The process of constructing conduct curricula waits upon slow and involved analyses. Pressure for immediate reform has led to the introduction of new subjects of study, readjustment of time allotments to subjects, changing the sequence of related courses, and the piecemeal adjustment of courses through the introduction, elimination, or adaptation of topics which enter into individual courses. These matters are responsible for the present apparent curriculum confusion.

Waiting upon a demonstrated effective technique of completely individualized instruction, attempts to approximate individualized instruction through differentiation of instruction for homogeneous groups, variously determined, have appeared. These efforts have given us special curricula, ability grouping, flexible promotion plans, and guidance.

In keeping with elaboration of the secondary educational program and abandonment of the selective function of secondary schools, efforts to extend appropriate secondary education to a greater proportion of the population have resulted in the downward extension of secondary education to include the upper two years of the old elementary school and the formation of the junior high school. This reorganization has proceeded to the extent that more than 2,500 high schools have been affected. Complete reorganization so as to make the junior high school idea effective, however, is geared up with general curriculum reorganization, housing facilities, financial resources, and various personnel problems. As a result, at least 39 types of organization of secondary schools by years are found in the United States to-day, and various degrees of incorporation of

the essential junior high school idea are evidenced. Consideration of secondary education as a functional process indicates the possible secondary character of the first two years of collegiate instruction also, and there is a growing tendency to regard the secondary period as an eight-year period with various proposals for time division into junior high school, senior high school, and junior college units.

Waiting upon harmony of teacher-training programs, with professional functions, and demonstration of proper organization of the professional staff, we are creating new offices and distributing functions to teachers, counsellors, supervisors, directors of this and that, deans, departmental heads, vice principals, principals, and superintendents, largely on the basis of expediency. Current studies of the principalship, of the agents exercising supervisory functions, and of teacher assignments to duties bear witness to a functional expansion and disorder.

SECONDARY PUPIL POPULATION

In the preceding pages a very general statement of current thought and responsive trends of practice in secondary education was attempted. In succeeding topics an attempt is made to set out such essential details as will adequately illustrate the present trends and practices characteristic of secondary schools in the United States.

ENROLLMENT

Phenomenal and cumulative growth characterizes secondary education in the United States since 1890.[2] Figure 1 shows the per cent of increase in college, high school, and elementary school enrollments

[2] In considering the comparative growth of population and school enrollment it should be noted that the use of 1890 as a base from which to compute increases introduces for school enrollments possibilities of error that are serious or trivial, according to the reliability of statistical reports to the United States Bureau of Education for 1890. The reports for 1890 have been used as a base here because they represent the date on which the Bureau of Education first attempted to collect and report separately statistics for public high schools. Prior to 1890 data had been collected and reported separately for city high schools, normal schools, preparatory schools, preparatory departments of institutions for superior instruction, and other institutions for secondary instruction. The enrollments reported for 1870 and 1880 in Bulletin, 1925, No. 42, p. 2, United States Bureau of Education, as pupils enrolled in public high schools are enrollments in institutions for secondary instruction exclusive of the other classification groups listed above. They are, therefore, in no sense either public high school or complete secondary school enrollments.

The reports for 1890 were subject to two sources of error. The returns were probably incomplete, and the probability existed that elementary pupils were without warrant classified as secondary pupils by schools making returns. These probabilities are discussed in the report of the Commissioner of Education for 1890–91, Vol. II, pp. 789–790. in the report of the Commissioner of Education for 1893–94, Vol. I, Chapter III, a detailed statistical review of secondary education is given. Pages 33 and 34 describe an attempt for collecting data for that year, upon which the report is based, which warrants the assumption that the enrollment of 289,274 for public and 118,645 for private high schools represent a total which is as reliable as any subsequent report. The tabular presentation of the 1893 report, showing enrollment growth from 1890 to 1894, warrants the assumption that the 1890 report gave a total which is the best possible estimate of secondary enrollments of that date and sufficiently reliable that no

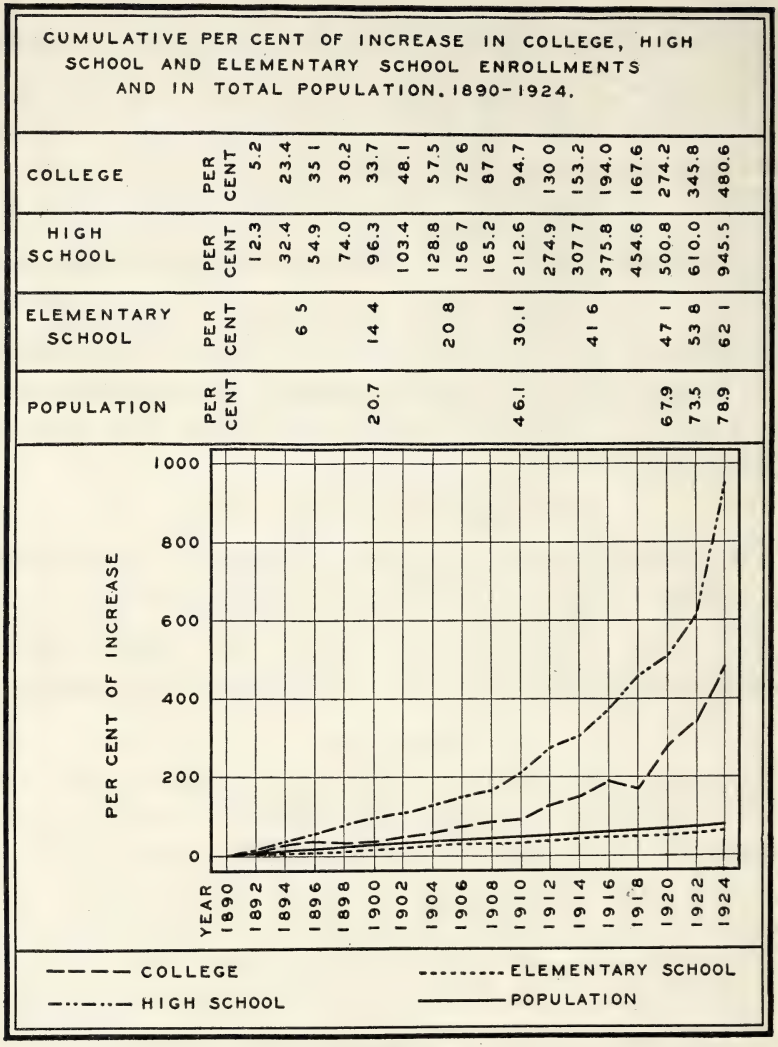


FIGURE 1

error which would seriously affect the comparative trends of growth would result from its use as a base from which to compute increases. It will be noted that use of the 1890 data as a base gives for the period 1890–1896 uniform rates of enrollment increase as shown by Figure 1. Nothing is, therefore, to be gained in accuracy of comparative trends by using a base subsequent to 1890 from which to compute increases. Probably the sources of error in the 1890 data were compensating in effect.

It should be further noted that beginning in 1920 the reports from State school systems for secondary education have been substituted for the reports of individual high schools to the Bureau of Education and published in the series, Statistics of Public High Schools. This change of a source of data was made because the reports from State school systems are admittedly more reliable and the change puts elementary and secondary reports on the same basis. The result of the change to State reports in 1920 intensifies the upturn of the curve for public high schools, giving a total percentage of increase of 1,570 rather than 1,150, which would be obtained through continued use of the returns to the Bureau of Education. Regardless of the figures used, the essential comparative growth holds true. The true percentage increase for public high schools is probably somewhere between 1,150 and 1,570.

for the period 1890–1924. Elementary school enrollments have not kept pace with the rate of increase of the total population. College enrollments have increased at a rate approximately six times that for the total population, and high-school enrollments have increased

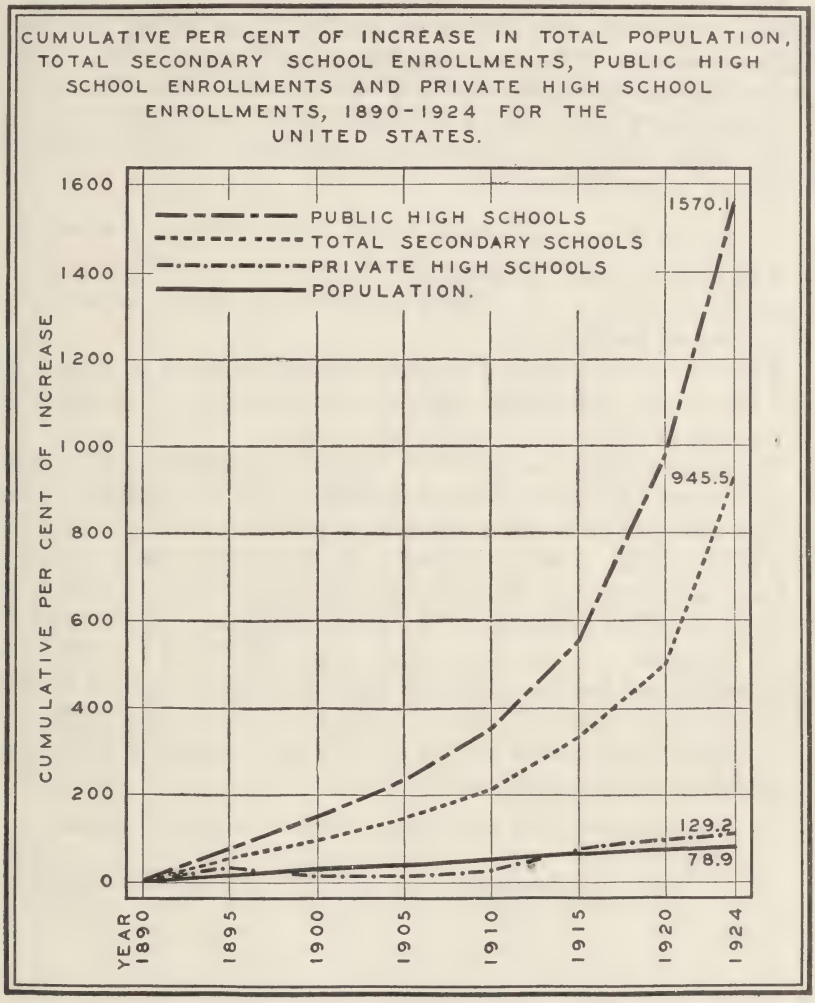


FIGURE 2

at a rate approximately twelve times that for the total population. When we analyze the secondary enrollments, as in Figure 2, into private high-school and public high-school enrollments the rate of increase of the public high-school enrollments is startling, being 20 times that for the total population. From 1895 to 1905 public secondary education obviously grew in part at the expense of private

high schools and academies. Since 1905 private secondary education has recovered, and while not even approximating the growth of public secondary education has nevertheless acquired a rate of increase which is higher than that for the total population.

The fact that elementary school enrollments have not kept pace with population increase does not mean that we are failing to enroll as high percentages of those of elementary school age in school. These percentages have slowly increased at each census period. The failure to keep pace with population is rather due to a falling birth rate and to faster grade progress which sends children into the secondary school at an earlier age.

CHRONOLOGICAL AGE REPRESENTATION IN SECONDARY SCHOOLS

The United States Bureau of Education has published age-grade data for 830 cities of the United States having systems of education organized on the 8–4 plan.[3]

The data of these tables have been used as the bases for computing the percentage of each age located in each grade which are shown in Table 2.

The United States Bureau of the Census has published [4] the number and per cent of children of each age 5–20 enrolled in school. These census totals of each age enrolled give a total school enrollment of 21,763,275. The total enrollment in elementary and secondary schools as reported by State departments of education for 1920 was 21,578,316. The difference of 184,959 is less than 1 per cent of the total enrollment reported by State departments of education for elementary and secondary schools and can be accounted for through enrollments of students under 21 years of age in higher institutions of learning. The census reports for each age enrolled in school may, therefore, be accepted as reliable.

TABLE 2.—*Per cent of age in grade in 830 8–4 city school systems*

Age	First grade	Second grade	Third grade	Fourth grade	Fifth grade	Sixth grade	Seventh grade	Eighth grade	Ninth grade	Tenth grade	Eleventh grade	Twelfth grade
4	99.4	0.6										
5	98.2	1.7	0.1									
6	87.8	11.7	.4	0.1								
7	41.7	47.8	9.8	.6	0.1							
8	13.1	34.9	40.9	10.2	.8							
9	4.0	14.1	32.6	37.6	10.6	0.9						
10	1.4	5.3	16.4	31.0	34.2	10.4	1.2					
11	.5	1.9	6.8	17.0	30.0	31.9	10.3	1.2				
12	.3	.8	3.0	8.9	18.1	28.6	28.6	9.8	1.5	0.1		
13	.1	.3	1.3	3.1	10.1	18.4	27.0	26.4	10.4	1.3	0.1	
14	.1	.2	.6	2.0	5.3	10.4	17.6	25.9	27.9	8.4	1.3	
15	.0	.1	.2	1.0	2.5	5.1	9.5	17.2	30.0	24.6	8.0	1.3
16	.0	.0	.1	.3	.7	1.5	3.5	8.0	20.4	28.8	26.0	10.2
17				.1	.2	.3	.8	2.4	9.9	20.2	32.4	33.4

[3] Bulletin, 1924, No. 38, Statistical Survey of Education, 1921–22, p. 17, Table 14. See also Statistical Circular No. 8, May, 1927, An Age-Grade Study in 900 City School Systems.

[4] Fourteenth Census of the United States, 1920, Vol. II, Ch. XI, Table 3.

Using the age-grade data for 830 8–4 city school systems, the curve showing enrollment of pupils of each age 12–18 in school and above grade 6 has been constructed. This curve is shown in Figure 3 in comparison with the per cent of each age enrolled in school as re-

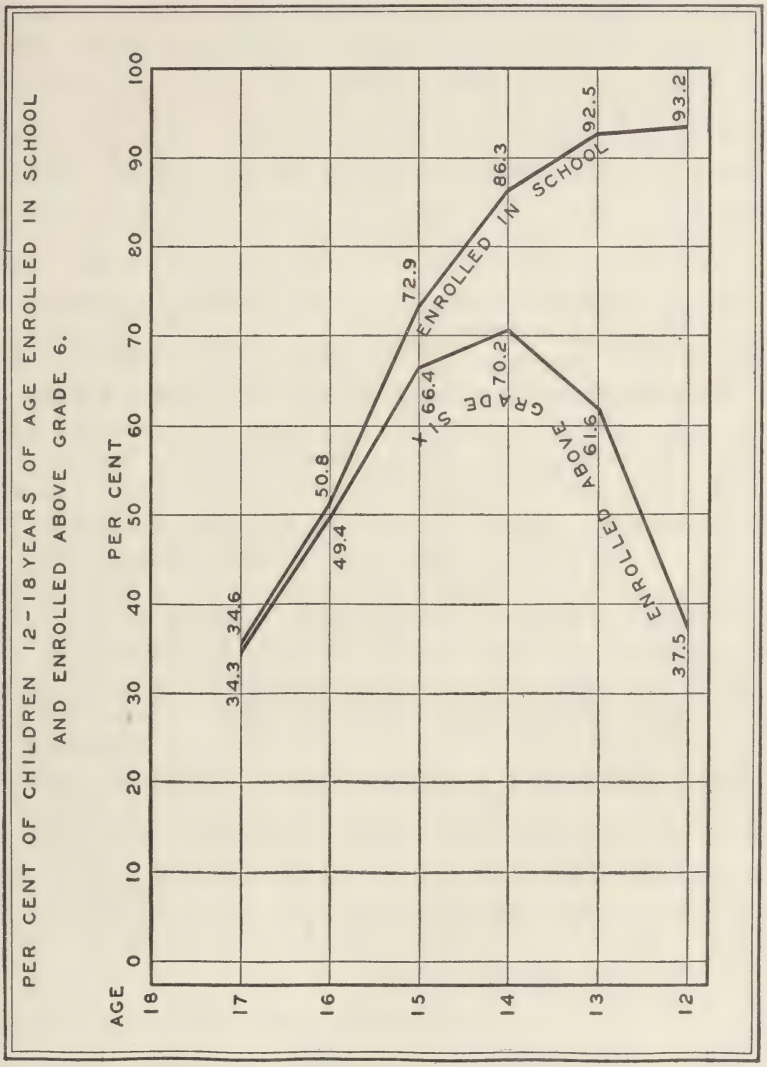


FIGURE 3

ported by the Bureau of the Census. The curves should be read as follows: 93.2 per cent of children 12 years of age are enrolled in school and less than 37.5 per cent are enrolled above grade 6, etc. In interpreting age-grade data it should be kept in mind that an

age of 12 means from 12 years, 0 months, through 12 years, 11 months, etc.

From the curves of Figure 3, showing percentages enrolled in school and percentages of children of secondary school age actually having been brought up to the beginning level of secondary education, the primary problems of further progress toward our goal of universal secondary education for children of accepted secondary school age are made evident. They are in order of importance: (1) Speeding up grade progress and (2) raising the rates of persistence. We actually have in school 93.2 per cent of 12-year-old children but only 34.6 per cent of 17-year-old children. The facts show that the heavy loss begins after the age of 14 has been reached. While this loss is serious, we know that the situation is rapidly being remedied.

Figure 1 shows that elementary school enrollments have not kept pace with total population increase. The fact that secondary enrollments have outstripped population increase is, therefore, a matter of increased persistence through the secondary school grades.

In 1890 the secondary school enrollments were 1.6 per cent of total elementary and secondary enrollments.[5] In 1924 secondary school enrollments were 14 per cent of total elementary and secondary enrollments. In 1911 the survival rate from grade 9 to grade 12 was 36.9 per cent.[6] In 1924 this rate had become 49.3 per cent. Whether or not this increased persistence is due to adjustments by the secondary school or whether it arises from legal compulsion or social urges from without is not a question of interest here.

When we examine the curve showing enrollment above grade 6 and consider that approximately 10 per cent of 17-year-old pupils have completed grade 12 as indicated by Table 1 it becomes obvious that slow progress is a factor now limiting the further extension of secondary education which is more serious than mortality. If we can get 12-year-old children up to the level of beginning secondary education we shall immediately bring 93.2 per cent of them in contact with secondary education rather than less than 37.5 per cent, as in 1920. Similarly, we shall reach 92.5 per cent of 13-year-old children rather than less than 61.6, etc.

PUPIL FAILURE

Slow progress is in part attributable to irregular school attendance. Just what degree of retardation is due to irregular attendance we do not know. Failure and repetition of courses is, however, a

[5] Statistics of State School Systems, 1923–24. U. S. Bu. of Educ., Bul., 1925, No. 42, p. 2, Table 1.

[6] Statistics of Public High Schools, 1923–24. U. S. Bu. of Educ., Bul., 1925, No. 40, p. 5, Table 2.

factor which is also involved and data are available which are thought to be fairly representative of the country as a whole so far as grades 9 to 12 are concerned. As an item of a study of the status of senior high school promotion plans made for the National Committee on Research in Secondary Education by J. F. Montague, a candidate for the degree of Ph. D., school of education of the University of Missouri, failure data were collected which have been compiled for 304 high schools. Of these schools 41 were in the territory of the New England College Entrance Certificate Board, 74 in the territory of the Association of Colleges and Secondary Schools of the Middle States and Maryland, 26 in the territory of the Southern Association of Colleges and Secondary Schools, 134 in the territory of the North Central Association of Colleges and Secondary Schools, 13 in the territory of the Northwest Association of Secondary and Higher Schools, and 16 in the three States (California, Nevada, and Utah) not affiliating at the time of the study with any of the regional accrediting agencies. Table 4 shows the failure situation by grade and for all grades combined for the group of 304 high schools.

TABLE 4.—*Failures, by high-school grades*

Grade	Pupils enrolled	Pupils failing							
		One subject		Two subjects		Three or more subjects		Total pupils failing	
		Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
9	76,073	11,790	15.50	6,489	8.53	4,473	5.88	22,752	29.91
10	67,014	11,015	16.44	5,172	7.72	3,291	4.91	19,478	29.07
11	51,354	7,448	14.50	3,043	5.93	1,640	3.19	12,131	23.62
12	40,413	2,792	6.91	1,021	2.53	526	1.30	4,339	10.74
Total	234,854	33,045	14.07	15,725	6.70	9,930	4.23	58,700	24.99

On an average one pupil in four gets a record of failure which amounts to 1.6 credits per year per pupil failing. Assuming a normal pupil load of four credits for 936,676 attempted credits, 95,035 are failed, which is a failure rate of 10.2 per cent of work attempted. This is equivalent to reducing progress to 89.8 per cent of normal progress. Remedying the failure situation in the high school is therefore an important consideration in speeding up progress. The fact that failure rates are substantially higher in the early high-school years and that heavy mortality exists through these years shows that as a factor it is even more important than is indicated by the average failure rate for the four years.

EDUCATIONAL AND MENTAL AGE REPRESENTATION

In spite of our efforts to standardize through various prescriptions and through the practice of failing pupils who do not measure up to

certain minimum standards of accomplishment, our present grade groups are even more heterogeneous as to mental and educational age than as to chronological age. A comparison of the chronological age representation for grade 9 in 830 cities, based on the age-grade table of Bulletin, 1924, No. 35, United States Bureau of Education, with the mental age distribution shown by the Terman group test of mental ability and with the distribution of educational ages as shown by the Stanford achievement test norms, 1923 edition, makes the fact of wider mental and educational age as compared with chronological age variability obvious. Striking corroborative evidence for mental and chronological age variability is shown for Chicago by Keener [7] and by numerous recent surveys of State and local school systems. This heterogeneity of present-grade groups in secondary schools is probably a growing tendency paralleling the growing social heterogeneity which is known to be under way.

SOCIAL AND OCCUPATIONAL GROUP REPRESENTATION

Increasing percentages of the total population finding their way into secondary schools is evidence that social and occupational groups, which previously participated in secondary education to a negligible degree, are coming to be represented in significant percentages. Counts, in his study, "The Selective Character of American Secondary Education," has shown that there is yet a decided selective principle in operation. Similar investigations in Wisconsin reported by Uhl [8] and by Gaiser [9] bear out the findings of Counts's investigation in general but indicate that occupational selection is less extreme in rural areas, villages, and the smaller cities. A study by Windes [10] also bears out the fact that occupational selection in rural areas does not always reflect the situation in the larger cities. In general, it is undoubtedly true that a selective principle is yet operative but that significant percentages of all occupational and social groups are finding their way into high schools at the present time. The known facts of correlation between social status as measured by vocation and intelligence as measured by current tests show conclusively that the growing social heterogeneity is resulting in a heterogeneity of ability and interests that markedly complicates the task of secondary education.

---

[7] Keener, E. E. Mental Ability of High-School Freshmen in Relation to Problems of Adjustment. Chicago City Schools. Research Bulletin No. 1, February, 1924.

[8] Uhl, Willis L. Principles of Secondary Education, Chapter VI.

[9] Gaiser, Paul F. Occupational Representation in High School. Educational Administration and Supervision, v. 9: 537–546, December, 1923.

[10] Windes, E. E. High-School Education of the Farm Population. U. S. Bu. of Educ., Bul., 1925, No. 6.

ORGANIZATION OF NON FOUR-YEAR SECONDARY SCHOOLS BY YEARS

The reorganization of secondary education by downward extension to include one or two of the upper elementary grades and by breaking the period of secondary education up into a junior and a senior cycle has affected every State in the Union.

The extent of this reorganization movement and the tendencies in organization by years are set forth in Tables 5, 6, and 7 which follow.

The data for these tables were assembled from returns for high schools for 1924 to the United States Bureau of Education, supplemented by data furnished by State departments assembled over the period September to November, 1925.

The tables represent the most complete list of reorganized high schools that has yet been assembled, also schools recognized by State departments of education as conforming to the junior or senior school type.

TABLE 5.—*Distribution of non four-year high schools by type of organization by years and by States*

State	Number of schools by organization by years															
	Total	Segregated junior						Junior-senior						Undivided		Segregated senior
		Grades 6–8	Grades 7–9	Grades 8–10	Grades 7 and 8	Grades 8 and 9	Grades 7–10	Grades 7, 8–9, 10, 11, 12	Grades 7, 8, 9–10, 11, 12	Grades 9–10, 11, 12	Grades 8, 9–10, 11, 12	Grades 7, 8, 9–10, 11	Grades 7, 8–9, 10, 11	6-year	5-year	
United States	2,549	9	657	10	136	14	53	657	676	3	18	14	15	104	1	181
Alabama	49		6				6		31			4	2			
Arizona	14		3	1	4		1	2	1					1		1
Arkansas	45		4					10	28				1			2
California	108		73					1	20							14
Colorado	61		9		4		1	20	22		2					3
Connecticut	21		9		1			3	6							2
Delaware	3							1					2			
District of Columbia	8		8													
Florida	20		5					3	10							2
Georgia	23		9		1		1	1	2			5	1			3
Idaho	15		2					8	4							1
Illinois	28		7	1	8			7	1				2			2
Indiana	254		20		11	1		73	54		1		1	89		4
Iowa	175		13		7	1		112	31		3					8
Kansas	89		30		12			18	12							17
Kentucky	28		1	1	3			14	8				1			
Louisiana	2		1													1
Maine	34		3			2	4	7	5					8	1	4
Maryland	16		14		1			1								
Massachusetts	109		63		11		1	7	9		1		1			16
Michigan	148		25		4		5	30	70		2					12
Minnesota	64		13		2			14	31							4
Mississippi	39				1		2	29	7							
Missouri	52		13		3			14	11			1	1			9
Montana	15		2		1			9	2							1

TABLE 5.—*Distribution of non four-year high schools by type of organization by years and by States*—Continued

State	Number of schools by organization by years															
	Total	Segregated junior						Junior-senior						Undivided		Segregated senior
		Grades 6–8	Grades 7–9	Grades 8–10	Grades 7 and 8	Grades 8 and 9	Grades 7–10	Grades 7, 8–9, 10, 11, 12	Grades 7, 8, 9–10, 11, 12	Grades 9–10, 11, 12	Grades 8, 9–10, 11, 12	Grades 7, 8, 9–10, 11	Grades 7, 8–9, 10, 11	6-year	5-year	
Nebraska	34	----	8	----	3	----	----	4	15	----	----	----	----	----	----	4
Nevada	4	----	1	----	----	----	----	----	3	----	----	----	----	----	----	----
New Hampshire	46	----	3	----	6	5	5	25	----	----	----	----	----	----	----	2
New Jersey	37	----	22	----	3	----	----	3	5	----	----	----	----	----	----	4
New Mexico	8	----	2	1	1	----	----	4	----	----	----	----	----	----	----	----
New York	95	----	34	----	1	1	----	30	26	----	----	----	----	----	----	3
North Carolina	8	----	3	----	----	----	----	----	1	----	4	----	----	----	----	----
North Dakota	25	----	1	----	1	----	1	11	11	----	----	----	----	----	----	----
Ohio	175	----	46	----	10	----	----	34	66	----	1	----	1	----	----	17
Oklahoma	146	----	7	1	3	1	----	71	54	----	1	----	----	----	----	8
Oregon	15	----	6	----	6	----	----	1	----	----	1	----	----	----	----	1
Pennsylvania	203	----	84	----	11	----	13	20	56	----	1	2	3	----	----	13
Rhode Island	2	----	----	----	----	----	1	1	----	----	----	----	----	----	----	----
South Carolina	1	----	1	----	----	----	----	----	----	----	----	----	----	----	----	----
South Dakota	18	----	6	----	----	----	----	3	7	----	----	----	----	----	----	2
Tennessee	18	----	1	1	4	----	1	7	3	----	----	----	1	----	----	----
Texas	27	9	3	4	1	2	----	----	2	----	----	----	----	----	----	6
Utah	24	----	7	----	----	----	1	----	9	3	----	----	----	----	----	4
Vermont	41	----	1	----	2	----	4	16	18	----	----	----	----	----	----	----
Virginia	35	----	18	----	1	1	----	1	12	----	----	----	----	----	----	2
Washington	21	----	----	----	7	----	----	4	10	----	----	----	----	----	----	----
West Virginia	78	----	50	----	----	----	1	25	----	----	----	2	----	----	----	----
Wisconsin	51	----	20	----	1	----	2	3	11	----	1	----	4	----	----	9
Wyoming	17	----	1	----	1	----	3	10	2	----	----	----	----	----	----	----

Reorganization as shown by Table 5 has affected all States. The total of 2,549 schools involved indicates that approximately one school in eight is of the non four-year high-school type. The extent to which reorganization has affected individual States varies widely. In general, the Southern States as a group show fewer reorganized schools than other regional groups. The prevalence of seven-year rather than eight-year elementary school systems is a known factor operating against reorganization in the Southern States. However, comparison of certain States, as of Illinois, with Indiana, New York with Pennsylvania, and Michigan with Wisconsin, indicate that State policies are probably responsible for rapid or slow reorganization. The States that show widespread reorganization, as indicated by the number of non four-year schools are, in general, the States that are known to have definitely advocated the junior high school idea through State departments of education. Conspicuous among these States are Alabama, Massachusetts, New Hampshire, Ohio, Pennsylvania, Vermont, and West Virginia.

When we turn to a consideration of the plans of organization of high schools by years, as indicated by Table 5, we are struck by three

conspicuous facts: (1) There is lack of agreement as to the proper level at which to begin secondary education; (2) there is lack of agreement as to the proper grouping of grades to form junior or senior schools; (3) the chief differences of opinion exist with reference to the relative desirability of two and three year junior high schools and segregated junior and senior schools versus joint junior-senior schools.

TABLE 6.—*Distribution of non four-year high schools by States and population of districts*

State	Number of schools by population of district				Total schools
	Population 100,000 or more	Population 30,000 to 100,000	Population 2,500 to 30,000	Population less than 2,500	
United States	288	262	784	1,215	2,549
Alabama		1	12	36	49
Arizona			8	6	14
Arkansas		5	16	24	45
California	36	23	27	22	108
Colorado	7	2	10	42	61
Connecticut	1	4	11	5	21
Delaware			2	1	3
District of Columbia	8				8
Florida		3	6	11	20
Georgia	5	5	5	8	23
Idaho			6	9	15
Illinois		9	10	9	28
Indiana	1	12	37	204	254
Iowa	4	21	18	132	175
Kansas	5	8	52	24	89
Kentucky		1	17	10	28
Louisiana			2		2
Maine		1	16	17	34
Maryland	14		1	1	16
Massachusetts	25	29	43	12	109
Michigan	11	20	34	83	148
Minnesota	9	5	28	21	64
Mississippi			12	27	39
Missouri	7	5	17	23	52
Montana		1	2	12	15
Nebraska		2	16	16	34
Nevada			2	2	4
New Hampshire			16	30	46
New Jersey	11	5	16	5	37
New Mexico			2	6	8
New York	36	1	30	28	95
North Carolina		2	4	2	8
North Dakota			3	22	25
Ohio	41	15	51	68	175
Oklahoma		9	71	66	146
Oregon			13	2	15
Pennsylvania	29	38	78	58	203
Rhode Island			1	1	2
South Carolina			1		1
South Dakota			8	10	18
Tennessee		3	7	8	18
Texas	17	7	1	2	27
Utah	8	2	4	10	24
Vermont			11	30	41
Virginia	7	2	7	19	35
Washington	2		16	3	21
West Virginia		5	9	64	78
Wisconsin	4	16	22	10	51
Wyoming			3	14	17

Consideration of Table 6 shows that reorganization is not restricted to any one group of school communities classified according to population. It is true, however, that on a percentage basis reorganization becomes progressively less widely extended as one passes from cities of over 100,000 to the smaller school communities. The significant matter is, however, that the movement is prompted by an ideal rather than by an effort to relieve congestion, as shown by the fact that numerous schools of the junior-senior type appear in the smallest population group for which classification is made. Compared with the Nation as a whole, which shows approximately 1 reorganized school in 8, these small and rural school communities show a ratio of approximately 1 to 12 between four-year type and reorganized type secondary schools. The fact that this degree of reorganization has been effected in rural districts is surprising to many.

If we consider the showings for individual States in Table 6 no apparent State policies resulting in restriction of junior high schools to the larger cities is discoverable.

TABLE 7.—*Distribution of non four-year high schools by type of organization by years and population of district*

Population of district	Segregated junior				Junior-senior				Undivided			Segregated senior	Total
	Three-year	Two-year	Four-year	Group total	Five-year	Six-year	Four-year	Group total	Six-year	Five-year	Group total		
100,000 or more	220	6	1	227	1	31	------	32	1	------	1	28	288
30,000–100,000	161	23	6	190	------	30	------	30	------	------	------	42	262
2,500–30,000	177	106	7	290	13	379	2	394	8	------	8	92	783
Less than 2,500	129	17	39	185	30	862	1	893	96	------	96	41	1,215
Total	687	152	53	892	44	1,302	3	1,349	105	------	105	203	2,549

Reference to Table 7 shows that differences of opinion as to whether two, three, or four year junior high schools are desirable exists in school systems of all sizes classified according to population of district. It is significant, however, that three-year junior high schools are relatively more common in cities of over 100,000 population, and two-year junior high schools relatively more common in smaller cities and in rural communities. Expediency as to years grouped together to form a junior high school is evident here. The smaller cities much more frequently than other localities create a junior high school from the upper two grammar grades.

The most significant factor, however, shown by Table 7 is that there is little agreement as to whether the junior high school should

be segregated or joined with the senior high schools. Even in the larger cities the joint junior-senior school appears with a frequency of one in seven as compared with the segregated school. The frequency is approximately one in six for cities of 30,000 to 100,000 and becomes the prevailing type of organization in cities of less than 30,000 and in rural areas. In rural areas approximately five joint schools occur for each segregated junior high school. Here the controlling factor undoubtedly is economy. Common use of certain building space and equipment and one set of administrative officials are undoubtedly considered more important than any advantages, real or supposed, which accrue to the segregated junior high school.

Table 7 also shows that failure to regard division of the period of secondary education into junior and senior cycles as important exists only in the smaller school communities in any significant degree. Even in rural areas only one reorganized school in 25 is of the undivided type.

FUNCTIONAL ORGANIZATION OF THE PROFESSIONAL STAFF

A number of recent studies have made available data through which some idea of the extent to which new functions resultant from the broadened purposes of secondary education are appearing and the lack of agreement that exists as to the proper allocation of those functions to specific officers. The most significant of these studies deal with the high-school principal, the work of the high-school teacher, the work of the supervisor, and the work of curriculum making.

STUDIES OF HIGH-SCHOOL PRINCIPALSHIP

C. O. Davis[11] has made a study of the "Duties and privileges of high-school principals" of the North Central Association which approaches a job analysis of the principalship. Significant portions of this study, for present purposes, show the frequency of occurrence of special offices represented on the official staff of high schools of varying size and of provisions through which the principal delegates administrative duties to specified offices or committees of teachers.

Table 8 shows the frequency of occurrence of these provisions.

[11] Proc. N. Cen. Asso. of Col. and Sec. Schs., 1921, part 1, pp. 49–69.

TABLE 8.—*Frequency of occurrence of specified special offices and provisions for delegating administrative authority in North Central Association high schools*

Provision	Percentages of principals reporting			
	Large schools	Medium schools	Small schools	All schools
Assistant principal	51.0	24.8	35.1	36.2
Full-time office secretary and clerk	64.6	24.1	5.9	30.9
Teachers' administrative council	31.3	23.5	24.5	26.4
A student (or student teacher) board in control of student affairs	55.7	49.2	41.2	49.8
Provision for delegating large administrative duties to standing committees of teachers	48.1	27.0	23.9	34.2
Provision for delegating such administrative duties to individual teachers	77.8	55.9	53.5	62.8
Provision for delegating such administrative duties to heads of departments	55.2	58.4	47.5	50.0
Provision for delegating such administrative duties to special supervisors of high-school subjects or activities	53.5	37.0	32.9	41.7
Provisions for a dean of girls	40.9	21.5	11.1	25.5

The study in a similar way lists the distribution of the principal's time in a typical school day to 10 duties; percentage of principals exercising professional powers in 21 professional functions; the percentage discharging managerial policies in 9 specified ways; the percentage discharging 18 specified supervisory functions; the percentage discharging 12 specified duties grouped as appraising, recording, and experimenting duties; and the percentages discharging 20 relational and personal duties.

The variability of practice, indicated by the percentages of Table 8, is charateristic of the entire range of duties. The study indicates the functional complexity of the principal's office and shows a high degree of variability as to the machinery through which functions of the office are discharged. A later detailed study of the status of the high-school principal by Eikenberry (see U. S. Bu. of Educ., Bul., 1925, No. 24) also makes a functional analysis of the high-school principalship. The following selected items bear on the topic of interest here:

1. A study of the frequency of occurrence of 15 special offices show that 50 per cent of all schools have librarians, 46 per cent have deans of girls, 40 per cent deans of boys, 40 per cent office clerks, 36 per cent assistant principals, 33 per cent heads of departments, 16 per cent stenographers, 15 per cent directors of guidance, and 14 per cent directors of extra classroom activities. School registrars, directors of testing, curriculum directors, directors of citizenship, and principals' councils are found in fewer than 10 per cent of all schools.

2. The per cent of schools in which the principal performs each function and per cent in which the principal has final authority is shown in Table 9.

TABLE 9.—*Per cent of schools in which the principal performs each function and per cent in which the principal has final authority, with rank of each function according to percentages (all classes of schools combined)*

Function	Performance		Final authority	
	Per cent	Rank	Per cent	Rank
Conducting faculty meetings	70	1	64	6
Making schedule of recitations	63	2	65	5
Handling absences	59	3	73	2
Handling tardiness	57	4	75	1
Supervision of janitors	55	5½	36	23
Supervising instruction	55	5½	43	20½
Keeping school records	52	7½	66	4
Directing experimentation	52	7½	52	14½
Handling discipline	51	9½	60	11½
Inspecting building	51	9½	43	20½
Directing testing	50	11	50	16½
Arranging commencements	47	12	49	18
Curriculum making	44	14	29	24
Directing placement bureau	44	14	52	14½
Providing school publicity	44	14	50	16½
Rating teachers	43	16	27	25½
Educational guidance	42	17	62	9
Control of publications	41	18	63	7½
Arranging assembly programs	40	19	72	3
Vocational guidance	39	20	60	11½
Making courses of study	38	21	27	25½
Interviewing candidates	34	22	22	29
Control of athletics	33	23½	60	11½
Control of school funds	33	23½	40	22
Making athletic schedules	32	25	63	7½
Selecting school equipment	31	26½	24	28
Directing social affairs	31	26½	60	11½
Selecting textbooks	28	28	26	27
Promoting teachers	26	29	11	30
Selecting library books	22	30	44	20
Selecting teachers	21	31	9	31
Discharging teachers	17	32	4	32

The functional complexity of the office of the principal, the frequency of appearance of a considerable number of special offices which are responsive to the broadened purposes of secondary education, and the variability in frequency in performance of specified functions by principals, together with variability in the location of final authority also characterize the data.

A study of the high-school principals by Koos,[12] of similar scope to the study by Eikenberry, exhibits similar complexity of function and goes a step further in the study of location of initiative, showing for 421 high schools the location of initiative for 19 functions in principal, superintendent, board, principal, and superintendent, and other office. The data show little agreement in practice in allocating primary responsibility in any of the 19 functions to any particular office. Only three functions, i. e., organizing the class schedule, ordinary disciplinary control, and keeping records and accounts, are allocated to the principal in as many as 80 per cent of the cases. Other functions are widely allocated to the other offices enumerated.

These studies of the high-school principalship indicate, in a general way, the variability in practice of the allocation of administra-

[12] Koos, Leonard V. The High-School Principal. Boston, Houghton Mifflin Co.

tive and supervisory duties to administrative, supervisory, and teaching offices. It is evident that in different situations each special officer is discharging duties characteristic of administrative, supervisory, and teaching offices. This does not necessarily mean confusion in a single system or institution, but it is frequently true that in an individual institution various offices attempt to perform identical functions. It is particularly true that superintendents, principals, special supervisors, and department heads undertake supervision of teaching and each office works directly with the classroom teacher, seeking to perform identical functions.

The study by Davis indicated also widespread but variable practice in allocating administrative duties to individual teachers or committees of teachers. Studies of the subject combinations in high-school teachers' programs of Ohio by Kirby,[13] of the high-school teaching load and preparation of high-school teachers by F. P. O'Brien;[14] of the distribution of the time of teachers in California;[15] and of agents responsible for curriculum construction[16] indicate a practice of distributing a wide variety of special teaching and non-teaching functions to teachers with little reference to special training. The practice of making provision for teacher participation in school administration is doubtless democratic and, where properly organized, desirable. It is, however, in many cases a means of increasing the working load of teachers to the point of impairment of the special teaching function for which the individual was trained. In certain situations it is a wholly fictitious means of keeping down the "overhead" of general administration. In other situations, largely in small school systems, there is no other means of providing for the performance of the wide variety of special functions that have grown up.

PROMOTION PLANS

With the growing heterogeneity of pupils in capacity to do work and in educational needs with reference to suitable purposes in life, the need for varying both the quantity and kind of work required of the pupil as a condition of promotion is increasing. Both junior and senior high schools have generally made some provision looking to flexibility of promotion plans in recognition of this need. Montague[17] has investigated the status of senior promotion plans in 838 high schools distributed over the 48 States. In his report the

[13] School Review, September, 1926, pp. 494–505.

[14] Kansas Studies in Education, Vol. I, May 15, 1926, No. 5.

[15] Report of the Committee of Fifteen, California High School Teachers Association, 1923, pp. 50–62.

[16] Table 10, p. 152, Part I, Twenty-sixth Yearbook of the National Society for the Study of Education.

[17] Montague, J. F. Status of Senior High-School Promotion Plans. University of Missouri, school of education, doctor's dissertation, 1926.

provisions for promotion in these schools are presented under the following heads: (1) Bases for classification, (2) special provisions for individual differences in instruction, (3) bases of promotion, and (4) general method of promotion.

The bases of classification of pupils in the schools are reported to be in order of frequency: School marks, no classification plan, a composite of various factors, I. Q. as important factor, curriculum selected, and ability groups. Of these bases, school marks, no classification plan, I. Q. as important factor, and curriculum selected are self-explanatory. The base "ability groups" includes those schools basing their classification on intelligence, achievement, and teachers' judgments. "A composite of various factors" includes those schools using some combination of such factors as school marks, intelligence, achievement, chronological age, social age, etc.

Approximately three schools in four use some definite plan of pupil classification, and there appears to be no definite tendency to use any of the bases specified to the exclusion of others. There is agreement, therefore, that pupils should be systematically classified into homogeneous groups, but little or no agreement as to the criterion of such classification.

The special provisions for individual differences reported are in order of frequency: No plan, coaching classes, conference periods, Batavia plan, supervised study, extra subjects, North-Denver plan, and minimum and maximum courses. The majority of schools do make some systematic provision for meeting individual differences. Most frequently this provision concerns itself with special aid for slow pupils. Following in frequency efforts of this type are those provisions looking to more intimate supervision of study for all pupils. The schools seeking to set up special aids for bright pupils and specifically to provide for varying subject-matter requirements, are in a decided minority. It therefore seems that common practice in the administration of instruction seeks to raise the average achievement of the school through concentration upon the inferior pupil in an effort to get him over a common hurdle which the entire group must take. Provisions dependent upon subject-matter reorganization are in the minority.

The bases of promotion used are, in order of frequency: A composite of several factors, such as achievement and mental ability objectively determined through standard tests; school marks, teachers' judgments, and chronological age; daily class records and examinations; school marks; and final examination. A substantial majority of schools are using a composite factor involving objective and subjective measures. The individual factors entering into the composite base are so variably weighted by different schools that no

statement concerning the weight given to individual factors is warranted.

With reference to time of promotion practice is about equally divided between one year and half-year promotion intervals. There is a minority practice, which is growing, of waiving fixed periods of promotion and promoting the pupil when promotion seems justified regardless of fixed periods. A practice of skipping or double promotion is also growing. Where this is found it is usually dependent upon some system of special tutoring and special examination or upon extra-session schools and examination.

Paralleling the practice of double promotion, which is a provision for superior pupils, there is a growing practice of allowing pupils who are given a mark of condition or failure a conditional promotion. In case a satisfactory quality, variously determined, of work is done in the advanced course the condition or failure is removed. In this way the old practice of placing an additional burden upon slow or failing pupils by requiring them to make up back work during the next semester is passing. The experience of the schools is that about 60 per cent of pupils allowed conditional promotions are successful in maintaining their advanced position.

The committee on rural and small high schools, a special committee of the National Committee on Research in Secondary Education, has assembled data on promotion practices in 135 junior high schools located in rural and small school communities.

Table 10 shows the bases of pupils grouping in current use in these schools.

TABLE 10.—*Bases of pupil grouping in 135 rural junior high schools*

Bases of grouping	Number of schools	Per cent
No attempt to group homogeneously	65	48.1
Attempting to group homogeneously	66	48.9
Through teachers' estimates or marks	24	17.7
Through intelligence test score	4	3.0
Through achievement test score	1	.7
Through composite of several factors	37	27.4
Not specified	4	3.0
Total schools	135	100.0

The practices of grouping or not grouping homogeneously occur with approximately the same frequency. Where pupils are grouped homogeneously the prevailing practice is to use a composite of several factors as a base. The factors usually involved are teachers' marks or estimates of ability, intelligence test score, and achievement test score. Since more than 60 per cent of these schools enroll fewer than 100 pupils and provide for only one recitation section for each

grade group the practice of grouping homogeneously is about as widespread as division of grades into recitation sections.

Table 11 shows the criteria of promotion in use in these schools.

TABLE 11.—*Criteria of promotion in 135 rural junior high schools*

Criterion	Number of schools	Per cent
Attendance	2	1.5
Subject completion (based on teachers' marks)	45	33.2
Grade completion (based on average of subject marks)	25	18.5
Teachers' estimates of ability to do work	3	2.2
Standard achievement test scores	3	2.2
Intelligence test scores	2	1.5
Composite of several factors	45	33.3
Not specified	10	7.4
Total schools	135	100.0

Approximately one school in five still holds to grade completion based on an average of subject marks as a basis of promotion. One school in three promotes on a subject completion basis as measured by teachers' marks and a slightly higher proportion of schools have either adopted an objective measure as a basis of promotion or have combined one or more objective measures with a subjective measure usually teachers' estimates of ability or teachers' marks.

Commonly the schools report some provision for curriculum enrichment for bright and capable pupils and a minority report the use of minimum assignments and the outlining of minimum essentials for slow pupils. Approximately two schools in three report that they do not permit junior high school completion in less than the normal time required. There is, therefore, a decided tendency to vary subject matter requirements and enforce uniformity of time requirements in the junior high school. Prevailing practice in these schools concerns itself with curriculum enrichment for bright pupils. Commonly, enrichment is sought through extensive use of the project as a teaching device, permitting bright pupils to carry extra work, correlating extra-class activities with curriculum work, granting school credit for outside work, and limiting drill to pupils who need it.

Clearly the promotional machinery now in use and being developed in secondary schools is complex. The complexity is due to efforts to provide for individual differences through administrative devices. While the purpose to provide flexibility is common the means of securing it are highly variable. The relative desirability of the various practices has not yet been determined.

CURRICULUM

The facts of growth that have been presented make present widespread efforts at curriculum reconstruction a natural phenomenon

and not a fashion of the moment. A learning science that emphasizes the importance of acquiring habits of adjustment to specific situations rather than an intellectual discipline which is serviceable alike for all, requires for pupils who have varied aptitudes and varied purposes in life, subject matter which is varied in accord with the specific needs of individual pupils. We had no organization of subject matter on a specifically functional basis. We are, therefore, busy at the task of making such organizations.

The present curriculum situation in secondary schools is set forth in studies by Glass,[18] Ferriss,[19] Counts,[20] the curriculum committee of the National Society for the Study of Education,[21] and the curriculum commission of the department of superintendence, National Education Association.[22]

The study by Glass involves curriculum practices in 14 centers selected as representative of the better practices in junior high-school curriculum administration in the United States. The report deals specifically with the curriculum of the junior high school in general, the core curriculum, elective courses, subject divisions of the constants, and units of teaching. Extreme variability in practices concerned with required and elective courses, time allotments to subjects and to units of teaching is shown. Glass characterizes the situation as one of vigorous experimentation, with a tendency to shift emphasis from cultural and disciplinary training to training which has practical social value. This is argued from the tendency to introduce home economics, industrial arts, art, music, and science into the curriculum of grades 7 and 8. There is noted also the tendency to introduce general survey and short unit try-out courses for purposes of exploration. The criticism is offered that the junior high-school curriculum evidences disregard of the principle of continuity in passing from grade 8 to grade 9. The criticism is based on the fact of failure of the schools generally to continue the constants, art, home economics, industrial arts, music, and science, from grade 8 into grade 9.

The study by Ferriss analyzes the subject offerings of 283 rural high schools,[23] 121 semirural high schools, 609 small high schools of

---

[18] Glass, James M. Curriculum Practices in the Junior High School and Grades 5 and 6. University of Chicago. Supplementary Educational Monograph No. 25, 1924.

[19] Ferriss, Emery N. The Rural High School, its Organization and Curriculum. U. S. Bu. of Educ., Bul., 1925, No. 10.

[20] Counts, George S. The Senior High School Curriculum. University of Chicago, Supplementary Educational Monograph No. 29, 1926.

[21] The Twenty-sixth Yearbook of the National Society for the Study of Education. Part I, Chapter 7. Also Part II.

[22] Department of Superintendence. Fifth Yearbook. The Junior High School Curriculum.

[23] Rural high schools are those in which more than 50 per cent of the pupils enrolled are from farm homes. Semirural schools have a considerable enrollment from farm homes, but less than 50 per cent.

New York, 143 high schools of North Dakota, and 460 township and community high schools of Illinois. The analyses show the year in which subjects are offered and the per cent of schools offering each subject. The results exhibit wide variability as to the placement of specific subjects in the curriculum. Many subjects occur in each of the grades 9 to 12, inclusive. A total of 54 different subjects appear in the offerings, and 23 different subjects are offered in more than 50 per cent of the schools. The greatest uniformity of offerings lies in the fields of English, special mathematics courses, special history courses, and Latin.

Ferriss characterizes the tendencies in the program of studies in rural and small high schools as follows:

> The data on the programs of the schools studied indicate some interesting tendencies in the curriculum offerings of the two groups of schools. In the natural sciences 70 per cent of the rural high schools and 43 per cent of the semirural high schools have adopted general science as the first-year science, and biology as predominantly the second-year offering. Hygiene and sanitation has found a place throughout the four years of a small percentage of the schools of both groups. In the social science group of subjects, courses in economics have been introduced into the two upper years of 44 per cent of the rural high schools and in 57 per cent of the semirural high schools, while community civics is found in the programs of 38 per cent of the rural and 55 per cent of the semirural high schools. Sociology, under such titles as sociology, rural sociology, problems of democracy, and social problems, is offered in 30 per cent of the rural and in 28 per cent of the semirural high schools. This indication of the growth of the last two subjects, comparatively new in high school programs, is further substantiated by the findings of a study as to the status of the social sciences in the high schools of the North Central Association. This investigation included 475 high schools, 122 of which had enrollments under 150 pupils each. This latter group of schools is fairly comparable with the schools represented in this study. Of the 122 schools, 54 per cent offered economics, 31 per cent community civics, and 61 per cent sociology. Other subjects which occupy prominent positions in the programs of the rural and semirural high schools are home economics, offered in 62 per cent of the former and 55 per cent of the latter, and agriculture, offered by 44 per cent of the rural and by 26 per cent of the semirural high schools. General mathematics has also gained a foothold as a subject in both groups of schools, being given by 10 per cent of the rural and by 16 per cent of the semirural high schools. Certain commercial subjects such as typewriting, bookkeeping, and shorthand are found in varying but significant percentages of both groups of schools.
>
> While the subjects in the majority of rural and semirural high-school programs of studies are in a large degree and more or less traditional subjects required for entrance by the higher institutions of learning, there is a refreshing tendency, particularly noticeable in the larger schools, to depart from the notion that the same training is best for all pupils, and to meet in their program the needs of the large proportion of high-school pupils whose formal education closes with the high school. This attempt to adjust the work of the rural and semirural high schools to the needs of the pupil, the commodity, and the demands of modern life is indicated by the entrance into their curriculum

of agriculture, home economics, sociology, hygiene, and sanitation, and the commercial subjects.

The study by Counts analyzes the curriculum offerings for grades 9, 10, 11, and 12 by 15 progressive city school systems. The report deals with the general plan of curriculum organization, the subjects of study, the trends of philosophy, and evaluation of the present program. Counts characterizes the situation in general as follows:

> The program of studies itself is in a state of flux. In relatively rapid succession new curriculums are appearing and old curriculums are disappearing With great frequency subjects are being added, and occasionally they are being abandoned. The wide variety of practice found in the different schools suggests that the several cities are either progressing at different rates along the same path of change or following divergent lines in experimentation. Some new form of secondary education is obviously in the making. * * * At present, changes in the curriculum suggest the wasteful process of trial and error rather than the adaptation of means to ends through the process of reflection.

The curriculum committee of the National Society for the Study of Education has presented in the Twenty-sixth Yearbook a survey of practices in curriculum construction and a body of principles which should guide in the selection and organization of subject matter. Chapter 7, Part I, of this report, contributed by George S. Counts, deals with current practices in curriculum making in public high schools. Portions of this chapter dealing with changes in the curriculum, the technique of curriculum revision, present courses of study, and practices in appraising courses of study are of special significance for the purpose of this survey of trends and are here given in summary form.

Efforts to improve the materials of instruction through curriculum revision are widespread. In 72 of 111 cities reporting for the senior high school there has been at least one general revision of the curriculum since 1913. In addition, 39 partial but systematic revisions have been made in the past five years. In 73 cities reporting for the junior high school 58 general revisions since 1913 and 19 partial revisions during the past five years have been made. Twenty-four cities reporting for the senior high school and 23 cities for the junior high school have adopted a policy of gradual and continuous curriculum revision. Commonly, changes are made in the curriculum through adding or dropping subjects. Data from 90 cities show a tendency to add subjects approximately three times as often as subjects are dropped. This is a rough measure of the rate of expansion of the high-school curriculum. The comparative frequency of addition of the various subjects shows a strong trend in emphasis toward the social science and vocational subjects. The foreign languages are losing their position of relative emphasis, as shown by 48 cases of subtraction from the curriculum and only 23 cases of

addition to the curriculum. They alone show a net loss due to curriculum changes. The natural sciences show 37 additions and 29 subtractions from the curriculum. This uncertainty is due primarily to the substitution of general science, biology, chemistry, and physics for physiography, botany, zoology, geology, and physiology.

These changes collectively indicate a break with tradition in secondary education and an active trend toward curriculum expansion and emphasis upon social and vocational values in the programs that are emerging.

In reconstructing the curriculum the initiative for reform emanates most frequently from the superintendent. The initiative comes frequently from the principal, however, and in a few cases from high-school teachers and supervisors. In organizing the personnel for the actual work of curriculum revision there is usually set up a committee representing the general administrator, supervisors, principals, and teachers. Rarely experts or specialists from without the system are retained. Progressive practice elsewhere and committee agreement are the most common guides to the selection of new materials. A considerable practice of using the results of previous research is growing up, however, and in a few cases revision is being based upon research undertaken for the purpose.

Present courses of study are most commonly organized about separate subjects, such as algebra, history, etc. In a minority of cases the courses are being organized about large topics based on social activities of the day, socialized group work and individualized study and drill in the tool or skill subjects, or as an activity curriculum with no division into subjects and no provision for other than incidental learning. Only two senior and three junior high schools report the latter plan of curriculum organization.

The courses of study usually specify the general ground to be covered, but allow a considerable freedom to the teacher in selecting subject-matter details. Quite frequently specific requirements for bright, average, and dull pupils are set up in outline, and minimal essentials are stated in detail. In a minority of cases the courses provide only standards and rich suggestions of materials, leaving selection to the teacher or go to the opposite extreme and specify in detail the precise ground to be covered, leaving no option to the teacher. In a very few cases courses provide general directions only, leaving to the teacher the task of determining standards and selecting materials.

In the past curriculum changes by adding and dropping courses have been made without the support of precise and trustworthy knowledge. The common method of appraising courses at the present time is informal appraisal by administrative and supervisory

officers. The practice of appraisal through study of the results of testing by the research department or through use of questionnaires and specially designed measurement programs is, however, becoming rather common. This growing practice promises to direct curriculum changes more surely to the ends accepted as desirable.

The fifth yearbook of the department of superintendence, National Education Association, is devoted to the junior high-school curriculum. It presents an adequate description of the present trends of English, science, mathematics, social studies, foreign languages, music, art, home economics, industrial arts, and commercial education; enumerates the principles which the subject committees advance as usable guides to curriculum revision; and introduces abstracts of the important researches which bear upon the several subject fields at the junior high-school level.

The material of this yearbook prompts the generalization that the several subject fields are being generalized for purposes of instruction at the junior high school level. Much formal drill and disciplinary material is being excluded. The content of individual subject fields, such as English, social studies, and science, is being markedly enriched over characteristic courses of the old-type elementary and high-school grades involved and variable content for different homogeneous pupil groups is slowly taking shape. The effort to base revision on the results of research is general. Attention to curriculum revision is widespread. At the junior high school level revision is resulting in generalizing the subject fields and enriching the content of individual courses. In the senior high school field the tendency is to broaden programs primarily through adding special courses and organizing numerous special curricula. At both levels material of greater social use and more directly related to vocation is being emphasized and greater provision for the utilization of pupil activities as a basis of learning is being made. As yet curriculum revision centers in working over the content of specific subjects and reorganization programs seeking to abandon subject departments of knowledge have made little progress.

Out of the welter of efforts at curriculum construction a more or less standardized technique is emerging which centers in committee procedure involving the cooperation of administrative, supervisory, research, and teaching offices.

FINANCIAL PROGRAMS

Incident to the growing functional complexity of the secondary school and responsive curricula and administrative adaptations there is such variability of financial programs that essentially no standards exist. The situation has been made apparent through a

number of financial studies made since 1920. Conspicuous among these are the studies of the finance inquiry commission working under the auspices of the American Council of Education. These studies show extremely wide variations in tax rates levied for the support of schools; in departmental costs for schools of comparable size and located in comparable situations; in the portion of the budget in different systems devoted to elementary, secondary, and other special school enterprises; and in the unit and pupil hour costs of specific subjects of instruction. This extreme variability in costs and in the relative financial emphasis upon special educational enterprises would not be so significant if it were attributable to the variable exigencies of different situations, but where the variability exists in schools of comparable pupil groups in comparable political units it reflects a condition of serious wastage of public funds due to variant local administrative policies. Two illustrations from available data will serve to characterize the situation.

The committee of fifteen of the California High School Teachers' Association reports teaching costs per credit unit for California high schools shown in the following table:

TABLE 12.—*Teaching costs per credit unit for specified subjects and groups of California high schools classified according to enrollment* [1]

Subject	Credit unit costs for schools of specified enrollment					
	Enrollment less than 100		Enrollment 200–500		Enrollment more than 1,000	
	Median	Range	Median	Range	Median	Range
English and oral English	$24	$10–$47	$17	$9–$22	$16	$11–$27
Mathematics	28	14– 64	18	11– 28	18	12– 25
History and social studies	29	17– 55	15	10– 23	16	11– 23
Modern languages	34	18– 50	20	14– 31	17	14– 34
Latin	62	18–130	26	2–197	20	13– 31
General science and physiography	30	16–133	18	10– 68	20	13– 34
Physics, chemistry, and biology	48	20–140	32	15– 66	24	18– 36
Commercial arithmetic	43	14–147	15	8– 29	16	10– 24
Stenography	50	30– 98	25	14– 45	18	14– 29
Typing	56	14–134	32	16– 52	26	16– 42
Bookkeeping	60	16–200	30	10– 76	28	14– 40
Miscellaneous commercial subjects	41	10–190	24	6–144	18	12– 41
Agriculture	51	22–216	52	36– 84	60	26–140
Home economics	62	18–130	36	18–110	42	17– 60
Art	68	22–304	40	18– 80	30	15– 52
Mechanical drawing	80	28–300	40	18– 80	26	18– 66
Mechanical arts	87	45–262	45	22– 72	46	34– 60
Music	28	10–106	304	14– 78	22	11– 60
Physical training	20	9–150	20	10– 42	16	7– 22

[1] Data selected from Report of Committee of Fifteen, California High School Principals Association.

It is apparent that the small high schools are the most expensive and show the widest range of costs. The range of costs even for the constant subjects is extremely wide and a uniform tendency for the elective and laboratory subjects to be more expensive than the constant and academic subjects is shown.

A second study by Henry [24] has exhibited the variability in instructional costs in individual high schools under the relatively uniform conditions of a large city system. His studies indicate for 22 Chicago high schools the student-hour instructional costs comparatively for 1914–15 and 1922–23, and the principal factors responsible for the variability shown. His data for 1914–15 present an extreme range of total student-hour costs of instruction expressed in round numbers of from 6 to 11 cents. The corresponding figures for 1922–23 are 10 and 16 cents. In the matter of subject costs an extreme range in 1914–15 of from 4.02 cents for music to 56 cents for Greek was shown, and the comparative figures for 1923–24 were for penmanship, 6.939 cents, and Greek, 70.371 cents. Omitting the Greek as an extreme departure, the high cost was 16.987 cents for astronomy in 1914–15 and 25.334 cents for radio instruction in 1923–24.

Comparison of individual schools for the two years exhibits little agreement between the rank of individual schools when ranked in order of student-hour costs for the two years under consideration. His data, on being analyzed further, show that the size of class is the most important determinant responsible for variability of costs. Since size of class is a matter directly controlled by local administrative practice and depends primarily upon the administration of electives, the curriculum vagaries of high-school principals are directly responsible for a considerable proportion of the total costs of secondary education. The recent studies of Stevenson indicating little, if any, advantage accruing to small recitation groups shown the importance of standardization of practice with reference to class size.

STANDARDIZATION OF SECONDARY EDUCATION

The present situation in secondary education which has been sketched makes an examination of the work of standardizing agencies pertinent. Such standards as obtain in secondary education have been developed primarily through voluntary accrediting agencies which have been an outgrowth of accrediting by colleges for purposes of college entrance. State accrediting, which is general at the present time has looked to the voluntary association as a source of standards. Usually State standards for accrediting are less rigorous than those of the voluntary agencies and are imposed primarily as a basis for participation in State subventions to high schools.

The territory of the United States is now covered by five regional associations, namely the New England College Entrance Examination Board, the Association of Colleges and Preparatory Schools of

[24] School Review, May and June, 1926.

the Middle States and Maryland, the Southern Association of Colleges and Secondary Schools, the North Central Association of Colleges and Secondary Schools, and the Northwest Association of Secondary and Higher Schools. The reports of the North Central and Southern Associations afford material through which the growth and trends of accrediting by voluntary associations may be shown. Reports by the secretaries of the secondary commissions of these associations follow. These reports make it obvious that there is a decided tendency to base standards for accrediting on research. This is in decided contrast to the arbitrary standards of earlier days.

Secondary Schools of the North Central Association of Colleges and Secondary Schools

By J. B. Edmonson

University of Michigan, Secretary of the Association

Historical background.—The North Cenetral Association of Colleges and Secondary Schools was founded in 1895 and has completed 31 years of work. The purpose of the association has been "to establish closer relations between the secondary schools and the institutions of higher education within the North Central States and such territory as the association may recognize." Since its establishment it has been an influential standardizing agency in the field of higher and of secondary education. It is true that the first list of accredited schools was not issued by the association until 1904, but even before that date the association was exercising a directive influence in the affairs of secondary schools.

The past two years, 1924–1926, have brought several notable changes in the standards and policies of the association. There have also been several valuable studies reported by committees of the association. These will be referred to under the various subheadings in this report.

I. *Growth of the accredited list of secondary schools.*—The statistical summary of State lists shows that there were 1,372 schools accredited in March, 1921; 1,799 in 1925; and 1,966 in 1926. The percentage of increase during the five-year period was 43. This increase in the number of approved secondary schools is an indication of a general increase in the standards observed by the secondary schools of the North Central territory. The enrollments in North Central schools have increased 61 per cent during the past five years, there being in the same time a 43 per cent increase in the

number of schools. The present enrollment is 804,074, while five years ago it was 498,661. It is evident that the association will soon be influencing the training of more than one million secondary school pupils.

II. *Changes in standards.*—The meeting of the association in 1925 will doubtless stand out in its history as the time when the most far-reaching changes in standards were made. Among these were the following: (1) The association increased the number of hours of professional training from 11 to 15 and provided that the new requirement should become effective in September, 1925. This change was made after a referendum vote participated in by the secondary schools and colleges of the association.

(2) The standard dealing with the teaching load was redefined and greater freedom granted schools in the matter of the size of class sections. The standard was also modified so as to take account of all persons assisting classroom teachers, such as vocational advisors, study hall teachers, clerks, and others.

(3) The association also went on record as favoring the requirement for graduation of three units of English, two units of social science, one unit of biological or general science, and one unit of physical education or health.

(4) The pupil load of work was brought to the association's attention, and it was recommended that only such students as ranked in ability of the upper 25 per cent of the student body should be allowed to take more than four units for credit.

III. *Junior high schools and standardization.*—For the past eight years the association has taken a very active interest in the junior high school and has through different committees made numerous studies. In 1925 the association received a report on standards for the junior high school. The standards proposed were as follows:

I. STANDARD JUNIOR HIGH SCHOOL

1. A standard junior high school is a unit of our public-school system consisting of grades 7, 8, and 9, organized and administered as a separate unit of the school system, having its own administrative head and corps of teachers and characterized by flexible promotion, provisions for exploration and review of subject matter in the early semesters of the course, and limited choice of elective subjects during the later semesters of the course.

(*a*) Explanation: This standard in no wise means that grades 7 and 8 should not be organized on a junior high basis and meet the standards to follow; nor, that the six-year school should not be organized where administrative convenience or necessity demands it. But such schools would not be regarded as standard.

II. ORGANIZATION

2. A six-year school shall be organized into two units so that the work of the seventh, eighth, and ninth grades shall meet all of the standards of the

standard junior high school relative to curriculum, training of teachers, and articulation with the senior high school—grades 10, 11, and 12.

(*a*) Neither the six-year school nor the two-year (seventh and eighth grades) junior high school is favored except as an administrative necessity.

(*b*) In school systems enrolling fewer than 500 pupils in grades 7 to 12, the comittee feels the organization should be of the six-year type, with the distinction clearly drawn between the junior and senior division at the end of the ninth year.

III. BUILDINGS

3. Facilities should be provided adequately for instruction in academic subjects, in the practical arts, in health education, recreation, and in such subjects as may require the labratory method. Adequate provision shall be provided for assembly programs, social activities, and for the supervision or direction of study.

IV. PREPARATION OF TEACHERS

4. The minimum academic training of two-thirds of the junior high school teachers of academic subjects shall be equivalent to graduation from a college or university accredited by the North Central Association which requires for graduation 120 hours in advance of a four-year high-school course. The remaining one-third should be teachers of good training, experience, and maturity. These provisions shall not be retroactive.

5. The minimum professional training of new junior high-school teachers after 1926 should be as extensive as that required of senior high school teachers. This provision shall not be retroactive.

V. THE TEACHING LOAD

6. The total number of 40-minute periods of classroom instruction given by any teacher of academic subjects shall not exceed 30 per week; nor shall the number of periods taught by any teacher of nonacademic subjects exceed 36 per week.

VI. PROGRAM OF STUDIES

10. The appropriate subjects to be offered by the junior high school are: English, mathematics, foreign language, history and civics, geography and elementary science, music, art, health education, vocational information, and practical arts for both boys and girls, including commercial subjects.

11. The program of studies shall be organized into a single curriculum with limited electives.

(*a*) Electives prior to the second semester of the eighth year are considered ill-advised. Prior to this semester, exploration and review of subject matter should be provided by the content of courses and the administration of the curriculum, and not by electives.

12. Instruction shall be departmentalized.

13. The school shall practice flexible promotion rather than promotion by subject.

(*a*) Flexible promotion means that pupils shall be promoted when the occasion arises and without restriction of subject promotion. It means pupil placement. It implies the use of opportunity classes and coaching teachers.

14. The school shall provide within the school day for pupil club and social activities under the direction of the faculty.

15. The school shall provide adequately for keeping in contact with the homes and home life of the pupils and introduce only gradually the freedom in discipline characteristic of the senior high school.

16. The school shall place at least as much emphasis upon the supervision of study as it does on recitation.

VII. ARTICULATION WITH THE SENIOR HIGH SCHOOL

17. The completion of the course in a standard junior high school shall admit the pupil to full standing in a standard three-year senior high school.

18. Upon completion of the junior high-school course the pupil shall be placed in any grade of any given subject in the three-year senior high school for which he is prepared.

19. The standard three-year senior high school shall offer such ninth-year courses as may be necessary to provide adequately for pupils who may need such courses after they have been promoted to the senior high school, but such courses shall not constitute a part of the senior high-school curriculum.

20. In special cases pupils may be promoted to the senior high school prior to the completion of the junior high-school course when it is evident that the best interests of the pupils are thus served.

VIII. RECOGNITION

21. Recognition by the association should not be confused with "accrediting" since "recognition" is for the sole purpose of giving official assurance that a certain junior high school satisfies the standards as defined by the North Central Association of Colleges and Secondary Schools.

The final recommendation of the 1925 committee contained the following very significant statement of policy:

We recommend further that the standards for junior high schools be maintained as adopted last year; that these standards be not imposed upon any schools, but that they be considered as goals to be attained. The committee is of the opinion that if these standards can be presented to the North Central constituency in the manner indicated they will be helpful in guiding the junior high-school movement without in any way imposing restrictions or preventing any variations which may seem wise in special situations.

IV. *Proposed standardization of commercial schools.*—The association has in recent years been approached by leaders in the field of commercial education with the request that a list of commercial schools be prepared. The association, through a committee, made a study of the advisability of undertaking this extension of its work as a standardizing agency. The committee reported favorably and proposed a set of standards. It was finally agreed, however, that only those commercial schools should be accredited that met the usual standards of the secondary school. It was further decided to postpone indefinitely the question of seeking to standardize commercial schools in general. The fact that this question came before the association indicates that it will be urged in the future to give standardization to all schools offering work on a secondary school level.

V. *Professional training of teachers.*—A problem that has aroused much interest in the association is that of the professional training of secondary school-teachers. In 1925 and again in 1926 a special committee of the association presented a report on the undergraduate curriculum for prospective teachers in secondary schools. Among the recommendations in the 1926 report were the following:

(*a*) That an effort should be made to secure uniformity in nomenclature of the titles in the undergraduate courses in education.

(*b*) That "three basic elementary courses are: (1) Educational psychology, study of the child with particular reference to the learning process; (2) methods of teaching, study of the stimulation and direction of learning by teachers; and (3) principles of secondary education, study of the purpose of secondary education, and the organization of the high school with particular reference to the problems of the teacher."

The report of this committee aroused a vigorous debate on the floor of the association. Some feared that if the report were adopted it would tend to bring about a premature standardization of courses in education. The report was adopted, however, "in spirit." Colleges were merely advised to give careful attention to it before making curriculum changes in the field of education.

The association also has a committee at work on the question of professional courses to be required in preparation for secondary school teachers. The work of this committee has been particularly valuable in calling attention to the undefined character of the field of education and the tendency to count as education a number of courses that are clearly general rather than professional. The work of the committee has been under the direction of Dean C. E. Chadsey, of the University of Illinois.[25]

VI. *The association and college-entrance requirements.*—The spread of the 6–3–3 plan of school organization in the North Central States has forced the association to face the problem of the defining of college-entrance requirements to take better account of the work of the junior high school. In 1926 a committee recommended that "the commission on secondary schools request the association to repeat its urgent invitation to the colleges included within the North Central territory to revise their terms of admission in such manner as to permit students to qualify for entrance on the basis of units of work—11 or 12 in number—accomplished in the tenth, eleventh, and twelfth grades of the secondary school." The association, at its meeting in March, 1926, authorized the secretary to bring to the attention of the higher institutions a recommendation that they restate their entrance requirements in terms of the senior high

[25] N. Cen. Assoc. Quarterly, Sept., 1926, pp. 149–173.

school. A special committee was authorized to bring before the association at its next meeting a workable plan for the restatement of the entrance requirements, for different types of liberal arts, technical, and professional schools.

VII. *Special studies.*—The North Central Association has, during the years 1924–1926, contributed numerous special studies of secondary school problems. Among these studies are the following:

1. The association sponsored a quinquennial study of the public and nonpublic schools accredited by the association. This was submitted at the 1925 meeting by Prof. C. O. Davis, of the University of Michigan.[26] This study was a statistical one and related to such items as: The preparation, experience, and salaries of teachers, pupil-teacher enrollment, teaching load, courses offered, value of equipment, and numerous related items. This report was published as a special bulletin of the association and may be secured through the secretary of the association.

2. A committee of the association, headed by Dean C. R. Maxwell, of the University of Wyoming, reported a study in 1925.[27] It was decided to investigate this topic owing to the fact that the standard on the pupil load had been modified by the association. The committee on special studies felt that this study would give authentic information relative to the practice in the different States and might give a more scientific basis for any future revision of this standard. Among the findings reported in this study were the following:

1. Most schools in the association require 16 units for graduation.

2. Students carrying more than 4 units make passing grades in all subjects more frequently than the other students in the school. Students carrying less than 4 units make, on the whole, a less satisfactory record than the other students in the school.

3. Forty-six per cent of the schools use intelligence tests for the classification of students. In the past two or three years the use of tests has increased rapidly.

4. Approximately 75 per cent of the schools give credit for extracurricular activities. Such credit is independent of other courses. Eighty per cent of the principals of schools are in favor of such a plan.

5. Credit for outside work in Bible, music, etc., is given in a considerable number of schools. The median amount of credit allowed for such work is 2 units.

3. In 1926 a committee of the association submitted a report on the success of high-school graduates who go to college. This study was similar in scope to the studies that have been sponsored by the Southern Association of Colleges and Secondary Schools since 1919. The study was based on the work of the students graduating from the

[26] Proc. Thirtieth Annual Meeting N. Cen. Assoc. Col. and Sec. Schs., March, 1925, Part I.

[27] N. Cen. Assoc. Quarterly, September, 1926, pp. 190–220.

North Central high schools in June, 1925, who entered colleges in September, 1925. The total number of cases included in this study was 28,957. The number of colleges returning information concerning the grades made by these students was 659. Among the conclusions of the study are the following:

1. The percentages of failures of freshmen students in their first term or semester of college work vary greatly with institutions.

2. Teacher training schools have a much lower percentage of failures than do the other types of higher institutions.

3. Institutions accredited to the North Central Association have a much higher percentage of failures than do the nonaccredited institutions within the territory, with the exception of the State colleges.

4. Great differences are found in the percentages of failures between institutions of the same type without any apparent cause.

5. The success of a graduate of a high school in college or university depends largely upon what institution he attends. He may be successful if he attends one college, but unsuccessful if he attends another.

4. The commission on unit courses and curricula of the association has been making some significant studies. Among these is one reported in 1926 on quantitative work in English. This study was made under the direction of Prof. C. O. Davis.[28] The significant findings in this study are the following:

The typical junior high school, therefore, appears to be requiring three years of work in English, covering 36 weeks each year, with five class meetings of something over 40 minutes each week. Further, this typical school segregates its pupils into sections based on differences of mental ability and seeks to adapt the English work to the special needs of the several groups, both by means of supervised study periods and by other predagogical devices. The typical secondary school, other than the junior high school, prescribes three or more units in English, offers this work for 36 to 40 weeks in the year (with class meeting on each of the five days of the week), and with class periods ranging from 40 minutes to 60 minutes each.

5. A committee reported at the 1926 meeting on the status of foreign language in the junior high schools.[29] The most significant findings of this committee were as follows:

Foreign languages in the schools which reported are offered as follows: Latin in 289 schools, 89.1 per cent; French in 106 schools, 32.7 per cent; Spanish in 74 schools, 22.7 per cent; German in 10 schools, 3.1 per cent; Italian in 2 schools, 0.2 per cent.

Thirty schools (9.2 per cent) offer no foreign language in their curriculum.

The powerful influence of college entrance requirements is shown in the fact that 97 schools gave preparation for those requirements as one local reason for including foreign-language study in their curricula.

VIII. *Establishment of an official organ.*—The association has for many years published numerous bulletins and yearbooks. It was not,

[28] N. Cen. Assoc. Quarterly, September, 1926, pp. 221–242.

[29] Foreign Languages in Junior High Schools. By Thomas W. Gosling. N. Cen. Assoc. Quarterly, June, 1926, pp. 106–138.

however, until the 1926 meeting that the association established an official publication. This publication is called the North Central Association Quarterly and is being sent free to all members. It gives reports of committees, brief notes, and editorials pertinent to North Central matters. It is believed that the quarterly will make it easier for all members to be kept informed concerning association matters. The office of the quarterly is Room 407, University High School Building, Ann Arbor, Mich.

Secondary Schools of the Association of Colleges and Secondary Schools of the Southern States

By Joseph Roemer
University of Florida, Secretary of the Secondary Commission

The southern high school is a rather new institution. Recuperation from the effects of the war between the States plus the mental set of the old South toward tutorial and private education retarded for several decades the growth and development of the modern high school in the southern region.

In fact the southern high school dates from about the beginning of the second decade of this century. It was about this time that the movement in favor of the county high school law swept over the South. For example, Alabama, Florida, and South Carolina passed their county high school law in 1907, Kentucky in 1908, Tennessee 1909, and Mississippi in 1912. This movement, though not expressing itself every time in law, nevertheless was pretty general throughout the southern region.

A second important factor in this rapid growth was the great services rendered the Southern States by the General Education Board. Through the assistance of this board each State secured one person to act as State high school inspector for the State department of education and professor of secondary education at the State university. The stimulating effect of this person was very helpful. In 1920 the board gave each State for a period of five years a second person who took over one-half of the dual task which had been carried for several years by one man. By 1925 the General Education Board withdrew both persons, feeling the work was well enough established to warrant no further assistance.

The following tables taken from the proceedings of the Association of Colleges and Secondary Schools of the Southern States show the growth of secondary schools in the association and also the number of schools accredited by the association from each State for the scholastic year 1925–26.

TABLE 13.—*Growth of secondary schools since the organization of the association*

Session	Year	Public	Private	Total	Session	Year	Public	Private	Total
2	1896	2	11	13	17	1911	5	32	37
3	1897	3	20	23	18	1912	5	33	38
4	1898	3	23	26	19 [1]	1913	125	36	161
5	1899	3	33	36	20 [2]	1914	208	70	278
6	1900	2	38	40	21	1915	245	63	308
7	1901	2	36	38	22	1916	269	78	347
8	1902	4	41	45	23	1917	292	75	367
9	1903	3	34	37	24	1918	336	73	409
10	1904	3	34	37	25	1919	365	78	443
11	1905	4	31	35	26	1920	329	85	414
12	1906	4	31	35	27	1921	455	100	555
13	1907	4	26	30	28	1922	524	104	628
14	1908	6	26	32	29	1923	589	116	705
15	1909	5	33	38	30	1924	625	129	754
16	1910	6	34	40	31	1925	627	129	756

[1] No list for Florida or Arkansas.
[2] Full report for all 13 Southern States.

TABLE 14.—*Showing summary of secondary schools accredited by the commission, 1925–26*

State	Old schools retained on list	New schools added to the list	Total schools accredited for 1925–26
Alabama	48	5	53
Florida	67	9	76
Georgia	80	0	80
Kentucky	54	21	75
Louisiana	53	21	74
Mississippi	43	1	44
North Carolina	58	17	75
South Carolina	33	12	45
Tennessee	52	15	67
Texas	112	6	118
Virginia	46	3	49
Total	646	110	756

One of the distinct tendencies in the development of the southern high school is away from the large school of several thousand enrollment. In many of our southern cities, like Jacksonville, Tampa, Miami, San Antonio, Birmingham, Richmond, Houston, and Atlanta, the junior high school is in full operation and tends to prevent the large enrollments found in many northern and western cities. In other cities where the junior high school movement is not developed the same principle regarding large schools holds true. For example, Dallas has 5 four-year high schools, Fort Worth 3, New Orleans 2, Louisville 4, Macon 2, and Atlanta 5. All of these but the ones in Atlanta are the traditional four-year high school. There seems to be a strong feeling among the southern high-school men that a school can be too large for efficient work. There seems to be a feeling, also, that somewhere between 1,000 and 1,500 pupils is the best unit for the most efficient work. Table 15, taken from the 1925–26 proceedings of the southern association, shows this situation admirably.

Table 16 gives several more items on the general nature of the secondary schools of the southern association.

TABLE 15.—*Size of the secondary schools accredited by the commission on secondary schools*

State	Size of schools						
	Under 100	100–199	200–499	500–999	1,000–1,999	2,000 or over	Total
Alabama	6	20	20	2	4	1	53
Florida	21	25	22	4	4		76
Georgia	7	36	26	11			80
Kentucky	12	34	21	5	3		75
Louisiana	16	35	17	4	2		74
Mississippi	12	17	11	4			44
North Carolina	9	24	32	7	3		75
South Carolina	2	18	21	3	1		45
Tennessee	18	23	18	4	4		67
Texas	10	31	43	22	10	2	118
Virginia	6	25	7	6	4	1	49
Total	119	288	238	72	35	4	756
Per cent of total	15.8	38.1	31.5	9.5	4.6	0.5	

From a study of Table 15 it is evident the South does not believe in the big high school. Over half, 53.9 per cent, of all the schools enroll under 200 pupils and 85.4 per cent enroll under 500 pupils. Only four schools enroll over 2,000 pupils in all the South. When schools enroll over 2,000 the tendency seems to be to divide them into two schools. This has happened recently in Birmingham, Fort Worth, Macon, Nashville, and other southern cities. As further evidence of this fact, observe from Table 15 that only 39 schools, 5.1 per cent of the total, enroll over 1,000 pupils.

TABLE 16.—*Number and size of schools accredited by the commission on secondary schools, 1925–26*

State	Number of schools	Size of school		Number of teachers		Enrollment	
		Smallest school	Largest school	Total number	Average per school	Total enrollment	Average per school
Alabama	53	54	2,741	882	16.6	19,906	375.6
Florida	76	53	1,349	893	11.8	18,783	247.1
Georgia	80	46	950	878	11	21,452	268.1
Kentucky	75	34	1,463	812	10.8	19,110	254.8
Louisiana	74	46	1,248	728	9.8	16,532	223
Mississippi	44	41	777	440	10	8,900	202.2
North Carolina	75	26	1,391	1,120	15	22,577	301
South Carolina	45	88	1,122	567	12.6	12,254	272.3
Tennessee	67	41	1,673	913	13.6	18,274	272.7
Texas	118	45	2,712	2,437	20.7	54,098	458.5
Virginia	49	67	2,626	904	17.7	18,469	362.1
Total	756			10,574	14	230,346	304.7

The foregoing table shows the following interesting comparisons: The typical southern association high school employs 14 teachers and enrolls 305 pupils. Alabama has the largest secondary school, with an enrollment of 2,741, and North Carolina has the smallest, with an enrollment of 26. Texas shows the largest number of teachers per secondary school, 21; and Louisiana the smallest, 10. The largest average enrollment per school shows Texas with 458 and Mississippi, with 202, the smallest.

CHANGE IN STANDARDS

1. The association now requires 16 units for graduation of all secondary schools.

2. Beginning with the fall term 1927–28, all entering teachers must have had 12 semester hours in education.

3. Schools definitely organized on the 6–3–3 plan are allowed to report only the last three years of their organization—that is their senior high school. This is a temporary provision to aid the development of the junior high schools in the southern association territory.

SPECIAL STUDIES

1. At the December meeting in 1925 the first of a series of studies on the junior high school was presented.

2. The association has had compiled eight deans' reports. These consist in following the graduates of the southern association secondary schools through their freshman year and getting reports on their college failures. The reports stimulate better work in high school. This report is compiled annually.

3. There is a committee in the association studying the possibilities of requiring secondary school teachers to teach only those subjects in which they specialized on in college.

4. There is also a committee studying athletics in secondary schools looking toward improvements in that realm of school affairs.

5. Much interest at the present time is centered on the forthcoming report of a special committee appointed to make a study of the advisability of having a separate set of standards for the private secondary schools of the association.

17836°—28——12

CHAPTER VI

SCHOOL HYGIENE AND PHYSICAL EDUCATION

By James Frederick Rogers, M. D.
Chief, Division of Physical Education and School Hygiene

Contents.—Health examinations—Solving the dental problem—Nutrition—Posture—Measurements and tests—Health education—Education in human reproduction and development—Physical activities—Sportsmanship—Mental hygiene—The school day—Rural schools—Colleges—Side results of better hygiene—Health of the teacher—Professional training and requirements—Sanitation—Health agencies.

From every standpoint there has been progress during the past biennium in making the health of the school child something more than a mere theoretical objective. Not only has the day become less remote when it will be considered poor policy to waste the time and energy of the teacher (along with public funds) in trying to accomplish the impossible because of physical handicaps of the child, but there is evidence that the time is approaching when the child's physical education will be given as much recognition as his mental training, when, in fact, these will become fused into one.

HEALTH EXAMINATIONS

School health work has its logical beginning in the appraisement of the child's bodily state, just as we examine into the condition of any engine or tool before we attempt to do fine work with it.

This appraisement, which began historically in a cursory examination for vermin and for active disease, is developing toward a thorough study of the child's physical condition, so far as our knowledge permits, and has widened to include his habits as affecting his health and physique.

The physician was once considered the only person capable of knowing the physical nature of the child, but the school nurse was later discovered to have eyes and ears and to be capable of using them and, of late, in the past biennium, there has been emphasis on the fact that the teacher not only possesses such powers of observation but that she sees the child more frequently and is better acquainted with his working capacity than either physician or nurse. Moreover, it is her business to know whether and when the instruments with which she works are "sharp" or "dull." The

past biennium has seen the teacher placed first in importance among health examiners, and her preparation for this work has gone on apace in many training schools. The physician (either family or school doctor) is no less essential than ever in the scheme of health work, but his labor is supplemented, his time is saved, and the data for his conclusions are greatly improved.

From the examination of the college youth a half century ago medical inspection filtered down to children of school age, and the past two years have finally seen its logical application to those who are not yet old enough to enter school. For years the schools of Germany have very sensibly been refusing admission to children found physically unfit (about 10 per cent since the war), but it is wiser to see that the child is examined and prepared before he is presented at the door of the school.

Another recent advance in school health work, important from every point of view, has been the taking of the parent into the confidence of the school by inviting him to be present at the examination of his child, thus securing first-hand information as to his history and home life and saving much of the time-consuming and expensive home visitation of the nurse for explaining the purpose of school health work and the results of the physical examination. In attempting to improve the health habits of the child we can accomplish little without the interest and cooperation of the home in which the habits must be practiced; and, while in many cases much can be done indirectly through the child, the establishment of an intimate understanding between the school and home goes much further toward producing the desired results. The presence of the parent at the examination of the child leads logically to such understanding and cooperation.

Much of medical examination in the past has been without adequate results, but there is evidence that the accomplishment of the end sought—the correction of defects—is being taken seriously. With examination and the sending of a written notice of defects, little was accomplished; with the go-between explanatory activities of a school nurse matters were improved, but with the presence of parents at the examination the best results should be attained. A number of districts in Virginia report 100 per cent correction of the defects of vision, hearing, nose, and dental conditions. Many districts and individual schools in other States report 100 per cent correction of dental defects, and at least one junior high school has gone so far as to make a certificate of sound or repaired teeth necessary before graduation.

In securing the physical improvement of the child, the school has something more in mind than the improvement of his mental re-

sponses and his consequent school progress, yet such improvement is to be expected. It is not easy to measure these results and set them down for the skeptical in black and white, for we have no control to go by; we do not know what the same children would have done had their physical or functional defects remained uncorrected. We have the unanimous opinion, however, of school principals and teachers that the general mental tone of the pupils has been improved, and there have been many statistical reports of marked change in school work, as well as saving in educational effort and monetary outlay.

The physical inspection of the child is fast changing from a medical inspection to a health examination, which looks not only to his present condition but to his future welfare. The future is looked to also in protective measures against disease, which include vaccinations against smallpox and diphtheria and which promise soon to include scarlet fever. The use of these preventive measures should reduce not only sickness and death from these diseases but the many defects which are left in their train.

There is a frightful amount of illness of pupils from "minor" ailments, such as colds and sore throats. It is not likely, however, that these causes of absenteeism, as well as of chronic disease, are likely to be much reduced save through developments in preventive medicine. In the meanwhile the early detection and exclusion of pupils having these never trifling ailments is the only sensible practice for all concerned.

As the study of the physical condition of school children has changed from a mere search for communicable diseases to a thorough overhauling for purposes of all-around improvement, there has been a change in administration of such activities from the department of health to the department of education. Medical inspection was begun in Boston in 1894. In 1915 this work was handed over to the department of education. In the past year a similar change has come about in the city of Providence, where such work has for many years been conducted in a thorough-going manner under the direction of the department of health.

SOLVING THE DENTAL PROBLEM

The most important single problem in the health of the school child is rotting teeth, though the very existence of such a condition is only indicative of causes back of dental disease which need to be dealt with.

The dental problem has hitherto been such an overwhelming one from all angles that nowhere has it been fully coped with, and all preventive measures have failed to save a large proportion of teeth from extraction or troublesome root fillings.

The announcement from the Forsyth Dental Infirmary of the results of its experiment in the solving of this problem marks the most important contribution to school hygiene of the past years.

Their method of attack is the result of search by many investigators pointing to faulty formation of teeth as the essential condition for their decay. The method of meeting the problem is, in brief, to examine the teeth of children, of both the first and second set, soon after their eruption, to find the faults of enameling (the pits and crevices) in which decay begins and by proper treatment to render these portions of the teeth resistant to the inroads of bacteria. It is claimed that—

> around 90 per cent of the caries which was believed to be unavoidable, and which we have been trying to prevent by tooth brushing, is easily controlled by this plan of early treatment * * *. We have available an exceedingly efficient method, if we will only adopt it and use the necessary educational plans to bring it before the public.

By the old methods of filling cavities, devitalizing pulps, removing decayed molars, etc., it was estimated that for the city of Boston over 1,000 full-time dentists would be needed. Although 90 per cent of children have faults of enamel (as many have dental decay sooner or later), by the new methods the school work for a city of this size can be accomplished by 16 dentists, or about 1 for 4,500 children. Thus an impossible task has been made possible, along with far better results for the welfare of the child than was dreamed.

Meanwhile the cause of the imperfect development of teeth (and hence of decay) in faulty prenatal and later nutrition is receiving attention, and it is not impossible that we are on the way to eliminate our most common disease and to lessen the need of the dentist, now so essential, if expensive, an agent in patching up the results of our ignorance.

NUTRITION

Much emphasis has been placed of late on the subject of nutrition, and certainly none too much; for nothing is more fundamental in the building of healthy vigorous children than the furnishing of right building materials and the appropriate conditions for their utilization by the body in its process of development. From numerous experiments on other animals we know that all manner of defects and deficiencies, both of structure and function, result from an inadequate supply of certain food elements, and we are now aware that the feeding of the human animal from his beginnings is often faulty. We know that rickets, a nutritional defect, is exceedingly common among all classes, and if it were not such a common condition we would be dumbfounded at the idea that 9 out of 10 children have rotting teeth, though no such state of affairs exists among wild animals.

We are accustomed to think of nutrition as only a quantitative matter—a height-weight condition—but this relationship may have nothing whatsoever to do with the incidence of defects; a rickety child may be a heavy child, and groups of children with carious teeth have been found proportionately heavier than those with sound dentures. Foods which merely produce fat may not be suitable for either the making or preservation of good teeth or of other essential body structures.

There has been a decided improvement as regards the school lunch, especially in rural schools. Simple appliances for warming foods sent from home have been installed, and the food brought by the child has been supplemented by the school and its selection improved by the teaching of the school. Moreover, the lunch hour has been made a time for practical teaching of hygiene in a general way.

The provision of an extra midmorning lunch has not always proved as productive of good as had been expected. Certainly it is more sensible to secure adequate home feeding if possible.

While special classes are still maintained in some schools for the badly nourished children, the tendency has been to stimulate all pupils to those practices in feeding, resting, etc., which lead to improved health and physique.

The teaching of the subject of nutrition to high-school and college students has been considerably improved by substituting for the learning of meaningless bugaboo terms such as "proteins" and "vitamins" the objective evidence of faulty feeding so easily demonstrated in experimental animals.

Of the score and more "indices of nutrition" which have been devised in recent years, none have survived in this country save the arbitrary percentage underweight standards as determined by the Baldwin-Wood tables, and the Dunfermline scale in which the general examination of the child furnishes the data for classification. The height-weight method has been widely used because of its simplicity, but, as has been pointed out, nutrition is not a mere matter of bulk, and the scales are more and more recognized as an imperfect, though useful, instrument for determining this condition.

It has been pointed out by more than one investigator that many healthy children are 10 per cent underweight and that the height-weight test does not always correspond with the results of general examinations. In the Scanlon School survey made in 1925 by the Municipal Tuberculosis Sanitarium of Chicago, 11 per cent of the boys and 17 per cent of the girls placed in the Dunfermline Groups I and II (excellent and good condition) were 10 per cent or more under average weight. In Groups III (fair) and IV (poor) the percentage of underweights ran much higher, 35 per cent for boys

and 66 per cent for girls. In these latter groups, however, 27 per cent of the boys and 12 per cent of the girls were of average weight for their heights.

It has been the custom of school health authorities to give special attention to the examination of children 10 per cent below average weight for evidence of tuberculosis, but the observation of Morse that tuberculosis is seldom the cause of malnutrition in children, the studies of MacDougall, and the conclusion of Reisman that there is no greater incidence of tuberculosis among undernourished children from 5 to 15 years of age, should turn our attention to the adequate examination of all children without regard to weight. In this connection it should be mentioned that Prof. H. W. Hill, in a study of 6,000 children of Vancouver, found that there was no difference in the incidence of scarlet fever, diphtheria, measles, mumps, smallpox, whooping cough, and chicken pox among those 10 per cent underweight and those of more nearly average adipose. The results of these studies, while upsetting some accepted opinions in regard to immunity to disease, do not in the least minimize the importance of good nutrition.

Though the value of the height-weight index as a measure of nutrition has been overestimated, the weighing and measuring of children are of great importance as a stimulus to interest in health and physical activity, and the time and effort employed in this work are well spent. Each measurement is an additional peg on which to hang health lessons, though the measurements in themselves may be of no significance as to the health or fitness of a child as compared with other children.

POSTURE

The subject of posture has received special attention in the physical education of children of all ages. Widely differing estimates of the amount of poor posture have been made, ranging from 1 per 1,000 to 900 per 1,000. With such extreme variations it must be evident that the diagnosis has been based merely on the diverse interest and opinion of the examiners. It should be stated that the very low estimates have probably been made in the examination of school children fully clad, but even so the differences of opinion denote indefiniteness of ideas on the subject. As a matter of fact, while there is general recognition of a fine or imposing posture, we do not know what constitutes a good posture from the physiological standpoint, and we know less as regards the extent to which we can modify posture. What we are usually striving for in "posture work" or "corrective gymnastics" is the production of a fine presence, and even where this can not, for anatomic reasons, be attained we are justified in our efforts in this direction; for there can be

no doubt as to the value of fine posture from the æsthetic, if from no other standpoint.

A valuable contribution to the subject in the past two years has been the results of Röntgen-ray studies of boys and girls of college age by Dr. E. H. Arnold, who finds that bony deformity lies at the root of many cases of evidently bad posture, and such being the case no amount of gymnastic exercises or anything else will have much effect toward their improvement. Recent animal experimentation shows that all manner of skeletal deformities follow faulty feeding, and considering the amount of malnutrition among humans it is little wonder that we have much poor posture on an organic basis. Malnutrition and fatigue are associated, and fatigue has long been recognized as a factor in poor posture. Posture is, then, not a separate problem, but is one resting on inherited physical type as affected by various hygienic conditions, including those peculiar to school life.

A study of posture of children in the schools of Boston under the direction of orthopedic surgeons of that city, undertaken this present year, may furnish some light on this subject, as may also the elaborate investigation made by the Public Health Service, which has not yet been published. The Children's Bureau has contributed to the stimulation of interest in good posture through the charts and films which it has recently issued.

MEASUREMENTS AND TESTS

The search for some simple test of physical fitness has been a fascinating field of study for the past half century; a search usually more productive, however, of negative than of positive results. It has served over and over again to impress the baffled student with the complexity of the human organism.

After running the gamut of measurements, anthropometry has now settled down to the taking chiefly of heights and weights, to classification by types, and observation of increments of growth. As to tests of physiological function, the simpler ones have failed to be always reliable, and combinations of these have proven hardly more satisfactory save for general application. The most recent students of the subject—Hambly, Pembrey, and Warner—find the comparison of pulse rate, at rest and after exercise, the best single indication of fitness.

The search for means of classifying pupils for physical education classes has given new impetus to studies along these lines and to an extensive investigation of "motor ability" tests of both boys and girls at all ages. These studies have been carried on chiefly by a committee of the American Physical Education Association and cover several groups of activities.

While tests of this kind are valuable for classification of pupils in those neuromuscular activities which we term physical, it should be borne in mind that they measure chiefly power and ability to do certain types of work and are not necessarily tests of health or general fitness. As Schneider pointed out, none of these tests "yield results which do not require interpretation and correction for interfering factors, such as knack, practice, alertness, interest, willingness to undergo discomfort and effort, cooperation, and incentive."

Tests of achievement as regards information concerning physiology and hygiene have been devised, of which the Gates-Strang Health Knowledge Test has perhaps been most used.

Indexes of nutrition are mentioned under another heading.

HEALTH EDUCATION

"Teaching of the laws and practice of health will, in some more civilized age and country, be held a necessary element in the school course of every child—just as necessary as reading, writing, and arithmetic—for it is, after all, the most necessary branch of that technical education of which we hear so much, namely, the technic or art of keeping alive and well." This prophesy, made 50 years ago by the Rev. Charles Kingsley, ardent apostle of public health, as well as distinguished man of letters, seems in a fair way to be realized; for, even where such teaching is not yet introduced, its importance seems to be recognized.

The most hopeful sign in health education is its actual absorption into the school program as something legitimate and essential. Similarly in books on teaching, and in the instruction of teachers in training schools, the subject is coming to be treated on a plane with others; and pedagogic methods having in view the bringing about of practice of the thing taught are set forth in a few recent works as explicitly as for reading or arithmetic.

While we are really making progress from the mere preaching of the gospel of hygiene to directing the daily doing of the child along these lines, this subject will always differ from every other of the school curriculum in that the practice of hygiene must be chiefly carried out in the home. Little progress can be made without the cooperation of the parents, and hitherto we have overlooked this important fact. We have often imposed on the child the double duty of reforming his own ways and of revolutionizing family traditions and practice.

The parent-teacher association is proving a powerful agency in establishing a better understanding of the health work of the school, and at the suggestion of this organization the Bureau of Education has recently issued a special publication explaining to parents the

purposes of health education and the need for parent cooperation in this work.

Many school authorities hold up their hands helplessly when the subject of health education is mentioned, with the exclamation, "We are poor and have no facilities for carrying on this work!" As a matter of fact health teaching requires less school furniture and expenditure than any other subject; and while special preparation of the teacher in methods is important, this is not essential. In thousands of rural schools excellent results are being obtained without extra expense and without special instruction. As to what can be done without costly supervision and with the handicap of most unfavorable home conditions, we have an encouraging account of an undertaking in Public School No. 106, New York, made during the past biennium under the direction of Payne and Gebhardt and reported in Method and Measurement of Health Education, published by the New York Association for Improving the Condition of the Poor. New York University and this association acted merely in an advisory capacity in this project, and assisted in the evaluation of results. The only expense incurred was for the community survey.

The conclusions of the report are:

1. A program of health education in the schools, if adequately conceived and carried out, will bring about definite improvements in the practices of the children in the homes and in the home practices of adults.

2. Such a program can be carried out as a regular feature of the school work by introducing health instruction into the regular subjects, by the method of instruction, by the use of the school and classroom organization, and by the use of measurement or survey of results of instruction.

3. The introduction of the health activities as a feature of the school will increase the interest of children in the regular school work and will secure better results in the conventional school subjects.

4. An adequate health program may be carried out without additions to the school staff, and by placing the responsibility for health results upon the regular school staff, school work will become more meaningful to them.

In what has been said we have had reference to teaching in the elementary grades; when it comes to the high school, hygiene is as interesting and simple of presentation as any subject, but it is not only poorly taught but usually not taught at all. The results of an important study by Laura Cairns, associate in hygiene, University of California, while made in California schools, is typical of the country at large. She found that the time given to this supposedly most important of subjects in high schools ranged anywhere from "incidental" to 200 minutes per week. It is taught by a variety of partly trained teachers in connection with some other subject. It is often included as an incidental in courses in biology, but biology is by no means required of all high-school pupils, and the biology teacher

is often far from prepared to do justice to the subject of human physiology and hygiene. The best teaching was done where the subject was listed as "physiology," but Bailey, Foster, and Erwin found that only 2.7 per cent of the enrollment in science classes in California in 1923–24 were in physiology classes. Perhaps the chief reason for this failure of high schools is due to the fact that they are busy preparing students for college, where small credit is given for knowledge of the human body, and where as a rule sketchy courses in hygiene are offered if they are offered at all. Between the omissions in both high schools and colleges the pupil at this stage of his development often misses adequate instruction in health matters altogether, though he gets plenty of information and "training" along traditional lines of far less value to him or to the race.

It is true that physical-education teachers are often expected to teach hygiene, but unfortunately they are not always interested in the subject or are ill prepared to do it justice, even if they were given sufficient time for such teaching. Many training schools for teachers of physical education have extended their courses and are furnishing a more adequate preparation for the teaching of hygiene, and not a few graduates are serving successfully as special teachers of this subject. Certainly these schools should be able to give better schooling to this purpose than any save the medical schools, and they will doubtless do so when there is a demand for good teachers of physiology and hygiene.

EDUCATION IN HUMAN REPRODUCTION AND DEVELOPMENT

Spencer's remark that our educational program is planned for a race of celibates is not quite as true in the twentieth as it was in the nineteenth century; still, considering the recognized importance of parenthood, our schools seem woefully remiss in furnishing information either concerning the matter of mating or of the guidance of children through the long labyrinth of their unfolding.

Considering that such subjects were hardly mentioned a quarter of a century ago, we have made rapid progress, for the process of reproduction is certainly given more emphasis in classes in biology and physiology than was formerly the case, and by having a glimpse of this fascinating page of the book of life the pupil is encouraged to find in his teacher a source for further satisfying his natural thirst for knowledge of human beginnings. A few high schools and colleges, recognizing the ignorance or negligence of parents, are going further into the treatment of such subjects, on the very wise principle that information furnished by the teacher is likely to be more valuable and safe than that which is derived through the usual vicious channels.

Training in child care is offered in a practical way by an increasing number of high schools and colleges, but unfortunately to a limited percentage of students. The recent creation of a department of euthenics at Vassar is important in itself and from its example.

PHYSICAL ACTIVITIES

There has been a steady increase in interest in the promotion of the activities of pupils in playgrounds, gymnasiums, and pools. No recent statistics are available as to the equipment of schools for physical activities, but there is no doubt that there are more and larger playgrounds than ever; and in new buildings gymnasiums are not only included, but are better planned and located than in previous years, while swimming pools are a not infrequent feature of recently built high schools.

The time devoted to physical activities has been extended in many schools by the provision of supervised afterschool play periods, and, while the ideal minimum suggested by this bureau of two hours of out-of-door activity for every child is seldom attained, so far as school supervision is concerned, it has been more nearly approximated. In California one period of each day's high-school session has for some time been devoted to physical education.

The emphasis everywhere on games and dances rather than upon gymnastics and upon outdoor rather than indoor activities continues.

If we may judge from the demand for a circular on games recently issued by this bureau, there is an increasing interest in the promotion of group physical activities in rural schools in all sections of the country. This interest has been stimulated by the State departments, and in many instances by the teacher-training schools in which practice teaching in physical education is stressed.

Fifteen States now have State directors of physical education. These States—Alabama, California, Connecticut, Florida, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Jersey, New York, Pennsylvania, Virginia, and West Virginia—include about half the population of the country, so that children in at least half of our rural schools have the benefit of experienced direction and stimulation of physical activities.

Since high-school attendance has been made compulsory, interschool athletics have been a prominent feature of high-school life; and, following closely the lead of the colleges, the athletics of high schools have developed all the faults and failings found in higher institutions. But these are minor matters compared to the favor shown to these notoriety-and-excitement-furnishing sports at the expense or neglect of normal healthful activities for all students. As L. H. Wagenhorst, a supervising principal who recently made a

careful study of the problem, exclaims: "It is inconceivable that fair-minded people will subscribe to the rank injustice of the relatively large outlay for the physical training of those who need it least." Such a study as this of Wagenhorst, with its recommendations, bodes better not only for the school management of interschool athletics but for the better development of intramural games. The bringing of State athletic associations under the direction of the State department of education, where they logically belong, would help greatly in the solution of this problem.

It is not likely, so long as there is special outlay for coaching and a charge for admission to games, that interscholastic athletics will be other than a doubtful good to anyone concerned. At present they can hardly be said to have very sound physical or other legs to stand upon.

The ideals and efforts of the women's division of the Amateur Athletic Federation have made themselves felt throughout the country in both high schools and colleges, and in the past biennium interschool athletics for girls have in most quarters been placed under sensible control, while the rank and file of students have not been neglected.

SPORTSMANSHIP

In connection with athletics the rise of the Sportsmanship Brotherhood, and the dissemination of its code, deserve mention. This organization grew out of the effort of persons prominent in many walks of life in England and America to spiritualize sport and to make use of it as a means not only to better social but international behavior. Its code contains nothing new, but merely emphasizes and encourages the attitude and practice of honesty, loyalty, and generosity. It reads:

> Keep the rules,
> Keep faith with your comrade,
> Keep yourself fit,
> Keep your pride under in victory,
> Keep a stout heart in defeat,
> Keep going—keep going to the end,
> Keep a sound soul, a clean mind,
> and a healthy body.

This code has been adopted in the schools of Massachusetts, New York, New Jersey, Missouri, and other States, not only in connection with athletic activities but as a motto for all school relations. The brotherhood is now engaged in spreading its gospel throughout this and other countries.

MENTAL HYGIENE

In elementary and secondary schools the better understanding of the child mind (which means fine appreciation rather than classifi-

cation by tests) is leading to better mental hygiene. The fitting into grades in school by the measure of general progress, rather than advancement in one subject, and above all the avoidance of the terribly depressive and repressive repetition of a grade must redound to the physical and psychic welfare of the child. Each year sees a better appreciation of the fact that the exceptionally gifted child (the child who is by no means equal in all things or he would not be exceptional) is often the one on whom the world depends for later guidance along the lines of his special aptitudes, and the physical health of such children is receiving better care through better understanding of their mental peculiarities. The child of very deficient mental powers is also receiving better attention by fitting his school work to his abilities and looking in such training to his future welfare.

The mental and emotional life of the twentieth century high-school and college student is more complicated than formerly, and while the lowering of standards and the increase of extra-curricular activities have made life more livable for those of inferior intellectual caliber or interest, there is often need for mental hygiene. Special personal and vocational guidance has been furnished with benefit in many schools. Better physical care of the student has furthered his mental health to some extent, but, contrary to much teaching, the possession of a sound body does not insure against mental ailments.

Some application can be made of psychology for the preservation and promotion of health from the mental side; and departments for research and for consultation service have recently been established in institutions of higher education.

The most elaborate venture along this line is the Institute of Psychology at Yale University, which was announced in 1924 as the "first organization of its kind." This institute will be financed for five years by the Laura Spelman Rockefeller Memorial and will devote its efforts to investigation of behavior, experience, and personality. A group of special workers has been brought together. Psychology will be considered in all its broadest aspects, and the institute expects to instruct its students in the knowledge of human behavior and the practical application of that knowledge.

THE SCHOOL DAY

The length of the school day fluctuates from time to time, and just at present the day seems to be waxing rather than waning. While this may be a good thing for children unfortunate in their home conditions, it should be constantly kept in mind that children, like other animals, thrive best with open air, sunlight, and activity, conditions which ordinary school life do not yet afford. It needs also to be remembered that it is just as fallacious to affirm that the more we

school a child the better educated he is, as it is to believe that the more we exercise his muscles the stronger he will become, or the more we feed him the bigger he will grow.

As Dr. F. H. Richardson, consultant of the New York State Department of Health in children's diseases, expresses it, "the most menacing habit of childhood * * * is nothing more nor less than undue indulgence in school attendance." In many of his own patients shortening the hours of attendance has resulted in more than a gain in health, for they were able to take more interest in their studies and to do better work educationally with the shorter hours. In the lower grades, at least, the child's capacity for work is exhausted in three hours or less, and to urge him to work thereafter is as ineffectual as trying to pursuade a horse to drink when he is in no mood for so doing. In this connection L. M. Terman, in his recently published Genetic Studies of Genius, notes that "within a given age group the intelligence and achievement scores earned are totally uncorrelated with length of school attendance."

The part-time system, enforced by necessity in some schools, may in many schools be a blessing rather than otherwise when the school day for pupils in attendance is thus shortened. While the most favorable hours for school work can not be arranged in double session, we have failed to hear of schools in which the progress of the pupils was less satisfactory than with full sessions.

With such opinion and evidence one must feel inclined to put oneself more in sympathy with the child than is usually the case of the anxious pedagogue, and to wish to shorten rather than lengthen the school day if not the school year. When it comes to filling the child's brain with a multitude of facts, possibly the time element may seem essential; but the average results of achievement tests would indicate that he either has little appetite for what he is fed or he is sadly oversupplied with fodder.

There is another side to the subject, however, and the average child is perhaps at present better off than if his school hours were shorter, for if he faces the Scylla of pedagogic demands on the one hand, there is, on the other, the Charybdis of indifference to his needs out of school hours. The solution of the latter problem lies in the program of highly varied activities and in wisely (though not too much) supervised play. Instead of the half day of directed physical activities of the Greeks, whom we are always envying but never imitating (how did they ever attain such superiority with so few hours of study?), the twentieth century child has hardly more than a half hour of supervised play in school and seldom any supervision (even if furnished a place to play) out of school hours.

The problem of the school day resolves itself into one of making it subserve both the physical and mental needs of the child. The

hours of school attendance matter but little if the school activities adequately fulfill this broad purpose. In many schools such a purpose is now gropingly aimed at.

Possibly some day schoolmen will consider our children of as much value as the zoological authorities do their animals, and we may come to emulate in our schools the London zoo where, after testing their effects with astonishing results, such ideal indoor conditions for health are now installed as a flood of artificial sunlight, a constant circulation of pure air, access to the out-of-doors at all times by means of revolving doors, electrically heated shelves to rest upon, and of course as nearly an ideal diet as it is possible to furnish.

A great many children are in need of wise supervision throughout the summer vacation. This need is supplied in some communities by an increasing number of supervised playgrounds and, for the well-to-do and the very ill-to-do, by summer camps. Both public and private agencies have, in the past two years, increased the number of opportunities for the average child to live close to nature for a season and, through the efforts of the National Department of Agriculture and the extension divisions of agriculture in educational institutions, camp life has become a part of the experience of many children from the farms.

The summer camp happily reverses the procedure of the school room, placing out-of-door activity and nature study first in its program, and, in the matter of health teaching, it links precept with practice. A bulletin on this missing link in our educational system, "The Organized Summer Camp," was issued in 1926 by the Bureau of Education.

RURAL SCHOOLS

The problem of school health work in country schools is better met than formerly, partly through a wider appreciation of the fact that a force of specialists is unneeded to put a program in operation and partly by improved preparation of the new teacher in the theory and practice of health examinations, health teaching, and physical education. However, supervision in these activities is imperative if uniformly excellent work is to proceed throughout a county or district, and this is now furnished to an increasing extent by the employment of district or county health supervisors. There is a demand for well-equipped persons along this line in some parts of the country that can not be fully met by institutions training such workers. If the training schools for regular teachers and for special supervisors realize their opportunity, we can be assured of a rapid advance in rural health work. It goes without saying that stimulation and supervision from State authorities is of great importance and, as mentioned elsewhere, this is now provided in 15 States.

Sanitary surveys of rural schools are now under way in Kentucky and Connecticut, and perhaps in other States, which will lead to improvement along these lines. Progress in rural public health organization should be of help in the promotion of school health activities, but such developments are by no means to be waited for, as, save for community sanitation and the handling of communicable diseases, the schools are sufficient unto themselves. Too many local health departments are manned by those with little training for their duties and with little interest in, or knowledge of, the nature or possibilities of school health work. The experiment of the establishment of rural hospitals will be looked upon with interest, as these will offer much-needed facilities for treatment of physical defects.

COLLEGES

While hardly more than 50 per cent of our colleges as yet take the physical welfare of their students seriously, the number is growing, and the institutions already having a concern for the health and physique of those in their care are strengthening these departments.

In the matter of medical inspection some colleges have established the practice of wholesale health examinations of newcomers at the opening of school or in "freshman week" preceding the beginning of the fall session. Assisting examiners are employed, including specialists in eyes, nose and throat, etc. This method has the advantage of obtaining a knowledge of the student's physical condition early in his school life, whereas physical examinations by the regular college staff often extend over a half year or more before all the freshmen have been looked over.

In the physical examinations the habits of the student are studied more than formerly, and the very important matter of his nutrition is given more attention than it has hitherto received.

The finding of defects and the recommendation of their correction is often not sufficient to produce the desired results in the way of treatment. The College of the City of New York has set the pace in more active efforts toward physical improvement by refusing entrance to certain applicants on physical grounds, and by making it plain to other students that they must report at an early date to the college physician with evidence of having had their defects corrected or with good reasons for not having done so. In the teacher-training schools of Connecticut the State department of education has gone still further by placing students having remediable defects on probation and by dropping them from the school in case they have not had these defects treated within a reasonable time.

In the past biennium more serious efforts have been made to provide opportunities and instruction in physical activities, especially

for out-of-door games for the rank and file of students. The neglect of the average student, in this respect, as compared with the heroes of the diamond and gridiron is still glaring enough, but the exceptions to this rule are becoming fewer. Some universities report more than 90 per cent of students participating in intramural sports, and, as an example of facilities afforded for these activities, Amherst with about 700 students provides 53 acres of ground with accomodations for the playing of baseball or soccer, tennis, etc., for 300 students at one time. Amherst is setting an example in student health activity to-day as she did over a half century since.

To find out the status and needs in college health work, the past two years have been fruitful of surveys of the situation notably that by the deans of women's colleges issued in 1926, the very comprehensive study by Dr. W. E. Forsythe, of the University of Michigan, and that of the committee of 50 on college hygiene, of which Dr. Thomas A. Storey is chairman, which is nearly completed.

The prominence given to intercollegiate athletics, which annually is attacked and defended from physical, mental, and moral points of view, has been the outcome of the extension of higher education to a class not formerly reached, and the crowding of colleges with students who find in extracurricular activities an outlet for superfluous energy and a solace for compulsory school attendance. Every vigorous child has kindlier recollections of his spontaneous playground activities than of his compulsory classroom exercises, and as the interests of college life sometimes seem to center more in the winning of intercollegiate games at all costs than in scholastic attainments, afterschool memories are chiefly of physical rather than mental athletics. Hence the exalted place of sports in the mind of the average alumnus. This interest and the influence of the alumni have extended not only to their representation in the control of athletics, but to the introduction of graduate management. A few schools have helplessly allowed their athletics to be magnified out of all proportion and to be exploited by the alumni until it is difficult to say whether the schools manage the athletics or the athletics run the schools. It is little wonder that with such a state of affairs there is an annual crop of difficulties and criticism. There is, however, a growing consciousness that the school should control these sports through its faculty and that they should be in charge of the department of physical education. The doing away with expensive coaching and gate receipts has also been advised as a means of a return to a normal state of affairs.

It has been pointed out many times that intercollegiate sports make use of rather than cultivate health and physique; and no matter what their value in the way of diversion the school has no business to foster them at the expense of the physical welfare of the general

student body. There is more appreciation of this fact than formerly, as indicated by better provision for the physical education of the general student body, but many schools have far to go in this direction.

SIDE RESULTS OF BETTER HYGIENE

Among the results of better hygiene, especially in women, which includes, of course, more rational clothing, more exercise and out-of-door life, it has been recently pointed out that chlorosis, so common to young women a generation since, has practically disappeared. The reports by Doctor Van Duyne, of Goucher College, in regard to dysmenorrhea are equally significant. In 1900–1901, 30.3 per cent of students complained of slight inconvenience, and 7.1 per cent were disabled from this cause; while in 1923–24 only 13.1 per cent had any discomfort and only 0.3 per cent complained of severe pain. These results are not attributed by Doctor Van Duyne so much to physical change as to new mental attitudes induced by a healthful college life.

HEALTH OF THE TEACHER

While in other occupations the health of the employee is taken quite seriously from the standpoint of securing best work, if from no more unselfish point of view, the physical welfare of the teacher has not been given the attention it deserves. From time to time the matter has been mentioned and some guesses have been made concerning the occupational hazards in the teaching profession, but few school systems have interested themselves in statistics of sickness or ill-fitness, and there has been but little material for comparative studies.

Improved salaries have supplied better living conditions; in some sections homes have been supplied for teachers almost as a matter of necessity, and the provision of pensions has proceeded apace. Some cities have been liberal in the giving of sick leave, and a few have offered sabbatical leave, but these provisions have occurred only in spots, and in most cases the treatment of the teacher is niggardly enough in these respects.

Teachers in training have been furnished (though not more than other college students) with facilities for physical exercise, and a few schools have given them adequate physical examinations and general health supervision. One State, Connecticut, now requires a physical examination by a physician responsible to the State board of education, has debarred those evidently unfit from a physical point of view, and has placed on probation those who would be in better condition after physical repairs; but again such serious attention to the students' welfare is infrequent and by no means the rule.

The Bureau of Education has in the past biennium made a study of the health of the teacher as indicated by such statistics as are available, and of what is done and what might be done to bring the teacher to her best condition for work. The results of the study are embodied in School Health Studies, No. 12, "The Health of the Teacher," issued by the bureau.

PROFESSIONAL TRAINING AND REQUIREMENTS

The passage of laws requiring physical education (in either its narrow or broad sense) by three-fourths of the States created a large demand for specially trained workers in this field. The demand has increased the enrollment in special schools and has brought forth a large crop of major courses in other institutions. Of the latter there are now at least 100.

While the schools devoted especially to this subject have increased but little in number, they have extended their courses to cover three years of special training, and they are still contributing a decidedly large proportion of the special workers in this field. Besides preparing directors of playground and gymnasium activities, they are also giving attention to the production of teachers of physiology and hygiene.

In the past two years there has been a stiffening of State requirements of special supervisors and teachers of hygiene and physical education. In a few States three years of special preparation are demanded of supervisors, and in a dozen or so States a major college course is required.

SANITATION

While recent surveys in three States, which are not exceptional in their conditions, show that schools are often without safe water supply and sanitary toilets, or may be lacking in either water supply or toilets, there is steady improvement in school housing and in school conditions. Such investigations serve, of course, to bring about a change for the better and to hasten the time when the school plant will be an object lesson in healthful conditions. There is also improvement in methods of heating, ventilating, and lighting of buildings. The building program still fails in many communities to keep pace with the growth of population, and in fact this has been a chronic condition in many cities for a half century. Children are better taken care of, however, than formerly and with less resort to basement or other ill-lighted and ill-ventilated quarters and with less crowding.

Surveys of colleges and universities recently conducted by this bureau indicate that these institutions are not always places of

higher education in health, either from the standpoint of instruction or from the sanitary point of view.

HEALTH AGENCIES

While the work for the physical welfare of the school child is being rapidly incorporated in the school program, there is still need for much missionary and constructive work by outside agencies, and this is being ably carried on by such organizations as the American Child Health Association, the joint committee of the National Education Association, and the American Medical Association, the American Public Health Association, the American Red Cross, the National Physical Education Association, the National Tuberculosis Association, the national physical education service of the Playground and Recreation Association, and the parent-teacher associations, while special assistance for the obviously crippled child is vigorously promoted through the National Committee for Prevention of Blindness, the Eyesight Conservation Council, the Federation of Organizations for the Hard-of-Hearing, the International Society for Crippled Children, etc. Besides the conferences held by some of these organizations and their publications the four-year cooperative child health demonstration in Mansfield and Richland Counties, Ohio, was completed the past year, and the report of this program has been issued by the American Child Health Association.

CHAPTER VII

INDUSTRIAL EDUCATION

By Maris M. Proffitt

Specialist in Industrial Education, Bureau of Education

Contents: The field of industrial education—Manual arts in the senior high school—Manual arts in the junior high school—Manual arts in consolidated schools—Itinerant work—Limited activities in the manual arts—Home mechanics courses—The general shop—Occupational information and guidance—Part-time, evening, and apprenticeship courses—Vocational training for disabled civilians—Visual education—Teacher training—Summary of progress for the biennium 1924–1926.

THE FIELD OF INDUSTRIAL EDUCATION

A survey of educational literature, of courses of study both in the public schools and teacher-training institutions, of the programs of educational conventions, of conference reports, and of special reports from many school systems leads to the conclusion that more activity has been manifested during the past two years in the study of the problems involved in the manual arts work and industrial forms of education than in any similar period in the past. In the field of the manual arts much attention has been given to the objectives to be included and to the types of organization to be used in making this type of work a more important factor in the accomplishment of the ends of public education.

There is, however, much confusion both in theory and practice relative to objectives for manual arts work. Frequently courses are offered without clearly defining the objective to be attained and without definite organization for a specific purpose. The result is inefficient training for any specific curriculum aim and leads to waste of time and equipment material.

Some still think of the objectives for the manual arts only in terms of exploded psychological theories and assign to them only general, supplementary, or indefinite values. Nevertheless there is a growing conviction that manual arts courses can make a unified and direct contribution to the school program, and that they constitute the best agency for realizing some phases of the generally accepted aims for public-school education. The amount of space in teachers' journals devoted to the set-up of courses and the value they carry, the discussion programs of local manual and industrial arts clubs, and the present practice in progressive schools, all indicate the importance attached to this type of work and show an effort to

develop efficient programs. A complete reorganization of the manual arts work by the State department of education for Maine and the revision of the manual arts courses for Racine, Wis., are examples of a general movement throughout the United States to give the manual arts a place in the program of studies comparable with the contribution they can make and to organize them on a plan that will insure the greatest returns. Experience indicates that the best basis for classifying the objectives for the manual arts work and industrial education is that of function. What use is to be made of the training, is the crucial question. Experience and theory both seem to point to training for three functioning objectives, namely:

(1) Training for the creation of an industrial product or service. For example, training for carpenters, bricklayers, welders, pattern makers, foundrymen, and tailors is for the purpose of providing an industrial product. Such courses are for definite training experience in some specific trade or technical subject with a view to employment in industry. This objective is strictly vocational and belongs to a special type of education.

(2) Training in the use of industrial products and services, common to home life and leisure-time activities, and which are of a nonvocational character. For example, training in the common and ordinary use and care of such industrial products as furniture, automobiles, electrical machinery, and apparatus, and for such industrial services as electricity, gas, and water in the home. Training in connection with this objective should be for the development of intelligence and skill (*a*) in buying, (*b*) in use, care, and operation for nonvocational purposes, and (*c*) in the repair and maintenance of such industrial products and services as are economical and feasible for the user to do himself rather than for him to call on the services of a tradesman. A course in automotive practice offering training in the operation and care of an automobile from the user's standpoint, such as given at Central High School, Washington, D. C.; a course dealing with the use of electricity in the home; and the study of furniture from the standpoint of its use and care in the home are examples of instruction coming under the consumer's or user's objective. Courses given under this objective are not for the purpose of training for employment, but are a part of the general education program.

(3) Training in exploratory and developmental forms of experience. Courses offered for the realization of this objective include projects in a variety of activities, such as woodworking, metal working, painting, and electricity. The character and quality of the work should be on a level comparable with the interest and achievement ability of the pupil. The work is planned not to give the first part of several trade courses, but to provide the individual, through

controlled experiences, opportunities to react in connection with a variety of materials, tools, and operations, thus furnishing opportunities for educational development and creating additional experiences favorable for the discovery of aptitudes and interests. The general shop of the junior high school, when well planned as to equipment and projects, is an excellent organization for realizing this objective. The work coming under this objective is a responsibility of the general education program.

The three classes of objectives listed are clearly differentiated as to purpose, and while a course organized under one objective may have limited values for one or both of the others, the purpose of the course is distinctly for the realization of the one objective for which the course is planned. Values other than the one specified for the course will be mere accompaniments in the realization of the objective for which the training is offered.

MANUAL ARTS IN THE SENIOR HIGH SCHOOL

The inclusion of manual arts courses in the group of elective subjects in senior high-school grades is receiving recognition as an essential in the high-school program. Such courses provide opportunities for those pupils who have chosen some other field of work as a major in their high-school course, such as commercial or college preparatory, to elect for one or more years a shop course in which they may learn something of the manipulation of tools and consequently be able to do creative work in materials. In this manner they obtain training that will result in increased efficiency in the performance of those nonspecialized tasks of an industrial or technical nature which are commonly performed by the great majority of individuals and which are frequently associated with home life and leisure-time activities. These courses often form the basis of an avocation in the later life of such pupils.

Such high-school courses are valuable in meeting the needs for general intelligence, technical knowledge, and manipulative ability of a nonspecialized nature associated with the selection, purchase, and care of furniture in the home, office, or club; the selection, operation, and care of electrical apparatus and appliances in the home; the care and operation of an automobile, together with its selection for special purposes; the selection and care of plumbing fixtures, together with the use and care of the water service in the home; care of the hardwood finish and minor paint jobs about the home; principles of radio operation and construction; selection and appreciation of the products of the print shop; and blue-print reading connected with the construction of a home or for the explanation of electrical and oiling systems of an automobile.

Shop courses of an industrial character are being inaugurated by more high schools each year, and the enrollment in them is steadily increasing.

MANUAL ARTS IN THE JUNIOR HIGH SCHOOL

The development of junior high schools is affecting the organization of manual arts work for those grades. More and more is it recognized as a part of the general education program and not a form of special education. The peculiar value that this type of work may have for realizing some of the specific purposes of the junior high school is critically studied with the consequent modification of courses, instructional organization, and methods of teaching. The shop activities included are increasing to meet the exploratory and general developmental objectives. Teachers qualified to develop shop work in projects of special interest and on the accomplishment level of the pupils, rather than teachers qualified in some particular trade, are employed in larger numbers.

The scientific study of the general characteristics, the abilities, the interests, and the learning process of this age group, together with a development of a better understanding of the kinds of handicraft activities of a nonspecialized type that function either in a direct manner in the life of the individual, or indirectly, serving as a form of controlled experience for industrial intelligence or as a basis for future trade training, is leading to an abandonment in the more progressive schools of much of the formal exercise work on the one hand and some of the specific trade shop work on the other hand. In most of the better schools offering industrial courses on a junior high school level there is much less of the old formal type of woodwork, such as joinery exercises, and the production by each pupil of small pieces of cabinet work, and more work in a large number of shop activities, such as sheet metal, electrical repairing, simple auto repair jobs, cement construction, woodwork including wood finishing and painting, and printing, developed in connection with projects in line with the interests and ability levels of junior high school pupils.

As an example of such junior high school development, the city of Chicago inaugurated a junior high school program in 1924, and at the opening of school in that year established eight junior high schools. Provisions are made to include the varied forms of shop work necessary to meet the needs of junior high school pupils.

The work in New York State is an example of the acceptance of the junior high school idea, and, as a consequence, it is leading to a rapid increase in the number of schools introducing and expanding training facilities and courses in shop work in grades seven and eight. Many schools are offering general shop courses in grade seven to include instruction in the use of common tools. Such courses

include maintenance and repair jobs, woodwork, electricity, auto mechanics, pipe fitting, and the necessary related drawing in each subject. In addition to the actual manipulative work much time is devoted to discussions of different occupations and the related work for each and the opportunities the public schools offer for learning a trade.

The courses offered in grade eight are of a more intensive nature and furnish instruction either for a half year or a full year in some subject started in grade seven, allowing the student to select his shop. Most small communities have but one shop and have several lines of work in progress at one time. For school systems having a full program of industrial courses the work for the ninth grade is usually arranged to meet the needs of both those who expect to enter the senior high school and for those who expect to drop out at the end of the junior high school. For example, in the ninth grade of the junior high school in Minneapolis, Minn., for those who expect to continue manual training in the senior high school, one full semester of mechanical drawing is required; for those who expect to take either cabinetmaking or carpentry as their major subject, a semester of woodworking is required; for those expecting to major in any other high school shop courses, one semester of either electricity or sheet metal is required; for those who choose printing as a trade, two full semesters of printing are required. Those boys who know that they are to leave school at the end of the ninth grade and who have had not less than 20 weeks of mechanical drawing may choose any shop course or any combination of shop courses (printing excluded) that will best fit them for the work they intend to follow.

MANUAL ARTS IN CONSOLIDATED SCHOOLS

The growth of consolidated and union high schools during the past two years has given a decided impetus to the development of industrial courses in the rural districts. Larger enrollments per school, together with the increased amount of money available for physical equipment, make it possible, for the first time, to offer shop work to pupils in many rural communities. Some of these consolidated schools have erected a separate shop building and have installed equipment for the types of work best suited to meet the needs of the community.

The industrial work in these schools usually includes a course in farm mechanics for projects in simple construction work and repair jobs connected with farm buildings, farm machinery and tools, operation and maintenance of gas engines, harness repair, electricity as used on the farm, and painting. In addition there is usually provided an elementary course in manual arts, frequently on the general

shop plan, to serve the exploratory and developmental objectives of general education.

ITINERANT WORK

The need for industrial types of work in schools too small to furnish the necessary equipment or to employ a special teacher for the work is met in some instances by a plan of itinerant work. While this is a new scheme for furnishing training in shop work, the success which has attended its adoption in schools which have given careful attention to the necessary conditions under which it is feasible to attempt the itinerant plan, and at the same time have developed a carefully planned program for its organization, gives promise of its great value in the solution of the problem of furnishing shop work in many small communities. An account of the origin and development of this type of organization as carried on in some parts of California furnishes a unique example of what is possible with good leadership and the cooperation of all interested parties.

A few years ago the State department of vocational education was interested, because of great need, in setting up a state-wide program for training farmers in the operation, upkeep, and repair of tractors. The State board of education, through the State board of control, called a meeting of the tractor manufacturers of California to determine the advisability of setting up a state-wide program for training tractor owners and operators. As a result of this meeting the manufacturers lent to the State board of education $100,000 worth of machinery with which to carry on the instruction. The State was divided into three units, each unit having 12 training centers. The $100,000 worth of tractors and farm machinery were divided into three units, loaded on flat cars, and with the instructor were sent to the center where the program was to be carried on.

The courses ran for eight and a quarter hours each day for a period of three weeks. The first week instruction dealt with the theory and principle of gasoline-engine ignition, carburetion, and lubrication; the second week these principles were applied to the study of tractors and farm machinery; the third week was spent in the operation of each type of machine included in the course of instruction.

During a period of eight months the State board of education trained more than 2,300 persons at a total cost to the State of $10 per student. The training scheme was considered a great success by the students and all agencies participating in cooperation with the State board of education, and there is a continuous demand for this type of work. The following year the State highway commission lent to the State board of education some of its large trucks for use in transporting much of the equipment. As a result of the programs in the operation of farm machinery carried on by the

State department of education a number of school systems have inaugurated courses in industrial types of education. A study was carried on by the superintendent of Sonoma County to determine the advisability of undertaking itinerant shop teaching in the schools of that county and for securing the necessary information for the development of a program. The proposition was favorably received by the schools and the programs inaugurated in 1926. As a result of this study a program was planned to include 32 schools. Each school agreed to contribute $250 to the county—$240 for the services of a teacher for one-half day per week during the school year and $10 toward a special fund for tools. The school districts raised this money in various ways, some by a special tax, some from a fund already on hand for the employment of special teachers, and in other districts the parent-teachers association raised the money. Each teacher was assigned a sufficient number of schools to keep him busy for 10 half days per week, and was given a contract by the county superintendent for 10 months at a salary of $240 per month. The teachers furnish their own transportation. The mileage amounts to about 100 miles per week, and the cost, according to the teacher's estimates, is about $12 per month for gas, oil, and tires.

As some of the foregoing schools had never had any shop work, the teacher was confronted with the problem of finding a place in which to carry on instruction. In some cases it was necessary for the teacher to erect a building, which was the first project undertaken by the class. A number of frame shop buildings, 24 by 32 feet, were constructed. The necessary work benches were provided in the same manner. All the hand tools are furnished by the county and are carried by the instructor in his car. Special equipment is used for carrying the tools and at each school certain pupils are assigned the duty of making the tools available for use and of reloading them in the car at the end of the period. It takes only about eight minutes to do this.

The work is given in the grammar grades and is not vocational. Instruction is based on the project method and includes work in carpentry, cabinetmaking, sheet metal work, cement, electricity, house painting, auto mechanics, and drawing. Much practical work has been done in connection with the school building and equipment and on equipment for the farm and home.

The local communities are greatly interested in the program and are giving it whole-hearted support. It represents, in many instances, the first opportunity that the people have had for any instruction in industrial types of work, and meets a need for a type of training that functions in a practical way in connection with the home and community life.

LIMITED ACTIVITIES IN THE MANUAL ARTS

Leaders in educational thought recognize the need for including a greater number of shop activities in the manual arts. While the past two years have seen some additions to the manual arts curriculum, the variety of work offered in the great majority of schools is still so limited that the values which should accrue from this type of work can not be realized. Woodwork is too commonly the only shop activity offered, or else it receives a larger proportion of the time, relative to other activities, than its value warrants.

While wood still holds a commanding place among the most generally used materials for construction, the rapidly increasing use of various kinds and forms of other materials, such as metal, cement, clay, glass, rubber, vegetable and animal fiber products, composition materials, and paints and varnishes, makes it imperative that the industrial training be enriched by the introduction of work including the use of some of these materials. Moreover, there are many types of industrial work which require much training in technical knowledge and skill for purposes of designing and operating; for example, work in printing, drafting, and power-plant engineering. The last is a service job and is not for the purpose of turning out an industrial product.

The State supervisor of manual arts for Wisconsin, in a report to the United States Bureau of Education, sets forth the situation in that State relative to the need for a variety of shop activities. While some additional activities have been included during the biennium, there are still 104 schools offering woodwork and mechanical drawing only; 35 offer in addition some form of metal working; 12 have courses in automotive work; and 15 offer printing. In the meantime, the enrollment increased from 10,274 in the high school and 7,436 in the grades (seven and eight) to 11,625 and 8,882, respectively. The report says:

> We are forced to the conclusion that we have paid too much attention in the past to woodworking as a sine qua non, and have neglected to bring the boy into contact with other activities and materials. Such considerations as these force one to the conclusion that the manual arts work of the high school, where it consists of woodworking only, should be augmented by a number of other activities. This conclusion does not in the least deride woodworking as possessing inferior educational value, but is simply in accord with the discussion above. Under ordinary circumstances a boy taking up manual arts work in the grammar grades and continuing this work in the high school comes into contact with nothing but woodworking for four years. This limited opportunity obtains in 85 per cent of the schools of this State and deprives thousands of children of the advantage of more varied work.

HOME MECHANICS COURSES

Much interest has been manifested during the past two years in developing home mechanics courses in nonvocational types of industrial work. The projects in these courses are selected with

particular reference to the activities about the home or the farm and have functional value in connection with repair and simple construction jobs. Included in these jobs are repair jobs for windows, doors, plumbing, and lighting fixtures, and of furniture. Sometimes work is given in concrete and leather. In fact, the jobs include work in a variety of materials and necessitate the employment of many of the common hand tools.

The industrial division of the State department of education of Maine has developed these courses throughout the State. A number of regional conferences were called by the State director for the purpose of developing an outline course including projects in these subjects. The results of these conferences were then compiled by the State department and refined into a suggested course of study for the State. Home mechanics courses are particularly feasible for the smaller schools. They require no elaborate equipment and the work, which is of a nonspecialized character, permits the enrollment of larger classes.

The division of vocational education of the State department of Michigan has stimulated interest in a similar type of course for the manual arts, especially with reference to the development of projects dealing with community problems. The values of this type of problem as set forth by Michigan are: It stimulates the pupils and develops habits of cooperation; affords variety of materials and operations that may be used; and makes it possible to organize these community projects so as to give some idea of the methods and processes used in production in a commercial shop. It is also valuable in that it teaches the students the spirit of contribution in giving something to others.

THE GENERAL SHOP

The general shop, which is a recent type of organization for teaching elementary work in a number of shop activities under the direction and supervision of one individual, has been growing in favor, especially for some of the manual arts work on the junior high school level. The number of schools adopting this general shop plan has increased rapidly during the past two years. Of 1,500 representative school systems furnishing information to the Bureau of Education on this point, more than 40 per cent report that they have organized a general shop course. More than one-fourth of these were inaugurated during the past two years, and 10 per cent of all the schools having general shops started them within this period.

The majority of these general shop courses are organized on the plan of a single comprehensive shop to include work in all the activities offered in the course, rather than on the basis of a cycle of shops, through which the students are routed as a group for a limited

period of work in each activity. The comprehensive shop plan makes it possible for a pupil to work continuously on a project involving more than one activity until it is completed.

Instruction is based upon the development of projects rather than upon a plan to teach the beginnings of any trade. The philosophy underlying the general shop course is the same as that for a general course in science or a general course in mathematics. The aim is to give elementary instruction in a number of more or less related lines of work, and on a basis corresponding to the interest and ability levels of the student, rather than to carry instruction in one branch into advanced stages. For the general shop the relating factor is based upon characteristics common to all the shop activities included, such as hand manipulation of tools and machines applied to common construction material for creative purposes, technical types of knowledge, and the working qualities of materials.

The general shop of the James Whitcomb Riley Junior High School at Logansport, Ind., is a good example of this kind of shop organization. It is planned to furnish developmental experience in eight shop activities—namely, woodwork, auto repair, electricity, sheet metal, forging, machine shop, printing, and mechanical drawing. The general shop is housed in a separate brick building of the factory type of construction, 38 by 144 feet, built especially for this purpose. The auto repair shop occupies a space 36 by 36 feet across one end of the building. The wood shop, print shop, and electrical shop, each has a space 18 by 36 feet. Mechanical drawing, sheet metal, forging, and machine shop practice each has a floor space 18 by 18 feet. In addition there are two tool rooms, one for woodworking tools and the other for metal-working tools, a teachers' room and library near the middle of the building, a locker room for the students and a wash room. The drafting room and the printing and woodworking shops are each inclosed by dust-proof partitions with large glass windows. The other shops are separated by meshed-wire partitions 7 feet high.

Six to 12 students can be accommodated at one time in each of the activities represented. Students are enrolled for one 70-minute period of work each day, five days a week. Occasionally a special student is enrolled for two or three 70-minute periods each day. As a rule, however, if such a student is sufficiently mature and manifests interest and ability in shop work, he is early encouraged to enter vocational classes.

At the beginning of the term students in the seventh and eighth grades elect one of the shop activities offered, with the understanding that they change to some other shop activity every nine weeks. However, individual differences are taken into consideration relative

to the time spent in any shop activity. The more apt students complete the work in less than nine weeks and are transferred at once to another shop activity. They thus complete their rotation in less than two years and are ready to begin specialization earlier than the schedule calls for. The ninth-year students elect any shop activity in which they are most interested and spend either one-half or the entire year in this one line of work.

In addition to group and individual instruction, students are provided with job and information sheets which are an aid to individual progress. A record is kept of the projects completed by each student and the grade made on each. It is thus possible to tell at any time the progress that a student has made. Such a record-keeping is necessary to insure that the students, working as they do, on individual assignments, complete all of the work outlined for the shop activity represented.

Boys in all shops pay $1 laboratory fee. This is to apply to the cost of supplies, reference books, job sheets, breakage of small tools, etc.

OCCUPATIONAL INFORMATION AND GUIDANCE

During the past two years there has been a very decided tendency to put into the school curriculum, either in the junior or senior high school, courses in occupational information for the purpose of developing intelligence which will function in furnishing (1) general education values and (2) specific values for vocational guidance. Information received by the Bureau of Education from about 1,500 representative school systems, including cities of 5,000 population and upwards, show that more than one-third offer courses in occupational information. More than one-fifth of the 1,500 schools reporting added occupational information courses to their curricula for the first time during the past two years, while of the schools offering such courses more than one-half inaugurated them during the same period. Almost one-half of the schools offering an occupational information course make it a required subject for all pupils of a given grade.

The courses offered in the different schools vary greatly both in content and organization for instructional purposes, but in general all set up direct and indirect forms of experiences which furnish information relative to specific occupations and which may be a means for the discovery of a personal interest in some occupation or occupational group that will lead to a life interest. Visits are made to industrial plants and offices and readings are assigned covering technical and skilled occupations in various lines of work, including both the manual and professional fields.

Literature suitable for use in such courses is increasing rapidly, including a few textbooks. A number of the large school systems have issued a series of publications each covering a specific occupation. The Milwaukee, Wis., Vocational School has published 60 or more occupational studies constituting the "My Life Work" series. In general, all "occupation" or "opportunity" bulletins are descriptive of the work to be done, education and training needed for entrance, working conditions, promotional opportunities, stability of the field of work, and financial compensation for each occupation represented.

PART-TIME, EVENING, AND APPRENTICESHIP COURSES

Increased interest has been manifested during the past two years in the development and organization of part-time and evening courses for those who have entered upon employment. The public schools, as never before, are assuming as one of their functions the responsibility for providing educational opportunities for those who have discontinued their attendance in the full-time school and who have gone out into the industrial fields to take their places as wage earners. Progress in providing educational opportunities is to be noted in improved housing facilities, better organization of the work, and the development of a clearer conception of its function as an aim of public-school education.

Originally courses which were not a part of a regular full-time program were housed in old grade buildings and other quarters unsuitable for the type of work undertaken. Now there is general recognition of the need for buildings and equipment adequate for the purpose of the instruction given and in keeping with the group characteristics of this class of students. The new building housing the Opportunity School at Denver, Colo., is an example of this tendency. The building is planned specifically to meet the requirements of the Opportunity School and is modern in every respect. The school shops and the baking department, which is equipped with electric ovens, are arranged for courses especially planned to meet the needs of the opportunity students.

In school systems offering part-time and evening types of courses the work is being centralized more and more and put under special direction and supervision. This is a progressive step, as it insures the development of the program by specialists in this field of education.

A brief study of part-time and evening work carried on in a few schools will give an idea of the important place that such work has assumed in public-school education. The work at Detroit, Mich., is a good example of the gradual growth and development of an

effective program in part-time education. Part-time schools for girls were started on a purely voluntary basis previous to the enactment of the part-time law. Under the present law employed persons between the ages of 14 and 17 are required to attend school. Courses for continuation school pupils are now provided in academic subjects, including English, mathematics, social science, history, drawing, shopwork in electricity, machine-shop practice, woodwork, and sheet-metal work. A general shop is also provided which takes the place of the auto shop which formerly was included. Experience in Detroit was to the effect that auto mechanics as a trade had no place in the continuation school.

There is a definite attempt to place the work in the shops upon a productive basis. Much of the work is for the Board of Education in large-quantity production. No small exercise work is attempted as such work does not appeal to the boy or the girl who is accustomed to do productive work during employment. In addition to the courses provided under the direction of the continuation school, many of the boys are sent for specific trade work to the apprenticeship groups. The following trades are included for apprentices: Bricklaying, plastering, plumbing, steam fitting, printing, tile setting, and metal lathing.

In addition to these courses provided for continuation school pupils, Detroit operates what is called the senior continuation work. All classes in this group are organized and conducted on the basis of specific trade training, for which group an apprentice council, composed of employers, workers, and a representative of the superintendent of schools, handles matters pertaining to the choice of instructors, courses of study, admittance of apprentices, and discipline. Upon the completion of the apprenticeship course a journeyman certificate is granted. This is signed by the instructor, the chairman of the apprentice council, the State supervisor of industrial education, and the principal and the superintendent of schools. These students are regularly indentured apprentices who are working at the trade and attend school one day a week. Employers pay them wages for school attendance. The instructors must be journeymen of high standing in the trade. Supply dealers donate the greater part of materials and necessary equipment. The following industrial groups are now cooperating in this type of training: Plasterers, bricklayers, tile setters, metal lathers, plumbers, steam fitters, printers, machinists, and toolmakers. In addition, groups of apprentices from several of the large factories have been enrolled for instruction. This type of apprentice must be between 18 and 21 years of age. Four hours of instruction per week are offered in mathematics, mechanical drawing, or machine-shop practice.

Enrollment in continuation classes in Detroit has increased more than 20 per cent during the past two years.

Prior to the enactment of any part-time educational law in Illinois, the board of education of Chicago maintained some voluntary continuation courses in different schools. These were particularly for carpenter apprentices and office workers and employees in the plants of the large meat-packing companies. After the enactment of part-time laws, additional facilities for housing were obtained in school buildings which had been used previously for full-time classes, so that gradually the schools became housed in five fairly large school buildings, containing about 15 to 20 rooms each and two smaller school buildings, with from 4 to 12 rooms each, and 5 continuation schools in the buildings of business houses, ranging from 1 to 5 rooms each. The Illinois Bell Telephone Co. maintains a five-room school and has recently, at considerable expense, equipped a very fine household arts and science room. The five schools maintained in business houses are financed entirely by the business houses so far as equipment, books, etc., are concerned. The only expense to the board of education is the teacher's salary. The trade apprentice part-time work has been centralized at the Washburn continuation school. At the present time there are 2,013 apprentices taking continuation work at this school. They are distributed among the trades, as follows: Carpentry, 598; pattern making, 9; shoe shop and repair, 8; steam fitting, 369; electricity, 554; sheet metal, 112; machine shop, 130; and painting, 233. Teachers for all of these classes are selected from the high-school examination list, which makes it possible to supply teachers with the highest attainments required in the Chicago public schools for teaching positions.

The term of attendance for continuation-school pupils in Chicago is eight hours per week for 50 weeks in the year, and the law is now operative up to the age of 17, inclusive. The State law, however, makes it possible to extend the age to 18, inclusive, but this has not been done for Chicago. In the seven years of existence of the part-time schools there has been a constant struggle with such problems as insufficient executive assistance, assignment of abandoned schoolhouses for the work, and conflicting clauses in the school law. In the face of these obstacles the continuation schools have survived and prospered and increased their enrollment from 5,918 in 1922 to 11,159 in 1926. The enrollment in apprenticeship courses increased from 242 in 1921 to 1,998 in 1926. At a recent meeting of the representatives of the unions over the State of Illinois a unanimous indorsement was given to the continuation-school movement in Chicago. These schools have the indorsement of both the employers and organized labor.

The continuation schools in New York City now number 15, with more than 500 full-time teachers, with a budget for salaries of more than a million and a half dollars. In addition to these 15 schools, 4 of which are central schools and 11 general, there are 25 annexes in department stores, manufacturing plants, banks, and insurance companies. The number of students passing through the continuation schools is approximately 90,000 a year. At the present time, the average register is approximately 63,000 pupils, with 500 teachers.

Each of the boroughs has at least one school. In Manhattan there are three general schools, the East Side Continuation School, the West Side Continuation School, and the Harlem Continuation School for Girls. There are also four central schools, the Printing Trades School, in the heart of the uptown printing center; the Central Needle Trades School, in the center of the garment-making district; the Central Commercial School; and the Central Building Trades School. Some of these schools are housed not only in old elementary-school buildings, but in rented lofts. This last observation shows the close approximation to actual industrial conditions.

The West Side School, housed in an old school building, represents a fair example of the special adaptation for continuation-school instruction. Provision is made for both boys and girls. When the children are admitted under the State law they are required to have a promise of a position, which they or their parents find. The pupil is first sent to the preparatory class where a teacher skilled in vocational counseling interviews the child, finds out his ambitions, family circumstances, education, and other factors which will enable the counselor to make the best tentative choice as to assignment to a shop class.

An outstanding development since 1925 is the organization of the central schools for specific instruction along the lines indicated by the names of the schools and which represent the apparent life interest of the student. There are about 10,000 of these students in the central schools. The most interesting of these schools is the Printing Trades School, which takes care not only of the children under 17 years of age employed in the trade but is an afternoon and evening school for commercial and newspaper apprentices and journeymen. The employers have donated equipment worth about $150,000, and are also contributing to the salaries of the teachers. The Commercial Continuation School is, in view of the large commercial industry in this city, the largest of the central schools, and with a registration of 6,000 makes possible intensive commercial work along the various subdivisions of this occupation.

With reference to the development of the continuation school program in New York State the director of vocational and extension

education, in a communication to the Bureau of Education in 1926, deals with some of the experiences common to this field of education. The director says:

> Prior to 1920 we evaded our responsibilities in respect to children who did not fit into our program by giving them a work permit. For the past six years we have been conducting an educational experiment with these employed minors which has resulted certainly in one valid conclusion—that is, that the traditional courses and traditional methods of education can not be successfully applied if we are to meet the needs of working children. On the other hand, we have encountered certain objections. Before we can proceed successfully, these objections must be removed or else we must hold that they are valid.
>
> Perhaps the most commonly raised objection is that these children are unable to find employment; that employers refuse to hire them because of the required school attendance. I think that we can say with confidence that this is not a valid objection. When such cases do arise it requires only a little help on the part of the continuation school to solve the problem. An experiment conducted last year in Jamestown, N. Y., throws an interesting light on this matter of part-time children. The school authorities there, discovering that 45 out of a total of about 400 children then attending continuation school were without employment, decided that they would enforce the "20-hour clause" which makes it possible for the local boards of education to compel minors who are temporarily out of regular employment or service to attend part-time school for 20 hours per week. The 45 children referred to all claimed that attendance upon part-time school prevented them from securing work. But as soon as this 20-hour clause was announced all but 17 secured jobs at once. Jamestown has found out a job can be secured for every boy or girl who is ready and willing to work. Then we have those who object, not to the continuation school principle, but to the required attendance being in the daytime. I have yet to find a school executive who would agree that it was fair that night-school attendance should be made a condition to employment. But we all know that there are certain selfish employers who would refuse to employ children who elected to go to day school. Night-school attendance would thus in effect become compulsory.

The same source of information points out that the State of New York once had compulsory night schools, and that they were abandoned primarily because the city superintendents of schools argued that it was impossible to enforce attendance, and that night classes were unfair to the children.

It has been argued that attendance upon night school should be recognized as a substitute for day continuation classes.

> Only a few cities in the State maintain registered and approved night high schools, and these cities can well afford to maintain day continuation high schools which have been registered and approved. The cost will not be any greater, if as great, and the instruction will be more effective.

During the past three years emphasis was placed on the working out of an effective program for the 14, 15, and 16 year old group, as the law requires, by September, 1928.

The State department is now making a study of some 45,000 continuation-school children. This study will furnish a great deal of valuable information which will be helpful not only to the continuation schools but also to the full-time schools. It will give a good picture of the occupations in which these children are engaged, their earnings, their interests, how they spend their leisure time, what the schools have done to help them in connection with employment, how well they can write and spell, and a variety of other things.

The director says that the cooperation of every superintendent of schools in the State is needed in the work of developing the continuation-school program; that suitable buildings and special equipment are essential for the successful guidance and training of these young people; that the services of trained and devoted teachers are demanded if the continuation school is to accomplish its purpose; and that the continuation school is worth while in those communities where it has had an opportunity to function.

The number of students in part-time schools is steadily increasing year by year. There were 30,236 in 1920–21; 48,538 in 1921–22; 51,198 in 1922–23; 89,104 in 1923–24; 110,566 in 1924–25; while for the past year, 1925–26, the registration reached 128,919. During the past three school years attendance has been enforced in respect to the 14, 15, and 16 year old group. The fact that during the past year almost 40,000 more children were enrolled than in 1923–24, when the present basis of enforcement was inaugurated, is a clear indication that the program is better understood than it was and that enforcement is becoming easier.

In addition, courses on the alternating plan of one week in school and one week in employment have been organized at the Haaren, Newton, and Bushwick High Schools. A number of firms are taking five or more pairs of these students.

The work carried on by the Opportunity School at Denver, Colo., is an outstanding example of the service that can be rendered by a school organized to offer part-time and evening instruction. Industrial courses are offered in automobile mechanics, vulcanizing, bricklaying, carpentry, drafting, electricity, welding, machine-shop practice, blue-print reading, paper hanging, plumbing, printing, show-card writing, and beauty-parlor trade. During the past few years additions to the list of industrial subjects have been made at the request of specific industries. The new building permits special housing and equipment for each line of work.

There is no upper age limit for entrance, but as the Colorado compulsory education law requires attendance until the age of 16 unless the eighth-grade work has been completed, a minimum age

attendance of 16 is required. The ages of the students range from 16 to 70 years. No formal entrance requirements are set up. The plan is to make it easy for any individual to enter and to secure the particular instruction that he needs. Opportunity is given each individual to undertake the work he wishes provided he is qualified to carry the course successfully.

A student may enter at any time during the school year. A course is outlined into definite units. For the completion of each unit of a course the student receives a certificate for the work he has accomplished. He may receive a diploma for the completion of all the units of a course. Every effort is made to adjust the work and the hours of instruction to meet both the needs of the student and his free time. Programs are arranged for a few hours of instruction per week, for alternate weeks, for alternate day and night classes; for intensive work of eight hours per day, for a few weeks, or for months. This school maintains excellent library facilities, and for the first five months of 1926 the circulation of books was at the rate of 6,500 volumes per month.

A unique program in apprenticeship training has been put into operation by the Thornton Township High School at Harvey, Ill., in cooperation with the various manufacturing plants of that place. Harvey is a typical manufacturing city of about 18,000 inhabitants. There are 16 plants in Harvey, which employ from 100 to 1,500 men each, representing about 30 trades. A lack of skilled workmen was experienced, and the Thornton High School became interested in the training of apprentices to meet a definite community need. Each apprentice is indentured to a manufacturing company by a form known as the Harvey community apprentice indenture, which sets forth the agreement between the employer and the employee and his parent or guardian, and states that the apprentice is to attend classroom instruction for eight hours each week under the supervision of Thornton High School.

The school serves a twofold purpose. Through the process of natural selection and elimination in connection with his school work it assists in placing the proper individual in a definite apprenticeship and during the period of apprenticeship gives him school work which is directly related to his job. Each apprentice receives the same training in a given trade regardless of the manufacturing plant to which he is indentured. All forms used, such as report cards, control charts, etc., are uniform throughout the plants.

Each plant maintains an apprentice supervisor whose duty it is to see that the apprentices in his plant follow the schedule of the work as outlined in their contracts with the firm. In all plants the apprentices to a given trade receive the same training experience. If one plant does not have all the equipment necessary to give the

apprentice the experience called for in his training schedule, an interchange is made of the apprentice with a plant which has the necessary equipment for the period necessary to cover that part of his training schedule. The vocational director of the high school acts as district supervisor of apprentices and as coordinator between the school and the various plants. The apprentice receives full pay for the hours spent in school, provided his school work is reported to the plant as being satisfactory.

Three classes of apprentices are provided for: (1) An apprenticeship of four years for those pupils who have completed the eighth grade; (2) an apprenticeship of three years for those who have graduated from high school; and (3) a special apprenticeship postgraduate course of two years, including work in all departments of the plants, for the purpose of training sales engineers and department heads.

The course of study laid out by the school is a varied one. The following subjects are taught: Applied mathematics, pattern making, machine-shop practice, electricity, English, chemistry, physics, and strength of materials. In addition, each apprentice is required to carry on a reading course which is directly related to the machine or process which he is working on in connection with his job in the plant. Thus, instruction in the school is directly related to the work in the shop.

It is interesting to note that the present cooperative plan between the public schools of Pittsburgh and the industries for the training of apprentices is largely the result of the work of the committee appointed by the Pittsburgh Personnel Association in 1924, to investigate the training of apprentices by having them alternate in periods of two weeks between school and industry. This plan was adopted and had for its aim not merely providing industry with ordinary factory workers, but the development of skilled tradesmen with training on the high-school level. The studies carried on by the committee convinced them on the one hand that the average school shop is unable to develop a skilled tradesman competent to take his place as a journeyman on the job or to give the necessary trade atmosphere found in the commercial shop, and that on the other hand industrial plants in general do not afford the opportunity for training in the technical and trade-related subjects necessary to produce workmen to fill the highly skilled and technical jobs in industry.

Assuming that the success of the part-time plan depends largely upon the type of boy selected to fill the apprenticeship position and the degree to which the active sympathetic cooperation of the employer is secured in providing the necessary shop experience and in aiding the school to make its work effective, personal interviews and

conferences were held during the summer of 1925 with plant executives and department heads. By this means arrangements were made with a number of the leading industries in Pittsburgh for the employment of nearly 100 part-time apprentices. The applicants to fill the part-time positions were interviewed and selected with the aid of the teachers in the two vocational schools to which they were assigned later. The requirements for selection for a part-time apprenticeship training are: Over 16 years of age; physically qualified for the trade represented; completion of at least the eighth grade of school and good averages for the last semester's work; one year at least of school shopwork in the particular trade or allied trade; and willingness to become a tradesman in the employ of the company which provides him with his training.

The part-time apprenticeship course covers three full years of alternation between school and industry, followed by one year of full-time employment. Apprentices are paid only for the time spent at work. The minimum entrance wage is fixed at $12 per week, with an increase of $1.50 per week every six calendar months until the apprentice begins to work full time. All increases after that time are arranged by the apprentice and his employer.

Twenty-five of Pittsburgh's largest industrial plants are cooperating with the public school in this work, and the apprentices are distributed through 32 shops representing the following occupations: Machinists, electrical-meter testers and repairers, electrical-parts repairers, molders, pattern makers, draftsmen, plumbers, carpenters, coremakers, gas-meter repairers, upholsterers, and sheet-metal repairers.

Although the minimum age for entering part-time apprentice training is 16 years, the average age has been very close to 17 years. The minimum educational qualification also has been exceeded, the average grade of education completed being 9 A. The majority of the apprentices have also completed more than two semesters of school shop.

A large number of industrial organizations throughout the United States are maintaining educational courses of their own or have arranged with educational agencies to offer courses to their employees. In addition to any instruction carried on by industrial plants there is a growing tendency among industrial concerns to develop an agency within their plants to encourage the employees to carry educational courses in outside institutions that will make for their up-grading in the lines of work in which they are employed. For example, the Consolidated Gas, Electric Light & Power Co. of Baltimore has an educational director and maintains a library, with an office force for this type of service. Arrangements are

made with educational institutions and the public school for enrolling employees in special courses. The company arranges for giving financial aid in the way of tuition. The educational director receives periodical reports on the work that each student is doing, and exercises in a friendly way his influence for the encouragement of the employee in his studies. An excellent feeling has been developed among employees for this service and the company's efforts are received favorably.

The Ford Motor Co., at Detroit, according to a published report, maintains five educational departments and has a present enrollment of 4,500 students. There are 160 full-time instructors. The Henry Ford Trade School is maintained for boys between 12 and 18 years of age. The school enrolls 1,800. One hundred and eighty of these boys are orphans, 750 are sons of widows, and 400 are sons of Ford employees. Each boy receives at the start $7.20 per week, and in addition receives $2 a month for a savings account, and is given a hot luncheon daily. In addition, there are scholarships for thrifty boys. Including the various holidays there are approximately five weeks' vacation with pay. It is estimated that the boy's work is worth $1,000 a year to the company. The Ford apprenticeship school enrolls men between 18 and 30 years of age. The company is now training 1,200 tool makers in a course covering three years. The service school gives a two-year course for service in the foreign field, and has 350 men enrolled from 30 different countries. There are 1,525 special students enrolled in classes in metallurgy, metallography, mechanical drawing, and mathematics. A group of research students from the scientific school, law school, and divinity school of Yale University spend their summer vacations in the Ford plant. They are routed through different departments and thus by direct experience obtain some valuable information relative to industrial problems.

Part-time education, representing as it does a new scheme in education, is confronted by many problems and present practices are subject to many criticisms. Further study and experimentation are necessary in order properly to evaluate its place in the school program. To what extent and under what conditions, on the one hand, should the program of the full-time day school be modified to meet the needs of those pupils who tend to drop out after they have reached the age for which working permits may be granted, and to what extent and under what conditions on the other hand should the needs of these pupils be met by developing a program based upon the working and learning plan are problems that will require time to solve. Comparative studies are needed from which inferences may be drawn for the organization, administration, and instruction in part-time work so that it may function most efficiently.

VOCATIONAL TRAINING FOR DISABLED CIVILIANS

During the past two years much has been accomplished in the further development of plans for carrying on the work of civilian rehabilitation under the administration of the Federal Board for Vocational Education. Previous to the enactment by Congress in 1920 of the civilian vocational rehabilitation act, there was no Federal agency to aid in the rehabilitation to economic efficiency those individuals who, on account of physical disability due to accident or disease, were wholly or partially incapacitated for earning a living. Several States, however, had compensation laws designed to ameliorate the economic straits of those meeting with accidents in connection with their occupational pursuits. There were, also, in the various States many philanthropic and charitable associations which were active in providing aid and comfort to those unfortunate ones within their boundaries to assist them to find reemployment in a type of work that they could do. However, to get a comprehensive and effective program under way there was needed some Federal agency to stimulate, coordinate, and direct the work. Such an agency was provided by the national civilian rehabilitation act to be administered by the Federal Board for Vocational Education. Under the provisions of this law a definite sum of Federal money is made available each year to cooperate with the various States in "the promotion of vocational rehabilitation of persons disabled in industry or in any legitimate occupation and their return to civil employment." The joint fund provided by the Federal Government and the cooperating State may be used only for tuition, training expenses, and industrial supplies. It is not available for physical restoration or for maintenance while in training. For the fiscal year ending June 30, 1926, there was a total expenditure for civilian rehabilitation work of $1,272,877.30, of which $578,847.33 was Federal money and $694,039.97 was raised within the States. The total number of individuals rehabilitated for 1926 amounted to approximately 5,600.

The law is broad enough in its meaning to cover every class of disability whether congenital or caused by accident or disease, provided the disabled person may be reasonably expected to be self-supporting after training. Forty of the 48 States are now cooperating with the Federal Government in providing this type of training. The past two years has seen an increasing interest on the part of the State and local community in perfecting ways and means for carrying out the intent of the law. The State of Utah and a few other States have, in connection with their school enumeration, taken a census of all the disabled persons within the different school districts, and have furnished this information to the administrators in charge

of the rehabilitation work. More cases with various types of disability are now receiving training. Public interest is also increasing, and the local and State authorities in many places are receiving gifts and assistance in the reeducation of the disabled civilian.

VISUAL EDUCATION

During the past two years visual education aids to instruction have been greatly increased and extended to the work of industrial education. The experiences of industrial schools which have been experimenting with visual forms of education is to the effect that motion films and slides are a valuable means of providing certain types of technical instruction, for creating proper attitudes toward industrial life, and for giving broad appreciation and understanding of industry in its various forms. Where the instruction deals with a continuous production process, or with the development and application of various forms of energy to mechanical appliances and equipment, or with the subject of large scale production, the motion picture is preferable to the slide. Slides are particularly useful for group instruction where the subject matter deals with materials for which it would be difficult to use either the materials themselves or models or sections. Moreover, slides are less expensive to produce and they can be made by the individual schools and prepared by the instructors to meet their particular needs.

Several hundred reels of educational films suitable for use in industrial classes are now available through individual industries which have produced them, or through motion-picture companies devoted to the production of industrial films, or through distributing agencies. Many industrial films may be had for school use for the cost of transportation. Industrial films are frequently used to show the source of raw material and methods used in obtaining it, safety methods and devices, production methods and manufacturing processes, production operations, various steps in the production and marketing of an industrial product, and the care and use of an industrial product.

Much of the success with motion films for industrial classes depends upon the plan the school has developed for their use. The Essex County Vocational School for Boys, Newark, N. J., has worked out a detailed plan for the use of motion pictures. One instructor is put in charge of the work and made responsible for the entire program. He determines the sources for school films, keeps a card catalogue of all available films which are desirable, makes a folder containing all the useful information for each film selected, makes out the program for the use of films and sees to it that a film is available when wanted, and instructs the teachers in the use of films for class purposes.

The experience of this school indicates that better results are obtained when the students are prepared for what they are to see. Instructors, therefore, are required to furnish their students with the necessary information beforehand for an intelligent appreciation of the film. Each student is then required to keep notes upon the films used in connection with instructions in his particular line of work, the same as he is required to keep notes on his laboratory work. In the course of one year this school has shown approximately 90 titles. Part of these were shown in the assembly, the others were shown in connection with the work in English, science, chemistry, electricity, printing, bricklaying, automobile practice, machine-shop practice, pattern making, foundry practice, tile setting, heat treatment of steel, masonry work, carpentry, and storage-battery work.

Motion-picture films have been used with much success as a basis for instruction in the part-time classes of Jackson, Mich. Each film is previewed and a set of questions pertaining to it developed and given to the students before the picture is shown. In addition to the value the picture has for instruction in industrial subjects, it serves as content material for academic work. Answers to a series of questions in English, science, mathematics, history, and economics, based upon the picture, are included in the work done in English and mathematics.

Thousands of films have been made for use in the industries. In fact, the use of the motion-picture films in the industries has become almost unlimited. Many industries have prepared special pictures for the purpose of teaching their employees methods of cooperation, production, safety, and the conserving of materials. Some have also developed films for the purpose of showing the use of their plant products and to promote sales. Many of these films are of great value for industrial schools and classes. They include such subjects as railroad operation, steamship transportation, production of oils and gasoline, the manufacture of refractory materials, the use of electricity in the home, production of steel, and the manufacture and repair of storage batteries and their use.

The Bureau of Mines of the United States Department of Commerce has, in cooperation with trade associations and industrial firms, taken some industrial and some educational films showing for the most part mining and refining processes of minerals. The United States Department of Agriculture has a large number of films at its disposal, a few of which have to do with industrial work.

TEACHER TRAINING

Experience as a skilled mechanic is a necessary qualification for a shop teacher of a vocational subject, and many of the best shop teachers are recruited directly from the trade. As few experienced

tradesmen have had courses preparatory for teaching, it is necessary, in most instances, to make some provision for training in methods of instruction after a tradesman has entered upon employment as a teacher. Moreover, improvement in instruction is a responsibility of supervision and must be assumed as a part of a continuing program for increasing the efficiency of teachers. A number of States, during the past two years, have modified their teacher-training programs more definitely to meet the needs of teachers already in the service.

The State department of public instruction of New Jersey conducts special classes and holds conference hours at certain points to give instructors assistance as they need it. In cooperation with the State department, provision has been made whereby the vocational schools of Essex County, N. J., have set up specific salary schedules and definite training requirements for teachers in its part-time and evening schools. Two salary rates are provided for such teachers, a $5 and a $6 rate for a two-hour session. New entrants into the teaching work may be placed on the $6 schedule provided they meet the requirements set up for this salary. The requirements in teacher training for the higher salary rate include:

1. The preparation of a list of 15 lesson topics, stating definitely under each topic what the pupils are expected to know or be able to do after the lesson that they did not know or were not able to do before.

2. Preparation of a set of lesson plans consisting of three detail plans and 10 brief outline plans, developing these in a form similar to a given model.

3. Satisfactory answers to 15 questions on teaching methods and principles.

4. Observation of one lesson in shop work and one in class work and reporting on forms furnished.

The requirements are practical in every way and the results show that the instructor is not only able to do a better job of teaching, but to do it with less effort.

The all-day teachers in Essex County sign a contract which includes a clause stating that the director may require not to exceed 60 class hours of professional improvement during the year. In practice about 30 hours have been required. No definite course including a layout of instructional material to be covered has been attempted. Each instructor is given the privilege of submitting what he considers the most valuable improvement work for his needs and if the director feels he has made a satisfactory choice he is allowed to carry out the program proposed. The programs vary all the way from graduate courses at New York and Columbia Universities to working during the summer vacation at the trade he teaches

in the day school. Professional improvement credit may also be earned by work on certain features of the school program. During the year 1926 there was carried on a program of curricula revision for the all-day work. The board of education passed a resolution stating that any instructor who did satisfactory work on this program would be given credit for having fulfilled his obligation under the contract for professional improvement work. However, this work resulted in stimulating a number of instructors to carry courses in curriculum revision in some teacher-training institution. The State department also put on a special course in curriculum construction which a number of instructors attended. Fifty-four of the county's day vocation teachers worked on this curriculum revision problem. There are more than 100 all-day teachers carrying courses conducted by teacher-training institutions.

One of the most important developments in industrial education—namely, the general shop—is in great need of adequately trained instructors, teachers of great initiative, teachers who have had a wide range of experience in a variety of crafts, and teachers who can apply their skill in an elementary way in the construction of projects adapted to pupils of varying abilities and interests. The normal schools and colleges have not been able to cope with this new situation in supplying good general shop teachers in sufficient numbers to meet the need. As a result many communities have not yet reorganized their work on a general shop basis.

One of the great difficulties in organizing a general shop is getting the class started. It is here that many a teacher finds he is not a general shop teacher. No matter how well a teacher may know his subjects or how successful he may be in the manipulation of tools and materials, he must be efficient as an organizer to start simultaneously a group of probably 24 boys, in from four to six different kinds of work. The solution of this problem is the individual lesson sheet which can be placed in the hands of the pupil along with materials to meet the requirements of the problem which he is undertaking. If the lesson sheet is used and a few brief demonstrations given, the entire class can be put to work and the teacher can circulate from group to group or from individual to individual, with a criticism here, a check there, or a suggestion where most needed, leading an entire class enthusiastically into its work.

The general difficulty encountered is that of securing individual lesson sheets in sufficient quantities to carry on the work. One lone teacher in the time available can not write enough to supply even a portion of the subjects which should be covered. There are on the market many valuable sets of lesson sheets relating to different kinds of work, but experience has proved to many who have tried to use them that not all are adapted to particular situations which

arise in different localities and under different conditions, and therefore are inadequate.

The Indianapolis public schools, in cooperation with the teacher training division of Purdue University, have evolved a plan whereby manual training teachers already in service can be given general shop teacher-training work. Before the class was started there was a well-defined plan for the work. At least two semesters of work on an extension class basis are provided. Seventeen lessons are given in each semester. The work includes manipulation of tools and materials in the construction of projects suitable to pupils of the seventh and eighth grades, reading and research relative to the problems involved, and the preparation of individual lesson sheets which are suitable to place in the hands of seventh and eighth grade boys.

Three different kinds of work are undertaken each semester with teachers who are specialists in specific lines, the teachers working under the supervision of and according to plans prepared by a professor from Purdue University. Of the 44 teachers employed in the grade school manual training work, 33 attended the first meeting of the class and became members. At this meeting the aims of the general shop were set forth and discussed. The next four meetings were held in the sheet-metal shop at Technical High School, with the vocational teacher of sheet-metal instructing; the following three meetings were held in the pattern-making room of the Manual Training High School, with the pattern-making teacher instructing. The ninth and tenth meetings were held in the foundry at Technical High School under the direction of the regular foundry teacher. Castings were made from patterns developed in the preceding lessons. The next four lessons were carried on in the vocational electrical department with the head of the department in charge. Bell-wiring diagrams and the wiring of simple lighting circuits were undertaken. Lessons 15 and 16 were held in the teachers' room in the administration building. These lessons were devoted to a general summing up of the work of the semester preparatory to the final examination which was given during the seventeenth lesson.

Three types of lesson sheets have been prepared—namely, information, operation, and job. The information sheets have to do with information about materials and about the subject studied. The operation sheets set forth in logical order the manner of performing fundamental practices. The job sheets consist of four parts: First, a general statement of what a job is to be (in other words, a specification); second, the order of procedure, the operations step by step to complete the job; third, questions which will help a student to evaluate his own work; and, fourth, questions which will test a student on the information and operation side of his work.

In preparation of the lesson sheets the same subjects were assigned to at least two persons, with instructions that they were to work independently of each other. From these lesson sheets a composite was made, using the best from each. These final lessons were mimeographed and distributed to the members of the class. At the end of the semester each member of the class possessed 55 information sheets, 46 operation sheets, and 28 job sheets. All the items covered had direct bearing on the subjects and projects suitable for use in the general shop.

The work of the second semester consisted of a unit of sheet-metal work, a unit of foundry work, and a unit of concrete work. As in the work of the first semester the projects undertaken were suitable for use in the seventh and eighth grade shops. The work of the third semester consisted of two units of work, one on design and construction of woodworking projects, the other on wood finishing. Ninety-six lesson sheets were prepared during this third semester.

SUMMARY OF PROGRESS FOR THE BIENNIUM 1924–1926

1. Increase in the number of shop courses in both elementary and high schools.
2. A marked tendency to offer compulsory industrial arts courses in grades seven and eight.
3. A growing tendency to discriminate more definitely between manual arts courses and vocational courses, with a growing recognition of the former as a part of the general education program and of the latter as a special form of education.
4. Marked increase in the number of schools offering some form of part-time and apprenticeship work, the number of such courses, and the number of students enrolled.
5. A great increase in the number of schools offering an occupational information course and setting up some kind of guidance machinery.
6. Increase in the time of the school program allotted to manual arts work.
7. Increase in the enrollment of all types of industrial and manual arts courses.
8. Increase in the use of visual aids for instructional purposes.
9. The development of shop work on the itinerant teacher basis together with the extension of shop courses to pupils in rural and village communities.
10. The rapid increase of general shop courses as a form of shop organization for industrial purposes, especially for the required courses in the junior high-school grades.

11. Occasional efforts toward the reorganization of teacher training work in teacher training institutions to meet special needs of manual arts instructors, especially for such new types of work as represented by the general shop teacher.

12. Continued change in the emphasis of instruction in manual arts courses from that of skill in the use of tools and machinery to that of industrial intelligence and developmental experiences and general elementary, fundamental, manipulative abilities for general education values, including guidance.

13. A growing recognition on the part of those charged with the responsibility for organizing vocational industrial and manual arts courses of the advisability of treating the vocational industrial courses as special forms of education, strictly for employment purposes, and enrolling in such courses those students who should have training preparatory for entering upon employment in some specific trade.

CHAPTER VIII

ACHIEVEMENTS IN HOME-ECONOMICS EDUCATION

By Emeline S. Whitcomb
Specialist in Home Economics, Bureau of Education

Contents.—Introduction—Findings of statistical study of home economics in the public high schools—Curriculum making—Child development and parental education—The school lunch—Nutrition—Economics of the home—Social relationships of the family—Home economics for boys

INTRODUCTION

Among the outstanding achievements in home-economics education during the biennium are general revision of State and city curricula in home economics, formulation of a child development and parental education program in home-economics departments of elementary, secondary, and higher education, recognition of the school lunch room as a means of education, general inclusion of a course in economics of the home, organization of courses on social relationships of the family, and on home economics for boys.

Reorganization of the home-economics curriculum has been the rule rather than the exception. This revision is based upon findings secured by the approved scientific method of educational investigation as to the home activities, physical, economic, and social needs, and present and future interests of the girl.

Interest in child development and parental education work from the elementary school through the college has increased rapidly. Although home economics has always been concerned with the betterment of the child and the home, yet more has been accomplished during the biennium in the establishment of nursery schools in home-economics departments and in the development of subject matter, policies, and practices concerned in child development and parental education than during any corresponding period since the beginning of home-economics education.

School lunch rooms and cafeterias are looked upon in many sections as educational laboratories for the training of students in proper nutrition and hygienic habits of eating.

The principles of economics of the home have been taught for some time in connection with other home-economics courses, such as

foods, clothing, budgets, and household management. Within recent years the tendency is to make this a separate course, with special emphasis upon habit formation concerned with recording expenditures, saving money, thoughtful and orderly use and management of money.

Likewise the subject of social relationships of the family has developed into a separate course of instruction and is offered in the junior and senior years of many high schools. The "plans and work committee" of the vocational home-making teachers of Illinois chose for 1925–26 to include in the home-economics curriculum more work dealing with family and social relationships. This committee agreed that the entire field of human relationships is most interesting, but the most important relationships to emphasize with high-school students are those within the home.

Home economics for boys has been offered sporadically for a number of years, but within the biennium there has developed an attitude among school administrators that phases of this subject have an educative value helpful to the well-being of the boy. Tulsa, Okla., has gone so far as to require "home crafts" of all its boys in the junior year of Central High School.

STATISTICAL STUDY OF HOME ECONOMICS IN THE PUBLIC HIGH SCHOOLS

A statistical study of home economics in the public high schools of the United States has recently been made in the Bureau of Education.

Questionnaires were sent to 19,449 high schools, the number recorded by the bureau for 1924. Because of the large number of high schools involved, the questionnaire was sent only once. Replies were received from 9,504, or 48.9 per cent, of the entire number of schools to which questionnaires were sent. Of the number of schools reporting, 5,737, or 60.4 per cent, reported as offering home economics.

The 5,737 high schools reporting as offering home economics comprised 373 junior, 113 senior, 760 junior-senior, and 4,491 regular high schools; or, expressed in per cents, 52 per cent of the 717 junior, 66.5 per cent of the 170 senior, 57.8 per cent of the 1,314 junior-senior, and 26 per cent of the 17,248 regular high schools to which questionnaires were sent.

I. *Number of teachers.*—In the 5,737 schools offering home economics, 8,111 teachers were teaching this subject, and of this number, 6,569, or 81 per cent, had received special training in that subject. The number of teachers of home economics and the number of teachers with special training in the subject are distributed among the four different school organizations as shown in Table 1.

TABLE 1.—*Teachers of home economics*

High schools	Teachers of home economics	Teachers trained in home economics	
		Number of teachers	Per cent of total
Junior	937	824	87.9
Senior	242	205	84.7
Junior-senior	1,153	927	80.4
Regular	5,779	4,613	79.8
Total	8,111	6,569	81.0

These figures reveal that 81 per cent of the teachers of home economics have received special training for their work. Undoubtedly the other 19 per cent of teachers who teach home economics have had considerable practical experience in home making and found it necessary to complete their teaching schedules by the addition of one or two subjects in home economics for which they had special aptitude either by inheritance or through experience, or both. Often in high schools where there is too much work for one home-economics teacher and not enough for two teachers, some woman member of the faculty not especially trained in home economics is asked to teach the "overflow" from the home-economics classes.

Similarly, teachers trained in home economics may give academic instruction in emergency; for in small high schools desiring to offer home economics, if student enrollment does not justify a full-time teacher of the subject, the home-economics teacher may combine her subject with that of some other high-school subject. Most home-economics teachers in the smaller high schools thus teach one or two other subjects.

II. *High-school students enrolled in home economics.*—The entire enrollment of girls and boys, respectively, in the 5,737 high schools offering home economics was 976,882 and 850,852. Of these numbers, 424,817 girls, or 43.5 per cent of the entire number enrolled, and 7,017 boys, or 0.8 per cent, were enrolled in home-economics courses.

TABLE 2.—*Girls and boys enrolled in home economics*

High schools	Girls			Boys		
	Entire enrollment	Enrolled in home-economics courses	Per cent of entire enrollment	Entire enrollment	Enrolled in home-economics courses	Per cent of entire enrollment
Junior	146,641	107,001	73.0	127,992	2,396	1.9
Senior	44,228	13,708	31.0	40,406	121	.3
Junior-senior	142,916	71,053	49.7	131,734	856	.7
Regular	643,097	233,055	36.2	550,720	3,644	.7
Total	976,882	424,817	43.5	850,852	7,017	.8

III. *Number of years home economics is offered.*—The number of schools reporting as offering home economics for one year is 863; the number for two years is 2,125; for three years, 1,018; for four years, 1,306; for five years, 34; and for six years, 115. These schools are distributed among the four school organizations as shown in the following table:

TABLE 3.—*High-school years in which home economics is offered*[1]

High school	One year	Two years	Three years	Four years	Five years	Six years
Junior	14	79	236	37		
Senior	11	26	74			
Junior-senior	68	221	131	172	34	115
Regular	770	1,799	577	1,097		
Total	863	2,125	1,018	1,306	34	115

[1] On this item 276 schools did not report.

IV. *Home economics required.*—Of the 5,737 high schools offering home economics, 3,856, or 67.2 per cent, require it. The distribution and grades are given in Table 4.

TABLE 4.—*High schools requiring home economics*

High schools	Total	Seventh year	Eighth year	Ninth year	Tenth year	Eleventh year	Twelfth year
Junior	347	320	300	131	12		
Senior	57			1	34	31	28
Junior-senior	613	432	469	350	189	101	90
Regular	2,839			1,995	1,432	770	634
Total	3,856	752	769	2,477	1,669	902	752

Of the 373 junior, 113 senior, 760 junior-senior, and 4,491 regular high schools reporting as offering home economics, the following figures, respectively, represent the per cents of schools of the above organizations which require it: 93, 50.4, 80.7, and 63.2.

Of the 4,491 regular high schools reporting as offering home economics, many report that in their school systems home economics is required in the elementary school. For example, 225 regular high schools reported that in their public-school systems home economics was required in the sixth grade, 909 reported that it was required in the seventh grade, and 1,001 reported that it was required in the eighth grade.

V. *Home economics counts toward high-school graduation.*—Out of the 5,737 high schools reporting home economics, 5,452, or 95 per cent, count home economics toward high-school graduation. This number is distributed among 303 junior, 112 senior, 723 junior-senior, and 4,314 regular high schools.

VI. *Home economics fulfills college entrance requirements.*—Of the high schools from which reports were received, 4,519, or 78.8 per cent, state that their home economics fulfills the usual college en-

trance requirements. This number is distributed among 148 junior, 96 senior, 605 junior-senior, and 3,670 regular high schools.

VII. *Home-economics subjects offered.*—The home-economics subjects offered in the four types of high schools are foods, nutrition, dietetics, clothing, clothing design, textiles, dressmaking, millinery, child care, personal hygiene and health, social and family relationships, household management, housewifery, household budgeting, including accounts, institutional and tea-room management, home nursing, house planning and furnishing, and landscape gardening.

The number of the different high schools offering the various home-economics subjects is shown in Table 5.

TABLE 5.—*High schools offering certain home-economics subjects*

Home-economics subjects	High schools				
	Junior	Senior	Junior-senior	Regular	Total
Foods	343	104	722	3,980	5,149
Nutrition	189	57	438	2,293	2,977
Dietetics	119	62	364	1,969	2,514
Clothing	305	177	680	3,709	4,871
Clothing design	159	81	439	2,325	3,004
Textiles	187	97	445	2,356	3,085
Dressmaking	203	73	479	2,597	3,352
Millinery	94	56	217	1,094	1,455
Child care	102	31	211	1,128	1,472
Personal hygiene and health	175	38	304	1,799	2,316
Family relationships	54	18	142	783	997
Household management	113	60	337	1,647	2,157
Housewifery	94	29	164	899	1,186
Budgets, household accounts	116	37	257	1,345	1,755
Institutional or tea-room management	37	12	93	524	666
Home nursing	79	37	235	1,301	1,652
House planning and furnishing	112	50	315	1,569	2,046
Landscape gardening	11	3	42	177	233

VIII. *Home-economics enrollment.*—The number of girls enrolled in the specific home-economics subjects cited in the four types of high schools is given in Table 6.

TABLE 6.—*High-school enrollment in home economics subjects*

Home-economics subjects	High schools				
	Junior	Senior	Junior-senior	Regular	Total
Foods	77,186	6,386	44,975	142,947	271,494
Nutrition	49,412	3,255	28,049	81,743	162,459
Dietetics	33,393	2,903	20,179	66,299	122,774
Clothing	66,178	7,968	45,289	144,817	264,252
Clothing design	35,417	5,080	25,753	88,558	154,808
Textiles	36,005	5,507	27,285	93,262	162,059
Dressmaking	45,465	4,968	27,480	103,689	181,602
Millinery	25,267	3,208	14,386	46,496	89,357
Child care	27,428	2,389	11,809	40,215	81,841
Personal hygiene and health	43,236	4,181	21,978	77,705	147,100
Family relationships	18,240	1,189	8,171	29,308	56,908
Household management	32,956	3,558	18,983	58,975	114,472
Housewifery	27,855	1,196	10,995	33,327	73,373
Budgets, household accounts	27,680	2,713	15,235	52,931	98,559
Institutional or tea-room management	6,697	633	3,731	16,353	27,414
Home nursing	20,440	2,959	14,318	43,733	81,450
House planning and furnishing	23,784	3,151	16,903	52,558	96,396
Landscape gardening	2,681	33	1,212	5,086	9,012

IX. *Salaries of home-economics teachers.*—The average minimum and the average maximum monthly salaries for home-economics teachers for all schools reporting home economics are, respectively, $147 and $183. The average minimum and the average maximum monthly salaries in junior high schools are, respectively, $149 and $224; in senior high schools, $156 and $212; in junior-senior, $146 and $181; and in regular high schools, $146 and $178.

X. *Cost of equipment.*—The average initial cost of equipping the home-economics departments of the 5,737 high schools reporting is $1,423; for junior, $2,672; for senior, $3,057; for junior-senior, $1,599; and for regular high schools, $1,275. The largest initial equipment cost reported is $15,000 and the smallest $100. The median for all the schools is $1,514.

The 5,737 high schools report for each high school an average annual expenditure for food-laboratory equipment and supplies to be, respectively, $132 and $173; for clothing-laboratory equipment and supplies, $91 and $81.

The average annual equipment and supply expenditures for food and clothing for the four types of schools are shown in Table 7.

TABLE 7.—*Average annual equipment and supply expenditures*

High schools	Foods		Clothing	
	Equipment	Supplies	Equipment	Supplies
Junior	$205	$280	$214	$115
Senior	170	277	104	150
Junior-senior	147	208	102	90
Regular	123	157	80	73

CURRICULUM MAKING

"The task of curriculum improvement is as unending as are the changes in society and in the pupil population."

The truth of this statement by one of the pioneers of the junior high-school movement has been recognized in every section of the country by curriculum makers of home-economics education, if one is to judge by the number of new and revised courses of home economics received during the biennium and by some of the research studies made as a basis for curriculum reorganization.

The Bureau of Education was among the first to conduct a research study to determine the home activities, economic and social needs and interest of junior high-school girls as a basis upon which to build a home-economics curriculum for those girls. For this research study the bureau chose 570 girls enrolled in two junior high schools of the District of Columbia. These girls were asked to fill out a questionnaire which was formulated by a committee named

in 1924 by the Commissioner of Education, and composed of the supervisors of domestic art and science, three junior high-school teachers, and two home makers of Washington, D. C., the acting chief of the office of home economics of the United States Department of Agriculture, and the home economics specialist of the United States Bureau of Education. The study was completed in 1925 and the findings of the questionnaire reveal that the majority of the junior high school girls are general assistants to their mothers in the various activities of the home.

This fact is of the greatest importance to the junior high-school home-economics curriculum makers, for it indicates to them that the home-economics training for the girls of these years should do several things: First, teach girls to perform on a higher level and with greater efficiency the daily routine of home activities; second, enrich their home experiences by classroom subject matter and laboratory practices; third, provide such training as will help the girls to establish habits of thrift as related to health, money, time, and ability; and fourth, help the girls develop right attitudes and appreciations concerning American home life. All of these are important attributes of a junior high-school girl's education, and the training for these attributes is not considered anywhere else in the girl's junior high school experiences.

Denver, Colo.—A notable research during the biennium for curriculum reorganization of public-school home economics was conducted in Denver, Colo., where in November, 1924, committees were appointed to study the activities, interests, and social needs of the junior and senior high school girls. These committees prepared questionnaires to ascertain the home activities of these girls. The questionnaires were answered by 5,106 junior and senior high school girls and by 876 mothers.

The findings of the study were used as the bases for Denver's Course of Study Monograph No. 12, entitled "Home Economics for Junior High School—Grades Seven, Eight, and Nine," and Course of Study Monograph No. 13, entitled "Home Economics for Senior High School—Grades Ten, Eleven, and Twelve."

The aim of the Denver home-economics courses of study is to help the girls to meet better their present personal and home living problems and to give to them insight into and preparation for adult life. This philosophy underlying curriculum making is in accord with that of the committee of 12 on curriculum making of the National Society for the Study of Education. This committee says:

> As to the need for building the curriculum around the activities and interests of children or the necessity for adult life, both points of view should be incorporated, for they are coordinate in importance.

San Francisco, Calif.—The junior high school home-economics committee based the organization of their course of study upon their analysis of the job of home making, for 75 per cent of the homes of San Francisco are servantless. In accordance with these findings, the committee organized a junior high school home-economics curriculum, composed of units ranging from 1 to 15 weeks, for the purpose of giving students a purview of the many activities found in the home.

The committee placed the major emphasis on those activities and attitudes contributing "most to wholesome and harmonious home life," with the hope that the information and skill gained in the classroom would function in the home duties of the girls. Therefore food selection and preparation based on health and thrift, labor-saving devices, clothing (its selection, construction, cost, upkeep, and laundering), care of children, daily house care, economics of the home, care of the sick, culture and social relationships of the members of the family, and care of the yard and garden are all outlined for the orientation of the girl in accordance with her interests, activities, social needs, preparation for adult life, and with the "exploratory idea" of the junior high school.

Cleveland, Ohio.—A committee was appointed by the supervisor of home economics of the Cleveland public schools to study home economics in the junior high schools to determine the home-economics needs of the girls of these years. The findings of the committee were used as a basis for the revised course of study, which emphasizes behavior or good manners and conventions (1) in the home, (2) on the street, (3) in public assemblies, and (4) at the table. The course of study includes care of little children, use of pocket money, household budgeting, home appreciation, use of leisure time, personal appearance, as well as the relation of food, clothing, and hygienic living to health. Wherever it is feasible, the committee in the new course of study has correlated home economics with health, art, English, the social sciences, and mathematics.

Baltimore, Md.—A committee of the home-economics department made a survey of the food habits of the families in one of the industrial centers to ascertain whether the food instruction of the classroom in that community meets the health needs of its children.

This committee with the help of the home-economics girls of the school, studied each of 3,647 breakfasts, dinners, and suppers—in all, about 11,000 single meals. They found that these meals were high in starchy vegetables, grain products, meats, and coffee. To illustrate, children in 70 per cent of the families had for breakfast, coffee, pastry, frosted buns, and doughnuts; only 25 per cent of the breakfasts listed the use of any fruit, fresh or dry; and cereals were rarely used except the ready-to-eat brand.

It was also found that children accustomed to this meat, coffee, starchy vegetable, and pastry diet were pale, of poor posture, underweight, and had poor teeth, a tired expression, and "unreasonable food prejudices."

To overcome these undesirable food habits is clearly the duty of the school, by teaching graphically that (1) "food makes the difference"; and (2) fresh vegetables, fruits, cereals, and milk furnish elements indispensable to growth, optimism, and physical well-being.

The analysis of the food habits of this industrial community convinced the committee that such studies are imperative to enable the school to fulfill one of the cardinal functions of education.

Detroit, Mich.—The home-economics faculty of the Cass Technical High School, under the direction of the dean of girls and head of the home-economics department of this school, experimented for five years with their home-economics classes in developing the contents of a course which would, first, teach the girl how to make the proper social adjustment and to develop responsibility and character, and, second, make the contents so attractive that its appeal would be universal among the girls.

Cass Technical High School offers to its girls ten 4-year technical curriculums. The student body is composed of girls of various social strata—rich, fairly well to do, and poor; of high, normal, and low intelligence; of academic and of vocational abilities and interests.

After the five years of experimentation a course was evolved which was offered in 1924 for one semester. The results were so outstanding that the course since that time has been required of all high-school girls for one semester as a part of their general education. This course is composed of three distinct sections, namely, "social cooperation," "health," and "thrift."

The head of the home-economics department reports that Cass Technical High School has had no breach of moral conduct among its girls for the past three years. She attributes this high standard of behavior largely to the helpful teaching given for the past six years in the home-economics department.

The time allotted to the course is distributed to the three sections named in the following proportion: For social cooperation, 16⅔ per cent; for health, 50 per cent; for thrift, 33⅓ per cent.

The course has four objectives: (1) To instill a feeling of responsibility within each girl toward the establishment and maintenance of good home training, for approved social relationships, health, and thriftiness for the individual herself, the family, and the community; (2) to give information that will support and amplify previous home instruction and at the same time teach conduct, health, and thriftiness to girls who have not been so fortunate as to receive such home training; (3) to teach girls that the home is the ideal place

to receive such training and assist them in deciding how they may cooperate with their present homes and establish similar attitudes toward good home training in their future homes; and (4) to bring a realization to the girls of the true meaning of an ideal American home.

Some of the other cities conducting researches for the purpose of giving scientific data on which to build curriculums in home economics, for lack of space, can only be mentioned. These cities are New York, N. Y., South Bend, Ind., Chicago, Ill. and Fresno, Calif.

Among the States publishing new State courses of study during the biennium are Connecticut, California, Florida, Georgia, Kansas, Kentucky, Mississippi, New Hampshire, New York, Ohio, and Pennsylvania.

Massachusetts home-economics committee of elementary and secondary schools.—The commissioner of education of Massachusetts appointed a representative home-economics committee to make a study of the present "policies and practices" in home-economics work in that State.

This committee formulated a questionnaire which was sent to 197 superintendents of schools. Reports were received from 178. Of this number, 128 thought that the home-economics instruction as given in the schools functions in the home. Only four superintendents felt that it did not.

The findings of the committee were presented under the following topics:

a. Administrative problems affecting home-economics subjects.
b. Rooms and equipment for home-economics work.
c. Qualifications of teachers and supervisors of home economics.
d. Building of curricula and criteria for evaluating a course of study in home economics for different types of schools in a given community.
e. Aims, objectives, general plans, and anticipated results to be accomplished at the completion of the work in (*a*) rural schools, (*b*) elementary schools, grades one through six, (*c*) junior high schools, grades seven through nine, (*d*) senior high schools, (*e*) vocational schools.
f. Correlation of home economics with other subjects in the sixth, seventh, eighth, and ninth grades.
g. Vocational aspects of home economics.
h. Contribution of home economics to the school lunch room.
i. Recognition and evaluation of home economics by the women's colleges attended by graduates of the Massachusetts secondary schools.
j. Selected bibliographies for home-economics students and teachers.

The committee's next step is the promotion of more and better home economics for the State of Massachusetts. It means to accomplish this by developing home-economics subject matter which suits the particular needs of the girls in the various schools and sections of the elementary and secondary schools of its Commonwealth.

The California Home Economics Association, through its committees composed of prominent home-economics teachers of the State, has during the biennium made an outstanding contribution to home-economics education in that it has outlined subject matter for three high-school home-economics courses which the State Board of Education of California recognizes as alternatives for three other high-school subjects for graduation credit. These courses are called "science of the household," "nutrition," and "citizen homemaking."

The scope and purpose of the first course is similar to the general science course in the California high schools and is designed to meet the graduation requirement of one unit of a laboratory science. The second course is designed as an advanced course to succeed the course in the "science of the household," or it may be offered for high-school graduation credit in lieu of another laboratory science. The last course as outlined is offered as an alternative for a social-science course in a social-science major for high-school graduation.

This contribution to home economics makes it possible for more high-school girls of California to elect home-economics work, since courses in home economics may be offered in lieu of other high-school subjects required for graduation. Further, the courses outlined are also open to high-school boys.

In formulating the course in the "science of the household" the committee had in mind the following:

> First, that scientific facts and procedure are more readily understood and appreciated from concrete lessons dealing with familiar materials. Second, that in the home the selection and operation of equipment, the utilization of food, clothing, and other household goods, and the physical life of the family group bring into play the principles of all the sciences.

The course is designed for ninth and tenth year high-school pupils and is offered as an alternative for the usual general-science course.

The course in "nutrition" is outlined for eleventh and twelfth year students and is distinguished from some other nutrition courses in that the information to be learned by the student is based upon his own experimental studies in the laboratory rather than on what has already been achieved and recorded on the printed page.

The central theme of the "citizen home making" course is the family. It aims to give boys and girls information which will aid them to make better adjustments to the changing conditions of society and the American home and family life.

Teachers College, Columbia University, New York, N. Y.—The office of research in home-economics education at Teachers College made a study of 100 home-economics courses. The office found that the present courses place the emphasis upon service; the needs of girls in everyday living, their specific abilities, appreciations, and attitudes; the activities of the pupils; suggested projects and problems; the study of home and family life, and homes of varying types, as compared with the emphasis of a few years ago when the basic principles in curriculum making were learning; subject matter; aims for future home making; generalized ideals; skills and standards; technical and logical subject matter; dictated practice; memorization; stated lessons; a study of food, clothing, shelter; and the standard American home.

This study points out clearly, even to the "doubting Thomases," that teachers of home economics quickly turn from the old to the new when enough scientific evidence is produced to warrant the change.

CHILD DEVELOPMENT AND PARENTAL EDUCATION

In home economics, during the biennium, great progress has been made in formulating subject matter for child development and parental education courses and in providing laboratory facilities for this work.

The reasons for this marked interest are many, but undoubtedly the outstanding ones are due to the large percentage of mortality and morbidity of children of the first few years of life, to the declining birthrate in civilized countries, to the demand for sound bodies to meet the exigencies of life, and babies temporarily adopted into the home-management houses of home-economics departments have thrived. Instruction in this subject is offered in—

I. HIGHER EDUCATION

Household-management houses.—A number of State colleges during the biennium have increased from one to three the number of their household-management houses, and have increased the number of children in each of the houses from one to several. Residence in the household-management house is required of every home-economics senior in those colleges which have these practice laboratories. During the student's term of apprenticeship she assumes the directorship of a child. As a child director, she (1) supervises the child's health as to (*a*) personal cleanliness, play in the open air, bath, toilet, bedroom, and play; (*b*) food—its amount and kind, if properly prepared and served; (*c*) clothing—its suitability for play, rest, and sleep; and (*d*) physical development concerned with growth, weight,

freedom from defects, colds, indigestion, and other ailments; (2) observes the child's abilities as to formation of speech, motor control, manual skills, and new accomplishments; and (3) keeps a daily record of the child as to his physical, mental, and social progress.

Nursery schools.—The successful experiment of placing children in the household-management houses and the demand for home-economics teachers trained in child development and parental education for secondary and higher education have given impetus to a rapid development of nursery schools in colleges and universities in connection with home-economics departments.

During the biennium a score or more of these institutions have added well-equipped and staffed nursery schools with an enrollment of a dozen to twenty or more children ranging from 1½ years to kindergarten ages.

The nursery schools in higher education provide both theory and practice in child development and parental education for the qualified students of home economics of other departments.

The theoretical work includes courses in psychology, child training, hygiene, clothing, and nutrition; while the practical phases cover the study of preschool children in the nursery schools, where an equipment so attractive is provided that the most timid is challenged to experiment with the tiny lockers labeled with a favorite animal, washbowls just high enough to make washing hands a delight, and small cots, tables, and chairs just right for short legs and arms. In fact, the child finds himself in an environment planned for himself and not for grown-ups. He enjoys hanging up wraps on hooks when they are within his reach.

The housekeeping game is played by putting tiny chairs and tables in order, dusting them, watering the flowers, arranging the playthings, washing the dishes, setting the tables, and doing many other chores in keeping with little hands and feet. Work under such conditions becomes a joy and group cooperation a frolic.

The home-economics students observing soon learn that the child is as well satisfied with the old things at hand, such as large blocks, chairs, go-carts, old pots, and pans as he is with expensive toys; that the stimulation of the child's imagination is not dependent upon a cash outlay, but anything will answer which fits into his scheme of building—anything suitable for the side, roof, chimney, or any other part of the house, school, church, or store that he is constructing; that in the playground outside the nursery the sand boxes, ladders, jungle gyms, swings, and teeters are excellent tests for motor control; and finally, that when little tots are given duties to perform commensurate with their abilities, are provided with playthings which arouse imagination and test motor control and manual skills,

and are placed in a child's, not a grown-up's, environment, happiness prevails and discipline disappears.

Dr. John E. Anderson, director of the institute of child welfare of the University of Minnesota, in his publication on "Education of the Preschool Child," states that there are 13,000,000 children of preschool ages, and that this number is equal to the number of children of all the grammar grades of our country. It seems highly improbable that society will establish enough nursery schools to care for 13,000,000 children of tender years—but it does seem entirely feasible to prepare the present and potential home makers for this important task which, when "boiled down," appears to consist of three important features, namely, the hygienic care of the child; the development of proper habits in eating, sleeping, eliminating, and recreating; and the establishment of a happy home environment where children are wanted and expected to contribute to the sum total of the family's happiness, where there is time to play, work, and study with the child, and where his physical, intellectual, and emotional life will receive equal attention.

II. SECONDARY EDUCATION

Highland Park (Mich.) High School, since the fall of 1924, maintains, as part of the home-economics department, a nursery school in which are 16 children of preschool age and a baby. Here junior and senior girls observe these children from three standpoints—the physical, mental, and behavioristic.

The girls' preparation for the observation work in the nursery school consists of class lectures and discussions on child psychology; the educational importance of play and work in the daily routine; behavior problems and conflict of wills; positive versus negative method; food, clothing, play, stories, songs, and toys; habit formation; the physical, mental, social, and moral development of the child; and on the methods used in the nursery schools to fit children for home and society.

During their observation period, emphasis is laid upon the important part food plays in the growth and development of children and the methods used with children to popularize foods.

In relation to clothing the attention of the girls is directed to appropriateness, comfort, beauty, and ease with which young children can get into their play clothes and wraps; the independence exhibited by children in caring for themselves is observed.

The girls record the playthings as to popularity, educational value, attracting and holding children's interest for long and short periods; children's favorable and unfavorable behavior; methods of handling the situation; responses to the environment, and possi-

bilities for duplicating them in the home; kinds of plays and playthings observed in the nursery school; ways in which the nursery school cares for the health, happiness, and general welfare of the child; and methods used in developing the child's abilities and independence in caring for himself.

Detroit, Mich., uses local nursery schools as laboratories for observation. For a number of terms high schools have so used the Merrill-Palmer School of Home Making, which maintains two nursery schools for children ranging from 1½ to 5 years.

Peterborough (N. H.) High School in 1926 offered to five of its senior girls in the department of home economics an eight-weeks' unit of class instruction in child care and training, and made possible for these students observation privileges in the nursery school of that city.

The *Philadelphia, Pa.*, home-economics report of June 30, 1926, submitted by the superintendent of schools to the board of education of that city, states that—

> Child care as taught in the junior high school means such care as the daughter of the household can give to the baby brother or sister, and by this help relieve the mother. It is not the intention to make of these little girls "little mothers." That instruction in baby bathing and dressing, in the principles of sterilization of bottles and the correct care of milk, and in the careful and gentle handling of an infant carries over into the home can not be doubted, and untrained and ignorant mothers learn something from their daughters about modern ideas of the care of children. In the senior high schools *child care* becomes *child welfare*, and includes not only the care of infants but the welfare of the preschool child, children's diets, behavior problems, legislation for the protection of children, public playgrounds, and day nurseries.
>
> Somewhere the tide setting away from the home must be stemmed. Where could a beginning be better made than in the home-economics teaching of home and child care?[1]

Bureau of Education Bulletin, 1925, No. 40, entitled "Statistics of Public High Schools, 1923–24," shows that only 26 per cent of the girls graduating from high schools in 1923 entered college in the following school year. If one-half of the future home makers are to receive any training in child development and parental education, it must be given below the high school, and since only 26 per cent of the high-school graduates enter colleges, and probably only 25 per cent of these women elect home economics, the need for a thorough course commensurate with the development of the girls of junior high schools is obvious.

---

[1] For further information concerning child development and parental education in home-economics departments of elementary, secondary, and higher education, see the following: Bureau of Education Bulletin, 1927, No. 17, "Typical Child Care and Parenthood Education in Home Economics Departments," and Merrill-Palmer School (Detroit, Mich.) publication entitled "A Survey of Public School Courses in Child Care for Girls."

III. ELEMENTARY EDUCATION

Los Angeles maintains 16 or more day nurseries where children from 9 months up to kindergarten age are brought by mothers employed outside their own homes. These nurseries have the assistance of elementary and junior high-school students of home economics in the preparation and serving of food, in the making and laundering of the children's clothes, in keeping the nursery clean and comfortable, and in entertaining the children with stories, music, and games.

IV. STATE PROGRAMS

Wisconsin has made child care an integral part of its public-school system by beginning this work in the elementary school and continuing it through the university. The "infant hygiene course" is required of all girls in the home-economics department of the 44 vocational high schools and is strongly recommended by the superintendent of public instruction for all the girls beyond the fifth grade of all the other public schools of the State.

The State has adopted the slogan "Every Wisconsin girl educated for intelligent motherhood," because of the high infant mortality and morbidity, with the hope that education will reduce both and will help to increase the number of citizens devoid of defects and deficiencies, and thereby increase the happiness and success of the people of the State.

The States of New York, Nebraska, Nevada, Ohio, North Dakota, Georgia, Oregon, California, Utah, and others have established child welfare study centers for adults through funds obtained either from the United States under the Smith-Hughes Act, Smith-Lever Act, or from private agencies.

V. PRIVATE ORGANIZATION

The Laura Spellman Rockefeller Foundation in 1926 made a grant of $34,000 to the American Home Economics Association for the study of child development and parental education. A field worker was appointed September 1, 1926, whose duties are to gather and disseminate this information for the association.

Recently another substantial grant was made by the same foundation to the American Home Economics Association for the establishment of a child-welfare center in Washington, D. C.

THE SCHOOL LUNCH

Public-school lunch rooms in dark, poorly ventilated, musty basements are rapidly being replaced by well-lighted, ventilated, and cheerful ones, equipped with the most modern appliances and super-

vised by trained dietitians, who not only prepare food suitable for growing boys and girls, and serve it in an environment conducive to the development of high ideals and standards of conduct, but make the essential food products so appealing to the eye and appetizing to the taste that food selection by children becomes a pleasurable exercise.

Too often the lunch is hurriedly swallowed and is devoid of nutriment needed for muscle and bone building, formation of good blood, teeth, and all the other factors which help to produce health. This is one of the important reasons why the person in charge of school feeding should be a trained dietitian, so that the right kind of foods will be supplied.

If the breakfast is insufficient, there is every reason why the school lunch should make up the deficiencies. Investigations concerning the breakfasts of school children show that from one-fourth to one-half of the children go to school without breakfast, and many of them go after having had only a cup of coffee. This situation may be due to proverty, slovenly habits of living (not rising in time to eat properly), or ignorance on the part of the parents of the needs of growing children.

It is the duty of the school, in so far as its educational resources will permit, to counteract these deficiencies. For this purpose the school lunch room is gradually being recognized as one of the greatest health agencies in the entire school system.

I. SCHOOL FEEDING SURVEYS

1. *Inquiry of the New York lunch committee.*—In 1926 the New York lunch inquiry committee studied school lunch rooms in 120 cities of 50,000 population and more. This committee found that 43 of the 120 lunch rooms were under the direct supervision of departments of home economics, 29 under cafeteria managers, 21 under lunch-room directors, 7 under parent-teacher associations, 3 under the principal of the school, and the others under miscellaneous management.

According to this study, several cities have their lunch rooms organized according to the following combinations: Joint directorship of the cafeteria director and penny-lunch association; the home-economics department and parent-teacher association; supply commission and penny-lunch association; cafeteria manager and home-economics department; and one of several other combinations.

2. *Department of superintendence committee on curriculum making.*—The home-economics committee of the 1926–27 commission of curricula, appointed by the department of superintendence of the National Education Association, made a survey of the lunch rooms

in the 130 public schools enrolled in the cooperative plan of curriculum revision of that association.

This committee found that 65 schools have lunch rooms managed or the menus directed by home-economics teachers; 78 schools have the assistance of home-economics girls especially trained for this project; 78 or more schools have the home-economics girls prepare all or some of the food served in the lunch rooms; 32 schools give the home-economics girls an opportunity to assist with the marketing for the lunch rooms; 65 or more schools teach guidance in food selection by means of posters, publicity in the school papers, and class instruction; 43 schools provide extra nourishment for the malnourished, destitute, and anemic children, and the expense entailed for these purposes is met either by the school board, philanthropic organizations, or the parent-teacher associations; 93 or more schools train students in proper conduct while serving in the lunch room; and 78 of the schools give training in proper conduct to the students served; 32 schools cooperate with the department of agriculture of the school in securing vegetables and flowers, with the art department in making posters and in giving suggestions for beautifying the room, and with the commercial department in securing assistance with accounts.

This study indicates that in a large proportion of the cities in the cooperative plan of curriculum revision the departments of home economics either manage or cooperate with the lunch rooms; that in a number of cases the lunch room is of mutual benefit to the departments concerned with it, either as offering opportunities for subsidiary instruction in home economics, health, conduct, and accounts, or for utilizing the salable products of home economics and agriculture. This study found no exploitation of home-economics students for the benefit of lunch rooms.

3. *Massachusetts committee of home economics in elementary and secondary schools.*—This committee's report shows questionnaires were sent to 197 superintendents. Of these, 167 reported on the school lunch; 85 reported that home-economics teachers are responsible for the school lunch; 65 made a negative reply on this question; and 18 did not report on it. The recommendations of this committee concerning home economics and the school lunch room are given below as to—

(*a*) *Organization.*—Unless the schools are large enough to employ the service of a full-time lunch-room manager, the lunch room should be under the management of the home-economics teachers, for this arrangement gives better coordination and cooperation between the foods department and the lunch room; gives control of food standards; gives students an opportunity to apply knowledge learned in

the classroom; and affords a better salary arrangement for the lunch-room director, as she is not obliged to *make her salary*, but is paid from school funds like any other teacher.

If the above arrangement is in effect, the lunch-room manager should not be expected to carry a full teaching load. If she is not a foods teacher, she should have received training in home economics with reference to the health point of view; and she should be in entire charge of the lunch room, with the principal of the school acting in an advisory capacity. The lunch-room manager should have the same status as the teachers.

The school lunch-room manager, even if she has received home-economics training, is recommended to have an advisory committee composed of the principal of the school, a mother, a member each of the home-economics department and of the student advisory organization.

Home-economics departments should not be expected to prepare all the food served in the lunch room. This custom produces a hardship on the students and lowers the quality of the food served, but the surplus food from the home-economics departments may find a profitable outlet in the lunch room. However, it should be kept in mind that the purpose of the lunch room is not to make money to defray the expenses of other school activities, but to produce wholesome food for growing boys and girls at a reasonable price.

(*b*) *Qualifications of manager.*—The lunch-room manager should be a person of excellent health, executive ability, and imagination. She should have a knowledge of the costs, values, and preparation of food; and of the psychology of selling foods to growing boys and girls. She should be experienced in the buying and managing of food supplies, and in keeping daily records, and she should have the ability to produce artistic surroundings.

(*c*) *Location of lunch room.*—The lunch room should not be in the basement, because of the insanitation and unattractiveness of dark, inadequately ventilated rooms, but if possible, on the same floor with the foods division of the home-economics department.

(*d*) *Equipment and serving facilities.*—These should be of such a type as to provide arrangements for the students to wash their hands and to insure rapid service. The length of time for serving should not be less than 20 minutes; 30 minutes is preferable.

(*e*) *Kinds of foods.*—Only foods healthful for growing boys and girls should be served. Candies of any kind, pastries, rich desserts, doughnuts, frankfurters, pickles, tea, and coffee should have no place in the school lunch room, even though they may be good sellers and profitable. In certain localities where children insist on having candy and frankfurters and will buy them outside, it is preferable to provide them in the lunch room, and of a good quality.

II. SOME ACHIEVEMENTS IN SCHOOL FEEDING

New York, N. Y.—One of the outstanding achievements in the progress of school feeding during the biennium is the adoption, by the board of education, of the resolutions offered by its board of superintendents concerning the development and improvement of school lunches in that city. The points covered in the resolutions are that—

(1) The administration and operation of school lunches in the elementary and junior high schools of New York City shall be a part of the department of home making. The director of this department shall be the director of school lunches.

(2) The assistant director of home making shall be assigned as "operating manager of school lunches." She shall be a qualified dietitian. Her duties shall include the planning, preparing, and serving of all food, and the training and directing of employees in elementary and junior high school lunch rooms, and the opening of new school lunch rooms, and such other duties as may be prescribed by the director of home making. Any supervisory assistants in the operating department shall be trained dietitians.

(3) The former position of "manager of school lunches" shall be changed to "business manager of school lunches." Her duties shall be the hiring of help in the various school lunch rooms and kitchens as requested by the director, and of discharging such employees as may be inefficient in their work, when so reported by the operating manager of school lunches to the director, provided each dismissal is approved by the associate superintendent assigned to the department of home making. With the cooperation of the superintendent of school supplies, the business manager of school lunches shall have charge of the purchase of supplies and equipment. All requisitions for supplies and equipment shall be signed by the director of home making. The business manager shall also have charge of the transportation of food and shall perform such other duties as may be prescribed by the director of home making.

(4) The price of food in the school lunch rooms shall be determined by the board of superintendents after consideration and recommendation of the director of home making, the operating manager of school lunches, and the business manager of school lunches.

(5) No further concessionaire service in elementary and junior high schools shall be permitted.

(6) Concessionaires who are now operating in schools shall be shown due consideration, but as soon as practicable their services shall be discontinued.

(7) In order to arrange a plan of financing the introduction of lunches in schools in which they are not now maintained, or to conduct lunches in schools in which concessionaires are now in charge, a sum of $10,000 shall be allotted to the department of home making as a "turnover" or "revolving" fund for the purchase of such equipment and for such other expenses as may be necessary to organize and enlarge the school lunch work.

Winston-Salem, N. C.—In the school cafeterias, individual attention is given to proper feeding of malnourished students; the trays of all the boys and girls are supervised; diets for underweights and overweights are posted in the school corridors and dining room; conferences are held with groups of students regarding the wisest expenditure of their budget allowance for lunches. Food facts are

presented through posters, movies, plays, special talks in school assemblies, and striking slogans, such as "A balanced meal makes a balanced mind," and many others.

After 12 weeks of this cafeteria program it was found that one student, 20 pounds underweight and subject to fainting spells, gained 13 pounds and improved generally in health and school work; a student 30 pounds underweight had gained 9 pounds, with improved attitude and scholarship; and that another student had reduced his absences on account of illness from 40 to 1½ days per school term.

The successful school lunch room.—During the biennium there has developed an attitude which is general among school administrators and teachers regarding school feeding. It is that the successful school lunch room requires efficient management, preparation, and serving of very attractive and nutritious food, psychological methods of incorporating into the daily thinking of growing boys and girls that physical growth, development, and vigor are dependent upon the following regimen: (*a*) A generous intake of milk, a quart a day if possible, no less than a pint; fresh fruit and vegetables; no coffee or tea; (*b*) a substantial breakfast, an adequate luncheon, and a desirable evening meal; (*c*) plenty of sleep, fresh air, and sunshine to give food a chance to promote health; and (*d*) sufficient knowledge of food values to select, if necessary, an adequate diet with the least possible expenditure.

NUTRITION

Interest in child nutrition within the past decade has increased greatly, as is evidenced by a recent survey made in the University of Chicago by R. V. Bennett. For 1912–1922 she found 230 articles on this subject in 20 representative magazines, including 5 each of educational, scientific, popular, and special organizations, and 82 per cent of these articles were written during the latter half of the decade.

Encouraging as this interest is, it is confined largely to the food and child-welfare specialists and scarcely extends to the laity, for according to a 1927 publication entitled "The Organization of a Nutrition Service," by the American National Red Cross, in the schools where attention has been given to nutrition it has been found—

> that from 15 to 50 per cent of the children, rich and poor alike, are suffering from malnutrition. At the same time medical inspection has shown that a large percentage of the children have physical defects needing attention, many of these being due to faulty nutrition. This means that the efficiency of America's schools is being lowered, since year by year they are forced to handle children who from the very beginning are below par physically and are at least as much hampered mentally.

This condition may be due to an inadequate amount of food or to the wrong kinds of food, or both, for it is often lost sight of that—

> Up to the age of 11 years both boys and girls require fully half again as many calories per unit of weight as does an adult; and that in the years from 11 to 14 in both sexes, there is no lowering of this high energy requirement, but rather an increase as shown by studies of boys by Dr. E. V. Du Bois, of the Russell Sage Institute of Pathology, and of girls by Prof. Grace MacLeod, of Teachers College.[1]

In a large number of cases children are underfed because the day's intake of food is not enough in quantity. Boys and girls urgently need education in the use of milk and eggs, green vegetables, salads, fruits, whole-grain breads, and in the nutritional value of proteins, mineral substances, and vitamins, and in what foods these elements are found. Sherman and his associates have shown that, for a proper storage of calcium in growing children ranging from 3 to 16 years of age, 1 quart of milk is needed daily. Calcium is an essential dietary element for the formation of teeth and bones in children. Too often school children, due to poverty, ignorance, or a dislike for the bland taste of milk, substitute coffee, tea, or "pop." This condition is especially true of those children whose appetites have been spoiled with sweets, pastry, and the like.

Much graphic material based on animal-feeding experiments, as well as of faulty feeding of children, can now be had in teaching children that "food makes a difference."

The findings of recent surveys reported in this publication—and the writer's observations—show that the importance of proper nutrition for the normal development of boys and girls is gradually but certainly receiving proper recognition in the schools. Knowledge of the direct causes of malnutrition is slowly percolating from the scientist's laboratory through the school and into the home. The millenium is still in the distance, but an appreciation is beginning to be apparent as regards the bad effects of insufficient and wrong kinds of food, of faulty hygiene, poor posture, physical defects, ignorance, and lack of home control.

A growing child receiving a diet which fails to provide his requirements for energy, growth, and regulating purposes is almost certain to suffer from malnourishment. Malnutrition in children results in stunted growth and an impaired nervous system with its attendant difficulties, such as headaches, disturbed sleep, hysterical manifestations, chorea, and susceptibility to disease.

---

[1] Rose, Dr. Mary Swartz. What metabolic research has taught in nutrition of children. Nation's Health, Vol. IX, No. 2, Feb., 1927.

ECONOMICS OF THE HOME

During the biennium the subject matter concerned with economics of the home has developed from a few lessons into a specific unit or course, which has a definite time allotment of 6 to 12 weeks. This material as now organized may stand as a distinct course in the home-economics curriculum or form a specific unit of some other course in the home-economics program. This new unit or course may be given formally in the last year of the junior high school and in any year of the senior or regular high school. The tendency is to offer it in the eleventh or twelfth year of the high school.

The evolution of this course from an unimportant place is shown by the bureau's recent study of home economics in the high schools of the United States. This study shows that departments of home economics in the high schools of every State of the Union offer specific instruction in economics of the home and that the total number of girls enrolled in such instruction is 98,559, as compared with 2,847 enrolled in the former course, which was made up of a number of other subjects.

Undoubtedly the reason for the change from a heterogeneous to a homogeneous course dealing with specific economic problems of the household is that girls of the junior and senior high-school ages help to spend a goodly share of the family income in doing some, and in many cases all, of the family's marketing and shopping.

The course in home economics for the Baltimore city schools, published in 1925, divides the home economics survey course recommended for all ninth-year girls into four specific units, according an equal time allotment to each unit. One of these units, which is on the same plane with the other units, namely, food, household management, and clothing, is accorded to economics of the home and the girl's personal finances.

The citizen home-making course planned by the California Home Economics Association is designed for both boys and girls of the eleventh or twelfth year in high school. This course is offered in California as an alternative for one unit of credit in a social science major for high-school graduation. The course outlines in detail only the unit concerned with the economic problems of the home. It emphasizes the household as the chief agent of consumption—that is, the use of money in supplying the wants of the family—and discusses (*a*) expenditures of American housewives, (*b*) problems of consumption from the standpoint of the consumer, (*c*) standards of consumption, (*d*) standards of living, (*e*) variations in standards of living, (*f*) cost of living, (*g*) influences responsible in determining the scale of wants for all classes, (*h*) responsibilities of women as directors of family consumption, and (*i*) quantity and cost estimate for a typical family with a normal standard of living.

SOCIAL RELATIONSHIPS OF THE FAMILY

Since 1924 a course in social relationships of the family has been organized for students of home economics in certain regular and senior high schools. The status of this subject in the home-economics curriculum until within recent years was similar to the subject of economics of the home, namely, that smatterings of it were offered in a number of other courses. But the increasing number of divorces and broken homes has led home economists to realize that the study of human relationships is as important as the one concerned with home activities, and that home economics has a worthy contribution to make to the social relationships of the members of the family and in turn will help raise the standards of home and family life.

The objectives of such a course are to develop in the high-school girl certain family ideals, a finer sense of appreciation for the more cultured things in life, a sense of responsibility for her relationships to the rest of the family, a personality which will help raise the standard of the family morale, and a higher degree of home contentment, home interest, and a home-loving attitude.

The subject matter of such a course includes a study of (*a*) history and function of the family; (*b*) home as a place of rest, comfort, inspiration, physical, mental and spiritual health; (*c*) responsibility of members of the family to each other in regard to sympathetic understanding, loyalty, affection, truthfulness, courtesy; (*d*) cooperation involved in the development of a higher standard and improved conditions of living and in the sharing of household tasks in a cheerful manner, at the sacrifice of one's own pleasure, if necessary; (*e*) uses of leisure, with and without expense at home and outside of the home, shared by the family; (*f*) family's responsibilities to the community in regard to its civic progress; (*g*) personal responsibilities to the family as to obedience, sharing work without complaint, setting good examples to younger members of the family, high regard and affection for other members of the family, avoidance of borrowing, monopolizing conversation, contradicting, self-praise, or interrupting; (*h*) establishment of correct personal habits pertaining to health and thrift; (*i*) development of qualities such as fairness, unselfishness, patience, poise and stability, orderliness and system, cheerfulness, exactness and composure in making decisions; (*j*) responsibility for care in home training of younger brothers and sisters and in unusual circumstances, such as illness in the family, guests in the home, and absence of family members; and (*k*) behavior of the well-bred girl at home, in school, in the community, and in traveling.

HOME ECONOMICS FOR BOYS

Instruction in some phases of home economics for boys is not a new venture. For some time, in various sections of the United States, there have been sporadic offerings of this work to boys. But within the biennium a feeling has developed among school superintendents and the laity that boys need instruction in the fundamental principles underlying successful American home life.

The universal interest in health, keeping fit, longevity, efficient living, and fine citizenship, has superseded the false notion held by some people that home-economics instruction for boys "will devolop them into cooks and seamstresses."

It is now recognized that boys are called upon daily to select food either at home, in the school, or in restaurants, often to buy clothing, and later in their lives to build, purchase, or rent a home and to become copartners in the rearing of a family.

It is also recognized that some phases of home-economics education are needed for boys to become intelligent consumers of "economic goods" and sympathetic participators in home and family life.

Bureau of Education home-economics survey.—The home-economics survey made by the Bureau of Education shows that in all the States save six home-economics instruction is offered to boys, and that the total enrollment of boys in home-economics courses is 7,017. This enrollment is distributed among the four types of high schools, but the larger proportion is found in the junior and regular high schools.

Tulsa, Okla.—Dr. P. P. Claxton, superintendent of public schools of Tulsa, Okla., was quick to see the physical, aesthetic, ethical, and social values of home-economics education for boys.

Accordingly, a questionnaire was prepared and sent to the parents of all the boys in the junior year (about 500 in number) of the Tulsa Central High School. The parents were invited to express their opinions as to the desirability of including home-economics instruction in the high-school education of their sons. Practically 100 per cent of the parents indorsed the idea so enthusiastically that in September, 1925, a year's work in home economics, called "Home crafts for boys," was required of all boys in the third year of high school.

This experiment proved so successful that in the fall of 1926, the course, with minor changes, was again required of boys in the third year in high school.

Philadelphia, Pa.—The superintendent's report of the division of home economics, for June 30, 1926, submitted to the board of public education, states that—

> There should be some means by which boys may be given courses in household mechanics, household sanitation, household finances, and elementary

nutrition. At present, some boys in junior high schools are in camp cookery clubs, and some boys in high schools have requested, and have been given, an elective foods course. Better provision for such instruction should be made.

Long Beach, Calif.—Through special request of the committee of 15, composed of principals of schools, a course in home economics for boys in the senior high school will be made elective in the near future. A group of junior high school boys, by request, were given instruction in home economics during the past year.

Los Angeles, Calif.—The Manual Arts High School has, for a number of years, offered to groups of boys composed of the high-school boys, a successful course in home economics.

Denver, Colo.—The home-economics department has outlined a home-economics course entitled "Applied economics," which is elective to boys in the senior high school. A request from boys in the junior high school for home-economics instruction was urgent, but, due to the inadequate laboratory space, their wish has not been met.

Massachusetts.—The home-economics committee, appointed by the State commissioner of education reports the direct aims of home economics to be worthy home membership, health education, and training for vocations; and the indirect aims to be command of fundamental processes, citizenship, worthy use of leisure, and ethical character. The committee invites the cooperation of all teachers in realizing all these objectives for girls and most of them for boys.

CHAPTER IX

COMMERCIAL EDUCATION

By J. O. Malott

Specialist in Commercial Education, Bureau of Education

Contents.—Introduction—Tendencies in enrollments—Trend of objectives—Trend toward standardization of business occupations—Development of closer cooperation between education and business—Commercial occupation surveys—A new conception of office practice—Developments in the junior high schools—Progress in the high schools—Status of supervision—Contests in commercial subjects—Commercial education conferences—Tendencies in commercial teacher training—The private business schools—Higher education for business—Conclusion

INTRODUCTION

There is a growing consciousness of the importance of definite preparation for business occupations. People are realizing more than ever that better preparation for these occupations usually results in greater vocational efficiency and contributes to vocational and social happiness. Business men have recently taken a greater interest in commercial education because they appreciate the relation of vocational efficiency to the efficiency of the business community. Educators have given increased attention to this phase of education in order to develop a balanced program that will meet the best interests of the individual, the business community, and society.

The purpose of this bulletin is to set forth briefly the progress of commercial education during the biennium 1924–1926. The term "commercial education" is used to include that education and training which prepares specifically for an understanding of the relationships and the performance of activities in business. A survey of educational and business literature, including reports pertaining to statistics, researches, courses of study, conferences, school systems, universities, and business men's organizations, reveals a greater interest and activity in this phase of education than during any similar period. Some of the important developments pertain to increased enrollments, definite vocational objectives, course of study revision, and research.

TENDENCIES IN ENROLLMENTS

An outstanding development in commercial education has been the increase in the number of men and women preparing to enter business occupations. Statistics were compiled during the biennium

which reveal the recent trends pertaining to enrollments and the number of schools of different types offering commercial curricula. The statistics in the table are of men and women who are majoring in the commercial curricula by taking the various subjects designed to prepare them for business occupations. Similar statistics are not available for 1925–26.

Enrollments in commercial curricula in different types of schools, 1914–1924

Years	Public high schools		Private high schools and academies		Private business and commercial schools		Colleges and universities		Total
	Men	Women	Men	Women	Men	Women	Men	Women	
1914	68,600	92,650	9,717	7,740	85,432	82,631	[1]	[1]	
1915	92,226	116,379	9,360	8,346	94,870	88,416	[2] 9,323		418,920
1916	105,142	138,043	9,056	8,172	99,134	93,254	[2] 11,653		464,454
1918	104,418	173,857	9,157	14,644	96,449	193,130	14,029	2,982	608,666
1920	[1]	[1]	[1]	[1]	139,551	196,481	29,585	7,270	
1922	[1]	[1]	[1]	[1]	[1]	[1]	37,084	8,272	
1924	143,991	286,984	6,269	11,941	68,247	120,116	40,734	6,818	685,100

[1] No data. [2] Data not separated by sexes.

The highest percentage of increase in enrollments in the commercial curricula from 1915 to 1924 is in the colleges and universities, as shown in Figure 1. During this period these enrollments increased from 9,323 to 47,552, an increase of 410 per cent. The number of schools offering these curricula increased from 58 to 129, an increase of 124 per cent. Since 1918 the number of men in these curricula increased from 14,029 to 40,734, an increase of 190 per cent, and the number of women increased from 2,982 to 6,818, an increase of 128 per cent. Eighty-three per cent of the students enrolled in commercial curricula in 1918 and 85 per cent of those in 1924 were men.

The greatest increase in the number of pupils enrolled in commercial curricula in the different schools from 1914 to 1924 is in the public schools. The number of these pupils increased from 161,250 in 1914 to 430,975 in 1924, which is an increase of 167 per cent. During this period the number of men in these curricula increased 109 per cent and the number of women increased 210 per cent. The number of high schools offering commercial curricula increased from 2,191 to 3,742, an increase of 70 per cent. In 1914, 58 per cent of the pupils enrolled in the commercial curricula in the high schools were women. By 1924 the percentage had increased to 67. Figure 2 shows that, of 685,100 pupils and students preparing for business occupations in 1924, almost two-thirds were enrolled in the public high schools.

The enrollment in commercial curricula of the private high schools and academies, as well as the number of these schools offering commercial curricula, increased only 4 per cent from 1914 to 1924. There

was an increase of 54 per cent in the number of women enrolled and a decrease of 36 per cent in the number of men enrolled.

During the 10-year period the private business and commercial schools had a net increase of 12 per cent in enrollments and 5 per cent in the number of schools reporting. These schools, along with other types of schools, increased their enrollments in commercial curricula immediately before and during the World War. Due to

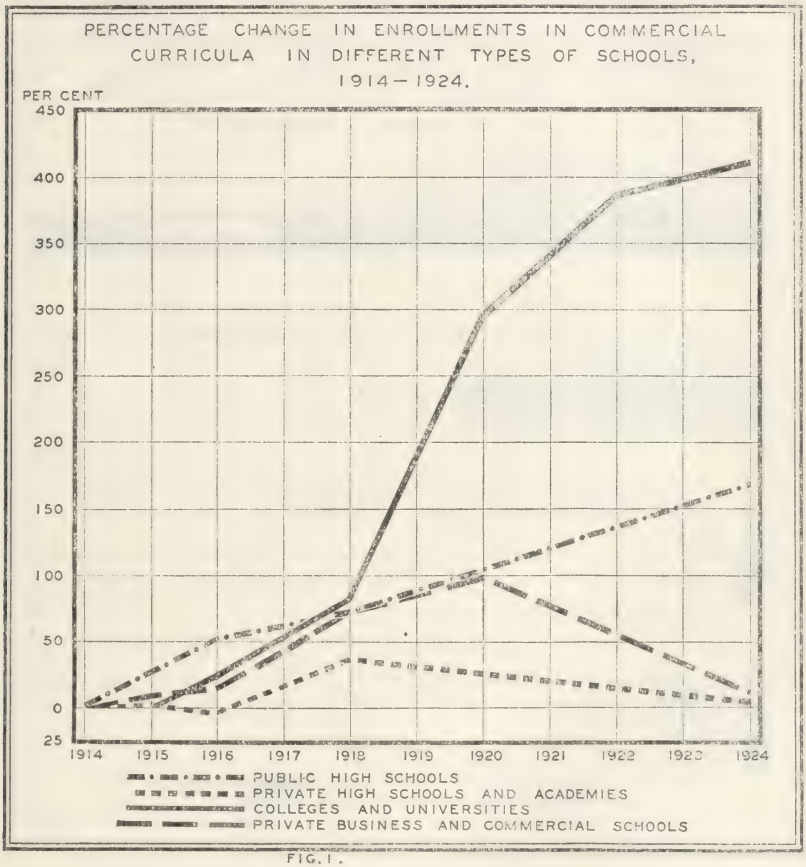


FIG. 1.

the large number of ex-service men rehabilitated in these schools, the enrollments continued to increase until 1920. Since that date the trend of enrollments has returned to a pre-war basis. During the school year 1919–20 a total of 336,032 pupils were enrolled in the day and evening classes of 902 schools. By 1924 the number of enrollments had decreased to 188,363, a decrease of 44 per cent; the number of schools reporting had decreased to 739, a decrease of 38 per cent; and there was a reduction of 40 per cent in the number of

day-school pupils and a reduction of 51 per cent in the number of night-school pupils. In 1914, 50 per cent of the pupils enrolled were men. By 1924 the percentage had decreased to 36.

In the schools of less than college rank the number of women has increased more than the number of men. There are many reasons for this general trend. There is less prejudice against women in business. The evolution of much of the work in offices and stores makes possible the employment of more women. The commercial courses

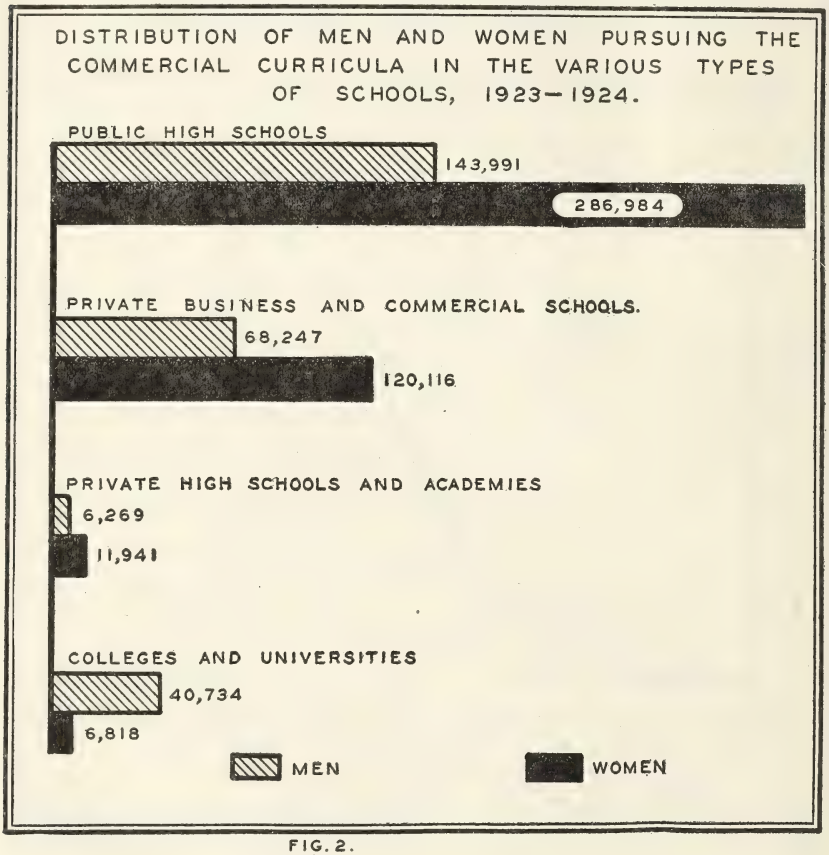


FIG. 2.

in the secondary schools are generally more appropriate for women than for men. Changes in the commercial curricula of the secondary schools have not been made as rapidly as changes in the requirements for office and store occupations, particularly for those occupations in which boys find initial employment.

The number of men in colleges and universities preparing for business occupations has increased more than the number of women. This is due chiefly to the fact that a greater number of men than women seek careers in business and therefore find it necessary to

obtain a more thorough preparation. The colleges and universities, however, have made remarkable progress in meeting the needs of education for business. They are offering a definite vocational education, not only for a larger number of business occupations but for the lower and intermediate as well as the upper levels of these occupations.

TREND OF OBJECTIVES

Much progress has been made during the biennium toward the development of definite and worthy objectives for commercial education. Clear and convincing distinctions have been made between remote economic objectives for society and immediate vocational objectives for the individual. The remote objective, which pertains to the development of business in harmony with the best interests of society, has received much attention by the leaders in business and by the leaders in university education for business. More progress has been made than in any similar period toward removing the confusion that has characterized the immediate objective—preparation of individuals with different interests, aptitudes, and abilities for appropriate levels of vocational opportunities in business.

As the disciplinary objectives for commercial subjects declined in popularity there was a tendency throughout the country to substitute the social science objectives. The new objectives were welcomed for those subjects pertaining to the laws and principles of commerce. Due to the traditional prejudice against vocational objectives, the social science objectives are frequently urged, even for the subjects pertaining to definite business training.

Many factors have contributed to the confusion between the social-science and vocational objectives. First, there is a need in the social sciences for more economic and business content.[1] Second, in the selection of content for the commercial subjects it is necessary to begin where the social sciences cease. Adequate preparation for office and store positions requires considerably more content bordering on the social sciences than is ordinarily included in the core of those subjects. Preparation for commercial occupations requires the application of much of the social-science content to the performance of specific duties. Third, there is much similarity between many of the vocational activities and those of everyday life. Some of the vocational content and common skills taught in the commercial subjects have everyday utilitarian and social values, but these values are incidental by-products due to the nature of preparation for commercial occupations instead of arbitrary planning. It is

[1] Harap, Henry. Economic Life and the Curriculum. The Macmillan Co., New York, 1927.

obvious that the present problem of differentiating social-science content from the vocational content is fully as important for the social sciences as for commercial education. A solution of the problem is essential to permanent progress in commercial education.

The most promising development to overcome the present emphasis on the social-science objectives as primary objectives for the commercial subjects is scientific curriculum revision. A clearer understanding of the criteria for the selection of the social-science and vocational content is removing some of the confusion. Many believe that those phases of economic and business content essential on the different school levels for good citizenship are or should be incorporated in the core of the social sciences. Preparation of all to be intelligent and appreciative consumers of the services and products of modern business is the objective of the business content in the social sciences.[2] Likewise, they believe those additional bodies of knowledge, attitudes, and skills found necessary or desirable in the various local office and store occupations are or should be incorporated in the commercial subjects. Preparation of specific groups of pupils according to individual interests and aptitudes for efficiency in the respective occupations is the objective.[3] Thus, the earlier concept of the dual responsibility of definite vocational subjects toward both vocational and social-science objectives is passing. The composite of responsibilities for the activities of life, including occupational activities, must rest with a balanced curriculum.

This shift of responsibility to the curriculum [4] emphasizes the need of a better understanding of the place of commercial education in the general education program. As a part of this latest development, there is an effort to emphasize that, although the specific and immediate bases and principles of commercial education pertain to the adjustment of the pupil to the requirements and opportunities in local business occupations, the general bases and principles are identical with those of general education; that commercial education is an integral part of the latter; and that the latter obligates commercial educators to make and interpret scientific investigations of social and occupational needs in the light of the best educational theories.

As the principles of education are applied with renewed vigor and result in additional worthy investigations of the requirements and opportunities on the successive levels of each of the various business occupations, many of the survivals of earlier concepts will be discarded. Such vexing problems as education versus training, prepara-

[2] Harap, Henry. The Education of the Consumer. The Macmillan Co., New York, 1924.
[3] Prosser, C. A., and Allen, C. R. Vocational Education in a Democracy. The Century Co., New York, 1925.
[4] Social Studies in the Secondary Schools. A report by a commission of the Amer. Assoc. of Collegiate Schools of Business. University of Chicago Press, Chicago, Ill.

tion for immediate and known versus remote and probable vocational opportunities, and preparation for the welfare of the individual versus the welfare of the employer will not entirely disappear. A better understanding of individual differences and of the needs of business and an appreciation of the fact that there is an ultimate coincidence of the best interests of the individual, business, and society will continue to clarify and harmonize the various points of view. Thus, a functional, balanced, and continuous program for commercial education will be developed on a fact basis.

TREND TOWARD STANDARDIZATION OF BUSINESS OCCUPATIONS

During the past two years occupational studies have revealed a definite trend toward standardization of office and store occupations or trades. The evolution of these occupations has been due in general to the constant operation of the laws of economy. The rapid development of this trend is due to such factors as recent developments in the division of labor in the offices, a renewed emphasis on the introduction of modern office appliances, and increased use of tests and measurements. Efficient operation of business organizations necessitates efficient performance of the many tasks, and the various means of obtaining increased efficiency tend toward standardization.

Some phases of the present trend are becoming more distinct. The division of labor which has proved helpful in increasing production generally is now applied to the offices. One theory is that as work is divided into many activities, each person with special interests, aptitudes, and opportunities may devote his entire time to the work for which he is best fitted. Through repetition of comparatively few tasks great dexterity and skill are acquired. As a result commercial occupations which were complete units are divided into a series of related and subsidiary office trades and professions. For example, the work of the bookkeeper is frequently divided into occupations, including invoice clerk, journal clerk, ledger clerk, machine bookkeeper, cashier, bookkeeper, and junior, senior, public, and certified public accountants.

The new trades and the profession vary in occupational importance, and there are many levels of duties and responsibilities in each of the new occupations. These levels can be objectively determined. Lower, intermediate, and higher levels are easily distinguished. For example, in a clerical occupation there are low levels where the tasks are routine, such as classifying, filing, and recording under supervision. There are intermediate levels, which require initiative, judgment, skill, and perhaps supervision of the work of others. Then there are the higher levels, requiring high degrees of skill and specific bodies of knowledge.

The process of breaking up the commercial occupations into various levels of a large number of office and store trades tends to standardize them. It makes them more specific. Specialized training for these trades is encouraging this tendency. Job sheets made to facilitate the handling of the personnel have added another element of definiteness. As the duties become fixed, there is a tendency to establish definite standards of occupational efficiency for entrance, retention, or promotion within particular companies. Inventories of the duties and traits have facilitated the establishment of standard pay-roll titles, and of standards for the various levels within occupations. Tests and subsidiary devices have resulted in additional objectivity in the selection and promotion of workers by grading and classifying them.

A phase of the tendency toward standardization pertains to the upgrading of business occupations. In this process, better trained workers have replaced others on all levels.[5] Considering the rather limited supply of trained commercial workers of two and three decades ago, the office and store workers belonged to what was practically a noncompetitive class of workers. Increased facilities and higher standards for commercial education in the public schools have removed office work from the noncompetitive situation. Competition has reduced the advantage to the worker, and has emphasized standards.

The trend toward standardization on the upper levels of business occupations is creating business professions. Efforts are made constantly to raise the standards. Public accountants are examined and certified by State boards in every State. Nineteen States license real-estate brokers and real-estate salesmen. Many business men's organizations cooperate with colleges and universities in establishing definite curricula for professional training in particular fields. J. H. Willits, in his address before the American Economic Association in 1924, stated that preparation for leadership in the business world was taking on professional characteristics for the following reasons:

> (1) The recognition that business consists of a body of fact and principle, much of which can be taught; (2) the increasing encouragement of science, the increasing use of the results of science, and the increasing dependence upon the scientific method; and (3) the increasing emphasis upon the goal of service to society under terms formulated by a code of ethics.

Standardization has distinct advantages for the worker. To the same extent that there is an element of increased definiteness in the requirements for particular levels in the commercial occupations, the worker will have a better understanding of what he must do for

[5] Douglas, Paul H. "What is happening to the white-collar-job market." Report of study conducted at University of Chicago, in System, December, 1926.

an initial position or promotion. The means of transition to higher levels are clarified and made possible on the basis of certain known bodies of knowledge, skills, and traits. He is in a position to plan his future educational and business career with a minimum of lost time and energy. Those who do not have the ambition and ability to progress to higher levels will not in any sense suffer; in fact, analyses will have been made for them.

It is increasingly important that commercial teachers endeavor to retain desirable mobility in commercial occupations and the economic advantage of standardization. However, a balanced and continued program of commercial education must be developed to prevent the formation of a static society of office and store workers more or less stratified in distinct levels.[6] Definite preparation in the curriculum to meet the standards of business offices is essential for initial employment. Due to the lack of correlation between the specialized office trades and between the levels of particular office occupations, those workers who wish to progress should have the opportunity of continuing their education to meet the standards of higher occupational levels.

DEVELOPMENT OF CLOSER COOPERATION BETWEEN EDUCATION AND BUSINESS

Much progress has been made in the past two years in developing cooperation between commercial teachers and business men. The present trend is toward developing the marginal responsibilities. The school is broadening its responsibility to include vocational guidance, training, placement, and extension education. Business is giving more attention to selection, training, breaking-in, promotion, and other personnel problems. Just as commercial education is endeavoring to make closer adjustments of the pupils and students to actual occupational requirements, so business is endeavoring to adjust its personnel most efficiently to the given tasks. Successive analyses of the problems have resulted in a better understanding and have caused educators and business men to realize that they are complementary to one another in the process of vocational-commercial education. The objective of facilitating the transition of the pupil or student from school to his chosen occupation with satisfaction to himself and his employer is worthy of closer cooperation.

Some of the outstanding agencies for closer cooperation are the Chamber of Commerce of the United States, American Council on Education, the National Association of Office Managers, American Management Association, National Real Estate Board, National

[6] Wiesner, J., and Ficek, K., Education for Business in Czechoslovakia. The Journal of Political Economy, vol. 34, No. 2, pp. 141–180, particularly p. 163.

Retail Dry Goods Association, National Retail Hardware Association, National Retail Grocers Association, similar organizations, and offices of the Federal Government. The kinds of cooperation have ranged from freer exchange of ideas through conferences and literature, cooperative researches concerning various problems, and cooperative guidance and training programs to actual correction of errors in textbooks. The most recent development of national significance is the plan of cooperation between local chambers of commerce and schools under the joint guidance of the Chamber of Commerce of the United States and the American Council on Education.

The National Retail Hardware Association conducted a unique research study to improve the quality of textbooks in commercial arithmetic. In the past many textbooks for this and other commercial subjects have been prepared by authors whose business experience, if any, was not sufficient to enable them to record accurately the practices in business. In spite of this fact, these textbooks have been used as though they were prepared by specialists in particular fields. Considering the educational and vocational importance of accuracy in textbooks, it is essential that the commercial textbooks conform to the customs and practices in business. The study included the examination of 110 arithmetics, and 90 of them contained inaccurate statements. As a result of the research, 4,560 corrections were made and reported to the 26 publishers of the texts. The responses from the authors and publishers have proved the worthiness of business men's efforts to put commercial education on a fact basis.

There are other interesting examples of cooperation in higher and secondary education. The preparation of appropriate sequences of subjects in real estate by the National Real Estate Board for the universities and the local chapters is an excellent service. Financial assistance in the establishment of chairs, curricula, and research bureaus has been rendered to the universities. The Graduate School of Business, Stanford University, was made possible by financial assistance received from a number of companies operating in the Western States. Additional assistance in the form of scholarships for students who are working on research in particular fields and for an exchange of foreign students in commerce has been announced. Some of the universities have offered short intensive courses in different kinds of business and other types of extension work for business men, and have conducted many research studies of business problems. Many commercial organizations have educational committees to counsel with workers in commercial education.

There was a commendable example of cooperation in Boston, Mass., during the past year. The educational directors of department stores arranged for courses in retail selling and store management

to be given by selected store executives to the teachers of retail selling. The courses were given under the auspices of the Retail Trade Board and were supervised by Boston University for university credit. In this connection, the Federal Board for Vocational Education reports that about 600 department stores are cooperating with schools in the training of sales people.

During the biennium, voluntary part-time cooperative training has been urged particularly for commercial pupils who were approaching the completion of their courses. In some instances, wide varieties of employment were obtained for the pupils; prior to the biennium the voluntary classes had been limited almost entirely to retail selling. In some instances the pupils received pay for their work, but in others it was believed that greater cooperation could be obtained by not requiring reimbursement. Such items as credit and effect upon the length of time required for graduation have varied. Some of the recent experiments with the voluntary part-time cooperative classes for the various groups of secondary commercial pupils have been successful, but others have been found unsatisfactory and have been discontinued.

There is an increased willingness to try out different plans that promise to be improvements over existing types of organization. The present plans, particularly for cooperative training, should be fostered, although some are still in the experimental stages. The possibilities of greater social and economic efficiency, whereby the loss of time and effort and mistakes of unguided learning may be avoided in preparing for business occupations, rest chiefly with the further development of cooperation between business and schools.

COMMERCIAL OCCUPATION SURVEYS

Recent commercial occupation surveys and researches contributed more than all other factors to the progress of commercial education during the biennium. The facts obtained merely from the surveys have resulted in a better understanding of the needs of those who are preparing for business occupations. These studies have given direction not only to the program of commercial education and training, but to the programs of guidance, placement, follow-up, and extension education. The United States Bureau of Education, the Federal Board for Vocational Education, and other agencies have encouraged these studies.

The surveys of the Cleveland Foundation, of the Rochester Chamber of Commerce, and the junior and senior commercial occupation surveys in a large number of cities removed the vagueness about the distribution of the workers in the various commercial occupations.

Facts began to replace opinions regarding the numerical importance of preparation for particular vocations. The concept of the traditional curriculum as a complete and satisfactory means of preparation for business occupations began to weaken. It was evident that the requirements for these occupations had been changing, but commercial teachers and administrators had made little effort to revise the commercial courses.

An abstract of the 40-page statistical report of the senior commercial occupation survey conducted in St. Louis, Mo., was reported in the June, 1924, issue of Vocational Education Magazine. The purposes of the study were to obtain a fact basis for the reorganization of the curriculum by gathering data on the distribution of commercial workers according to occupations, sex, age, number of years out of school, education in day and evening schools, etc., and to study the correlation between progress in business courses and accomplishments and needs in business occupations. The survey revealed that 66 per cent of the 2,100 commercial workers studied were in occupations not basically stenographic or bookkeeping. The study shows that 5.8 per cent of these workers were bookkeepers and that 10 per cent were stenographers. The need of clerical training courses was strongly emphasized. The survey was supplemented with a study of positions open during the six-months period in that city. The latter study showed that 51 per cent of the help wanted was of sales people.

"Fitting the Commercial Course of the High School and Junior College to the Needs of the Community," published in the May, 1926, Education Research Bulletin by the Board of Education, Pasadena, Calif., is a report of a survey of 4,040 commercial workers in that city. The primary objective of the study was to find out what subjects should be included in the commercial curriculum and what the content of these subjects should be. The report contains most helpful tables showing certain kinds of data not ordinarily collected in such studies. The sections pertaining to labor turnover in commercial occupations, to initial and subsequent salaries, to personal qualifications of employees, and to office equipment are of particular interest. In this study 10 per cent of the workers were classified as doing work in bookkeeping and accounting and 11 per cent as doing secretarial work.

One of the most valuable reports issued during the biennium was the report of a survey of 8,200 women in clerical and secretarial positions in 191 business establishments in Minneapolis, Minn. The study was conducted in 1924, and the report was published in 1925 by the Woman's Occupational Bureau in that city. A unique feature of this study is that it was sponsored by a group of civic, profes-

sional, educational, and commercial organizations. The report is filled with data that stimulate thought about many vital problems in commercial education. For example, it revealed that there was a very general indifference on the part of employers regarding experience in many types of office work. Most of them felt that a person without extensive experience was as valuable to them as one with experience. More than 58 per cent did not require experience, 31.8 per cent indicated some experience was required, and the remainder required certain minimum amounts of experience. It is important in this connection to know that there was found to be very little actual advancement for office workers except those in executive and secretarial positions. The survey revealed the small amount of effort that is put forth by the public schools to find employment for the drop-outs and graduates. Less than 11 per cent of the commercial workers in that city were placed by the public schools, and more than 30 per cent were placed by the commercial employment agencies.

The divisions of vocational education of the University of California and of the State board of education published in 1926 a report entitled "A Study of Vocational Conditions in the City of Fresno." The report contains a chapter on education and employment in business. The purpose of the survey was to find out the amount of employment in commercial occupations, the requirements for the different kinds of positions, opportunities for promotion, the extent to which the present program was meeting the local needs, and to make recommendations accordingly. The findings regarding the clerical, stenographic, and bookkeeping positions are most interesting. For instance, the report shows not only that the promotional opportunities for men are greater than for women, but that the promotional opportunities are very limited for the latter in some clerical positions.

Very few attempts to follow up the drop-outs and graduates from the commercial departments of particular schools were made during the past two years. The two outstanding studies were conducted by the division of research, Board of Education, Cleveland, Ohio, and by Mr. J. T. Giles, State high school supervisor, Department of Public Instruction, Madison, Wis. The latter study of 4,918 graduates from commercial departments of 108 Wisconsin high schools, 1921–1925, indicates that the commercial curricula in Wisconsin high schools are better adapted to the needs of the girls than of the boys. Seventy-three per cent of the graduates from these curricula are girls. Thirty-eight per cent of the girls who graduate hold positions requiring a knowledge of stenography, and only 13 per cent of the boys hold such positions. Of the graduates from high schools employing more than 20 teachers, 9 per cent of the boys and

57 per cent of the girls hold positions requiring knowledge of stenography. The report shows also that the commercial course is better adapted to large schools than to small ones. Forty-five per cent of the graduates of the larger schools hold positions calling for stenography, while in the smaller schools only 16 per cent of the graduates hold such positions. About 20 per cent of the graduates in schools employing less than 20 teachers hold positions requiring a knowledge of bookkeeping, and 34 per cent in the schools employing more than 20 teachers held such positions.

Many other surveys have been made and additional ones are in progress. Occupational studies are reported in progress in Elizabeth, N. J.; Huntington, W. Va.; Grand Rapids, Mich.; Madison, Wis.; and Allentown, Pa.; and a state-wide study in Connecticut. Related studies, such as office-equipment surveys, indicative of the training needs, have been made in Boston, Mass.; New Orleans, La.; Grand Rapids, Mich.; and Philadelphia, Pa. More than 1,500 business firms cooperated in the office-equipment survey in Philadelphia. Surveys of commercial occupations have been made also for the purpose of studying remuneration and other factors. The most worthy related studies are "Clerical Salaries in the United States, 1926," published by the National Industrial Conference Board, New York City, and "Salaries of Office Employees in Boston, Mass.," published by the Massachusetts Department of Labor and Industry in 1925.

Undoubtedly some mistakes were made in the occupational studies, but the fact that there is much similarity in the findings of these studies in communities comparable in size and type obligates the acceptance and use of these data until refinements are made. Efforts have been made to refine these data by determining the initial employment and promotional opportunities and requirements. Very little has been done, however, toward studying business biographies and job analyses to find out the crucial factors more or less common for promotion, whether pertaining to general education, trait development, or technical education and training. Nevertheless, much credit is due the workers who conducted these and other studies to put commercial education on a fact basis.

A NEW CONCEPTION OF OFFICE PRACTICE

A great contribution to secondary commercial education is the study of clerical training needs by F. G. Nichols, associate professor of education, and others, at Harvard University, in cooperation with the National Association of Office Managers. A preliminary report of this study was made at the American Vocational Association convention held at Louisville, Ky., in December, 1926. The purpose of

the research as stated in the questionnaires distributed late in 1923 and compiled during the biennium was:

> To determine certain things with reference to general clerical work in the hope that the information obtained may be made the basis of the development of a suitable type of general clerical business training and of vocational guidance that will insure for the more numerous general clerical positions a supply of specifically picked and fundamentally trained workers. It is believed that such a program as is contemplated will work to the mutual advantage of employees and employers, the former securing training for employment and the latter securing better qualified employees.

For many years some of the oustanding problems of commercial education have pertained to vocational training of clerical workers. This study of Mr. Nichols, which was based upon reports from 54 office managers and 6,050 clerks, was a comprehensive effort to clarify and solve some of these problems. The authors show that definite preparation for the clerical positions is a vital problem to employers and to a large percentage of the employees; that neither a stenographic nor bookkeeping training alone is a satisfactory preparation for clerical duties; and that the few courses in office practice in the high schools are totally inadequate to meet the present office requirements. To aid in the organization of clerical courses, the clerical occupations were classified into primary and secondary office trades and general clerical positions. The elaborate data concerning general education, business training, and requirements in these occupations develop a new conception of office practice. The report presents a fact basis for supplementing the stenographic, bookkeeping, and retail selling curricula with units of clerical training, and for the development of a suitable clerical training curriculum. The suggested content should result in immediate improvement of commercial education in the regular high schools, part-time schools, and evening schools. By providing for intensive clerical training, more of the pupil's time can be devoted to general education. Such a program should provide for success in specific occupations and better background for promotional opportunities.

The report contains 31 clear and convincing conclusions that should challenge commercial teachers to provide for the training of clerical workers, which is a neglected phase of commercial education. Among the significant conclusions are: That closer cooperation between business men and commercial teachers is essential to real progress in the solution of business training problems; that the general clerical training courses should be based on duties performed instead of on pay-roll titles; that specialization in clerical training should be possible if time limitation, individual interest, and local needs make more intensive training desirable; that all or part of a

secondary school education is desirable for office work; that training should be offered in the high schools because business men give preference to trained applicants; that teacher-training institutions should prepare teachers of clerical training; and that additional investigations into other clerical training problems should be made. The outstanding recommendations for further study pertain to the organization of local surveys to measure the local need for clerical courses and office equipment; to the duty and trait analyses of clerical workers for vocational guidance and course of study revision; to the educational and business biographies of clerical workers to determine crucial factors for promotion; to the objectives for the related vocational commercial subjects and how best to achieve these objectives; and to the present and prospective status of boys in business occupations and the best type of training to meet their needs.

DEVELOPMENTS IN THE JUNIOR HIGH SCHOOL

The outstanding movement in secondary commercial education has been toward scientific curriculum revision. The most encouraging feature of it is that it requires the making of objective studies which will clarify and harmonize the various points of view. The findings of these studies are gradually becoming the most potent factors in the selection and organization of content on the junior and senior high-school levels.

The reorganization of commercial education in the junior high school in accordance with the accepted objectives of the school has been one of the greatest improvements in commercial education. The outstanding features of the new content ordinarily called "junior business training" pertain to: General business information and thrift training for all pupils; guidance by means of orientation and try out; appropriate training to meet the needs of those who drop out; and a preview and excellent vocational background for those who pursue the major vocational courses in the senior high school.

There are three distinct stages of adapting business education to the junior high school. This development began earlier and has been more rapid in some communities than in others. In the earliest stage, senior high-school subjects were introduced in the junior high school in response to a rather vague desire for some commercial work. These subjects were taught very much as in the senior high school, frequently with the same textbooks, and by senior high-school teachers. As closer analyses were made, considerable effort was required to effect desirable changes. In the second stage, a variety of subjects persisted. The chief contribution was that the content was more appropriate for the junior high-school level. Much progress was made in deferring the major vocational courses.

In the third stage, the need developed for a single course to bring together the various phases of appropriate commercial education on a functional basis. In some places the content is little more than a fusion of penmanship, spelling, and arithmetic under a single title. In other places, these subjects supplement the general business information and clerical training. Efforts have been made to coordinate the content. Formal drill in the tool subjects is replaced by an emphasis on their proper functioning in the new subject. This development was frequently a matter of necessity in the school program. In Philadelphia and a few other cities where the directors of commercial education were in charge of the supervision of penmanship, this program was developed rationally. Objective studies revealed that penmanship, arithmetic, and spelling could be taught efficiently when fused with the new core content.

The increased appreciation of the worthiness and appropriateness of junior business training is resulting in a rather general introduction of the subject. The emphasis on the different objectives for the course varies in the respective schools. In those instances in which the emphasis is on subsidiary guidance objectives or on general business information that should be common to all pupils, the elementary portion of the subject is frequently required of all pupils in the seventh or eighth grade. In addition to the amount of the subject that may be required of all pupils, many schools offer the advanced portion of the subject as an elective clerical-training course. The tendency is toward increasing the number of semesters of the subject from one and two to three semesters in order to meet the different objectives. The time necessary for a universal introduction of the junior business training content has been materially reduced by the excellent contributions of the past two years.

An outstanding contribution to commercial education in the junior high schools was a report entitled, "The Junior Commerce Curriculum," by a committee of the Department of Superintendence of the National Education Association. This report was published in the 1926 yearbook of that organization. It contains most worthy statements of objectives and suggestions for improvement on this level. Other leading contributions of the past two years are: "Course of Study in Junior Business Training," published by the Board of Public Education, Philadelphia, Pa., in 1925; "Commercial Education, Course of Study for Junior and Senior High Schools," Department of Education, Baltimore, Md., 1925; "Commercial Course of Study for Grades 8 and 9." St. Louis Board of Education, St. Louis, Mo., 1925; "Commercial Studies" (Course of Study Monograph, No. 28), Board of Education, Los Angeles, Calif.; "Commercial Education in the Junior High School," James M. Glass, in the November,

1926, issue of the *Balance Sheet;* "Commerce for Grades 7, 8, and 9" (Course of Study Monograph, No. 6), Board of Education, Denver, Colo., 1924; "Syllabus in Commercial Subjects," State Department of Education, Albany, N. Y.; and "Vocational Guidance and Junior Placement," Department of Labor, Children's Bureau, Washington, D. C.

PROGRESS IN SENIOR HIGH SCHOOLS

More progress was made in applying the findings of research and in conducting additional investigations to improve the organization and instruction in commercial subjects in the high schools than in any similar period. The traditional concept that courses in stenography and bookkeeping were the only complete and satisfactory means of preparing for office and store occupations was replaced with an increased eagerness on the part of commercial teachers and administrators to obtain a better understanding of and to prepare pupils for the requirements of local business occupations. Occupational surveys have emphasized the fact that the immediate bases of commercial education pertain to the adjustment of the pupils to their initial and subsequent occupations. The literature that appeared during the biennium made the vocational objectives clearer and showed the necessity of a balanced and continuous program of commercial education. Distinctions between the junior and senior commercial occupations, and the replacement of senior vocational courses with junior business training on the junior high school level, have facilitated the development of more appropriate commercial courses in the high schools.

Heretofore there has been a tendency to imitate in the small high school the program of commercial education in the larger communities. Many leaders have urged that commercial teachers in the small communities determine the requirements of local business positions open to the high-school pupils and study the need of bookkeeping for farmers and the economic and business factors for good citizenship in the rural communities. Investigations of the problem of commercial education in the small communities have been made in Wisconsin, Illinois, Indiana, and Iowa, and are under way in other States. A session of the National Association of High School Inspectors of the National Education Association meeting held in Washington, D. C., in 1926, was devoted to this topic. Attention was given to this problem also at the research conferences on commercial education called by the State University of Iowa and to some extent in other recent conferences. An interesting feature of the course of study bulletin issued in 1925 by the State Department of Free Schools, West Virginia, was the endeavor to set up specific commercial subjects for schools in communities of various sizes.

Worthy attempts have been made in a few cities to introduce clerical training and machine-operating courses to prepare pupils for a wider scope of vocational opportunities. Outstanding examples are those courses organized at Philadelphia, Pa., Boston, Mass., and New Orleans, La. In the orientation courses organized in Philadelphia in 1925 each pupil is assigned job sheets for a few recitation periods at each of the office appliances. Pupils may specialize on some office appliance in the evening school. As a result of a survey conducted by the office equipment survey group of the Boys' High School, New Orleans, La., equipment was obtained for the office practice courses. Other surveys completed during the biennium and in progress will probably speed up this development.

Although the city school systems have been slow in the past in introducing practical courses in retail selling, much progress was made during the biennium. The number of cities offering instruction in salesmanship to regular day-school, evening-school and part-time pupils has greatly increased. The most encouraging developments are found in the large cities, particularly in New York, Boston, and Los Angeles. Philadelphia, Pa., and Washington, D. C., recently organized such courses. The Chamber of Commerce of the United States, the American Management Association, the National Retail Dry Goods Association, local merchants' organizations, the Bureau of Education, and the Federal Board for Vocational Education have been active in promoting these courses. In this connection, the New York University school of retailing is conducting, in cooperation with local merchants, an investigation which has as its objective the analysis of retail-store positions open to high-school graduates to determine the educational content available for class instruction and the pedagogical organization of the material for teaching purposes.

The following shows the present status of salesmanship courses in Boston, Mass., and is quoted from the 1926 annual report of the superintendent of schools of that city:

> The merchandising classes conducted in the Boston schools have always included practical experiences in the mercantile establishments. At least 15 days must be spent in actual work. This may be done on Saturdays, every day for one, two, or three weeks before Christmas, and possibly a week at Easter. The pupils are paid for this work, and many earn individual totals of $200 or $300 in this way. There are nearly 1,500 pupils, boys and girls, enrolled in these courses, and there are 15 full-time teachers giving instruction. After the pupil has left school, the follow-up work is done by the vocational guidance department, and we find that a large per cent remain in the line of work for which they are trained.

Although the development of retail-selling courses in Boston has far surpassed that of most cities, the commercial coordinator in that

city reports that only half as many of the 1926 high-school graduates are trained in salesmanship as are trained in stenography, and that there are twice as many retail-selling positions as there are stenographic positions in Boston.

There has been more activity in course of study revision for commercial subjects in the past two years than in any similar period. In comparatively few instances, however, have there been concerted efforts toward compiling and studying researches, surveys, and investigations that have been made in order to make maximum contributions in the selection and organization of the content and methods of instruction. The State Department of Public Instruction in New York, and the local boards of education in Baltimore, Denver, Los Angeles, Cleveland, and St. Louis have made most worthy contributions. Many cities, including Chicago, Ill., San Francisco, and Oakland, Calif., and Grand Rapids, Mich., and the State of Wyoming are revising their commercial courses. State-wide studies of commercial education have been or are being made in Connecticut, Texas, Oklahoma, Kansas, Nebraska, and Vermont which will undoubtedly lead toward further revision. Surveys of commercial education were made also in Reading, Pa., and Racine, Wis.

An interesting feature of Standards for Graded Elementary and High Schools, which was issued in August, 1925, by the commissioner of education of Minnesota, was the prescription regarding vocational, commercial, and academic credits. It prescribed that, of the 16 credits necessary for the high-school diploma, a maximum of 3 in commercial subjects would be permitted. Representations were made to the State department that this limitation would prevent the schools in the larger cities from adequately preparing the pupils for office and store positions. The original limitation has been rescinded, and the pupils are now permitted to present 5 commercial credits to apply on the 16 necessary for the high-school diploma.

The most encouraging developments for immediate improvement of instruction have been the job analyses, researches in methods of instruction, and the development of tests. The job analyses and trait studies are necessary for intelligent vocational guidance and for the construction of achievement tests based upon office standards. Some of the recent contributions are: Various vocabulary studies and their application to the training of stenographers; analyses of stroke sequences in typewriting; "A method of teaching typewriting based on scientific analysis of experts," by J. C. Coover, in Addresses and Proceedings of the National Education Association, 1924; "Pupil activity curriculum in stenography," Educational Research Bulletin, April, 1926, College of Education, University of Minnesota, Minneapolis, Minn.; "Typewriting survey," Board of Education, St. Louis, Mo.; "Job analysis in bookkeeping," Lloyd L. Jones,

in Research Studies in Commercial Education, University of Iowa, Iowa City, Iowa; "Analysis of secretarial duties and traits," W. W. Charters and J. B. Whitley, Williams and Wilkins, Baltimore, Md.; "Bookkeeping and the high-school curriculum," Benjamin Strumph, New York University; "Handwriting survey to determine finishing standards for the Philadelphia public schools," John G. Kirk, March-April, 1926, issue of the Journal of Educational Research; and the report of a survey in selected high schools to ascertain average transcription ability of pupils, by Clay D. Slinker, in the June, 1926, issue of the American Shorthand Teacher.

STATUS OF SUPERVISION

The lack of an adequate number of city and State directors or supervisors of commercial education is the greatest hindrance at present to the development of coordinated programs in the secondary schools, universities, and teacher-training institutions. The necessity for able leaders primarily interested in this field is obvious. The number of pupils enrolled in the commercial curricula exceeds the number in any other curriculum except college preparatory. The enrollment in the public high schools by courses of study, 1923–24, reveals that the enrollment in the commercial courses exceeds the combined enrollment in all the following courses: Agricultural, home economics, industrial or trade training, and technical or manual training. Nevertheless, there is a larger number of supervisors in each of these fields than in commercial education.

New York is the only State employing a supervisor of commercial education. Twenty-one cities in 18 States employ city supervisors in this field. Some of these supervisors have classroom, general administrative, or penmanship responsibilities to such an extent that they have little time for improvement of this phase of education. Leadership has been developing also in the commercial-teacher-training institutions, in the 18 high schools of commerce, in commercial teachers' organizations, in schools of commerce and education, and in cooperative endeavors with business organizations. In many States the commercial-teacher-training institutions and commercial teachers' organizations have assumed the responsibility for making state-wide investigations for the improvement of commercial education.

During the past two years there has been very little increase in the number of supervisors for commercial education in the United States. The position in the State Department of Public Instruction in Pennsylvania has not been filled. In the State of New York and in the city of Chicago the supervisory positions were vacated, and new appointments were made. Supervisors have been appointed in Oakland, Calif., Rochester, N. Y., St. Louis, Mo., and Miami, Fla.

The director of commercial education in Philadelphia, Pa., added to his staff a supervisor of commercial education in the junior high schools. In Boston, Mass., a commercial coordinator was appointed. Recent legislation in California makes possible the appointment of a supervisor of commercial education in the department of public instruction of that State.

The reports on the progress of commercial education in the cities and the one State having directors of commercial education are sufficient evidence of what can be accomplished with leadership primarily interested in this field. Undoubtedly, adequate supervision of this important phase of education would be an economy. The most comprehensive reports on the achievements in any city were made by the division of commercial education in Philadelphia, Pa., for the years 1925 and 1926. Local developments have been outlined in the annual reports of superintendents in the cities of New York, N. Y.; Chicago, Ill.; and Baltimore, Md.; and in the State of New York.

CONTESTS IN COMMERCIAL SUBJECTS

The renewed interest manifested in sectional and State contests in commercial subjects is a phase of the increased interest in the general testing program. The outstanding developments have been a more general participation, an increase in the number of subjects in the contests, a tendency toward standardization and refinement of test material, and greater uniformity in rules governing the contests.

Frank disapproval has been made of some of the objectives and the organization of the contests. At the same time efforts have been made to replace the emphasis on contests with an increased emphasis on various measuring devices for the improvement of instruction. The teaching device that emphasizes the participation of all pupils pursuing a subject is more beneficial in many ways than the plan of grooming a few students for a contest to the detriment perhaps of others. The criterion for judging the stimulating effect of contests is the increase or decrease in the teaching efficiency as indicated by the accomplishments of all pupils in the classes. In order to achieve this broader and basic objective, the contests must motivate the teachers to study the efficiency of their methods of instruction and the use of prognostic, diagnostic, and achievement tests.

The tendency is toward standardization nationally of the contest material and rules. The typewriting tests have been the first to approach standardization. Almost without exception they are conducted in accordance with the international rules and with uniform, standard material furnished by the typewriter companies. Improvement can be made in the selection of content, rules for eligibility

to graded contests, and the selection of dates for sectional, State, and National contests. Efforts were made to standardize the shorthand contests in 1926 by the free distribution of printed standard tests, together with a copy of the National Shorthand Reporters' Association rules for grading transcripts. The outstanding possibilities for improvement of the shorthand contests, in addition to those mentioned for typewriting, pertain to the length of the tests and the system of marking and grading. The vocabularies for the shorthand and typewriting contests should be based upon scientific vocabulary studies in business, and the subject matter should pertain to business. Definite plans have been announced in the December, 1926, issue of the American Shorthand Teacher for the standardization of shorthand contests in 1927. The 1925 and 1926 bulletins on contests in commercial subjects published by the Colorado State Teachers College, Greeley, Colo., and the State Normal School, Whitewater, Wis., will be of interest.

Contributions have been made by Paul Carlson, State Normal School, Whitewater, Wis., by the preparation of bookkeeping tests. With the inclusion of bookkeeping and other subjects in the contests, the basis for this contest material should be actual job analyses. The problems of bookkeeping and clerical content are modified by different approaches to the subject and by city and State syllabi designed to meet local needs. Assistance in solving these problems should be found in such studies as those conducted by the bookkeeping committee in Cleveland, Ohio; the cooperative endeavor between Harvard University and the National Association of Office Managers; and by Benjamin Strumph, New York University. The preparation of the contest material presents an opportunity for cooperation with such organizations as the American Management Association, the National Association of Office Managers, or one of the societies of accountants.

COMMERCIAL EDUCATION CONFERENCES

The conferences of the past two years have been devoted very largely to reports of investigations, experiments, and research in commercial education. The national and regional associations, as well as a larger number of the sections of the State teachers' associations, have found it necessary to offer more worthy programs seeking improvement in organization and methods of instruction. The interest and attendance have materially increased. Appreciation of the value of the programs is evidenced by the demand for published copies of the addresses. Outstanding contributions to the literature in the field are found in the published reports of Eastern Commercial Teachers' Association, the department of business education

of the National Education Association, and the commercial education sections of such conferences as those held under the auspices of the larger universities.

In some States, which had been holding sectional teachers' meetings, efforts have been made recently to organize the commercial teachers within the respective States into one association. Under this plan one annual meeting, instead of a number of sectional conferences, would be held. The commercial teachers of Kansas have adopted this plan. Similar action is contemplated in Ohio, New York, and other States. One factor in this development has been the desire to organize the commercial teachers of the respective States into groups for affiliation with the new national organization of vocational teachers, the American Vocational Association.

The most significant feature of the joint convention of the Vocational Education Association of the Middle West and the Western Arts Association at Des Moines, Iowa, in March, 1925, was the adoption of the new constitution merging the former association into the American Vocational Association. The commercial education program at the 1926 meeting of the American Vocational Association was an excellent one, devoted to retail selling and the report of the recent research study by F. G. Nichols and others.

The University of Iowa held its first conference devoted exclusively to research in commercial education at Iowa City, Iowa, March, 1926. The purpose of this conference is thus stated in the published report:

> It is hoped that from these conferences there will be developed to a greater extent than existed before a feeling of the need for research, a willingness to foster it, and a desire to participate in it—all to the end that training for the essential business activities of everyday life and training for business occupations may steadily be improved.

The addresses and proceedings were published by the university as an extension bulletin. Arrangements have been made for a similar conference in 1927.

The meetings of the department of business education of the National Education Association held in Indianapolis, Ind., in 1925, were devoted to discussion of the coordination of business education with vocational opportunities. The 1926 meeting, held in Philadelphia, Pa., was devoted to the significance of recent researches for the organization of commercial education and improvement of methods of instruction. Places on the program were restricted to those who had conducted worthy researches or studies.

At the 1926 meetings of the Southern Commercial Teachers Association and the National Commercial Teachers Federation, research committees were appointed. The latter association has offered

a prize for the best research report. The Eastern Commercial Teachers Association also had a research committee during the biennium. This association is planning to issue a series of three yearbooks. A unique service of the New England High School Teachers' Organization is that it distributes annually to its members a report on new books of interest to commercial teachers. Similar services were proposed at the 1925 meeting of the Southern Commercial Teachers Association. The latter association considered establishing permanent headquarters and employing a full-time secretary to assist and advise with its membership. The North California Commercial Teachers Association appointed a committee in 1926 to investigate the possibility of appointment of a supervisor of commercial education for that State. The first general meeting of the International Association for Commercial Education was held in Zurich, Switzerland, on September 25, 1926. The objectives of this new association will be to work for the promotion of commercial education in all countries by the following means:

> Establishing closer ties between the various national associations for commercial teaching, commercial schools, chambers of commerce, private and public institutions, firms, companies, corporations, and educational authorities; organizing international congresses; organizing international courses for commercial expansion and for the study of languages; discussion of questions of general interest and their relations to commercial education; organization of a central office of information on questions of commercial education; issuing of a review and other publications dealing with commercial education; contributing to newspapers articles and reports on the progress of commercial education in various countries; organizing and encouraging excursions and stays abroad for the study of economic conditions and commercial education in other countries; collaboration with other associations and public institutions for the promotion of commercial and technical education and the study of languages.

TENDENCIES IN COMMERCIAL-TEACHER TRAINING

There has been a general awakening in the past two years regarding the importance of commercial-teacher training. The leaders have urged that the key to the improvement of commercial education on a long-term basis is a better program for commercial-teacher training and certification. The State departments of education and the larger universities have taken a greater interest in the preparation of commercial teachers, and a number of investigations have been made to show the present status of commercial-teacher training.

Recent developments in commercial education of the secondary schools have emphasized the urgent need for improvements in teacher training to keep pace with and make possible further progress in development of local programs. This has been particularly evident in the difficulty of obtaining teachers for the introduction of new courses, such as junior business training, clerical training,

machine operating, and retail selling. Inadequate preparation of commercial teachers is the chief reason for the failure to apply with dispatch the clear and convincing findings of research. As the statistical data are accumulated indicating what is wanted from commercial education, the teacher-training curriculum should be revised accordingly. Passive tolerance is replaced by the desire to make possible closer adjustments to immediate needs and to permanent progress by providing for a constant and adequate flow into the profession of well-prepared commercial teachers, research workers, and leaders.

A stimulating factor for the improvement of the commercial-teacher-training program is the increased interest in it manifested by the larger colleges and universities. Some encouraging developments have been made at New York University, Harvard University, Columbia University, University of Chicago, University of Iowa, University of Michigan, and many of the leading normal schools. Although the universities generally have been slow to provide for this need, many of them are interested in establishing four-year curricula from which recognized degrees may be obtained. Some universities recently entering the field have instituted programs of research. Their facilities for graduate study in the problems of commercial education are utilized more than ever before. In fact, the university as an educational center, with its possibilities for general as well as the necessary specific content and methods courses, is becoming more popular. Concentration of commercial teacher training in the larger universities of the various States is a possibility.

During the past two years many studies of the present status and needs for commercial-teacher training have been completed and others have been started. An investigation of the needs for commercial teacher training in New Jersey was made by the Bureau of Education in connection with a survey of Rutgers University in 1926. The report of the study by Miss Elizabeth Briggs, Teachers College, Columbia University, New York, appeared in the October and November (1926) issues of the Journal of Commercial Education. R. G. Walters, Grove City College, Grove City, Pa., conducted a study in that State, which is reported in the December (1926) issue of the same magazine. The latter reveals that more than half of the commercial teachers of that State were assigned to teach subjects concerning which they had no experience. P. O. Selby, State Teachers College, Kirksville, Mo., reported a study entitled, "Preparation of Commerce Teachers for Missouri High Schools." John W. Edgemond, director of commercial subjects, Oakland, Calif.; A. E. Bullock, director of commercial education, Los Angeles,

Calif.; and others conducted a study of commercial-teacher training in that State. A report of this study was made by the former at a conference called by the State superintendent of public instruction for the heads of teacher-training institutions and deans of the universities. Other studies were made in Oklahoma and Texas.

The following is quoted from a study of the comparative status of commercial and other teachers in selected counties in New Jersey, by Paul S. Lomax, New York University:

> Two things at least seem inevitable in the educational preparation of commercial teachers: First, such teachers must be as well equipped as English, mathematics, and science teachers, which means at least four-year college graduation; and, second, the preparation of commercial teachers will tend more and more to take place in an educational center which has an acceptable college of arts and science, college of commerce, and college of education, or equivalent facilities. The normal school is usually as inadequate to prepare high-school commercial teachers as it is to prepare high-school English, mathematics, and science teachers. The private business school is likewise inadequate to perform such a service. Both these educational institutions have played a most important part in the development of commercial education, for which all commercial teachers should feel most grateful; but, as four-year college preparation is increasingly demanded of commercial teachers, the normal school and private business school will inevitably become less and less an important factor.

E. G. Blackstone, University of Iowa, conducted a study of commercial teacher training in 59 institutions. The report was published under date of February 1, 1926, in University of Iowa Extension Bulletin No. 141. The following criticisms of commercial teacher training are quoted from the report:

> Lack of practice-teaching facilities; lack of competent college instructors; lack of definite objectives in the planning of teacher-training courses; lack of coordination between high schools and colleges; too much emphasis on methods and too little emphasis on subject matter; too much time devoted to teaching subjects such as shorthand; too low standards for graduation; too little attention given to specialization and too much to trying to make all-round commercial teachers; too great a tendency to feel that the student is prepared to teach when he has had subject-matter courses but no pedagogy or psychology; granting credit for such subjects as penmanship and spelling.

As a result of the kind of studies mentioned above, many of the States are increasing the length of the training courses. Efforts have been made recently in Pennsylvania, Ohio Indiana, New York, and Colorado to raise the standards for certification of commercial teachers. Following the enactment of the certification law of 1923 in Colorado, the department of public instruction, in cooperation with a committee for commercial education, established higher requirements for the certification of commercial teachers in that State.

Recommendations of the revision committee for an upgrading of the requirements for the certification of commercial teachers of the State of New York, published in the 1925 report of the State department of education, are in part as follows:

> There should be a decided upgrading in the certification requirements for commercial teachers. * * * Not later than August 1, 1927, special certificates in commercial branches should be denied to those who are not graduates of a commercial-teacher-training department of a recognized three-year normal school or college or who have not had a satisfactory equivalent training. * * * No complete private registered business-school commercial-teacher-training curriculum should be approved unless such curriculum is given in a separate commercial-teacher-training department and only high-school graduates are accepted for it.

The emphasis on the vocational aspects of commercial education has developed a tendency toward requiring actual business experience of prospective commercial teachers. There is no doubt that such a requirement would be a tremendous factor in the immediate improvement of preparation for business. No other single development could be more beneficial toward obtaining appropriate content, motivation in methods, an appreciation of office standards, and ultimate efficiency of the worker. No teacher can be expected to do the best teaching of a particular skill or activity who has no experience in that activity other than that which was gained in a classroom and perhaps only in the lower semesters of the subject. Six months of business experience are required of all commercial teachers for certification in Pennsylvania except for those obtaining a partial certificate. Ohio requires eight hours' work a week for one semester. Ten cities are endeavoring to hold to the requirement of business experience. Some give bonuses, such as higher classifications on the salary schedules. Some of the normal schools are endeavoring to require successful teaching experience before granting the diploma to commercial teachers. The advantages are so obvious that the trend toward requiring actual business experience will undoubtedly continue.

A noteworthy event in the improvement of commercial-teacher-training programs on a nation-wide basis was the organization of the National Commercial-Teacher-Training Association at a recent conference on research in commercial education called by the University of Iowa. The purposes of the association as stated in the constitution are:

> To improve the program for training of teachers of commercial subjects; to elevate the standards for the certification of teachers of commercial subjects; to promote research in commercial education; and to develop a proper recognition amongst school men of the significance of commercial education.

Eligibility for membership is limited to those institutions which are recognized by the major secondary and collegiate accrediting associations. Considering the present lack of uniformity and the lack of commercial teacher training and certification programs based upon actual needs, the National Comercial-Teacher-Training Association has excellent opportunities.

THE PRIVATE BUSINESS SCHOOLS

There has been a tendency during the past two years for many of the private business schools, particularly the larger ones, to seek independently and by groups the approval of State departments of public instruction, State teachers colleges, legislatures, and accrediting agencies. Many of them have been permitted to grant degrees. It is interesting to note in this connection that the largest number of these schools are found in States in which they are permitted to grant degrees, are recognized as commercial-teacher-training institutions, or have their work approved by the State departments for credit toward a high-school diploma. There is a definite tendency in these schools to establish at least a department or curriculum that has some approval or recognition by the State or accrediting agencies in order that the work will have a definite relationship to that of other institutions.

Inasmuch as closer adjustments to the needs are made in the public secondary schools, and inasmuch as few higher institutions offer technical training during the first two years, many of these schools are adjusting themselves to this gap or break in public education for business. This tendency will undoubtedly continue among the larger schools pending further development of the junior college and technical courses in the first and second years of the college curriculum. Many of the better schools are now offering courses of two or more years in length in which business subjects are taught intensively. That there is a demand for this kind of intensified effort is definitely established by the generous patronage accorded to such schools. Other schools, not so well equipped but maintaining some classes for high-school graduates, have endeavored to follow in the wake of those that aspire to collegiate standing. In this connection many of these schools have dropped the words "business" and "commercial" from their titles. There is a tendency also to adopt such titles as "college," "university," "school of commerce," and "college of commerce." It is doubtful, however, if the rank and file of these schools will immediately follow this lead.

B. F. Williams, president of the National Association of Accredited Commercial Schools, reports:

> Among the most recent achievements is the effort toward cooperation which has been made by various organizations. Through the efforts of these organiza-

tions many bad practices have been eliminated, standards of achievement have been raised, and physical betterment has been secured. While this struggle on the part of the private business schools has been voluntary, it has been none the less effective.

There are now five accrediting associations among the private business schools. During the biennium, the Southern Accredited Business College Association was organized.

In July, 1926, the Better Business Bureau of the Associated Advertising Clubs of the World called a meeting for the regulation of the advertising of correspondence and private business schools. The official organ of the National Association of Accredited Commercial Schools reports:

> The fundamental purpose of the conference was to make school advertising more effective by making it more believable. Obviously, any school advertising that smacks of exaggeration or any other type of misrepresentation brings discredit upon all school advertising and decreases the value of every dollar so spent.

HIGHER EDUCATION FOR BUSINESS

The commerce curricula in the universities have been developed ordinarily by the gradual addition of new courses, instead of by careful planning as was done at the University of Chicago and in a few other institutions. As a result, the schools of business present an extremely varied pattern in the make-up of their curricula. Urban universities ordinarily set up objectives to meet the peculiar needs of their immediate communities, whereas the outlying institutions have adhered to a general, broad basis. In the endeavor to meet the respective objectives, some schools have subordinated and others emphasized technique. So long as business was defined as a pecuniary system, forms, processes, and methods were emphasized. When, however, the newer concept gained dominance that business was an evaluating process, the elements of administration and management were stressed and the educational objectives were focused on business judgment.

The deans and instructors in the schools of commerce have devoted much attention in the past two years to the objectives, organization, and content of higher education for business. A number of surveys and investigations were completed and others were undertaken to obtain more facts about the actual needs of business. A study of the occupational histories of 2,100 graduates of eight representative schools of business was conducted by the American Management Association in 1924. Dr. C. S. Yoakum, of the University of Michigan, is studying the business biographies of accounting students. The bureau of business research at the same institution is cooperating in the survey of the occupations of 50,000 business and professional

women. An accumulation of such studies should harmonize the present narrow technical and broader educational objectives. An outstanding contribution of the past two years which pertained to the objectives, principles, and organization of an ideal school of commerce, was "The collegiate school of business at Erehwon," prepared by Dr. L. C. Marshall and published in the June, 1926, issue of the Journal of Political Economy. Other contributions to higher education and business were published in the various issues of this journal in 1925 and 1926.

During the past two years much progress was made in providing better facilities. Many buildings have been erected for schools of commerce, including those at New York University, Northwestern University, and University of Illinois. Schools of commerce were organized at a number of the universities, including the following: State universities of Arkansas, Florida, Idaho, Kansas, Kentucky, Michigan, and Wisconsin, and Stanford University. A four-year college of commerce was organized at the University of Southern California to replace the former two-year school of commerce. Beginning in the fall of 1926, the school of commerce at New York University has required four instead of three years for the degree of bachelor of commercial science. Arrangements have been made for the school of business administration at the University of Maryland to be taken over by the Johns Hopkins University, and the Johns Hopkins evening courses have been extended to offer as wide a range of business subjects as has been offered by the University of Maryland. The Lincoln and Lee University, of Kansas City, Mo., is organizing a school of commerce. New developments are under way in many other institutions.

The development of graduate courses and research in these schools has been prominent. There is an increase in the number of graduate courses offered. Stanford University, in October, 1925, opened the first graduate school of business in the West. It is the only graduate school of business which has been set up in a university which had no definite organized instruction in business. Some of the schools of commerce, including those in Indiana University and the University of Michigan, organized bureaus of business research. The number of research projects completed and in progress has increased rapidly. In this connection the American Association of Collegiate Schools of Business at the 1925 meeting held in Columbus, Ohio, authorized the appointment of a permanent committee on research with the following functions:

(1) The assembling and disseminating of information regarding the research projects completed, in progress, and definitely undertaken by the research agencies represented in the association.

(2) The exerting of such influence as may appear proper and feasible to see that the result of research as procured by members of the association shall be comparable from one project to another.

(3) The dissemination of information regarding research methods, so that the membership of the association may be kept informed of any improvements or any particular experience which has proved especially valuable.

Among the schools organizing departments of commerce extension in 1925 were the University of North Carolina and Ohio State University. The program at the latter is in striking contrast to that which has characterized the extension courses in commerce of most of the State universities: First, it is regarded as part of a broad educational policy closely integrated with the residence program of undergraduate training; and, second, it is limiting its offerings to courses that are distinctively of university grade, no effort being made to feature courses of instruction that are either of a secondary or popular nature. The department of commerce extension is one of the agencies of the college of commerce and administration to maintain close coordination of the work of the resident departments and the bureau of business research with the business interests of the State.

In addition to the regular conferences on higher education for business held by the American Association of Collegiate Schools of Business, other conferences made worthy contributions and developed closer cooperation between business men and the schools of business. The conference at the University of Illinois was held in connection with the dedication of the new commerce building in 1926. The proceedings of the conference on personnel administration in college curricula, held under the auspices of the American Management Association, contained a survey of college courses in personnel administration and were published by the association in 1925. A three-day conference at Stanford University in 1926 was devoted to the discussion of the status of business education and problems facing the new graduate school. The underlying purposes of the conference as reported in the proceedings published by the university were:

To advance the standards of university education for business through thoughtful discussion.

To direct discriminating thought to some of the problems of business education, especially with respect to purposes, content, and methods of a graduate course in business.

To bring the graduate school of business at Stanford to the attention of educational and business leaders in the West in such a way as to promote fruitful cooperation.

Bureau of Education Bulletin, 1926, No. 11, contains a report on the residence and migration of university students of business. A résumé is given of the number of business students residing in each

State compared with the number of business students who are enrolled in colleges and universities in each State. Montana has the largest and Kentucky the smallest number of business students residing in the State in proportion to the population. New York has more than twice as many residents pursuing courses of study in commerce as has the next highest State, and Nevada has the smallest number. In seven States 90 per cent or more of the residents who are enrolled in business curricula are in institutions located in their respective home States. Ten States in the Union, including New Jersey, were reported as not providing curricula in commerce and business in 1922–23. The Bureau of Education survey of Rutgers University, New Jersey, made in 1926, recommended the development of business curricula in that institution.

CONCLUSION

The most encouraging general development in commercial education during the biennium is the increased interest manifested by the people, educators, and business men. An outcome of this increased interest is the tendency toward scientific curriculum revision. The various researches and the different points of view represented by these groups are making the objectives clearer and more definite. With the development of greater emphasis on the vocational objectives of commercial subjects, there is an increased demand for a balanced commercial curriculum which will prepare adequately for the variety of activities of life. Slowly but gradually efforts have been made toward cultivating a full appreciation of the potential contribution of commercial education to good citizenship.

The clear and convincing findings of researches and investigations are contributing a fact basis for this phase of education. They are revealing the urgent need of preparation, not only for a wider scope of business occupations, particularly in selling and clerical work, but for a larger number of occupational levels. Corresponding to the resultant stress that is laid on the importance of preparation for initial vocational opportunities on the various occupational levels, there is developing a most worthy program of continuous education for business to meet the specific needs of those who seek the higher occupational levels. It is becoming more evident that, as one enters and progresses in his business career, additional education is vital to more effective service in the vocational and other phases of life. Although various types of extension and part-time education made much progress in the past two years, these services are worthy of further immediate development.

CHAPTER X

PUBLIC EDUCATION OF ADULTS

By L. R. Alderman

Specialist in Adult Education

The term "adult education" has come into general use during the past few years partly because of the wide use of the term in Europe, where large numbers of mature people are continuing their education. But perhaps the term has come into general use in this country more on account of the fact that the words "adult education" have been substituted for the word "Americanization." Since sometime previous to the World War, so-called Americanization classes have been held for aliens who desired to become citizens. To these classes came also native-born citizens that they might learn to read and write the English language. It was most evident that the term "Americanization classes" was not a suitable name for classes or schools to which native-born citizens came that they might become literate in their native language. Adult schools and adult education thus came into general use. The word "Americanization" could not be applied to more than 13,700,000 foreign-born residents. The term "adult education" may have application to all adults.

For the purpose of this report, adult education is assumed to have the following characteristics: (1) It is carried on voluntarily and during the leisure time of a mature individual; (2) the study is seriously undertaken and is pursued under guidance.

During the past biennium there has been much activity in the field of adult education. The idea is slowly developing that the normal individual should continue to make mental adjustments so long as he lives. Education is attained through a successful effort to make proper adjustments to environment. In our day environment is so many-sided, so rich, and so diverse that no one individual can be said to be completely adjusted to it. We have as contributing factors to our environment all that has been preserved from the past, as well as what is happening now. Our marvelous improvement in travel and communication has added greatly to the individual's environment.

So much activity in the field of adult education was sure to result in National and State organizations. In May, 1924, the United States Commissioner of Education, Dr. John J. Tigert, called a national conference on home education, which met in Minneapolis, Minn. At

this conference 33 States were represented by librarians, members of State parent-teacher associations, and university extension officials. The object of the conference was to promote home reading. A committee of seven was appointed at the close of the conference to formulate plans to promote reading in the home. This committee has held two meetings and has recommended that State committees be set up for the promotion of home reading. In a number of States committees are at work on this project.

In 1924 the department of immigrant education of the National Education Association was changed to the department of adult education. This department has grown in numbers and has now on its list of members the workers in the field of adult elementary education in many States.

During 1925–26 regional meetings were held to determine what support there would be for a national organization to promote adult education. In 1926 the American Association for Adult Education was formed. The association has a paid staff with headquarters at No. 41 East Forty-second Street, New York City, and funds are available for the prosecution of the work.

The object of this association is set forth in Article II of the constitution, as follows:

> Its object shall be to promote the development and improvement of adult education in the United States and Canada. It shall undertake to provide for the gathering and dissemination of information concerning adult education aims and methods of work; to cooperate with organizations and individuals engaged in educational work of this nature in the task of securing books and instructors; to conduct a continued study of the work being done in this field and to publish from time to time the results of such study; to respond to public interest in adult education and to cooperate in the formation of study groups whether within or without regular educational institutions; to keep its members informed of the achievements and problems of adult education in other countries; to conduct schools and conferences for the instruction and training of those engaged in the work of adult education; and to serve in such other ways as may be deemed advisable.

In the year 1925 the United States Bureau of Education added to its list of specialists one in adult education, whose business it is to collect and distribute data on all phases of the work.

Many groups and societies, upon becoming conscious of the fact that they have been working in the field of adult education, which before was not clearly understood, are purposely making their work more and more educational in nature. For instance, one group which heretofore contented itself with mere entertainment, upon becoming aware that it was largely an educational institution, changed these purely entertainment features to talks and reports of a serious and worth-while nature. The members of most societies like to feel that

they are doing work that is educational, and as they become conscious of this they make it more so.

The nineteenth century is said to have been a time when the rights of childhood were emphasized. The first quarter of the twentieth century witnessed a marvelous growth in the field of secondary education. During that time the attendance in public secondary schools in the United States increased 437.7 per cent. During the same period attendance in elementary schools increased only 37.9 per cent. It is now the belief of many people that the second quarter of the twentieth century is starting with the promise that education will be accessible to all persons in the United States.

The adult-education movement is perhaps partly due to the fact that adults now have more leisure than ever before and also to the fact that the principles of education are better understood. It has been demonstrated that the mind grows by use and that its ability to acquire new concepts does not stop with maturity but is in fact dependent largely upon what it has already acquired. The readjustment of education for the whole of the life of the individual is sure to have very important effects upon the kind of education that is provided for youth.

This report has been made very largely from replies to questionnaires which the bureau sent out and will deal with the progress that has been made during the biennium 1924–1926 in the following fields of adult education:

First.—What State departments of education have been doing to promote elementary education of both native illiterates and foreign-born residents who are practically illiterate in the English language.

Second.—What city school systems have done to provide educational opportunities for their citizens who did not attend the regular day schools.

Third.—What colleges and universities have done to give opportunity to those who for any reason do not go to these institutions.

TABLE 1.—*State activities in adult education*

State	Has State enacted legislation promoting adult classes in English and citizenship?		Does State department of education supervise adult classes?		Does State give financial aid to local communities for adult classes?		What per cent of cost of adult classes is provided by State?	Number of local communities in State having classes for foreign-born or native illiterates		Enrollment of adult illiterates and foreign-born in all adult classes in State		Number of institutions in State giving training courses to teachers of adult classes	Has State an illiteracy commission?	
	Yes	No	Yes	No	Yes	No		1924–25	1925–26	1924–25	1925–26		Yes	No
Alabama			×		×		50	173	172	5,984	7,193	0		×
Arizona	×			×		×	0					0	×	
Arkansas	×			×		×		180		2,929		2	×	
California	×		×		×		[1] 50			46,518	44,363	3		×
Colorado		×	×			×	0	25	35				×	
Connecticut	×		×		×		[1] 15	42	43	9,532	8,961	2		×
Delaware	×		×		×		83		61	1,569	2,808		×	
Dist. Columbia	×		×		×		90	1	1	1,163	1,290	3		×
Florida		×		×										×
Georgia		×		×		×	0					1	×	
Idaho	×			×		×	0	5				1		
Illinois		×		×		×	0							×
Indiana		×		×		×	0					0		×
Iowa		×		×										
Kansas	×			×		×		40	40	700	700			×
Kentucky		×												×
Maine	×		×		×		[1] 66⅔	18	18	2,442	4,612	1		×
Maryland		×	×			×	0	1	1	3,902	4,080	2		×
Massachusetts	×		×		×		50	127	129	28,903	27,759	2		×
Michigan	×			×		×	0							
Minnesota	×		×		×		[1] 50	41	37	9,185	8,266	1		×
Mississippi		×		×				2	2		25		×	
Missouri		×		×		×								×
Montana		×		×		×								×
Nevada	×		×				[1] 50	0				0		×
New Hampshire	×		×			×	0	13	14	3,061	2,950	0		×
New Jersey	×				×		50	45	50	7,572	8,000	0		×
New Mexico		×		×		×	0					0	×	
New York	×		×		×		50	94	95	83,027	75,023	11		×
North Carolina		×		×		×	0	1	1	672	672	0		×
North Dakota	×			×	×		50			589	771	0		×
Ohio	×		×			×	0	0		33,425	42,313	0		×
Oklahoma	×		×			×	0			4,500	6,400		×	
Oregon	×		×			×	0		30		2,000	1		×
Pennsylvania	×		×		×		[1] 50	35	65	10,000	20,000	4		×
Rhode Island	×		×		×			16	17	2,685	2,405	1		×
South Carolina	×		×		×		[1] 50	345	329	10,729	10,221	2	×	
South Dakota	×		×		×		50	6	6	425	410			×
Tennessee	×			×	×		40	20	40	200	400	0	×	
Texas		×		×		×						0		×
Utah	×		×		×		25	3	2	178	80	2		×
Vermont		×		×		×	0					0	×	
Virginia	×			×	×		[1] 66⅔	5	5					×
Washington	×		×		×		50	17	16	2,107	1,706	2	×	
Wisconsin	×		×		×		50	41	41	33,651	30,477	3		×
Wyoming	×		×		×		50	28	38	571	755			×
Continental United States	30	15	24	20	21	20		1,323	1,287	306,219	314,640	44	12	31
Outlying possessions:														
Alaska	×		×		×		100	10	11	348	308	0		×
Canal Zone		×		×		×								×
Hawaii		×		×		×	0					0		×
Porto Rico	×		×			×	0			5,000		0	×	
Samoa		×		×		×	0	0	0	0	0			×
Virgin Islands	×		×		×		100	1	1	59	61	0		×
	3	3	3	3	2	4		11	12	5,407	369	0	1	5

[1] State aid to local districts varies.

Referring to Table 1 we see that three States did not report. One of these returned the questionnaire with no information given; the other two did not reply. The District of Columbia is treated as a State for the purpose of this report. Thirty States report recent legislation promoting adult classes in English and citizenship. It is important to note that more than 60 per cent of the States have already enacted legislation tending to encourage adult education. It might be well here to give summaries of a few State laws which seem to be producing desirable results in this relation:

California.—The law requires every illiterate between 18 and 21 years of age to attend school. There is a literacy test for voters.

Connecticut.—School districts of more than 10,000 inhabitants shall maintain evening schools for persons over 14 years of age. High-school courses shall be given upon petition of 20 persons over 14 years of age, providing such persons are, in the opinion of the school board, competent to pursue such courses. State aid is provided, based on enrollment and attendance.

Massachusetts.—The State department of education is required to cooperate with towns applying for instruction in English for adults unable to speak, read, or write the same and in the principles of government and other citizenship courses as shall be approved by the local school committee and the State department. The courses and the compensation of teachers may be fixed by local school board, subject to the approval of the department. One-half of the cost of such instruction may be paid by the State.

Minnesota.—Any school district in the State may maintain public evening schools as a branch of the public-school system for all persons over 16 years of age who for any reason are unable to attend a day school. Such schools are to be under the direction of the State board of education. One-half of the salary of the teachers in evening schools shall be paid from State funds or State and Federal funds combined in so far as such funds are available.

New York.—The law directs the commissioner of education to apportion to a city or local district, in the same manner as teachers' quotas are apportioned, an amount equal to one-half the salary paid to each teacher in immigrant education, the amount not to exceed $1,000 for each teacher so employed. Under this law local school authorities may establish and maintain day or night classes in school buildings, in factories and other places of employment, in neighborhood houses, in homes, and in other places where they may deem it advisable, for the purpose of giving instruction to foreign-born and native adults and minors over the age of 16 years, thus making it possible to provide instruction at places and hours most convenient to the illiterate and non-English-speaking people for whose benefit the law was primarily enacted.

Oregon.—The law provides a department of Americanization for the education and Americanization of adult immigrants. This department is a part of the public-school system and subject to the supervision of the State department of education. The department of Americanization consists of five commissioners who are authorized to propose a course of study in citizenship and to promote the work of Americanization in conjunction with the public-school system.

Pennsylvania.—The State legislature has enacted a law whereby any school district may provide courses for adult education and must do so upon the written application of 20 or more residents above 16 years of age who are not in attendance at any day school. The courses of study to be given at such evening schools are left mainly to the discretion of the district school board. The extension school, when established, becomes a part of the school system and is subject to the same standards. When its standards are approved, credits earned in such schools are acceptable for graduation in the regular day school.

Rhode Island.—The law requires that one or more public evening schools be established in every town for the purpose of teaching the English language where 20 or more persons between 16 and 21 years of age may be found who are unable to speak, read, and write that language. It authorizes the establishment of free day continuation schools or evening schools to teach English and American citizenship to those who are not within compulsory attendance ages. All persons between the ages of 16 and 21 years who can not meet the standards in the use of English as established by the State board of education are required to attend day or evening schools.

South Carolina.—The legislature has for a number of years made appropriations providing school opportunities for illiterates. There is a State supervisor giving full time to this work.

South Dakota.—Attendance at day or evening schools is required of persons between 16 and 21 years of age, inclusive, who do not speak, read, or write the English language equivalent to the requirements of the fifth grade in the public school. The county superintendent shall, by examination, determine who are subject to the attendance law. The State superintendent may require any school district to maintain, as a part of the public schools, evening classes in English, the United States Constitution, American history, and other subjects for which there may exist a sufficient demand. One-half the cost of maintaining evening schools shall be met by the State, provided such schools have State approval.

Tennessee.—The law authorizes county and city boards of education to maintain night schools for persons over 16 years of age.

STATE SUPERVISION AND SUPPORT

To make a State system of elementary adult education effective there should be State supervision. It is shown in Table 1 that 24 States are giving supervision to such work. Thirteen States have full-time supervisors of elementary instruction of adults.

Twenty-one States report that they are giving financial aid for adult education. Just how much aid is given in some cases is not revealed by the table. In general, 50 per cent is provided by the State and 50 per cent by the local district. Just what the percentage should be is a question of great importance. In any discussion of this question the following facts might well be considered:

1. If one of the strongest arguments for the justification of public support for education is that it is for the protection of the State, what reason could be given for teaching a boy of 9 years of age to read and write the English language and not providing that privilege for a man of 21 years of age?

2. As literate workers produce more than illiterate workers, money spent on evening schools is a most excellent investment.

3. Aliens are found in groups, and their education by local school districts is a great burden upon some districts. In many cases where the work was undertaken, it was either curtailed or discontinued.

TEACHER TRAINING

It is becoming more and more recognized that a teacher of adult classes should have special training for this work. From Table 1 we see that 17 States report 45 institutions that offered special training for teachers of adult classes during the biennium 1924–1926. This is a recent development and has in it much promise for the future. By this training, teachers of aliens are given a better approach to their students, as well as improved methods of teaching. The time of the adult student is valuable and should not be wasted by poor teaching.

Twelve States have illiteracy commissions. Some of these, such as the ones in South Carolina, Tennessee, and Oklahoma, are very active and efficient.

OUTSTANDING ACTIVITIES

The following comments by State departments are of interest:

California.—In 1924–25 there were organized 1,000 classes for illiterates and those needing elementary subjects. The approximate attendance was 46,000. Opportunity for illiterates to go to school was offered in 31 cities and in 100 rural and semirural communities. We are also doing everything possible to obtain a 100 per cent attendance in the elementary schools. Our attendance program is made more difficult by the fact that we have many migratory

laborers. It has been variously estimated that we have from 10,000 to 40,000 families on wheels who move northward in the State for the purpose of harvesting the crops. Plans have been worked out so that the county attendance officer is waiting for the children when they move into a county, and they are put into school at the earliest possible moment. We are also doing everything we can to increase the attendance of illiterates in our evening schools. We have prepared a special pamphlet for teaching these classes. Teachers are offered special instruction at the University of California, both at Berkeley and at the southern branch, during the summer session; and, in addition, the university supplies a specialist in teacher training in this field who can be sent to any community in the State throughout the school year. Here she trains the teachers while they are working and gives them special help with their particular classes.

Connecticut.—During 1924–1926 the following phases of adult education have been noticed:

1. Much higher type of pupil was in school, presumably the result of the immigration law.
2. A slowly rising registration due to—obvious advantages of education; desire to gain citizenship for immigrant quota exemptions; better teaching; pressure of public opinion.
3. Higher average attendance due to better teaching.
4. A great need to establish supplementary and coordinated studies for those completing Americanization classes.
5. Complete acceptance by public as to place of adult elementary education in the public-school curriculum.
6. Recognition by educators that there must be modernized curriculum, socialized recitation, and humanized instruction.

Delaware.—We have had a State-supported program of adult education for a number of years. This program provides for a specialist in adult education in the State department of public instruction, trained teachers, materials and methods of instruction adapted to the interests, abilities, and needs of adult students, classes arranged at times and places suited to the living and working conditions of mature people. The work is sponsored by a State committee of representative citizens and officials who meet once each month for the purpose of hearing reports on the progress of the work and making recommendations for its improvement. This work is also greatly aided by the Delaware State parent-teacher organization. Since Delaware's largest and most immediate adult education problem was among its 20,000 foreign-born residents, the State program during the first years of its operation was devoted to immigrant education, with the result that about 40 per cent of the foreign-born residents of the State have been helped to prepare for intelligent citizenship and participation in the life of the community. About 700 of the foreign-born men and women included in this number were totally illiterate—that is, unable to read or write in any language—when they first applied for instruction. During the year 1925–26 this program of adult education was extended to the native-born illiterates, of whom Delaware has 2,500 white and 4,200 colored. Classes were organized in 56 school districts of the State for 1,158 persons. They were in session two nights a week for 10 weeks.

District of Columbia.—In the so-called Americanization work in the Washington, D. C., schools two features should be noted:

1. There is a building devoted almost exclusively to this work. A part of the building has been equipped very largely by the students,

so that it is used as a club. The place is made most attractive. A good library has been assembled. Classes are held during the day as well as in the evening.

2. Considerable use is made of motion pictures. A local motion-picture company gives the use of a room and furnishes an operator. Educational films are loaned for the use of the class. During the showing of the film the students are requested to talk in English. After the film is shown the students discuss the film, and very lively discussions take place. The instructors claim that the films insure better attendance than would be had otherwise, but that the main advantage of the pictures is that the film has given all of the class an interesting topic of conversation. The students write about what they see in the picture.

Massachusetts.—The outstanding developments in the field of adult education in Massachusetts during the past two years have been the increase in the number of classes for immigrant women and the increase in the enrollment in the intermediate and advanced classes. This latter development is very significant, because it shows that ambitious foreign-born men and women will come back to school for two or three years when the teaching is good. Several years ago the majority of immigrants came to school for only one year, due undoubtedly to poor teaching. As the result of a very extensive program of teacher training in Massachusetts during the past 10 years, the work in the classrooms has been strengthened, and the immigrants themselves recognize this better than anyone else.

North Dakota.—During the biennium 1924–1926 the program of adult education has been stressed in North Dakota. The campaign against illiteracy has been continued until the percentage of illiteracy has been reduced to two-tenths of 1 per cent. The statistics for that data were furnished by the county superintendents at the end of the school year, June 30, 1926. The number of illiterates in the State, including Indians, has been reduced to 2,935. The statistics show that one county of the State has no illiterates and that 17 of the 53 counties have fewer than 10. Splendid work has been done by all school officials in the program of adult education. We have also had the cooperation of many fraternal organizations and splendid cooperation with the parent-teacher associations in many rural communities. It is the goal of the parent-teacher associations to have organizations in 50 per cent of the schools of the State by the end of this school year. In many rural communities members of the parent-teacher associations have stated that since joining this organization they have understood for the first time the problem of the public-school system and its program. The State program of adult education has been emphasized in all of our meetings.

Oklahoma.—We have an adult education commission. Great stress is being made to secure as nearly perfect attendance as possible. Some schools are reporting 98 and 99 per cent attendance. Our adult pupils have undoubtedly profited by their school contacts and by the actual scholastic knowledge gained. It is probable that the communities in which adult schools have been successfully conducted have actually profited more than the pupils have. The teachers report that their adult pupils were influenced to send their own children more regularly to day school; that the adult pupils raised money for a piano for the day school; that the adult pupils helped carry a bond election for the erection of a teacherage; that the adult pupils participated in a great workday whereon

trees were planted on the school ground; that the adult pupils helped in an entertainment held for the purpose of securing funds for a school library, and so on.

Pennsylvania.—Outstanding activities during the biennium 1924–1926 were:

(*a*) Provision by the State council of education for special certification of teachers of adult classes.

(*b*) The setting up of a State program of home classes for immigrant mothers. The initial step in this program was taken in June, 1925, and the reports indicate that more than 100 cities and boroughs have either appointed full-time class teachers or have planned to make provision for this work in the budget for the coming year.

Virginia.—So far as illiterates under 20 years of age are concerned, the number was reduced in the five-year period from 1920 to 1925 from a little over 28,000 to approximately 14,000, or about 50 per cent. We have attempted to meet the problem of rural illiteracy largely through evening sessions and vacation schools, and in a few institutions a tremendous service has been performed.

Samoa and the Virgin Islands.—Reports from American Samoa and the Virgin Islands show there is practically no illiteracy in those islands.

EVENING PUBLIC SCHOOLS CONDUCTED BY TOWNS AND CITIES

Many agencies are conducting evening schools for adults. For instance, the Young Men's Christian Association, the Young Women's Christian Association, the Knights of Columbus, and the Young Men's Hebrew Association are serving large numbers of grown people in various parts of the country. Private schools and foundations are providing educational opportunities that are of great importance. For greater Boston a book of 140 pages has been published, setting forth the educational opportunities of the city for working men and women. In some of the other large cities, such as Milwaukee, Cleveland, and Chicago, the libraries have specialists whose business it is to acquaint the public with the nature and scope of the educational opportunities offered by various institutions of these cities.

This report does not pretend to give a complete picture of all the evening schools, but includes only those under public-school auspices in cities and towns of 2,500 population and more. A questionnaire sent out by the bureau was answered by 1,666 superintendents, and of this number 520 reported that they had conducted evening schools during the biennium 1924–1926.

In many cases afternoon classes for foreign-speaking women were held in their homes. This work is reported as being very much needed and as growing rapidly; 376 towns and cities report that their evening schools are growing; 115 towns and cities report their evening classes as not growing. Most schools report that they charge no tuition for students who reside within the district, but make a charge for nonresident students. Some cities make a nominal charge, which is refunded to the student in case his attendance in school is

regular. The total budget for evening schools for the year 1925–26 is reported by 412 towns and cities to have been $5,312,494.92. Many school districts reporting did not give their enrollment, and some did not give the budget for the evening schools.

The total budget divided by the number of students enrolled in the same cities would indicate that the cost per student for the evening schools was $15.42 per year. This estimate of the cost can not be said to be accurate, but does give some indication of the cost of evening-school instruction.

The length of the school year for evening classes varies from 4 to 48 weeks. The length most often reported is 30 weeks; the average is about 24 weeks; the average number of evenings per week is 3; and the average length of sessions per evening is about 2 hours.

The pay received per evening by teachers of evening schools is from $2 to $6 for the elementary grades and somewhat higher for teachers of high-school subjects. A very large per cent of the teachers of evening schools are the regular day-school teachers. Some cities report that they have special training for their teachers of evening schools.

The school officers reporting were asked to make an estimate, in terms of the comparative cost of the day school, for an evening school program that would be adequate for the needs of the town or city as the case might be. These estimates vary from one-half of 1 per cent to 21 per cent; the most common estimates are 4, 5, and 6 per cent. The average is 4.5 per cent. The two cities that reported the highest percentage of their adult population in evening schools estimate that the cost of maintaining a full program is not more than 5 per cent of the cost of the day schools. Gary, Ind., reports having 16⅔ per cent of its entire adult population in evening and afternoon classes. Buffalo, N. Y., reports 7 per cent of its grown-up population in evening schools. This is the best showing in the country for large cities. If every school district in the land had adults enrolled in school in proportion to the enrollments in evening schools in Buffalo and Gary, American school buildings, instead of being dark and silent from 7 to 9 o'clock each evening, would be centers of light and life that would bring growth and happiness to millions of our population and thus strengthen our democracy.

Reports from various school districts indicate that effective publicity is as important for evening schools as for other fields of human endeavor. Such publicity, when accompanied by capable teaching and adequate school programs, results in successful evening schools. Some city superintendents have taken as their mission the offering of educational opportunity to all teachable adults who have not finished the elementary school. Among the cities which are approaching such attainment (in addition to the two named above) may be

mentioned the following: Los Angeles and Oakland, Calif.; Joliet and Springfield, Ill.; Lowell and Worcester, Mass.; Detroit, Mich.; Duluth and Minneapolis, Minn.; St. Louis, Mo.; Newark, N. J.; Ithaca and Syracuse, N. Y.; Akron and Toledo, Ohio; Johnstown, Pa.; Dallas and Houston, Tex.; Spokane, Wash.

The reports from towns and cities, as a whole, show that the evening school is not yet an established part of the regular school system. In many cases its budget is uncertain, the school term is short, and the pay is small. Some superintendents indicate that when a city wishes to curtail expenses there is a tendency to begin such curtailment with the budget of the evening school, notwithstanding the growing belief that the most meaningful hours of the 24 for many people are those from 7 to 9 o'clock in the evening and that if these two hours are spent for self-improvement in most cases the individual will find himself growing in knowledge, self-respect, thrift, and earning power.

UNIVERSITY EXTENSION

Historically, university extension education in this country is not much older than the twentieth century. It is true that the Chautauqua university was established in 1885 and that the University of Wisconsin did some work in extension in 1892. However, it was in 1906 that this university organized its extension division with its dean and separate faculty. By 1913, 28 educational institutions had organized for extension work. For the biennial period 1924–1926 more than 300 institutions of higher education reported extension activities.

To secure information given in this report, a questionnaire was sent to 721 colleges and universities in the United States; 544 institutions returned the questionnaire. Of this number 301 reported giving some work by extension. The report does not pretend to give a complete picture of all the work done, as some institutions did not reply. The following table gives in detail the number of colleges and universities offering the kinds of extension services specified:

TABLE 2.—*Number of institutions reporting the extension activities here given*

Correspondence courses	96	Parent-teacher association or other club service	55
Public information (including package library service)	51	Study-club programs	49
Home reading courses	36	Community drama	54
Publications regarding extension education	58	Labor education	25
Class instruction outside of institutions	163	Lyceum	55
Public lectures	168	Physical training and high-school athletics	84
Visual instruction	50	Community center	31
School or community service	77	Radio	62
Institutes, conferences, short courses	129	Promotion of debates	127

In this study of college and university extension for the biennial period of 1924–1926 no effort is made to include work done under Federal subsidy acts through the Federal land-grant colleges. The activities of these institutions are available through other publications of the Government.

Extension courses offered by colleges and universities are so numerous that it is impracticable to attempt to list them here.

Reporting officers of extension divisions of various educational institutions of higher learning were asked to report new ventures that their institutions had undertaken during the biennium. Their reports reveal the following, in order of frequency: Correspondence work; class work outside of the institution; courses in business; teachers' institutes; courses by radio; work for graduate students; correspondence work for alumni; courses in American history and politics; lyceum; opportunity schools; religious education; rural pastors' conferences; health institutes; work for graduate nurses, giving A. M. and Ph. D. degrees; Boy Scout leadership; work in psychology; child training; accident prevention; swimming; courses for parent-teacher organization.

It is thought by many that probably the most significant new movement in connection with extension education during the biennium is the use of radio. Radio is being used very successfully to supplement work by correspondence. The student in this way has all the advantages of class work except the physical presence of the teacher and the opportunity of personal discussion. More and more institutions are either installing their own broadcasting plants or securing the privilege of using other plants. It seems likely that this sort of work will become so popular that most broadcasting stations will institute educational programs and will naturally seek university leadership.

The most unusual single item reported is by New York University, which tells of the university world travel cruise. This cruise did not actually start until September, 1926, but it had been planned for the last two years and might be said to have been organized during the biennium 1924–1926. The *Ryndam* left Hoboken, N. J., September 18, 1926, with 500 students—120 women and 380 men—for a cruise of eight months around the world. During that time the vessel is scheduled to call at 47 ports and to travel 50,000 miles. Fifty faculty members and 40 other staff members are aboard, including hospital attendants, welfare workers, and printers who will issue a daily paper. The ship was to return to New York in May, 1927. The cruise is under the management of the University Travel Association (Inc.), No. 2 Broadway, New York City. It is the aim of the promoters of this venture to make it a cooperative arrangement among many institutions. The success of the venture will be watched with the greatest interest.

Those institutions which answered the request to report the field of greatest activity in extension education during the biennium gave the following: Commercial education, radio, library extension, church work, women's clubs, work with teachers, psychology, physiology, language, economics, visual education, English, mathematics, American history, civics, music, drama, forestry.

Institutions were asked to state the amount of their annual budget used for extension work. Many replied that they had no segregated budget; others reported that their extension departments were self-supporting. However, 83 institutions reported a total budget, exclusive of Federal funds, of $4,913,023.

The reports show an enrollment for correspondence work of 64,480 for the school year ending June, 1925, and of 85,121 for the school year ending June, 1926.

The number enrolled for class work, outside of institutions, for the school year ending June, 1925, was given as 129,165, and for the school year ending June, 1926, it was given as 130,172. Thus for the school year ending June, 1926, the total enrollment for correspondence work and for class work, outside of institutions, was 215,293. If we divide the total budget by this number, we find that the cost of instruction is $22.82 per student.

It is an easy matter for one to enroll for extension work. It means little or much in proportion to the amount of actual work done by the student.

The number of students reported as having completed correspondence courses for the school year ending June, 1925, was given as 20,656, and for the school year ending June, 1926, it was given as 26,817.

The number reported as having completed the work assigned in class work, outside of institutions, was given as 44,376 for the school year ending June, 1925, and as 46,578 for the school year ending June, 1926.

Of the institutions which reported on the item, "Percentage of cost of extension courses which is borne by students," two-thirds replied that the student pays all of the cost; one-sixth replied that the student pays between 50 and 100 per cent of the cost; one-sixth replied that the student pays less than 50 per cent of the cost. To the question, "In your opinion, what percentage of the cost of extension education should be borne by the student?" the following replies were received from 98 reporting officers:

55 that the student should pay all of the cost.
4 that the student should pay 80 per cent of the cost.
10 that the student should pay 75 per cent of the cost.
6 that the student should pay 60 per cent of the cost.
21 that the student should pay 50 per cent of the cost.
2 that the student should pay less than 50 per cent.

A few of the institutions replied that the cost to the extension student should be no more than the ratio paid by a resident student toward the total cost of his instruction. It is impossible to determine what proportion of the total cost resident students now pay for class instruction, as the tuition varies greatly among institutions and also varies for different courses within any institution. It is estimated that tuition fees of resident students in State institutions pay between 20 and 30 per cent of the cost of instruction and upkeep. In some cases the fees of resident students amount to only one-tenth of instructional costs.

In the main, extension students are more interested in getting better courses and better service than they are in paying less for them. In one of the most successful centers of class work outside of an institution which the writer has seen the fee for a full-sized class is made adequate to pay the entire cost of instruction, but it does not pay for the services of the extension director who is assigned to do this work by the State university. Small classes are not required to pay the full cost of instruction. A fund, in this instance, has been raised to subsidize small classes. This arrangement seems to work exceedingly well, and probably could be taken as a guide in determining the fee which a nonresident student should pay.

It is evident to all that the largest item of college expense is not tuition, nor books, but the cost of board, lodging, and general living expenses. The student who is earning a salary can pay a reasonable charge for his instruction, and, if a university is to expand its extension department to the limit of the demand for this kind of work, the tuition charge must, in the very nature of things, approximate the cost of instruction.

It is unthinkable that a board of control of any educational institution that is founded for general uplift would desire that a nonresident student, by the payment of an excessive fee, be required to defray part of the expenses of a student in residence at such an institution.

From the reports received there is evidence of divided faculty opinion as to the effectiveness of work done by extension methods. Forty-two per cent of the extension officers who reported on this item state that work by extension is as good as work done in residence; 30 per cent state that it is inferior to work done in residence; 18 per cent state that the work is superior to that done in residence and give as their reason for this superiority the fact that the students are more mature and therefore more purposeful.

The following examples of faculty opinion, as reported by extension officials, will be of interest to many people:

Howard College (*Alabama*).—All agree that the work is as good as the regular work.

Spring Hill College (*Alabama*).—If this work entails sacrifice of time and money, it calls forth a response equal, if not superior, to work done in residence. However, contact is very easily broken and interest more easily dissipated.

University of Alabama.—Full credit toward degree given for undergraduate; half credit allowed graduate students.

University of Arizona.—Particularly in underclass work correspondence and extension class work is generally regarded as at least equal to and, in most instances, superior to work given in residence. This is particularly true for extension class work, which usually attracts a higher type of student than is generally found in residence classes.

University of California.—Individual opinion among our faculties varies, but on the whole our men feel that extension teaching is effective and worth while. The success achieved in extension teaching varies according to circumstances. Where the preparation of students is adequate and the library or laboratory facilities satisfactory an extension class achieves about the same results as a class on the campus. The function of a State university seems to our faculty to consist in research as well as in training scholars and citizens. To accomplish these objects the faculty has need to know its constituency and to become familiar with their conditions and problems. Moreover, for reasons partly selfish and partly unselfish the university must constantly put forth an effort to disseminate learning and to aid in carrying the culture of the race to all parts of the body politic.

St. Mary's College (*California*).—Most of our faculty are opposed to giving full credit for correspondence work on the grounds that it is not as thorough as class work. All agree that class work (extension) is as good as work done in residence if given by one of the regular staff.

University of Colorado.—We have heard many favorable comments but never an unfavorable one.

University of Florida.—Faculty feel it is best substitute.

Southern College (*Florida*).—Some courses are just as thorough as the courses in residence, while others are somewhat superficial. On the whole, extension work is effective because students are more serious-minded.

Shorter College (*Georgia*).—This work has been very satisfactory to all concerned and, as a consequence, a number of young teachers in service have been able to meet the professional requirements for advanced certification. The college expects to continue this work as the demand arises. Another course for rural teachers is anticipated for the current year.

South Georgia Agricultural and Mechanical College.—Our faculty agree that work by correspondence, if properly executed, equals or exceeds that done in residence. It is a case where the student does all of the work instead of a small part of it.

University of Chicago (*Illinois*).—Those who have given teaching by correspondence a fair trial are practically unanimous in considering it an adequate educational agency with capable individuals and one that is peculiarly effective in developing initiative, concentration, independence, and the ability to think and express oneself clearly and cogently.

Greenville College (*Illinois*).—Extension courses, more exacting of students' time, necessitate individual responsibility but do not permit participation in exchange of ideas through class discussion.

St. Procopius College (*Illinois*).—The instructors directly concerned with this type of work report favorably, owing perhaps to the fact that they are young and enthusiastic teachers.

Rosary College (Illinois).—Faculty agrees that work given by extension is not as successful as work done in residence.

Indiana University.—Extension classes vary in quality more than residence classes. The general level is a bit higher in extension. There is always a sprinkling of students in extension classes exceptionally able, purposeful, mature, who get far more out of their study than do most resident students. Correspondence students certainly earn their credits. They do better work and more of it than my students on the campus.

Evansville College (Indiana).—The class of students with whom we have been working does work fully equal to resident work.

Franklin College (Indiana).—By faculty action we permit a minimum of six semester hours of work by correspondence. While no limit is placed on class work in extension, it is not held in as high repute as residence work.

Goshen College (Indiana).—The faculty feels that the small college should not offer correspondence courses. Credit is given for a limited amount of such work taken in larger institutions, the total amount of extension work not to exceed 25 per cent of the entire college course.

DePauw University (Indiana).—It does not compare favorably with residence work for undergraduate students; but for graduate students it is comparatively satisfactory, provided ample materials, reference books, etc., are supplied.

Oakland City College (Indiana).—Our faculty are practically unanimous in the belief that the extension work as carried on in this institution is a very valuable form of instruction, and in the case of many students is even more efficient than residence work. This is especially true of the township institute class work. In some cases the correspondence work is not considered quite so meritorious as residence work, but since most of the students admitted to correspondence work are teachers in service and no courses are offered which can not be well done by the correspondence method, we generally feel that the work is well accomplished and compares very favorably with work done in residence.

Upper Iowa University.—Not as efficient as residence work.

University of Kansas.—There is a fairly large percentage of our faculty who have had little or no actual experience with extension teaching who feel that it can not be adequate or equivalent to the work done in residence. A majority of this group are those who feel that, especially in correspondence study, the absence of personal contact with the instructor is a handicap that can not be overcome in any other manner. The administration of the university is thoroughly committed to the advisability and value of extension teaching, and I believe I am conservative in stating that a majority of our faculty feel that this method of instruction is quite adequate when surrounded by the safeguards that our regulations impose.

Ottawa University (Kansas).—As good as residence work, in such schools as the University of Chicago, University of Kansas, and so on, where ample facilities and staff are provided.

Washburn College (Kansas).—Our instructors do not believe that extension work is as satisfactory as residence work. The tendency is to discourage it.

The Municipal University of Wichita (Kansas).—We are doing about same quality of work, because of the fact that we are working largely with professional groups, and the work they are pursuing is in line with their regular work; consequently, we meet with satisfactory results.

University of Kentucky.—Faculty is fairly unanimous that extension work is on a par with residence, especially correspondence work.

Sacred Heart Junior College (Kentucky).—Saturday extension courses given to teachers in service are good for more reasons than one, but they are below in merit to work given in residence where the student has more leisure for self-improvement. Correspondence courses, in my opinion, are very poor substitutes for residence, especially if the student is taking the subjects by correspondence for credits toward a degree.

Louisiana State University.—Those faculty members who have actual experience with extension work think highly of it. Some members of the faculty think that they have done better work with students in the field than with similar students on the campus. Students who have actually completed the work prescribed in correspondence courses have always done as much as students in the same classes on the campus.

New Orleans University (Louisiana).—Not as satisfactory.

Saint Joseph's College (Maryland).—The utility of an extension course depends perhaps on the specific purpose of respective students. Where correlative advantage is concerned, work given in residence is considered superior.

Maryland College for Women.—Faculty opinion is all against extension courses.

Smith College (Massachusetts).—The work given by extension is necessarily of a more superficial nature. One recitation a week for 10 or 20 weeks in the year can hardly correspond to a college course meeting three or four times a week. The work lacks continuity. However, extension courses meet a need for those who are unable to attend college or who are out of college and wish to keep up their intellectual activity.

Clark University (Massachusetts).—Unquestionably the consensus of faculty opinion is that extension work is not in general so thorough or uniform as work in residence courses. Exceptions to this general statement appear frequently.

University of Michigan.—At the close of each year's work we ask those of our instructors who have been assigned to take charge of extension credit courses to make a report on the work. These reports are in a great majority of cases favorable. Most of the men report that students in the extension classes are more interested in the work and more industrious than are the students on the campus. Those who report adversely usually base their criticism of the work on the fact that many who take these extension-credit courses come to the classes too tired with their day's duties to do the highest type of class work. Only a very few of the men, however, have raised this point against the credit work. Most of the men, I repeat, have reported favorably upon our extension-credit class work.

Michigan State College.—So far as I have met faculty opinion, it is to the effect that correspondence-course work, earnestly done, is oftentimes more effectively done than resident-student work. This is usually explained on the ground that a student who has the moral courage to drive himself, or herself, to completion of work done by himself without the stimulus of personal contact of class and teacher is usually a more consistent student and more thoroughly interested than the average student in residence.

Kalamazoo College (Michigan).—Inferior, due to mixed and ungraded classes, but sufficiently high for college credit.

University of Minnesota.—Opinions as to the relative merit of extension work differ widely among members of the faculty, but most of them are agreed that in a public-supported State university it is necessary to carry on such work. Those who have had longest experience in teaching extension classes believe that, allowing for the increased maturity of extension students, as good a grade of work is done in these classes as is done on the campus. This

will, of course, vary with the nature of the course, since questions of the use of libraries and of laboratories are involved in some courses, and usually extension students can not undertake a wide range of supplementary reading. As to correspondence courses, few people believe that they are wholly equivalent to work done under proper conditions on the campus; nevertheless, in some subjects on allowing for the additional amount of work required of the correspondence students the work compares very favorably with the average work done on the campus. Frivolous and superficial students may be found in both types of work, but with relative infrequency in extension work.

University of Missouri.—Most of our faculty members, who have given correspondence or extension class work, regard them as the practical equivalent of courses given in residence.

Washington University (Missouri).—The reports of the instructors vary somewhat according to the nature of the work, but, in the main, they find the students doing as good work as in the day, and in some instances better.

Intermountain Union College (Montana).—The work given by correspondence is effective on work that is confined mainly to a textbook with a few outside readings. It frequently gives a more thorough knowledge of subject matter. It lacks the personal element and group encouragement.

State University of Montana.—Opinions vary. Some claim better work by correspondence; some claim work is about the same; some that it is not so good. Much depends, apparently, on the technique developed by the instructor.

Union College (Nebraska).—We allow extension work taken in approved extension schools up to one-half the elective requirements of several courses.

Grand Island College (Nebraska).—Work by extension is not on a par with work given in classroom, even if the same amount of ground is covered in the text.

Rutgers University (New Jersey).—Varies from a minority who think extension work not as good to a majority who think it better.

University of New Mexico.—The faculty is, I believe, inclined to think that courses in residence very much exceed in merit and value courses given by extension. One reason for this somewhat suspicious attitude is the policy of certain normal schools in the State that organize extension courses in widely separated towns, employ school superintendents to conduct the courses once a week or so, and give regular college credit therefor. The university, on the other hand, has consistently used only its regular staff for extension courses, none of which meet less than once a week, and credit has been given only on satisfaction of entrance requirements.

University of Buffalo (New York).—We have no formal consensus of opinion. Some members of the faculty find extension classes alert and stimulating; others have found them slow and deadening. Enthusiastic comments on extension courses far outweigh adverse criticisms.

Columbia University (New York).—The best evidence of faculty opinion as to university extension work is found in the fact that very many courses, in fact, the majority of courses, are given credit toward the degrees of the various schools and even the degrees of the graduate schools, master of arts, and doctor of philosophy. There is a general feeling throughout the university that university extension is on the same plane as the work which is termed resident work. The class instruction of university extension is considered resident work. Courses in home study are not credited toward degrees.

Hunter College of the City of New York.—In classes made up of teachers, college graduates, and other students matriculated for the A. B., B. S., or A. M. degree, the work compares favorably with corresponding work in the day session.

Syracuse University (New York).—The extenson-school faculty, as a whole, consider extension work slightly better than other university work, where there is any difference at all.

University of North Carolina.—It may not be out of place for me to register my judgment that professional courses may much more adequately be given in extension work than in residence.

Lenoir-Rhyne College (North Carolina).—Our extension center makes use of our college plant, and we think it is on a par with regular work except that it suffers because of the length of time over which it is scattered.

Shaw University (North Carolina).—The opinion prevails that it is the equal, if not superior, for practical value, but far below in cultural values.

Jamestown College (North Dakota).—Opinions differ radically. Some rate it as the equivalent, while others rate is as unworthy of any consideration. The rest are distributed, as regards its value, well along the entire way between these extremes.

Ohio University.—Work given by regular members of the faculty who go off the campus for one group extension course is considered as good as work taken on the campus.

University of Cincinnati (Ohio).—Our extension classes are duplicates in time, instructors, and credits of courses taught on the campus; hence the faculty regard them as exactly equivalent to campus-given work. The extension courses are invariably given by the same persons who give them on the campus.

Western Reserve University (Ohio).—On the whole those teaching in the night college are enthusiastic about the merit of the work. There are exceptions. Those who do not share in the night work are "willing to be shown."

Muskingum College (Ohio).—Viewing the situation as a whole in Ohio we feel there is crying need for standardizing the quality of the work by the establishment of minimum standards. Some college-extension work not taught by specialists is, we fear, of unsatisfactory quality. Our extension staff report almost unanimously that extension division students equal in vigorous study and attainment the residence students. Most of our extension students are mature teachers.

Miami University (Ohio).—Teachers' College at Miami gave extension courses almost exclusively professional from 1910 to 1925–26 through professors employed especially for that work. We abandoned the plan in June, 1926. We believe now that our extension courses should be offered by professors from our campus staff.

Wittenberg College (Ohio).—While there is some disagreement as to the merit of extension work, the faculty has provided definite regulations governing all such work. It is the consensus of the faculty, generally speaking, that extension work does not measure up to the standards of residence work, yet it serves a great many individuals who could not do residence work.

University of Oklahoma.—Teachers who have little or no extension work do not regard it highly. Those with experience, both present and past, are positive that for types of work that can be provided with adequate laboratory and library facilities results are as good, and in many cases better, than residence work. We have just completed a local study and this conclusion is based on letters from teachers and students received within the past two weeks.

Oklahoma City University.—All believe that such is less valuable to student; that such should not be considered as transferable credit unless validated by residence credit equal or double amount with same instructor or same department.

University of Oregon.—Opinion of the faculty members at the University of Oregon is very favorable to correspondence study.

Muhlenberg College (Pennsylvania).—Our courses are given by the regular members of the college faculty. The teaching in these classes is better than in the regular college classes because of a more earnest atmosphere. The general ratings are higher in extension classes. I find better class discussions because of the theory being combined with experience. We pay our faculty from 10 per cent to 20 per cent of their regular college salary for four hours of extension work per week for 30 weeks. The college profits from $6,000 to $10,000 per year from this work. I am compelled to make it pay or withdraw the courses.

Elizabethtown College (Pennsylvania).—The character of the work done by extension-course classes is regarded as from 75 per cent to 85 per cent in value, as compared to regular work in classes in residence.

Thiel College (Pennsylvania).—When work is given by regular college professors the extension work is considered of the same grade as the regular college work. Only a limited number of hours of extension work can be allowed toward graduation.

Villa Maria College (Pennsylvania).—It is the opinion of the faculty that the extension work is exceptionally well prepared, considering the fact that the students are teachers in service, whose time is limited. Of course, it is not done so thoroughly as if these students were in actual residence; but on the whole the work of teachers in extension courses is equivalent or better than the work done by students in residence who are not yet teachers and who have not, therefore, the same sense of responsibility.

Bucknell University (Pennsylvania).—There are a variety of opinions as usual. Our men who teach extension groups know that more is accomplished by teachers taking the courses than by our regular students.

St. Francis College (Pennsylvania).—The general opinion is that better work is generally done by students in residence.

Westminster College (Pennsylvania).—Faculty generally unfavorable toward extension work as comparable to work done in residence.

Susquehanna University (Pennsylvania).—The judgment of those members of the faculty who have to do with extension work is that in view of all the circumstances it has merit substantially the equal of that taken in residence.

The Pennsylvania State College (School of Mines and Metallurgy).—Extension work not up to residence work either in quantity or quality.

The Pennsylvania State College (engineering extension department).—Work given by correspondence compares very favorably with that given in residence if it is given under the following conditions:

(1) If careful correction service is given.

(2) If the student successfully completes a comprehensive examination prepared by the department of the residence faculty in which that subject is given.

Washington and Jefferson College (Pennsylvania).—Very satisfactory, as all of our courses are given here at the college.

University of Porto Rico.—Widely varying, and depending largely on subject. In accounting, for example, employed students attending night extension classes, if properly selected, do better work than those whose motive is more remote.

University of South Dakota.—Cover more ground with more supplementary reading, but miss personal contact with teachers. Opinion varies, but most of our faculty feel that the work is satisfactory and of high grade.

Lane College (Tennessee).—It has been very unsatisfactory. We are seriously considering discontinuing this correspondence work.

Union University (*Tennessee*).—A good substitute—quite satisfactory.

Johnson Bible College (*Tennessee*).—We consider that the work done in the classroom is far superior to that given through extension, although we have had some very fine work done by this course.

The University of Tennessee.—Very favorable. Hearty support given. Work so organized that each university department governs content and teaching of allied extension courses.

University of Texas.—Faculty opinion is at variance with itself. Many members consider it equal or superior to that done in residence. Other members do not count it worth while. On the whole the attitude is improving.

Howard Payne College (*Texas*).—The type of student who begins work by extension is older, more mature, and better prepared to do the work well than the regular student who attends classes in the college. Our work is arranged so that those who do work by extension do a better grade of preparation than the student in college.

Southern Methodist University (*Texas*).—The members of the faculty without exception report very favorably on work done by correspondence and in extension classes.

Texas Christian University (*Texas*).—Our faculty dislikes very much to consider correspondence work as worthy of full credit, though we do accept it from standard institutions.

Southwestern University (*Texas*).—Most faculty members feel that correspondence work is a good substitute for residence work.

Austin College (*Texas*).—Our faculty members do not object to extension work for noncredit, or to a limited amount for college credit toward degree; however, the catalogue limits the quantity of work acceptable toward the degree to three full courses amounting to 18 semester hours of credit.

John Tarleton Agricultural College (*Texas*).—The faculty does not give as hearty approval to extension work by correspondence as to residence work. On the other hand, night classes and regular extension classes conducted by a faculty member, which classes consist of nature men and women engaged in some industrial or professional work, is considered very effective. In fact, our faculty feels that some of the most intensive and effective work has been done with the few classes of this type which have been conducted by the institution.

Baylor University (*Texas*).—In conferences with instructors, all indicate residence work having preference over correspondence work, unless the correspondence student is a matured student.

Agricultural College of Utah.—Opinions diverse. Those who know it best give it the highest rating. The faculty has ruled that one-fourth for the B. S. degree may be earned by correspondence work and one-fourth by extension classes.

Brigham Young University (*Utah*).—Our faculty sentiment favors *making* extension work of such quality that it need not be apologized for. Tendency is to consider it of same value as residence work, except in courses which demand elaborate laboratory or library facilities. However, many extension students resist efforts of faculty to make subject matter as exacting as in residence courses.

University of Vermont.—As far as I am able to judge, courses given by college instructors outside of the institution are believed to have the same value as though they were given at the university.

College of William and Mary (*Virginia*).—The aim is to make it of the same grade as work done in residence at the college.

University of Washington (Washington).—Under the rules of the university, regular work of our extension service may be counted toward a degree—up to 50 per cent of the total credits required. Residence and other requirements must be met. Extension work is not counted for residence unless taught on the campus. The committees of deans often require dropped students to complete work in home-study courses before petitioning for readmission. Students returning after completing such requirements often make good in courses for which the home-study courses were prerequisite. One-fifth of work for M. A. degree may be earned in extension. All work is taught by regular faculty, and it ranks with campus instruction in scope and thoroughness.

Davis and Elkins College (West Virginia).—It can not be so good as the work in residence should be. However, it offers great possibilities.

Salem College (West Virginia).—The faculty largely agree that the book facts are a little less thoroughly done, and the application to life of the facts learned much more thoroughly made. The latter depends somewhat on the subject given.

University of Wisconsin.—Accepted as a regular function of university work.

University of Wyoming.—Opinions vary. Merits of various courses vary. Considering the benefits to be derived from environment, campus study is two to one better than extension.

It is evident from expressed faculty opinion and conversation with college faculty members that the most mooted question is, "Who is to give instruction to classes outside of the institution?" Practically all agree that class work outside of the institution may be as good as class work in the institution, provided the students have had suitable preparation and the instructors are competent. Many believe that instruction should be given only by regular faculty members. This plan would not permit expansion. It would not make it possible to use other than regular faculty members at or near the places where classes are needed. There should, of course, be no lowering of standards in extension work. However, if we mean by "standards" that the work must meet some artificial conditions that have come down from the past and that do not mean general merit, then standards should be changed.

Workers in the field of adult education say that mature students demand more from instructors than do younger students. College instructors who teach both resident classes and adult classes outside of the institution claim that the latter calls for more investigation, better illustration, and more invention on their part than do regular college classes. It is clear that what is needed is that the same care be used in the selection of men or women to do extension work that is used in the selection of regular faculty members, but that the difference in the nature of the work should be taken into account in such selection. An instructor who would do very good work for regular resident students might be an utter failure in extension classes, and vice versa. In some cases it is possible to get specialists who are doing outstanding work in the world to give a moderate

amount of time to teaching who would not under any circumstances become regular faculty members.

Perhaps the most severe criticism by faculty members of the present practices in extension work is that certain institutions employ local high-school principals or superintendents of small towns to give their extension work. It is claimed that pressure is used by these school officials to influence their teachers to attend their classes. This, if true, is not conducive to good morale. However, an extreme case of this kind does not make the employment of a local school official bad practice per se.

A search for teaching talent in many localities in this country would bring to light people of proper preparation and ability to instruct. Mobilization of our educational resources would no doubt bring many surprises. Most people of specialized information, who would not be willing to consider full-time teaching positions, are willing to teach classes of mature people who are vitally interested in the subject, provided the time and place for such instruction can be suited to their convenience. The instruction of such a class is very different from that of a class composed of undergraduates who have not yet found their life's interests.

It is the business of educational leaders to use to the fullest extent possible the teaching talent of the country. This probably can best be accomplished through university extension.

In order that standards may be safeguarded on the one hand and that ambition may be encouraged on the other hand, it might be well if colleges and universities would test by thorough examination all work done by extension methods. If these same thorough examinations were from time to time given to resident students, a means of comparison would be available. Fortunately, testing skill has been greatly improved within the past 10 years.

If we examine correspondence courses issued by different colleges and universities, we see a vast difference in their worth. There is a growing belief among university extension officers that correspondence instruction would be greatly improved throughout the country if all colleges and universities, before issuing courses, would follow the practice of examining courses produced by other institutions and, if found better than their own, secure permission to use them. If this practice were followed and colleges and universities would permit their courses to be used by others, each institution would have available to its students the best course produced on a given subject. This procedure would have the effect also of stimulating writers of correspondence (inasmuch as their courses might be adopted generally and a royalty realized) to put forth greater effort. Thus better courses would come into general use.

Institutions which have State support are no doubt under more obligations to give work by extension methods than are institutions which do not have State support, and it is true that the most of the volume of extension work is done by State-supported institutions. However, colleges supported by religious denominations or private funds are doing more and more extension work. The presidents of some of these schools do not look upon extension work as an obligation, but as an opportunity for service and as a method of adding strength to the institution. Every educational institution has its own clientele which looks to it for guidance. Nearness of the institution to the person taking work is an advantage, as it gives greater chance for contact, as well as quicker return of lesson assignments.

Many university extension officials claim that extension work is valuable to the institution which gives it as well as to the students who take the courses, for extension work brings the institution into contact with actual problems in the State. Former President Van Hise, of the University of Wisconsin, who had a large part in the development of university extension work in this country, claimed that the university was in great need of this direct contact with the State. He is reported to have stated that it was the intention of the University of Wisconsin to move the campus fence to the extreme borders of the State.

There is a growing tendency on the part of educational institutions to cooperate with each other in extension work. The most common kind of cooperation is found between colleges and universities on the one hand and local public-school boards on the other, the latter providing a place of meeting and the former providing the instruction. Cooperation is also found in many localities between colleges and universities and local libraries, the latter furnishing the place of meeting, as well as reference books, magazines, and the like. Experience has shown that in many instances a library, in addition to furnishing a place of meeting, reference books, and so on, does very effective recruiting work for extension classes.

Library patrons show by their selection of books what their intellectual interests are. A librarian can often render a real service by introducing to each other people interested in the same subject. Often a group of people interested in some subject, if they know each other, will organize a class in such subject and ask for a university instructor as teacher. The public libraries in Cleveland, Ohio, and Milwaukee, Wis., are rendering distinct service by giving full information as to class work offered in all parts of the respective cities, by whatever agency. The individuals who give this information get first-hand data as to the kind and value of instruction given. Colleges and universities are also cooperating more and more by using each other's faculty members in extension work.

In Pennsylvania the State department of public instruction is endeavoring to form an organization of all the agencies in the State which do extension work not for profit. Much good for extension students is sure to result from such an organization.

Considerable reference has been made in this report to the growth of the college and university extension movement. The extension work as reported for this biennium is greater in volume than it was during the biennium 1922–1924, and the report for 1922–1924 showed a greater volume of work in extension than did the report for 1920–1922, and so on.

Among the reasons for the increase of work by extension methods might be mentioned: (1) A greater demand by the public, which is realizing more and more that university leadership may be had in almost any field of human interest; (2) improvement of technique in giving the courses, which makes them more effective. The two reasons mentioned are not only causing an enlargement of extension divisions already organized in institutions but are causing other institutions to take up this work.

Our increased amount of leisure and our changing environment make education needed by an ever-increasing number of people. Various university extension directors report that there is an increasing tendency on the part of adults to study. That this desire of adults to learn is a national resource of first magnitude is more and more recognized.

CHAPTER XI

NURSERY-KINDERGARTEN-PRIMARY EDUCATION

By Mary Dabney Davis

Specialist in Nursery-Kindergarten-Primary Education

Contents.—Introduction—Nursery school education: Programs and staff; workers conference; education of parents a part of nursery school program—Kindergarten-primary grades: Increase in number of kindergartens; legislation to aid kindergarten education; curriculum construction and revision; "setting" for new types of curricula; report cards; promotions of kindergarten and first-grade children; teachers' salaries; training for teachers of kindergarten-primary grades; certification for kindergarten-primary teachers; general supervision for kindergarten and primary grades; teachers' professional organizations—Summary.

Popularly and scientifically the education of young children has been rapidly becoming a foremost topic of study and discussion during the past two years.

Parents, educators, and even the man in the street are recognizing the potential abilities of young children and the need for using the rich but much neglected preschool years of a child's life as an educational asset. Nursery school workers are gaining evidence of the effect conditioned environment and scientific supervision have upon young children's mental and physical welfare. Kindergarten-primary teachers are guiding classroom activities to meet the behavior needs as well as the skills required of their pupils. They are practicing in increasing numbers the modern principles of education and are contributing to the widespread interest in character education. A closer cooperation between school and home activities and among "grades" of work is being effected for the benefit of both children and adults—the parents and the teachers. Child-welfare research stations, consultation centers, and habit clinics are offering guidance in understanding individual needs among children.

Popular magazines have featured articles on such topics as the development of desirable habits and behaviors in young children, the relation of parent behavior to that of their children, the book interests of children, and progress in developing health habits. Parenthood is becoming a real profession, and parents of young children are gathering for child-study classes all over the country to prepare for this profession. Nursery school, kindergarten, and pri-

mary teachers are realizing that they need to know far more than they now do about the emotional and physical well-being of preschool and school children, and sections of their conference and convention programs have been devoted to these subjects.

Teachers, research workers, and administrators are appreciating the essential need of interrelating all phases of education and of unifying the progressive steps in educative experiences for young children from nursery schools through the kindergarten and primary grades. Principles of education underlying these ideals of education emphasize that the development of desirable behaviors is as important an educational objective as the achievement of knowledge, that learning takes place effectively only through the combined mental and physical activity of the children, and that similar environment, similar methods of teaching, and similar objectives of education should mark the work with all ages of children, and should insure continuous, uninterrupted progress in their development.

These principles of education are being expressed in the courses of study prepared for kindergarten-primary grades as a unit; in the unified preparatory courses offered by 80 per cent of the teacher-training institutions preparing teachers for kindergarten-primary grades; in the informal organization of primary classrooms and the specific efforts of kindergarten teachers to lay foundations for the school subjects through the children's experiences; and by the supervisory units for kindergarten-primary grades in 72 per cent of the city school systems supporting kindergartens.

The reorganization within the Bureau of Education in 1925 of its section of kindergarten education in the city schools division into a section of nursery-kindergarten-primary education has been in keeping with the general movement to unify the work for all ages of young children. Since its organization this section has served teachers and parents of young children, supervisors and superintendents of schools, research workers, editors, school architects, representatives of educational organizations, and others interested in the education of young children. It has assisted in general educational surveys, has assembled and distributed information, and is carrying out a program which includes studies and researches in matters concerned with the education of children through the eighth or ninth year.

Because this is the first report since the reorganization of this section of the Bureau of Education, data have been assembled to offer facts concerning present practices in nursery-school, kindergarten, and primary education to provide bases from which future progress may be reckoned, as well as to show the need for more

complete and accurate information in many lines of educational work with children of these younger ages.

None of the practices here reported are perfected, and neither are they as universally used as can be hoped for in the future. The types of scientific thinking which modern principles of education stimulate should, however, continue to develop a highly professional attitude among teachers during the next biennium—an attitude characterized by alertness to see and to grasp opportunities for demonstrating those principles of educational theory which recognize the interests and activities of children of all ages as the means by which they learn. Examined in this light, the education provided to-day for young children seems based on a scientific foundation determined by groups of research specialists. Their work converges in the problems of education for the early years of a child's life and is administered by teachers who are alert to the need for observing children's interests and reactions and for determining the plans of school work accordingly.

Both specific and general problems are waiting for solution. What do play materials contribute to children's education? What practical experience with infants and preschool children is needed for the student training to be a teacher or majoring in child psychology? What health habits for which the elementary schools are striving can be easily established in nursery schools and kindergartens? What shifting of standards or regrouping of children will best promote continuity in education and will materially reduce the large per cent of first-grade children retained a second year in that grade? With how many children can a teacher work effectively in nursery schools, in kindergartens, and in primary grades? What is the per pupil hour cost of education for these three groups of children? These and many similar questions are in need of study to aid teachers and administrators in providing the richest opportunity for each child's education.

NURSERY SCHOOL EDUCATION

The breadth of interest in nursery school education is evident from the many types of institutions with which the schools are connected and the several purposes for which they are organized. In each case the care and instruction of children is of primary importance, and in many cases the work with the children's parents is just as important. Intimately connected with this are the programs of research in educational methods and materials, in behavior development, in foods and clothing, in social conditions, and in physical growth. This research and the training of teachers, the preparental and the parental education programs indicate the wide field of services covered by nursery school education.

Some of the private nursery schools are organized to relieve parents occupied both within and outside the home, as well as to provide educative experiences for the children. Many of these are independent units, and others are a part of the kindergarten-primary unit in experimental schools. In some cases nursery schools are housed in social settlements, public-health centers, day hospitals, etc., and are supported chiefly by philanthropic organizations, though a nominal fee is usually paid by the parents. On certain days, in some of these schools, parents are given the opportunity to assist the directing teacher as part of the parental training work conducted by the school. Nursery schools, used as laboratories in certain colleges, universities, and teacher-training institutions, offer students opportunity to observe and study the interests, habits, and needs of young children. In some cases participation and teaching experience with children is also provided for students. Such opportunities are also offered to high-school students in the public-school system of one city as a part of the preparental training in the course of home economics. Two other city school systems are developing plans so that these high-school students may have similar opportunities and are relating this work to other courses in the student's curriculum. As yet no public-school system has assumed the entire expense of operating a nursery school. This is due to the need for legal rulings favoring the appropriation of funds for such expenditures. Cooperative projects between the public schools and private organizations are, however, now in effect in several cities, and in two or three of these the nursery school is under the general supervision of the kindergarten-primary supervisor.

Research centers in the field of nursery-school education are established in Columbia University (Teachers College), Cornell, Iowa University, Johns Hopkins, Minnesota, and Yale, and at the Merrill-Palmer School of Homemaking in Detroit. This latter school, recognized as one of the first to initiate studies in child development, accepts students from universities for short terms of research work. At Columbia, Iowa, and Minnesota the work is carried on through institutes of child welfare independent of other university departments but offering their resources to all departments interested in cooperating with their projects or in initiating individual researches. The work at Cornell is a part of the college of home economics, at Johns Hopkins it is a part of the psychological laboratory, and at Yale the research is carried on through their psychoclinic. Other research centers in the experimental stage of organization are located in Los Angeles and Oakland, Calif. Many colleges and universities are conducting research in this field of nursery education in connection with their courses in child care and training, home

economics, psychology, and education. Significant projects very much in the nature of research are connected with two eastern women's colleges. Students in the department of education at Smith College have the privilege of working in a nursery school connected with the "Institute for the coordination of Women's Interests." During the summer, Vassar College maintains a nursery school as part of the work in the department of euthenics.

Research in a new field of work helps to determine administrative policies, to outline the techniques of teaching, and to check the effectiveness of its achievements. Doctor Gesell[1] indicates the great opportunity which is open to the workers identified with the scientific exploratory work in the education of preschool children. He outlines five major fields of investigation to which he feels the nursery school can make significant contributions: *First*, the problem of individual differences, which has hitherto been largely confined to adults, adolescents, and school children; *second*, the problem of mental hygiene, of stimulation, and fatigue, for which more scientific data are needed to allay the fear that nursery school experience is too exciting for young children, and to modify the school's program to avoid unnecessary demands upon their emotional and social adaptation; *third*, to develop methods of measurement for the personal-social behavior of young children and to attempt to establish norms; *fourth*, to carry on constructive investigations in the matter of behavior problems and to develop an effective technique of study that is already forecast by the case study or diary record methods now in use; and *fifth*, the development of methods of parental guidance, since the welfare of children is so largely conditioned by the environment determined by the parents. Aside from this program suggested by Doctor Gesell, many other studies of the physical and emotional development of young children and of the educative values of play materials could be proposed and many such studies are well underway throughout the country.[2]

Whereas the major number of nursery schools has been organized at the initiative of educators, there are many schools in which parents have taken the initiative and have organized the schools as cooperative neighborhood projects. There are approximately 75 or 80 schools now in operation which are listed as nursery schools. The list changes frequently because new schools are constantly being opened, others for one reason or another are closing, and still others are found to be informally organized neighborhood playgroups or day nur-

[1] Gesell, Arnold. Experimental education and the nursery school. Jour. of Edu. Research, 14: 81–87, Sept., 1926.

[2] Marston, Leslie Ray. Directory of Research in Child Development. Compiled for National Research Council committee on child development, National Research Council, Washington, D. C., March, 1927.

series not desiring nor meriting the name nursery school. A need has now arisen for the determination of certain minimum essentials characteristic of a nursery school. Such essentials could, of course, be exceeded, but the classifying of nursery schools by established standards would keep nursery school work upon its present high educational level. Much interest in the educational possibilities of their work is being expressed by directors of day nurseries. A cordial invitation was issued to speakers for the convention program of the National Federation of Day Nurseries to describe the educational objectives and materials, the day's program, record keeping, and the training for teachers considered essential for raising the care of children to a plane of education. Trained teachers have been added to the staffs of several day nurseries.

PROGRAMS AND STAFFS

Most of the nursery schools are in session five days a week, with a school year comparable in length with that for public schools. Two-thirds of a sampling of 35 schools plan for a day from 4 to 11 hours in length, while the other third care for the children only 2 or 3 hours a day. Some of the experienced nursery school workers feel that a full day of at least 6 or 7 hours is needed to condition adequately the habits of young children. Great importance is laid upon the observation and development of habits of eating, sleeping, and elimination which are provided by a full day in a nursery school under trained teachers.

Activities for a day's program usually begin with some form of physical examination both for the benefit of each child and for the safety of the group. Then follows play, as much as possible out of doors, with physical apparatus, toys, and educational materials; a midmorning lunch of orange juice and cod liver oil, tomato juice or milk; a rest period and some time for story telling and music. To this the full-day program adds dinner, a long afternoon nap, more outdoor play, and where necessary, supper or lunch before the parent calls for the child.

The equipment and room arrangement of a nursery school are conditioned to give the children physical exercises, experiences with toys, and materials which they learn to control and to use, and social contacts with other children of their age. The orderliness and accessibility with which the supplies and play materials are arranged are important items in developing self-reliance and independence.

Because of the need for special supervision of the children's physical and mental health, for social workers and for consultation service for parents, the staff of a nursery school usually includes special consultants as well as teachers. This is, as a rule, part-time service, but

in some cases full time is given, dividing it between the nursery school and a behavior clinic or consultation center connected with the nursery school. Such a clinic or center serves both the school child and his parents, sometimes also caring for older children in the family through studying character traits and abnormal behaviors. The following extract from a letter describes the staff of consultants recently added to the Cleveland Kindergarten-Primary Training School:

> One of the interesting things in connection with this nursery-school work that the training school and the association are doing is that we now have our own behavior clinic with psychiatrist, psychologist, nutrition worker, trained nurse, psychiatric social worker, and medical examiner. This unit is considering behavior cases of the nursery kindergarten.

The greatest importance is placed upon the training of teachers. In many instances it is considered essential for a teacher to have graduated from a four-year college course in which she has received special training in the sciences and in the several types of psychology and education as well as in practice work with children in the entire unit of nursery-kindergarten-primary grades. The cooperative interest of clinical psychologists, of experts in the fields of home economics, of physical hygiene and education, can well be expected to produce a well-rounded plan of education for young children which can also guide the work with older children and with parents and teachers.

Financial assistance has been given many child-study projects, and for many "fellowships" in preschool work by the Laura Spelman Rockefeller Foundation, and cooperation in the administration of this work is bringing together specialists in the many fields of education already enumerated. For the training of teachers, at least two institutions—the department of nursery, kindergarten, and primary education of Western Reserve University, formerly the Cleveland Kindergarten-Primary Training School, and the National Kindergarten and Elementary College which is affiliated with Northwestern University—have added special training for nursery-school teachers. The Nursery Training School of Boston confines its teacher-training work to this field. Adequate certification for such teachers has already been considered by the States of Pennsylvania and Ohio, and is under consideration by California and one or two other States.

WORKERS' CONFERENCE

Problems naturally arise from conducting schools when no pattern for the techniques of teaching has been formulated. To help solve some of these problems, conferences of nursery-school workers have been held for two years independent of any other educational organization, but meeting at a time when those most interested in

such education are attending other meetings, such as the Department of Superintendence and the International Kindergarten Union. The plans for these conferences have marked a new step in making such programs; they have focused upon specific problems, and have been organized on the discussion plan with group or topic leaders. These conferences have convened for a period of two days preceded by visits to nursery schools, and they have been characterized by informality and by the frankest kinds of discussions. At the conclusion of this year's conference the group, organized most informally, was disbanded until such a time as an organization could be founded which would represent the educational interests for the whole period of young childhood. In the meantime the interests of nursery-school education were placed in the hands of a committee of 19 representing all types of institutions and "centers" actively engaged in nursery-school work. With this committee rests the responsibility of calling conferences and of representing the interests of nursery-school education throughout the country.

EDUCATION OF PARENTS A PART OF THE NURSERY-SCHOOL PROGRAM

A program of parental education must be closely correlated with the program for the education of young children. Such an intimate relationship exists between parent and child that it is practically impossible to consider the education of one without the education of the other. Records of the children's physical activities and emotional reactions kept during the nursery-school day need to be continued in the home. What the teacher does during the day is frequently determined by what the child has been doing at home. The cooperation in such record keeping informs both school and home of the children's continuous progress and by initiating the parents into the purposes and plans of nursery-school education increases their knowledge and skill in developing their own child. This initiation is carried into definite training in many schools through organized study groups and through scheduled opportunities for mothers to assist the nursery-school teacher.

This local work is well supplemented by child-study classes organized and supervised by local, State, and National organizations, for instruction in parenthood is not confined to the nursery school. Courses in child study offered by universities and colleges from their extension departments are well illustrated by the following announcements:

COURSES FOR PARENTS

The program of extension courses in child training of the School of Applied Social Sciences of Western Reserve University for the coming winter will be extended to include three courses, each to be offered in two sections to accommodate those who wish to attend in the afternoon or in the evening. Included

will be "The education of the child of preschool age," "The home education of the child from six to twelve," and "The home education of the adolescent child."—*School Topics, Cleveland, Ohio, September 23, 1926.*

YOUR CHILD YOUR OPPORTUNITY

The Institute of Child Welfare of the University of Minnesota announces a correspondence course of 16 lessons on the care and training of young children. This course is offered under the general extension division without fee. It is open to all residents of Minnesota.

The course, in simple terms and with illustrations, will take up: Physical growth, care, and diet of young children.

The management of young children with reference to the development of personality and the establishment of correct habits of behavior.

Play: Toys, games, stories, and music for young children.

PRESCHOOL AND HOME LABORATORIES

The State University of Iowa offers to parents the benefits of extensive research in the training of young children in a group of preschool laboratories of the Iowa Child Welfare Research Station * * *. The purpose in the laboratories is to give the children an opportunity to develop under the best conditions and to give a limited number of research workers an opportunity to learn through observation and experimentation the best methods for training normal and superior children.

The first State program of public instruction for parents has been initiated by California. A description of the work being started is given in the Elementary School Journal, as follows:

An experiment in parent education, to be conducted by the California public-school authorities, has been announced by the California superintendent of public instruction. As a beginning it is proposed to organize 8 classes, 4 in the northern part of the State and 4 in the southern. Each center will offer (1) a course for mothers of preschool children, (2) a course for fathers of adolescent boys, (3) a course for mothers of children between the ages of 6 and 12, and (4) a course for mothers of adolescent girls. The classes will meet once in two weeks. Part of the time will be devoted to lectures on child psychology, character education, and similar topics, and part to discussion of problems brought in by the parents and to the organization of simple projects in child training. In carrying out this scheme the board of education will enlist the aid of such agencies as the Smith-Hughes home-making staff, home-extension and university-extension workers, the bureau of child hygiene, and organizations dealing with delinquent children.

Particular emphasis has been given to preschool study groups by such organizations as the National Council of Parents and Teachers, the Child Study Association of America, and the American Association of University Women. Topics and outlines for study, references to publications, pamphlets on pertinent topics, and reprints of helpful articles from current magazines are furnished by these organizations as aids for study groups. Growth in interest in such study groups sponsored by the educational department of the American Association of University Women and supervised by their educational secretary is evident from the fact that in 1923 and 1924

there were 23 study groups and in 1925–26 there were 157 groups organized in 38 States and enrolling approximately 1,500 parents.

The chapters of the Child Study Association of America have doubled within the past year. Under the supervision of this organization, four conferences on "Modern parenthood" have been held in the cities of New York, Chicago, San Francisco, and Baltimore. The project of fostering these conferences has been one of the most important steps in the progress of parental education. They have been attended by thousands of parents and teachers and addressed by experts from universities and research centers and have offered opportunities for discussion of individual problems. The conferences have stimulated the organization of an institute for the preparation of child-study group leaders and have carried a tremendous awakening of parents and of teachers to their responsibilities, to the fascinating opportunities before them, and to the cooperation which will be able to further cement the interests of home and school.

At the invitation of a group of directors of parental education projects a conference was called in the fall of 1926 of representatives from about 50 organizations and institutions interested in child study and parental education work. Discussions centered about the contents, methods, materials, and personnel needed for parental education classes. The value of the meeting was so evident that the National Council of Parental Education was organized. This council will further the work of parental education through assembling and distributing information and through assisting research in this field.

Aside from these activities, interest in parent education has been stimulated by many of the popular periodical publications. A new magazine, "Children, the Magazine for Parents," is offering popularly written articles by recognized authorities. The autumn number of Progressive Education for 1926 focuses attention upon the "Progressive parent." Other magazines classed as fiction and current topics have issued articles and special numbers on the education of children, on the provision of books and reading for children, and on the education of parents.

The scientific work of experts in the preschool field and the cooperation of parents and teachers for a better understanding of child life insure an education for children which should be more adequate.

SOME RECENT PUBLICATIONS IN THIS FIELD ASIDE FROM THOSE ALREADY MENTIONED

Baldwin, Bird T. Preschool psychological laboratories at the University of Iowa. Childhood education, 4: 232–236, January, 1927.

Description of the nature and scope of work in this laboratory.

Brugger, M. E. A nursery school program. Childhood education, 3: 18–21, September, 1926.

Description of a day's activities at the Gowan Nursery School, conducted by the Cleveland Kindergarten-Primary Training School.

Concerning parents. A symposium on present-day parenthood. New York, New Republic (Inc.), 1926, 279 p.

A report of the addresses given before the First Conference on Modern Parenthood held in New York City, October, 1925. The addresses deal with modern family relationships, with preschool and adolescent child problems in the home and in the community, and with the parents' outlook on life.

Eliot, Abigail. Educating the parent through the nursery school. Childhood education, 3:183–188, December, 1926.

Description of methods used to secure intelligent cooperation of the mothers of Cambridge Nursery School and Ruggles Street Nursery School of Boston.

Franz, Shepherd Ivory. Pyschological aspects of the preschool child. Childhood education, 2:277–283, February, 1926.

An analysis of the beginnings of certain adjustments in young children's behavior essential for modern social and industrial life.

Guidance of Childhood and Youth. Readings in Child Study. Edited by Benjamin C. Gruenberg. New York, Macmillan Co., 1926. 324 p.

Source material to guide parents in meeting problems of discipline, children's fears, speech development, etc.

Hill, May. The nursery school and parental education. *In* National education association. Department of elementary school principals. Sixth yearbook, 1927. Washington, D. C., Department of elementary school principals, 1927. p. 145–161.

Well illustrated descriptions of certain nursery school objectives and programs with indications of their values for parents.

Hill, Patty Smith. The education of the nursery school teacher. Childhood education, 3:72–80, October, 1926.

Building a curriculum for prospective nursery school teachers from diary records of individual children kept by skillful nursery school teachers, and from job analyses of nursery school teaching: Illustrated with one complete diary record of a nursery school teacher.

Johnson, Harriet M. A nursery school experiment. New York, bureau of educational experiments, 1922. Revised, 1925. 82 p. illus.

Describes a nursery school, purely American in conception, which claims educational need as its primary excuse for existence. Describes equipment and procedure, giving excerpts from daily record sheets.

Pearson, Ruth R. The behavior of the preschool child. American journal of sociology, 31:800, 1926.

A summary and bibliography of the more significant literature written in English since 1919 on the behavior of young children. This literature shows that child study now focuses upon total concrete situations in the lives of real children. Agencies for child study include habit and child guidance clinics, preschool laboratories, and the nursery school. These agencies concern themselves with normal as well as with problem children.

Raymond, E. Mae. The nursery school as an integral part of education. Teachers college record, 27:872–891, May, 1926.

In order to make the nursery school an integral part of education, it must be provided with a curriculum in which subject matter values are recognized. A study of nursery school education shows that it is actually laying foundations for elementary education through safeguarding of health, developing social and physical control, providing opportunity for social adaptation and for learning through observation, experimentation, and self-expression.

Woolley, Helen T. The real function of the nursery school. Child study, 3:10–11, February, 1926.

Emphasizes the better understanding and closer relationship which exist between parents and children as a result of nursery school education.

KINDERGARTEN-PRIMARY EDUCATION

Progress in kindergarten-primary education may be measured in three ways: Through increase in the number of 4 and 5 year old children enrolled in kindergarten and in the actual number of kindergarten classes; through the assimilation of kindergartens into the elementary grade unit of the school system; and through the acceptance in primary-grade classrooms of methods and materials of education which combine the development of skills in the "tool" and "graphic" subjects with the development of children's social and intellectual behavior, and which provide adequate opportunities for creative expression of children's interests.

Those who are formulating principles of education to guide curriculum construction and the improvement of teaching recognize no differences in the general objectives for education at any age level. Improvement in behavior and working through pupils' interests are as essential in high-school teaching as in the kindergarten-primary grades. The fact is recognized that whereas most of the leaders in the field of kindergarten-primary education further the unification of early elementary education and accept the "behavior and pupil interest" objectives of teaching, there are many teachers who are not yet ready to demonstrate them, and many administrators who are not yet willing to let the teachers carry out the demonstration. Kindergarten activities should contain the beginnings of all the elementary school activities. No unrelatedness nor isolation is ever productive of progress, but in merging their work with the elementary unit there should be no fear that the influence kindergartners have had in deformalizing primary classroom work, of focusing attention on children as individuals rather than as classes, will be submerged because kindergartners are outnumbered by the other "grades" in the elementary unit. Neither should primary teachers fear that, so long as they give themselves as thorough and as conscientious a preparation in understanding pupils as they have in understanding subject matter, the achievement of pupils will fall below present attainments.

Explaining to parents what the schools of to-day should do for their children helps teachers to clarify their own notions of modern educational practice and to remove the fear of displeasing patrons. Teaching, like living, is after all a matter of principles, and no fear of loss through uniting educational work for all ages of children should be entertained by kindergarten and primary teachers nor justified by administrators. The initiative for providing kindergartens and the setting for modern methods of teaching rests largely with the school administrator. With the teacher rests responsibilities for fitting programs of work to children's interests and abilities, for relating her work to that in other grades, and for building an atmosphere of growing and of happiness in the classroom.

INCREASE IN NUMBER OF KINDERGARTENS

Since complete statistical data for 1926 have not yet been received from all city school systems in the country, a sampling of 194 cities has been taken to indicate national growth in the number of kindergartens. These cities in 33 States and the District of Columbia constitute 25 per cent of all cities with more than 10,000 population and include 60 per cent of all cities having a population of 100,000 or more. This gives a representative group from which deductions may be drawn. The data from these 194 cities show that kindergarten enrollments between 1924 and 1926 increased 7.5 per cent. Enrollments in other elementary grades in these cities remained about the same. This apparent lack of increase in the elementary grade enrollment seems to be substantiated by the statistical reports received from 12 States for the year 1926, which show a drop in such enrollment of 0.7 per cent under that for the year 1924.

The data are distributed among cities of three population sizes in the following table. The largest increase in number of schools which include kindergartens is found in large cities of the first class, of 100,000 population and more. But greater increase in the number of teachers employed, in the enrollment of children, and in the average daily attendance is found in the second-class cities, populations of 30,000 to 100,000, and in third-class cities, populations of 10,000 to 30,000. These changes do not hold true for the figures of elementary schools, teachers, enrollments, and attendance.

TABLE 1.—*Schools, teachers, enrollments, and attendance in kindergartens and elementary grades of 194 cities for the years 1924–1926*

	City size	Kindergartens			Elementary grades		
		1924	1926	Per cent increase	1924	1926	Per cent increase or decrease
Number of schools	First class	2,561	3,050	19	2,964	3,186	+7.0
	Second class	814	924	14	975	996	+2.0
	Third class	531	605	14	800	826	+3.0
	Total	3,911	4,579	17	4,739	5,008	+6.0
Number of teachers	First class	3,808	3,962	4	52,355	52,392	+.07
	Second class	916	996	9	12,107	12,076	−.3
	Third class	577	601	4	6,374	6,701	+5.0
	Total	5,301	5,559	5	70,836	71,169	+.5
Enrollment	First class	210,458	219,031	4	2,051,621	2,043,507	−.4
	Second class	43,736	52,112	19	423,734	412,061	−3.0
	Third class	25,708	29,607	15	233,407	233,595	+.08
	Total	279,896	300,750	7.5	2,708,762	2,689,163	−.7
Average daily attendance	First class	118,585	132,117	11	1,707,602	1,694,718	−.8
	Second class	27,164	32,476	20	355,713	349,056	−2.0
	Third class	16,036	18,276	14	192,173	196,783	+2.0
	Total	161,785	182,869	13.03	2,255,488	2,240,557	−.7

In the 194 cities mentioned above there were 17 per cent more kindergarten schools in 1926 than in 1924, 5 per cent more teachers, and, most significant of all, a 13 per cent higher average daily attendance. From these figures it can be inferred that cities which have accepted kindergartens as an integral part of their school systems continue to complete present elementary school units by adding kindergartens and to provide kindergarten rooms in their new buildings. More kindergartens than teachers have been added, and it is probable that the organization of many of these new kindergartens makes it possible for the teachers to devote to them their full time, morning and afternoon, instead of conducting kindergartens half a day and assisting throughout the school grades during the other half day. This is one explanation of the fact that there were more kindergartens established than there were teachers engaged. Another explanation for this difference is found in the fact that several school superintendents who have had a more traditional type of organization now provide two kindergarten sessions a day, placing the kindergarten teacher on the same salary basis as the other primary teachers and requiring her to teach two sessions instead of finishing her day's work at noon.

The 13 per cent increase in average daily attendance for kindergartens in these 194 cities is about twice as large as their increase in enrollment. Most of this increase occurred in large cities. This increase in attendance may be interpreted both as the patrons' appreciation of the values of kindergarten experience for their young children and as a growing realization among them that school-attendance habits must be established in the first or kindergarten grade of the elementary school unit. Among these 194 cities there were 9 which had organized kindergartens for the first time. These cities are located in eight different States—Connecticut, Indiana, Massachusetts, Michigan, Minnesota, Ohio, Pennsylvania, and Texas.

Further evidence of large increases in kindergarten enrollments is found in reports from the cities of Detroit and Los Angeles. The increase of enrollment in Detroit for the year 1925–26 over the preceding year was 15 per cent, as compared with an 8.4 per cent increase for the other elementary grades; for the year 1926–27 the increase over the preceding year was 18.31 per cent for kindergarten enrollment, as compared with 9.3 per cent for the other elementary grades, or almost twice as large an increase for kindergarten as for other elementary grade enrollments.

In Los Angeles the figures for 1924–25 show a 10.95 per cent increase in kindergarten average daily attendance over that for the preceding year, and a 3.86 per cent increase for other elementary grades. For 1925–26 there was a 16.7 per cent increase for kinder-

garten average daily attendance and 4 per cent for the other elementary grades, the increase for the kindergarten being about three times that for the other elementary grades.

During the past 10 years there has been an increase of 14 per cent in the population of the United States. A 32.5 per cent growth in enrollment of kindergartens during the same period of years indicates growth in public interest in the education of 4 and 5 year old children. The following table shows the total increase in the number of kindergartens and teachers, in enrollment and in average daily attendance between the years 1914 and 1924. It also shows that private kindergartens are fewer in number, and that there are more public kindergartens. This may be explained in part by the fact that many kindergartens organized and originally supported by philanthropic institutions have been taken over by the public-school system. Such a change from private to public control of kindergartens is normal and natural. Private funds are frequently spent to show the need for an educational movement and to demonstrate its value. Philanthropic organizations were the first to champion the kindergarten, to show the social and educational need for it, as well as to demonstrate the possible contribution it could make to general education. This type of private organization substitutes for the public school until popular opinion permits the use of public money for the support of the project. The following figures indicate that public opinion has increasingly approved of kindergarten education during the past 10 years.

Kindergarten statistics for 1914 and 1924

Year	Kindergartens		Teachers		Pupils enrolled		Average daily attendance	
	Private	Public	Private	Public	Private	Public	Private	Public
1914	1,571	7,254	2,139	8,430	74,725	391,143	51,684	224,978
1924	1,319	8,494	1,390	10,818	54,456	562,897	36,564	329,152

LEGISLATION TO AID KINDERGARTEN EDUCATION

The addition of kindergartens to a public-school system is as dependent upon popular, active interest of the citizens as it is upon legislative enactments. Neither popular interest nor legislation is self-sufficient.

Satisfactory State kindergarten legislation provides four essentials: First, it designates who shall be responsible for establishing kindergartens; second, where (in what school districts) they may be established; third, what qualifications the teacher must meet to

receive proper certification; and fourth, how the necessary financial support shall be obtained.

Effective popular interest in kindergarten education may be aroused by presenting to the people of a community the advantages offered young children by attending kindergartens and by crystalizing this interest in a conviction that kindergartens are an integral part of the school system and that the financial support for them should be derived from the general school funds just as it is for any other grade of the school system.

Arousing popular interest in kindergarten education has been underway in a number of States during the past two years. In some States this activity has been a matter of local interest to make use of existing legislation, and in other States there have been general statewide programs to create a demand for kindergartens and to secure proper legislation which favors establishing them. Organizations lending their support to these programs include local civic welfare clubs, and the International Kindergarten Union, the National Kindergarten Association, and branch organizations of the National Congress of Parents and Teachers, the General Federation of Women's Clubs, the Federation of Labor, the American Legion. The State of Iowa has recently passed a mandatory-on-petition law to aid the establishing of kindergartens. Other than this no new kindergarten legislation, so far as we know, has been passed, and the information in United States Bulletin, 1925, No. 7, "Kindergarten legislation," is still current.

CURRICULUM CONSTRUCTION AND REVISION

The work with curricula for kindergarten-primary grades has recently been attacked more for the purpose of promoting the maximum of children's growth than for providing a disciplinary training. This attack takes into account the changes in modern social and industrial life and capitalizes the changing of children's behavior. Effective ways by which children may learn, and desirable changes in their thinking and in their modes of behavior, have become of primary importance in planning curricula in many school systems. Their influence is being felt in school systems still working from the subject matter and disciplinary point of view. These changes are in keeping with the general shift in emphasis from subject matter development to child development, and have also been anticipated by the record-keeping movement in kindergarten education and the experimental work being carried on in certain public and private school centers. These records are of two types: The personal and social history records, which help in understanding individual children and in caring for their physical and emotional welfare; and the

response or activity records which indicate the materials children like best to use, what they do with them and how they handle them, how they get along with other children, their muscular coordination, and the information and skills which develop.

Experimentation and objective measurements determining values of methods and materials of instruction have offered another objective basis for curriculum making.

Two outstanding effects of these fundamental changes in principle are found in the continuity of educational experiences planned from grade to grade, and in the integration of subjects about "activities." Among the courses of study emphasizing the continuity of work in kindergarten-primary and kindergarten-elementary grades which have been recently issued are those from Baltimore, Md., Elizabeth, N. J., Hutchinson, Kans., Louisville (Ky.) Normal School, Los Angeles and San Francisco, Calif. This idea of continuity has been greatly helped by such studies as the determination of six prerequisites to beginning reading given in the twenty-fourth yearbook of the National Society for the Study of Education, Part I, pages 26 to 30, and the Monograph Number 1, Improvement in the Teaching of Reading, issued in 1926 by the bureau of publications, department of education, city of Baltimore. Integration of subject matter is effected through planning units of work or "activities." The almost universal expression of opinion favoring unification and integration of subject matter in the three primary grades is found on pages 325 and 326 of the fourth yearbook of the department of superintendence. The integration of work in kindergartens not mentioned in this discussion is evidently taken for granted. Integration "rejects the traditional subject matter as such, and substitutes activities and materials, both new and old, which fulfill certain social objectives determined upon as the criteria for selection of content." These objectives have been stated above.

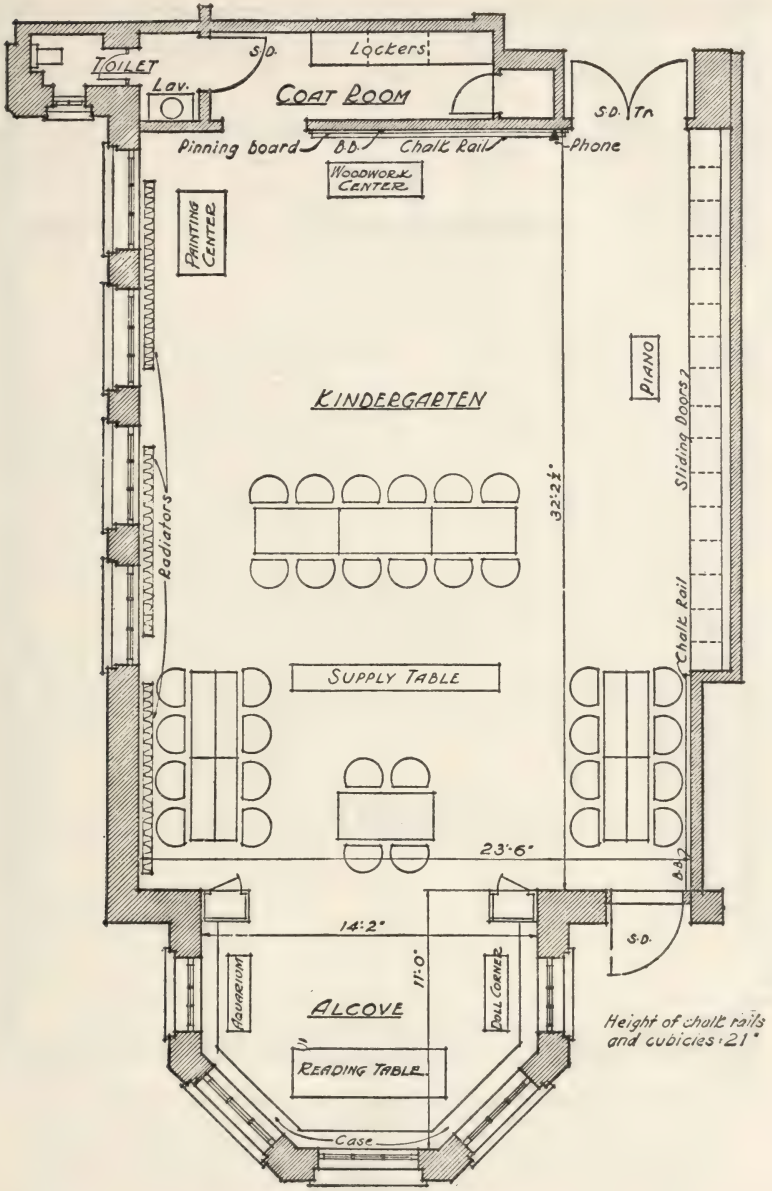
Curriculum emphasis upon development of behaviors in children has been supported by increased interest in character education and in encouraging creative expression among the children. Among recent publications in the field of character education is one from the Oakland (Calif.) public schools, Building Character Through Activities in the Elementary Schools, in which teachers of kindergartens and the first six grades present devices and projects in developing elements of good citizenship. The public-school system of Newark, N. J., has issued mimeographed outlines for each grade, Character Training for Kindergarten and Elementary Grades, which guide teachers in developing such character traits as industry, workmanship, courtesy, duty and service, loyalty, courage, self-reliance, sportsmanship, and self-control. The faculty of the Moorhead State

Teachers College in Minnesota, in their bulletin, Education for Desirable Attitudes in Conduct, have made inventories of desirable traits of character and have described certain units of work for each grade through which these traits are exercised. The report of the committee on character education of the National Education Association has been published by the Bureau of Education as Bulletin, 1926, No. 7. A large amount of other material on character education is now being issued in courses of study, house organs of public-school systems, journals of State teachers associations, and through professional organizations.

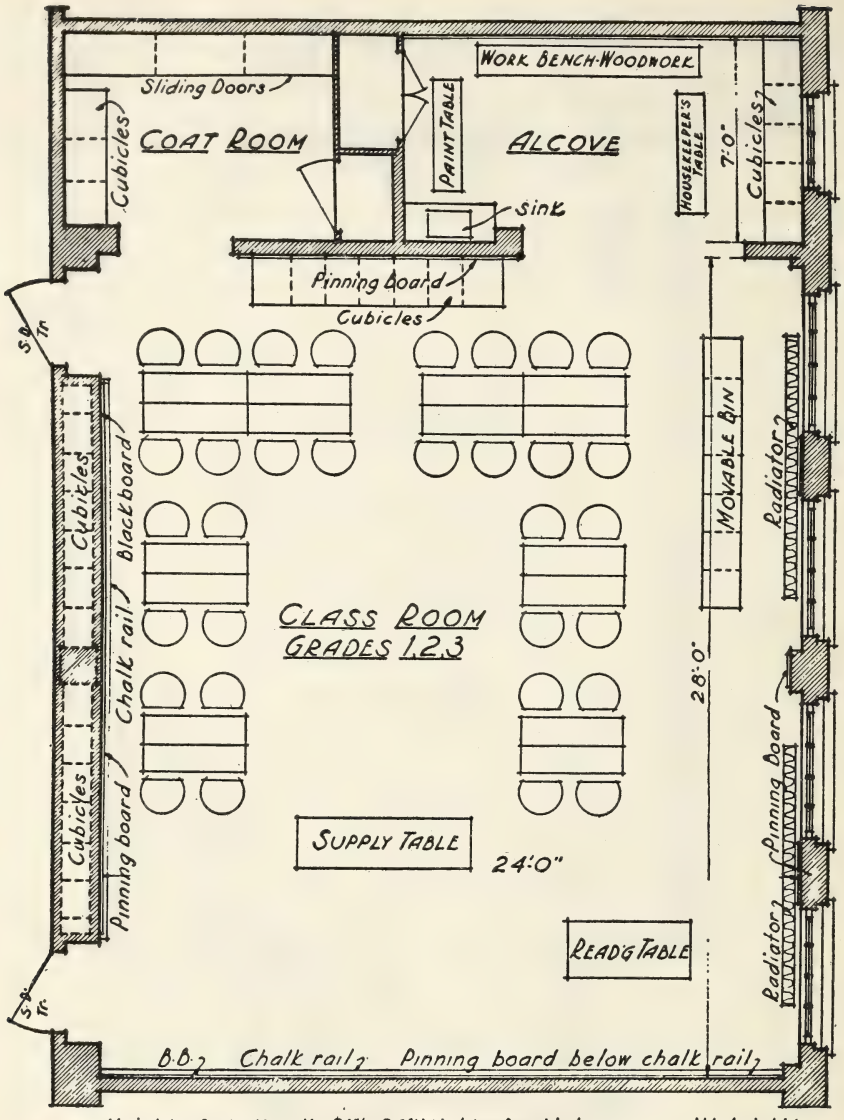
Aside from the emphasis upon creative activities given in many current courses of study, special contributions have been made. Two pamphlets have been issued by the Milwaukee State Normal School, Creative Activities in First Grade, and another for the second grade, which record experiences in arousing children's spontaneous interests and in using them for creative work in music, poetry, prose, dramatization and block building. "Creative effort" is the subject for volume 8, of the 1925 number of the Francis W. Parker School Studies in Education. In this book, creative effort is surveyed in writing, music, eurythmics, fine and industrial arts, which, as Miss Cooke says in the introduction, "uncovers and stresses the fact that children of all ages, from the youngest ones through the high school, will, when given opportunity, pour forth spontaneously and joyously their imaginings, ideas, and emotions." Progressive Education has devoted three numbers of its magazine to well-illustrated discussions of "Creative expression through art," "Creative expression through music," and "The environment for creative education." One other outstanding contribution, suggestive of many magazines made by school children though usually less formally produced, is the children's Primary School Book of the Ethical Culture School in New York. Stenographic reports of the children's conversations in planning a kindergarten project and discussing experiences in the second grade are given, as well as reproductions of poems and compositions created by the children in the first three grades.

"SETTING" FOR NEW TYPES OF CURRICULA

"Units of interest" in courses of study require "units of interest" in classroom arrangement, and "activities" in the course of study require apparatus and equipment in the classroom. Both are possible in any classroom, and the expenditure of money may be very little with home construction or it may be more by purchasing custom-made apparatus. The National Council of Primary Education Bulletin No. 4, April, 1927, offers "What factors further creative



A KINDERGARTEN
SAN FRANCISCO PUBLIC SCHOOLS
JOHN REID JR. ARCHITECT
JUNE 1ST 1925



Height of chalk rails 21" to 26". Height of cubicles varies with height of chalk rails in classroom. Blackboards are installed on one side and one end of room. Pinning boards are installed at blackboard space at other side and end of room, on walls of alcoves, above side blackboards, and below blackboards where there are no cubicles.

A PRIMARY CLASS ROOM
SAN FRANCISCO PUBLIC SCHOOLS
JOHN REID JR. ARCHITECT
JUNE 1ST 1925

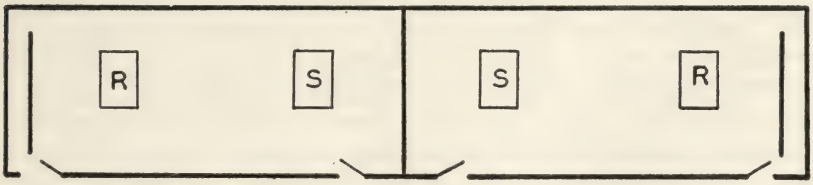
development in public school organization" and "What factors hinder creative development in public school organization," describing certain possibilities in equipment and programs for creative work in kindergarten-primary grades and reproducing the discussion following the program of the kindergarten-primary department of the National Education Association in Philadelphia, 1926. In the May number, 1927, of the Journal of the Des Moines Teachers' Federation is given the following description of kindergarten equipment:

> Each school has the teeter which may be converted into a slide; the turning pole fastened in the doorway, for corrective exercises for growing bodies; musical instruments, either piano or victrola; the feeding tray for winter birds; big blocks which furnish material for making houses big enough to enter; the carpenter's bench where strange and wonderful things are made, delighting the hearts of the makers—all these things contribute to the happiness and well-being of the children who attend the kindergarten of to-day.

The public schools of San Francisco issued a bulletin in April, 1927, Furnishing the Setting for an Activity Program in Kindergarten and Primary Grades. The school environment, floor plans, equipment, and supplies are pictured, described, and listed. Floor plans for kindergarten and primary rooms are here reproduced with the permission of Mr. Joseph M. Gwinn, superintendent of schools.

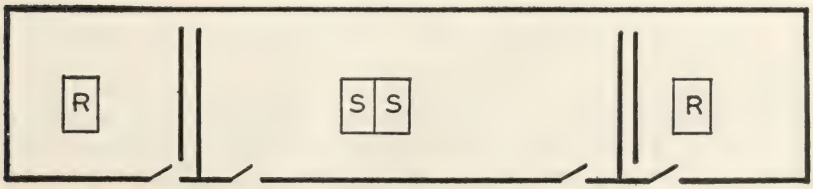
One other classroom unit plan that is proving of value in encouraging creative work among children is in use in Highland Park, Mich., and in Long Beach, Calif. This plan requires three teachers for the unit of two classrooms.

TRADITIONAL PLAN



UNIT PLAN

[Same floor area]



R Reciting S Studying

LONG BEACH (CALIF.) CITY SCHOOLS

REPORT CARDS

Whereas the proportion of report cards which emphasize children's behavior is not large compared with the great number in use throughout the country, there is, however, a noticeable interest in rating children on these traits of conduct. Notable contributions have been made by the Lyndale School of Minneapolis, and by the Moraine Park School of Dayton, Ohio. The children and teachers in the Lyndale elementary school defined some 10 or 14 character traits which are mimeographed and bound in little books for daily guidance. This gives the pupils and the teacher a common basis for judgment of behavior and for explaining to parents the ratings on the report card. The Moraine Park School ranks the rating of school subjects as secondary in importance to the behavior rating. They go a step further than is possible in many public schools, though it may offer a possible suggestion by closing school the afternoons of the week following the issuing of report cards and holding conferences between parents and teachers, thus building up a close cooperation to help further the child's achievements and abilities.

Okmulgee, Okla., rates "studies" and "traits" in its pupil report card and the traits include: Regularity in attendance, persistency in effort, control and strength of attention, readiness to accept responsibility, cooperation and trustworthiness in group activities, respect for authority, and respect for rights of others. The Kent State Normal College (Ohio) arranged its report card for "quarters" of the school year, telling for each quarter the studies or work which the child finds difficult, his improvement in meeting this difficulty, and suggesting the work he should do to increase his skill. The kindergarten report card for Oklahoma City rates as "Well developed," as "improved," and as "needing development" an array of health habits, half of which the parent is asked to rate, and skills in taking responsibility, in self-control, in courtesy, and in cooperation. Such report cards can well be a tool both for stimulating child study among teachers and for informing patrons of the newer emphases in education.

PROMOTIONS OF KINDERGARTEN AND OF FIRST-GRADE PUPILS

Inadequacy of data makes it difficult to determine "real" retentions in kindergarten and first grades. Practically no records of retention in kindergarten for a second year are kept, though many school systems provide a series of second-year activities for kindergarten children. In very few first grades are any causes recorded for the dropping of children's names from the register during the year, and these names help to swell the number of "nonpromoted"

children, with the implication that they have "failed." If accurate figures were available for the enrollments and promotions of kindergarten pupils by years, in case a two-year kindergarten course is provided, and by half years if the school promotes in midyear, it would be possible to relate them to similar figures given for the grades. If the reasons were recorded for dropping children's names from first-grade registers, it would be a great help in explaining approximately 10 per cent of the first-grade "failure" figures. An accurate study of these records for kindergarten and first grade would doubtless give a big stimulus to the work of clearly defining goals and achievements as well as standards for promotions for these grades. Such a permanent record card as that recently introduced in the Baltimore, Md., public-school system [3] will be of the greatest assistance in such analyses. This card follows a child from kindergarten through the first grade, and then becomes the first card in his cumulative history in the Baltimore packet.

Of 100 annual reports from the superintendents of city school systems which were examined, only 5 contained any information about kindergarten enrollments or promotions. If superintendents of schools could include the following data in their statistical analyses, it would help studies of promotion and retention in the lower grades.

1. Kindergarten enrollment and attendance divided by years if a second-year kindergarten curriculum is provided, or with an A and a B group if the kindergarten is organized like other grades.

2. Promotions from kindergartens to first grade or from low to high kindergarten groups within the one or the two year curriculums provided.

3. Tabulations of these figures with those given for the other elementary grades and related to the total populations of each age of child.

The largest enrollments and the smallest percentages of promotions are to be found in the first grades of the elementary schools. The figure most commonly used when speaking of first-grade failures is 26 per cent. To verify for 1925 or to alter this figure, 100 annual reports of superintendents of schools from all sizes of cities and from all parts of the country were examined. Only 21 of these reports gave figures for both enrollments and promotions, and few attempted any analysis or explanation of the retentions or withdrawals. Educationally and financially the matter of first-grade retentions is a major problem. The effect of "failure" and of "being kept back" upon a child's enthusiasms for school or upon his self-respect is, in the average case, unquestionably detrimental.

[3] See School Life for April, 1927.

The cost of repetitions to the public is great, given for the elementary schools in the State of Oregon as an annual per pupil cost of $94.07, or $61.93 for current expenses and $32.14 for capital outlay.

The futility of many retentions is well given in Doctor McAndrews's 1926 report for the Chicago schools. Retentions, he says, are determined on the theory that a pupil has failed to reach a designated passing mark. This "mark" varies in meaning, and there is no logical basis for a 60, 70, or 80 passing mark. Doctor McAndrews's report gives evidence of the ineffectiveness of most repetitions by reference to findings from a study made in Springfield and Decatur, Ill.[4]

In these cities, 1,276 children rated as unsatisfactory were given a six weeks' trial in the next grade, and 75 per cent attained satisfactory marks, remained in higher grades, and were promoted the next semester. Of the original number failing, 86 per cent sustained themselves in the next grade upon trial promotion.

The benevolent reason of withholding promotion to enable children to do better work does not seem justified when it is seen from Doctor McKinney's study that, of the number of children retained in a certain school, 53 per cent did no better work and 12 per cent did poorer work, and Doctor Buckingham concludes that only about one-third of the pupils who repeat a grade do better work than they did the first time. "Why, then," Doctor McAndrews asks, "should we charge the taxpayers for reteaching 62 per cent of the pupils marked poor when retention does them no good?" In the matter of first-grade retentions, certain accessory causes pointed out by Miss Collamore[5] include immaturity, physical handicaps, transiency, and absence. Nationality and language usage should be added here. At least the first two causes and the language difficulty could well be remedied in the kindergarten and first-grade school work. Discovered by physical and mental examinations, administrative regulations can control the assigning of retarded children to the kindergarten or first grade, where they will benefit the most educationally. In the city of Murray, Utah, where kindergartens are not a part of the elementary schools, the children who will take more than one year to complete first-grade work, as judged by tests and the teacher's judgment, are placed in a first-grade room for which a two-year curriculum is definitely planned. Their repetition of this grade is not counted as a failure. The question might then be asked, "Why not, then, establish a kindergarten?"

---

[4] An experiment in promotion. Journal of Educational Research, May, 1921. Pp. 325–335.

[5] Accessory causes of first-grade retardation. Elementary School Journal, June, 1924. Pp. 766–772.

Though there seem to be practically no data concerning kindergarten and primary grade promotions, it may be of interest to see several groups of figures assembled from various sources:

TABLE 2.—*Per cent of promotions in several primary-grade situations*

Source of data	Per cents of promotions at the end of the last semester			
	Kindergarten	First grade	Second grade	Third grade
City school circular No. 2, 1921—study of promotions of 100,000 elementary-school children in 38 small cities	-------	84.6	91.2	92.3
Utah Survey, Bureau of Education, 1926, No. 18—cities in Utah	-------	85.7	94.3	96.8
Medians taken from annual reports of superintendents in 21 cities representing all sizes and all parts of the country	94	82	90	93
Stamford Survey, Public School System, Stamford, Conn., 1922-23—an average of promotions for A and B grade divisions, taken from Chart 8	75	80	85	89.5
Watertown Survey, Public School System, Watertown, N. Y., 1924-25—an average of promotions for A and B grade divisions, taken from Table 43	95.9	83.1	90.7	93

None of these figures include the number of pupils who withdrew from the grades during the term.

The figures as a whole, however, seem to reduce the commonly used figure of a 26 per cent first-grade retention, though the number of withdrawals might easily increase the median 17 per cent of retention of the figures given above.

A few years ago the only standards for grade promotion were chronological age and achievement in school subjects. To-day progress in social behavior has become a major objective and is being considered as essential for promotion among the grades.

Though standards for kindergarten promotion are still in a state of flux, and in many instances those that have been determined apply also to the first grade, they may be said to include health—normal weight with physical defects well on their way toward correction; muscular coordination in skipping, running, etc., and in managing tools and materials; English—a sufficient command of the English language to participate intelligently in school activities, to describe experiences and to retell stories, a clear-cut diction, and a genuine desire to read; a mental age of 6 years; emotional control—the correction of fears and timidity so far as possible; and the development of ease and freedom when working in a social group; social control—an ability to assume responsibilities, to follow and to give directions.

Certain challenges are given to kindergarten teachers from the findings of a Detroit[6] study.

Kindergarten attendance results, on the average, in a significant increase in the rate of progress through the grades. However, it seems that this rate of

[6] The effect of kindergarten attendance upon progress and quality of work in the grades. Research Bul. No. 10, Nov., 1925. Detroit Bd. of Edu., Detroit, Mich.

progress is not affected by the length of time children remain in kindergarten, and kindergarten work seems to be better adapted to children of average mentality than to those of inferior or superior mentality * * *; to younger children than to older children * * *; to children with better home conditions than it is to those with poorer home conditions * * *; to children who have higher degrees of control over English than it is to those who have lesser degrees of control.

Many of these assertions, based on scientific evidence, are opposite to what many teachers believe to be the case. This is particularly true in the last two statements. All the findings should stimulate thoughtful consideration.

The whole matter of kindergarten and first-grade promotions and retentions would be materially helped if studies were made of the effect upon first-grade promotions of—

1. Entrance age to first grade.
2. Special emphasis in kindergartens and the first weeks of first-grade work upon the six prerequisites to learning to read.
3. Changing teachers at the mid-year promotion time.
4. Studies of children in several ability groups to show their interests, weaknesses, successes in social adaptation, and speed of learning.
5. Effects upon different ability groups of children of different methods and materials of instruction.

The findings from such studies would greatly assist in determining adequate standards of achievement and behavior for entrance to as well as promotion from the first grade. They might also help to eliminate any tendency to add reading requirements to the kindergarten work as a means of reducing first-grade retentions. No good can be anticipated from requiring of younger children work that older ones are unable to do. Much help will doubtless be gained when two studies, now nearing completion, are available, one by Mary M. Reed, of Teachers College, Columbia University, and the other by Mary G. Waite, of the University of Cincinnati.

TEACHERS' SALARIES

Salaries for teachers of kindergartens and elementary grades seem to be on about the same level, though, as cities diminish in size the salaries paid to the kindergartners seem to be larger than those paid the elementary teachers.[7] This may be interpreted to mean that a special training and preparation has been taken for the work and merits a larger salary. Salaries for junior and senior high school teachers are consistently higher in all sizes of cities than those for

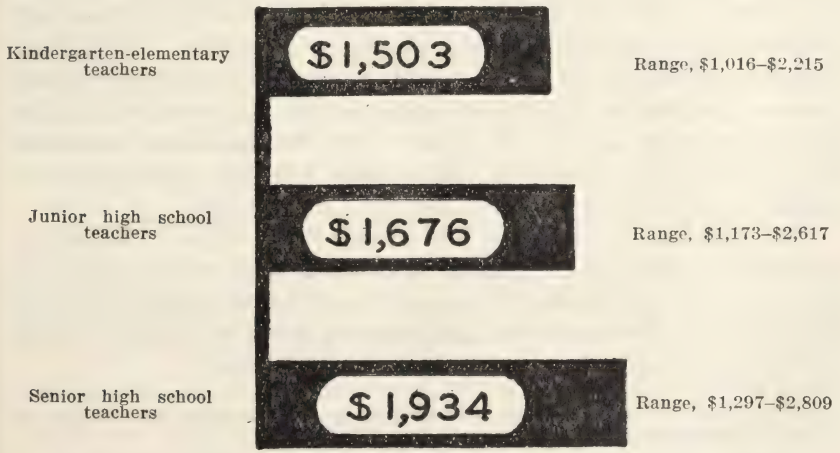
[7] "Salaries in city school systems, 1926–27." Nat. Edu. Assoc., Washington, D. C. Research Bul., Vol. V, No. 2, March, 1927.

grade teachers. Though this may be due to a more highly specialized preparation, it is well to consider the present tendency to train on the collegiate level teachers for nursery schools, kindergartens, and other elementary grades. This would seem to warrant equal recognition with similar training for any other field of teaching service.

TABLE 3.—*Salaries for kindergarten, elementary grade, junior and senior high-school teachers*

Cities		Salaries for teachers of—			
		Kindergartens	Elementary grades	Junior high-school	Senior high-school
59 cities of 100,000 population or more	Minimum	$1,233	$1,233	$1,450	$1,436
	Median	2,012	2,008	2,213	2,583
	Maximum	2,215	2,095	2,617	2,809
147 cities of 30,000 to 100,000 population	Minimum	1,100	1,067	1,263	1,438
	Median	1,522	1,565	1,804	2,060
	Maximum	1,882	1,841	2,229	2,462
298 cities of 10,000 to 30,000 population	Minimum	1,095	1,046	1,184	1,319
	Median	1,417	1,381	1,575	1,806
	Maximum	1,666	1,588	1,842	2,138
374 cities of 5,000 to 10,000 population	Minimum	1,147	1,055	1,179	1,316
	Median	1,341	1,281	1,440	1,671
	Maximum	1,597	1,502	1,625	2,012
557 cities of 2,500 to 5,000 population	Minimum	1,132	1,016	1,173	1,297
	Median	1,326	1,176	1,346	1,550
	Maximum	1,614	1,432	1,610	1,876

Treating the median salaries of all cities as one typical teachers' salary, combining the kindergarten and elementary-grade salaries, the following comparison of salaries for grade and high school teachers may be made:



SALARIES PAID TEACHERS IN CITY SCHOOL SYSTEMS, 1926-27

Considering current discussions of size of classes for teachers in the several divisions of a school system, it may be well to see how salaries range when based on the pupil in average daily attendance. Here again the salaries of high-school teachers are consistently higher than those for grade teachers, indicating that kindergarten and grade teachers carry larger classes of children.

TABLE 4.—*Cost per pupil in average daily attendance for salaries of teachers in kindergartens, in elementary, junior and senior high schools, 1923–24* [1]

[Data from 30 cities representing all sections of the country and three population groups]

Cities	Kindergarten		Other elementary grades	
	Median	Range	Median	Range
Of 100,000 population or more	$56.72	$30.90–$92.00	$59.20	$25.88–$67.21
Of 30,000 to 100,000	46.08	24.65– 60.10	46.94	36.04– 66.03
Of 10,000 to 30,000	48.61	16.71– 68.13	40.03	23.95– 93.88

Cities	Junior high school		Senior high school	
	Median	Range	Median	Range
Of 100,000 population or more	$96.05	$58.59–$117.34	$108.43	$72.44–$155.88
Of 30,000 to 100,000	73.21	28.17– 103.42	99.81	59.77– 118.13
Of 10,000 to 30,000	57.62	36.09– 129.93	86.87	51.20– 158.39

[1] Data from Bu. of Educ. Bul., 1925, No. 41.

Two studies have contributed information in the matter of teacher load. One made by the superintendent and kindergarten-primary supervisor of San Francisco was based on replies from 45 superintendents of city school systems to the question, How do you handle the situation in kindergartens in which the enrollment exceeds 50? In answer to this all superintendents said they provided two daily sessions, one in the morning and one in the afternoon. With maximum enrollments, from 20 to 50 children, the same teacher carries both sessions; smaller enrollments are made for the afternoon session than for the morning session. In cities where the maximum enrollment ranges from 35 to 65 pupils, two or more full-time teachers are engaged to cooperate in the work for both daily sessions.

The other study, made by Dr. Frank M. Phillips,[8] chief of the statistical division of the Bureau of Education, shows the pupil hour load per week for teachers in kindergartens and elementary grades of 117 cities. In this study the kindergarten-primary teachers seem to carry smaller loads than do the upper-grade teachers.

[8] Copies of Preliminary Report on Teacher Load are available upon application to the Bureau of Education.

TABLE 5.—*Pupil load of teachers in kindergarten and elementary grades in 117 cities*

Grade	Pupil hours per week	Hours of work per day, exclusive of noon hour	Average number of pupils per teacher
Kindergarten	555.7	6.41	28.7
First grade	741.9	7.09	32.7
Second grade	788.0	7.49	33.2
Third grade	847.0	7.58	33.3
Sixth grade	869.6	8.28	33.4
Eighth grade	762.6	8.17	29.2

SOME RECENT PUBLICATIONS IN THIS FIELD NOT PREVIOUSLY MENTIONED

Blanton, Smiley *and* Blanton, Margaret Gray. Child guidance. New York, Century co., 1927. 301 p.

Bobbitt, Franklin. Curriculum investigations. Chicago, Ill., University of Chicago, 1926. 204 p.

Buckingham, Burdette Ross. Research for teachers. New York, Silver, Burdett & co., 1926. 380 p.

Davis, Mary Dabney. General practice in kindergarten education in the United States. Washington, D. C., National education association, 1925. 155 p.

Department of superintendence (National education association). Research in constructing the elementary school curriculum. Third yearbook. Washington, D. C., National education association, 1925. 421 p.

——— The nation at work on the public-school curriculum. Fourth yearbook. Washington, D. C., National education association, 1926. 520 p.

Flanders, Jesse Knowlton. Legislative control of the elementary curriculum. New York, Teachers college, Columbia university, Bureau of publications, 1925. 242 p. (Contributions to education, no. 195.)

Garrison, Charlotte G. Permanent play materials for young children. New York, Charles Scribner's sons, 1926. 118 p.

Hill, Patty S. The function of the kindergarten. *In* Report of Department of superintendence, National education association, Washington, D. C., 1926. p. 19–28.

Kilpatrick, William Heard. Education for a changing civilization. New York, Macmillan co., 1926. 143 p.

National council of primary education, Hammond, Ind. Bulletin, vol. 10, April, 1927. Supplement to no. 4.

National society for the study of education. Twenty-sixth yearbook. Part I. Curriculum making: past and present. 447 p. Part II. The foundations of curriculum making. Bloomington, Ill., Public-school publishing co., 1926. 237 p.

Pechstein, L. A., *and* Jenkins, Frances. Psychology of the kindergarten-primary child. New York, Houghton Mifflin co., 1927. 281 p.

Reed, Mary M. Social studies in the kindergarten-first grade. Teachers college record, 28 : 1, September, 1926.

Sloman, Laura G. Some primary methods. New York, Macmillan co., 1927. 293 p.

Stratemeyer, Florence B. *and* Bruner, Herbert B. Rating elementary school courses of study. A report of the results secured from rating nine thousand elementary school courses of study. New York, Teachers college, Columbia university, Bureau of publications, 1926. 193 p.

Troxell, Eleanor. Language and literature in the kindergarten and primary grades. New York, Charles Scribner's sons, 1927. 264 p.

TRAINING FOR TEACHERS OF KINDERGARTEN-PRIMARY GRADES

It is generally taken for granted that all teacher-training institutions prepare teachers for primary-grade work. It is not generally known what proportion of the institutions combine the preparation for primary-grade teaching with that for kindergartens, nor how many of them offer a separate curriculum for training kindergarten teachers.

Supply and demand, precedent, or modern principles of education seem to determine whether or not the institution offers curricula for kindergarten, kindergarten-primary, or primary teachers. Legislation in certain States gives no encouragement to a community to establish kindergartens, and because the demand for kindergarten teachers in those States may be negligible, many of the training schools offer no such preparatory courses. They follow this traditional course instead of realizing the value of creating demands for primary teachers whose preparation includes kindergarten training and for kindergarten teachers or for those fitted for any of the kindergarten-primary grades.

Educational programs for progressive schools throughout the country are built upon the idea that the beginnings of all learning and habit development are made in the work with young children. Such programs demonstrate the principles of education that call for continuous, uninterrupted development of social and mental habits in children as well as of skill in modes and means of expression and in muscular control. It naturally follows that teachers of children need to know what educational experiences precede and follow the work they carry on in a particular grade and that they should be able to teach any grade in the period of young childhood. From this point of view the preferred teacher-training curricula cover the kindergarten-primary group of grades, while several institutions, chiefly universities and colleges, also prepare teachers for the nursery school. A number of institutions give theory courses and demonstrations in prekindergarten education, but do not train nursery-school teachers.

With these ideas in mind, it is well to know the number and the kinds of institutions giving special courses in kindergarten or kindergarten-primary education, and the length of time required for the completion of the work. Many of the institutions preparing primary-grade teachers but not kindergartners include in the curriculum a theoretical course in "Kindergarten education" and sometimes supplement this with facilities for observing and participating in kindergarten class work.

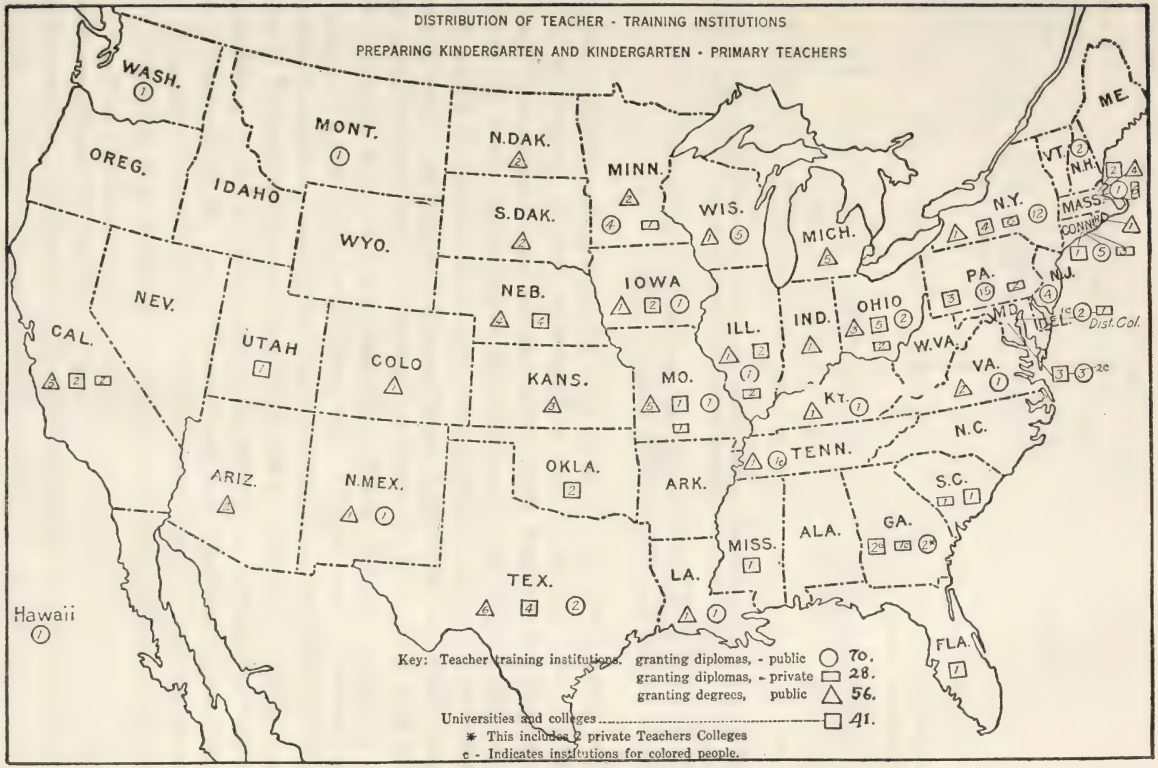

DISTRIBUTION OF TEACHER - TRAINING INSTITUTIONS
PREPARING KINDERGARTEN AND KINDERGARTEN - PRIMARY TEACHERS
WASH.
OREG.
CAL.
NEV.
IDAHO
MONT.
WYO.
UTAH
ARIZ.
COLO
N.MEX.
N.DAK.
S.DAK.
NEB.
KANS.
OKLA.
TEX.
MINN.
IOWA
MO.
ARK.
LA.
WIS.
ILL.
MICH.
IND.
OHIO
KY.
TENN.
MISS.
ALA.
GA.
FLA.
S.C.
N.C.
VA.
W.VA.
PA.
N.Y.
MD.
DEL.
N.J.
CONN.
MASS.
VT.
N.H.
ME.
Dist.Col.
Hawaii
Key: Teacher training institutions, granting diplomas, - public 70.
granting diplomas, - private 28.
granting degrees, public 56.
Universities and colleges 41.
* This includes 2 private Teachers Colleges
c - Indicates institutions for colored people.

TABLE 6.—*Kinds of institutions and types of curricula offering training for kindergarten and kindergarten-primary teachers, 1926*

Institutions	Institutions reporting	Institutions giving such instruction		Per cent each type of institution is of total number offering this training	Types of curricula offered		
		Number	Per cent		Segregated kindergarten	Combined kindergarten primary	Nursery-school education as elective course or for teacher preparation
Universities and colleges giving information	143	41	28.67	21.0	8	31	[1] 17
Teachers' college	[2] 99	56	56.56	28.7	3	53	10
City and State normal schools	137	70	51.00	36.0	13	57	6
Private training schools for teachers of young children	28	[3] 28	100.00	14.3	[4] 8	19	[5] 8
Total	407	195	47.91	100.0	32	160	41

[1] Includes 2 institutions offering combined nursery-kindergarten-primary curricula; also 8 institutions training nursery-school teachers, and 7 offering electives in nursery-school education in addition to kindergarten-primary work.
[2] Includes 2 private teachers' colleges.
[3] Includes 1 school devoted to nursery-school preparation and 1 to Montessori work.
[4] Includes the school for Montessori training.
[5] Includes 1 school devoted to training of nursery-school teachers.

The data, given for the year 1925–26, have been obtained from an inquiry issued by the Bureau of Education for the purpose of building a mailing list and from reference to the catalogues of institutions. They give an idea of current practice and offer figures for future comparisons. Colleges and universities listed in Table 6 are among those maintaining a department of education. They include State and municipal universities, women's liberal arts colleges, and two teachers' colleges newly affiliated with Western Reserve and Northwestern Universities. The term "teachers' college" is used to denote the offering of a four-year curriculum above secondary schools which leads to a degree; the term "kindergarten-primary" is used, as suggested above, to denote institutions which offer a combined curriculum, preparing students to teach any of the kindergarten and primary grades. That training of primary teachers is offered in all institutions, either combined with the elementary unit or offered as a special course, is taken for granted and is not considered here.

There are now listed 195 of a possible total of 407 teacher-training institutions located throughout the country which give instruction for kindergarten or for kindergarten-primary teachers; to this list the names of 49 have been added since 1924. Of these 49 institutions, 13 are colleges and universities, 12 teacher colleges, 20 normal schools, and 4 private training schools. It is significant to note that 25 of these additions are institutions which give either a four-year course of study leading to a degree or which give purely graduate work.

The names of 9 institutions have been removed from the list since 1924—1 university, 5 private colleges, 1 teachers' college, 1 normal school, and 1 private training school. These institutions were removed from the list because the only kindergarten work offered is a theoretical course given as a part of the primary grade teacher's curriculum, because of a consolidation with another institution, or because the institution has abadoned teacher-training work.

Due to the variations in the kinds of institutions offering preparation for kindergarten or kindergarten-primary grade teachers, in the types of training courses offered, and in the lengths of the courses offered, the following analysis is made of the 195 institutions referred to above:

KINDS OF INSTITUTIONS OFFERING TRAINING FOR KINDERGARTEN OR KINDERGARTEN-PRIMARY GRADE TEACHERS

Speaking generally, slightly more than half of the normal schools and teachers' colleges training teachers in 1926 offer special preparation for kindergarten or kindergarten-primary teachers. This number does not seem to be in keeping with the generally accepted theory that the education of young children is of paramount importance and that teachers especially qualified to work in this field need to be and are being prepared.

Of 143 colleges and universities having a department of education, 41, or about a fourth, prepare teachers for kindergarten-primary grades, and 17 of these either offer courses in prekindergarten work or (in eight institutions) definite training for nursery school teachers. All but 8 of these 41 institutions make a unit of the kindergarten-primary or kindergarten-elementary grade work. With two exceptions the preparation of nursery school teachers seems to be done on a graduate-student level.

Half of these 41 colleges and universities are in the Southern and Eastern States; 2 are for colored students. Fourteen of these are public State and city universities and colleges, and 27 are private institutions; 7 of them are women's colleges giving the work both for the purpose of equipping students to teach and of preparing them for intelligent participation in the field of parenthood or of social work.

A third of the four-year teacher colleges are in the Great Plains States,[9] only a tenth in the Eastern States, and the rest are fairly

[9] Geographical grouping of States: Eastern—Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.
Southern—Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.
Great Lakes—Illinois, Indiana, Michigan, Ohio, and Wisconsin.
Great Plains—Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, Oklahoma, and South Dakota.
Western—Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming.

evenly distributed among the other sections of the country. None of these are for colored students. Three-fourths of the two-year normal schools and of the private training schools (most of which give but a two-year curriculum) are located in the eastern and southern sections of the country. Five of these institutions are for colored students. Not many years ago there were more private than public kindergarten training schools, due perhaps to the need for creating and maintaining a high or higher type of training for kindergarten teachers than was offered for primary and elementary teachers. The public training schools have now assumed most of this responsibility.

The implication from these figures is that the Western States are increasing the length of their teacher-training curricula more rapidly than the Eastern and Southern States. Furthermore, since all but three of the curricula in teachers' colleges are combined kindergarten-primary curricula these Western States seem to be leading the way in unifying teacher training preparation for kindergarten-primary work.

TYPES OF TRAINING COURSES OFFERED IN DIFFERENT KINDS OF TEACHER-TRAINING INSTITUTIONS

The three types of curricula noted are (1) combined kindergarten-primary, (2) segregated kindergarten, and (3) elective courses in prekindergarten or nursery school education or curricula for training nursery-school teachers. Four-fifths of the 195 institutions offer the combined kindergarten-primary curricula for teacher training, and in addition to this, 11 offer training for nursery-school teachers. Only 32 offer curricula for kindergarten teachers separated from that for teachers of primary or other elementary grades. These segregated kindergarten curricula do not demonstrate the principle of continuity in educational procedure and happily they are in the minority. Most of them are found in the public and private two-year normal training schools. A majority in each of the types of institutions offer combined curricula preparing teachers to carry the work of any of the early elementary grades. This combining is evidence of progress in making kindergarten education an integral part of the schools.

NUMBER OF INSTITUTIONS COMPARED WITH THE NUMBER OF KINDERGARTEN TEACHERS EMPLOYED

A brief study has been made to see if, in the several geographical divisions of the country, there is approximately the same percentage of institutions giving kindergarten and kindergarten-primary teacher training as there is of kindergarten teachers employed.

Any sharp difference in these figures might indicate that the training schools lead the kindergarten educational programs in the field, or that the field takes the lead by establishing kindergartens.

The following comparisons are offered, for geographical divisions of the country, of the number and per cent of all the training institutions offering kindergarten and kindergarten-primary training, of the kindergarten teachers employed, of 4 and 5 year old children enumerated by the census, and of those enrolled in kindergartens. The number of students enrolled in kindergarten-primary departments of the training institutions is not available; so this factor is not considered in the comparisons.

Without considering the size of the enrollments in the institutions or the movement of their graduates from State to State, these figures suggest that the teacher-training institutions of the South are making a decided effort to lead their field toward establishing kindergartens or toward providing kindergarten-primary trained teachers for the primary grades.

In the Eastern and Great Lakes groups of States the field seems to lead the teacher-training institutions by having a larger percentage of kindergarten and kindergarten-primary teachers than of teacher-training institutions. In the Great Plains and Western States the numbers of these teachers prepared and employed seem about even.

The relative number of kindergarten teachers employed in the several groups of States to the number of teacher-training institutions giving kindergarten and kindergarten-primary training is as follows: For each institution there are 74 kindergarten teachers in the Eastern States, 31 in the Southern States, 93 in the Great Lakes States, 56 in the Great Plains States, and 79 in the Western States.

In proportion to their potential task of caring for 4 and 5 year old children registered in the census, the divisions of the country, with the exception of the South, have about the same-sized burden. In four divisions there are from 18,000 to 26,000 children per training school to be cared for by trained teachers, but in the South the task is nearly twice as great, with 40,000 children 4 and 5 years of age per teacher-training institution.

Approximately one-fifth of the children 4 and 5 years of age in the Eastern, Great Lakes, and Western States are enrolled in kindergartens; one-tenth in the Great Plains States, and one-fortieth in the Southern States.

Recognizing the fact that many elements are not here considered, it is still quite possible that more children could have the advantage of kindergarten education through the help of institutions preparing teachers by their guiding thought in this direction.

TABLE 7.—*Geographical distribution of teacher-training institutions giving kindergarten or kindergarten-primary training, of kindergarten teachers, of children of kindergarten age, and of those enrolled in kindergartens*

	East	South	Great Lakes	Great Plains	West	Total
Institutions:						
Number	72	39	36	31	17	195
Per cent	36.90	20.00	18.40	15.90	8.70	100.00
Teachers (in 1924):						
Number	5,348	1,207	3,357	1,741	1,339	12,992
Per cent	41.16	9.30	25.84	13.40	10.30	100.00
Number per training institution	74.27	30.95	93.25	56.16	78.76	45.00
Children 4 and 5 years of age by census of 1920:						
Number	1,302,295	1,581,395	937,059	650,604	377,459	4,848,812
Per cent	26.89	32.61	19.33	13.42	7.78	100.00
Number per training institution	18,087.40	40,548.60	26,029.40	20,987.20	22,203.50	24,865.70
Kindergarten enrollment (in 1924):						
Number	248,752	43,556	179,562	75,113	71,799	618,782
Per cent	19.10	2.75	19.16	11.54	19.02	12.80
Number per training institution	3,454.90	1,116.80	4,987.80	2,423.00	4,223.40	3,173.20

LENGTH OF TRAINING COURSE

Of the 195 institutions included in this study, 59 give only a two-year course of preparation. At the other end of the line 5 institutions give only graduate work for students who have previously earned bachelors' degrees and 7 offer both a four-year course and graduate work. Among the other institutions 33 offer a maximum of three years of preparation and 91 offer a maximum of four years of preparation, and two of these institutions in Ohio have a plan for six-year cooperative training. These facts further indicate that the institutions offering preparation for kindergarten-primary teachers aim at a high type of professional work.

In States where legal regulations have been enacted to provide for longer courses for teacher training some schools have already made the transition and others are working toward this end as fast as is practicable. Once decreed, the administration of these longer courses needs two or three years of adjustment before they can change satisfactorily from the two-year basis to the three and four year basis.

GENERAL SCOPE OF TEACHER PREPARATION

Opportunities to prepare for educational work are being offered in certain women's liberal arts colleges. An educational department with certain demonstration school facilities is open for the students in the women's liberal arts colleges of Smith, Wellesley, and Bryn Mawr. It is also interesting to know that three colleges for training missionaries include kindergarten-primary teacher training, and that a large number of institutions not listed here give courses in kindergarten subject matter to students registered in primary courses.

Blending of the prekindergarten, kindergarten, and primary work in training courses for prospective teachers of young children is the goal anticipated by many progressive educators.

With the exception of the South, all sections of the country have the advantage of child welfare research centers. Most of these centers are established in universities or colleges and are provided with nursery schools and experimental kindergarten-elementary schools for laboratories. Research workers, teachers of young children, and teachers of child care in departments of home economics are trained in most of these centers.

The influence of the scientific investigations carried on in these child-welfare research units in the fields of mental and physical welfare of young children is being felt by all teacher-training institutions and crystalized in the courses offered in child study and child psychology. A further study is needed to show what these courses cover, and more particularly, what opportunities are provided for observation of the behavior and interests of young children and for participation in the care of these children.

Lengthening the period of initial preparation for teachers, emphasizing the need for studies of children themselves, as well as for the studies of subject matter to be taught, and unifying the work in the education of all ages of young children, presage a wholesome movement toward preparing teachers of a highly professional type for the work with young children.

SOME RECENT PUBLICATIONS IN THIS FIELD

Myers, Alonzo F., *and* Beechel, Edith E. Manual of observation and participation. New York, American book co., 1926. 263 p.

Pendleton, Charles S. The content and method of subject matter courses in teachers colleges. Peabody journal of education, March, 1926. p. 273.

Snyder, Agnes. An introduction to teaching. A manual for a laboratory course in education. Towson, Md., The Maryland State Normal School, Bulletin No. 1, vol. 3.

Subcommittee of the committee on teacher-training, International Kindergarten Union. Practice teaching. A suggestive guide for student teachers. Washington, D. C., International Kindergarten Union, 1201 Sixteenth Street, NW.

Occasional articles appearing in educational administration and supervision, including teacher training, Warwick and York, Baltimore, Md.

TEACHER CERTIFICATION

Rules and regulations for the certification of teachers, issued by the several States in 1925, have recently been examined. This study shows that 30 States issue certificates authorizing holders to teach in the kindergarten or kindergarten-primary grades of the public elementary schools. Two additional States which do not provide for kindergarten teacher certification offer special primary certificates for teachers of the early grades.

Particular attention has been given to determine whether certificates for teachers of kindergarten are classified as "special" or whether kindergartens are regarded as a part of the elementary school unit. A decided tendency toward effecting this unit plan is noticeable. This may be the result of, or influenced by, kindergarten legislation enacted up to January, 1925, or it may be a natural concomitant of such changes in the programs of teacher-training institutions as the lengthened courses of preparation, and the coordination of subject matter offered for teachers preparing for kindergarten or primary-grade work.

The following data show the present legal status of teacher certification for kindergartens and primary grades:

1. Sixteen States offer a certificate covering both kindergarten and primary grades. Eight of these (starred) designate them specifically by name as kindergarten-primary certificates.

Arizona.	Michigan.	Rhode Island.
*California	Minnesota.	Wisconsin.
Delaware.	*Nevada.	*South Dakota.
*Illinois.	*New York.	*Utah.
*Indiana.	North Dakota.	
Iowa.	*Ohio.	

a. California provides three types of kindergarten certificates.

b. Delaware issues an "elementary" certificate to applicants who have completed a two-year kindergarten or primary course in a standard normal school, college, or university. Its use is limited to kindergarten and first three grades.

c. Indiana permits the holder to teach in kindergarten and first grade. It is interesting to know that a higher grade of certification is required for those who teach kindergarten and first grade than is required for certain other elementary grades. This State also offers a primary certificate valid in grades 1–3.

d. Iowa also offers a primary certificate.

e. New York also offers a kindergarten certificate.

f. South Dakota's certificate is called a primary certificate and covers the kindergarten and first two grades. A special kindergarten certificate is also offered.

g. Utah issues a certificate designated for teachers of elementary, primary, and kindergarten schools.

2. Fourteen States offer a special kindergarten certificate:

Colorado.	Maine.	Oregon.
Connecticut.	Montana.	South Carolina.
Georgia.	New Jersey.	South Dakota.
Idaho.	New Mexico.	Texas.
Kansas.	New York.	

a. Oregon and South Carolina also offer a primary certificate covering grades 1–3.

---

* See U. S. Bureau of Education Bulletin, 1927, No. 19.

b. Georgia has provided this certification, but no laws have yet been enacted to sanction the establishing of kindergartens.

c. New York and South Dakota also issue certificates covering kindergarten-primary grades.

3. Six States issue a "primary" certificate for teachers of the early grades:

Florida.	Iowa.	Oregon.
Indiana.	North Carolina.	South Carolina.

a. Florida and North Carolina provide no kindergarten certification.

b. Oregon and South Carolina also offer "special kindergarten."

c. Iowa also provides a certificate for teachers of kindergarten-primary grades.

4. Nebraska and Wyoming clearly indicate that they include the license to teach in kindergartens under the general "elementary" certificate.

5. Sixteen States make no mention of a separate certificate for teaching in kindergartens or primary grades, but do, of course, offer a certificate to teach in the elementary grades. Some of these States also offer special subject certificates, as "music, penmanship, physical culture, bookkeeping, or other subjects at the discretion of the State board" (Rhode Island), and it is under this classification that these States may possibly issue kindergarten or kindergarten-primary certificates.

Alabama.	Mississippi.	Vermont.
Arkansas.	Missouri.	Virginia.
Kentucky.	New Hampshire.	Washington.
Louisiana.	Oklahoma.	West Virginia.
Maryland.	Pennsylvania.	
Massachusetts.	Tennessee.	

a. In all of these States the "elementary" certificate includes permission to teach in the primary grades.

b. Three of these States, Arkansas, Maryland, and Mississippi, have no legislation for establishing kindergartens.

c. Massachusetts's certification is governed by local boards.

d. In the 1920 report of State Laws and Regulations Governing Teachers' Certificates, Bulletin, 1921, No. 22, of the Bureau of Education, it is recorded that Pennsylvania and West Virginia give certification for kindergarten teaching as a "special subject." These provisions do not appear in the 1925 "Rules." Missouri at that time listed teaching experience in kindergarten and primary grades among its optional "scholarship requirements" for a life or five-year certificate. A "special primary" five-year certificate was also issued.

In the near future legislators will need to consider the certification of teachers for nursery schools. The special training being developed for these teachers and the high academic level on which this training is being given should greatly influence the certification requirements established for nursery-school teaching. Ohio and

Pennsylvania are making provision for this certification, and it is reported that the California law may soon be revised to certificate these teachers.

Certificates to general supervisors for primary or elementary grades are issued in nine States: Connecticut, Delaware, Indiana, Maryland, New Hampshire, New Jersey, North Carolina, Utah, and West Virginia.

There is an apparent duplication and overlapping of the teacher certification regulations in many of the States. The data given in this discussion show present regulations and indicate a need for unification and readjustments to keep abreast of the trends in teacher preparation curricula.

GENERAL SUPERVISION FOR KINDERGARTENS AND PRIMARY GRADES

Leadership for teachers and a wholesome amount of unification of the methods, materials, and programs of teaching within a school system are essential. This leadership and unification are provided by supervisors in school systems too large for the superintendent himself to cover all the grades of work.

Units of the school system, defined by the superintendent and for which he delegates supervisors, indicate his educational policies. Originally the first unit so delegated included just the primary grades, and in some of the eastern cities another unit was made of the intermediate or upper elementary grades. When kindergartens were added to these school systems, their methods of teaching varied so greatly from the formal work in the primary grades, and the primary supervisors' preparation and sympathies were so foreign to kindergarten work that separate supervisors were assigned to them. The organization of the junior high school unit is reducing the elementary unit to the kindergartens and the first six grades.

Radical changes have been made during the past few years in the aims and methods of instruction and in the coordination of work among the grades. This coordination has made it possible for a supervisor to be familiar with the general types of work carried on by her teachers with the children in the kindergartens and six grades. Examples of the coordination of work among these grades are found in such outstanding courses of study for kindergarten-primary or kindergarten-elementary grades as those previously mentioned on page 17.

Actual practice in 1926 as to types of supervisory organization in 549 of the cities of the country has been determined. In 338, or 62 per cent, of these cities, kindergartens are accepted as a part of the school system, and 80 per cent of these cities maintain supervision for their kindergartens.

In the group of cities *having kindergartens* and also providing supervision for them, the work is delegated as follows:

Supervision for kindergartens only	33
Supervision for kindergarten-primary or kindergarten-elementary grades under one person	195
Supervision for kindergarten, primary, and elementary grades in the same system, but under separate supervisors	41
Total	269

Units of supervision for kindergarten-primary or kindergarten-elementary grades predominate in the cities which have made kindergartens an integral part of their schools. Nearly three-fourths of the school superintendents in these cities have established the policy of organizing their supervision on the unit bases of kindergarten-primary or kindergarten-elementary grades. These data not only substantiate the statements recently made to this effect, but show that the practice is more universal than has been suspected. In proportion to the number of cities concerned this unit occurs more frequently in cities located in States west of the Mississippi River than in the southern and eastern cities. It also occurs more frequently in cities of less than 100,000 population.

In 33 cities the only general supervision provided is for kindergartens. This practice is not confined to cities of any one size, but appears more frequently in States east of the Mississippi River. Seemingly it is a matter of tradition that keeps the kindergarten supervision segregated and under the implication that it requires peculiar consideration.

All modern trends in teacher preparation and in methods of classroom teaching consider that the kindergarten-primary grade child represents a period of childhood in which the use of similar methods and materials of instruction is essential. Differences in the work planned among the grades are matters of *degree* of skill and habit formation to be attained rather than the kinds of subject matter to be included in the educational program. Segregation of kindergarten supervision, then, is out of keeping with modern ideas of education. For the combined unit of work the supervisor must, of course, be thoroughly prepared in training and in experience.

In the group of cities *not having kindergartens* the grade supervision is delegated to supervisors as follows:

Supervision for primary grades only	126
Supervision for elementary grades	118
Supervision for primary and elementary grades in the same system, but under separate supervisors	36
Total	280

No grade unit stands out as "common practice" in the supervision of this group of grades. It could easily be inferred that size of school system and tradition or precedent influenced the formation of these units. In the systems having both primary and elementary grade supervisors there are practically no instances in which one or the other is given authority to coordinate the work of both units. In such an organization the two supervisors may cooperate and produce an excellently unified program with their two groups of teachers. There is a danger, however, that two types of work may be carried on within the same system unless the superintendent assumes the responsibility for coordination.

The large cities employing great numbers of teachers necessarily divide their supervisory responsibilities among several people. They provide separate supervision for kindergarten, primary, and elementary grades or for kindergarten-primary and elementary grades. Between the two, practice in city school systems is about equally divided. In either case there is great need for coordination of work. The organization of the elementary unit of schools in Rochester, N. Y., not only cares for this coordination, but seems effectively planned to give immediate help in conveying its ideas of coordination to inexperienced teachers and to those new to the school system. The director of elementary education is responsible for the whole unit of seven grades, kindergarten through the sixth. Assistants are given charge of kindergarten-primary grades and of the upper elementary grades. A number of classroom teachers are kept in readiness to accept assignments for helping less experienced teachers by spending a day or more with them. For a large city such an organization, carefully administered, should produce coordinated and consistent effort among its teaching and supervisory force.

A third section of the lower grade unit is being introduced with the nursery school. In several cities nursery schools are housed and occasionally equipped by the public-school system. Payment of the teacher's salary from public funds is usually not permitted under present laws and regulations. Supervision of these nursery schools is cared for in a number of ways, seemingly determined in each case by the group of people or the department of the school system taking the initiative in organizing the school. These include a philanthropic, privately organized group, a group of research workers, the department of home economics in a high school, and the supervisors of kindergarten-primary grades. The nursery school in its process of development offers an exceptional opportunity for coordinated effort to the groups of workers interested in the physical, social, and intellectual development of children. Only through such cooperation can satisfactory work be effected.

Data for the discussion of types of supervisory organization for kindergarten-primary grades were obtained during the fall of 1926 from 1,977 replies to an inquiry which was addressed to all superintendents of schools. These 1,977 represent 69 per cent of all cities in the country having a population of 2,500 or more.

Two-thirds of the replies came from superintendents of school systems in small cities; four-fifths of these superintendents either assume the responsibility of supervising the kindergartens and elementary grades or delegate it to principals and supervising teachers. The other third of the superintendents replied that they employed general supervisors for these grades, an analysis of which has just been given. The following table gives detailed distribution of the replies which furnished the information for the previous discussion:

TABLE 8.—*Types of supervisory organization*

DISTRIBUTED BY SIZE OF CITIES

Cities	Replies		Per cent of cities maintaining general supervision for kindergartens and primary grades	Number of each type of supervisory organization						
	Number	Per cent of total number of cities		Combined kindergarten-primary or kindergarten-elementary	Separate primary and elementary	Separate kindergarten, primary, and elementary	Only elementary	Only primary	Only kindergarten	Total
Of 100,000 population or more	68	100	97	31	1	22	2	4	6	66
Of 30,000 to 100,000	176	97	77	63	14	8	21	20	11	137
Of 10,000 to 30,000	428	82	39	54	8	6	45	40	14	167
Under 10,000	1,305	62	14	47	13	5	50	62	2	179
Total	1,977			195	36	41	118	126	33	549
DISTRIBUTED BY GEOGRAPHICAL DIVISIONS										
East	696	71	23	65	7	13	33	29	10	157
South	358	56.4	33.5	14	18	3	31	54	4	124
Great Lakes region	452	77	32	61	1	16	35	21	11	145
Great Plains region	272	70	23.8	35	3	7	10	9	2	66
West	199	71	27.7	20	7	2	9	13	6	57
Country as a whole	1,977	69	27.6	195	36	41	118	126	33	549

This analysis of administrative units of general supervision made according to the number of times each type occurs in given city sizes and geographical divisions of the country shows the general trend of educational policies of the superintendents of schools. It does not account for supervisory programs. A worthy study is needed to show what the supervisors are doing to initiate and to perfect with their groups of teachers such methods of classroom management and instruction as will comply with the best practice of the day.

Salaries paid to supervisors in city school systems seem to increase with the age of children or pupils supervised. The comparative difficulties of teaching proper skills and behaviors to children in the first grades or of carrying them through the adolescent period have, so far as we know, never been presented. Consideration of the numbers of pupils to be supervised would not seem to show that kindergarten-primary supervisors who cover an entire city, in which the elementary-grade pupils usually constitute 86 per cent of the total school enrollment, do any less work than high-school supervisors. Arguments for comparing amount of detailed administrative work required of grade and kindergarten-primary supervisors have little data to fall back upon, and the arguments for comparing specialized training required would seem to show little difference in the required preparation for the supervisors of the different age levels of pupils in school systems. From the following figures it would seem desirable to inquire into the reasons for the wide differences of salaries for supervisors of younger children and of older children.

TABLE 9.—*Median salaries of supervisory officers for 1926–27* [1]

Cities	Number of cities	Directors and supervisors of—				
		Kindergartens	Primary grades	Intermediate grades	Junior high school	Senior high school
Of 100,000 population or more	59	$3,233	$3,317	$3,600	$4,600	$5,750
Of 30,000 to 100,000	147	2,750	2,600	2,700	3,700	----
Of 10,000 to 30,000	298	2,225	2,067	2,583	----	----
Of 5,000 to 10,000	374	1,450	2,067	1,950	----	3,050
Of 2,500 to 5,000	557	1,267	2,350	----	----	----

[1] Figures from Research Bulletin of the National Education Association for March, 1927, salaries in city school systems.

SOME RECENT PUBLICATIONS IN THIS FIELD

Allen, I. M. Improving the professional status of teachers. University of Chicago. Elementary school journal, February, 1926. p. 430.

Anderson, C. J., Barr, A. S., *and* Bush, Mabelle G. The visiting teacher at work. New York, D. Appleton & Co., 1925. 382 p.

Barr, A. S., *and* Burton, William H. The supervision of instruction. New York, D. Appleton & Co., 1926. 626 p.

Blackhurst, Herbert J. Supervision of observation and student teaching in Purdue University. Educational administration and supervision, February, 1926. p. 86.

Crabbs, Lelah Mae. Measuring efficiency in supervision and teaching. New York, Teachers College, Columbia University, 1925. 98 p.

Gray, Olive. Making teachers' meetings effective. Elementary school journal, February, 1926. p. 414.

Simpson, Mabel E. Work of the demonstration teacher and its relation to a program of constructive supervision. Journal of educational method, December, 1925. p. 140.

TEACHERS' PROFESSIONAL ORGANIZATIONS

The two national organizations representing teachers in kindergarten-primary work are the International Kindergarten Union and the National Council of Primary Education. Through the journal Childhood Education the interests of nursery, kindergarten, and primary education are presented, and news of activities among members of the two organizations is distributed. On the program of the International Kindergarten Union Convention all three sections of the unit of early childhood education have been presented in the past two years. The same is true of the annual meeting of the National Council of Primary Education, and for the past two years the meetings of the two organizations during the superintendence convention have been combined.

The department of kindergarten education of the National Education Association has now become the department of kindergarten-primary education. In State and local professional organizations there are great opportunities to create closer affiliations of kindergarten and primary work. A study made by the joint committee of the International Kindergarten Union and National Council of Primary Education found that in 18 State teacher associations there are divisions of kindergarten-primary education; in 10 associations there are divisions of primary education and in 10 there are kindergarten divisions, 8 of these kindergarten and primary divisions being in the same States; 3 States have only "elementary" divisions, and from 17 States there were no reports of any divisions representing the interest of kindergarten-primary teachers. Of 175 local teachers' professional organizations reporting, 71 were for kindergarten teachers, 31 for primary teachers, and 73 were for kindergarten-primary and kindergarten-elementary grade teachers. Many of the cities where clubs exist for primary teachers only may not support kindergartens, but there are always primary grades where kindergartens are a part of the school system, and there can seem to be little reason for totally segregating the professional meetings of the two groups of teachers.

SUMMARY

Considering the present interests in professional advancement expressed by teachers of all grades, and the present educational programs for children, for teacher training, and for supervisors in the nursery-kindergarten-primary field, the weight of opinion seems to be definitely set toward a unification program on a high professional plane for the education of young children.

In the light of these facts the description of the elementary school given on pages 11–13 in the fifth yearbook of the department of

superintendence both expresses current practice and anticipates its universal acceptance:

> The elementary school comprises the kindergarten and grades 1 to 6, the kindergarten being recognized as the introductory section of the elementary unit. There is also a growing tendency to make provision for children of preschool or nursery age.
>
> This large elementary unit is often broken up into smaller units. To illustrate, the phrase "kindergarten-primary unit" has been used in some teacher-training institutions and in some school systems to designate the period of school life from 4 or 5 to 8 or 9 years. In the few institutions in which the nursery school has begun to function the unit is referred to as the nursery-kindergarten-primary unit. The period is in some places designated as that of early elementary education.

Then follows a discussion of objectives of education similar to those already presented in this report, and the statement continues:

> In the effort to attain these objectives it is important that beginning with the nursery-kindergarten-primary unit the subject matter and activities of the curriculum be selected and organized with the idea of providing a continuous and progressive series of experiences adapted at every step to the maturity of the children and to their capacity to assimilate and react to them in highly profitable ways.

CHAPTER XII

PREPARATION OF TEACHERS

By Wm. McKinley Robinson

Associate Specialist in Rural Education, U. S. Bureau of Education

---

Contents.—Introduction—Educational qualifications—Supply and demand—Salaries of teachers—Buildings constructed—Entrance requirements—Certification of teachers—Curricula—Observation and practice teaching—Follow-up and school service activities.

INTRODUCTION

This chapter is concerned with the status of and progress in the professional preparation of teachers. It is based on reports from State departments of public instruction and from those in charge of the institutions responsible for preparing teachers.

The evidences of progress as reported for this period are strikingly similar to those related in the reports of the Commissioner of Education more than a decade ago. Many paragraphs written in those reports on "Increased professional requirements for teachers' services," "Affiliation with rural and city public schools," "Differentiated courses for primary and upper grade teachers," "Advancing entrance requirements," "Extension courses for teachers in service," and "Generous appropriation for buildings," might be incorporated in this chapter as expressing recent tendencies in the professional preparation of teachers.

Such a list of persisting older movements, however, does not include some newer movements instituted in the field of teacher preparation that augur well for the future. Research in the fields of school organization, curricula, and management, the application of the technique of job analysis in the preparation of teachers, and renewed emphasis on character building as one of the aims of education have stimulated some of the newer movements. In years past little was said to encourage school surveys and curricula revisions, State teacher-training conferences, mental and achievement test standards

for admission, extracurricular activities, placement, and follow-up services. To-day these and other meaningful phrases are often mentioned in teacher-training discussions.

More than 825,000 teachers and 50,000 administrative officers, supervisors, and principals are at work in the elementary and secondary schools of the United States. Approximately 325,000 of the 617,078 elementary public-school teachers are employed in rural schools, and about half of the rural teachers are in schools of the one-teacher type. Data show a decided decrease during the past five decades in the percentage of *men* serving as elementary and secondary teachers. Since 1920, however, the percentage of men teachers has increased from 14.1 to 16.9. Statistics of the number of teachers employed in the public schools and the number of students preparing to become teachers for the three preceding bienniums are given in Table 1.

The number of teachers employed in the public elementary schools has increased during the four-year period 1920–1924 from 586,268 to 617,078, or an average increase of 7,702 teachers for each year; in the public high schools from 101,958 to 144,230, or an average increase of 10,568 teachers for each year. During the same period of time the ratio of the number of pupils to the number of teachers increased in the elementary school from 33 to 33.9, and in the high school from 21.6 to 23.5, which facts show a slight tendency to increase the number of pupils in classes for teachers.

TABLE 1.—*Number of teachers in public schools and number of students in educational curricula*

Year	Number of teachers employed in public schools [1]		Number of public school pupils per teacher [1]		Number of students enrolled in educational or normal courses in—			Number of graduates from educational or normal courses in—		
					Universities and colleges under—		All teachers' colleges and normal schools [3]	Universities and colleges under—		All teachers' colleges and normal schools [3]
	Elementary	Secondary	Elementary	Secondary	Public control [2]	Private control [2]		Public control [2]	Private control [2]	
1923–24	617,078	144,230	33.9	23.5	19,729	24,803	245,649	2,523	1,260	40,484
1921–22	603,652	129,537	33.7	22.2	14,024	17,606	194,534	1,399	962	26,747
1919–20	586,268	101,958	33.0	21.6	11,482	12,571	135,435	485	1,140	21,012

[1] From Statistical Survey of Education, U. S. Bureau of Education.
[2] From Statistics of Universities, Colleges, and Professional Schools, U. S. Bureau of Education.
[3] From Statistics of Teachers' Colleges and Normal Schools, U. S. Bureau of Education.

The number of students enrolled in educational curricula in all teachers' colleges and normal schools increased in the four-year

period 1920–24, 81 per cent; the number of students in schools and colleges of education in public and private universities and colleges increased 85 per cent. The number of graduates is much larger in comparison with the number of students enrolled in the teachers' colleges and normal schools than in the universities and colleges. This is explained as follows: (1) Students completing curricula of less than four years' duration are included in the former case, and (2) many universities and colleges grant students majoring in education the A. B. or B. S. degree without any stated differentiation. These degrees are not included in the above tabulations. It will be noted, however, that the universities and colleges under public control are perhaps adopting the practice of granting degrees in education more rapidly than those under private control. It is estimated that the number of students graduating among those majoring in education in universities and colleges is approximately 12 per cent—the average percentage that the number of all college graduates is of the total number of college students for the years given—the number enrolled in educational courses each year. On this basis it may be estimated that 3,000, 4,000, and 5,500 students in education graduated from the universities and colleges in 1920, 1922, and 1924, respectively. This increase of 50 per cent in the number of graduates in education from the universities and colleges was greatly exceeded by an increase of 93 per cent reported by the normal schools and teachers' colleges during the same period.

EDUCATIONAL QUALIFICATIONS

Within recent years the educational qualifications of teachers have advanced at a remarkable pace. Laymen are joining with educators in appreciating the need for an increase in the prospective teachers' scholastic preparation and for an understanding of the scientific principles underlying classroom management and the art of teaching. Objective measures of such scholastic preparation are the amount of high-school work and normal-school preparation teachers have had.

The following table has been compiled from reports and surveys of several States. Since the methods of collecting and sources of data are not comparable in all cases for the States, comparisons should be made of data for teachers employed within a State during the different periods of time or in the different types of schools rather than among the States.

TABLE 2.—*Educational preparation, length of teaching experience, and tenure of teachers*

State	Year	Type of school	Per cent of teachers having completed—		Length of teaching experience (years)	Tenure of service (years)
			High school or equivalent	Two years or more of normal school		
Alabama [1]	1925	Elementary and high (white)	79.0	31.0		
Connecticut [2]	1925	Elementary		60.0	3.3	
	1924			53.0		
	1920			35.0	3.4	
Georgia [3]	1924		71.0	28.5		
Indiana [4]	1923	Elementary: Township: One-teacher	90.2	4.0	3.0	
		Township: Other	93.6	9.5	4.0	
		Town	91.3	18.8	8.0	
		City	96.1	52.4	9.0	
Kentucky [5]	1923	County	49.6	7.7	4.2	
		Graded school district	77.1	18.7	6.1	
		City	92.5	35.5	7.5	
Michigan [6]	1924	Rural elementary and high school	85.0	11.0	3.3	0.8
		City elementary and high school	99.75	91.0	5.2	
Mississippi [7]	1925	Elementary	68.0	12.0	2.0	
	1921		41.0	9.0	2.0	
Missouri [8]	1923	Elementary		39.6	4.3	
	1920			36.6	4.1	
New York [9]	1924	One-teacher	73.0	11.0	4.0	1.0
		Village elementary	82.0	56.0	7.0	3.0
		Village high	98.0	79.0	4.0	+1.0
	1921	One-teacher	64.0	9.0	5.0	1.0
South Carolina [10]	1925	Rural elementary			4.8	
		Town and city elementary			7.2	
		High school			3.85	
Utah [11]	1926	One-teacher		45.0		1.4
		Elementary		72.3	3.3	
Wisconsin [12]	1921	One-teacher		6.8	2.8	1.0
		2–4 teachers: Rural		31.0	4.5	1.0
		2–4 teachers: Village		52.0	4.1	1.0
		City elementary		76.3	8.1	4.0

[1] Preparation of white teachers in the public schools of Alabama: Ala. Sch. Jour., Jan., 1926, vol. 43, No. 5.
[2] A study of the teaching personnel in 95 Connecticut towns served by State supervising agents, 1925: State Board of Education, Division of Research and Surveys, Hartford, Conn.
[3] Georgia State school items, Department of Public Instruction, Atlanta, Ga., June 1, 1924, vol. 1, No. 15.
[4] Public education in Indiana: General Education Board, 61 Broadway, New York, N. Y.
[5] Donovan, H. L. A State's elementary teacher-training problem. George Peabody College for Teachers, Nashville, Tenn., 1925.
[6] Teachers' salaries in Michigan: Michigan State Teachers Association, Bul. No. 5, prepared by the committee on salaries, Lansing, Mich., Feb., 1925.
[7] Teacher preparation, by H. M. Ivy: Miss. Educ. Advance, vol. 17, No. 4, Jan., 1926.
[8] Facts concerning public education in Missouri: Rep. of Mo. Sch. Survey, supplement to the 75 reports of the public schools of the State of Missouri, school year ending June 30, 1924, State Department of Public Instruction, Jefferson City, Mo.
[9] The teaching personnel in rural and village schools, 1923–24, by George M. Wiley, University of the State of New York Press, 1925, Albany, N. Y.
[10] Parkinson, B. L. The professional preparation and certification of white elementary and secondary public school teachers in South Carolina. Extension division, University of South Carolina, 1926.
[11] Survey of education in Utah: U. S. Department of the Interior, Bureau of Education, Bul., 1926, No. 18.
[12] The status of teachers in Wisconsin, by C. J. Anderson, Department of Public Instruction, Madison, Wis.

In the four years ending with 1924 the percentage of one-room rural-school teachers in New York State who had completed their academic training in high school increased from 64 per cent to 73 per cent; the percentage who were normal-school graduates increased from 9 per cent to 11 per cent. The percentage of elementary-school teachers having completed their high-school preparation, as reported in 1921 and 1925 by students in the summer normal of

Mississippi, increased from 41 per cent to 68 per cent; the percentage having completed two years or more of college increased from 9 per cent to 12 per cent. During a similar period ending in 1923 the percentage of teachers in Missouri with two years or more of normal-school training increased from 36.6 per cent to 39.6 per cent. The percentage of all the elementary teachers served by State supervising agents in Connecticut that have completed two years or more of normal-school training has increased from 35 per cent in 1920 to 53 per cent in 1924 and to 60 per cent in 1925. In the State of Wisconsin in 1921, 6.8 per cent of the rural teachers, 31 per cent of the State graded teachers, 52 per cent of the village teachers, and 76.3 per cent of the teachers in the elementary city grades had completed the commonly accepted standard of two years of professional preparation beyond high school. In 1926, according to reports from the State department of public instruction, each of the above groups had appreciably improved its qualifications.

That the need for a greater number of professionally prepared teachers is not over, however, is apparent from a study of such facts as follow.

Of the rural and city white teachers of Alabama in 1925, 79 per cent were high-school graduates and 31 per cent were normal-school or college graduates. From 1919 to 1925 the percentage of teachers employed in rural and village schools who were graduates of teacher-training schools increased from 8 per cent to 24 per cent.[1] Fifteen per cent of the rural teachers and one-fourth of 1 per cent of the city teachers in Michigan in 1924 had not received academic training equivalent to high-school graduation; 89 per cent and 9 per cent in the rural and city schools, respectively, had less than the two years of professional preparation considered essential for elementary-school teachers. The educational preparation of the elementary-school teachers in Utah, omitting the five city districts in 1926, is thus summarized: Fewer than one-half of the teachers in one-teacher schools and slightly more than one-half of those in three-teacher schools have had the two years of professional training which is considered the standard amount of preparation for elementary-school teachers. Twenty-eight per cent of all the teachers reported fail to reach this goal. Seven and six-tenths per cent were reported as having no professional training, 1.5 per cent had less than one year, and 18.6 per cent had between one and two years. As is usually the case, the rural teachers in one-teacher schools

[1] Annual report for scholastic year ending Sept. 30, 1923, Department of Education, Montgomery, Ala.

are the most poorly trained group of teachers in the State.[2] Quoting from still another report:

> Tabulations have been made with reference to the educational qualifications of the white teachers of 93 counties as shown by the recent state-wide school survey. They are as follows:
>
> 3⅓ per cent have completed the seventh grade.
> 6⅓ per cent have completed the eighth grade;
> 8⅓ per cent have completed the ninth grade;
> 11½ per cent have completed the tenth grade;
> 27 per cent have completed the eleventh grade;
> 5⅓ per cent attended normal schools one year;
> 13½ per cent are normal graduates;
> 3½ per cent are junior college graduates;
> 11½ per cent are college degree graduates;
> 9⅘ per cent are undergraduates (having attended college from 1 to 3 years).[3]

Encouragement is gained from reports such as one from Ohio which shows that 62 per cent of the 5,593 newly appointed teachers during 1923–24 had two years or more of training; or, more specifically, 85 per cent, 84 per cent, and 63 per cent of those newly appointed teachers in the cities, exempted villages, and counties, respectively, met the two-year standard.[4] The per cent of beginning teachers meeting the two-year standard in all elementary schools in Connecticut served by the State supervising agents, which include no towns having over 25 teachers, increased from 23 per cent in 1920 to 81 per cent in 1924 and to 87 per cent in 1925.

Data such as have been given show the need for States to provide opportunities for further professional training of the thousands of teachers now in service who fall below the accepted standard of educational preparation. The large turnover among teachers also makes additional demands upon the teacher-preparing institutions to provide a sufficient number of adequately prepared new recruits each year to fill resulting vacancies.

The average number of years of service to be expected from teachers varies from State to State. Rural-school teachers and high-school teachers average less experience than elementary-school teachers in cities, and a comparison of the data for different years in the States of Connecticut, Mississippi, Missouri, and New York shows little change during these years in the average number of years of experience for each teacher. The teacher's brief tenure in the same position further limits the effectiveness of his work. It is estimated that 16 per cent of the elementary and high-school teachers

---

[2] Survey of Education in Utah: Bureau of Education Bull., 1926, No. 18.

[3] Georgia State School Items, Department of Public Instruction, Atlanta, Ga., June 1, 1924, vol. 1, No. 15.

[4] Supply and demand in teacher-training, by B. R. Buckingham, Bureau of Educational Research Monograph No. 4, Mar. 15, 1926, Ohio State University, Columbus, Ohio.

leave the profession each year. To replace this loss requires approximately 120,000 teachers, or three times as many as the number of students graduated in 1924 from the normal training courses of all the teachers' colleges and normal schools in the United States.

In addition to the teachers needed for annual replacements the rapid growth in elementary and high school enrollments within recent years has made heavy demands for additional teachers. To meet this need alone, using the average increase in number of elementary and high school teachers for the past four-year period, requires 22,335 new teachers, or more than one-half as many as were graduated from all the teachers' colleges and normal schools in 1924.

A study in Montana[5] shows that, in 1924–25, 72.1 per cent of the teachers in rural one and two teacher schools and 41 per cent of those in graded and high schools were new to their schools.

Six years ago St. Louis County (Minn.) had only 2 two-year graduates in rural schools; the county now has 9 three-year and 103 two-year graduates, besides 11 degree graduates. It therefore requires no prophet to predict that within the next 10 years most of the leadership in elementary education will have shifted to the persons whose professional preparation represents the equivalent of the standard or four-year college curriculum.

Keystone State Normal School, Kutztown, Pa., reports that some districts are endeavoring to establish the rule of having the teachers 100 per cent normal-school graduates. One entire county in the normal-school district has almost reached this goal.

SUPPLY AND DEMAND

Operation of the law of supply and demand should not be overlooked in any discussion concerning the professional preparation of teachers. If more teachers prepare for a given type of work than there are positions available, salaries may become lower, the number of hours of teaching may increase, and working conditions in general are likely to be less favorable. Furthermore, if the supply exceeds the demand, some who will be unable to enter the type of work for which they prepared will of necessity be compelled either to take other types of teaching positions for which they are not well qualified or to go out of teaching entirely. Within recent years studies have been made in several States to ascertain which types of teaching positions are called for most or which subject combinations are most in demand and which are called for least.

Probable vacancies in teaching positions are important considerations in such studies. Consequently, Alabama in 1925–26 studied the positions filled by 1,634 beginning teachers in the State and

[5] Davis, S. E., Teachers' importation and tenure: Montana Education, November 1925.

learned that 25 per cent taught in one-teacher schools, 35 per cent in primary grades of the larger schools, 19 per cent in intermediate grades, 16 per cent in junior and senior high schools, and 5 per cent were unassigned. A similar study of 3,124 teachers newly appointed to the schools of Ohio in 1923–24[6] shows that 38 per cent were employed in one-teacher rural schools, 35 per cent in the primary grades, 24 per cent in the intermediate grades, and 3 per cent in the grammar grades.

Concerning high-school positions such studies usually consider which subject-matter combinations are most in demand and which are called for least. According to the study in Ohio[7] previously referred to it was found that the five teaching combinations most frequently demanded of high-school teachers in that State are English-history, English-Latin, mathematics-history, history-English, and Latin-English. The first subject in each case is the one to which the teacher gives the most time. Such study combinations (majors and minors) as English-sociology, English-German, chemistry-English, and biology-English, which were taken by many of the teachers when in college, were seldom called for as teaching combinations. Two hundred and forty-eight teachers reported either a major or a minor in chemistry, whereas the demand in this field was for 95 teachers only. Other similar discrepancies between the supply and demand might be cited. Such studies are valuable, not only for prospective teachers in selecting the type of teaching service they choose to enter, but also for the guidance in curricula adjustment in teacher-preparing institutions.

Increased professional requirements for certification have not caused a scarcity of qualified teachers. The supply of professionally trained teachers for practically every type of teaching position in the several States reporting is, according to the State departments, adequate or more than adequate to meet the demand. Judging from comments such as "noticeable oversupply of teachers licensed to teach," "superintendents and boards do not always demand professionally trained teachers," the demand for well-trained teachers is not so great as it should be. One State superintendent reports, "in the rural sections difficulty still is encountered in convincing school boards of the desirability of employing better-prepared teachers." Another State superintendent writes that his State "has enough recruits to satisfy the demand and a surplus of normal-school graduates simply because the rural directors will not pay a salary high enough to secure a normal-school graduate." In the few cases

[6] Supply and demand, by B. R. Buckingham, director, Bureau of Educational Research, Ohio State University.

[7] Ibid.

reported in which the demand exceeded the supply, it was in the special subjects, such as music, art, agriculture, and industrial arts.

The policy of the State of Wyoming announced in 1922 of training its own teachers instead of depending almost entirely on other States for its teacher supply has met with success. The enrollment in the institutions of the State chiefly responsible for the preparation of teachers has increased over 300 per cent from 1920 to 1926.

SALARIES OF TEACHERS

The statement is often made that the salaries paid teachers chiefly determine the quality of young people attracted to the profession, the quality of professional preparation they receive, and the length of time they remain in the service. In States without well-planned salary schedules, conditions similar to those reported in a recent survey [8] are often disclosed:

> Little relationship is found to exist between the salaries paid and the teachers' professional preparation. Teachers with a minimum of professional training are paid nearly as much as those with much training. Increases in salaries have come about mostly because of length of service. The amount of professional preparation has had apparently little influence on the attainment of a maximum salary.

To remedy this condition it is recommended that a State salary schedule be prepared that is adaptable to the varying needs of different sections of the State.

> Such a schedule, scientifically prepared, should make provision for increases in salaries on the bases of such factors as professional improvement, experience, and teaching efficiency. Furthermore, it should make adequate allowance for compensating "peripheral" teachers—those teaching in more or less isolated localities, who are denied the social and cultural advantages accruing to teachers in more densely settled communities. A bonus, such as is given one-teacher school teachers in Maryland, in addition to the regular salary for elementary teachers as listed in the schedule, should serve to equalize the situation and attract as well-qualified teachers to these positions as may be found in the other elementary schools in the State.

Among the States that have enacted minimum salary schedules are North Dakota and New York. The North Dakota law, enacted in 1921, provides a minimum amount of training and a minimum salary for teachers:

> After August 31, 1923, any entering teacher shall, as a minimum requirement, hold a diploma from an approved four year high school, or the equivalent, and meet all certificating requirements as to professional study.
>
> *Minimum salaries.*—Teacher employed prior to August 31, 1922, who has less training than a four-year high-school course shall receive at least $720 a year; holder of diploma from four-year high school, $810; holder of such diploma plus one year of approved normal training, $1,000; holder of such

[8] Bureau of Education Bulletin, 1926, No. 18, Survey of Education in Utah.

diploma plus two years of approved normal training, or holder of second-grade professional certificate for life, $1,100; holder of such diploma plus three years of approved normal training, or holder of first-grade professional certificate for life, $1,200; holder of such diploma plus a degree from an approved standard college, $1,300. No less than $50 per year shall be added for each year of service in the profession for a period not to exceed five years. In case of emergency, county superintendent may authorize the employment of persons not having qualifications herein set forth. "School year" in this act shall mean nine months. School boards shall annually, not later than February 10, make schedules of minimum salaries in accordance with this act. School officers violating this act shall be subject to fine, and school districts shall be subject to civil action.

The New York State law, effective August 1, 1923, which provides for the establishment of uniform schedules of salary not only for teachers in large cities but also for all members of the supervising and teaching staff in union free-school districts[9] having a high school or an academic department, stipulates the following minimum salaries for union free-school districts:

Elementary schools.—Teachers of kindergarten and first to eighth year classes: First year, $800; annual increment not less than $75; number of annual increments, not less than eight.

High schools.—Teachers: First year, $900; annual increment not less than $75; number of annual increments, not less than eight.

Expenditure for salaries of teachers amounts approximately to 75 per cent of the total current expenditure for elementary and secondary schools. Since 1920, however, the percentage of increase in salaries has been less than the percentage of increase in total current expenditures. Salary tendencies are shown in Table 3.

A slight tendency to increase salaries is evident for all types of teaching service. The lowest amount of increase ($19) is found among teachers who are already receiving the lowest salaries—viz, one-teacher rural-school teachers. Their per cent of increase (2.6), however, compares quite favorably with those of the other groups.

The influence of graduate training on salaries is indicated in a recent study made in the University of Missouri. Salary data were collected in 1924–25 from 2,350 men and women who had graduated from the school of education during the past 20 years.

For the men who have graduated during the entire period, those who have no graduate training received during the school year 1924–25 a median salary of $2,312, those with one-year graduate training $3,072, those with two years of graduate training $3,875, and those with three years of graduate training $4,187. The median salary for women without graduate training is $1,475, for women with one year of graduate training the median is $2,164, for two years $2,500, and for two and one-half years $3,625.

[9] Districts organized (made feasible and desirable due to the growth and development of villages in wealth and population) chiefly for the purpose of establishing a high-school or an academic department.

TABLE 3.—*Salaries of teachers*

Classification of teachers	In elementary schools				In high schools			
	1922–23	1924–25	Increase		1922–23	1924–25	Increase	
			Amount	Per cent			Amount	Per cent
Rural schools (average salaries): [1]								
One-teacher	$729	$748	$19	2.6				
Two-teacher	737	759	22	3.0				
Three-teacher	843	865	22	2.6				
Consolidated	964	1,055	91	9.4				
Country village	1,141	1,186	45	3.9				
City schools (median salaries): [2]								
2,500 to 5,000 inhabitants	1,105	1,129	24	2.2	$1,469	$1,491	$22	1.5
5,000 to 10,000 inhabitants	1,200	1,231	31	2.6	1,567	1,617	50	3.2
10,000 to 30,000 inhabitants	1,277	1,354	77	6.0	1,670	1,738	68	4.1
30,000 to 100,000 inhabitants	1,466	1,528	62	4.2	1,921	2,000	79	4.1
More than 100,000 inhabitants	1,876	1,943	67	3.6	2,487	2,531	44	1.8

[1] U. S. Bureau of Education: Data for 1922–23 from Rural School Leaflet No. 24; unpublished data for 1924–25.
[2] Research Bulletins, N. E. A.: Vol. III, Nos. 1 and 2, Jan. and Mar., 1925; Vol. IV, No. 4, Sept., 1926.

Although dissatisfaction is occasionally expressed, as in the report from the University of Tennessee, which states that the minimum salary schedule in that State is not large enough to make a great appeal to the stronger type of students, State superintendents and presidents of teacher-preparing institutions seem for the most part agreed that teachers' salaries, except for rural schools, are now adequate to attract and are attracting promising young men and women into the profession of teaching. The resulting larger number of students applying for admission to the normal schools and teachers' colleges makes possible in many institutions a better selection, with emphasis on general scholarship among candidates admitted. One North Dakota normal-school president, however, who does not stand alone in his opinion, thinks that—

> Beginning salaries are altogether too high for young, inexperienced, unprepared teachers, and ultimate salaries are altogether too low to induce people of ability to make adequate preparation, and to remain in teaching until they become really proficient.

A normal-school president in Pennsylvania thinks that—

> One of our outstanding problems is that of bringing the school directors (especially rural) to the point of believing in the value of professional education of teachers.

BUILDINGS CONSTRUCTED

Teacher-preparing institutions have increased considerably the amount of money expended each succeeding year to enlarge their facilities to meet more adequately the demands made upon them. The total amount expended by teachers' colleges and normal schools for additional land and buildings in 1924 was $8,814,613; in 1922, it was $5,962,885; in 1920, $3,818,220. Such expenditures in 1922 were

56 per cent greater than in 1920, 48 per cent greater in 1924 than in 1922, and 131 per cent greater in 1924 than in 1920. The percentage of increase in expenditures for additional land and buildings during these years is greater than the percentage of increase in the number of students enrolled in the normal-school courses. The enrollment in 1922 was 44 per cent greater than in 1920, 26 per cent greater in 1924 than in 1922, and 81 per cent greater in 1924 than in 1920. The following serve as typical examples of the many buildings constructed at teacher-preparing institutions throughout the country:

Expenditures providing for the construction of training-school buildings are reported more frequently than those for other types of additions to the institutions. The Florida State College, through a legislative appropriation of $68,900, is enlarging its training-school building. Ohio University, at a cost of over $200,000, and Western Tennessee State Normal School, each, recently completed training-school buildings. An administration and training-school building has recently been dedicated at the East Texas State Teachers College. The State Teachers College at Duluth, Minn., is constructing a training-school building, a new central heating plant, and has enlarged its auditorium, gymnasium, and library buildings. The New York State College for Teachers, with an appropriation of $1,000,000, is constructing a practice high school, a home-economics building, and an auditorium-gymnasium building. In addition to the new Henry Barnard Demonstration School, the Rhode Island College of Education has included a special critic-clinic room so arranged that a demonstration class may be observed from a platform gallery in its new $660,000 building, which also provides additional classrooms, an assembly hall, and a gymnasium. Plans also include the erection of a common heating plant in a third building. Ohio State University has recently completed one unit of its college of education building.

During the last four years the Ball Teachers College, Muncie, Ind., has completed a science building, a gymnasium, a library-auditorium building, and a central heating plant at a total cost of nearly $1,000,000. During the last two years five new classroom and auditorium buildings have been erected at the State teachers colleges in Oklahoma. The State Teachers College at Pittsburg, Kans., is completing a new library building. A $50,000 gymnasium and a $150,000 addition to its main building are reported by the Western State College of Colorado.

Strong belief in a dormitory system by which the social life of the woman student especially can be more effectively directed and her social standards shaped is evident in the provisions for dormitories reported along the new buildings under construction. The New

York State College for Teachers has purchased a site large enough for the residence campus for a group of residence halls and for such recreational activities as tennis and field hockey, and it plans to begin building operations next year. Believing that students should live under school-controlled conditions, the State normal school at Danbury, Conn., is building a residence hall for which the school officers have been working since 1907. The Ball Teachers College is erecting a dormitory that will accommodate more than 100 girls. Dormitories are under construction at the various State institutions in Virginia as a result of the authorization by the general assembly of the expenditure of $1,000,000, a large part of which goes to the four State teachers colleges for this purpose. The housing facilities of the State normal schools of Pennsylvania have been materially increased in keeping with the recommendation of the survey committee that facilities for housing and instructing 15,000 students should be completed by 1927. Other provisions made in the Pennsylvania State normal schools for the comfort and safety of students include modifications of exits, the erection of fire escapes, and new construction necessary to eliminate fire hazards.

ENTRANCE REQUIREMENTS

An increase in interest shown in recent years in teaching as a profession has resulted in an extraordinary number of candidates for admission to teacher-preparing institutions. This larger number of candidates, with definite limitations in some instances of the physical capacity of the institutions, and the general desire to graduate a superior product, have been instrumental in the raising of the entrance requirements. The higher requirements for admission, in the opinion of many of the presidents, have made the teaching field a more desirable one to enter, and this has served not only to increase steadily the enrollments but also to attract a larger percentage of candidates capable of doing superior work in their institutions.

A minimum age of 16 years for candidates at the time of admission has been established by many of the normal schools. Graduation from a four-year high-school course is required for admission by practically all of the institutions. The poor selection of high-school courses made by prospective normal-school students has led several institutions to suggest the need for a specially designed high-school curriculum for students who plan to enter teacher-preparing institutions, just as curricula are now usually offered for high-school students preparing to enter vocational, scientific, or business schools. New York State prescribes for entrance to normal schools the completion of certain high-school units, and beginning September 1, 1928, will include in the 15 units of required high-school

work two years of a foreign language, in addition to the present minimum requirements of English, four years; science, two years; mathematics, 2 years; and theory, one year.

Higher entrance standards are set in some States. After September 1, 1926, candidates for admission to the normal schools in Pennsylvania must not only be graduates of four-year high schools, but the high schools must be on the approved list of the department of public instruction. Beginning in the fall of 1928 the Michigan State normal schools will require that candidates for admission come from high schools that have been accredited by the University of Michigan.

Mount Union College (Ohio) admits only graduates of first-grade high schools who rank in the upper and middle thirds of their classes. Higher scholarship ratings on the part of high-school graduates have been required by the New York State College for Teachers during the last four years. The Connecticut State normal schools, since September, 1925, have required that candidates have an average standing of not less than 80 on a passing mark of 70 (equivalent to 73.3 on a passing mark of 60, or 76.7 on a passing mark of 65, or 83.3 on a passing mark of 75) in the three required units of the senior year in high school. In addition to superior scholarship standings, each candidate must pass a physical examination, which is given at the normal school he proposes to enter, and he must be free from physical defects which will unfit him for the work of a teacher.

The experience in many normal schools where the freshman registration is limited is expressed by the president of the New York State College for Teachers, who writes that—

> It is apparent that a selective process based on scholarship alone is not satisfactory. For future teachers especially there are other elements of mind and character that should prevail.
>
> A study of the freshman failures during the college year 1925–26 reveals two important facts:
>
> (*a*) The percentage of failures for a class admitted on a 75 per cent scholarship basis is about the same as that for a class admitted on a regents' pass mark of 65 per cent.
>
> (*b*) The highest frequency among all causes of failure is found to be "lack of purpose," as evidenced by neglect of work, overemphasis on student extracurricular activities, divided interests in other respects.
>
> The quality of purposefulness, and especially professional purpose, is not increased at equal pace when the scholarship average is raised from 65 to 75, and it is a proper inference that it will not be increased by raising the requirement to 80 per cent.
>
> The principal argument in favor of a scholarship basis for admission is its familiarity and intelligibility to the public. A State college can not administer an admission scheme that is arbitrary, depending on the judgment of a single official or a group of officials. The tests used must be objective, intelligible,

reliable. For the State College for Teachers it is desirable to set up an admission scheme that will reject those who lack the definite purpose to become high-school teachers; those who lack the resourcefulness, judgment, and generally dynamic personality of the teacher; those who lack the health and physical vigor without which no teacher can succeed, or, to state it affirmatively, the admission scheme should admit only those who possess the requisite intelligence, the personal traits, and the character which constitute the teaching personality. Such a selective scheme will demand patient study and experimentation * * *. It is quite evident that the tests so far developed are inadequate for our use * * *. The State college for teachers is therefore eager to develop a test by which those professional traits may be discovered which are fundamental to teaching success. It is a difficult problem, but we are addressing ourselves to it with some hope.

The Rhode Island College of Education believes that teaching is of sufficient importance to call for the best energies of most carefully selected students and that scholarship alone is not sufficient evidence of the fitness of a candidate for the responsible position of teacher. The practice followed by it is similar to that used in a few institutions. Since before the war the college has used a type of selective admission which has resulted in a well-selected group of students representing almost every section of the State. A preliminary selection, based on scholarship, personality, and a probable fitness for teaching (all certified to by the principal of the high school) is made by the superintendent of schools of the town or city in which the applicant lives. A definite quota for every year is assigned each superintendent according to the number of his public schools and his need for teachers. A sample of the personal fitness index follows:

RHODE ISLAND COLLEGE OF EDUCATION

Personal fitness index of _____.

The principal and the faculty advisers are asked to indicate on this sheet the reasons for the selection of the candidate named by underlining those words in the list which seem to express in the best way the desirable qualities of the candidate. Where a quality is unusually well developed, the word may be doubly underlined. Where it is apparently lacking, or not well developed, the word may be crossed from the list. Scholarship alone can not justify the selection of a candidate for the responsible position of teacher. The high-school principals and advisers should become an important means for safeguarding the schools of the future through a careful study of the qualities of the applicants for admission to the college of education.

Intellectual Qualities.—Has good natural endowment. Accurate, alert, with keen perceptions and retentive memory. Has good power of generalization and analysis. Is logical. Naturally desirous of learning. Sincere and open-minded. Inventive and constructive. Rational, judicious, thorough. Capable of forming independent judgments.

Habits of Work.—Artistic and neat. Industrious, quick, responsible, purposeful, persistent. Economical of time and of materials. Adaptable, attentive, cooperative, decisive, executive, teachable. Regular and punctual in attendance.

Personal and Social Characteristics.—Conscientious, self-controlled, self-respecting, thoughtful, prudent, refined. Influential, independent, magnanimous. Faithful, helpful, loyal, trustful, congenial, courteous, harmonious, patient, respectful, tactful. Honest, honorable, truthful, genuine. Regardful of law and of social obligations. Pure-minded.

Emotional Characteristics.—Ambitious, buoyant, courageous, determined, earnest, hopeful, idealistic, reverent. Appreciative of the beautiful. Devoted to the right. Friendly, generous, kindly, forgiving, humble, sympathetic, well-poised. Insists upon truth. Tolerant, sportsmanlike, public-spirited. Has a good sense of humor. Has control of temper, tongue, and impulses. Enjoys work.

Physical Characteristics.—Strong and vigorous, with a well-developed body. Has good muscular control. Graceful in figure and in carriage. Has good eyesight, sound teeth, no physical handicaps. Voice clear and musical. Not a monotone.

Evidences of Cultural Training.—Habitually clear and correct in the use of English, both spoken and written. Has thoughts to express. Makes good recitations in class. Can write a clear, concise, correct, business letter. Writes legibly and well. Habitually correct in spelling, punctuation, and sentence construction. Has formed vigorous, well-balanced reading habits.

Special Abilities.—Can sing. Has a sense of pitch and of rhythm. Can read simple music at sight. Plays what instruments? _____ Has studied drawing in the high school. Has some knowledge of the principles of design, of representative drawing, of simple perspective, and of the theories of color and of color harmonies.

*Signed by*_____*Principal.*

*Date*_____ *192*__. _____*High School.*

At a suitable time following the preliminary selection, candidates go to the college to take entrance examinations which—

include a general test of scholarship, intelligence, ability, and breadth of information, a silent reading test, and a physical examination by the college physician.

The general test is constructed for each examination in such a way as to determine as carefully as possible the student's probable ability to succeed as a teacher. It includes a study of the student's power to use quickly and accurately the knowledge he has gained in the schools. It may include any field of study commonly pursued by students. All are expected to have some knowledge of simple arithmetic and of history and geography. A fairly high standard is required in English. Each is expected to have some familiarity with the essential principles of drawing and of music, including a knowledge of the major scales in most common use. Ordinary scientific facts, current events of greatest significance, or other indications of habits of study, of work, and of thought may find place in the tests. As the time allowed is limited, promptness in attendance is essential.

The reading test is used to indicate the student's accuracy and facility in dealing with new material.

The physical examination requires about 15 minutes for each student. Appointments for this examination are made separately. For applicants named in the superintendent's list as "candidates" the appointments may be made in advance of the date of the entrance tests, and for "candidates" coming from the greatest distances appointments may be made for the day of the entrance tests.

The testing program followed in Ohio to supplement the one on health and personal qualities required of candidates is worthy of mention. Legislative enactments make it necessary for all who plan to enter teacher-training institutions in that State to submit to a state-wide examination in English and a test in general ability and subject matter, the tests and standards to be reached in them are to be prescribed or provided by the State director of education. Standardized tests are prescribed, and the acceptable goal of achievement is much higher than the standard maximums or norms of the tests used. These requirements for entrance for prospective elementary-school teachers have been expanded to include prospective secondary-school teachers.

In addition to the tests, a new plan advocated by the department of education, and closely related to the granting of certificates, includes the giving of diagnostic tests—

to all students in elementary training institutions in the following subjects to determine their abilities and weaknesses, that they may be more properly directed in the pursuance of their courses: Arithmetic; geography; writing; history and civics; English, including reading, spelling, composition, and grammar. No students shall be enrolled in methods courses in any subjects until they have been thoroughly tested in the content of these subjects.

All the students who are found to be deficient in knowledge of content in any of the above subjects shall be enrolled in "hospital" classes, which will be make-up classes in noncredit courses. These pupils shall continue their work in these classes until they are found to possess the desired amount of knowledge or until it is determined that they will have little chance to succeed. In the latter case they should be dismissed from the training institution as early in the year as possible.

The Cleveland School of Education requires of each student seeking admission a personal interview of considerable length, in addition to a very complete series of general intelligence examinations, a thorough physical examination, and a high-school record. Norms have been established on the basis of the record of graduates of the past four years in each of these four entrance requirements. Only those students are admitted who stand well with respect to these norms.

After gaining admission to the normal schools and teachers colleges, methods are employed to keep the student's work up to par. For example, the Cleveland School of Education computes each student's "astridecile range" (highest 5 per cent rated 10, next

highest 10 per cent rated 9, lowest 5 per cent rated 0) in entrance examinations, high-school record, scholarship, personality rating, etc. Personal interviews are held each semester with students on the basis of any considerable variation from the standard of achievement which the student might be expected to attain. Withdrawal is advised whenever it becomes improbable that the student will make a distinct success in teaching.

To improve scholastic effort and achievement, some of the normal schools and teachers colleges have adopted a system of "grade points" or "weighted credits" in one of their various modified forms. (It should be added, however, that the Colorado State Teachers College has abandoned its system of "weighted credits" which had been in effect for some years.) Some of the provisions of the "grade-point" system as adopted at the Milwaukee State Normal School, where it operates to eliminate about 10 per cent of the lower quartile of the students each year, are as follows: A grade A is assigned 3 grade points for each credit hour in the course; B, 2; C, 1; D, 0; E, —1 grade point for each hour of work so recorded.

To graduate, a student must have a number of grade points equal to the number of semester hours of credit recorded at the time of graduation.

To do practice teaching, a student must have a number of grade points equal to the number of semester hours recorded at the time of beginning practice teaching, together with the recommendation of the head of the department in which the student is working.

Where a major and a minor are required, in the work of the major and also in the work of the minor the number of grade points must be greater than the number of credit hours of work recorded.

A student who fails to secure credit in subjects aggregating two-thirds of the number of semester hours of work carried in any semester and to attain an equal number of grade points shall become a candidate for dismissal and shall not continue in school except by special permission of the scholarship committee.

A student who fails to secure a number of grade points during any semester equal to the number of semester hours of work carried shall be notified by the registrar that he or she is placed upon probation for the following semester, and a copy of such notice shall be sent to the head of the department in which the student is doing work and to the respective dean.

Whenever, in the judgment of the registrar, it becomes evident that a student on probation is unable to secure the number of grade points required for graduation or for practice teaching, the student shall become a candidate for dismissal and shall not continue in school except by special permission of the scholarship committee. In the case of each student considered for dismissal, it shall be the duty of the respective dean and the head of the department in which the student is working to submit to the scholarship committee a written report upon the student, together with a recommendation as to the disposition of the case.

Additional grade points secured in doing the work required in the first half of the curriculum shall not be counted as making up for any deficiencies in the latter half of the curriculum. Students entering from other institutions will be given one grade point for each hour of credit allowed.

No student whose grade points show that he has an average below B shall be allowed to carry extra work. If the student has an average of B or better, the maximum amount of extra work allowed shall be three hours during regular semester and two hours during a summer session.

To insure that students when graduated shall not be subject to a criticism commonly made against them, that they do not have a working knowledge of the fundamental subjects in the elementary curriculum, many normal schools provide special classes, such as the "hospital" classes in Ohio, referred to in a preceding paragraph, and the "opportunity" classes in the Humboldt State Teachers College and Junior College (California) for students deficient in these subjects. In the Pennsylvania State normal schools all students before receiving a final grade in English and arithmetic must equal eighth-grade standards of achievement in these subjects. Necessity for enrolling in the "opportunity" classes referred to is—

evidenced by illegible penmanship, misspelled words, poor sentence structure in written work in any of the college courses; by standard tests and measurements; by the judgment of the student at any time that he needs the work. The length of time in the class and the subject studied will vary with the individual needs of the student. Since the work is of a service nature to the student in elementary subjects, no college credit is given in it.

CERTIFICATION OF TEACHERS

The minimum requirement for certification is the chief factor in setting the standard of professional preparation to be found among teachers in any State. The States are almost unanimous with Wisconsin in reporting "higher standards for teacher certification all along the line." Wyoming presents data showing that the greatest improvement has been made in teachers employed in rural schools. A legislative act in Utah, effective September 1, 1926, strengthens the law which provides that no public money may be paid to a teacher in the schools of the State who does not possess a valid certificate issued by the State board of education.

The tendency is pronounced to discontinue all local certification agencies, county and city, and place the sole authority for setting standards and issuing certificates in the State departments of education. Such provisions are included in the new teacher-licensing law passed in Indiana in 1923, which the State superintendent of public instruction considers "the most significant happening in Indiana with respect to the professional preparation of teachers in the last four years." This law also provides that licenses shall be issued only on the basis of professional training completed. Beginning September 1, 1927, certificates based on examination will be discontinued in the State of Washington, and after 1926 they will be abolished in Virginia, which "joins the rank of those more progres-

sive States which certificate only on the basis of graduation from an accredited high school and professional training on the college level." Thus far 12 States have eliminated examinations as a method for certificating teachers, and several others have perfected plans to do so at an early date. To assist in creating sentiment in behalf of certificating on the basis of training rather than on examinations the Alabama State Department of Education circularized the school superintendents and presidents of teacher-training institutions with data showing that holders of professional certificates (issued on the basis of professional training) rank higher on salary schedules; also that holders of professional certificates secure the more desirable teaching positions. In 1924–25 the

> graduates of normal schools and colleges held 72 per cent of the positions in schools with six or more teachers, 61 per cent of all positions in city schools, 46 per cent of all positions in long-term counties; nongraduates of teacher-training institutions held 96 per cent of the positions in one-teacher schools.

A dean of education in one of the western institutions comments that, although his State requires that the student have a major and a minor teaching subject, there is nothing which prohibits a teacher attempting instruction in a subject for which he has had no training. The new licensing law in Indiana obviates this position by providing that the training shall not only be specific but that the license shall be granted to teach only those subjects in which the applicant has had specific preparation. A tendency in a similar direction is reported in Georgia.

A number of States specify 18 years as the minimum age for applicants for certificates. Twenty-nine States require high-school graduation or more as a prerequisite for certificates. The North Dakota State Department of Education passed an order requiring high-school graduates desiring to teach in 1926–27 to attend a teacher-training institution for at least 6 weeks; in 1927–28, an attendance of 12 weeks will be required. One year (36 weeks) of professional training, based on graduation from high school, has been set as a minimum standard of preparation in several States here mentioned, although temporary or emergency certificates may still be issued in some cases: Indiana, effective December, 1923; Michigan, effective September, 1925; Montana, effective September, 1929; New Hampshire, effective July, 1923; New York, effective September, 1925; Oregon, effective January, 1925; Virginia (white teachers), effective 1927; Wisconsin, effective September, 1927. Four States have set a minimum standard of two years of normal school training for certificates to teach: Connecticut, effective 1927; Pennsylvania, effective February, 1927; Utah, effective 1926; Washington, effective 1927. In Indiana a similar ruling becomes effective November 1, 1927, for all beginning elementary-school teachers except one-room rural-

school teachers. California requires two and one-half years beyond high-school graduation and has set the standard at three years to be reached gradually but at no definitely stated date.[11]

Pennsylvania questions its practice of translating normal-school certificates into normal-school diplomas (life licenses) at the end of two years of teaching experience as too short a period upon which to base a life license. Beginning in 1923, Washington adopted the policy of requiring of elementary teachers at least one-quarter of postgraduate study in education as a prerequisite for a life certificate.

The requirements for the certification of high-school teachers have also advanced. Thirty-one States specify a minimum age of 18 years for applicants. A like number provide for certification on the basis of training, ranging from the completion of one year of college work (all of which must be professional) to four years; 12 States require the latter amount. A majority of the States specify a minimum number of semester hours—15 is not unusual and a few States require more—in professional education courses. Minnesota is taking steps to reduce materially the kind and number of training courses that will be accepted in meeting the requirements of 15 semester hours of credits for the first-grade professional certificate, the standard high-school credential. In 1926, "671 applicants for high-school certificates, on degrees from 87 standard colleges, presented 152 different courses in preparing for practically the same kind of teaching."

CURRICULA

Within recent years several significant trends in teacher-preparing curricula have been apparent. Just a few years ago, when entrance requirements were rather low, normal-school curricula were three, four, five, and even six years in length, including courses on the secondary level. Later the entrance requirements were raised and curricula were shortened. More recently, however, higher entrance requirements have been maintained, and the curricula have been lengthened to three, four, and even five years beyond high-school graduation. During the past biennium the number of normal schools and teachers colleges granting degrees has increased 15 per cent. The New York State normal schools have made the general transition from two-year to three-year curricula. The three-year curricula in the Rhode Island College of Education have been discontinued; all students are now enrolled in the four-year curricula, with the provision that at least three years must be completed. Should the student retire at the close of the third year, he receives a certificate

[11] California still issues county certificates on examination; the percentage granted, however, is small.

of attendance, the diploma being granted only upon completing four years of work. In raising its standards Rhode Island states:

> It is by no means the purpose of the college of education to attempt to prepare any large share of its students for positions in the higher grades or as supervisors. The dignity and the importance of the work with the little children is always to be emphasized.

Oxford College for Women (Ohio) reports that the two-year curricula are abandoned and that those of three years' duration will soon be raised to four years.

Many institutions have followed a practice similar to that of the Michigan normal schools and lengthened certain specialized curricula, such as those in art, music, home economics, physical education, commerce, and manual arts.

A change is also noticeable in the number of curricula offered. The general or "single-track" curriculum which all candidates pursued irrespective of the particular field of teaching service for which they desired to prepare has gradually given way in most institutions to two or more differentiated curricula. The curricula most commonly offered for prospective elementary-school teachers are: Kindergarten-primary grade, intermediate grade, upper or grammar grade (or a specialized curriculum for junior high school teachers), and rural school. The University of Minnesota typifies a few of the larger institutions in its addition during the last two years of specialized curricula for school superintendents, high-school principals, and elementary grade supervisors (and contemplates the addition of a curriculum for normal-school teachers. Occasionally an institution, such as the State normal school at Salem, Mass., reports the establishment of curricula for the preparation of teachers of deaf and of mentally retarded children. Through affiliation with schools especially receiving such children, ample opportunity is made for observation and practice teaching.

The introduction of differentiated curricula has necessitated guidance of students into those curricula for which they show special aptitudes and in which they are most likely to succeed. To counteract the tendency on the part of students to choose a curriculum due to some superficial notion concerning it, very often all students in an institution during the first semester take a common curriculum. Accordingly, an exceedingly large number of the teacher-preparing institutions have organized during the first semester "orientation" or "introduction to teaching" courses, by means of which students become acquainted with the general organization and administration of schools as well as with the different aspects and opportunities in the several fields of school service. Such courses usually provide frequent opportunities for students to observe the teaching of pupils in each of the grades in the different types of schools. They frequently

include discussions of the mental adjustments, such as in the control of their time, use of library, and methods of study which students must make to suit college conditions and to utilize the opportunities the institution affords them. The State normal school at Kutztown, Pa., maintains a "committee of the faculty to confer with the students after the choice of field has been made and to suggest changes when deemed desirable."

Curricula have undergone revision in general in the different normal schools throughout the country. State normal-school revision committees have been reported at work in the States of Connecticut, Louisiana, Massachusetts, New York, Oklahoma, Pennsylvania, and Virginia. The procedure followed in Connecticut serves as an illustration of the plan in one State of securing such a curriculum revision. As preliminary steps—

Those interested and concerned in teacher training in Connecticut—

1. Studied and evaluated the situation as of 1923.
2. Outlined the professional equipment necessary to successful teaching.
3. Prepared a new curriculum with this equipment in mind.
4. Wrote a new course of study in each subject provided for in this curriculum.
5. Agreed upon a type of organization and administration which would insure the effective carrying out of this curriculum.
6. Worked out desirable policies with regard to—
   a. Qualifications of normal-school instructors.
   b. Teaching load.
   c. Admission of students.
   d. Student load.
7. Outlined a plan for continued growth and improvement through—
   a. Annual conference of the normal-school faculties, and
   b. Monthly meetings of normal-school principals.

A "special agent" was appointed by the State board of education to serve under the direction of the State commissioner of education as coordinator of the revision activities. He prepared a detailed plan which provided for the following steps of procedure:

1. Launching the study.
2. Systematic direction, and follow-up of the various committees.
3. Bringing the work of the several committees to a completed state, in which it might be discussed and tentatively accepted by a board of review.
4. The consideration and approval of a tentative curriculum by the State board of education.
5. The trying out of this tentative curriculum in the four normal schools for the year 1924–25.
6. Revision after a year's trial.
7. Adoption of the revised curriculum.
8. Provision for constant revision and improvement from year to year.

In this study it was decided to utilize the services of all who were either directly responsible for or indirectly concerned with the preparation of teachers. To this end a board of review was organized consisting of the State commissioner of education, chairman; the special agent for normal schools,

the four normal-school principals, the State supervisor of secondary education, the State supervisor of elementary education, and the State supervisor of rural education.

The purpose of this board was to study the major objectives and the larger and more general problems relating to normal-school organization and administration, and to coordinate the work of the various committees. At the same time a series of normal-school teachers' committees was organized to study in detail the content of the several courses of study.

A general State conference for purposes of direction was held for all who were to participate in the study. Committees composed of one representative from each normal school were organized for each of the many normal-school interests, such as reading and literature, geography, arithmetic, art, observation and practice teaching, training for rural-school teaching, service, etc. The procedure of each committee provided for—

a. A study of the status of its particular field in other normal schools in the country, using catalogues, printed literature, etc.
b. A study of the needs of Connecticut public schools and an evaluation of the present courses of training in meeting these needs.
c. Extensive reading in the field.
d. The evolving of a new and improved course of study or plan of procedure.
e. A final report from each committee to be submitted by the respective chairmen on or before April 1, 1924.

The six months' period following the New Haven conference was a period of intensive work for all concerned, the faculty committees meeting at least once and frequently twice each month. The special agent spent his entire time helping and guiding the special committees by means of circular letters to committee chairmen, conferences of committee chairmen, meetings of the faculties of the four schools, and meetings with each of the many committees. An effort was made to keep closely in touch with committee activities, to check accomplishment in each, and to maintain the right spirit on the part of all.

With the normal-school faculties organized and assigned to their several problems, the board of review started its consideration of the broader and more general problems of normal-school education and a review of the committee reports. The first problem confronting this board was to outline what they considered to be the essential teaching equipment for effective teaching in the public schools of the State. * * * The board of review next turned its attention to present practice and attempted to answer the question as to whether or not present-day normal-school graduates were measuring up to these standards. In this connection an analysis was made of the courses of study offered in the four normal schools. * * *

By the use of 400 questionnaires sent to recent graduates of the four schools, suggestions were sought as to ways in which their normal-school preparation has been most effective and wherein it had failed to prepare the teacher to meet her daily tasks. Suggestions were solicited as to ways in which the normal schools could most effectively serve teachers in service.

The board of review next turned its attention to the following questions:

1. What subjects should a normal-school curriculum include, if teachers are to obtain that professional equipment which has been outlined?
2. What should be the relative and actual amount of time devoted to each subject?
3. What would be the most effective sequence of activities and subjects?

4. How can we weld these separate subjects into a definite two-year curriculum that with slight modification might be adopted in each of the four normal schools?

Finally, the detailed outlines of the professionalized subject-matter courses and the professional courses presented by the committees of normal-school instructors who made provision that the materials might be easily adapted to varying local conditions found in the different State normal schools were revised and accepted by the board of review. Experience with the courses indicates that they are steps in the right direction, but that as contemplated it will be necessary to revise them from time to time.

The procedure followed by the curricula revision committee of the normal schools of Pennsylvania illustrates the tendency gradually coming into favor of securing suggestions and counsel from many professional sources for guidance in building curricula. After securing information regarding current practices elsewhere, a committee held conferences with 14 different specialists available from the office of the State department of public instruction. Each of the subject-matter groups of normal-school teachers was asked to consider in conferences what they considered the minimum essentials in their subject desirable to include in the different teacher-preparing curricula. One member of the group was selected to present their point of view to the committee. In order to learn what subjects of the existing curricula were, in their judgment, worth retaining and what new courses might profitably be included in the curricula, questionnaires were sent to 50 graduates, distributed over the past five years, of each of the State normal schools. Each county and district superintendent in the State was requested to make such suggestions for improving the curricula as seemed desirable to him from his experience and intimate association with the graduates of the normal schools. Finally, specialists in the normal-school and teachers college field from outside the State were consulted. A job analysis study of the teachers' work was considered but had not materialized at the time the committee made its report. On the basis of the information secured through the cooperation of the different persons and groups of persons assisting in the work, the committee prepared the different curricula now operative in the State's normal schools. The principles underlying the construction of teacher-preparing curricula, as worked out by the committee, briefly stated follow:

1. Curricula for the preparation of teachers should be differentiated.

2. Each curriculum should be made up of concurrent and sequential courses so organized as to develop those controls which are necessary to successful teaching in a given field.

3. Subject to the principles of differentiation and the development of controls, each curriculum devised for the preparation of teachers should be as broadly humanizing as possible.

4. Provision should be made by the regimen of the school for developing and strengthening the personal and social equipment of the prospective teacher.

5. Each curriculum should be definitely organized, with the training school as its vitalizing core or center.

6. Each curriculum should be practically a prescribed curriculum.

7. The curricular offerings of a teacher-preparation institution should be fluid, as opposed to fixed.

The effect of the revisions of normal-school curricula has been to increase the time given to the professionalized subject-matter courses and to diminish the time given unspecialized courses in education, such as the history and philosophy of education, which are for the most part very general in nature. Caution is given lest such courses as principles of education, methods of teaching, educational psychology, and the like become so general as to be of little definite value to students enrolled in the courses. In fact, views expressed in some of the reports regarding transfer of training make it doubtful if a semester course in general methods, or even special methods, which includes a study of five or six combined subject-matter fields which all the students take in common, is not very wasteful of students' time. Consequently, the "how" to teach the different school subjects is imparted more and more in conjunction with the study of the subject, such as primary reading or intermediate arithmetic itself. This practice is one step toward the professionalization of subject-matter courses, which tendency, judged from the reports received, has become quite strong during recent years. The Cleveland School of Education reports that the large number of applicants for degrees from those in service is forcing them to reconsider the content of their courses to give them a distinctly professional trend.

Professionalized subject-matter courses as organized in some normal schools and teachers colleges, in addition to providing that the student and instructor shall think of learning from the point of view of teaching, also provide for rich scholarship by including "a broad expanse of marginal material beyond the actual needs of the elementary field into which the teacher goes." Outlines of such courses indicate that, in general, they aim to include—

1. A history of the development of the subject.
2. An historical development of the aims and practices in the teaching of the subject.
3. The literature of the subject.
4. An analysis of the learning process while mastering the subject matter.
5. An evaluation of textbooks in the subject.
6. Standardized tests in the subject.
7. Principles and practices in making courses of study in the subject.

In developing its curricula on the basis of professional experiences, the State normal school at Milwaukee, Wis., follows the principle

that a curriculum should be arranged so as to lead its students through a series of professional experiences. Two guiding factors in selecting those experiences to be included are that those selected must be (1) of the highest possible value in preparing prospective teachers to meet school situations in their subsequent work as teachers and (2) those that can be motivated immediately.

Several institutions report that they are developing their curricula "on the basis of job analysis in terms of responsibilities that are constant for all teachers and in terms of those that are variable for special teachers."

Data are secured as a basis for a job analysis of a teacher's duties from such sources as professional literature, teachers' diaries, observers' reports, and memory lists by teachers. Investigations to date show a list of about 600 type activities performed by teachers. To learn the particular duties performed by any class of teachers, a sufficiently large number of teachers in that class are requested to check the duties they perform, the frequencies of which when tabulated indicate the duties performed by the class, together with their relative importance. Prof. W. W. Charters, of the University of Chicago, reports having completed such a procedure for rural-school teachers and high-school teachers.

Various attempts are reported to bring the different courses into closer relationship with each other in order that less loss in learning may result to students. The University of Minnesota has united the courses in special methods, observation, and practice teaching in the academic fields into "single nine-credit" courses. St. Olaf's College is working out "a system of cumulative courses in education, together with achievement units and cumulative examinations." It hopes thereby to correct the attitude so prevalent among college students that they may relegate to the past a course after having once passed the semester examination in it. Accordingly, successive college courses are being organized in so far as possible to include "persistent" values in preceding courses, and each examination involves the "control elements of all the previous courses in education."

Criticisms frequently made by superintendents employing normal-school and teacher-college graduates when requested to suggest wherein the institutions can improve their product indicate that, in their judgment, two outstanding needs are for (*a*) emphasis on cultural material more than is given in the present requirements and (*b*) cultivation of a social manner, fineness, and reserve such as is usually found among the graduates of women's colleges. On the other hand, a number of reports commenting chiefly on liberal arts and science colleges that offer teachers' curricula suggest that professional education courses are not receiving sufficient emphasis in comparison with the required "cultural" courses to give prospective

teachers an adequate professional education background. The professors of education in several institutions where students do not come under the direction of or enter the schools of education until their junior year express the opinion that much waste could be eliminated and their product considerably improved if pre-education courses were prescribed or if members of the school of education were made responsible for guidance in the selection of courses by prospective students during the first two years of liberal arts and science college work.

The tendency among the States to increase the professional qualifications necessary to meet certification requirements, as discussed in the section on educational qualifications, has in part been responsible for some of the changes in curricula made by normal schools and teachers' colleges. Instead of issuing general certificates entitling the holder to teach in any grade of the elementary or the high school, a few States specify certain courses in professional education which must be completed in teacher-preparing institutions by those desiring to teach in certain grades, such as the primary, the intermediate, the junior high school, or in certain special subjects such as music, industrial arts, physical education. Present tendencies are to grant certificates on professional training rather than on examination.

OBSERVATION AND PRACTICE TEACHING

A decided tendency is apparent for increased emphasis on the "laboratory" phase of the teacher-training program. The college of education of the University of Tennessee, which, beginning in September, 1926, offers 12 weeks of practice teaching in cooperation with the Knoxville city high schools, is representative of several institutions reporting such courses introduced for the first time. A number of States, such as Michigan and Ohio, require inclusion of such courses in teacher-preparing curricula in order that graduates may qualify for certificates to teach. Better facilities are not only provided (1) for the demonstration of teaching in the different grades of the elementary school and high school and (2) for actual participation in modern school work by the normal-school students, but the time given to the latter has also been increased in some institutions reporting. For example, beginning this year the State normal school at Kutztown, Pa., requires student teachers to "teach or observe during the entire day in the training schools for a period of nine weeks instead of teaching one or two periods per day for one semester or for a year." In the Rhode Island College of Education the general plan of observation and practice is as follows:

In the first half year one hour a week is given to an introductory course on the meaning of education. This is followed in the next three semesters with an hour a week devoted to observation in the grades and to conferences and the

preparation of plans and reports. In the fifth semester each student spends an hour a day in assigned grades following closely the development of selected subjects. Each student is given an opportunity to teach, and the groups assemble each day with the critic in charge or with the director of training. The work of the sixth semester is in the outside training schools, with occasional visits to the college of education. Here each student is given charge of a full room in the regular public schools, with an experienced critic at hand to give advice and encouragement when needed. Two hours a week during the fourth year will be spent in the development of some special problem in school work or in further experience in teaching an assigned subject.

The training system, therefore, becomes a great educational laboratory in which the student may become acquainted with good teaching and with high ideals and may have an abundant opportunity to prove his own skill through a full half year with his own pupils.

That the plan of practice teaching varies considerably in the different institutions is shown by comparing the preceding plan with that of other schools. The plan of the Southern Oregon Normal School is thus described:

Instead of giving practice teaching for half a day in one grade, we require our students to get practice teaching in the first, second, and third grades the first quarter, in the fourth, fifth, and sixth grades the second quarter, after which the teacher may have her choice of going on to the junior high school and getting her practice teaching in the three grades above the sixth or of choosing one of the grades from the first to sixth, inclusive, where she can get more intensive practice.

The Cleveland School of Education reports that—

During the training or practice-teaching period which is given in nine weeks of continuous attendance upon the training school during the third semester and again during the sixth semester of the course much attention is given to an analysis of difficulties of student teachers in their first year of teaching work. The results of this analysis are being transmitted to the theory courses for incorporation in the content of the curriculum.

The State normal school at Milwaukee, Wis., is not alone in believing that—

The training school should assume leadership of the schools it serves in progressive educational methods rather than in conforming to what the public schools expect. The campus training school is organized to apply the Dewey philosophy with emphasis on pupil initiative, creative activities, enriched and exceedingly flexible curricula, and attention to individual differences. As a result of this forward-looking objective, the campus training school has a long waiting list and is classed as one of the best elementary schools in the country. Students do practice teaching in this school under rather ideal conditions and also in a second training school which has to meet the demands of a large public-school system. Practice teaching is therefore better balanced than under most training-school conditions.

The State normal school at Slippery Rock, Pa., reports that its campus training school has been gradually developed into a demonstration school entirely and that practice teaching is done in outlying schools.

In order that demonstration classes shall be conducted under normal conditions as nearly as possible, a "critic-clinic" room is provided in the new building of the Rhode Island College of Education—

so arranged that a demonstration class may be observed from a platform gallery, which has the effect of removing the observation group from so close contact with the class itself as to suggest a common criticism that demonstration classes are conducted in an artificial environment.

Institutions located in centers of small population frequently obviate the limitations on schools for practice-teaching purposes by the method described by the school of education of Pennsylvania State College:

Having outgrown the facilities of the local schools for practice purposes, we have just reconstructed our curriculum so as to permit the absence of members of the senior class for one-half the fall semester for practice teaching in a large school system remote from the college. This will involve the necessity of having the seniors absent from the college continuously for nine weeks, during which time they will complete the requirements in observation and practice teaching and will carry one intensive course in education. During the remaining nine weeks they will complete other intensive courses in education at the college. This work has been so adjusted as to affect the courses of only the school of education.

Such affiliation with outlying schools for practice-teaching purposes has become quite a common practice.

In order to make the work of the critic or supervising teachers in the affiliated schools more efficient than it would normally be, the University of Colorado during the past year held a seminar class of teachers in the high schools of Boulder. Through the seminar they plan to train the groups of teachers who later will have under their supervision not to exceed four student teachers. In the seminar definite units of work were planned in which the student teachers would be trained from week to week. They planned to pay these supervising teachers $25 a year for each student teacher.

The following quotations from the rules and regulations governing student teaching to meet certification requirements by the department of education of the State of Ohio indicate in general the standards set in the more progressive States for such work. The course in observation and participation is—

prerequisite to student teaching and must not be counted as student teaching. In this course the student should observe and participate in the activities of the classroom and meet in conference with the demonstration teacher. It is recommended that not more than 15 students be assigned to one critic teacher at one hour. The critic teacher should conduct at least one hour of general conference each week with her students in connection with this course. The work will be greatly facilitated if a manual is used to guide students in their observation and participation. This work should be credited on the laboratory basis. The credit, therefore, should be three semester hours. This course is not intended to take the place of the frequent observations which should accompany special methods courses and other education courses.

In the two-year course for elementary teachers student teaching should be done in the sophomore year. In the course for high-school teachers it should be done in the senior year. The student who teaches in the high school should teach either the subject in which he is majoring or the subject in which he is minoring, or both of these, and should have had, or should be taking, the special methods course in the teaching of the subject or subjects which he is teaching. No credit shall be given for teaching experience, and no student shall be excused from these courses on account of experience.

At least two-fifths of the teaching in each elementary classroom shall be done by a regularly employed teacher, and at least two-fifths of the teaching in high schools shall be done by regularly employed teachers.

Critic teachers shall not be assigned to regular teaching themselves at any time when student teachers are practicing under their direction. It is expected that the critic teacher will be present in the classroom during the entire time that the student is teaching.

The standard qualifications and load of elementary critic teachers as set by the Ohio Board of Education are as follows:

a. Every elementary critic teacher must have at least a bachelor's degree, with a major in elementary education. This standard will be raised as rapidly as possible to a master's degree with a major in elementary education.

b. Experience: At least two years of elementary teaching experience.

c. A maximum of eight student teachers to be assigned to one critic teacher daily. Not more than two student teachers shall be assigned to teach under a critic teacher during one hour.

d. A critic teacher should have at least two hours a day free from her classroom and supervisory duties for the purpose of conducting conferences with student teachers, reading lesson plans, etc., except that if fewer than four student teachers are assigned to any critic teacher daily the number of hours to be kept free for conference may be proportionately reduced and the teacher assigned to other teaching duties.

e. Each critic teacher should conduct a personal conference with each student teacher one hour in length each week. Each critic teacher should also conduct a one-hour group conference with all of her student teachers each week.

The standards set for high-school critic teachers are:

a. Every high-school critic teacher must have at least a master's degree, with major emphasis given to the subject which she teaches and to education.

b. Experience: At least two years' experience in teaching the subject which she is employed to teach as a critic teacher.

c. A maximum of four student teachers to be assigned to one critic teacher daily. Only one student teacher shall be assigned to teach under a critic teacher during one hour.

d. A critic teacher should have at least two hours of the school day free from her classroom and supervisory duties for the purpose of conducting conferences with student teachers, reading lesson plans, etc., except that if fewer than four student teachers are assigned to any critic teacher daily the number of hours to be kept free for conference may be proportionately reduced and the teacher assigned to other teaching duties.

e. Each critic teacher should conduct a personal conference with each student teacher one hour in length each week. Each critic teacher should also conduct a one-hour group conference with all of her student teachers each week.

FOLLOW-UP AND SCHOOL SERVICE ACTIVITIES

Teacher-preparing institutions no longer consider their obligations to either the State or the individual student as fully discharged at the time of his graduation. Within recent years they have made special provisions to keep in contact with their alumni in service. School publications, including news monthlies, which often contain discussions of new ideas and materials in education, are in many cases sent regularly to graduates. Various types of conferences for teachers are occasionally held at the normal schools. Correspondence and extension courses, including study centers, enrolling former students are frequently organized. Teacher-training institutions in Ohio are encouraged by the State department of education to—

> prepare forms to send to superintendents on which they may submit their findings of teachers in service. If the reports from superintendents do not agree with the probable success ratings given the teachers by the critic teachers and directors of training schools, the cases should be carefully investigated. For ease of making comparisons it is suggested that the same blank be sent to superintendents for follow-up reports as are used by the critic teachers in making observations of practice teaching. Schools should arrange for some representative to visit teachers in their classroom work. This arrangement gives the training institution a much closer contact with its product than can be secured in any other way.

The department of public instruction of Pennsylvania reports that with the rapid growth of cooperative student-teaching arrangements between local school districts and the normal schools in that State—

> the demonstration schools on the campus offer a field for development. Such schools serve for observation classes, where difficulties in the technique of teaching are demonstrated. Opportunities for groups of teachers in the service areas of the normal schools to visit these demonstration schools are being gradually developed, and observations are made of present methods and practices used and tested.

Utilization of the services of the appointment or placement bureau by former students desiring to change positions is urged in many institutions. Various types of "home-coming" days have been inaugurated in different institutions as a feature of their follow-up work for beginning teachers. The State normal training school at Castleton, Vt., invites the students of the preceding year who are teaching to be its guests for two days in October. General discussions and individual conferences with the faculty members help to solve problems that have arisen in their teaching.

According to a recent study,[13] 71 per cent of the State teacher-preparing institutions in the United States reported the technique most frequently used in "in-service" training as follows:

---

[13] State Teachers College, Moorhead, Minn.; Bul. No. 4, series 19, January, 1924.

	Per cent of schools
Extension courses	29
Correspondence courses	15
Field workers	13
Irregular faculty visitation	12
Success reports	11
School bulletin or papers	7
Work of research bureau	5
Alumni secretary	5
Informal correspondence	4

Judging from the ranks assigned by 50 teacher-training experts to 18 items of teacher-training technique as of "in-service" training value to graduates, a shift in emphasis in the type of "in-service" contact with graduates may be expected. The relative importance of the different items are ranked as follows (the most important is No. 1):

Rank

1.0 Supervision by full-time field workers.
2.0 Regular visitation first year after graduation.
3.5 Annual inspection by faculty members.
3.5 Extension courses.
5.5 Annual professional conference for all graduates.
5.5 Surveys or investigations made by bureaus of research.
7.0 Correspondence courses.
8.0 Irregular visitation on request from the field.
10.5 Activities of full-time alumni secretary.
10.5 Success reports first year after graduation.
10.5 Scientific activity analyses of teaching jobs.
10.5 School bulletin or paper mailed to alumni.
13.0 Placement bureau work.
14.0 Appointment committee activities.
15.0 Alumni list checked each year as to location and job.
16.0 Inquiry among alumni about value of content and management of courses in the home school.

The services of the Eastern State Normal School, Madison, S. Dak., inaugurated in March, 1925, serve as an example of one of the fully developed "follow-up" plans in operation. As reported in "The Eastern Bulletin," October 15, 1926, the aim of the field service department—

is twofold, to help the girls adjust their training experiences to their own particular teaching jobs, and, secondly, to keep the faculty of the normal school in touch with the South Dakota field situation in order that the instruction and training that they give the students may be more practical. The plan for supervision in the field is carried out as follows: Each quarter the regular faculty supervisors of student practice are sent out for a week to the towns and counties where the graduates are teaching to visit them and to help them in their work. Only one supervisor is sent at a time, and while she is away from the normal school her classes are taken care of by the director of field service and the teachers in the training school. The aim is to send at least eight supervisors into the field each quarter, but the number sent is governed somewhat by

the amount of work to be done at the normal school and by the amount of money allowed for traveling expenses. The average number of visits made each graduate a year is two to those teaching in towns and one to those in rural districts.

The first duty of the supervisor on entering the city or town where the graduate is teaching is to confer with the superintendent. She then visits the graduate and observes her teaching for a half day or a day, according to the need of that student and the time at the disposal of the supervisor. She follows this visit with a helpful conference, giving the student advice and suggestions that will tend to help her out of any difficulty in regard to teaching technique or classroom management. Very often the supervisor takes the class for the student in order to show by example how to correct certain deficiencies in her teaching procedure. The aim in all of the visiting by the normal-school supervisor is to adapt the help given to the needs of the student. At the end of her visit the supervisor leaves with the student a list of suggestions which she has gathered that bear directly upon her teaching situation. She also leaves a duplicate copy of these suggestions with the superintendent. At the same time she sends a report regarding the needs of each graduate visited to the director of the field service at the normal school. As these suggestions of needs come in to the office they are tabulated and summarized and put in leaflet form, together with suggestions bearing upon each type of need. Copies of these leaflets are sent from the extension office to all beginning teachers.

When the supervisor returns to the normal school she makes a verbal report of each graduate that she has visited to the supervisor or critic teacher who had that particular student in charge during her practice-teaching period. Upon receiving this report each supervisor writes a letter of encouragement and help to her particular student. In addition to this type of follow-up work, the News Letter, a printed monthly bulletin of teaching ideas based on the South Dakota field, is sent free of charge to each graduate.

In the development of the field-service plan of the Eastern South Dakota State Normal School we see a very serious attempt to bridge the gap between the training of the students in the normal school proper and actual teaching in the field. In order to carry this work to its highest point of perfection it would be necessary to employ a much larger staff of field supervisors and to have much more money at the disposal of the field-service department. If this could be brought about, it would mean more visits to each graduate, which would in turn mean more real help in each actual teaching situation.

Although the object of a teacher-training institution in extending the training of its students over into a probationary period of actual teaching in the field is to help the students, in the end the institution itself is benefited. It is given a chance actually to test out its own methods, to see the degree to which they will function under actual classroom conditions, and to evaluate the service that it is giving to the community. As a result of these field observations the institution will be in a position to train its students so that when they enter the teaching profession they will discharge their duties with credit.

In addition to the "in-service" training aspects of their work among teachers in the field, the school service bureaus in many institutions assist teachers and school officials in organizing and administering educational and achievement test programs, school and community surveys, scholastic and athletic contests, and school and community activities such as parent-teacher associations, boys' clubs, mothers' clubs, and dramatic clubs.

CHAPTER XIII

EDUCATIONAL SURVEYS

CONTENTS.—Higher educational surveys, by Arthur J. Klein—City school surveys, by Walter S. Deffenbaugh—Rural education surveys, by Timon Covert and Edith A. Lathrop.

I. HIGHER EDUCATIONAL SURVEYS, 1922–1924 AND 1924–1926

By ARTHUR J. KLEIN
Chief, Division of Higher Education, Bureau of Education

NUMBER AND SCOPE OF SURVEYS

The higher educational surveys made during the two biennial periods 1922–1924, 1924–1926, were more varied in scope than those made in previous years. They included surveys of all State-supported institutions of higher learning in four States; all institutions of higher learning, State and privately endowed, in two States; a single State institution in one State; the Government-supported universities of the Philippines and Porto Rico; all the colleges in one State under the control of the Baptist Church; two privately supported institutions; and the higher educational institutions in Cleveland, Ohio. Eight of these surveys were conducted under the auspices of the Bureau of Education; in two others a member of the bureau staff served on the survey commission.

In State surveys the ends sought are nearly always the same; the State wishes to know if its institutions of higher learning are fulfilling to the greatest possible extent the purpose for which they were created. If they are not, it desires to know what can be done to increase their efficiency and their value to the State. But some surveys have presented other problems. In Massachusetts, for example, the question was chiefly one concerning the advisability of establishing a State university; in Tennessee an educational policy looking toward increased interest of its citizens in higher education was sought; in Cleveland, Ohio, a method for coordinating and developing a city's higher educational facilities to meet its future growth and needs was desired. But whatever the main purpose of the survey, the same sets of facts and conditions are studied and much the same means of dealing with specific problems are recommended.

Several important factors must inevitably be considered—the field or fields of the institutions, financial support, and methods of organization and administration. The ramifications of these factors are numerous and varied. In the study of the institutions it has been necessary to take into account their geographical, social, and economic setting; their relations to each other and to other parts of the educational system; their control; their internal organization; their standards of scholarship; the training, experience, loads, and salaries of their teaching staffs; their buildings, libraries, equipment; their present financial condition, and their future needs.

STANDARDIZED INQUIRY

If attention is centered upon details, the surveys reveal a considerable degree of standardized inquiry and provide an important body of information upon a wide range of the subjects with which administrative officers are concerned, such as degrees held by the various ranks of the staff, teaching schedules and loads, enrollments in different curricula, size of classes, fees, salaries, and institutional support. These are matters of survey routine and may or may not be related to the larger problems with which outside surveys are best fitted to deal. Many of these subjects should be and are becoming increasingly matters of current institutional record and interpretation. One survey, that of the University of Porto Rico,[1] recognizes clearly the relationship of these details to fundamental conditions and problems.

> The university's past is now unimportant, except as a warning. Its present is clearly a stage of transition. Only its future is of real interest and significance to the people of Porto Rico. To analyze its present condition, with the fullness of detail that is common in studies of this character, would serve no useful purpose. For example, calculations of costs of instruction would mean little because they would necessarily be based on factors that will be radically changed within a year. Nevertheless, the commission is persuaded that some analysis by an outside agency of the fundamental operations of the university, some estimate of its equipment and personnel, and some definition of its major problems should be helpful to its officers in planning for the future. Such a study should also show the people of Porto Rico the disparity between the university they now have and a university that will perform those services for the island outlined in an earlier paragraph.

The importance of institutional collection and interpretation of facts concerning its problems is emphasized by the surveys of Utah [2] and Tennessee.[3]

---

[1] Survey of University of Porto Rico, conducted by Dr. S. P. Capen, included in Survey of Education in Porto Rico, made by International Institute of Teachers College, Columbia University, 1925.

[2] Survey of University of Utah, conducted by Dr. George F. Zook, included in Survey of Education in Utah, Bureau of Education Bulletin, 1926, No. 18.

[3] Survey of Higher Education in Tennessee, 1924, conducted by Dr. George F. Zook.

The survey commission recommends that the University of Utah and the Agricultural College, upon the nomination of the presidents of the two institutions, employ a competent research and financial secretary, "to have charge of the business offices of the two institutions and to act as a continuing agency for the gathering of information and arranging it in form intelligible to lay members of the board and to the people of the State." A continuous self-survey of both institutions and of their relations would thus be insured. The survey of higher education in Tennessee proposes that a continuous study be made of the higher educational situation in the State and suggests that this might be undertaken by the Tennessee College Association. These studies might well be published in the form of a yearbook and form the basis for discussion at the annual meetings of the association.

ECONOMIC AND SOCIAL BACKGROUND

The surveys of higher education devote a surprisingly small amount of space to discussion of the geographical, social, and economic background of the colleges and universities studied. Information of this kind is frequently given without comment, but careful presentation of these conditions infrequently determines analysis of the scope and nature of institutional offerings, of support and of fields of service. Special attention to such relationship is worthy of comment, therefore.

University of Porto Rico.—The survey of the University of Porto Rico lays stress upon the possibilities of development inherent in the university's geographical location close to the capital city, in a center of industrial and cultural influences, and particularly its position midway between the two Americas and its consequent opportunity to promote cultural contacts between the two continents.

Berea College, Kentucky.—The unprinted report of a study of Berea College, Berea, Ky.,[4] stresses particularly means for adapting the work of the institution to the needs of the mountain people who compose its student body. It recommends that the college gradually give up training in the elementary field and as much as possible the secondary field, and concentrate upon training which is best suited to prepare students to assume leadership in solving the social and economic problems of the mountain people. Emphasis is placed on the importance of offering such vocational work as tends to introduce better methods and greater production of natural resources. A general regulation requiring students in all divisions of the institution—normal school, foundation school, academy, and college—to take a minimum amount of work in vocational fields is suggested. In

[4] Study of Berea College made by Dr. George F. Zook in October, 1924.

addition, courses that actually prepare the college students upon graduation to enter some vocation are recommended.

Utah.—The introductory chapter of the Survey of Education in Utah clearly relates the physical characteristics of the State, its resources, and the occupations of its people to its problems of education. The chapter on higher education attempts, perhaps somewhat less successfully, to utilize information concerning social and economic conditions as a basis for judgment and recommendation concerning the public and private colleges and universities of the State.

COORDINATION AND CONTROL

All the surveys give considerable weight to problems of educational coordination, to methods of control, and to the nature of support.

Discussion of coordination does not usually face squarely the basic problem of directing all the public and private higher educational resources of a community to the attainment of the common objective of meeting the needs and demands of the city, State, or other territorial unit to which institutions belong. Most frequently educational coordination as between State institutions is treated without reference to the private college factor in the higher education of the State, and studies of private institutions sometimes overemphasize, perhaps, competitive conditions rather than the function of contributing to a common community service. Surveys are authorized more frequently for the purpose of composing differences between institutions than for the purpose of initiating new constructive programs.

To settle disputes between two or more State institutions regarding the proper fields of each, the Bureau of Education has consistently recommended the application of the principle of major and service lines. When lack of coordination between institutions exists it has recommended a board to devise means of bringing about unity of purpose, or it has recommended the creation of a central board to govern the institutions. State surveys conducted by other agencies have followed the same general lines as have those by the Bureau of Education. The treatment of these problems by specific surveys is of interest and importance.

Kansas.—The commission making the Kansas survey [5] found that, although the State university and the State agricultural college have developed considerable work in the same fields, what was once costly duplication has now become a necessity to meet the demands of their rapidly growing student bodies. Nevertheless, for the future development of the university and the agricultural college the commission

[5] Survey of State Institutions of Higher Learning in Kansas, Bureau of Education Bulletin, 1923, No. 40.

recommends the field of work which should be undertaken by each as major and service lines, respectively.

The tendency of the normal schools of Kansas to devote their attention to the work of preparing teachers for the high schools rather than to what should be their chief function, that of preparing teachers for the elementary schools, is deprecated by the commission, not only because of the effect upon the elementary schools but because of the resulting competition with the other higher institutions of the State, involving additional expenditure of State funds and the entering of a field of work which belongs to the State university and the State agricultural college.

Recommendations of the commission concerning the teacher-training work of the State call for more emphasis on subject-matter preparation for elementary-school teachers; higher requirements for secondary-school certificates; confining of the normal schools to the granting of the degree of bachelor of science in education; and for the deferring of the establishment of a new normal school in Kansas until the standard of teacher preparation has been raised to such a point as to constitute an increased demand for teacher training at the normal schools.

The study was made at the request of the Kansas State Board of Administration, which had charge of the educational, penal, correctional, and charitable institutions of the State, numbering in all 27. This board consisted of four members, the governor, ex officio, and three members appointed by him, who devoted all of their time to the duties of the board and received therefor a compensation of $3,500 a year each, their term of office being four years.

Against this board the survey commission directs certain criticisms and upon it bases the major recommendation of the report. Reiterating the standards for governing boards enunciated by the Bureau of Education in other surveys of higher educational institutions which it has conducted, the commission recommends that in so far as the powers of the State board of administration relate to the institutions of higher learning, the board be replaced by a nonpaid board of from seven to nine persons, appointed by the governor, for terms of seven to nine years each.

Utah.—The conflicts between the State university and the State agricultural college, common in States in which the two institutions are under separate boards of control, are present in Utah and were responsible for the survey of education in the State made by the Bureau of Education in the spring of 1926.

The survey commission considered conflicts of interest between the two institutions with reference to arts and sciences, engineering, commerce, and business, home economics, teacher training, summer school, and extension, and indicated the extent of the activities in

each of these fields that should be undertaken by each institution. It was of the opinion, however, that overemphasis had been placed upon the amount of duplication that existed in the work of the two institutions. A lack of coordinated effort gave the impression of greater duplication than there really was.

A central board is the proposed remedy. The recommendation is for a "State board of higher education" of 10 members, including the State superintendent of public instruction, ex officio, appointed by the governor and confirmed by the senate, for a term of nine years, one member retiring each year and not eligible for reappointment during a period of three years, to take the place of the existing boards of the two institutions. In lieu of the State board of higher education, should the recommendation for a single board not be acceptable, the commission suggests that the composition of the separate boards be 10 members, including the State superintendent of public instruction, ex officio, as a member of both boards, the other members to be appointed by the governor for a term of nine years, one retiring each year.

Whether a single board is created or the two boards in the form suggested are retained, the commission urges that the basis for the geographical distribution of membership be the seven judicial districts of the State.

Other recommendations looking toward harmony between the two institutions are for the fixing of the fees for the university and the agricultural college upon the basis of credit hours, at the same rate; for the creation of a committee composed of representatives of the two institutions and a member of the proposed board of higher education, or of the State department of education, and reporting to the board, to coordinate and plan the extension work of the two institutions; and the hearty cooperation of the two institutions with the State department of education in the improvement of teacher training work and facilities.

Texas.—The most important matter in the report of the study of higher education in Texas[6] concerns the relations between the institutions of higher learning. There are 17 of these institutions in all, comprised in five units, each under a separate independent board—the State university and its two branches, the State agricultural and mechanical college and its three branches, the College of Industrial Arts, the Texas Technological College, and eight State teachers' colleges.

Some of these institutions, the report says, were "established * * * largely on political considerations." No agency for coordinating their activities existed. "Unless some such plan * * *

[6] Survey of Higher Education, included in Texas Educational Survey, directed by Dr. George A. Works, 1924–25.

be adopted," the report continues, "Texas can not hope to be spared a great deal of unnecessary expense and general educational anarchy among her institutions." It suggests a State board of higher education "to unify the State schools into a system of higher education."

This board, it believes, should be without administrative authority, which should continue to reside in the several existing boards. Its functions should be to—

> make comparative studies concerning student enrollments, dormitory facilities, salaries, room space, libraries, and other features at the several institutions which will enable the board to arrive at sound conclusions relative to all major questions of educational policy; * * * approve or disapprove all new courses of study which it is proposed to introduce at any State institutions of higher education in the future; * * * approve or disapprove before presentation to the legislature all proposals to establish new State institutions of higher education; set up standards for all junior colleges which may be supported wholly or in part by the State, which standards must be met as a condition for State aid.

A board of approximately nine members, nominated by the governor and confirmed by the senate, serving for overlapping terms of nine years, is suggested.

The scheme of higher education (aside from teachers' colleges) which the commission proposes for the State specifies the place which each of the existing institutions should occupy in the system. In addition, it recommends a system of junior colleges, under a separate governing board—"probably the State board of education." It believes that school districts or cities with $10,000,000 of taxable property and a high-school enrollment of not fewer than 400 should be permitted to establish junior colleges. To the support of these institutions it believes the State should contribute, upon the condition that adequate provision shall first be made for the support of the State institutions already existing.

The commission makes specific recommendations concerning the division of extension work among the institutions. The university is recommended as the center for all such activity except agricultural extension, which should be done by the agricultural college; home-economics extension, which should be done by the Texas College for Women (the new name which, because of the general character of its work, is recommended for the College of Industrial Arts); and local extension classes for teachers, which should be conducted by the teachers colleges.

Other important recommendations are for a State system of teacher training, which shall assign appropriate functions to each teachers' college; adoption of a definite plan for the training of rural teachers, the teachers' colleges being recommended for preference in this work; restriction of the several branches of engineering to institutions in which the number of students is sufficient to assure an annual grad-

uating class of approximately 20; more generous support for all the institutions of higher learning.

Indiana.—The Indiana survey [7] discovered little wastage of the State's funds through unnecessary duplication of courses within institutions and overlapping of work between them. Some duplication exists in the field of extension activities. The State needs, however, a unified program for higher education. To bring this about the commission passes by the idea of a central board of control as unnecessary, but suggests that prior to the meetings of the State budget committee meetings be held between the governor and representatives of the institutions to discuss the budgets of the institutions. If this is not carried out, consideration might well be given to a central board.

Other suggestions for bringing about unity of effort in higher education include the uniting in Indianapolis of the first year of medicine of Indiana University, now given at Bloomington, with the last three years now given at Indianapolis, and the removal to Indianapolis of the school of dentistry of Indiana University and the school of pharmacy of Purdue University, where these three divisions should be combined into a single unit. Transfer should also be made to Indianapolis of the schools of law and of commerce and finance of Indiana University. The commission suggests that the entire university might advantageously be removed to Indianapolis. The school of agriculture of Purdue University, the agricultural experiment station, and the extension division should be organized under a single head. The farm lands belonging to the school of agriculture and the experiment station should be consolidated. The extension activities of all the institutions should be developed as a unit.

The commission also recommended that municipalities be authorized to organize junior colleges, under the supervision of the State board of education, to relieve the State higher institutions of some of the burden of the first two college years, the funds of the institutions thereby released to be used for the advanced courses of the senior colleges and graduate schools.

Massachusetts.—The survey of higher and technical education in Massachusetts [8] was noteworthy, in that it eventuated in a recommendation to the general court that a State system of junior colleges be established.

Massachusetts is abundantly supplied with privately endowed colleges and universities of the first rank, but it supports no great

[7] A Survey of the State Institutions of Higher Learning in Indiana, directed by Prof. Floyd W. Reeves, 1926.

[8] Investigation Relative to Opportunities and Methods for Technical and Higher Education in the Commonwealth, directed by Dr. George F. Zook, 1923.

institution comparable to the great universities maintained at State expense by most of the other Commonwealths. The question of the need for increasing the facilities for public higher education in Massachusetts has several times engaged the attention of the general court. In 1915 the proposal for a State university was rejected in favor of a substitute proposal to create a department of university extension. With the passage of that legislation the matter rested until 1922, when the general court resolved—

> That a commission of seven persons be appointed by the governor to inquire into and report upon the opportunities and provisions for technical and higher education within the Commonwealth; and the need of supplementing the same and the methods of doing so and whether said methods should include the establishment of a State university, or further cooperation on the part of the Commonwealth with existing institutions, or otherwise. * * *

The commission which the governor subsequently appointed decided that, in order to carry out the provisions of the resolve a thoroughgoing, scientific survey should be made which should include the educational opportunities offered by both the State and endowed institutions of the Commonwealth.

In its report the commission, after reviewing briefly the findings of the survey with respect to the "present opportunities and provisions for technical and higher education in the Commonwealth," and "considering some aspects of possible needs for additional opportunities and provisions," as revealed by the survey, concludes that "further opportunities and provisions are needed."

Suggesting that a study of the feasibility of establishing a system of State-controlled scholarships be carefully considered, and declaring that "while there is need for additional opportunities and provisions for technical and higher education, the need is not so great nor so urgent as to warrant the establishment of a State university," the commission reaches the conclusion that a State system of junior colleges will best meet the demands for additional higher educational facilities in Massachusetts and recommends that the general court authorize the establishment of such institutions.

The report of the fact-finding survey is voluminous. Every phase of education in Massachusetts, a study of which it seems could contribute to an understanding of the situation in the State with reference to higher education, receives consideration. An appendix containing 69 tables and charts furnishes a large body of supporting evidence.

As preliminary to the main study, the report contains brief reviews of the provisions for elementary and secondary education in Massachusetts; of the State's support of higher education; of general university and college conditions in the United States; and of conditions in the Commonwealth compared with those in other States.

Entrance requirements and practices at the universities, colleges, and normal schools of Massachusetts; the probability of success at college of high-school graduates who intend to go on to higher educational institutions, as revealed by the intelligence of seniors in the public high schools; the training of public high-school teachers; the facilities and opportunities for the higher education of young women; engineering education; business education of collegiate grade; technical and business education on the semiprofessional level; professional education; facilities and opportunities for research; university extension facilities; the State normal schools; the Massachusetts Agricultural College; and the Lowell Textile School constitute the main subjects for discussion of the remainder of the study.

Having presented the facts with reference to the existing opportunities for higher education in the Commonwealth, the report proceeds to discuss the several ways by means of which it might be possible for the State to increase these opportunities should it desire to do so.

The first suggestion is of a system of State scholarships. A constitutional barrier to State aid of this type, in the form of an antiaid amendment being found, and it being pointed out, furthermore, that such a provision would not solve the problem of any lack of higher educational facilities in Massachusetts, a State system of junior colleges is considered.

The laws of several States in which recognition has been given through legislation to the junior college as part of the State's educational system are cited, particularly the California law, which "is the first attempt to provide anything resembling a state-wide system of junior colleges," the necessary features of which are—

> that junior colleges shall be open to all residents of the State on the same or practically the same basis; that they shall be supported wholly or largely at State expense; that they shall be supervised by the State department of education as a condition for receiving State aid; and that they may be affiliated with the State university for the first two years of college work, on the one hand, and, on the other hand, may offer completion courses of study intended to meet the needs of the community or section of the State for vocational or semitechnical instruction beyond high-school graduation.

The report then outlines a plan for a State system of junior colleges "embodying the results of experience in other States and adhering as closely as possible to the educational practice of Massachusetts." The main provisions in the plan are that—

> Any city or town having an assessed valuation of $10,000,000 and an average attendance of 500 pupils in four-year courses of the public high schools may, with the approval of the State department of education, vote at any regular or special election to establish a junior college, provided, however, that there shall not be more than 12 such junior colleges approved by the department.

The city or town in which the junior college is located must provide suitable grounds, buildings, equipment, and all necessary expenses for support, subject to reimbursement by the Commonwealth. * * *

Each city or town maintaining a junior college, approved by the State department of education, shall be reimbursed annually by the Commonwealth for 90 per cent of its expenditures for salaries of all teachers and administrative officers, except superintendent of schools, in the junior college.

The report gives estimates of the cost of establishing and maintaining junior colleges, under the plan suggested, basing its figures on the cost of (1) buildings and equipment; (2) salaries of teachers and administrators; and (3) support other than teachers' salaries, for institutions of 200, 267, and 400 students, respectively.

In conclusion it is pointed out—

that the adoption of a state-wide system of junior colleges would not be a substitute for a State university. However, if perchance, any considerable number of the present privately controlled higher institutions in Massachusetts should adopt an unfriendly attitude toward the junior colleges, there would undoubtedly be a demand for a State university at which the four-year courses of study in liberal arts and sciences could be completed. Also, it should be realized that in the nature of the case junior colleges can do very little to relieve any demand there may be in Massachusetts for further facilities supported at State expense in professional curricula, such as medicine, law, dentistry, engineering, architecture, and teacher training. In other words, a State university may be as necessary to the complete success of a system of public junior colleges in Massachusetts as it is doubtless considered in such States as California, Texas, Minnesota, Missouri, Michigan, and Illinois, where junior colleges are an important part of the State's system of education.

Finally, the report discusses the probable expense of establishing a decentralized university with the existing State-supported higher institutions and perhaps a number of the institutions under private control as units, as compared to the cost of establishing a centralized institution built from the ground up. While the cost of a decentralized institution is impossible to estimate, it would doubtless be less than the cost of an entirely new institution. The cost of establishing and maintaining a State university of the centralized type is considered under three main divisions: (1) The initial outlay for lands, buildings, and equipment; (2) cost of operation and maintenance; (3) revenue requirements and possible sources of revenue. As a basis for the figures estimated under these respective divisions, two computations are made of possible enrollments at a State university in Massachusetts, based upon the general experience of State universities.

Tennessee.—Thirty-four institutions were included in the higher educational survey of Tennessee, 21 universities, 9 junior colleges, 2 independent schools of medicine, 1 independent school of law, and a teachers college. Five of the institutions are for negroes.

The problem to be solved, as the surveyors saw it, was the reason for the presence in Tennessee colleges and universities of so few Tennessee citizens, and the steps to be taken to develop more interest in higher education.

The solution of the problem, proposed by the survey committee, of increasing higher educational opportunities in the State does not contemplate the addition of new institutions of higher learning. On the other hand, the committee questions whether the number of existing institutions, in view of the small enrollments and restricted resources, is justified. But it suggests two methods by means of which college work in Tennessee might be strengthened: First, through the affiliation of weak denominational colleges with standard institutions. This could be accomplished by a church desiring to provide education of a certain type establishing in the immediate vicinity of a high-class institution a college which gives only a limited amount of work under its own faculty, the students taking their other work in the larger institution. Second, by placing all institutions of one denomination in the State under the control of a single board, which could combine the institutions into a well coordinated system and could work out a policy of economic development. If an attempt is made at coordination and affiliation the committee recommends for consideration the junior-college idea for at least seven of the four-year colleges. The institutions of the State might also arrive at some agreement among themselves as to the lines of training which they will attempt.

Baptist colleges of Tennessee.—In another Tennessee survey (not published), that of the Baptist colleges of Tennessee, is shown the lack of denominational policy in regard to the institutions which the denominations support, which has resulted in scattered effort and low standards. Attention is called to the very small proportion of Tennessee's population in college as compared to other States. The report commends the efforts of the Baptist board in employing an executive secretary to coordinate the work of the four Baptist colleges in the State and to promote the educational interests of the denomination.

The principal recommendations are that the colleges attempt to coordinate better the curricula accepted from the high schools with the curricula to which students are admitted in the colleges; that as soon as possible the preparatory departments of the colleges be abolished; that the Hall-Moody Normal School for the present confine its college work to one year; and that a definite amount be set aside annually by the executive committee of the State Baptist Convention for maintenance, payment of institutional debts, buildings, and increase of endowments of the four colleges.[9]

[9] Survey of the Baptist Colleges of Tennessee, conducted by Dr. George F. Zook, 1922.

Cleveland, Ohio.—The survey of higher education in Cleveland, Ohio, was an innovation in the field of higher educational surveying. It was the first time that the facilities for higher education offered by a city were studied for the purpose of outlining a method for coordinating and developing these facilities to the end that they might best serve the city's needs.[10]

The investigation concerned particularly but two institutions, the Western Reserve University and the Case School of Applied Science, the work in higher education undertaken by other institutions in the city not being sufficiently extensive to affect materially the situation.

The report shows the unprecedented demand for higher education in Cleveland because of the rapid growth in the population and the consequent increase in the number of high-school students who are seeking higher educational opportunities. It shows the percentage of increase in enrollments in Case School of Applied Science and Western Reserve University from 1910 to 1922 to be 92.2, as compared to an increase of 175.5 per cent at 10 representative privately controlled universities in the United States and 191.1 per cent increase at six representative State institutions located in urban centers. It further shows that the city of Cleveland is far below other large cities in the size of the higher educational load which it carries and that a very high proportion of its citizens go to colleges and universities outside its borders.

These facts reveal that increased opportunities for higher education in Cleveland are a necessity. In order to supply these opportunities the commission recommends the establishment of a great university, to be built upon the foundations already laid by Western Reserve University and Case School of Applied Science. It proposes a new university corporation to include these two institutions and other local institutions which might care to enter into the plan, the governing board of this corporation to be composed of 15 members, in part representatives of the cooperating institutions, and in part representatives at large, elected by those chosen by the boards of the constituent institutions, each member serving for approximately 10 years.

The powers and functions of the new board would not infringe upon those of the boards of the constituent institutions, which would continue exactly as at present. Each institution would control all its own assets, present and future; each would have charge of its expenditures; each would determine its own educational policies; each elect its own faculty and administrative officers according to its own rules and regulations (unless later they might choose to join

[10] Survey of Higher Education in Cleveland, directed by Dr. George F. Zook, 1924.

in selecting the same head for the enlarged university). Each would elect members to the new university board in accordance with a plan agreed upon in advance.

The necessity of close cooperation between the administrative officials of the enlarged university and the constituent institutions is emphasized. To make this cooperation complete and effective the commission believes that ultimately there should be a single head for the enlarged university and its several divisions.

The enlarged university would perform such services as economy and sound educational practice dictate. Such functions include a central library, a central gynasium, the offices of university comptroller and registrar, care of buildings and grounds, etc. It would develop new lines of work which are interinstitutional in character or which have not been developed by the constituent institutions, such as business education, evening education, graduate work and research, teacher training, and the work of a new liberal arts division, to be known as " University College."

As outlined by the commission, the enlarged university would be composed of Case School of Applied Science, the several divisions of Western Reserve University, together with new units as follows: A university college for preprofessional students in certain four-year undergraduate technical curricula; a school of education; a school of business and civic administration; a division of evening education; a graduate school; a summer session; and bureaus of industrial and business research. Other educational or semieducational institutions not included in the survey might also be admitted to the university organization.

Two periods of development, 1924 to 1929 and 1924 to 1934, are selected for estimating the growth and the consequent financial needs of the enlarged university, which, with the exception of the medical, dental, and pharmacy schools, the commission recommends should be on an entirely new campus of 300 or more acres, easily accessible to all portions of the city.

University of Porto Rico.—The commission which surveyed the University of Porto Rico laid special stress upon the importance of transferring the College of Agriculture and Mechanic Arts from Mayaguez to Rio Piedras, the seat of the main division of the university. It sees two alternatives for the college in its present location. It must become an entirely separate self-governing institution, or an administrative officer with autocratic powers over both divisions of the university must be designated and set apart from either division.

Another transfer recommended involves the removal of the courses for rural teachers and eventually of the normal courses to Mayaguez and established as the teachers' college of the University of Porto

Rico, making use of the buildings at present occupied by the College of Agriculture and Mechanic Arts. The objections against maintaining a separate branch of the university are not present in the case of the teacher-training work. Facilities for practice teaching are lacking at San Juan; the academic preparation of the students in this branch of the university is different from that of the rest of the student body, resulting in a lack of homogeneity and a complication of the task of instruction; and the courses for training elementary teachers are largely professional, relatively inexpensive, and do not duplicate other university instruction.

Other recommendations include the development of closer relations with the departments of education, agriculture, and health, and the maintenance of the relation of the School of Tropical Medicine in cooperation with Columbia University, and the continuance of the Summer School of Spanish, as factors in the development of contacts between the North and South.

University of the Philippines.—The report of the survey of the University of the Philippines[11] stresses two major obstacles that have stood in the way of the development of the University of the Philippines—governmental interference and lack of sufficient financial support. Its principal recommendations are intended to relieve the situation produced by these obstacles.

As constituted at the time of the survey, the board of regents of the University of the Philippines was composed of the secretary of public instruction, the chairmen of the committees on education of the senate and house of representatives, the director of education, and the president of the university as ex officio members; two members elected by the alumni and five members appointed by the Governor General, by and with the advice of the Philippine Senate. The commission recommends that the two legislative members of the board be dropped and that there be retained as ex officio members only the secretary of public instruction, the director of education, and the president of the university. It recommends also the elimination of the representative of the university council, the retention of the two alumni members, and the addition to the five appointed members of four others. With these changes the board of regents would become a nonpolitical body, "with secure tenure and a real measure of certainty of administrative autonomy." However, "this reform would, of course, be futile unless the government ceases to regulate by statute those affairs of the university which, by statute, it has placed under the control of the board of regents."

[11] Survey of the University of the Philippines, conducted by Dr. S. P. Duggan, included in the Survey of Education in the Philippine Islands, made by the International Institute of Teachers Colleges, Columbia University, 1924.

The specific acts of the legislature which gave rise to the above comment of the commission were acts fixing a rigid salary scale for the faculty of the university and requiring the approval of the presiding officers of the two houses of the legislature and of the Governor General for the selection of a president and the employment of every teacher whose salary exceeds a certain amount; and an act of 1923 prohibiting the expenditure of university funds during that year for increases in the salaries either of the administrative or instructional staff.

The report calls attention to the improved situation of the university resulting from two recent acts of the legislature: An act of 1923 creating the office of chancellor of the university separate from that of commissioner, and an act of 1925 giving to the chancellor the power to appoint all officers of instruction and all other employees, subject only to the approval of the board of trustees.

The surveys of the North Carolina State College of Agriculture and Engineering [12] and of the University of Pennsylvania [13] stress coordination within rather than between institutions.

North Carolina State College of Agriculture and Engineering.—In North Carolina the necessity for a change in the administrative organization of the college to meet the demands of an increased student body was the occasion for the survey.

The recommendations made involve a complete reorganization of the administrative system of the college. The most important include: (*a*) Centralization of all State-supported work in agriculture by the transfer of the control of the activities of the agricultural experiment station and the agricultural extension service to the board of trustees of the college, to be administered in cooperation with the work of resident teaching; (*b*) division of the administrative organization to include four major fields, each in direct charge of a dean: (1) Agriculture, (2) engineering, (3) general science, and (4) social science and business administration; (*c*) an advisory council to the president consisting of seven persons including the president, the dean of the college, the deans of the four major divisions, and an additional member selected from a list of three persons nominated by the general faculty.

University of Pennsylvania.—The survey of the University of Pennsylvania emphasizes the necessity for a strong central organization. To effect this the committee defines what should be the functions of the board of trustees, the president, the dean of student affairs, the finance officer, and the executive secretary. It recommends the creation of a university senate composed of "such a

[12] Conducted by Dr. George F. Zook, 1923.

[13] Educational Survey of the University of Pennsylvania, conducted by Dr. Frederick J. Kelly.

faculty group as will best represent the faculties of all ranks, which should be responsible for formulating the university's policies with reference to the interschool aspects of courses of study, schedules, discipline, programs of research, etc., and should be advisory to the central university officers on all matters of general university policy"; the establishment of a graduate school committee to develop the research program of the university, and a committee of which the provost should be chairman, to consider the annual budget, including matters of appointments, salaries and promotions, and other matters that arise in connection with the budget.

SUPPORT FOR HIGHER EDUCATION

The increased cost of higher education, which during recent years has accompanied a constantly growing demand for education beyond the high school, has made the problem of support an important one with which all surveys must deal. Surveys made by the Bureau of Education are less inclined to meet this situation by recommending increased provision of income than by recommending increased coordination and internal efficiency in the expenditure of funds already available. This tendency reflects a high degree of confidence that support will be provided willingly if the usefulness and economy of the service given by the colleges and universities are clearly apparent to those who support the institutions. Yet the bureau's surveys present the facts and frequently make comparisons which obviously call for larger provision of resources. The Utah survey shows that in proportion to population Utah has more students in college than any other State; that whereas the average for all States in the number of students that attend college in their own States is 75.6 per cent in Utah the number is 86.7 per cent, and that only one other State shows a larger proportion of its women in college than does Utah. Yet facts show that Utah stands ninth among the States with respect to its income for private institutions, twenty-first in its income for public institutions, and nineteenth for public and private institutions combined. Of the 11 far Western States, Utah stands next to the bottom of the list in the proportion of the tax dollar expended for higher education, Arizona leading the list with 5.24 per cent, and California ending it with 2.33 per cent.

The bureau survey of Kansas makes it clear that the State is not giving the financial support that it should to higher education. It recommends that the legislature provide for the needs of its State institutions through means of a mill tax.

Data resulting from a study of the economic and social conditions of Tennessee—its resources, transportation, population, and the condition of elementary and secondary education—indicate that Ten-

nessee is economically able to do its full share in educating its people, and that, with the improvement of its secondary schools, it will soon need to make better provision for college and advanced education.

Surveys made by other agencies emphasize deficiencies in support of higher educational institutions.

In its study of higher education in Indiana the commission reached certain of its conclusions through a comparison with the six other States of the North Central section (Illinois, Iowa, Michigan, Minnesota, Ohio, and Wisconsin), in which economic and industrial conditions are similar to those in Indiana. Comparisons are made of the area, population, value of products, and wealth and income of Indiana with these six States as related to their ability to support education. On the basis of these comparisons the conclusion is reached that Indiana should contribute 10 per cent of the combined funds given for the support of this group of States.

While Indiana supports generously elementary and secondary education, it is the only State in the North Central group in which the support given to higher education, public and private, is below the standard of the North Central group. In view of the failure of the private colleges to contribute support equal to that contributed by the privately controlled colleges of the six other North Central States, the commission believes that the State will be compelled to choose between three alternatives:

> (1) To offer a relatively limited program of higher education, (2) to accept a quality of instruction and service inferior to that of other North Central States, or (3) to contribute to higher education considerably more than 10 per cent of the amount contributed by the seven North Central States.

A study of the plants of the institution, including their utilization, and the equipment of each, showed that because the State "has not supported higher education in an adequate manner in the past" there "has resulted an accumulated deficit in buildings and equipment. The physical plants are all inadequate to meet the needs of the institutions." Suggestions for the amelioration of the conditions brought about by the failure of the State to support higher education on an ample basis include the raising of from 40 to 50 per cent of the present student fees of the two State universities.

With reference to funds for the institutions of Texas, the survey commission condemns the practice of appropriating for individual items, and urges instead the appropriation of lump sums. It doubts the expediency of a mill tax, concerning which there has been considerable discussion in the State, but recommends that consideration of the matter be postponed until a centralized board of higher

education shall have opportunity to make a unified system and propose a State program of higher education.

That "the government of the Philippines must give more support to its university and with increase in resources a considerably increased proportionate share" is obvious from the results of a study the commission made of the relation between expenditures for higher education and population in 32 States and the Philippines, which shows the Philippines at the bottom of the list in its per capita expenditure for higher education. The commission recommends that a stable income for the university be assured by setting aside for this purpose a definite percentage of the insular revenues, and that an appropriation be made to the university to provide for present and future building needs, to be available in annual installments during the succeeding five years.

The report on the University of Porto Rico recommends that an annual tax of 2 mills on all real and personal property in the island be provided, the proceeds of the tax up to the sum of $600,000 to be used for the support of the university. In previous years the customary appropriation for the current expenses of the university had been $150,000, supplemented infrequently by special appropriations for new buildings.

II. CITY SCHOOL SURVEYS

By Walter S. Deffenbaugh
Chief, City Schools Division, Bureau of Education

INTRODUCTION

"The school survey is a passing fad," said some of the schoolmen of the country 10 years ago; but judging from the number of city school surveys that have been made within the past decade, and especially from the number that have been made since 1922, the movement is gaining momentum.

In addition to the surveys made by persons or agencies employed especially for this purpose, there have been numerous self-surveys, particularly in those city school systems having research bureaus.

In the preparation of this report 62 surveys, made since 1922 by outside experts or agencies, have been examined. Twenty-six of these may be classed as general or comprehensive surveys and 36 as surveys of some particular phase of a school system, such as school buildings.

The general or comprehensive surveys have had as their aim the appraisal of the entire school system. Not only is the efficiency of the school system determined as scientifically as possible with the

means at hand, but recommendations based upon the facts as found are made to show how the school system may be improved. Usually a program is outlined, only a part of which, however, can be put into operation immediately. In fact, if any school board should attempt to adopt and to put into operation at once all the recommendations made in most of the city school survey reports the school system would suffer. The recommendations are made with the expectation that they will be gradually adopted over a period of years. Possibly one weakness in some of the survey reports is that the recommendations are made without pointing out their relative importance.

One of the distinguishing features of the later city school survey reports is the fact that their aim is wholly constructive. This does not mean that the weak points of a school system are not brought out, but such points are not mentioned unless followed by constructive recommendations. The survey that does nothing but point out the weakness of a school system should not be considered a survey. If the surveyor has no remedy for sore spots he should not uncover them. Possibly some of the survey reports do not give enough attention to the good points in the school systems surveyed or what the schools have accomplished over a period of years.

Within the past few years the school building survey has become as popular as or even more popular than the general survey. Now no progressive board of education thinks of erecting school buildings without first studying the school building needs of the city—the number of buildings necessary, the number of old buildings that should be continued in use, remodeled, or abandoned, and the number of new buildings that should be erected, where the new buildings should be erected, and the kind of buildings needed.

In many instances boards of education are not content to depend upon the school building committee of the board or upon any one else connected with the school system to make a survey of the school building needs, so they employ some one to direct a survey in order to determine what the school-building program should be, not only for the immediate present but for a period of years.

No two city school-survey reports are organized exactly alike, not even those of the surveys made by the same agency. The characteristics of the school systems surveyed determine to a certain extent the method of organizing the reports. All the general surveys, however, treat about the same topics, as administration, school buildings, school finances, curricula, school population, pupil achievement, and teaching staff.

However valuable surveys made by persons or agencies not connected with the school system may be, every city school system should conduct a self-survey. At least certain data should be collected and compiled so that whenever anyone from outside the school system is

called on to make a survey it would not be necessary to spend weeks collecting data that should be on file. One may wonder why it is necessary for outside surveyors to administer various kinds of tests, and why they should laboriously collect information regarding school attendance, progress through schools, etc. Every school system should conduct testing programs and should have on hand such data as surveyors usually request of the school system surveyed.

Possibly one of the best uses city school systems could make of specialists in various lines would be to call them in when needed as consulting experts. Such a plan would not in any way lower the importance of the office of the city school superintendent. He, in the end, would make his recommendations, but in the light of the opinions rendered by the consultants. An outside person may get an angle on the school situation that those working on it every day may not have. The board of education and the superintendent of schools would know whether or not the recommendations could be put into practical operation.

ADMINISTRATION

All the general school-survey reports made in 1922–1926 discuss one or more of the problems of school administration, such as the relation of the school board to city officials, standing committees, functions of the board of education and of the superintendent of schools, and the relation of the business manager to the board and to the superintendent.

Few surveys were made during the four-year period of fiscally dependent city-school systems; that is, school systems whose budgets may be revised either as to details or as to the total amount. But in all surveys that were made of fiscally dependent school systems the survey committee recommended that the schools become fiscally independent. The survey report on the schools of Watertown, N. Y., for example, emphasizes the need of action to make the Watertown School Board independent of municipal government, saying:

> Experience has shown that the results of this unfortunate division of responsibility are bad. It leads to friction between municipal officials and school boards. Responsibility is shifted back and forth. Petty bickerings occur. The transaction of important school business is often seriously delayed. When lowered school efficiency results, school boards blame the municipal officials and the municipal officials blame the school board. It is difficult for the citizen to fix the responsibility in his own mind. But the greatest sufferers in the whole situation are the children.
>
> Often when such conditions arise under the dependent form of school-board organization neither the municipal government nor the school board is to blame. It is the plan of organization that is at fault. Divided school control inevitably leads to conflict and inefficiency, no matter how conscientious municipal officials and school boards may be.

Watertown is among the cities whose school boards function under the dependent plan of organization. The school board is appointed by the mayor, and the city council has played considerable part in determining the amount of school expenditures. Watertown has not escaped the evils that inevitably result from double-headed responsibility for school control.

The survey report on the school system of Providence, R. I., also emphasizes the need of fiscal independence. The survey committee recommended that the school committee be given, in addition to those revenues allocated to schools by State laws, such funds as they may require for the maintenance of the educational program adopted by them not to exceed 35 per cent of the tax revenues of the city for the next three preceding years. The survey staff explains that in consideration of the provision giving the school committee the control of its own budget, the schools will never receive so much as 35 per cent of the current revenues from taxation, since the determination of this amount is based upon the revenues of the next three preceding years. It was also recommended that, in case more than this 35 per cent is needed, the law be enacted to carry the provision that a larger sum of money may be appropriated by the council upon the recommendation of the school committee.

The Springfield, Mass., school-survey report shows that over and over again there appears in matters upon which the school committee has reached a decision the necessity for appeal to one or the other municipal authority, and that as a result there is delay in providing the services or materials necessary for the schools. The survey staff, with such facts before it, made the following recommendations:

1. That the Legislature of Massachusetts be asked to enact a law that will give the school committee of Springfield complete control of the school system. That within a limit to be set by the legislature the school committee have a right to determine the tax levy for schools.
2. That the school committee be given complete authority for the erection of new buildings and for their operation and maintenance.

Standing committees.—The survey reports have been practically unanimous in recommending that standing or subcommittees of the board be abolished, since there is little for such committees to do. Boards of education, it is shown, employ experts to have charge of the various departments, and these experts should report to the entire school board through its chief executive officer—the superintendent of schools. The Racine, Wis., school-survey staff says:

Eliminate standing committees. A city looks to the board of nine members to manage its schools. With standing committees the board breaks itself up into several smaller boards, loses some of that unity of understanding on the part of the whole body which is so essential, scatters its energies, and wastes its time.

An excessive use of the committee system is pointed out in the survey report of the schools of Providence, R. I. At the time of the

survey there was an executive committee and 18 other standing committees of 5 members each, and in addition to these there were 10 ward committees, composed of 3 members each. The survey staff recommended that the school committee act as a committee of the whole and that all standing committees be abolished.

The survey report on the schools of Lancaster, Pa., declares that the abolition of standing committees causes a practical increase in the responsibility of every member of the board, since as a member of a subcommittee he usually feels chiefly responsible for the work of his subcommittee and only a limited responsibility for decisions relative to the work of other subcommittees.

FINANCES

All the school surveys recommending an expansion of the school system, either as to program of studies or as to a school-building program, discuss the financial aspects of the school system. The reports call attention to the facts that increased cost of living brings about additional costs in education, and that the increased demands made upon the schools also increase the cost. Attention is also called to the fact that the increased cost of education is in some respects only a seeming instead of a real increase. The following extract from the survey report of the schools of Port Arthur, Tex., illustrates this fact:

> Port Arthur's increase in total school expenditures for any item, stated in actual dollars, because they contain a mixture of real and seeming increases, are utterly misleading. For example, the increase in current expenses from $70,489.32 in 1915 to $391,944.15 in 1925 at first seems huge. But when these expenses are analyzed to take into account the increased enrollment, and the decreased purchasing power of the dollar, the increases prove to be far more seeming than real.

The Port Arthur survey report contains a chart which shows that apparently the total expenditures from 1915 to 1925 increased 599 per cent, while in reality they increased only 30 per cent, and that most of this increase was due to debt service and capital outlay. If this same method had been used in all other surveys the increased cost of education in the cities surveyed would no doubt have been found small, especially the increased cost for current expenses.

Among the questions that the survey reports attempt to answer regarding school finances are: How much is being expended on the schools; how are the expenses distributed; is the financial policy good; can and should more be spent on the schools; what is the per pupil cost, and how does this compare with the per pupil cost in other cities; how does the wealth of the city compare with that of other cities?

Some of the survey reports analyze expenditure by schools and by departments in the high school. The Port Arthur survey shows that, in general, small schools cost more per pupil than large schools, provided the educational programs are equivalent. This report, as well as other reports, shows that there is wide variation of costs in the high-school subjects due to the average salary paid the teachers of each subject, the size of classes, and the average number of classes taught by teachers in each subject. The vocational subjects usually cost more per pupil than any other subject. For illustration, the annual cost per pupil by high-school subjects, based on teachers' salaries only, as given in the Port Arthur survey is: Vocational education, $85.77; industrial arts, $30.66; home economics, $22.70; science, $19.84; Latin, $16.99; music, $13.59; English, $12.73; Spanish, $11.55; history, $9.06; mathematics, $8.37; and physical education, $7.77.

SCHOOL-BUILDING SURVEYS

It is now recognized that school-building surveys are essential in making school-building programs. Not so many years ago school buildings were located and erected without much thought as to the future needs of a city; now careful studies are made of the city itself to discover population trends. Some sections of the city may have reached their maximum growth or are growing slowly, while other sections are growing rapidly. If it can be known in which section of the city the children will be living and their approximate number 10 years hence, the matter of locating school buildings becomes a comparatively simple matter.

Another step followed by the building surveyor has been to evaluate the present school plant to see which buildings should be abandoned, which may be remodeled, and which may be used without any changes, and how many buildings will be needed to house not only the present school population but the school population 10 or 15 years hence. In many cities it has been found that by the time a new building is completed there are more than enough children to fill it. It is pointed out in the survey reports that the building program should provide for the erection of buildings to keep pace with the growth in population so that buildings may be erected before the schools become overcrowded.

The surveyors think not only of the number of classrooms necessary to house the school population, but of the program of studies. A building erected 20 years ago may be a good building for housing children, and from the builders' point of view it may be too well constructed to be abandoned; but from the schoolman's point of view it may not be suited to a modern program of studies.

The school building survey reports call attention to the fact that the program of studies has greatly expanded and that new types of

buildings have to be designed. To quote from the survey report on the school-building program for Berkeley, Calif., one of the many reports emphasizing the need of adapting the school building to the program of studies:

> A school building, like a bank, a store, a factory, a church, or an office building, must be designed with reference to the activities it is to house. Accordingly, the beginning of a school building is not the plans of an architect but the plans of the schoolmaster.

The Portland, Oreg., school-building survey, recently conducted by the Bureau of Education, is an illustration of the method of conducting school-building surveys which is being developed by the bureau; it is also an illustration of the value of being able to check the methods used in the light of the actual carrying out of the building program. Because an opportunity was given to check the recommendations of the survey after the building program had been in operation for two years, it was possible to make an interesting study of the adequacy of the methods used and of the accuracy of the bureau's forecasts in regard to school-building needs.

Recommendations were made covering a 15-year period, but since nearly the whole school plant had to be replaced and since only a certain number of buildings could be erected each year the school-building program was divided into three five-year periods, as follows: 1922–1927, 1927–1932, and 1932–1937.

When the board of school directors invited the bureau to make the survey they asked that two building programs be submitted, one on the basis of the usual form of school organization and one on the basis of the platoon or work-study-play form of school organization. This was done. No recommendation was made as to which program should be adopted. The board of school directors, however, voted to adopt the school-building program on the platoon or work-study-play plan for the first five-year period.

Two years after the survey was made the bureau specialist who had charge of the survey returned, at the request of the board of school directors, to check the recommendations for the second five-year building program. The adequacy of the building program with regard to the population study and estimated increase in school population, the number and location of buildings, and the cost of the building program were checked. The survey staff had recommended that the school-building program be carried out on the basis of divisions or groups of schools rather than on the basis of individual schools. There were 21 such divisions, some of them including 3 or 4, others 8 or 9 schools.

When the bureau's estimates of growth for these 21 divisions were compared with actual growth from 1922 to 1925 it was found that the survey staff made underestimates in respect to only 4 out of the

21 divisions. In one of the four divisions the survey staff had stated in the original report that the division was so new that no accurate estimates could be given and in the other three the boundaries had been changed since the original survey. A summary of the comparison of the survey estimate of the percentage of increase per year for the east and west sides of the city with the percentage of increase on the basis of actual growth in 1922–1924 and 1922–1925 is given in the following table:

Percentage of increase per year

Location	On basis of growth from—		On basis of survey estimate
	1922–1924	1922–1925	
East side	4.82	3.36	4.47
West side	−.27	−2.80	1.90
Total	3.92	2.28	3.96

The survey also estimated the number of classes that would have to be provided for by 1927. The following table shows how the estimate compared with the number that would have to be taken care of on the basis of the actual growth for 1922–1924 and 1922–1925:

Number of classes to be provided for

Location	On basis of growth from—		On basis of survey estimate
	1922–1924	1922–1925	
East side	984	928	965
West side	168	146	187
Total	1,152	1,074	1,152

The total cost of the building program for the first five-year period, 1922–1927, as estimated by the survey, was $5,109,150. The board of school directors asked for a bond issue of $5,000,000, and it was voted. Because of certain local conditions and changes in building costs it was possible for the board of school directors to carry out the program for the first five-year period for a little less than the $5,000,000.

The estimate of the survey in 1923 for the cost of the building program on the work-study-play or platoon plan for the second five-year period, 1927–1932, was $4,293,500. After checking the recommendations in 1925 it was estimated that the cost would be $4,770,200 for the second five-year period, the difference being due to

the increase in high-school population. The revised estimate was not given on the basis of the traditional plan, as, after two years' experience the platoon or work-study-play plan had been adopted for the city.

The 6–3–3 plan in relation to building programs.—The adoption of the 6–3–3 plan of school organization is considered in the school-building survey reports. For the larger cities it is usually recommended that junior high school buildings be erected in various sections of the city so that pupils of junior high school age may not have to travel great distances to school. The junior high schools relieve the elementary schools of grades 7 and 8 and the high school of grade 9.

For the smaller cities the recommendation is made in some of the survey reports that the schools be organized with six years in the elementary schools and six years in the high school, and that all the pupils of secondary-school age be housed in one building under one organization.

Financing school-building programs.—The problem of financing a school-building program receives much attention in the reports on school buildings. Data are presented to show the ability of the city to finance the program outlined, and recommendations are made as to the best method of providing the funds. Practically all the surveys recommend that bonds be issued, but in several instances attention is called to the cash-payment plan. To quote from the school-building survey report of Berkeley, Calif.:

> The credit plan is best adapted to, and is usually essential to, intermittent construction as a policy of developing a school plant. If we huddle our construction into lumps, we must pay the cost in lumps or else find a way to spread the cost over subsequent years. The cash plan is adapted to continuous construction as a policy because the cost comes in small, regular allotments which adjust themselves comfortably to the requirements of a sound taxing system.

The director of the Berkeley school-building survey takes the position that, other things being equally suited to the two plans, there is no doubt that for public financing the cash plan is the better. He says:

> There can be no proper social gain in borrowing for the sake of putting off payment. This is different in private finance, where the end sought is profits and not social service. On the other hand, we must not be led into the assumption that there is any special virtue in any given plan as such. A plan in public financing is good or poor accordingly as it meets or does not meet actual needs. These needs are: (1) To get the money when and for the time and purposes needed, and (2) to get it at the lowest net cost consistent with the money market and with wise management in its use.

JUNIOR HIGH SCHOOL SURVEYS

All of the general school survey reports treat of the junior high schools already organized or recommend that such schools be organized as early as practicable. At least two reports are devoted entirely to the junior high school. One of these is a report of the committee appointed by Dr. William L. Ettinger, then superintendent of schools of New York City, to make a survey of the junior high schools of that city. The other is a report on the junior high schools of Rochester, N. Y., prepared by the junior high school council, consisting of the principals of the junior high schools and various other directing heads, both in junior high schools and at the central office.

The survey of the junior high schools of New York City treats of the following: Organization of junior high schools, growth of junior high schools, growth of the junior high school system, classification of pupils, course of study, differentiation of courses, number of teaching periods, success of junior high school pupils in various subjects, use of prognostic tests, pupil self-government, after-school activities, training of junior high school teachers, effect of the organization of junior high schools on part-time and double-session problems in elementary, junior high, and high schools, and methods of teaching.

The Rochester report includes the following: Origin and growth of the junior high school plan, organization and supervision, curriculums and courses of study, results, costs.

Each of the topics included in these two reports is treated fully. The conclusions regarding the progress of pupils in the last year of the junior high schools compared with the progress of pupils in the first year of the senior high schools are interesting and significant.

The survey report of the junior high schools of New York City shows that in the first and second terms of high-school work the per cent of failures among junior high school pupils is less in all subjects than the per cent of failures of senior high school pupils, and that in some subjects, the per cent of failures among junior high school pupils is much less than the per cent of failures among senior high school pupils.

The question arises as to the value of these conclusions on the ground that the standard for the successful completion of a subject may not be the same for the two groups of schools. The survey report answers this question, by stating that there is no evidence that the standard is lower in the junior high schools than in the senior high schools, and that as positive evidence of the standard in junior high schools, the study made by the committee of the per cent of junior high school pupils who succeed in third-term work

in the senior schools, marked by senior high school teachers, is greater in Spanish, Latin, and English, and less in accounting, French, and typewriting than the per cent of senior high school pupils who succeed in third-term work in these subjects.

The reason given by the committee for fewer failures in the junior high schools is that the ninth year pupils in these schools are taught by principals and teachers who have had experience in the lower grades of the schools and are better able to adapt their methods to their pupils.

The committee also says that the conclusion seems to be warranted that the junior high schools are realizing two advantages which were claimed for them, namely, that they bridge the gap between the 8B grade in the elementary schools and the 9A grade in the senior high schools, as it exists under the 8–4 plan, and that the junior high schools retain a larger number of pupils for successful ninth year work than the senior high school.

ALL-YEAR SCHOOLS

The general school survey reports are silent on the matter of all-year schools, no doubt because none of the cities in which general surveys were conducted has organized such schools. One survey, however, which has attracted nation-wide attention is that treating specifically of the all-year schools of Newark, N. J. In June, 1925, the board of education of Newark invited Dr. M. V. O'Shea and Dr. William Farrand to examine evidence relating to the success or failure of the all-year schools in that city. The report submitted to the board recommended that a complete survey be made of the all-year schools to secure impartial data in view of which the survey committee might make positive recommendations regarding their continuance.

The board of education adopted the recommendation, and invited Dr. M. V. O'Shea, Dr. William Farrand, Dr. W. C. Ryan, jr., Dr. W. A. McCall, Dr. A. T. Wylie, and Dr. P. K. Atkinson to make the survey.

The committee found that while the all-year schools do not do what was originally claimed for them—that is, carry any considerable number of pupils through eight grades in six years—they do advance their pupils more rapidly and give them greater educational attainment than pupils of similar ability, heredity, and social background in the traditional schools; that while it takes the average pupil in an all-year school nearly eight years to complete the elementary grades, it takes the pupils of corresponding capacity in a traditional school a distinctly longer time; that while all-year graduates do not make so good showing in high school as tradi-

tional graduates, the reason is not less efficient work in the schools but the innate capacity of the pupils themselves, many of whom are of foreign parentage, and the fact that the all-year schools are holding and carrying through a class of pupils who in the regular schools would be likely either to drop out or to be seriously retarded; that these schools, in the face of great difficulties, are doing extremely valuable work, and are rendering great service, particularly to children of foreign parentage and unfavorable home conditions; that these children will suffer educationally if the all-year schools are abolished; and that the additional cost is not excessive, considering the service rendered.

In view of all the evidence, the survey committee recommended that the all-year schools of Newark be continued and that they be given every facility to make their work even more effective than it has been thus far.

The Newark Board of Education, after giving the report of the survey committee due consideration, decided to continue the all-year schools.

SUPERVISION

The supervision of instruction is a topic discussed in most of the general school survey reports. The technique of supervision is not so much treated as is the supervisory organization of the school system.

Two plans of supervisory organization are considered in several of the survey reports. One is the plan of supervision of instruction entirely from the central office staff; the other makes the building principal responsible for the entire life of the building, including the leadership in the improvement of instruction as well as in administrative matters.

The school survey reports discussing the work of the principal recommend that he be the real head of his school. To quote from the survey report of Watertown, N. Y.:

> The principal should be the professional as well as the managing head of the school. No officer of the system should come between the principal and the teacher. With this authority there must also go responsibility for the maintenance of proper standards of instruction. When a city gives added salary that goes to a principal it has a right to expect more than is required of a teacher. In a word, the city is justified in expecting that the principal shall be a professional leader of teachers in that school.

Making the principal the professional head of his school does not imply, according to the survey reports, that there shall be no general nor special supervisors. The survey report of the schools of Beaumont, Tex., makes this point clear:

No principal can become so expert in all the subjects of the curriculum as to assume the duties of supervisors, each of whom is giving his whole time to a single field. Furthermore, few, if any, principals are as yet expert trainers of teachers. The point is that principals should interest themselves in all phases of the work of educating the children in their schools and should fit themselves to lead and guide their teachers with steadily increasing skill. The principal who is alive to his opportunities will take advantage of all that the superintendent and special supervisors have to offer for his own training. The specialists will act as advisers and periodic assistants, while the principal will be on the job every minute.

In some school systems, no doubt, itinerant teachers are called supervisors. The Racine, Wis., survey staff emphasizes the fact that a distinction should be made between supervisors and "traveling teachers." To quote from the report regarding the function of the supervisor or the specialist:

Every school of any considerable size should be provided with specialists either on the part-time or full-time basis. It should be the function of such individuals to act as expert advisers to the superintendent in the several fields of learning and to assist in supervision and the improvement of teaching. The chief functions may be listed as follows: (1) Research and the organization of research; (2) preparation of instructional materials, outlines, courses of study, teaching aids, etc.; (3) training activities—the improvement of teachers and principals in service; (4) community activities and contact with outside agencies—selling the school to the community; (5) expert assistance in the selection of the materials of instruction—textbooks, supplies, and equipment; (6) expert assistance in the selection, appointment, and appraisal of the teaching staff; (7) survey, report, and schedules; and (8) general administrative matters upon assignment from the superintendent.

The report calls attention to the fact that while visitation is important, it is only one of the several functions of supervision.

More time should probably be given to research, preparation of instructional materials, and other means of training teachers and principals in service. The principal should be made responsible for the instructional conditions in his buildings and trained to assume this responsibility. * * * Principals are line officers; supervisors are staff officers.

The Lockport, N. Y., survey staff recommends that the superintendent's special assistant, known as the supervisor of kindergartens and grades 1 to 6, work largely through the principals in securing a better educational product, but that no principal should be charged with supervisory duties unless he has had special preparation for supervisory work or prepares himself for such positions.

In the Providence, R. I., survey report is found the recommendation that principals be trained and equipped for the supervision of instruction, and that they be held responsible for the work of their school in so far as it may be affected by supervision. Says the report:

On the staff of the assistant superintendent in charge of elementary schools there should be certain persons who are able to deal with special subjects. There are at least three well-defined needs for such specialists:

The kindergarten should have one or more supervisors.

Wherever there is a weakness in the teaching staff or a new subject introduced in the curriculum there will be need for persons who are competent to direct the teaching of subjects involved. In general these should not be permanent officers, but the number and character of these supervisors or demonstration teachers should vary with the needs of the system.

There is a need for persons who are competent in the field of supervision and who are also able to conduct experiments that have for their purpose the improvement in the methods and materials of instruction. These people should not be expected to spend their time in promiscuous visiting of schoolrooms for the purpose of locating difficulties. When the principals encounter a difficulty that they can not remedy they should have the privilege of calling upon the assistant superintendent for the services of the supervisor who is able to render the assistance that is desired.

THE TEACHING STAFF

The various general school survey reports usually devote a chapter to the training and experience of teachers and their salaries. The standard of training recommended in the survey reports is at least two years of normal-school training for elementary school teachers and at least four years of college training for high-school teachers. Although the city school systems surveyed have adopted such a standard, none of them as yet can claim that all their teachers measure up to it, since some of the teachers who entered the service not so many years ago did so with very little professional training.

The general survey reports recommend that salary schedules should make a difference in salaries on the basis of the amount of training and length of experience. That is, a teacher who has had four years of normal school or college work should receive a larger initial salary than the teacher who has had less training.

Two recent surveys of teachers' salaries which may be mentioned are "The Survey of the Salaries of Teachers in the Public Schools of Pittsburgh, Pa., in Relation to the Cost of Living," and the "Report of the Committee on the Study of Salaries in the Cincinnati Public Schools."

The Pittsburgh salary survey was undertaken at the request of the Pittsburgh Teachers' Association. The study was made under Dr. Marion K. McKay and Dr. Colston E. Warne, director and assistant director of the department of economics, University of Pittsburgh. Among the conclusions reached were that, although the salaries have risen, the advances have been more apparent than real. To quote from the report:

It appears that the median Pittsburgh elementary school teacher of 1927, despite the higher standards required of her, receives but little more in pur-

chasing power than in 1900, and scarcely as much as in 1913. The salaries of high-school teachers have followed a somewhat similar course. Since 1900 a slight increase has been made; since 1913 there has been a marked decline.
* * *

As a rule the remuneration of teachers has kept pace with that of public-school officials and comparable municipal employees. For skilled Pittsburgh craftsmen for whom data are available, the percentage of increase in wages has been greater than that of teachers. The same conclusion applies to the basic wage of unskilled steel and iron workers.

The survey report in discussing what constitutes an adequate salary, says:

Vexing questions arise in the fixation of any salary schedule. The issues involved are so intricate, the demands on employees are so changing, and the needs are so varying that it would be a bold person who would state that he could establish a particular standard of payment just at a given time.

Among the questions to consider, according to the survey report, are: (1) To what extent should the salary be determined by the training of the teacher? (2) What part should teaching experience play? (3) To what extent should individual efficiency be considered? (4) Should the salary be at such a level as will just insure the retention of the best qualified teachers? (5) Should the ability of the community to pay for education be primary in the establishment of salary schedules? (6) To what extent should the remuneration of other professional groups serve as a guide? (7) What differentials should be provided to serve as a constant impetus to higher professional attainment? (8) Should the foundation stone be the cost of supplying an adequate living for the teacher and his or her dependents?

The Cincinnati survey of teachers' salaries considered among other things the factors required in the formation of a salary schedule, the adjustment of salaries of teachers now in service to the schedule and probable costs. The survey committee recommended that the single salary principle should prevail. Both the arguments for and against the single salary are presented in the report. The committee says:

While approving the principle that maxima and increments should vary with the amount of preparation, the committee subscribes to the principle that the minimum should be the same for all. It is just as necessary that a teacher with minimum preparation should, as well as a college graduate, receive a compensation that makes for a decent living in keeping with the necessities of our profession.

Both the Pittsburgh and the Cincinnati reports contain many tables that are of value to any committee making a study of teachers' salaries.

PROVISION FOR INDIVIDUAL DIFFERENCES

The data presented in the various survey reports show that the percentage of nonpromotions is too high. Such expressions as the following may be found in most of the reports:

> The large per cent of failures is an indication that there is an inadequate adjustment of educational opportunities to pupil needs and abilities. One of the significant causes of the large amount of failure is the lack of any definite policy as to when a child shall be required to repeat a grade. The wide range of failures between schools, grades, and subjects suggests a lack of careful supervision within the schools and a lack of unity in policies and standards of achievement, organization, classification, and promotion throughout the city.

It is evident that much remains to be done before all children may progress through school at the rate commensurate with their abilities and effort. In order better to provide for the individual child the survey reports contain the recommendation that children of like ability be grouped together for purposes of instruction and that the courses of study be adapted to the various ability groups.

Several ways of providing for individual differences are discussed in the general survey reports. Among the plans considered are: (1) Grouping the pupils and advancing the brighter children as rapidly as possible; (2) giving the brighter children more to do without advancing them rapidly from one grade to another; and (3) the adoption of an individual instruction plan.

None of the general survey reports gives much attention to any of the individual instruction plans. The survey of the schools of Winnetka, Ill., was, however, made to evaluate the individual technique used in the schools of that city. Since this is the only survey that attempts to evaluate an individual method of instruction, a brief summary of the survey is included in this chapter.

The survey of the Winnetka schools was made by Dean Gray, of the University of Chicago; Mr. Carleton Washburne, superintendent of schools of Winnetka; and Miss Mabel Vogel, research assistant, Winnetka public schools, in order to discover the effectiveness of the Winnetka technique of individual instruction. The five basic principles of the technique as formulated by the survey staff are (1) a clear definition of the essentials of the fundamental subjects in terms of units of achievements; (2) self-instructive, self-corrective practice materials in these subjects; (3) diagnostic tests to measure achievement; (4) individual subject promotions, within certain limits, on the basis of achievement in the fundamental subjects; and (5) large emphasis on group and creative activities during certain periods of the day.

It is evident that an investigation of the merits of such a program involved many complex problems. The following were the specific questions that the survey attempted to answer:

1. Does the Winnetka technique result in more or less retardation of pupils than is found in other schools of similar social composition? Does it result in unusually rapid advancement of many pupils?

2. Does the Winnetka technique actually provide for individual differences among children? Does the school progress of children in Winnetka correlate with their intelligence?

3. Are the children of the Winnetka public schools so selected as to make generalizations from them applicable to other schools?

4. Are those subjects which are being taught on an individual basis in Winnetka learned more effectively or less effectively than in schools using the usual class method?

5. Do children who have had their elementary training under the Winnetka technique do satisfactory work in the high school? Are they able to compete successfully, so far as marks are concerned, with children who have been taught by the usual group methods, when all work together in a typical high school?

6. Are individual progress and self-instruction, per se, more efficient or less efficient than group or class instruction, as shown by controlled experiments?

7. Is the proportion of children apparently concentrated on their work greater or less under the Winnetka technique than under ordinary class procedure?

8. Do the pupils in the Winnetka schools devote more time or less time to group creative activities than do those in a typical school system using the class method, or those in a private experimental school, or those in a university laboratory school?

9. Does the Winnetka technique impose a greater burden on the teacher than does regular classroom instruction?

10. Is the system of individual instruction and progress responsible for the per capita cost in the Winnetka public schools, which is higher than that in most public schools?

The survey staff calls attention to the fact that these 10 problems represent but a fraction of the studies that must be made in determining the merits of any program of instruction. The survey staff frankly state that in some cases the data are inadequate to justify final conclusions, and that in other cases data were secured which are decidedly significant, if not entirely conclusive.

The following conclusions were reached: 1. The mastery of the drill phases of these subjects as measured by the tests used is better adapted to the varied capacities of individual children than is possible under the traditional class method.

2. Grade repetition is eliminated, in that no child repeats the work of a grade; retardation is markedly decreased; the proportion of children making "normal" progress is increased; and there is a slight increase in the proportion of children accelerated.

3. A greater amount of time per day is free for group and creative activities.

4. The efficiency of the work in reading, language, and arithmetic as measured by standardized tests is increased.

The disadvantages resulting either from the general plan or of the detailed technique were, however, found in the following particulars:

1. The ability to spell words not studied was decidedly lower in Winnetka than in the other schools. While progress in this ability between September and February was slightly better in Winnetka than in the other schools, owing, perhaps, to a change in technique, the technique used prior to 1923 was undoubtedly ineffective in this particular.

2. If the appearance of attentiveness is an adequate criterion, there is a somewhat smaller percentage of children concentrating on their work under the individual instruction technique than under that of class instruction.

Among the many results which remained unmeasured, and concerning which the survey staff could make no conclusive statement, were: Is individual work in content subjects, such as history, geography, and science as effective as it is in the "tool" subjects of reading, spelling, formal language, and arithmetic? Can the so-called fundamentals be learned more rapidly and effectively as drill exercises apart from their natural setting? Do pupils learn more effectively under the stimulus of group activities than when working alone?

The survey report concludes:

> While, therefore, much experimentation remains to be done, and wide cooperation is needed, it appears fair to conclude that it is possible for public schools to make much greater adaptation to individual differences than is customary; and that, so far as we have been able to measure the results of such adaptation, most of these results are good.

INSTRUCTION

The earlier school survey reports usually treated at some length the quality of instruction as observed by classroom visitation. The more recent surveys do not place so much reliance upon observation as a method of determining the quality of instruction, but rather upon the achievement of pupils as measured by standardized tests. No survey of instruction is considered complete unless the pupils have been subjected to a battery of intelligence and achievement tests. Possibly some of the surveys that do not include a discussion based upon the observation of classroom work have gone to one extreme. After the tests have been given and analyzed, classroom visitation should reveal why certain classes have or have not made good scores.

According to the Peoria, Ill., survey it is possible for an experienced observer to infer the general quality of the instruction by noting such characteristics as the apparent purpose of the teachers, interest of pupils and teachers in the work, methods of dealing with pupils' mistakes, and the general discipline prevailing in the rooms.

The survey of the schools of Racine, Wis., devotes more space to a discussion of classroom instruction than any other of the later surveys. These discussions are based both upon observation and results as determined by tests. The report contains a chapter on each of the following topics relating to instruction: Measuring the results of instruction; observation in the kindergarten and first grade; reading; arithmetic; handwriting; spelling; commercial education in the junior and senior high schools; English language; foreign languages; health education; history and civics; mathematics in the junior and senior high schools; music; science; special schools and classes; and vocational education. Space does not permit the presentation of any of the conclusions reached regarding instruction in the Racine schools, but the report furnishes a valuable contribution on instruction in the various elementary and high-school subjects.

LIST OF CITY SCHOOL SURVEYS, 1922–1926

Aberdeen, S. Dak. Wood, Oscar S., *and* Wyttenbach, Frank E. Building survey and program. Aberdeen, S. Dak., Board of Education, 1925–26. 66 p.

Alexandria, Va. United States. Bureau of Education. Survey of the schools of Alexandria, Va. Washington, D. C., Government Printing Office, 1923. 62 p. (Bulletin, 1923, no. 56.)

Antigo, Wis. Wisconsin. State Department of Public Instruction. School building survey of the city of Antigo, Wis. Madison, Wis., State Department of Public Instruction, 1923. 46 p.

Appleton, Wis. Wisconsin. State Department of Public Instruction. School building survey of Appleton, Wis. Madison, Wis., State Department of Public Instruction, 1922. 81 p.

Beaumont, Tex. Teachers College, Columbia University, New York City. Institute of Educational Research. Division of Field Studies. Report of the survey of the schools of Beaumont, Tex. George D. Strayer, director. New York, Teachers College, Columbia University, Bureau of Publications, 1927. 337 p. (School Survey Series.)

Berkeley, Calif. Sears, Jesse B. Berkeley school properties. Berkeley, Calif., Board of Education, 1926. 195 p.

——— Berkeley school business management. Berkeley, Calif., Board of Education, 1926. 40 p.

Berea, Ohio. Kiwanis Club, Berea, Ohio. Educational committee. The educational needs of Berea. Berea, Ohio, The Kiwanis Club, 1922. 20 p.

Chanute, Kans. Kansas. University. School of Education. Bureau of School Service and Research. Survey report of the Chanute, Kans., school system. Chanute, Kans., Tribune Print, 1924. 134 p.

Charlottesville, Va. United States. Bureau of Education. Survey of the schools of Charlottesville, Va. 1925. (Unpublished.)

Cincinnati, Ohio. Public Schools. Committee on the Study of Salaries in the Cincinnati Public Schools. Report. Cincinnati, Ohio, Board of Education, 1926. 59 p.

Columbia, Mo. Neale, M. G. A school building program. Columbia, Mo. 1925. 70 p. (University of Missouri Bulletin, vol. 26, no. 22. Education Series no. 15, 1925.)

Crystal Lake, Minn. Engelhardt, Fred. Survey report of Lake Crystal, Minn., public schools. Minneapolis, Minn., University of Minnesota, 1926. 100 p. (University of Minnesota. College of Education. Educational Monograph no. 10, 1926.)

Davenport, Iowa. Iowa University, College of Education and Extension Division. Davenport school-plant program, 1925. 78 p.
Paul C. Parker and H. A. Greene, directors.

Des Moines, Iowa. Studebaker, J. W. (Superintendent of Schools of Des Moines.) School-building survey and proposed building policy and program of Des Moines, Iowa. Des Moines, Iowa, Board of Education, 1922. 157 p.

Dodge City, Kans. Kansas University, School of Education. Bureau of School Service. School survey and building program for Dodge City, Kans., 1923. 100 p.

Eau Claire, Wis. Wisconsin. State Department of Public Instruction. A school-building program for Eau Claire, Wis. Madison, Wis., State Department of Public Instruction. (n. d.) 103 p.

El Paso, Tex. Horn, Paul W. Survey of the city schools of El Paso, Tex. El Paso, Tex., Department of Printing of the City Schools, 1922. 64 p.

Eureka, Calif. Board of Education. A school-building survey and school-housing program for Eureka, Calif. Eureka, Calif., Board of Education, 1924. 58 p.
Frank W. Hart and L. H. Peterson, directors.

Fort Lupton, Colo. Colorado State Teachers College. Report of the school survey and educational program for Fort Lupton, Colo., 1924–25. Greeley, Colo., Department of Education, Colorado State Teachers College, 1924. 97 p.

Fairmont, W. Va. United States. Bureau of Education. A report on school-building needs of Fairmont, W. Va., 1924. (Unpublished.)

Hammonton, N. J. Columbia University. Teachers College. Report of the survey of the schools of the town of Hammonton, N. J., 1925–26. New York, Columbia University, Teachers College, Bureau of Publications, 1926. 132 p.
George D. Strayer, director.

Hamtramck, Mich. Public Schools. Housing the children; a community project. Hamtramck, Mich., 1926. 123 p. (Research Series no. 1.)

Humble, Tex. Sam Houston State Teachers College, Huntsville, Tex. Report of the survey of the Humble Public Schools, 1926. Huntsville, Tex., Sam Houston State Teachers College, 1926. 79 p.

Hopewell, Va. United States. Bureau of Education. (Cooperating with Department of Public Instruction of Virginia.) Survey of schools of Hopewell, Va., 1925. (Unpublished.)

Knoxville, Tenn. Board of Education. A survey of the school building needs of Knoxville, Tenn. Knoxville, Tenn., Board of Education, 1924. 78 p.

Lancaster, Pa. Hanus, Paul H. *and others.* Report on a survey of certain aspects of the Lancaster, Pa., city school district, 1924–25. Cambridge, Mass., Harvard University, Graduate School of Education, 1924. 59 p.

Lockport, N. Y. New York. State Department of Education. A report of the survey of the Lockport school system. Albany, N. Y., University of the

State of New York Press, 1924. 199 p. (University of the State of New York Bulletin, no. 809, August 1, 1924.)

Lorain, Ohio. Public Schools. School building survey, Lorain, Ohio, 1926. 35 p. (Mimeographed.)

Marion, Ill. Monroe, Walter S. A survey of the city schools of Marion, Ill. Urbana, Ill., University of Illinois, 1924. 60 p. (University of Illinois, College of Education. Bureau of Educational Research. Bulletin, no. 21.)

Martinsburg, W. Va. United States. Bureau of Education. A report on the school building needs of Martinsburg, W. Va., 1925. (Unpublished.)

Marysville, Calif. Sears, Jesse B. Marysville union high school. A report of an investigation of the physical needs of the school and of a plan for financing the proposed program of development, 1925. Marysville, Calif. Board of Education, 1925. 51 p.

Milwaukee, Wis. Public schools. The Milwaukee school building and sites program. Milwaukee, Wis., Board of School Directors, 1924. 110 p.

Newark, N. J. Board of education. Nationality and age-grade surveys in the public schools of Newark. Newark, N. J., Board of Education, 1923. 45 p.

Newark, N. J. O'Shea, M. V. *and others.* The all-year schools of Newark, N. J. Newark N. J., Board of Education, 1926. 96 p.

New Castle, Pa. United States. Bureau of Education. Report on the administration of the schools of New Castle, Pa. Washington, D. C., Government Printing Office, 1927. 11 p. (City School Leaflet no. 24, March, 1927.)

Niles, Ohio. Twiss, G. R. School housing problem of Niles, Ohio. Niles, Ohio, Board of Education, 1922. 38 p.

Orange, N. J. Women's Club of Orange, N. J. Report of the study of school systems of East Orange, Orange, South Orange, West Orange. Orange, N. J., 1922. 48 p.

Peoria, Ill. Chadsey, Charles E. Survey of the Peoria public schools, 1924. Peoria, Ill., Schwab Print, 1924. 138 p.

Petersburg, Va. Robinson, Charles M. Petersburg, Va., public schools. Report and survey of school housing conditions, 1924. Richmond, Va., W. C. Hill Printing Co., 1924. 24 p.

Philippi, W. Va. West Virginia. University. Department of Education. Educational survey of the Philippi school system [1922?]. Philippi, W. Va., Board of Education. 39 p.

Pittsburgh, Pa. McKay, Marion K. *and* Warne, Colston E. Survey of the salaries of teachers in the public schools of Pittsburgh in relation to the cost of living, 1927. Pittsburgh, Pa., Teachers Association, 1927. 98 p.

Port Arthur, Tex. Columbia University. Teachers College. Institute of Educational Research. Division of Field Studies. Report of the survey of the schools of Port Arthur, Tex., school year 1925–26. New York, Columbia University, Teachers College, Bureau of Publications, 1926. 333 p. (School Survey Series.)

Portland, Oreg. United States. Bureau of Education. A school building program for Portland, Oreg., 1923–1925. (Unpublished.)

Port Washington, N. Y. Blair, Herbert *and* Wilson, Guy M. A survey of the building needs of the Port Washington school district, 1927. Port Washington, N. Y., Board of Education, 1927. 40 p. (Multigraphed.)

Providence, R. I. Columbia University. Teachers College. Institute of Educational Research. Division of Field Studies. Report of the survey of certain aspects of the public-school system of Providence, R. I., school year, 1923–24. Providence, R. I., Oxford Press, 1924. 222 p.

Racine, Wis. School Survey Committee. The Racine school survey. Racine, Wis., Board of Education, 1926. 2 vols.
A. S. Barr, director.

Reading, Pa. Pennsylvania. State Department of Public Instruction. Bureau of School Buildings. School plant survey and school building program, city of Reading, Pa. Reading, Pa., Board of School Directors, 1923. 222 p.

St. Joseph, Mo. Strayer, George D. *and* Engelhardt, N. L. School building survey and program for St. Joseph, Mo., 1922–23. St. Joseph, Mo., Board of Education, 1922. 103 p.

Springfield, Mass. Columbia University. Teachers College. Institute of Educational Research. Division of Field Studies. Report of the survey of certain aspects of the public-school system of Springfield, Mass., 1923–24. Springfield, Mass., Press of Springfield Printing & Binding Co., 1924. 173 p.
George D. Strayer, director.

Stamford, Conn. Columbia University. Teachers College. Institute of Educational Research. Division of Field Studies. Report of the survey of the public-school system of the town of Stamford, Conn., for the year 1922–23. Stamford, Conn., superintendent of schools, 1923. 237 p.

Swarthmore, Pa. United States. Bureau of Education. A survey of the schools of Swarthmore, 1923. (Unpublished.)

Superior, Wis. Engelhardt, Fred. Report of the survey of the organization, administration, finance, and certain other aspects of the public-school system of Superior, Wis., school year 1924–25. Minneapolis, Minn., University of Minnesota, 1926. 169 p. (College of Education. Educational Monograph no. 9.)

Tampa, Fla. Columbia University. Teachers College. Institute of Educational Research. Division of Field Studies. Report of the survey of the schools of Tampa, Fla. New York, Columbia University, Teachers College, 1926. 308 p. (School Survey Series.)
George D. Strayer, director.

Terre Haute, Ind. Bobbitt, Franklin. Report of a survey of the school sites and buildings of Terre Haute, Ind. Published in connection with the annual reports of the Superintendent of Schools of Terre Haute in 1924–25, 1925–26. 124 p.

Uniontown, Pa. United States. Bureau of Education. A report on the school-building needs of Uniontown, Pa. (Unpublished.)

Vallejo, Calif. California. University. Department of Education. A survey of the educational program, organization and administration, school finances, and schoolhouses of Vallejo. Vallejo (Calif.), Board of Education, 1926. 110 p.
F. W. Hart and L. H. Peterson, directors.

Watertown, N. Y. Columbia University. Teachers College. Institute of Educational Research. Division of Field Studies. Report of the survey of the schools of Watertown, N. Y., 1924–25. Watertown, N. Y., The Kamargo Press, 1924. 157 p.
George D. Strayer, director.

Wayne, Pa. United States. Bureau of Education. A survey of the schools of Radnor Township, 1924. (Unpublished.)

West Hartford, Conn. Connecticut. State Board of Education. A survey of the schools of West Hartford, made at the request and with the cooperation of the town school committee, 1922–23. West Hartford, Conn., 1923. 151 p.

Winchester, Va. Dearborn, Walter F. Psychological and educational tests in the public schools of Winchester, Va. Charlottesville, Va., University of Virginia, 1922. 54 p.

Winnetka, Ill. Washburne, Carleton, Gray, William S. *and* Vogel, Mabel. A survey of the Winnetka public schools, results of a practical experiment in fitting schools to individuals. Bloomington, Ill., Public School Publishing Co., 1926. 135 p.

III. RURAL EDUCATION SURVEYS, 1922–24 AND 1924–26

By Timon Covert and Edith A. Lathrop
Assistant Specialists in Rural Education, Bureau of Education

NUMBER AND SCOPE

A large number of educational surveys of rural-school situations were made during the four-year period ending December 31, 1926, many of which were reported in mimeographed form only and principally for local use. Those which have had the widest circulation are the detailed studies issued as bulletins of State departments of education, extension divisions of colleges and universities, or similar agencies.

Of the surveys which were entirely or for the most part rural in scope reported during the two biennial periods, 30 are briefly reviewed in the following pages. Twenty-nine of these were published in printed form either as separate reports of rural school surveys or as parts of reports of entire State educational surveys; the other one appeared in mimeographed form. They include statewide surveys in each of the following States: Arizona, Colorado, Florida, Georgia, Indiana (2 surveys), Mississippi, Missouri, Texas, Utah, West Virginia, and Wisconsin. One county survey was made in each of the following States: Colorado, North Carolina, Ohio, Pennsylvania, South Carolina, and Tennessee; 2 county surveys in Michigan and 3 in Texas; 1 school district survey in California, 2 in Colorado, 1 in Florida, and 1 in Minnesota; and 2 surveys in outlying possessions of the United States—the Philippine Islands and Porto Rico.

Twenty of the thirty surveys reviewed were directed by representatives of higher educational institutions, 1 by the United States Bureau of Education, 1 by an educational foundation, 3 by State departments of education, 1 by a committee of representative citizens including educators, 1 by a State teachers' association, 1 by a county superintendent of schools, 1 by a city superintendent of schools, and 1 by a superintendent of a consolidated school and a representative of a higher educational institution.

An examination of the personnel shows that the practice of selecting as directors of state-wide surveys educational experts outside the States surveyed is the one most often followed. County and

in the establishment of many small high schools, and the like, costly not only in money but in the educational welfare of children, were observed by the survey staff in a number of districts.

The results of most surveys find their way to the people through bulletins and reports published by State departments of education, higher institutions of learning, and other educational agencies. Reports of county school surveys, made by the University of Texas, and the studies of the elementary schools of Florida, made as a class project by the department of education in the University of Florida, state that the facts were placed before the people in bulletin form for the express purpose of throwing some light on the rural-school situation in each of the respective States. An interesting and unusual procedure connected with the school survey of type counties of West Virginia was the method of delivering the results of the study to the people. Large charts, graphs, and lantern slides showing the survey results were explained in public meetings held in schools in the counties in which the studies had been made.

In the main, the rural-school surveys deal with practically all problems incident to the systems studied. These include such questions as administration, supervision, tests and measurements, and finance. A few are limited to a single problem. The survey of Colorado, for example, is confined to the study of financing education in that State; that of Rustad Consolidated School in Minnesota illustrates how intelligence and achievement tests can be used in a small school system by local authorities; the Lackawanna County, Pa., survey is a school-building survey.

ADMINISTRATION AND ORGANIZATION

Most of the surveys examined discuss at considerable length the administrative control of rural school systems and such administrative problems as school building, consolidation, extent of school facilities furnished, and teacher preparation.

Administrative control.—In nearly all rural school surveys it is pointed out that school progress is handicapped because of certain legal restrictions and regulations relating to the State and county machinery which is set up for the control of the schools. Some of the most important of these relate to the personnel, organization, and duties of State boards of education, methods of selecting State and county school administrative officers, the organization of State departments of education and units of school administration.

The criticism of State boards of education in reports of State surveys in Arizona, Indiana (survey by the General Education Board), Mississippi, Texas, and Utah relates largely to the ex officio and professional character of the personnel of the boards and to the fact that such boards are noncontinuous bodies.

The Arizona survey shows that the present State board of education consists of 8 members, 5 of whom are ex officio—the governor, the State superintendent of public instruction, the presidents of the university and the two State normal schools. The remaining three members are professional educational officers appointed by the governor—a city superintendent of schools, a county superintendent of schools, and a high-school principal. The survey explains that executives of institutions should not act as members of a board which is to adopt policies for their own administration, the governor should not be a member of a board of his own creation, and the State superintendent of public instruction should not sit in judgment upon his own activities. The governor and State superintendent of public instruction are elected biennially and are consequently subject to frequent change, the members appointed by the governor generally change with the administration, and the heads of universities and normal schools are selected by boards of which the governor is a member and other members of which are appointed by him. Attention is called to the fact that recent surveys made by the Bureau of Education, General Education Board, and special commissions of educational experts concur in recommending as the best type of board a lay board of five or seven members, either appointed by the governor with the approval of the senate or elected by the people, with terms of office so arranged that not more than two expire in any one year.

The Utah survey recommends that the personnel of the State board of education in the future be more representative of laymen than professional educators and ex officio officers than is the present practice. At present, five of the nine members of the board are engaged in educational work. The Mississippi survey recommends that the present ex officio board of education of three members be superseded by five members appointed by the governor for terms of five or six years.

Appointment by the State board of education of the State's chief educational officers is indorsed by the State surveys of Arizona, Indiana (survey by the General Education Board), Mississippi, and Utah. Such officers are at present elected by popular vote in these States.

The Indiana survey, made by the General Education Board, emphasizes the fact that the chief State educational officer must be assisted by a well-qualified professional staff and must–

> depend largely on this professional staff to explain to the people the educational policies and plans of the State, to arouse local public sentiment, to assist in consolidations, and in planning school buildings and grounds, and to advise with superintendents and teachers with regard to the organization of their schools, courses of study, classification of pupils, methods of teaching—in

short, to assist him in serving the people at all times and in all ways in the interests of better schools.[15]

A professional staff, sufficiently large to assist the chief State school officer in the performance of such duties as are mentioned in the Indiana survey, necessitates the organization in the State department of education of such divisions as research, school architecture, teacher training, supervision, business management, elementary education, etc. Other State surveys in which a similar expansion of the activities of State departments of education is recommended are Arizona, Missouri, and Utah.

The establishment of a division of records and reports in the State department of education is recommended in the State survey of Missouri. It is pointed out that in collecting data relative to the problems studied by the survey staff many difficulties were encountered because the records and reports showed inaccuracies and omissions. Because of this experience the survey staff further recommends that the State department of education conduct an intensive campaign among school and county officials for adequate report making, that the blanks now in use be revised and that the legislature attach a penalty upon local school officials for failure to make reports within specified dates.

Survey reports of the Philippine Islands and Porto Rico regard the development of public education in the last quarter of a century as a great achievement. The task of providing an adequate system of education is complicated in both possessions by a language problem. In one instance, it is the attempt to make English the common language of a race speaking many dialects; in the other, it is an attempt to develop the ability to use two languages—English and Spanish. The educational achievement is attributed to a considerable extent to the highly centralized administrative control. The Commissioner of Education in Porto Rico, responsible only to the President of the United States, is said to be practically absolute in authority. While such highly centralized educational systems are desirable from many points of view, the opinion is expressed in both reports that certain modifications are necessary in order to bring about the best results. The chief modification is concerned with the need of developing the human side of administration. There is too much routine and a tendency for supervision to revert to mere inspection. As a consequence an unduly large part of the time of both teachers and supervisors is given to making reports. There is no time for professional advancement through reading, study, conference, or visitation of the work of others.

The county unit of school administration is generally recommended for the States in which the small district unit prevails. In

[15] Public Education in Indiana. General Education Board, 1923, p. 194.

most of the surveys in which the county is the unit of school administration it was generally found that the powers and duties of county boards of education should be strengthened.

While the small rural schools of Arizona do not present a discouraging aspect when measured by financial support, length of term, qualifications of teachers, and pupil achievement, it is pointed out in the survey report of that State that because of the small school-district unit, with its army of rural trustees, the small rural schools of Arizona present many of the defects inherent in that type of educational organization. This fact has been emphasized in former surveys, and a reorganization on the county-unit basis has been recommended as a remedy in past surveys as well as in this one.

In Indiana the township is the present unit of school administration. The survey made under the direction of the General Education Board recommends that the schools of the townships and of the incorporated towns be brought into a county system, administered by a county board of education provided with requisite authority. The advantages to be gained in changing from the township to the county unit are summed up as follows:

> The county unit of organization makes possible statesmanlike administration and business-like management. Policies and methods of procedure may be evolved applicable to the entire county. The county may be divided, without regard to township or town lines, into an appropriate number of elementary school, junior high school, and senior high school attendance districts; school grounds, school buildings, and equipment for all schools may be standardized; a uniform salary schedule for all teachers may be adopted, based on length of preparation, length of service, and efficiency; uniform courses of study may be prescribed for all schools, etc. On the business side, the adoption of the county unit enables one person to buy all school supplies, to employ all janitors, to provide for the transportation of all school children, to keep all school accounts, to make all school reports, etc. For the sake of economy alone, the county system should displace the decentralized and extravagant township system.[16]

The Missouri survey report calls attention to the county unit law for school administration, which was passed by the general assembly in that State in 1923, but which was later nullified by a referendum vote. This law, it states, was a step in advance over the present method of administering rural schools and is an ideal toward which friends of education in Missouri must work.

Reports of State surveys in Mississippi, Texas, and Utah state that present county-school administrative systems should be modified in order to insure more efficient service. In Mississippi and Texas it is recommended that more administrative powers should be given the county boards of education, including the selection of county

[16] Public Education in Indiana. General Education Board, 1923, pp. 198–199.

superintendents. The Utah system of county administration is cited as an example of good administrative practice and theory particularly in that it has general administrative control over the schools and selects the superintendent of schools. Such changes as are recommended relate to the method of representation of county school board members, remuneration for their services, and provision for clerical assistance for such boards.

School buildings.—Nearly all the 30 surveys have diagnosed the present status of school buildings and made recommendations for improvement. Two were building surveys exclusively—the Wisconsin survey, conducted by the State Teachers' Association of that State, and the survey of one-teacher elementary schools of Lackawanna County, Pa.

The Arizona survey report says that 200 rural school buildings must be erected in that State within the next 10 years for replacement alone; in addition new buildings will be required to care for the rapidly increasing school enrollment. In order that these buildings shall be well built and conform to proper standards in lighting, heating, ventilation, hygiene, and other factors of school construction it is recommended that the power of approval of building plans be placed in the State department of education, and that school districts be required to secure approval of plans before construction begins. Similar recommendations are made by the Indiana (report by General Education Board) and Mississippi surveys.

In the survey of Marysville Union High School in California it was found that the present school plant is inadequate for carrying out the kind of school course that Marysville needs and is able to pay for. Because of this condition it is recommended that the school district take immediate steps by floating a bond of $400,000 to initiate a program of physical development to put into effect a modern school course.

The report of the school survey of Fort Lupton, Colo., shows that the present school building scores 415 on a 1,000 point scale. Since the district can afford good school buildings, it is advised that it bond itself for whatever expenditures are necessary in order to care for the school's steady and rapid growth.

The Georgia survey shows that the one-teacher buildings in some counties are standard, while in others they are poor. Of the 4,500 one-teacher school buildings found in Indiana at the time of the survey made by the General Education Board, about 900 were discovered to be well fitted for the conduct of a good one-teacher school.

Of the 45 one-room buildings scored in Lackawanna County, Pa., many were found to be at least 50 years old and poorly equipped and lighted. Some were more than 50 years old, but have been remodeled to meet modern ideas of schoolhouse construction. Several

stand on plots of ground in crossroad corners scarcely larger than the buildings. All buildings were scored on the building score card designed by the State department of public instruction. It is recommended that the poor buildings be remodeled to conform with commonly accepted standards of lighting, heating, and sanitation.

The school plants of Porto Rico touch the extremes of magnificent and miserable housing. The municipalities show the best buildings and the rural areas the poorest.

Great contrast was found in the school buildings of Oconee County, S. C. Some are modern in every respect, while others are of the most primitive one-teacher type.

Consolidation.—In practically all of the surveys consolidation is recommended where feasible, and future building programs are considered in their relation to progress in consolidation. One of the purposes in making building surveys in Lackawanna County, Pa., and also in the State of Wisconsin was to determine where consolidation might be feasible. The Wisconsin survey recommends that school districts and counties with buildings showing low scores defer building programs until the matter of consolidation can be studied thoroughly.

Surveys of Indiana (survey by General Education Board), Mississippi, Utah, and Porto Rico show that considerable progress has been made in consolidation. In Indiana about 4,000 one-teacher schools have been abandoned since 1890, and others are being abandoned at the rate of 250 a year. The best rural school buildings are the consolidated schools erected since 1910. In 1909 consolidated schools were practically unknown in Mississippi, and rural school buildings were chiefly small, inadequate one-room structures. In 1925, when the survey was made, more than 67 per cent of the white rural school population were housed in new, well-constructed school buildings. Consolidation among the colored schools was nearly as great.

Inasmuch as the small common-school district as the local unit has been discontinued in Utah, one of the chief obstacles to developing effective building units of the consolidated type has been eliminated. Some of the recommendations of the survey staff are concerned with transportation of pupils and the location of consolidated schools. In a State in which consolidation has been developed as rapidly as it has in Utah it is inevitable that some mistakes should have resulted. The survey staff feel that future construction of buildings should be preceded by a careful survey of building needs made under the direction of a State school building supervisor. Consolidation has been encouraged in Porto Rico and has developed at a rate that would be considered rapid in the States. The number of consolidated schools increased from 96 in 1920 to 300 in 1925.

Teacherages are favored in some reports in connection with consolidated-school plants. Three hundred and thirty teachers' homes were found in connection with consolidated schools in Mississippi. District-owned teachers' homes in Texas increased nearly 31 per cent in the four-year period 1918–1922. A teacherage in connection with every school with more than one teacher in Caldwell County, Tex., is recommended in the survey of that county as an inducement for married men to remain in the teaching profession.

Term and attendance.—In discussing the extent of school facilities available for children the Texas survey report says that consideration should be given to both the length of the school year available to the children and the extent to which it is utilized. It is assumed that, within reasonable limits, the longer the school year and the more regularly children attend, the more school work they will accomplish.

In Arizona the minimum length of term reported was eight months. The Indiana survey (rural education survey committee) emphasizes that the minimum teachers' wage law in that State acts as a practical incentive to make the school term at least 8 months because the annual teacher's salary must be at least $800, even though the school term may be less than 8 months. The surveys of Missouri and Texas report variations of rural school terms as follows: Missouri, from less than 4 months to more than 8 months; Texas, less than 3 months to more than 9 months. Practically one-third of the white rural schools of Texas were found to have a school term of approximately 6 months. One of the recommendations for the improvement of schools for negroes in Texas is a longer school term.

The extent to which the rural schools are utilized is indicated in data showing the percentage of enrollment to school census and the percentage of attendance. The enrollment in the primary schools in the Philippine Islands is only one-third of the total population of the children of primary-school age. The county districts of Utah have been enrolling a larger per cent of their school population than have the city districts, but the percentage of increase from 1900 to 1925 has been greater in the city districts. In 1900 the county districts enrolled 86 per cent of the school population and the city 77 per cent; in 1925 the county districts enrolled 96.8 per cent and the city districts 96.1 per cent. The Texas State survey shows that the percentage of attendance is lower for rural than for urban schools.

The teaching staff.—Practically all of the surveys, except those whose scope of inquiry is limited to a particular problem, such as finance or school buildings, investigated with considerable care certain questions concerning the teaching staff of the rural schools.

These investigations relate to the relative numbers of men and women teachers, their training, experience, and salaries. Facilities furnished by the various States for the preparation of teachers are given consideration in most of the State surveys. Of the 234 men teachers in rural elementary schools in Utah, 12 are in one-teacher schools and 204 in two or more teacher schools. The percentage of men in elementary-school positions in Utah is exceeded in only five States of the United States—Arkansas, 32.7; West Virginia, 30.5; Mississippi, 26.3; Kentucky, 25.2; and Indiana, 23.1.

Ninety-four per cent of the teachers in one-teacher schools in Arizona have four years of training above the elementary school. The average number of weeks training above high-school graduation of teachers in one-room rural schools in Indiana (report of survey committee) is 36, which is the legal minimum. Fewer than one-half of the teachers in one-teacher schools and slightly more than one-half of those in three-teacher schools in Utah have had the two years of professional training above high-school grade which is considered the standard amount of preparation necessary for elementary-school teachers. In 1923, 15.2 per cent of the rural teaching force in Missouri had no high-school training and only 57 per cent had more than four years' high-school preparation. In Logan County, Ohio, it was found that 88.7 per cent of the rural elementary teachers had less than two years of training beyond high school. Urban teachers in Porto Rico excel rural teachers in both academic preparation and experience.

Definite data on experience are found in a few of the 30 surveys. The median experience of the elementary teacher in Arizona was 6 years. In Missouri the median experience of the rural teacher was 2.7 years; of the city teacher 6 years. The median number of years of teaching experience for teachers in the county school districts in Utah was 3.3 years; in city school districts 6.3 years.

Considerably more than one-half of the one-room rural teachers in Indiana (report of the survey committee) received approximately the minimum annual salary of $800 a year in 1923. A comparison of average annual salaries for rural teachers in one-half the counties of Missouri, with teachers in 50 per cent of the cities of that State, shows: Counties, $562.50; cities, $786.22. The median annual salary of teachers of one-room schools in Utah was $817; in city schools $1,384. The median annual salary for the white women in the one-teacher schools of Texas was $608; in the two-teacher schools $627; in the four or more teacher schools about $727. Men teachers in the smaller schools of Texas received about $100 a year more than women teachers. It was found in the Utah survey that in the one-teacher schools there was little difference between the salaries of men and

women teachers. In the other types of rural schools men received slightly higher salaries than women.

Most of the State surveys recommend better facilities for the preparation of rural teachers. The Mississippi and Texas surveys say that rural-teacher training departments should be organized in the teachers' colleges in each of these States. The Utah survey recommends that both the State university and the agricultural college in that State cooperate with the State department of education in the improvement of teacher-training work, especially in developing courses for State and county administrative school officials. Utah is among the few States in which teacher training is provided in connection with State schools other than normal schools or teachers' colleges.

SUPERVISION OF INSTRUCTION

Many defects in rural education are attributable directly to the lack of adequate supervision. There is scarcely a problem of instruction in rural schools which is not affected by supervision. Reports of recent rural-school surveys have done much to focus attention upon this fact. Twenty-three of the surveys under discussion analyzed the rural supervisory problems with regard to such questions as the State's part in supervision, the method of selecting superintendents, numbers provided, and their training. Conclusions based on such data as scores on testing programs, age-grade tables, time allotted to the various school subjects, and training of teachers obtained in these surveys and appearing in the reports, show convincingly the value and the need of supervision.

Not only were the provisions for rural school supervision critically analyzed in the various surveys but constructive criticism was offered in most cases. In drawing their conclusions, surveyors usually define the purpose of supervision, thus contrasting what is with what should be. The following definition from the Missouri survey report is typical:

> The fundamental purpose of supervision is to give children a better education by improving the work of teachers while in service. Supervision helps the poor teacher to become a good teacher and the good teacher to become a better teacher. A supervisor should give demonstrations of good teaching, aid in lesson planning, show teachers how to improve teaching, advise with teachers concerning the best ways to handle children of different types, and show where and how to find good teaching materials.[17]

In offering suggestions for the improvement of rural school supervision most surveyors assert that State oversight of this service is essential if it is to function to the best advantage, and recommend

[17] Missouri Department of Education. Facts Concerning Public Education in Missouri. P. 43.

that State departments of education should take a leading part in the supervisory program. As indicated by the preceding sentence, conclusions reached by the surveyors embody certain general principles to follow in outlining supervisory programs. In the Utah report these principles are designated "Minimum Essentials for an Efficient State Supervisory Program." The list follows:[18]

1. Adequate standards for supervisors: (1) Of training and experience set up by the State's certificating service; (2) of personality, leadership, organizing, and administrative ability set up by the employing agencies, namely, superintendents and boards of education.
2. Definite agreement concerning the lines of authority and responsibility of supervisory officers, State, and county district superintendents, State and county district general and special-subject supervisors, principals, and teachers.
3. Adequate educational objectives set up and understood.
4. Well-organized plans and programs of work to meet the need of the schools, both long term covering a period of years, and immediate covering current problems.
5. Teachers initiated into the available help they may expect from supervisors and held responsible for profiting by such proffered assistance.

The report states that the greatest of the enumerated needs in Utah are those calling for higher standards for supervisory officers and for improvement in the quality of the service.

The legal and administrative provisions for supervision are discussed in a number of studies. Reports of surveys in States in which county superintendents are elected by popular vote uniformly criticize this method as unsatisfactory. The following are typical of these criticisms:

> The present political form of county organization can not supply the type of professional supervision needed to secure the best results in rural school education * * *. The teachers under present conditions work with little supervision and guidance.[19]

> To obtain efficient leadership in county educational affairs the office of county superintendent must be put on a strictly professional basis and must carry a salary in keeping with its dignity and importance. The county superintendent's task is certainly as important as that of the city superintendent; he should, therefore, be compensated as fairly. To interest well-trained and experienced men, the office should pay not less than $3,000 annually, with fixed annual increments for continued service up to $3,600 a year. As soon as county boards of education pay more, they can demand more. To be prepared for their work, county superintendents should at least be college or normal-school graduates (four-year course) and should have, in addition, at least one year's graduate work specializing in supervision and rural administration and five years' experience in public-school work. Such qualifications will not only insure efficiency, but will also safeguard the office against personal favoritism and local intrigue.[20]

[18] Survey of Education in Utah. United States Bureau of Education Bulletin, 1926, No. 18. P. 220.

[19] A Survey of the Arizona Public-School System, 1925, p. 46.

[20] Public Education in Indiana. General Education Board, 1923, pp. 204–205.

The Texas law provides that in counties of fewer than 3,000 scholastics, unless provision has been made for the election of a superintendent of schools, the county judge shall serve ex officio in this capacity. At the time of the survey (1923–24) there were 100 county judges serving 102 of the 253 counties of the State in this capacity. In other counties the superintendents were elected by popular vote.

Of the ex officio superintendency the report states:

> In the judgment of the survey staff, the showing of the elected county superintendents is not so good in this respect as is to be desired, but their status is distinctly superior to that of the ex officio superintendents. * * * Provision should be made at once for a material reduction in the number of ex officio county superintendents in all counties having as many as 25 teachers in common-school districts.[21]

In Utah the superintendents are appointed by the county district boards of education. The surveyors commend this method and state that the administrative organization provides the necessary machinery for the employment of professionally trained supervisory assistants to the superintendents, wherever the financial burden can be met locally.

The different State surveys have established by evidence that relatively few professionally trained supervisors are employed in rural school systems, and that therefore the supervision of these schools is mainly of a nonprofessional type. Survey reports state that the number of rural teachers a supervisor can effectively assist depends upon local conditions, such as roads, distances, and types of schools, to such an extent that the exact number is a problem for the local school officials to decide after careful study. Surveyors agree, however, that a supervisor should be provided for approximately every 30 teachers.

The report of the Philippine Islands survey calls attention to the difficulties encountered in establishing the present school system in those islands which necessitated the development of an effective supervisory program. A sampling of the number of teachers per supervisor in the report shows from 34 to 61 in the different divisions studied. The number apparently is not great, but it is noted that much territory must be covered, in many instances over extremely bad roads. In addition to the handicap of great distances to travel, Philippine Islands supervisors have a large amount of clerical work, which takes much of their time.

In the Indiana survey not one professional assistant to a county superintendent was found, and 20 superintendents had no clerical help. The report recommends:

> Every county superintendent should have at least one stenographic and clerical assistant; * * * this would free the superintendents from clerical

[21] Texas Educational Survey Report. Educational Achievement. P. 34.

details which now consume a large part of their time, to the consequent neglect of important administrative and supervisory duties.

Well-trained county superintendents will labor to little purpose, and classroom work will continue to be extremely unsatisfactory unless provision is also made for proper supervision, particularly of beginning teachers. It should be made mandatory upon each county to provide at least one supervisory assistant, whenever qualified superintendents are in charge, for it would be a waste of money to put a trained and experienced supervisor under an untrained superintendent. One supervisor in each county could not possibly do all that should be done, but she could do much to improve the schools, particularly if her major attention is given to beginning teachers.[22]

The Utah survey report states that there was evident belief in the value of supervision as shown by the fact that in the State department of education, in the city districts, and in 16 of the 35 county districts, general or special supervisors or both were employed. For the State as a whole, the staff of supervisors was found inadequate in number. Some districts had none; others had altogether too few supervisors or supervising principals.

Evidence found in the Texas survey convinced those making the report that in many respects the country child was not given an educational opportunity equal to that provided the city child. It was stated that a high type of professional supervision would materially assist in reducing the disparity, and that wherever a superintendent has more than 50 teachers under his supervision he should have the assistance of a helping teacher or assistant supervisor for each 50 teachers or major fraction thereof.

The Missouri report states:

The conviction is fairly prevalent among rural teachers, county school officials, and the educational leaders in that State that the right type of constructive supervision is necessary for our isolated rural schools as they now exist. Recently one of our leading county superintendents in Missouri resigned his office because it was impossible, in his judgment, for any man to do properly the administrative, clerical, and supervisory duties now demanded of his office.[23]

MEASURING INSTRUCTION

During the last two biennial periods standardized tests were used extensively in rural-school surveys. This means of appraising the educational output of rural schools seems to have found a definite place in critical studies of schools of this type. Seventeen of twenty-seven surveys in which instruction was studied made some use of objective tests and five of the remainder made extensive use of age-grade distributions.

The tendency to secure intelligence ratings of pupils in rural school surveys, in addition to their educational scores, is growing.

[22] Public Education in Indiana. General Education Board, 1923, p. 206.
[23] Facts Concerning Public Education in Missouri, 1924, p. 43.

This is particularly true when it is desired to make comparisons between schools or systems. Many directors of educational research consider it essential to know the intelligence ratings in order to make the widest use of ratings in educational tests. That is, in determining whether pupils are progressing through school according to their ability, intelligence, as well as educational scores are necessary. Both mental and educational tests were used in 5 State, 4 county, 3 district, and 2 insular surveys reviewed. In at least four surveys, standardized achievement tests were used with the mental and educational tests.

Testing programs in the different rural surveys reviewed vary in scope from the use of educational tests in selected subjects in one or two elementary grades to programs including exhaustive analyses of practically all grades. The number of pupils tested ranged from a small per cent of the total school population in some of the large surveys to 100 per cent in some of the smaller ones. In general, the testing programs were limited by time and funds to representative schools and grades; for the same reasons, selections of subjects were necessary in many surveys. With the limitations mentioned, the subjects were selected in accordance with the specific purposes of the respective surveys.

The Texas survey report cites the following reasons for selecting certain grades:

> Grade V, primarily because, as shown by its frequent use in other surveys, it represents a stage far enough advanced to provide a fair test of what the school has done; Grade VII, because it represents in the State of Texas the last grade of the elementary school. While it was the purpose, therefore, to secure data primarily in Grades V and VII, tests were given in the rural schools to all grades above the second. It required little, if any, more time to test all grades above the second in the small rural school than it would have to test only the fifth and seventh.[24]

The Utah survey report explains the selection of schools as follows:

> Since neither the time nor the money was available to carry out a standardized testing program including every elementary school in the State, a "sampling" method was followed. Districts and schools were selected in such a manner as to include all kinds, thus securing a fair and accurate picture of conditions prevailing in the county school districts throughout the State.

Tests used in the different surveys included many of the well-known educational tests, including both elementary grades and secondary grades. Tests were given most frequently in the fundamental subjects, and the discussions of results invariably begin with the subject of reading, thus emphasizing the prominent place this subject occupies in all survey testing programs. The use of achievement tests in rural schools does not seem to be widespread, but these

[24] Texas Educational Survey Report. Educational Achievement. P. 24.

were used in a few instances in connection with educational or mental tests.

Facts shown by test results and age-grade tables served as bases, in 22 of the 30 surveys mentioned, for conclusions and recommendations relative to pupil classification, school organization, curricular offerings, supervision, and other instructional problems. In most cases comparisons were used freely in the treatment of test results. Scores of pupils in city school systems and the norms for the various grades are shown for comparative purposes. A number of reports show test results in the different types of rural schools surveyed.

Comparisons show that pupils in the rural schools made lower scores, grade for grade, in Arizona, Colorado, Indiana, Michigan, Ohio, Texas, and Utah than those in the city schools of these States; the reverse is shown to be true in the West Virginia survey report. Differences varied from very little to more than a year's progress. An extreme difference is noted in the following quotation from the Indiana survey:

> Eighth-grade pupils in the city schools are about one and nine-tenths years ahead of pupils in one-teacher schools, and more than a year ahead of the pupils in the large consolidated schools and town schools.[25]

That test results were put to practical use in arriving at conclusions is shown by this typical discussion concerning them in one survey:

> Many causes suggest themselves. The average rural school teacher has not herself attended school so long as the average city teacher, and therefore is not so well prepared to teach; the rural teacher has more classes to instruct, and hence less time to devote to any one grade. The school year in the rural section is shorter than the school year in the cities. Rural attendance is not so regular. Rural schoolhouses are in general less well adapted and less well equipped for school work. These and other conditions militate against successful work in the small rural school.[25]

The Texas survey report calls attention to the fact that when the relationship of achievement to capacity to learn is considered, rural pupils in some instances rank as high or higher than city pupils. This report also calls attention to the poor facilities for conducting rural schools as factors to be considered when comparing the results of instruction in these schools to the results in city school systems.

Age-grade tables appear in most rural school survey reports. These show the amount of acceleration, normal progress through school, retardation, and, used in connection with mental and educational ratings, pupil achievement. Reports of surveys in Arizona, Florida, Georgia, Texas, West Virginia, Kalamazoo County, Mich., Porto Rico, and the Philippine Islands show high percentages of retardation and low percentages of acceleration among pupils of rural

[25] Public Education in Indiana. General Education Board, pp. 19, 20.

schools. In the survey of the Logan County, Ohio, schools, high percentages of under-age and also over-age pupils were found in the one-room schools, but retardation was less than among the pupils of the one urban district in the county. The report of the Logan County study states: "The wise superintendent will not pass by facts such as are shown in the age-grade tables without looking very closely into the reasons for a large amount of retardation."[26] The Florida survey report gives as the reason for excessive retardation among rural pupils in that State, (1) short terms; (2) large classes and large numbers of classes; (3) poor teaching; and (4) lack of supervision.

Pupil classification is a subject frequently discussed in connection with test results in the survey reports examined. The surveyors found that standard tests were seldom used among rural schools. That more local use should be made of them for diagnostic purposes is included in nearly all recommendations. The Surface Creek survey report is an illustration:

> The use of standard tests in the work of the schools should be encouraged, for they have come to be a necessary part of the machinery of modern education. Their greatest usefulness is to be found within the schools themselves rather than in comparison of schools.[27]

Although some of the best results of testing programs in rural-school surveys made during the period under discussion have been indirect ones, such as the training of many rural-school teachers and superintendents in the use of standard instruments for measuring teaching results, and calling attention to the relation of achievement of pupils to their intelligence, evidence of direct benefits are also at hand. The following quotation from the report of the West Virginia survey is an example:

> On the basis of the results of the standard tests the teachers selected from the 1,675 pupils tested 276 pupils, or 16.5 per cent, * * * and promoted them the following Monday and Tuesday into the next higher grades, giving them a chance to show in the remaining two months of school whether they could do the work or not. At the end of the year the writer received a computed report from the various principals through the superintendent, indicating how these 276 pupils had fared. The report revealed that 269 of the number, or approximately 95 per cent, had made good and had been promoted again at the end of the year.[28]

SUPPORT FOR RURAL EDUCATION

A considerable portion of the space of reports of State surveys of Arizona, Georgia, Indiana (both surveys), Mississippi, Missouri, Texas, and Utah is devoted to an analysis of the problem of financing

---

[26] McCracken, Charles C. Logan County and Bellefontaine, Ohio, School Survey. P. 20.
[27] Manuel, Herschel T., and others. The Surface Creek Survey, p. 23.
[28] Cavins, L. V. School Survey of Type Counties of West Virginia, p. 56.

public-school education in elementary and secondary schools in rural communities. The survey of one State—Colorado—deals exclusively with the subject of public-school finance. A few of the county and school-district surveys discuss the subject. The chief factors considered by each of the surveys are: (*a*) The ability of the unit surveyed to support its schools; (*b*) sources of present funds, and (*c*) recommendations for improvement.

Ability to support schools.—Practically all of the surveys that treat the subject of school finance say that the units surveyed have wealth enough to adequately support the schools. This conclusion is usually arrived at by dividing the income and wealth or taxable property of the unit surveyed by the number of children to be educated. The Utah survey has the following to say concerning this method of measuring a State's ability to support its schools:

> The most satisfactory measure or index of a State's economic resources would be one which combined into a single sum or index its wealth and its income. Economists are agreed that income is a more accurate measure of ability to pay than taxable wealth. It has therefore been deemed best in attempting to devise a measure or index of economic resources to combine only a certain per cent of a State's total wealth with its net current income. A combination which has been used from time to time, and which is perhaps as satisfactory a combination as can be devised, is one which uses current income plus one-tenth of wealth.
>
> A recent bulletin of the National Education Association applies this measure or index to each of the 48 States as a means of determining their ability to provide school revenues. It also arranges and ranks the States on the basis of their economic resources per child 6–13 years of age. In addition to this it shows for each State the per cent of its economic resources that was actually expended for the support of public elementary schools and high schools. It will be seen that this per cent may be taken as a measure of the effort put forth by the respective States.[29]

The several surveys made an effort to point out the financial ability of the State or unit surveyed to support schools, generally by showing their relative per capita of school attendance wealth as compared with other similar units, or citing comparisons of expenditures for school maintenance with expenditures for tobacco, beverages, automobiles, etc.

Sources of present funds.—Public schools in rural communities receive their support largely from funds derived from the following sources: (*a*) Federal, (*b*) State, (*c*) local—county and school districts.

Federal funds contributing to the support of schools in the surveys discussed herewith consist of forest-reserve funds, the Smith-Hughes funds, and royalties derived from the Federal oil and mineral leasing act. Arizona, Colorado, and Utah all have large acreages

[29] Survey of Education in Utah. United States Bureau of Education Bulletin, 1926, No. 18. Pp. 398, 399.

of Federal forest reserves. However, money received from this source constitutes only a small percentage of total receipts for elementary and high schools in these States.

Surveys of Colorado and Utah give definite information concerning Smith-Hughes appropriations for vocational education. In 1926 the State of Colorado appropriated $62,680 to match appropriations made by the Federal Government for expenditures for vocational education, in accordance with the provision of the Smith-Hughes Act, and $10,000 for administering and supervising the work. During the school year 1924–25, Smith-Hughes subventions for vocational education were two-thirds of 1 per cent of the total receipts for the support of elementary and secondary schools of Utah.

Another source of Federal funds for the support of schools is provided by the Federal oil and mineral leasing act which provides that deposits of coal, gas, and other nonmetallic minerals in lands owned by the United States may, with certain exceptions, be leased to any association or individual for the purpose of exploiting the mineral products. The moneys received by the States are used for the support of roads and public schools. The Utah survey calls attention to the fact that of the 13 States receiving grants from the Federal leasing act, in all but two States—California and Wyoming—the sums received have been of negligible importance up to the present time. In discussing this source of revenue the Colorado survey says:

> The interest of this act for Colorado lies in the possibilities of the discovery of mineral deposits of great value in the public domain located within the State which would thus become an important source of revenue to the State. It is not too soon to consider what should be the proper distribution of such a fund, and all those interested in education should see to it that the claims of education for a portion of it are properly presented to the legislature.[30]

The Utah Legislature in 1923 enacted a law devoting the entire proceeds of funds derived from the Federal oil and leasing act to the principal of the State permanent school fund. Wyoming devotes 50 per cent of its revenue from this source to public schools, and is able from this fund to provide approximately $250 a year for every elementary-school teacher and $375 for every high-school teacher.

State funds for the support of schools are derived chiefly from income from permanent school funds and school lands, appropriations, and taxes. Incomes from permanent school funds and school lands represent a small per cent of the total revenues for public schools. Survey reports from Arizona, Colorado, Indiana (rural education survey committee), Missouri, and Utah show that incomes from these sources varied from 1.4 per cent to 7.1 per cent of the total.

---

[30] Financing of Public Education in Colorado. University of Colorado Bulletin, vol. 24, No. 6. P. 86.

In most of the States the major portion of the funds contributed by the States for the support of schools is derived from appropriations and taxes. The school laws of Arizona provide that the State shall levy a tax sufficient to raise a sum amounting to not less than $25 per capita for all children in average daily attendance in the common and high schools of the State. The Arizona survey shows than in 1922 this fund amounted to 24.2 per cent of the total revenue for the support of schools.

According to the Colorado survey, prior to the passage of the Smith-Hughes Act of 1917 that State had never pursued any continuous policy of making State appropriations for school support, and the only appropriation now made for common-school purposes is that necessary to receive and administer the Federal grant for vocational education under the provisions of the Smith-Hughes Act. Every State now makes appropriations for this purpose.

The constitution of Missouri requires the State to set apart annually not less than 25 per cent of the State revenue, exclusive of the interest and sinking fund for the support of the public schools. The survey of Missouri says in practice the general assembly sets apart one-third of the revenue for the support of public elementary and high schools. During the school year 1919–20 this appropriation amounted to 11.8 per cent of the total receipts for school support.

The Utah survey shows that during the school year 1924–25 more than 31 per cent of the total receipts for the support of elementary and high schools was derived from State taxes. The only special appropriations made at the present time are those for salaries and wages, office expense, travel of and equipment for the State board of education, and appropriations to match Smith-Hughes subventions.

The percentage of the total amount of school support (interest on permanent funds, appropriations, and taxes) derived from the State, as given in survey reports from Arizona, Mississippi, and Utah, are higher than in most States. These percentages are 28, 28.5, and 35.03, respectively.

Support for schools is derived chiefly from county and local school districts. The county as a source of school support is increasing in importance in the country as a whole. Surveys of Arizona, Colorado, Mississippi, and Utah indicate that the county contributes a relatively large percentage of the total revenue for the support of public schools. In Utah where, in most instances, the school district is the county, approximately 59 per cent of the total revenue for school support was received from county district funds in 1924–25. The Arizona survey points out that, while Arizona has been regarded as a State in which the county is utilized as the chief means of local support, the tendency since 1913 has been to decrease the percentage of the total funds derived from county sources; this decrease is shown

by the following percentages: 39.8 in 1915 and 32.9 in 1922. The percentage of total revenue from county funds given in the Colorado survey report was 21 per cent for 1922; that given in the Mississippi report was 23.3 per cent for 1925.

Surveys from Colorado, Indiana (General Education Board), Missouri, and Utah show that the chief burden of school support comes from the local districts. The percentages of the total given in surveys from each of these States were approximately 80, 90, 85, and 58, respectively.

Recommendations.—The recommendations concerning finances made in the surveys deal chiefly with changes in the methods of apportioning State school funds, units of taxation, new methods of taxation, and equalization funds.

All of the State survey reports and some of the county surveys recommend more equitable methods for distributing State school funds. In most of the surveys reviewed the basis for distribution is the school census. This method has long been regarded as unscientific. In discussing the methods that should be used the following quotation from the Colorado survey is reasonably typical of discussions on the subject found in other surveys:

> The general conclusion of educational authorities on this subject is that no single basis of apportioning school funds will prove to be satisfactory, just, and equitable if used singly and alone, and that the best results can be obtained only by a combination of two or more bases. A combination of the teachers-actually-employed basis with aggregate-days-of-attendance basis, together with a distribution based upon the valuation, affords one of the best plans yet evolved for securing a just and equitable distribution of school funds.
>
> By using the number of teachers actually employed as a basis of apportioning school funds, recognition is given to one of the most important elements to be considered in conducting a school, namely, the qualifications and ability of the teacher. The higher the salary a district can pay, the better qualified teacher it can secure. Furthermore, this plan places a premium on the employment of a sufficient number of teachers to teach the children properly and serves as a strong incentive to provide an adequate teaching staff. Used as the sole basis of apportionment it would fail to place a premium on such desirable education efforts as increasing the attendance and lengthening the school term.
>
> Under the plan of apportioning school funds upon the basis of aggregate days of attendance the State pays communities for the actual numbers of pupils at school each day, with the result that a premium is placed both upon regularity of attendance and upon lengthening of the school term. It takes into consideration the various efforts which a community makes to secure these results. The State pays for each pupil in attendance and also for each day that the pupil has the opportunity to remain in attendance. If used alone this plan would give city schools an advantage over the small country districts by reason of the longer term of school and the much smaller number of teachers required for each 1,000 children.
>
> The use of the school census for the apportionment of State and county school funds should be abandoned in Colorado as soon as possible, and a

combination plan adopted providing for the distribution of funds on the basis of the number of teachers actually employed and the aggregate days of attendance and the valuation of the school district. It might be desirable for the State to pay a fixed amount for each teacher actually employed and then apportion the remainder of the State fund on the basis of aggregate attendance and assessed valuation. It would also be desirable to set aside a certain "reserve fund or equalization fund" before making the above apportionment to be used for the relief of those communities which have made the maximum effort allowed by law and yet are unable to meet the minimum educational requirements of the State.[31]

In each of the surveys larger units of taxation are recommended. It is generally agreed in most of the surveys that the State should bear a larger percentage of the cost of maintaining schools than is the present practice, and that the county as a unit for taxation and school administration should be substituted for the small school district unit in States where the county unit does not now exist.

The Indiana survey (rural education survey committee) bases its recommendations for increasing the proportion of the burden of school support to be borne by the State as a unit upon the following two considerations:

(*a*) The recommendation already made for the use of the income and inheritance taxes for school purposes, which would necessarily involve the State as a unit for the distribution of these revenues.

(*b*) A consideration of the degree to which a larger use of the State as a unit for school revenue would reduce the inequalities of educational opportunity now afforded by the various school corporations of the State.[32]

The Missouri survey says that the county unit of taxation would help equalize the burden of support and the educational opportunity within each county, but this will have to be supplemented with State aid in order to equalize the burden of support and the educational opportunity among the counties.

Surveys of Colorado, Indiana, Mississippi, Missouri, and some others say that the general property tax as the sole source of school revenue is condemned by authorities in the field of taxation. They recommend that it be reduced and supplemented by such newer methods of taxation as State income taxes, inheritance taxes, taxes on corporations, and severance taxes.

The Colorado survey shows that more than 71 per cent of the local taxes come from farm lands, city real estate, livestock, and miscellaneous personal property; corporations, banks, and manufacturers pay 24 per cent; while taxes from intangible property constitute less than 2 per cent of the total. A study of the net income, reported by

[31] Financing of Public Education in Colorado. University of Colorado Bulletin, vol. 24, No. 6, 1924, pp. 72, 73.

[32] Report of the Indiana Rural Education Survey Committee. Indianapolis, Ind., 1926, p. 113.

individuals and corporations in Colorado making income tax returns to the Federal Government in 1920, indicates that millions of dollars of intangible property in Colorado are not being reached by the present system of taxation. Individuals securing incomes from salaries, professional earnings, and investments in securities go practically untaxed.

The Indiana survey (Indiana rural education survey committee) in addition to recommending a State income tax for school purposes suggests the diversion of a part or all of the inheritance tax into the common State school fund. The Mississippi survey recommends that luxuries and nonessentials be taxed for school purposes.

The Porto Rico survey says that expansion of school facilities depends upon either tapping new sources of revenue, or making greater sacrifices, or diverting additional funds from present channels, or some contribution resulting from these factors. The rural areas merit greater financial consideration than the facts indicate they have received in the past.

The necessity of some type of State equalization fund is recognized in a number of the surveys. The Mississippi survey report says that the equalizing school fund in that State is essential and in course of time should be increased. The Missouri survey recommends that the amount of State aid be increased appreciably if not doubled.

Three-fourths of the school revenues of the Philippine Islands are supplied by the insular government. The survey states that in 1920 the Philippines had a far sounder policy of distributing this aid than they have at present. It recommends that the 1920 rules be adopted until a special study of insular aids can be made. Such a study should take into account the effects of these aids in stimulating local endeavor and in equalizing educational opportunity and educational tax burdens.

For the purpose of equalizing educational opportunities in Utah the survey report proposes as the minimum program to be guaranteed to every child by the State, the cost of which is to be equalized by means of a State equalization fund, such a program as can be secured by expending for current expenses—for support and maintenance alone—$70 per child in average daily attendance. Three plans for financing this program are proposed, with preference given to plans 1 and 2.

Plan No. 1. The simplest and most equitable way for equalizing educational opportunities and school burdens would be for the State to pay all the cost of the minimum program and to levy a State tax which would produce funds sufficient, when added to all other State funds, to pay all costs.

Plan No. 2. If Utah is not prepared to adopt a plan of complete State support or of having the State provide all funds except those required to meet the costs of capital outlay and debt service, it may, nevertheless, greatly improve its present situation by establishing, in addition to all existing State funds, a State equalization fund to be distributed in such a manner as to equalize revenues and district school burdens.

In order to share in the State equalization fund, every district shall levy a tax of a rate equal at least to that which the wealthiest district will be obliged to levy to provide said district with funds which, together with the moneys received from the State district school fund and all other existing State funds, will be sufficient to pay the total cost of providing the minimum program in this district without aid from the equalization fund. The rate which this wealthiest district levies becomes, in effect, a compulsory minimum tax rate to be levied by every district in the State.

Plan No. 3. This plan proposed that one-half of the combined income of the land interest and rental fund and the State district school fund shall be apportioned among the districts on the basis of average daily attendance, and that the remaining half shall be set aside as an equalization fund to be apportioned among all districts which levy a tax of a minimum rate and are unable from the proceeds of this tax and from all other State funds to provide for each child in average daily attendance an amount equal to the State average expenditure per pupil in average daily attendance during the preceding year. This proposal is only offered as a last resort.

BIBLIOGRAPHY OF RURAL SCHOOL SURVEYS REVIEWED

Brogden, L. C. *and others.* A survey of the public schools of Lenoir County. Raleigh, State Superintendent of Public Instruction, 1924. 233 p. illus., tables. 8°. (North Carolina. Department of Education. Educational Publication no. 73. Division of Supervision no. 17.)

Burkholder, A. C. The schools of Caldwell County, Texas. San Marcos, Tex. Published by the Southwest Texas State Teachers College [1924]. 33 p. illus., diagrams. 8°. (The Teachers College Bulletin, vol. 13, no. 3, October, 1923.)

Burnham, Ernest. A county study in rural education. Kalamazoo, Mich. Western State Normal School [1925]. 89 p., tables, diagrams. 8°. (Western State Normal School. Bulletin, vol. 21, no. 2 B.)

Cavins, L. V. School survey of type counties of West Virginia. Charleston, W. Va., Published by State Department of Schools, 1923. 77 p. tables graphs. 8°.

Clemson Agricultural College of South Carolina. Agricultural Department. Public school survey of Oconee County, South Carolina. Made by the Division of Education, the Clemson Agricultural College, in cooperation with the County Board of Education, Oconee County, June 1923. [Greenville, S. C., 1923.] xix, 283 p. map, diagram. 8°.

Colorado. State Teachers College, Greeley. Bureau of Educational Surveys. Report of the school survey and educational program for Fort Lupton, Colorado, school year 1924–1925. Greeley, Colo., The College [1925]. viii, 97 p. illus. tables, diagrs., front. 8°. (Colorado State Teachers College Bulletin, Ser. xxv, no. 3.)

Davis, E. E., *and* Adams, F. J. A study of rural schools in Smith County, Texas. Austin, Tex., University of Texas Press, [1923]. 107 p. tables, map. 8°. (University of Texas. Bulletin no. 2339, October 15, 1923.)

Francis, Thomas *and* Northup, E. M. Survey of the one-teacher elementary schools of Lackawanna County [Pennsylvania]. 1926. 23 p. tables, diagrams, graphs. 12°. (Mimeographed.)

Fulk, Joseph R. A study of the smaller elementary schools of Florida. Gainesville, Fla., University of Florida Teachers College. University Record, vol. 18, no. 4, February, 1924. 74 p. tables. 8°.

Fulk, Joseph R. *and others.* A study of the Alachua public schools, Alachua, Florida. Gainesville, Fla., 1925. 100 p. tables. 8°. (University of Florida Teachers College. University Record, vol. 20, no. 1, June 1925.)

General Education Board. Public education in Indiana. Report of the Indiana Education Survey Commission, prepared under the direction of the Commission by the General Education Board. New York, General Education Board, 1923. 304 p. tables (part fold.) diagrs., front., plates. 12°.

Georgia. State Department of Education. The state-wide school survey of Georgia. 1924. (*In* Fifty-second Annual School Report.)

Indiana Survey Committee. Report of the Indiana Rural Education Survey Committee. Indianapolis, Ind., State Superintendent of Schools, 1926. 130 p. tables. 8°.

International Institute of Teachers College, Columbia University. A survey of the public educational system of Porto Rico. New York. Published by Teachers College, Columbia University, 1926. 451 p. illus., maps, tables, etc. 8°.

Manuel, Herschel T. *and others.* The Surface Creek survey. An educational survey of school districts 6, 9, 18, 22, 23, and 24, Delta County, Colo. 1924. 127 p. tables, map. 8°.

McCracken, Charles Chester. Logan County and Bellefontaine, Ohio, school survey . . . 1923. Columbus, Ohio, F. J. Heer Printing Co., 1923. 66 p. tables, diagrs. 8°.

Mississippi. Survey Commission. Public education in Mississippi; report of a study of the public education system, conducted by Prof. M. V. O'Shea, director . . . Jackson, Miss., Jackson Printing Co., 1925. viii, 362 p. 12°.

Missouri. Department of Education. Facts concerning public education in Missouri. Report of the Missouri school survey . . . Issued by Charles A. Lee. [Jefferson City, The Hugh Stephens Press, 1924.] 139 p. 12°.

Philippine Islands. Board of Educational Surveys. A survey of the educational system of the Philippine Islands, by the Board of Educational Surveys created under acts 3162 and 3196 of the Philippine Legislature. Manila, Bureau of Printing, 1925. xviii, 677 p. tables, front., plates, maps, diagrs. 8°.

Pittman, M. S. *and others.* A rural school survey of Oakland County, Michigan. Ypsilanti, Mich., 1923. 64 p. tables, graphs, 8°. (Michigan State Normal College, Department of College Extension. Bulletin no. 1, 1923.)

Sears, Jesse B. Marysville union high school. A report of an investigation of the physical needs of the school and of a plan for financing the proposed program of development. Published by Board of Education. Marysville Union High School, Marysville, Calif. [1925] 51 p. tables, graphs. 8°.

Shriber, Joseph H. *and* Hopkins, L. Thomas. Improving rural school instruction and supervision in Colorado. Boulder, Colo., Published by the Regents of the University of Colorado [1924]. (Bulletin of the University.)

Sowers, Don C. Financing of public-school education in Colorado. Boulder, Colo., Published by the Regents of the University of Colorado, [1924]. 93 p. tables, diagrams, 8°. (University of Colorado Bulletin, vol. 24, no. 6, June, 1924.)

Tennantt, J. L. *and* Davis, E. E. A study of rural schools in Runnels County, Texas. Austin, Tex., University of Texas press, [1924]. 95 p. illus., diagrams, map. 8°. (University of Texas Bulletin no. 2426, July 8, 1924.)

Texas. Educational Survey Commission. Texas educational survey report. Austin, Texas, State Librarian, 1925. 8v. 8°.

Contents: v. 1, Organization and administration, by George A. Works and others; v. 2, Financial support, by B. F. Pittenger and G. A. Works; v. 3, Secondary education, by C. H. Judd; v. 4, Educational achievement, by Paul J. Kruse and others; v. 5, Courses of study and instruction, City schools, by Margaret E. Noonan, Country schools, by O. G. Brim, Reading in the upper grades, by C. T. Gray; v. 6, Higher education by L. D. Coffman, and others; v. 7, Vocational education, Agricultural education, by N. E. Fitzgerald, Home economics education, by Stella Palmer, Trade and industrial education, by B. W. Johnson; v. 8, General report by George A. Works.

Tupper, C. Ralph. A survey of the Arizona public-school system. [Phoenix, Ariz.], Gazette Job Printing Co., 1925. 112 p. 8°. *See also* Arizona Teacher and Home Journal, for February, March, April, May, and June, 1925.)

United States. Bureau of Education. Survey of education in Utah. Washington, Government Printing Office, 1926. xiv, 510 p. tables, diagrs. 8°. (Bulletin, 1926, no. 18.)

University of Tennessee. Survey of Union County, Tennessee. By B. O. Duggan *and others.* Knoxville, Tenn., University of Tennessee Press, 1924. 48 p. 8°. (University of Tennessee. Extension series, vol. 1, no. 2.)

Wisconsin Teachers Association. Building Survey Committee. Report on rural school survey. Madison, Wis., 1925. 37 p. illus., tables. 8°. (Bulletin, November, 1925.)

Wright, Edgar E. *and* Whitney, Frederick L. A survey of the Rustad consolidated school. Moorhead, Minn., 1923. 31 p. tables, diagrams. 8°. (Moorhead State Teachers College. Bulletin, Series 19, no. 2, July, 1923.)

CHAPTER XIV

THE PARENT-TEACHER ASSOCIATIONS

I. History and Progress of the Parent-Teacher Movement

By Margaretta Willis Reeve

President, National Congress of Parents and Teachers

Thirty years ago a woman, a mother, a student of childhood, conceived the idea of parenthood as a profession in which the united efforts of individuals would make for progress as surely as they do in medicine or the law.

The Congress of Mothers, which Alice McLellan Birney had founded in 1897, adopted parent-teacher cooperation as part of its program. This line of development became at once so popular that for some years it almost overshadowed the original purpose of the organization—the training of parents in the care and understanding of little children.

In 1920 there were in this country fewer than 200,000 members, in some 38 State branches of what is now called the National Congress of Parents and Teachers. In 1926 more than a million men and women are active members, in 47 States, the District of Columbia, and the Territory of Hawaii.[1]

To hold together around one central idea, that of the welfare of children, such a vast organization and assure its efficient functioning, it has been necessary to formulate definite principles and to create and maintain certain standards by which the groups formed may measure themselves and may test their adherence to those standards.

Many independent local organizations exist, without affiliation with the national organization, using the same or similar names and doing in many instances excellent work, but carrying out no nation-wide policy and supplied with no program of service other than that which they may evolve to meet local conditions. Their activity depends entirely upon the quality of local leadership. From this source has come much of the interference with school politics and administration credited to the associations belonging to the national movement as a whole; and much of the opposition with which it still occasionally meets is due to the unguided efforts of these isolated groups, whose zeal has not been tempered by experience and study.

[1] See table, p. 477.

As a knowledge of the system is necessary to a full understanding of the work of this educational auxiliary, the conditions under which the national organization operates may be briefly summarized as follows:

(1) The *annual convention* has all power over the conduct of the organization and is a delegate-voting body representing the 49 branches.

(2) The *board of managers* (composed of officers, State presidents, and the bureau managers and committee chairmen whom they elect) is authorized by the convention to carry on its work between the annual meetings, and must report annually to the convention.

(3) The *executive committee* is the servant of the board of managers and performs for it such duties as the board may assign to it, reporting to the board and the convention and having no independent authority.

(4) The *State branch* is the representative of the congress in the State and is pledged to carry out the objects and policies of the national organization.

(5) The *district organization* is the representative of the State branch in the district and is therefore pledged to carry out the State and National objects and policies in its territory.

(6) The *county council* represents the State branch in the county and carries the congress work to the individual members in every locality.

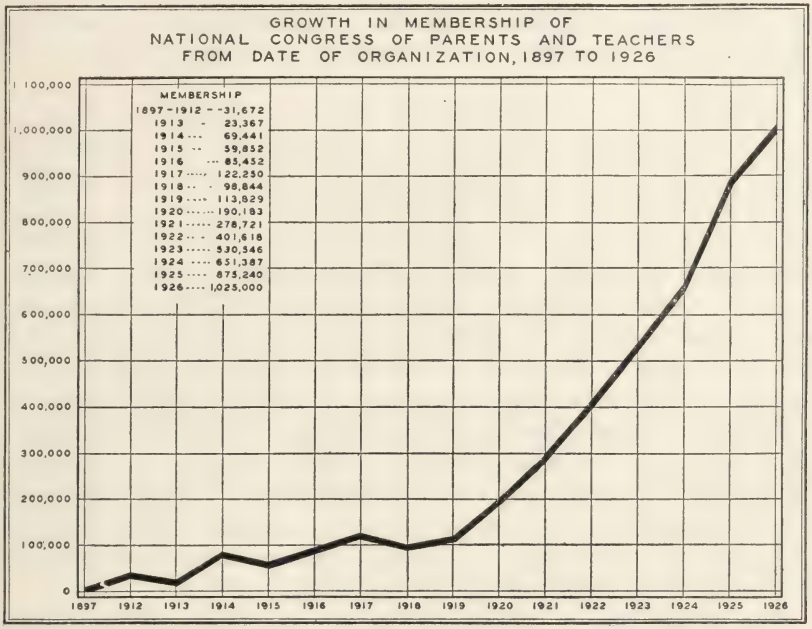
(7) The *local association* unites the members for carrying out the plans of the congress and for the promotion of the welfare of the children in the community.

(8) The *individual member* belongs directly to both the State and the National congress and is responsible for the attainment of its objects.

The value of the National Congress of Parents and Teachers as a channel for the dissemination of the information possessed by the various welfare agencies operating under its auspices lies in the foregoing system, whereby time and effort are conserved, and the policies adopted by the representative assembly determine the program of the organization and are carried down through State, district, county, and local sections to be put into operation by the individual member. In the educational scheme the parent-teacher movement holds a place occupied by no other group, uniting as it does the home, the school, and the community around a common object of interest, in a meeting place which is equally the property of all citizens. Many powerful agencies are working for the schools, but the parent-teacher association alone operates in and through them and enlists the active interest of all parents and of all those who, having no children in

school, are yet concerned for the well-being of the community which the boys and girls will so soon control.

As this group of men and women has advanced in its experiment, it has drawn certain clear outlines within which its activities can function to the best advantage. Here are found given units, organized for a specific purpose, with direct, dynamic power proceeding from a central station. Here also are varied types of educators—fathers, mothers, grandparents, teachers, citizens, in all walks of life and representative of well-nigh every business and profession; not scattered throughout communities, to be reached individually through whatever channel circumstances may make available, be



it press, pulpit, or fraternal organization, but drawn to one center, and by the fact of their assembly there, demonstrating their common interest in the idea on which the organization rests—that all forces of the community, without regard to creed or condition, have one mutual concern, the building by high standards of measurement of the children who are to be the citizens of to-morrow.

There are certain specific objects to be striven toward for this one common purpose, and there are many which are optional and should be considered only in connection with local conditions. Into these two divisions falls the work of the various committees and bureaus which promote the objects of the congress—program activities vital to any movement which has for its object the real welfare of the

average child; for the congress does not take as its responsibility the care of the subnormal, the abnormal, or the child who is physically defective, save as it may direct to that child the attention of the agency specializing in its care.

First comes the group covering the hygiene of the coming generations. The foundations of sound physical health must be laid in the earliest years, and to this end the congress has created several committees with a special relation to preschool health, both mental and physical, first reaching and teaching the parents of children under school age. Mothers as well as fathers need this education, for motherhood, though it may bring the instinctive desire to protect the young, must in the human race rise higher than in the brute creation and must add intelligence to instinct; and intelligence presupposes recognition of ignorance and a resolve to overcome it by mental activity.

Then the child of grade-school age is considered—his physical foundations, his exercise, sleep, food, clothing, and the relation of the home to the health program of the school in which he spends so many of his waking hours. Beyond this is another step—the high-school age, with its new and more difficult situations, into which must enter the study of social hygiene, with its modern outlook toward preventive measures and the making of good parents in these early years through the development of the children into healthy men and women. Along these lines the program has been completed by the addition of a strong committee on mental hygiene, headed by a nationally known psychologist, and by the creation of a bureau of child development under which all the forces working for the health of the child are combined into one center, from which information may be broadcasted and where those who seek advice may find it in literature, in conferences, or through personal communication with the experts who are directing the committees.

The second line of activity which is based upon a fundamental need is that which concerns itself with the creation of the means whereby this many-sided group may function and may avail itself of the contributions made by scientific research. As a rule the findings of the experts creep into public consciousness through the press, through conferences, and by personal word. It is, therefore, necessary to have standardized groups in constant touch with sources of supply, through which this knowledge so carefully gathered may be made to serve those who most need it in their business of parenthood, of teacherhood, or of citizenship. These groups have increased to the number of approximately 18,000—a small leaven, it is true, but bearing within it the power to leaven eventually the whole lump. The preschool circle is the focal point of the work of the congress, and upon it is laid increasing emphasis. In response to the demand,

this type of organization continues to multiply, and a carefully planned program, supported by material for reading and study, is one of the latest developments. In this activity most valuable assistance has been rendered by the United States Bureau of Education through the preparation of home reading courses and bibliographies dealing with this age, and by the publication of a pamphlet by Dr. James F. Rogers entitled "Is Your Child Ready for School?"

The success attending these groups led to a request for their extension into the more advanced stages of child study and the supplying of material and outlines and a plan of organization for the parents of children of grade school and of high-school age. It is recommended to the groups that they meet weekly for study and monthly for the interchange of their conclusions and the discussion of common problems—a plan which is meeting with pronounced success, as it makes possible an intimate consideration of personal experiences in the small circle and also presents the child against the larger background of the community in which the home training will largely determine his standing.

The grade-school associations of parents and teachers, when rightly conducted, have so clearly demonstrated their value that the demand for the movement has come from junior high schools, high schools, and even colleges, and the past two years have seen a remarkable development in these directions, notably in the high school, where the parent-teacher student method of organization has made the work increasingly popular with both teachers and students. Fine recreation programs, both indoor and outdoor, higher social standards, and the cooperation of the parents in keeping boys and girls in school throughout the four years of the high-school course are some of the outstanding results of this extension of the movement.

The general neglect of definite religious training among the children of America led to the study of the possible advantages of cooperation between parents and the spiritual instructors of their children, by means of parent-teacher associations in churches, with results which make it evident that the need is as urgent in that respect as it is in the field of secular education. A form of organization suited to conditions was prepared, a committee was appointed to promote the formation of these groups, and notable success is being achieved, though, due to the comparative scarcity of able leaders in this line, the progress is slower than that of the other school units.

These are the major groups through which this idea of the education of the whole child, mental, moral, and physical, in all his relationships, in home, school, church, and community, finds expression. In addition to those mentioned in detail, any group interested in any phase of child welfare finds here its logical affiliation. Mothers'

clubs, fathers' clubs, home and school associations, and school improvement or community league are all included in this assemblage of the lovers of childhood. Some begin on closely restricted lines, doing good work so far as they go; and as the larger view is more fully grasped, the larger field is entered.

The activities of the associations have enlisted the interest of the colleges, universities, and normal schools to a marked degree, and their requests for information regarding the scope and methods of the movement have been met with.

Commencing with Columbia University, credit courses, ranging in duration from two to six weeks, have been placed in the State universities of Florida, Georgia, Kentucky, Tennessee, Virginia, and West Virginia, and in the colleges of Colorado, Michigan, New Mexico, Ohio, South Carolina, New Hampshire, and West Virginia. The courses, occupying two or three weeks, were given as parts of courses on new movements in education or on community activities, and were well attended. In all instances the repetition of these courses has been requested by the summer schools.

In addition to the foregoing credit courses, short courses, one week in length and carrying no credit, were given in the State universities of Arizona, Indiana, Missouri, and Ohio; in colleges in Alabama, Arizona, Missouri, New Jersey, New Mexico, North Carolina; and at Lake Chautauqua, N. Y. Institutes of from two to five days were placed in Alabama, Louisiana, Michigan, Mississippi, New Jersey, North Dakota, and in Cornell University, making a total of 41 units in 22 States. The outlines used in these courses have been carefully developed by trained educators, and the instructors are qualified teachers fully equipped to serve on any faculty.

The courses were for the benefit of teachers, many of them working in rural schools and aware that only through the aroused interest of the parents could they hope to secure adequate equipment for their difficult task. But some of the universities and colleges were able, under their regulations, to open the instruction to members of the parent-teacher organization of the State, and the institutes were especially planned to train leaders and organizers, dealing chiefly with problems of method and of administration and with the construction of programs of work.

Within the past two years two special projects have been originated and successfully developed in connection with the two major lines of activity just mentioned. As they are both of an educational nature, it may not be amiss to outline them here, as both come within the period covered by this report.

1. A few years ago Delaware was faced by a serious school situation and no response could be secured from the general public. A group of prominent citizens organized to promote a school-building

program, and, after considering many agencies, approached the president of the State Congress of Parents and Teachers with a request that she undertake the formation of a parent-teacher association in every school in the State, with the object of placing before the public the educational needs of Delaware. At the end of four years, organization had been effected in about 90 per cent of the schools, and the new building program had been carried out.

The National Congress of Parents and Teachers, seeing in this successful experiment an interesting possibility, decided to inaugurate a similar movement under different conditions, financing it, not by private means but from the congress treasury. A State was to be selected in which educational conditions were not satisfactory and an intensive campaign was to be conducted in two or three counties, in order to demonstrate the effect of organized parent cooperation upon the rural school, following to some extent the examples set by the American Child Health Association when it placed its model health centers in five widely differing States.

At the meeting of the rural section of the National Education Association, in 1924, the story of Delaware was told. It elicited an immediate response. The superintendent of public instruction of North Dakota suggested her State as an excellent field, as it presented the problems of immense distances, a large foreign population, and entire lack of public support throughout the vast rural sections. The national chairman of rural life, Mrs. John B. Cleaver, who had conducted the Delaware campaign, was placed in charge of the project, and, at the request of the State superintendent, was sent to North Dakota, where she laid the plan before the annual meeting of county superintendents, at which time it was hoped that two or more might suggest the placing of the experiment in their counties. Instead of 1 or 2 counties, 21 requested the demonstration, and as it was impossible under those circumstances to make a selection, it was decided to change the movement from an intensive to an extensive one and include all the 53 counties of the State. Believing that in work of so fundamental a character, a five-year program should be supported in order to assure lasting results, the congress agreed to appropriate annually for this period a sum not to exceed $2,000, this amount to be supplemented by stenographic service, postage, and such motor transportation as might be available, contributed by the State department of public instruction. In cooperation with the State superintendent, who was appointed vice chairman of the project, the following aims were outlined: The organization of 10 per cent of the schools of the State by December 31, 1925; 50 per cent by December 31, 1926; 75 per cent in 1927; 90 per cent in 1928; and 100 per cent in 1929. The

national congress made a complete survey of the State and local conditions; conducted training classes for leaders; placed the project before county and local superintendents; arranged for such support as the State branch was equipped to give; and placed two national organizers in the field to work under the direction of the State superintendent. An astonishing record of achievement followed, often under the most trying conditions. Within six months the 10 per cent quota for the first year had been passed by every county, and one had the distinction of 100 per cent organization of its schools. In April, 1926, nine counties had passed the 50 per cent mark, six months ahead of schedule, and 31 per cent of the schools had secured parent-teacher cooperation. The following list sets forth some of the results as reported by the county superintendents:

1. Terms of schools lengthened.
2. School attendance improved.
3. System of uniform textbooks established.
4. Improvement in schoolhouses in sanitation and apparatus.
5. New school buildings erected.
6. Schools standardized.
7. Playground equipment purchased.
8. Instruments purchased for the schools.
9. Library books and pictures purchased for the schools.
10. School grounds beautified.
11. Warm noon lunch served.
12. Milk provided for underweight children.
13. Dental clinics established.
14. Physical examination of school children, and remediable defects corrected.
15. Cases of tardiness lessened.
16. Junior banks organized.
17. Picture shows censored and supervised.
18. Reading rooms sponsored.
19. Health crusades sponsored.
20. Scholarships created.
21. Standard of home life raised through child study.
22. Friction in community eliminated.
23. A friendly relationship between parents and teachers established, thus making discipline easier for teachers, and creating a stimulus for better work among students.
24. The moral standard of the community improved.
25. Parents visit school, becoming acquainted with modern methods of education and curriculum.
26. Phases of child amusement and recreation in community improved.
27. Night schools established.
28. Splendid work accomplished in Americanization.
29. Community halls built.
30. More students finish eighth grades and high schools.
31. Kindergartens established.
32. Equipment for school lunches purchased.
33. As a whole, the parent-teacher association acts as a socializing and educating project in any community.

The demonstration attracted widespread attention, and in its second year the State Department of Education of Nebraska requested the extension of the work to that State, where it will be inaugurated early in 1927. This application was followed by one from Mississippi, and that in turn by a similar request from Wyoming. Mississippi will be the next State in which the demonstration will be placed, as it offers problems widely differing from those of the Northwest. One of the chief objects of the movement is to show the universal application of standardized parent-teacher cooperation, and its accompanying training of every individual parent and teacher in their relation to the individual child.

2. The second project undertaken by the national congress is that known as the summer round-up of the children. This is a movement to send to school in the first grade a class of children 100 per cent free from remediable defects, through the enlistment of the interest of the parents to secure a physical examination in May, carry on through the summer the necessary corrective work, and hold a second examination in September to determine to what extent these corrections have been made. The foregoing project was undertaken in the belief that the home can make to the school no better contribution than that of a child ready to be taught, and that upon the parents, and not upon the school system, rests the responsibility for the health of the children. Since the health authorities in their campaigns have met with opposition or indifference in a large percentage of homes, it was thought that the community spirit engendered in the parent-teacher association by the common relation to the school and the absolute democracy of the movement might succeed where the State or the city failed, and that by getting behind the parents, as one might say, and urging them toward the health authorities, much more rapid progress might be made, since if each community, each school district, could take care of the health conditions connected with its own particular school, the national problem would soon reach a solution.

The preschool child was selected for this experiment, since the entrance into school for the first time marks a distinct turning point in a child's career and a special appeal may be made to parents at this period. Also, if the parents are aroused to the need for preventive and corrective measures at this early age, they are likely to carry the same interest up through the family, a fact which has had ample demonstration in this interesting project. The first round-up was begun late in the summer of 1925, and with only six weeks in which to organize and carry out the plan, its importance and its success were fully demonstrated, and its results were accorded widespread attention by educators and health authorities all

over the country. Preparations for the second round-up were made in the fall of 1925. The material was distributed in ample time for use on May Day, which was selected as the opening day of the campaign because of its already established recognition as child health day, and by June 1 more than 1,300 associations, affecting approximately 50,000 children, had registered their intention of carrying on the campaign. In the fall of 1925 the Elizabeth McCormick Memorial Fund, which from the first showed the keenest interest in the undertaking, tabulated a group of 1,159 health reports which were correct in every detail for that purpose, with the following results, which are interesting in that they illustrate conditions, not in the slums of a great city, not in a selected "problem" neighborhood, but in a great cross section of the average American home, in which the child who is not evidently ill is considered well or well enough.

In a group of 1,129 children from 11 States, ranging from entrants to a rural school in a class of 9 to a city round-up of nearly 400, were found 2,693 defects—an average of 2.4 per child. Thirty-three children rated 100 per cent. Vaccination was absent in 501; 482, or 42.6 per cent, had carious teeth; 477, or 42.2 per cent, had bad tonsils; 335, or 29.6 per cent, had adenoids; 229, or 20.2 per cent, had gland trouble; 718, or 68.7 per cent, were underweight. Only 80 rated over 90 per cent in general condition; 162 rated from 80 to 90 per cent; and 291 were under 80 per cent.

Other defects listed included throat, eyes, ears, feet, spine, skin, lungs, heart, and about 18 other counts, as listed in the examination blank approved by the American Medical Association.

It is as an auxiliary and not as a substitute that the parent-teacher association desires to serve. The summer round-up of the children is not an effort to secure such an exhaustive examination and diagnosis as belong in the province of the specialist. Its aim is to send to school in the first grade a class as free as possible from those handicaps which, if neglected, will result in absences from school in the most important opening months of the term, or in the inability of the pupil to do the work required—such handicaps as dull hearing, imperfect vision, infected tonsils, adenoids, carious teeth, skin eruptions, bad scalp conditions, faulty posture, malnutrition, and heart trouble. All these defects save the last two are readily curable in the three months allowed, and if the medical inspection reveals diseased heart or lungs, defective nerves or nutrition, and the child is placed by its parents under treatment in May, it will either have improved sufficiently in health by the 1st of September to be able to do efficient work, or the discovery will have been made that the school room is no place for it until the handicaps have been removed and it may enter the race with a fair chance of success.

The plan which proved satisfactory in 1925 is being followed in 1926, with such improvements as experience has suggested. In February a letter was sent to the president of every State branch of the congress requesting active cooperation and the reprinting in the State bulletins of the "Call to the Campaign," which went out in the official magazine, Child Welfare, with the requirements, the first of which was the registration of every entering association with the State president. On the receipt of these registrations at the campaign office there were immediately forwarded to the associations a first report card, a sample examination blank, the Baldwin-Wood weight-height-age table, and a "broadside" containing some supplementary information, and nine "stories" outlining different successful methods developed by local groups, ranging from the rural school with half a dozen entries to the city school with 50 or more. The first report card contains the following brief questionnaire to be filled out and returned at once to the campaign office:

A. Name of association_____, City_____, State_____.
B. Paid membership in national congress as of January 1, 1926, _____.
C. Name of president, _____.
D. Name of local campaign director, _____.
E. Type of school_____, City_____, Town_____, Rural_____.
F. Total number of pupils enrolled 1925–1926, _____.
G. Approximate number of children expected to enter first grade, 1926, _____.
(Secure signature of superintendent or principal for F and G.)

On receipt of this report the office sends to the association the number of examination blanks required for the class, an adequate supply of the tables and broadsides, some excellent material to be distributed to the mothers of the children, and a second report card to be returned to the office after the second examination, before October 1, on which these questions appear:

How many children were reported in May survey? _____
How many of their parents were members of the parent teacher association? _____
How many children reported for the May examination? _____
Date of May examination _____ Date of September examination _____
A. How many children have entered your first grade? _____
B. How many passed 100 per cent health test in May examination? _____
C. How many passed 100 per cent health test in September examination? _____
D. Number of remediable defects discovered in May examination. _____
E. Number of remediable defects corrected as a result of the campaign. _____
F. Percentage of gain, based on number of defects corrected before opening of school as compared with number found in May round-up. _____
G. Class percentage in health as of September, 1926. _____

To stimulate interest in the new undertaking a well-known publication offered $500, in 1925, to be awarded in three prizes, $250, $150, and $100, to the three associations securing the best results and outlining the most constructive plans for the local round-up, the methods employed, the community cooperation secured, and the results attained. Owing to the tremendous increase in registration in 1926, the prize money has been divided into five awards, ranging from $150 to $50, and is offered by the National Congress of Parents and Teachers. The money is to be expended for the health program of the school, according to the decision of the teachers and the parents in the association.

The United States Bureau of Education has lent every possible assistance, sending out letters to every State superintendent and commissioner of education, and to about 14,000 county and city superintendents, asking their active support of the movement. It also contributed a poster which attracted much attention. The chief of the Children's Bureau has sent a letter to the heads of all State departments of health requesting their cooperation, and supplied valuable educational material for distribution to parents. The American Medical Association revised the examination blank in 1925, printed and presented to the campaign 10,000 copies of the Baldwin-Wood tables, and for the spring of 1926 printed and presented 50,000 examination blanks. The National Education Association has given wide publicity to the movement through its official journal.

The highest praise is also due to the doctors, dentists, Public Health and Red Cross nurses, and to the State departments of health, for the fine spirit of cooperation shown and for the free service so generously rendered both in the examination clinics and in the follow-up work throughout the summer.

This project, having proved its practical value, has been made one of the permanent activities of the National Congress of Parents and Teachers, and it is hoped that in time it will be possible to extend it into all the grades and through the high school.

As a direct result of the Conference on Home Education, called by the United States Commissioner of Education, Dr. Jno. J. Tigert, in Minneapolis, in connection with the 1924 convention of the congress, and the interest developed therefrom, the congress created the following year (1925) a Bureau of Education Extension, as a clearing-house for the committees on home education, illiteracy, school education, and Americanization, or, as we now term it, citizenship. This bureau also serves as the vehicle for putting into practice the program agreed upon by the committee on home education representing the United States Bureau of Education, the National University Extension Association, the American Library Association, and the

National Congress of Parents and Teachers, a combination of interests which was effected as a result of the conference on home education previously mentioned, and whose objects are to further the continuance of education among adults (1) by means of graded reading courses suited to those desiring to supplement a high-school or grade-school education, as well as to those seeking college credit; (2) through the presentation of university extension courses adapted to similar groups; (3) by extension of the library system, especially in rural sections, and the formation in libraries of reading circles where there may be a demand for opportunity for discussion; (4) by stimulation among the people of active interest in advanced education and the establishment for them of the contacts which will assist them to secure it; and (5) by the organization in each State of a committee to correspond with the national committee for the promotion of this program.

In response to the growing demand for the closer correlation of the various activities of the organization, the National Congress of Parents and Teachers has in the past two years created four more bureaus: Publicity, under which 12 sectional managers cover the United States; service, entirely devoted to the collection, selection, and preparation of various types of programs for parent-teacher associations in grade schools, high schools, and colleges, including topics for discussion, references, and bibliography; child development, which centralizes the committee work on mental and physical hygiene, recreation, and home conditions; and rural life, in which experts on rural homes, schools, health, recreation, and parent-teacher organization adapt the general congress program to the requirements of country life and community cooperation.

Recent developments in the department of public welfare include:

1. *Citizenship.*—The adoption of a definite two-year program on two major points, (*a*) reaching the average citizen through the parent-teacher association and urging the duty to vote, thereby possibly improving conditions instead of lamenting them; and (*b*) through the same channel reaching the foreign-born parents, and by means of the universal appeal of interest in the child drawing them into community relationships and securing their more rapid Americanization.

2. *Juvenile protection.*—The change of the name of this committee from that of Juvenile Court and the inclusion in its greatly broadened program of emphasis on preventive measures, bringing before the citizens of the various communities, through the parent-teacher meetings, their responsibility for juvenile delinquency, and for its remedy by means of proper recreational facilities, clean motion pictures, the suppression of vicious literature, and the improvement of home conditions.

3. *Legislation.*—The inclusion of an active educational campaign on the subject of the child labor amendment, to remove the false impressions conveyed in the efforts to defeat it; the support of the Sheppard-Towner and Sterling-Reed bills; and especial emphasis on the promotion of law observance in home and school, beginning in the early years and continuing throughout the lives of both children and adults.

4. *Motion pictures.*—The establishment of a monthly review service, through the official magazine, of pictures suited to juveniles, to the family, or to an adult audience only; the promotion of the use of films in school by means of the installation of the requisite machinery where the school boards are unable to meet this expense; and the encouragement of the use of the nontheatrical film in localities in which the commercial exhibitor either can not or will not secure decent pictures for his theater.

5. *Recreation.*—The creation of a separate committee on this important activity, under the direction of a national expert who has prepared and put into circulation a constructive program applicable to communities of every type, and covering play for all ages, in home, school, and community, supplying material and an extensive bibliography from the great national organization in which he is an official and which is a cooperating ally of the congress.

6. *Safety.*—The development of a special program, again utilizing the central idea of the round-up—that if each district would make itself what it ought to be, the country at large would wake up some morning to find itself in a very satisfactory condition. Through the cooperation of the education division of the National Safety Council, three surveys were prepared and published in the official magazine, on "Safety in the Home," "Is Your School Safe?" and "Community Safety," a page of clear, definite information accompanying a page of practical questions which can be answered by any man or woman of average intelligence and which cover every necessary point. This material was reinforced by an admirable Pageant of Safety, prepared for parent-teacher groups, which has been presented in practically every State in the Union. The function of the congress here is to promote all-the-year-round safety, culminating in the celebration of safety week, but beginning again the next day with its continuous efforts to safeguard the child wherever he may be found, whether in home, school, or community. There has also been a close correlation of safety with citizenship. The National Congress of Parents and Teachers has representation on the National Safety Conference, headed by Secretary Hoover, and on the National Safety Council, by reason of these projects and the opportunity which it offers here as in other instances for

conveying a plan of action directly and without loss of time to a group of people already organized and ready to put it into effect.

In the period covered by this report two new committees have been added to the department of education. The object of the committee on art is to promote the study of art in its application to home, school, and community, in order that the teaching of art in the schools may be led up to, and later supported by, the appreciation and expression of art in the home, beginning in the earliest years. An important contribution to the study of art has already been made by this committee in the shape of a pamphlet on "Pictures in Home and School," prepared by four national experts, which, supplemented by a paper by Dr. Frank Alvah Parsons, chairman of the committee, on art, education, and life, has already run through two editions and is being ordered in quantity by art directors in schools, one city system alone using 5,000 copies.

The purpose of the committee on music is defined as follows: (1) To promote more and better music in our schools, homes, and communities; (2) to endeavor to bring to every child the opportunity to study, understand, and appreciate good music; and (3) to impress parents with the genuine influence for good which music exerts in character building.

The parent-teacher associations are encouraging the formation of groups of "mother-singers"; are supplying musical instruments, where there are no means of securing them, for school orchestras; and are sponsoring the introduction of folk-dancing with its accompanying appreciation of the music of other countries.

The congress continues to lay emphasis upon humane education as a powerful factor in character training, and also carries forward the extension of kindergartens in the public schools through the education of parents in the need for this valuable instruction of the preschool child.

A third forward step, which is an outgrowth of the Summer Round-Up, is the addition to the work of the illiteracy committee of the congress of a movement to secure through the action of the local parent-teacher association the presence in school of every child of school age, by means of (1) a survey of the district; (2) an educational campaign directed toward the parents, in order to prove to them the financial loss they as taxpayers suffer through the absence of children from school; and (3) the promotion of open discussions on the value of education to the wage earner, whether in business or professional life.

In connection with this the congress is laying special emphasis on the establishment and maintenance of student loan funds and scholarships, to be provided not only for the graduate from high school

who desires to attend college or technical school, but also for the boys and girls who, often from the lack of a small sum of money, are obliged to drop out of high school or even from the upper grades. Owing to the strategic position of the parent-teacher association, with its close relation of patrons and faculty, such emergencies are discovered and met; and practically all State branches, and in addition many city councils and local associations, are operating one or both of these funds, unobstrusively but none the less effectively.

The committee on school education has added a special program, with the slogan, "Know Your School," to cover the entire year. For this a carefully prepared questionnaire has been made ready for the opening of the school year and will be distributed throughout the 49 branches of the congress, resulting, it is confidently expected, in greatly increased appreciation on the part of the general public of the schools, the teaching force, and the responsibility of the community for the quality of both.

In the department of home service, in addition to the regular activities of its committees on home economics, social standards, standards in literature, and thrift, special progress has been noted in the past two years on the following lines:

In the section devoted to children's reading, cooperation has been established with the American Library Association, which has appointed a special committee for the purpose. Sarah B. Askew, of the Public Library Commission of New Jersey, chairman of the national committee of the congress, prepared an exhaustive program for the encouragement of reading, of which 25,000 copies were distributed in 1925. A similar program has been prepared for use in 1926. Definite steps have been taken for the promotion of traveling libraries in rural sections and for the encouragement of the placing of libraries in schools unable to secure them, as a legitimate function of the parent-teacher association.

There is a marked increase along the line of home education within the organization, due to the more intensive specialization of the work of the congress in training for parenthood, and in developing the closer cooperation of home and school. The creation of a committee on study circles for parents of children of grade and high-school age, as supplements to those for parents of preschool children already flourishing to a marked extent, and the publication in the official magazine of carefully prepared study programs based upon books recommended in the home reading courses of the United States Bureau of Education, have been to a great degree in direct response to the demand for home education which has arisen from the interest created by programs of definite practical value at meetings of parent-teacher associations. The plan for the study circle has been pre-

viously outlined. The connection of the circle with the parent-teacher association offers unusual facilities for the development of the parents' interest in the school, and in the conditions there which the child must be equipped to meet, which in turn affect his attitude in the home.

In response to a widespread demand a committee on spiritual training has also been created and placed in this department. It is to be under the direction of representatives of the Protestant, Catholic, and Jewish faiths and will offer outlines adaptable to the needs of any sect, the special emphasis being laid upon the necessity for the religious element in child training and for intelligent instruction on spiritual as well as on secular lines. This committee will be prepared to function within the coming year.

In the department of health mention has already been made of the major project, the summer round-up of the children, and of the creation of the committee on mental hygiene.

The committee on physical education has discovered and is endeavoring to meet three new needs in its field as related to the National Congress of Parents and Teachers: (1) The presentation of a practical system for securing and maintaining the "positive health" of the mother in the home and the teacher in the schoolroom, in the belief that this has a direct bearing on the mental and physical well-being of the child in contact with both; (2) an active campaign to assure the right type of athletics for the adolescent girl; and (3) the stressing of a school and community method of competitive sports which will give opportunity for the physical development of every boy and girl and not of the school "teams" only.

For the past two years the committee on social hygiene has cooperated with the American Association for Social Hygiene in maintaining in the field an instructor on this important subject who has addressed large audiences of parents and of high-school pupils in many States with notable success.

The work of the National Congress of Parents and Teachers, as it has been set forth, may seem to many but a duplication of much that is already being carried on under other auspices, but attention may be called to some points of difference in addition to its unique position in relation to the educational system: All other bodies take as their central idea some activity and develop around it their program, which is then applied to the child or the adult to whom it appears to that organization to be applicable. The activities of the Congress of Parents and Teachers, on the contrary, take into first consideration the child, or the adult in his or her relation to the child, and develop each program as it may be made to serve the interests of the individual. In connection with hygiene, for in-

stance—that most absorbing topic of research—innumerable truths may be studied and brought out. It then becomes necessary for an organization to gather a group of children, analyze them, observe their reactions, and then apply to the group, and through it to its component units, the facts which have been discovered. In the parent-teacher movement, on the contrary, the committees on mental and physical hygiene, working always toward the scientist, take the individual child wherever he may be found, study him, his health, environment, heredity, his mental status, his character as shown in his relationships both at home and in school, and endeavor to adapt to the advantage of the one boy or girl some or all of the great discoveries which have engaged the highest powers of the scientific world, fitting the discoveries to the individual child as the all-important unit in all the processes of invention and research. In the belief that no system of education can be considered complete unless it includes both of these approaches, we find this method operative: First, the individual child, then the discovery, and finally the application of one to the other.

The educational system of public or private school can not afford to ignore the combination of parent and teacher; nor can any group other than one composed of parents, teachers, and citizens bring these two elements into contact in a way which sufficiently emphasizes the responsibility of the individual for the well-being of the group.

The parent-teacher movement has certain features which make it one of the unique developments of modern times. Contrary to the common misconception, it is not a crusade to reform the schools; it is not a lyceum course to offer entertainment to the community; nor is it a federation of clubs, each operating independently according to its fancy and uniting forces for certain great objectives.

It is a great school for parents and for teachers, with one major object, to know the child.

It is a social experiment in cooperative education, carried on according to a single standard in home, school, and community.

It is a demonstration that not only government but reform, mental, moral, and physical, must be conducted "by the people for the people," and that prevention by the parents will in time do away with the necessity for cure or correction by the State.

It is the proof that the vast, unexploited reserves of parent power, fully understood, intelligently directed, applied through the simple machinery of local interest rather than by the more complicated systems of public welfare agencies, will accomplish from within that which no external application of civic betterment has been able thus far to achieve.

It is an agency through whose means local conditions may be investigated and improved, the value of education and its tools and

its skilled administrators may be made clear to the public, and the findings of experts in hygiene and child development may be brought within reach of the people who most need the scientific knowledge in their profession of parenthood.

It is a great democracy in which all points of difference, social, racial, religious, and economic, are lost to sight in the united effort to reach a common goal—the welfare of all the children of every State in the Union.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

(Organized in 1897; membership in 1926, 969,485.[1]—State branches, 47; District of Columbia and Hawaii)

State	Date of State organization	Membership, 1925–26	Number of local organizations	Number of members in largest local organization
1. California	1900	132,229	1,330	865
2. Illinois	1900	74,154	900	1,811
3. Ohio	1910	67,099	752	738
4. Michigan	1918	57,885	848	951
5. Missouri	1912	46,939	680	1,009
6. New York	1897	43,781	681	611
7. Texas	1909	43,737	1,400	1,122
8. New Jersey	1900	41,464	663	1,145
9. Iowa	1900	35,059	564	1,421
10. Washington	1906	33,852	540	375
11. Colorado	1907	31,934	484	783
12. Pennsylvania	1899	29,107	373	654
13. Indiana	1912	24,832	425	----
14. Georgia	1906	23,882	552	841
15. Kansas	1914	21,156	325	----
16. Wisconsin	1910	19,472	396	610
17. Minnesota	1922	19,282	314	631
18. Oregon	1904	17,703	254	585
19. Kentucky	1918	15,817	303	----
20. Nebraska	1922	14,142	----	----
21. North Carolina	1919	13,711	----	----
22. Oklahoma	1922	12,752	225	664
23. Massachusetts	1910	11,844	197	540
24. Mississippi	1909	11,388	290	228
25. Delaware	1911	11,011	298	365
26. Alabama	1908	9,799	152	600
27. Rhode Island	1909	9,099	142	305
28. Connecticut	1900	9,099	130	----
29. North Dakota	1921	8,552	651	200
30. Florida	1921	7,914	175	500
31. South Dakota	1915	6,350	----	----
32. Maryland	1915	5,636	----	----
33. Idaho	1905	5,174	139	266
34. Tennessee	1911	5,123	266	412
35. Vermont	1912	4,885	109	----
36. Arkansas	1925	4,632	----	308
37. Virginia	1921	4,532	----	----
38. Arizona	1903	4,424	63	290
39. South Carolina	1923	3,844	78	290
40. West Virginia	1923	3,819	135	115
41. Louisiana	1923	3,550	63	951
42. Montana	1915	2,946	----	----
43. New Hampshire	1915	2,857	----	----
44. New Mexico	1915	2,082	----	130
45. Wyoming	1924	1,830	----	----
46. Maine	1921	1,945	52	1,000
47. Utah	1907	500	----	----
District of Columbia	1917	5,432	----	----
Hawaii	1925	1,229	----	----

[1] This table is based upon the reports of membership of State branches received before April 1, 1926. Belated reports brought the membership to more than a million.

II. Program Service, Trends, and Expenditures of Parent-Teacher Associations

By Ellen C. Lombard

Junior Specialist in Home Education, Bureau of Education

The influence of the parent-teacher association movement depends upon three main factors: Leadership, the quality of programs offered at the meetings, and the efficiency of the work of the committees. Entertainments and lecture courses on detached subjects unrelated to the needs of the school or the activities of the association may relieve the program committee of considerable work and entertain the members of the organization, but they do not furnish a legitimate program for parent-teacher associations, according to advice given by the national organization to its members. The program service of the National Congress of Parents and Teachers provides an agency within the organization to which State and local parent-teacher associations may look for guidance in planning programs. Subjects of these programs relating to the welfare of children of all ages are available and may be adapted to local needs. State branches are depending more and more upon the assistance afforded by this program material and less upon printed circulars of their own.

A method of testing the success or failure of a program has been suggested by the national organization in a set of questions for determining whether it develops in parents and citizens an appreciation of, and a sense of responsibility for, the school; and whether it finds out the needs of the school and the community, encourages the study of the child, arouses a sustained interest in training for parenthood, encourages members to participate in the program; whether it is adapted to the needs of the school and community; and whether it leads to some activity or study which will make home, school, and community conditions better for the development of children.

Program outlines and articles on subjects relating to child welfare are written by experts and published in the Child Welfare Magazine, the official organ of the National Congress of Parents and Teachers. In addition to the national programs, State organizations issue programs of service through their yearbooks, official State bulletins, and committees on program service. Several State branches maintain speakers' bureaus, loan papers, and program service.

The trend of the work of the National Congress of Parents and Teachers may be traced by a study of the programs, prepared by the chairmen of national committees and issued in leaflet form which

give usually the purpose and scope of the committee, suggestions for suitable activities for State and local organizations, and how the program can be made to function in the lives of individuals.

The question of how to induce talented members of parent-teacher associations who are unaccustomed to public speaking to take part in the program is one that comes not only from rural organizations but from all organizations. The National Congress of Parents and Teachers recommends for programs such activities as singing, playing, working, and acting together in order to break up the formal atmosphere of a group. Many State branches offer a program of work to their constituent associations, which is determined by the needs of the local school, and a study program to cover the needs of the children, such as physical examination, proper food and clothing, recreation, etc.

FINANCES REACH NEW LEVEL

In the aggregate the receipts and expenditures of the National Congress of Parents and Teachers, State branches and local organizations, reach a higher level than would seem possible in view of the nominal dues for membership. Information concerning the revenue of National and State organizations is easily obtainable, since these groups make public their financial condition at their respective annual conventions. During the biennium 1924–1926, the membership of the national organization increased more than 57 per cent, with an increase in income of more than 65 per cent.

Complete financial reports of local parent-teacher associations are not obtainable, but it is evident from the available reports that large sums of money are expended for the benefit of schools, and it is believed that a full report of these expenditures would give a startling realization of the service of these organizations.

Parent-teacher associations are in agreement with the idea that all necessary school expenses should be met by public taxation, and they generally work to inform the community of the needs of the school and of the lack of funds. When necessary they meet the needs temporarily or make a demonstration of some desired advantage, but this is usually followed by a campaign for an appropriation of public money for this purpose.

It is reported that some associations have imposed financial burdens upon the parents, teachers, and school patrons in membership, and have made an excessive expenditure of time and strength upon the activities by which they raise money, and that sometimes in their enthusiasm to assist the schools they have acted prematurely, without consulting with school boards, officers, and teaching staff. These criticisms, however, do not apply to the large majority of parent-teacher associations, and such situations will never occur

where wise leaders understand the true relationship between the organization and the school system.

Demonstrations of educational experiments untried in the community may be legitimately sponsored and financially supported by these organizations, if this can be done without placing too great a burden upon the parents and other school patrons; but the question is constantly raised as to whether a minority of school patrons should finance material needs of the school and thereby relieve other citizens from their share of taxation.

The Kentucky branch of the national organization, consisting, in 1925–26 of 303 local associations, with a membership of 15,817 men and women, reports that 46 per cent of local groups in membership raised more than $70,000. This money was spent in a variety of ways to overcome the limitations under which the schools exist. Some of these associations reported that they lengthened the school term by paying the salary of the teacher for an additional period; others increased the teachers' salaries; and several paid the entire salary of the music teacher. Eighteen per cent of the organizations reporting say that they have bought books for school libraries; 15 per cent have supported lunch rooms or cafeterias in the schools; 14 per cent have furnished playground or gymnasium equipment; 11 per cent have furnished victrolas or pianos; 12 per cent have improved the sanitary conditions of the schools; and many organizations report contributions to funds, such as the teachers' annuity, car-fare fund, community fund, Red Cross, and student loan fund. Preschool clinics, nutrition clinics, and furnishing milk for undernourished children are among the activities which these organizations have carried on during the year.

Expenditures of the Los Angeles Federation of Parent-Teacher Associations amounted to nearly $100,000, for home and school aid, nutrition, scholarship, and Americanization. Revenue from three-fourths of the associations in the California Congress of Parents and Teachers amounted to more than $200,000, which was used for child welfare work in the schools. This State organization, consisting in 1926 of 1,330 local associations in fewer than 25 per cent of the schools, and having 132,229 individual members, realizes the fact that raising money is simply an index to greater achievements along other lines, and it places stress upon the need of educating the membership and leaders.

Reports from 26 per cent of the local parent-teacher associations in Alabama show that more than $75,000 was raised during the year 1925–26. This was spent on equipment for schools, beautifying school grounds, welfare work, motion pictures, visual education equipment, hot lunches, community fairs, etc.

More than 50 objects are listed by the Delaware parent-teacher associations for which funds were expended. A large proportion of the objects were needs of the schools which are usually supplied by public funds, but such funds were evidently not obtainable. Eighty-eight associations report that they furnished the schools with books.

According to reports from 14 parent-teacher associations in the third district in Georgia, $10,800 was spent by them for school improvement. It is evident that this is only a small percentage of the association revenue of this section, since it contains 43 active associations, but it is an intimation of the income of one district.

The Ohio State organization places emphasis on the child and an increasing sense of responsibility for him, rather than upon material achievements. Of the 46 per cent of local associations replying to a questionnaire on work and results in 1924–25, only 43 organizations reported on finances. These show that a total of nearly $14,000 was expended on the schools.

The Altoona (Pa.) parent-teacher associations during 1924–25 raised $44,409, which was used for playground equipment, to install banking systems in a number of schools, three new school libraries, a piano, victrola and records, pictures for the schools, etc.

COLORED PARENT-TEACHER ASSOCIATIONS

In 1923 the National Congress of Parents and Teachers appointed a committee of five to study the situation with reference to colored parent-teacher associations, with a view to organizing a national congress among the colored people. A corresponding committee of five was organized in each State branch, with the result that a National Congress of Colored Parents and Teachers was organized.

Delegates representing parent-teacher associations in Georgia, Florida, Alabama, and Delaware (which has 81 colored associations) were in attendance at this meeting. The form of organization and program as developed by the National Congress of Parents and Teachers will be adapted to the schools and communities where these groups are in operation. Standard literature of the national congress is furnished for this new national group. It is reported that eight States are in membership, with 303 associations and 5,514 individual members. It is evident that this new organization contains only a small proportion of the colored parent-teacher associations, since these associations have been organized in many States and in the District of Columbia.

The Indiana Parent-Teacher Association organized a department of colored associations in 1924 with the idea of assisting in the formation of a State colored association. This was effected. The colored president reports growth in the organization.

At the request of the State colored education association of Oklahoma, a plan was perfected in 1925 by which the colored parent-teacher associations were to be conducted entirely as a separate organization by their own people but under the supervision of a committee of five of the Oklahoma branch of the National Congress of Parents and Teachers.

Many colored parent-teacher associations have been formed in Mississippi with the cooperation of the State supervisor of negro schools. This movement is supported by the State white organization through a State chairman until the colored people are able to carry it on themselves.

QUESTIONS INDIRECTLY RELATED TO CHILD LIFE

The National Congress of Parents and Teachers frequently takes up questions bearing indirectly upon child life and passes resolutions in relation thereto. Among such questions considered have been these: The protection of the home and community through enactment and enforcement of prohibition laws; laws affecting the right of children to freedom from premature toil and hazardous occupations; laws to conserve the life and health of mothers and infants; laws to surround child life with wholesome influences and to give all children a chance to grow up into worthy citizenship; and laws restricting the sale of narcotics, the use of cigarettes by children, the distribution of objectionable literature, and forms of recreation and amusement which encourage an unnecessary risk of human life or create false standards of courage born of brutal cunning against helpless animals.

From year to year this organization has maintained its stand in favor of a program for world peace and for uniform marriage and divorce laws. Through its resolutions and work it has urged exhibitors of moving pictures to give the public the highest type of films, and, at the same time, the membership has endeavored to create a demand for good, clean pictures.

The foregoing objectives, indorsed in resolutions by the national organization, offer to the State and local units standards for action which they may or may not accept. State branches, however, generally adopt the policies of the parent organization and carry out its program.

The Alabama branch of the National Congress of Parents and Teachers urged in resolutions that, because only little more than 13 per cent of the population of the State exercise the right of suffrage, the women of the State qualify as voters and perform their duties as patriotic citizens in taking part in the Government; and also recommended that the adoption of the child labor amendment be

ratified by the legislature. Arizona passed a resolution approving and supporting effective means of establishing kindergartens throughout the State.

Believing that literature and recreation play an important part in the character building of youth, Colorado parent-teacher associations passed a resolution placing upon the home the responsibility for providing proper recreation, standard books and magazines, music, and art. Many State organizations have passed specific resolutions favoring the suppression of literature and films which tend to lower the morals and social standards of youth. Among these States are Colorado, Missouri, Indiana, Kentucky, and Massachusetts.

The Massachusetts parent-teacher associations, realizing the many outside interests tending to distract the attention of the pupils from their school work, resolved to use their united efforts to get the children to study at home sufficiently to master the work assigned; to let nothing interrupt the period of home study, such as social activities or attendance at moving-picture shows, on days or evenings next preceding a school day; to urge the boys and girls to obtain adequate sleep; to encourage participation in supervised school athletics; and to supervise, in cooperation with the teachers, the books and magazines read by the boys and girls.

The Ohio branch adopted the national legislative program and worked for the extension of kindergartens and the introduction of credit courses in parent-teacher work in State teacher-training schools.

The parent-teacher associations in Kentucky urged that parents give correct sex education to the children along scientific lines; that those controlling educational resources of the State exercise a more liberal policy in meeting the requirements of the Federal Government in connection with the Smith-Lever Act.

Missouri resolutions show that this State organization follows the leadership of the national organization in its legislative program. It stresses the need for stamping out illiteracy and of carrying on an intensive campaign to interpret the community school bill of the State, etc.

SCHOLARSHIPS AND STUDENTS' LOAN FUNDS

Financially handicapped school children desiring to complete their education in elementary or high schools, or in colleges, are enabled to do so through the efforts of national, State, and local organizations of parents and teachers in many States. Methods of handling the details vary widely, according to local conditions, and the terms applied to the funds appear to be chosen in accordance with the particular nature of the aid offered. Some of the funds are admin-

istered under the titles of scholarship loan funds, students' aid committees, students' loan funds, and boys' loan funds. Each community raises and administers its own funds, but the State and national chairmen of students' loan funds committees give advice and promote the movement. School officials cooperate in the adjustment of special cases and sometimes in making the loans.

An appeal was sent throughout the State of South Dakota to promote students' loan fund day. Special demands were made upon the parent-teacher associations to raise the funds, but other organizations and individuals were asked to participate. The funds are administered by a general chairman acting as director of the department of education. A scholarship was arranged for the community raising the largest fund per capita, based on the number enrolled in the schools of the town or city. A subcommittee of three, with a bonded treasurer, receives and administers the funds, which are safeguarded against depletion through dishonesty or otherwise by a short-time paid-up insurance policy taken out in favor of the fund. Any boy or girl who has graduated from high school and can secure the indorsement of three responsible people may borrow money from this fund without the payment of interest during school years and with a slight charge for interest for the years after school until payment is made. Students may attend any institution of higher learning in the State. In Bonesteel, S. Dak., the parent-teacher associations have undertaken to make a gift of $50 each year to the loan fund.

The boys' loan fund in Colorado has been in operation about 11 years, and assists boys of high school or college age. A personal note is required. Thirty-nine children were kept in school during 1924–25 by the students' loan fund of the Louisville (Ky.) league of parent-teacher associations.

Texas parent-teacher associations are reported to have raised more than $10,000 within two years. In Houston a balance of more than $2,000 is reported after aiding six students in high school. Other children in Houston were aided in getting remunerative positions.

The student loan fund of the Tennessee Congress of Parents and Teachers, established in 1924, functions at the university. Money may be borrowed for use in any accredited school within the State. Nearly $2,000 has been loaned to 16 students in sums ranging from $35 to $300 during 1925–26. A second fund is for use in any educational institution.

The Austin High School, of Chicago, Ill., reports that it raises from $1,000 to $1,500 each year for scholarships to enable promising children to remain in school. Parent-teacher associations in Kansas City, Mo., have an incorporated body called the Mary Harmon

Weeks Scholarship Foundation to keep worthy boys and girls in school who would otherwise be deprived of the privilege. In four years 125 scholarships, amounting to more than $7,000, have been granted.

The Oregon student loan fund committee uses councils of parent-teacher associations as the largest unit for funds, although there may be several funds within one council, for it may be more feasible to aid with various union high schools as units instead of maintaining one fund for the entire council. It is believed that the smaller the unit the better the supervision and the response to the appeals for funds. Each application receives individual attention, and the names of the borrowers are not made public. Funds to the amount of nearly $3,000 have been received and are made available to boys and girls in Oregon without interest by the Oregon parent-teacher associations.

Student loan funds in Milwaukee and Kenosha, Wis., are maintained by the parent-teacher associations to help worthy students through school. Parent-teacher associations in Detroit, Grand Rapids, Saginaw, and Muskegon, Mich., support student loan funds and, in order to guard carefully the identity of the beneficiary, the scholarships are paid to the children by the supervisor of attendance.

HOME EDUCATION PROMOTED BY PARENT-TEACHER ASSOCIATIONS

Parent-teacher associations have been the means of awakening and stimulating the interest of parents in the literature of child life and training. The National Congress of Parents and Teachers and its State branches encourage this interest through committees on home education, preschool circles, study circles, and child hygiene. New and helpful literature on child psychology, mental and physical hygiene, recreation, etc., is brought to the attention of parents through these groups. Individual parents are encouraged to read books upon how to bring up their children, as well as to make a home library of books useful for the whole family.

The national home education committee concentrates its energies upon the establishment of home and public libraries, the reading of parents at home, and promoting the use of the reading courses of the United States Bureau of Education. Assisting this national committee, chairmen of State committees on home education in the following States procure the appointment of local chairmen who carry on the work with individuals: Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Louisiana, Michigan, Minnesota, Mississippi, Montana, Nebraska, New Hampshire, New Mexico, North Carolina, North Dakota, Oklahoma, Oregon, Pennsylvania, Tennessee, Texas, Vermont, and West Virginia.

The chairman of home education of the State of California prepares and issues a State home-education program in which are incorporated the plans of the national committee on home education adapted to the special needs of the State. Reading circles have developed in this State through the activities of this committee. It is reported that more than 60 reading circles are in operation in California.

During 1925–26, preschool study circles have developed very rapidly. During 1924–25, it was reported that in Missouri more than 40 preschool circles were formed in parent-teacher associations. Other States in which these circles are organized include North Dakota, Iowa, Kentucky, Minnesota, Oregon, Illinois, Georgia (from which reports have been made of 64 preschool circles), Washington, and California. It is reported that in Los Angeles the first child-study group was organized in 1893 and continued to function until the parent-teacher child-study circles were established 26 years ago.

CHAPTER XV

EDUCATIONAL BOARDS AND FOUNDATIONS

By Henry R. Evans
Editorial Division, Bureau of Education

Contents.—General Education Board—Rockefeller Foundation—Carnegie Corporation of New York—Laura Spelman Rockefeller Memorial—Carnegie Foundation for the Advancement of Teaching—John F. Slater Fund—Jeanes Fund—Phelps-Stokes Fund—American Field Service Fellowships for French Universities—Commission for Relief in Belgium Educational Foundation—Julius Rosenwald Fund—Baron de Hirsch Fund—Kahn Foundation for Foreign Travel of American Teachers—Commonwealth Fund.

GENERAL EDUCATION BOARD

The General Education Board has, since its foundation in 1902, to July 1, 1926, appropriated $136,967,200.16 for the promotion of education in the United States. Of this sum $86,039,978.80 was paid to or set aside for colleges and other institutions for whites; $9,958,-164.86 for educational institutions for negroes; and $1,203,526.16 for miscellaneous objects.[1]

The sum of $14,857,087.18 was appropriated by the board for the year ended June 30, 1926. Of this amount $7,385,000 represents appropriations from principal and $7,467,953.10 appropriations from income.

The income receipts of the General Education Board were as follows: Balance July 1, 1925, $11,290,375.78; refunds on account of payments made in previous years, $37,071.79; income for the year, $5,923,643.47; total, $17,251,091.04.

The statement of disbursements of income for educational purposes is as follows:

For whites.—American Association of Museums, $1,350. American Journal of Pathology, $7,500. County school consolidation, $350. Universities and colleges: Endowment and general purposes, $972,468.56; to increase teachers' salaries, $40,000. Fellowships and scholarships, $56,300; Indiana county educational demonstration units, $3,048.74; Lincoln School, $690,570.25; medical schools, $953,-367.12; National Academy of Sciences, $35,000; professors of secondary education, $56.45; rural school agents, $80,950.93; State agents of secondary education, $320.68; State departments of educa-

[1] Data compiled from report filed with the Secretary of the Interior.

tion (divisions of buildings, information, school service, etc.), $20,321.29; surveys of colleges and universities, $1,782.92.

For negroes.—Colleges and schools: Endowment and general purposes, $333,334.39; to increase teachers' salaries, $32,000. County training schools, $76,395.48; expenses of special students at summer schools, $60.26; John F. Slater fund, $48,000; medical schools, $48,922.12; negro rural school fund, $87,260; rural school agents, $86,103.95; scholarships, $26,183.33; summer schools, $25,908.95; training negro teachers in private and denominational colleges (formerly critic teachers), $11,559.01.

Miscellaneous.—American Classical League, $3,221.70; Art in Trades Club, $2,500; conferences, $2,445.30; division of educational relations, $50.15; educational investigation and research, $9,947.50; fund for miscellaneous items, $275.26; improvements of accounting systems in educational institutions, $521.25; report on medical education, $1,306.48; rural school supervision, $23,292.37; study of teacher training in southern universities, $470; surveys (miscellaneous), $26,609.43. Total, $3,709,753.87. Administration, $204,569.56. Grand total, $3,914,323.43.

Income on hand June 30, 1926, as accounted for on balance sheet, $13,336,767.61.

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 1925 are summarized as follows by George E. Vincent, president of the foundation:[2]

During 1925 the Rockefeller Foundation, in spending $9,113,730 through its departmental agencies, the international health board, the China medical board, the division of medical education, and the division of studies (1), aided the governments of 18 countries to combat hookworm disease; (2) gave funds to the budgets of organized rural health services in 220 counties in 26 American States and in 18 districts in Brazil, Poland, Czechoslovakia, Austria, and France; (3) took precautionary measures against yellow fever in Salvador, Guatemala, Nicaragua, and Honduras; (4) continued to work with Brazil in freeing its northern coast from this disease; (5) sent a yellow-fever commission to the West Coast of Africa; (6) helped to show the possibilities of malaria control in 12 American States and in Brazil, Argentina, and Italy; (7) shared in the development of professional training of public health officers at Harvard University and the University of Toronto and in schools and institutes in London, Copenhagen, Prague, Warsaw, Belgrade, Zagreb, Budapest, Trinidad, and Sao Paulo; (8) contributed to the progress of medical education at Cambridge, Edinburgh, Copenhagen, Brussels, Utrecht, Strassburg, Beirut, Singapore, Bangkok, Sao Paulo, and Montreal; (9) provided emergency aid in the form of literature and laboratory supplies for 112 medical centers in Europe; (10)

[2] Rockefeller Foundation: A Review for 1925, p. 5. New York, 1926.

maintained a modern medical school and teaching hospital in Peking with 195 students and 87 teachers; (11) aided 2 other medical schools and 19 hospitals in China; (12) helped to improve the teaching of physics, chemistry, and biology in 3 Chinese and 7 foreign institutions in China and in the government university of Siam; (13) supported nurse-training courses in Peking Union Medical College, Yale University, Vanderbilt University, and the George Peabody College for Teachers, and contributed to nursing education and service in Brazil, France, Yugoslavia, and Poland; (14) provided current funds for an institute of biological research in the Johns Hopkins University; (15) assisted departments at Yale and Iowa State Universities engaged in biological and mental research and aided the marine biological station at Pacific Grove, Calif.; (16) provided, directly or indirectly, fellowships for 842 men and women from 44 different countries and financed the travel of 50 other persons either in commissions or as visiting officials and professors; (17) contributed to the League of Nations' international study tours or interchanges for 128 health officers from 58 countries; (18) continued to aid the league's information service on communicable diseases; (19) made surveys of health conditions, medical education, nursing, biology, and anthropology in 35 countries; (20) lent staff members as advisers and made minor gifts to many governments and institutions; (21) assisted mental-hygiene projects both in the United States and Canada, demonstrations in dispensary development in New York City, and other undertakings in public health, medical education, and allied fields.

Through its division of medical education the Rockefeller Foundation endeavors to promote the growth of effective medical education in influential centers in various countries. During the year 1925 support was given—

either in the form of aiding new projects or in fulfillment of previous pledges to medical schools in Edinburgh, Cambridge, Brussels, Strassburg, Utrecht, Copenhagen, Beirut, Montreal (Université de Montréal), New York (Columbia University), Philadelphia (University of Pennsylvania), Iowa City (State University of Iowa), Sao Paulo, Brazil, Singapore (King Edward VII College of Medicine), and Bangkok, Siam. The aid varied from rather modest grants to substantial appropriations. The funds thus expended amounted to approximately $3,000,000. In every case the foundation's contribution was supplemented by funds from other sources. In addition, visits and surveys of medical schools were made in 10 different countries.

The income from investments was $8,237,303; the balance carried over from 1924 was $7,611,793. The sum of $9,113,730 was expended on health projects and medical education.

President: George E. Vincent, 61 Broadway, New York, N. Y.

Secretary: Mrs. Norma S. Thompson, 61 Broadway, New York, N. Y.

LAURA SPELMAN ROCKEFELLER MEMORIAL

The Laura Spelman Rockefeller Memorial, during the year 1925, appropriated for educational, charitable, and scientific purposes the sum of $7,822,890. A total of $1,198,730 was appropriated for social science, and $787,800 for the promotion of child study and parental education. To Teachers College, Columbia University, $50,000 was

voted in addition to sums hitherto reported in behalf of the Institute of Child Welfare Research. To the Institute J. J. Rousseau, of the University of Geneva, $15,000 over a three-year period was voted to provide research assistance and facilities in connection with the institute's researches on child problems. The sum of $805,760 was appropriated for organizations engaged in public welfare and social work.

President: John D. Rockefeller, jr.

Secretary: W. S. Richardson.

THE CARNEGIE CORPORATION OF NEW YORK

The Carnegie Corporation of New York, during the year 1926, appropriated four and a half million dollars for library service. This sum will be expended during the next 10 years in increasing the usefulness of the American library, which, as President Frederick P. Keppel, in his annual report, points out—

> depends largely upon the professional training of the librarian. Hence most of the foregoing money will be spent on existing library schools, in founding a graduate library school of a new type at the University of Chicago, and on the work of the American Library Association, which, extending as it does its professional services down to the smallest library, encompasses the full range of library activity.

The New York State Library School at Albany and the Library School of the New York Public Library have been merged as the School of Library Service at Columbia University, and a library course has been established at the University of Michigan.

The annual report of the Carnegie Corporation shows that during the year ended September 30, 1926, the corporation considered 428 applications for grants; 79 were granted, 4 were referred to other agencies, 345 were declined. In addition, on the initiative of the corporation, 20 allocations of college arts teaching equipment were made and 27 art scholarships were provided. Says the report:

> Andrew Carnegie's interest in the library as a social institution seems to have been passed down to the corporation, for out of the $6,000,000 total granted, over $4,500,000 went to library service. Another significant total appears in the $600,000 granted to activities in the fine arts, making that interest second in magnitude of grants. For educational and scientific research $375,000 was appropriated, while the newly formed movement for adult education came in for over $300,000. Miscellaneous grants amounted to only $106,000.
>
> Twenty-seven students, 18 of them men and 9 women, are recipients of grants from the Carnegie Corporation to prepare themselves for the career of art teacher in American colleges. These men and women come from all parts of the United States, representing, as they do, 16 different colleges. They are preparing themselves for an art-teaching career, under the direction of some American institution of their own choosing, either at home or abroad. The recipients of these grants were selected by a committee of experts under the general direction of the corporation's advisory committee.

The Carnegie Corporation, acting on a survey conducted by its representatives during the past two years, has encouraged adult education to a large extent. During 1925–26 conferences of educational leaders held in all sections of the country have brought about, with the financial support of the corporation, the formation of the American Association for Adult Education.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

The Carnegie Foundation for the Advancement of Teaching, in its report for the year ended June 30, 1925, announces the addition of Pomona College, Claremont, Calif., on November 7, 1924, to the list of institutions associated with the foundation. Desiring from time to time to assist certain educational projects through the Carnegie Foundation, the Carnegie Corporation voted and the foundation accepted and transmitted, during the year, appropriations of $5,000 for the expenses of a committee of the department of superintendence of the National Education Association on uniform standards and curricula in the public schools; $5,000 for the work of the Cooperative Bureau for Women Teachers; and $5,000 to the University of the State of New York for experiments in applying a new type of examination in science.

The executive committee, in administering the rules for retirement, reaffirmed its judgments—

> that professors devoted to the applied rather than to the academic aspects of physical education have no expectations from the foundation, and that the withdrawal of a teacher from the list of associated institutions terminates his expectations from the foundation, except in such special cases as appointment to the Harnesworth professorship of American history at Oxford.

During the year the trustees received a total income of $1,349,289.54 for general purposes in addition to $56,731.93 from the endowment of the division of educational inquiry; $749,289.58 from the general endowment; $600,000 from the Carnegie Corporation of New York on account of its appropriation of $600,000 a year for 10 years; and $15,000 for certain specific appropriations. The current expenditures were as follows: (*a*) General endowment.—Retiring allowances and pensions in institutions on the associated list, $1,106,697.65; retiring allowances and pensions granted to individuals, $84,043.48; total retiring allowances and pensions, $1,190,741.13. Expenses of administration, $77,612.54; publication, $5,229.17; total, $82,841.71. (*b*) Division of educational inquiry.—General, $21,247.36; study of legal education, $13,044.19; study of dental education, $3,079.55; other studies, $15,000; total, $52,371.10. Grand total, $1,325,953.94.

Among the valuable papers published in this report are: Some contrasts between American and Canadian legal education, by Alfred Z. Reed; The study of dental education; The quality of the educational process in the United States and in Europe; The study of English; College athletics; and Pension systems and pension legislation, by Henry S. Pritchett.

President: Henry S. Pritchett, 522 Fifth Avenue, New York, N. Y.

Secretary: Clyde Furst, 522 Fifth Avenue, New York, N. Y.

JOHN F. SLATER FUND

The following appropriations covering the year 1925–26 were made by the education committee of the John F. Slater Fund: County training schools, $35,000; special work, $2,000; town and city schools, $3,000; private secondary schools, $6,000; colleges, $12,250; Hampton and Tuskegee campaign, $10,000; total, $68,850.

The county training schools have been established by county superintendents and school boards, with the cooperation of the Slater Fund acting through the State agents in the departments of education. The general education board assists in supplying needed industrial equipment and in erecting workships, dormitories, and teachers' homes. It also aids in payment of salaries made through the Slater Fund. At many of the schools the Rosenwald Fund cooperates in the erection of buildings.

The Slater Fund contributes $500 for salaries with the understanding that: (1) The school property shall belong to the State, county, or district, and the school shall be a part of the public-school system. (2) There shall be an appropriation for salaries of not less than $1,000 from public funds raised by State, county, or district taxation. (3) The length of term shall be at least eight months. (4) The teaching shall extend through the eighth year, with the intention of adding grades as soon as it shall be possible to make such extension.

Of the 233 county training schools in 1924–25, there were 40 which had reached the full high-school grades, 8 in North Carolina, 7 in Texas, 6 in Alabama and Tennessee, not more than 2 in any other State.

Reports show that there were 6,198 boarders attending the schools, 1,657 in dormitories, the others in homes. Only 31 of the schools had no boarders, and only 57 had dormitories, 9 in Alabama and North Carolina, 8 in Mississippi, 7 in Virginia, not more than 3 in any other State.

President: James H. Dillard, Charlottesville, Va.

Secretary: Gertrude C. Mann, Box 418, Charlottesville, Va.

JEANES FUND

The Jeanes Fund, for the improvement of negro rural schools, cooperated during the session ending June 30, 1925, with public-school boards and superintendents in 281 counties in 14 States.

The 293 supervising teachers,[3] paid partly by the counties and partly through the Jeanes Fund, visited regularly in these counties 9,080 country schools, making in all 41,425 visits, and raising for the purpose of school improvement $472,782. The total amount of salaries paid to the supervising teachers was $253,682, of which the sum of $146,468 was paid by the public-school authorities and $107,214 through the Jeanes Fund.

The business of these traveling teachers, working under the direction of the county superintendents, is to help and encourage the rural teachers; to introduce into the small country schools simple home industries; to give talks and lessons on sanitation, cleanliness, etc.; to promote the improvement of schoolhouses and school grounds; and to organize clubs for the betterment of the school and neighborhood.

PHELPS-STOKES FUND

The Phelps-Stokes Fund, established under the will of Caroline Phelps-Stokes, who died in 1909, was incorporated by the State of New York 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.

In recognition of the advancement which many secondary schools and colleges have made during the 10 years since the publication of the survey of negro education made in 1916, the Phelps-Stokes Fund has recently appropriated the sum of $5,000 to the Negro College Survey Fund. This is an independent trust, established for the purpose of making a resurvey of institutions of higher learning for negroes in America, with a view to bringing the facts concerning these schools up to date.

Since the beginning of the fund in 1911, appropriations have been made to various organizations interested in the welfare of negroes in America and Africa. Appropriations have also been made with considerable regularity to a number of negro schools of the elementary, secondary, and collegiate types. Among these are: Fisk University, Atlanta University, Hampton Institute, Tuskegee Institute, Calhoun Colored School, Penn Normal and Industrial School,

[3] Including eight State supervising teachers. Five counties had two Jeanes teachers, and one county had three. Three teachers worked in two counties.

Among the valuable papers published in this report are: Some contrasts between American and Canadian legal education, by Alfred Z. Reed; The study of dental education; The quality of the educational process in the United States and in Europe; The study of English; College athletics; and Pension systems and pension legislation, by Henry S. Pritchett.

President: Henry S. Pritchett, 522 Fifth Avenue, New York, N. Y.

Secretary; Clyde Furst, 522 Fifth Avenue, New York, N. Y.

JOHN F. SLATER FUND

The following appropriations covering the year 1925–26 were made by the education committee of the John F. Slater Fund: County training schools, $35,000; special work, $2,000; town and city schools, $3,000; private secondary schools, $6,000; colleges, $12,250; Hampton and Tuskegee campaign, $10,000; total, $68,850.

The county training schools have been established by county superintendents and school boards, with the cooperation of the Slater Fund acting through the State agents in the departments of education. The general education board assists in supplying needed industrial equipment and in erecting workships, dormitories, and teachers' homes. It also aids in payment of salaries made through the Slater Fund. At many of the schools the Rosenwald Fund cooperates in the erection of buildings.

The Slater Fund contributes $500 for salaries with the understanding that: (1) The school property shall belong to the State, county, or district, and the school shall be a part of the public-school system. (2) There shall be an appropriation for salaries of not less than $1,000 from public funds raised by State, county, or district taxation. (3) The length of term shall be at least eight months. (4) The teaching shall extend through the eighth year, with the intention of adding grades as soon as it shall be possible to make such extension.

Of the 233 county training schools in 1924–25, there were 40 which had reached the full high-school grades, 8 in North Carolina, 7 in Texas, 6 in Alabama and Tennessee, not more than 2 in any other State.

Reports show that there were 6,198 boarders attending the schools, 1,657 in dormitories, the others in homes. Only 31 of the schools had no boarders, and only 57 had dormitories, 9 in Alabama and North Carolina, 8 in Mississippi, 7 in Virginia, not more than 3 in any other State.

President: James H. Dillard, Charlottesville, Va.

Secretary: Gertrude C. Mann, Box 418, Charlottesville, Va.

JEANES FUND

The Jeanes Fund, for the improvement of negro rural schools, cooperated during the session ending June 30, 1925, with public-school boards and superintendents in 281 counties in 14 States.

The 293 supervising teachers,[3] paid partly by the counties and partly through the Jeanes Fund, visited regularly in these counties 9,080 country schools, making in all 41,425 visits, and raising for the purpose of school improvement $472,782. The total amount of salaries paid to the supervising teachers was $253,682, of which the sum of $146,468 was paid by the public-school authorities and $107,214 through the Jeanes Fund.

The business of these traveling teachers, working under the direction of the county superintendents, is to help and encourage the rural teachers; to introduce into the small country schools simple home industries; to give talks and lessons on sanitation, cleanliness, etc.; to promote the improvement of schoolhouses and school grounds; and to organize clubs for the betterment of the school and neighborhood.

PHELPS-STOKES FUND

The Phelps-Stokes Fund, established under the will of Caroline Phelps-Stokes, who died in 1909, was incorporated by the State of New York 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.

In recognition of the advancement which many secondary schools and colleges have made during the 10 years since the publication of the survey of negro education made in 1916, the Phelps-Stokes Fund has recently appropriated the sum of $5,000 to the Negro College Survey Fund. This is an independent trust, established for the purpose of making a resurvey of institutions of higher learning for negroes in America, with a view to bringing the facts concerning these schools up to date.

Since the beginning of the fund in 1911, appropriations have been made to various organizations interested in the welfare of negroes in America and Africa. Appropriations have also been made with considerable regularity to a number of negro schools of the elementary, secondary, and collegiate types. Among these are: Fisk University, Atlanta University, Hampton Institute, Tuskegee Institute, Calhoun Colored School, Penn Normal and Industrial School,

[3] Including eight State supervising teachers. Five counties had two Jeanes teachers, and one county had three. Three teachers worked in two counties.

National Training School for Women and Girls, Bettis Academy, Fort Valley High and Industrial School, Morehouse College, Haines Institute, The People's Village School, Manassas Industrial School, Florida Baptist Academy, Lincoln Institute (Kentucky), Lincoln University (Pennsylvania), Peck School of Domestic Science, Jackson College, Prentiss Normal School, Industrial Home for Colored Girls, Model and Training School (Athens, Ga.), Slater Normal School, Lane College, Coleman College.

Fellowships have been established in the University of Virginia and the University of Georgia for the study of the negro problem. Both universities accepted these fellowships with the understanding that graduate students should make some phase of the negro problem their special task and that the universities would publish the theses. The fund is planning to publish the result of the work of these fellows.

A special fund has been established at the George Peabody College for Teachers, at Nashville, Tenn., to enable the teachers and students there to visit colored schools and see the actual progress which negroes are making.

In 1920 the fund entered into cooperation with foreign missionary societies and colonial governments for the study of native education in Africa. Through this cooperation two educational commissions of importance have been sent to West, South, Equatorial, and East Africa, and two volumes, entitled "Education in West, South, and Equatorial Africa" (1922), and "Education in East Africa" (1925), have been printed to report the findings of these commissions.

According to the testimony of those in a position to study the influence of these two commissions and their printed reports, many significant changes and improvements have been made in the educational systems of every part of Africa south of the Sahara Desert.

Practically every agency conducting educational work for native Africans has been stimulated to greater efforts by the work and reports of the two commissions. The fund has interested itself particularly in bringing to the United States representative government officials, educators, and missionaries from Africa to make studies of the progress of the negroes in America. About 50 persons have thus been enabled to study negro education at first hand in this country. In addition, the fund has largely assisted several promising African students to fit themselves in this country for work among their own people in Africa. Two of these graduated from Columbia University in 1926, two are now at the Carnegie Institute of Technology in Pittsburgh, two are at Cornell University, and one is at the Massachusetts Institute of Technology. A number of others have been assisted with small appropriations and in other ways.

The latest effort of the Phelps-Stokes Fund to advance the interest of native education in Africa has been through assistance to the International Conference on Africa, at Le Zoute, Belgium, held in September, 1926.

President: Anson Phelps Stokes, 1767 Q Street NW., Washington, D. C.

Secretary: I. N. Phelps Stokes, 101 Park Avenue, New York, N. Y.

AMERICAN FIELD SERVICE FELLOWSHIPS FOR FRENCH UNIVERSITIES

The American Field Service for French Universities is administered by the Institute of International Education, with headquarters in New York City. The object of the association is "to provide an enduring memorial for the 127 Field Service men who gave their lives in the Great War; to develop a better realization and appreciation of the contributions of French universities to science and learning; and to promote mutual understanding and good will between France and the United States." Five new awards of fellowship were made for the year 1926–27.

President: Paul D. Cravath, 52 William Street, New York, N. Y.

Secretary: Stephen P. Duggan, 522 Fifth Avenue, New York, N. Y.

COMMISSION FOR RELIEF IN BELGIUM EDUCATIONAL FOUNDATION (INC.) AND THE FOUNDATION UNIVERSITAIRE

The Commission for Relief in Belgium Educational Foundation (Inc.), during the year 1925, maintained its graduate exchange fellowships with 35 Belgian students, including 10 renewals, of the 1925–26 group in the United States, and 9 American students, including 3 renewals, in Belgium. It supported one Belgian visiting professorship in the United States and one American visiting professorship in Belgium; also a fellowship for a Belgian student at the Walter Hines Page School of International Relations at the Johns Hopkins University. Continued financial aid was given to the Universities of Brussels and Louvain. The total expenditures, from 1920 to 1925, inclusive, amounted to $604,005.29.

The Foundation Universitaire granted 346 loans to under-graduate students in 13 Belgian universities or advanced technical schools. The total grant was 900,800 francs, with an average loan of 2,603.47 francs.

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. The fund is also used for the payment of

salaries of supervisors and to promote teacher training. For the year 1926 the fund contributed $401,831 toward the construction of school buildings and teachers' homes in Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, and Virginia.

The Julius Rosenwald Fund cooperates through the public-school authorities in efforts to provide and equip better rural schoolhouses for the negroes of the Southern States.

President: Julius Rosenwald, Homan Avenue and Arthington Street, Chicago, Ill.

Secretary: Frances W. Shepardson, Homan Avenue and Arthington Street, Chicago, Ill.

BARON DE HIRSCH FUND

The Baron de Hirsch Fund was organized March 13, 1890. It was incorporated on February 12, 1891, under the New York membership corporations law. The endowment fund, given by the Baron and Baroness de Hirsch, amounts to $3,800,000. It is used for the aid of resident Jewish immigrants, and its activities are as follows: 1. 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., and other State schools; these are substitutes for the Baron de Hirsch Agricultural School, 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 young men free instruction in the following trades: Machinist, plumbing, electrical work, sign painting, printing, auto mechanics, and operating engineering. 4. Immigration aid port work through subsidized societies located in New York and Baltimore. 5. The town of Woodbine, N. J., which was founded by the Woodbine Land & Improvement Co., a subsidiary organization.

The fund in recent years has 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, as local communities and the State and its agencies have taken over the work formerly done by it.

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, for the purpose of enabling "men of proved intellectual attainments to enjoy, during one year or more, sufficient leisure and freedom from all professional pursuits or preoccupations, to enter into personal contact with men and countries they might otherwise never have known." It was founded by Albert Kahn, of Paris, France. 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, 1925, continued its work in the field of child welfare, increased its educational activities, and made preliminary studies in relation to rural hospitals. The fourth and final demonstration in the series of undertakings in the field of child health was begun in Marion County, Oreg., early in the year. A total of 123 students received training at the bureau of children's guidance. Fourteen fellowships were awarded for 1925–26. This work was supplemented by the establishment of several fellowships in psychiatric social work at the Smith College for Social Work. A new feature of the division of education is the administration of the Commonwealth Fund fellowships established for British graduate students. In accordance with its past policy, the fund has devoted a portion of its income to special grants for various scientific, educational, and philanthropic purposes. A total of $364,950 was so appropriated to 23 different causes; of these, seven were closely related to one or another of the fund's special programs.

ENGINEERING ECONOMICS FOUNDATION

The Engineering Economics Foundation, which is an exclusively scientific and educational institution established on university principles, provides research and teaching service through its "analyses of emergency." It is engaged in gathering and disseminating knowledge of two kinds: First, of man endangered by emergency, and second, of man and his mobilizing of protective forces against the destruction brought by emergency. During the year 1925–26 the

foundation has cooperated officially with the mayor's committee on hazards and emergencies of the city of New York; the board on emergency of the city of Boston; and the New York Board of Trade and Transportation.

President: Hollis Godfrey, 3 Joy Street, Boston, Mass.

Secretary: Charles L. Eyanson, 3 Joy Street, Boston, Mass.

JOHN SIMON GUGGENHEIM MEMORIAL FOUNDATION

The John Simon Guggenheim Memorial Foundation was organized on March 26, 1925, by former United States Senator and Mrs. Simon Guggenheim, as a memorial to their son, John Simon Guggenheim, who died April 26, 1922. The purpose of the foundation is to provide opportunity for scholarly research work of an advanced character and for creative work in the fine arts, including music. The fellowships are reserved for scholars who have already proved their capacity for independent research, and for artists who have demonstrated their ability to do creative work of a high order of merit. In 1925–26, 15 scholars were given advance appointments to fellowships. In 1926–27, 38 were selected to hold fellowships. In addition, five fellows of the group of 1925–26 were reappointed for part or all of the coming year. The endowment fund amounts to $3,000,000. The foundation, from its incorporation to date, has appropriated $135,350 for its various endeavors.

President: Simon Guggenheim, 2300 Pershing Square Building, New York, N. Y.

Secretary: Henry Allen Moe, 2300 Pershing Square Building, New York, N. Y.

CHAPTER XVI

WORK OF THE BUREAU OF EDUCATION FOR THE NATIVES OF ALASKA

By William Hamilton

Assistant Chief, Alaska Division, Bureau of Education

Through its Alaska division the United States Bureau of Education is developing and educating an aboriginal population of different races dwelling in widely varying regions and climates, many of whom are in a state of racial childhood and require assistance in adjusting themselves to the new conditions with which civilization has confronted them.

The problem goes beyond providing education for children in schoolrooms; it involves the uplifting of entire communities. The work includes the maintenance of schools, hospitals, and orphanages, the relief of destitution, the fostering of trade, the organization of cooperative business enterprises, the establishment of colonies, and the supervision of the reindeer industry.

The chief difficulties in administration are the remote and isolated character of the country, the great distances between the villages, the meager means of communication, and the rigor of the winter climate of most of the territory.

Subject to approval by the Commissioner of Education, the chief of the Alaska division of the Bureau of Education, with headquarters at Seattle, Wash., directs the activities of the bureau in Alaska. For purposes of school supervision the Territory of Alaska has been divided into six districts, each under a superintendent who keeps in as close touch as possible with the work in his district.

The field force of the Alaska school service during the fiscal year ended June 30, 1926, included 6 district superintendents and 159 teachers, and there were 86 schools in operation, with an enrollment of 3,703.

Transportation from Seattle to the remote villages for appointees, supplies, and building materials was for many years an undertaking of great difficulty. Partial solution of this problem was provided when the U. S. S. *Boxer*, a wooden vessel, formerly used by the Government as a training ship for naval cadets, was transferred to the Department of the Interior for the use of the Alaska division. This boat was remodeled and equipped with modern machinery and since

1923 has carried annually to the coast stations as far north as Point Barrow and to the distributing points at the mouths of the larger rivers teachers, doctors, and nurses, together with a heavy tonnage of supplies and equipment. On its return voyage it brings out employees whose terms of service have expired and carries reindeer meat, furs, and other valuable commodities which are sold for the Eskimos through the Seattle office of the Alaska division.

The care of the health of the natives of the community is no small part of a teacher's duty. The number of physicians and nurses employed in Alaska by the bureau is small for the task to be performed. In the great majority of the native settlements the teachers are the only "doctors" and "health officers," and the school often serves as a dispensary for the natives within a radius of several hundred miles. As part of the day's work, the teacher visits the homes in the villages to see that hygienic conditions are maintained therein, to show mothers how to care for and feed their infants, to demonstrate the proper ways of preparing food, to inculcate cleanliness and the necessity of ventilation, and to insist upon the proper disposal of garbage.

The scope of this work during the fiscal year 1926 is indicated by the following statement:

Community service rendered by teachers

District	Visits made to homes	Medical assistance rendered	Births reported	Deaths reported	Native population served	Number of teachers
Northwestern	2,424	2,809	64	23	2,106	22
Seward Peninsula	3,080	4,855	87	53	2,088	26
Western	2,887	6,364	56	36	1,878	30
Southwestern	1,527	1,470	39	20	1,140	23
Central	3,392	3,881	63	50	1,573	23
Southeastern	2,756	2,564	121	104	4,348	35
Total	16,066	21,943	430	286	13,133	159

One of the most effective agencies for the advancement in civilization of a native village is the establishment in it of a cooperative store, owned by the natives and managed by them, under the supervision of a teacher of a United States public school. It results in securing articles of food and clothing at equitable prices, in dividing among the natives themselves the profits which would otherwise go to a white trader, and in acquiring by the natives of self-confidence and experience in business affairs. Such enterprises are now in operation in 12 villages in widely separated parts of the Territory.

Until recently no systematic form of industrial education for Alaskan natives was provided within the Territory. In order to receive such training, for many years young Alaskans were sent to schools maintained by the Office of Indian Affairs in the States.

This policy was found to be unwise and uneconomic. The change of climate frequently had a deleterious effect upon the health of the children. Some of those who remained in the States found themselves forced into unfortunate social conditions. Many who returned to Alaska found it difficult to adapt themselves to their home environment. To meet the situation, the policy has been adopted of establishing industrial schools within Alaska itself. Industrial schools have already been organized at Eklutna, near Anchorage, on the Alaska Railroad; at Kanakanak, on Bristol Bay; and at White Mountain, on Seward Peninsula, all of which are strategic points. Eklutna, being near the Alaska Railroad, is readily accessible for pupils from the interior and from the upper Yukon region; it can also be easily reached from the settlements on the southern coast. Kanakanak will be the center for vocational training for the Aleuts and for the Eskimos of southwestern Alaska. To White Mountain will come the Eskimos of the northwestern region as far north as Point Barrow.

Included in the curriculum of these vocational schools are such industries as house building, carpentry, boat building, making furniture, sled construction, operation and repair of gas engines, marine engineering, navigation, tanning, ivory carving, and basket weaving. The native races of Alaska possess extraordinary dexterity, as is evidenced by the ivory carving of the Eskimos, the basket weaving of the Aleuts, and the totem carving of the inhabitants of southeastern Alaska, and with very little training they excel in all mechanical occupations. It is proposed to extend the facilities for industrial training as rapidly as funds will permit.

During the fiscal year ended June 30, 1926, the Bureau of Education employed in its medical work in Alaska 8 physicians, 22 nurses, and 1 first-aid man. Hospitals were maintained at Juneau, Nulato, Akiak, Kanakanak, and Noorvik; and contracts were entered into with other hospitals in Alaska, as well as in the States of Washington and Oregon, for the treatment of Alaskan natives. A large number of native boys and girls were brought to Seattle for special treatment and delicate operations. The service rendered in Alaska during the fiscal year 1926 is shown in the following statement:

Medical service rendered by nurses and physicians

Medical service	By nurses	By physicians	Total
Number of visits to homes	12,033	401	12,434
Number of patients treated	8,311	2,836	11,147
Number of treatments given	22,026	12,820	34,846
Number of births reported	117	60	177
Number of deaths reported	72	41	113
Total days of hospital care		6,989	6,989
Out and clinic calls		1,651	1,651

Notable extensions of the medical service during the biennial period 1924–1926 were the stationing of a physician at Unalaska, who during the winter months is the only physician in the entire Aleutian region, the employment of an itinerant dentist who rendered professional service to the natives in the villages of southern Alaska, and the furnishing of medical relief to inhabitants of the Yukon Valley.

Along the Yukon River and its tributaries there are approximately 4,000 natives, hitherto entirely without medical attention. To extend medical aid to these isolated groups, the bureau, in the period of navigation during the summer of 1926, operated on the Yukon and Tanana Rivers a floating hospital having on board a physician and two nurses, in addition to the crew. In its cruise the boat covered approximately 2,200 miles. More than 3,000 natives were examined and about 500 treatments were given.

Owing to the great expansion of the reindeer industry, it is not possible to state the precise number of reindeer in Alaska. It is estimated that there are now about 500,000 reindeer in the Territory, approximately two-thirds of which are the property of the natives. The average gross increase each year is between 33 and 45 per cent.

During the period from 1918 to 1925 more than 1,875,000 pounds of reindeer meat were shipped out of Alaska, most of which was the property of an incorporated company, with headquarters at Nome, which owns more than 50,000 reindeer. For handling reindeer meat, this company has constructed several refrigerating plants within the Seward Peninsula, and it operates cold storage barges along the coast. Use is also made of the natural cold storage facilities of Alaska, for in the areas adjoining the Arctic Ocean solid ice is found within 3 or 4 inches of the surface and extends to great depths. Each year, on its southward voyage, the Bureau of Education's ship *Boxer* carries a limited number of carcasses of reindeer belonging to the Eskimos, which are sold for them through the Seattle office of the Alaska division.

Steers for butchering sell in Alaska for from $10 to $12 a head. At Nome and St. Michael reindeer meat retails at from 15 to 20 cents a pound. Breeding stock is valued at $18 to $20 a head. The average cost of raising each animal is only about $1 a year.

During the winter months the use of reindeer hides as material for clothing is general among white and native inhabitants throughout northern Alaska. The use for transportation of reindeer trained to the sled is not so general as it might be. It is stated that the dog team is better suited for use on the main trails, but that for cross-country travel the reindeer is cheaper and more practical. The average distance per day covered by a reindeer drawing a loaded sled

over a trail in fair condition is about 30 miles. When fed grain in addition to the forage he gets on the range, a reindeer may be worked steadily and driven over long distances.

The great increase in the number of reindeer and the wide distribution of the herds throughout northern and western Alaska have rendered it urgent that provision be made for the allotment of grazing lands, in order that the occupancy of such lands may be regulated and strife among the owners of reindeer avoided. Establishment of grazing districts in Alaska by the Secretary of the Interior is contemplated in a bill now pending in Congress.

When the work of the Bureau of Education in Alaska began 40 years ago, the aborigines were in absolutely primitive conditions. In southern Alaska and in the interior the natives lived in small, filthy hovels with little light and no ventilation. Along the shores of Bering Sea and the Arctic Ocean their winter habitations were semisubterranean huts; when the warmer days of summer thawed the frozen soil, rendering these underground hovels uninhabitable, their shelters were skin-covered tents. The Eskimos still used rude implements of stone, ivory, and bone, and consumed much of their seal and walrus meat raw. Lamps filled with whale or seal oil, and with dried moss as a wick, were still used for heating and cooking.

With the steady advance through the years of the Bureau of Education's school system, and other civilizing agencies, these primitive conditions have gradually disappeared, except in some of the remotest settlements which the bureau has not yet been able to reach. In many of the villages, as the result of education, the old huts have been replaced by neat, well-furnished houses, the homes of self-supporting, self-respecting natives, thousands of whom are employed by the great canneries of southern Alaska. Fleets of power boats belonging to and operated by natives are of great service in transporting fish from the fishing grounds to the canneries. Many natives are employed in the mines. Others are pilots, trappers, storekeepers, loggers, or ivory carvers. For many years the Bureau of Education has appointed as teachers in its Alaska school service the brightest of the graduates of its schools. Girls showing special qualifications for medical service are received into the bureau's hospitals for training as nurses. Natives are employed as cooks, janitors, and orderlies in the hospitals. Natives are also represented in the legal and clerical professions. Throughout northwestern Alaska, and along the Alaska Railroad, native owners of reindeer, whose herds furnish an inexhaustible meat supply, are most important factors in the industrial and economic situation of the Territory.

CHAPTER XVII

MAJOR TRENDS OF EDUCATION IN OTHER COUNTRIES

By James F. Abel

Associate Specialist in Foreign Education

Contents.—Introduction—Changes in national governments—International aspects of education—Ministries of education—Provision for education—Illiteracy and its eradication—Primary and elementary education—Secondary education—Higher education.

INTRODUCTION

The period under review, approximately the years 1924, 1925, and 1926, are of significance in education in that they are a part of the reconstruction, postwar time that was marked in its earlier months by strong enthusiasm and a general freedom of conception, when fine plans for educational systems—by no means impossible of eventual realization—were laid and even enacted into law, only to be held disappointingly in abeyance by the severe reactions and economic distress that followed shortly after. These were the first years of cooler judgments and of better directed activities in giving expression through education to the principles of self-determinism, the rights of minorities, and the aintenance of republican forms of government by people trained in the arts of self-government that were so strongly emphasized in the peace settlements. Obviously it is not possible to separate them entirely from the other years of the postwar decade, because the main events of 1924 to 1926 are for the most part simply continuations of activities either begun or strengthened in the six previous years. Moreover, only a few of the larger movements can be treated in a brief bulletin.

The major changes in world education in these years center largely in the Eurasian countries and grow out of the war and the new political situations set up by the treaties of peace. One of the most marked movements was the establishment of certain official international relationships in education made obligatory by treaties, constitutions, and laws; and these were accompanied by a general widening and strengthening of activity, official and unofficial, in international education affairs. Another important aspect is manifest in the establishment of ministries of education and the development of administrative school organizations in the newly created nations, together with various changes in the national educational offices of other countries. Closely connected with both is the evident willingness of the different countries to make substantial monetary provision for education at a time when many of them were forced into drastic retrenchments in their national expenditures or were even in a state of national bankruptcy.

The almost universal adoption of republican forms of government which followed the war naturally led to inquiries into the educational status of the people and their ability to understand and assume the obligations they were incurring, with the consequent discovery of enormous numbers of illiterates and near-illiterates and subsequent attempts of many kinds to give them at least the rudiments of an elementary education.

In the realm of human training below the levels of secondary instruction the lowered birth rate during the war began to show in greatly decreased school enrollments in several European countries, and coincident with this realization of the loss of human wealth the national governments took many new measures in behalf of women and children, lengthened the term of compulsory school attendance, and generally gave to elementary education a better adaptation to the needs of child life.

Secondary schools were still increasing in numbers and enrollment. The more pronounced tendencies in this field included emphasis on training during the early years of adolescence, about 12 to 15, and modifications that would make all of secondary education more practical and more available to the children of all classes of people.

The general trends in higher education were in the direction of greatly increased enrollments in the number of resident students and those taking degree courses, especially in scientific fields; a broadening of the functions of universities and colleges especially in giving extension courses in both special subjects and cultural training; and a better grasp of the proper relation of the university to the nation.

CHANGES IN NATIONAL GOVERNMENTS

The Continent of Eurasia east of a line drawn from the North Sea to the Adriatic Sea was in 1914 for the most part controlled by three empires—Germany, Russia, and Turkey. The British Empire held close control over India and was a strongly directive force in the affairs of Egypt. Imperial policies dictated the amount, kind, and color of education in those areas. By 1924 Germany had been restricted to a comparatively small continental area, and had become a Republic, a federation of 20 States, each with a republican constitution. Russia had become the antithesis of an empire—a loosely bound union of six soviet Republics, each working under communistic principles. Turkey had been greatly reduced in area, had gone far toward separating church and state, and was on the verge of the constitutional reforms of April 20, 1924, by which it was declared a Republic. The British Empire had given to India, through the India act of 1919, an experimental government, "with a view to the progressive realization of responsible government in British India as

an integral part of the British Empire"; had terminated its protectorate over Egypt; had recognized the Saorstat Eireann as a coequal member of the community of nations forming the British Commonwealth; and the status of Australia, Canada, Newfoundland, New Zealand, and the Union of South Africa as self-governing dominions "in no way subordinate one to another in any aspect of their domestic or external affairs, though united by common allegiance to the Crown and freely associated as members of the British Commonwealth of Nations," was tacitly accepted, though it was not officially expressed until the imperial conference of November, 1927.

Finland, Estonia, Latvia, Lithuania, the Free City of Danzig, Poland, Czechoslovakia, Yugoslavia, Albania, and the Saorstat Eireann in Europe had established their own governments, generally republican in form, and had assumed the responsibilities, national and international, of independent entities. Austria and Hungary had been reduced from large groups of heterogeneous peoples to much smaller comparatively homogeneous populations. In Asia, Afghanistan had been recognized by Great Britain as entirely independent; Arabia was free of Turkish domination; Persia was nearing a change of dynasty; a new republican constitution had just been promulgated in China; and Palestine, under a British protectorate, was open to settlement and development by Jewish peoples from all parts of the world.

INTERNATIONAL ASPECTS OF EDUCATION

Official obligatory relationships.—The great and far-reaching changes in the number and kind of national governments in Eurasia had necessitated general international readjustments; and international educational relationships, official and otherwise, had sprung into sudden prominence. On the actual official side of treaties, international agreements, and constitutional enactments made obligatory by treaties, international direction of certain educational policies had been deliberately undertaken and in 1924 to 1926 the practicability of such direction was plainly proved.

Realizing that the mistreatment of minorities of race, religion, and language had been the chief cause of the World War, the framers of the peace treaties had attempted to work out national boundaries that would correspond to the territorial lines of division between ethnic and linguistic groups. That was impossible, and though the situation was greatly improved the ethnic minorities in Europe affected by the peace treaties amounted to about 16,800,000 people; so it was essential for European peace that those minorities be protected by the treaties. Among the first of such treaties was that entered into between Poland and the Allied and Associated Powers on June 28, 1919, and the provisions in it for the protection of minorities are deemed so important to the educational world that they are

quoted. Besides being the legal basis for international control of some phases of education, they may and probably will in time come to be considered as among the magnæ cartæ of human liberty.

Article 2.—Poland undertakes to assure full and complete protection of life and liberty to all inhabitants of Poland without distinction of birth, nationality, language, race, or religion.

All inhabitants of Poland shall be entitled to the free exercise, whether public or private, of any creed, religion, or belief, whose practices are not inconsistent with public order or public morals.

Article 7.—All Polish nationals shall be equal before the law and shall enjoy the same civil and political rights without distinction as to race, language, or religion.

Differences of religion, creed, or confession shall not prejudice any Polish national in matters relating to the enjoyment of civil or political rights, as for instance admission to public employments, functions, and honors, or the exercise of professions and industries.

No restriction shall be imposed on the free use by any Polish national of any language in private intercourse, in commerce, in religion, in the press, or in publications of any kind, or at public meetings.

Notwithstanding any establishment by the Polish Government of an official language, adequate facilities shall be given to Polish nationals of non-Polish speech for the use of their language, either orally or in writing, before the courts.

Article 8.—Polish nationals who belong to racial, religious, or linguistic minnorites shall enjoy the same treatment and security in law and in fact as the other Polish nationals. In particular they shall have an equal right to establish, manage, and control at their own expense charitable, religious, and social institutions, schools, and other educational establishments, with the right to use their own language and to exercise their religion freely therein.

Article 9.—Poland will provide in the public educational system in towns and districts in which a considerable proportion of Polish nationals of other than Polish speech are residents adequate facilities for ensuring that in the primary schools the instruction shall be given to the children of such Polish nationals through the medium of their own language. This provision shall not prevent the Polish Government from making the teaching of the Polish language obligatory in the said schools.

In towns and districts where there is a considerable proportion of Polish nationals belonging to racial, religious, or linguistic minorities, these minorities shall be assured an equitable share in the enjoyment and application of the sums which may be provided out of public funds under the State, municipal, or other budget, for educational, religious, or charitable purposes.

The provisions of this article shall apply to Polish citizens of German speech only in that part of Poland which was German territory on August 1, 1914.

Article 10.—Educational committees appointed locally by the Jewish communities of Poland will, subject to the general control of the State, provide for the distribution of the proportional share of public funds allocated to Jewish schools in accordance with article 9, and for the organization and management of these schools.

The provisions of article 9 concerning the use of languages in schools shall apply to these schools.

Article 12.—Poland agrees that the stipulations in the foregoing articles, so far as they affect persons belonging to racial, religious, or linguistic minorities, constitute obligations of international concern and shall be placed under the guarantee of the League of Nations. They shall not be modified without the assent

of a majority of the Council of the League of Nations. The United States, the British Empire, France, Italy, and Japan hereby agree not to withhold their assent from any modification in these articles which is in due form assented to by a majority of the Council of the League of Nations.

Poland agrees that any member of the Council of the League of Nations shall have the right to bring to the attention of the council any infraction, or any danger of infraction, of any of these obligations, and that the council may thereupon take such action and give such direction as it may deem proper and effective in the circumstances.

Poland further agrees that any difference of opinion as to questions of law or fact arising out of these articles between the Polish Government and any one of the principal Allied and Associated Powers or any other power, a member of the Council of the League of Nations, shall be held to be a dispute of an international character under article 14 of the Covenant of the League of Nations. The Polish Government hereby consents that any such dispute shall, if the other party thereto demands, be referred to the Permanent Court of International Justice. The decision of the Permanent Court shall be final and shall have the same force and effect as an award under article 13 of the covenant.

In all, 10 treaties with similar provisions between the five principal Allied and Associated Powers had been drawn up in 1919–20. They were between these powers on the one hand and Poland, Czechoslovakia, Yugoslavia, Rumania, Greece, Armenia, Austria, Hungary, and Turkey on the other. Each State had recognized the obligations in these minority treaties as fundamental laws that can not be overturned by legislation or administration within the State itself. Their enforcement was guaranteed by semijudicial procedure before the League of Nations. In May of 1922 Lithuania had signed before the council of the league a declaration almost identical to the provisions in the Polish treaty; and in July and September of 1923, Latvia and Estonia signed declarations much more vague and less decisive than those made by Lithuania.

Provisions for the mutual protection of minorities had been incorporated in several binational treaties: Germany and Poland in May, 1922, with regard to Upper Silesia; Austria and Czechoslovakia in 1920; Finland and Soviet Russia in the treaty of Dorpat of October, 1920; Turkey and France in the Angora agreement of the same date; and Iraq and England in the treaty of alliance in October, 1922. In 1922, four Baltic States, including Poland, signed a treaty to the same effect.

It devolved then upon the governments concerned to work out and put into effect through their ministries of education administrative school policies that would meet and satisfy the international obligations which they had assumed. Necessarily it was somewhat difficult to do that in Germany and Russia, where there are no *national* ministries of education, and the Central Government must look to the constituent States to comply with the treaties.

The authorities of Czechoslovakia entered upon the new program most wholeheartedly. That country was maintaining in 1924–25 a

total of 20,740 schools of all grades from kindergarten to university, inclusive, with 46,138 classes and an enrollment of 2,315,752 pupils. By language of instruction the pupils were distributed as follows: Czechoslovak, 68.5 per cent; Ruthenian, 3.2 per cent; German, 21.7 per cent; Magyar, 4.6 per cent; Polish, 0.6 per cent; Rumanian, 0.01 per cent; Jewish, 0.03 per cent; and other and combined schools, 1.4 per cent. While the establishment and maintenance expense of primary and superior primary schools is a charge against the commune, and the personnel salaries are borne ordinarily by the Province, the National Government undertakes to provide minority primary and superior primary schools where necessary, and the expense is borne by the national treasury. The language situation extends throughout all levels of the school system, secondary, professional, teacher-training institutions, and schools of university rank. Two of the 4 universities are Czech, 1 is German, and 1 is Slovak. The 4 technical high schools are 2 Czech and 2 German.

Space does not here permit giving in detail the way in which the educational authorities in the countries that were parties to the treaties were meeting their minority language obligations in 1924 to 1926. It is sufficient to say that all but one or two were observing both the spirit and the letter of the compacts, and that the few cases of violations that were brought before the league council were rather quickly corrected. Within the league council the machinery for and the method of handling complaints were developed into an effective system.

It is necessary to point out, however, that this international control of some phases of education as applied to a considerable number of countries in Eurasia and demonstrated as successful in the years of which we write has a very vital bearing on future educational administration, support, and direction; that the principles accepted by these countries will probably come into effect among countries on other continents where there are similar puzzling minority situations; that they may be controlling factors in colonial educational policies, and that multilingual and bilingual school systems are now commonplaces in the educational world.

The best and most hopeful trend of these movements is that minority language questions are being taken out of the fields of politics and religion and placed in the hands of the professional educators where they rightly belong, and that the latter are approaching them first from the immediate and pressing angle of providing proper school facilities under good administration, and second from the more important angle of making scientific investigations into the psychology of bilingualism and multilingualism so that better methods of teaching modern languages may be evolved.

In the treaty nations the principles applied to languages of instruction were also made applicable to religious teaching in the schools,

the general plan being that the pupil or his parents may select the creed, if any, in which he wishes to be instructed and that the individual teacher is free to decide whether he will give such instruction. Intensified and special control in the direction of a single faith was adopted by Bavaria and Poland, each of which entered into a concordat with the Vatican, the former in November, 1924, and the latter in August, 1925, by which both countries gave to the church the right to direct instruction in the Roman Catholic religion in their schools. Such an arrangement has been in effect in Spain since 1851.

Official and semiofficial nonobligatory relationships.—The international relationships described above are strictly official and for the most part obligatory. If not carried out they involve the breaking of mutual and solemn obligations between nations. Other international relationships in education, while still official or semiofficial but not at all legally obligatory, were fully as important, and went on actively during the period under review. Representatives from the various ministries of education made extensive trips to other countries and studied the school systems intensively with a view to carrying back to their own countries those features that they could adapt and use to advantage. In continuation of a policy solemnly sworn to in 1868 by the Emperor of Japan that "*knowledge shall be sought for throughout the world,* so that the welfare of the Empire may be promoted," the Japanese Department of Education at the close of 1923 had 455 men and 5 women, all carefully selected students, studying abroad. The exchange of teachers, started in the last decade of the nineteenth century between Germany, France, and England because of a simultaneous movement in those countries for better teaching of foreign languages, was carried on by the office of special inquiries and reports of the board of education in England. In 1923–24 it made 55 appointments to positions in secondary schools and training colleges in France, and 49 such appointments in 1924–25. In return 44 French assistants were appointed to various schools in England and Wales in 1923–24 and 49 in 1924–25.

The visit to the United States in 1925 of a delegate from the Austrian Ministry of Education resulted in the establishment a year later of the Austro-American Institute of Education at Vienna. A representative of the Ministry of Public Instruction and Agriculture of Bolivia visited Mexico, European capitals, and the United States to study educational developments and report a plan of reform for the schools of Bolivia. The director of public instruction of the State of Bahia, Brazil, spent several months abroad in 1925 studying various school systems. These are but a few examples of the large number of semiofficial exchanges of educational thought that were going on between countries.

Lesser official units, such as universities and colleges, city school systems, etc., and private individuals, corporations, and foundations, carried on organized international educational and cultural exchanges in great amount and a wide variety of ways. Among the most important of these activities were the maintenance of societies formed for the purpose of promoting good feeling between the nations and aliens, either visiting or resident, in the various countries; exchanges of students and teachers; the support of large numbers of scholarships and fellowships for study abroad; the conducting of summer schools designed especially to give foreigners an insight into the language, culture, and national ideals of the countries visited; and meetings of international educational associations.

Unofficial relationships.—A study made by the American Council of Education in 1925 listed 114 organizations concerned with international educational relations and having either headquarters or representatives in the United States. Thirty-nine of them were regularly bringing or sending professors and students to and from 15 different European countries, China, and Japan. The scholarships and fellowships open to American students for study in foreign countries numbered well over 500 and involved an annual expenditure of about half a million dollars. Many of these scholarships were entirely unrestricted as to subject and place of study and allowed great freedom in the selection of the student and the best place for him to continue his training. Others were restricted as to subject, while some 200 were designed to promote cultural relations between the United States and some specific country or countries and were restricted as to place.

The interchange of students and teachers that had been carried on for a long time between Argentina and Uruguay was widened in 1926 to include all Latin-American countries. A year later the University of Breslau expressed a desire to interchange students with similar institutions in Argentina. Seventy-five students from Argentina visited La Paz in August of 1925 to assist in the celebration of the first centenary of Bolivian independence. The professor of economics and finance in Princeton University in the United States in 1927, when urging the president of the Historical and Geographical Institute of Brazil to establish a short summer school at Rio de Janeiro for American teachers of secondary schools, stated that 361,000 teachers and students in 1926 used the summer-school method to realize their desire to study in Europe and that there were 27 European schools with an average enrollment of 700 American students in each, as follows: University of Dublin, Edinburgh, Glasgow, Zurich, Cambridge, Oxford, London, Sorbonne, Lille, Genoa, Lucerne, Basle, Heidelberg, Mains, Berlin, Hamburg, Vienna, Florence, Rome,

Naples, Athens, Cairo, Jerusalem, Beirut, two in Constantinople, and a branch of William and Mary College (United States) at Madrid.

International educational congresses.—Among the more important of the international meetings of strictly educational character was that of the World Federation of Education Associations held at Edinburgh, Scotland, July 20 to 27, 1925. The association had been founded at San Francisco in 1923 and at that time outlined in 20 resolutions a program of procedure intended to cultivate international good will and to promote the interests of peace throughout the world. Among the most important recommendations of the first meeting were the provision of an educational attaché at each embassy or legation; scholarships for students of education to study abroad; the establishment of a permanent international bureau of research and publicity and a universal library bureau; adapting textbooks and teaching methods to the expression of fairness and good will between nations; promoting the observance of May 18 as an international "Good-will day"; appointing an international commission to further the work of reducing illiteracy in all countries as rapidly as possible; favoring national aid for education in communities lacking financial resources; urging the extension of educational opportunities for women; and indorsing the development of international school correspondence.

At the Edinburgh meeting the president of the federation reported that the outstanding achievements of the biennium had been an awakening in the relief of illiteracy; an added impetus to international correspondence among school children; a beneficial study of world contacts; and that some nations, Mexico being the first, had appointed educational attachés in connection with their embassies. International good-will day had been celebrated to some extent in practically all countries; and a beginning had been made of a collection of textbook materials and the dissemination of educational information by different methods. Six nation-wide education associations had joined the federation, and three more had made formal applications for membership.

The Second Imperial Education Conference of the British Empire convened in London June 25 to July 6, 1923, to continue the policy, begun in 1911, and interrupted by the war, of assembling official delegates, appointed by the respective governments of the different divisions of the Empire, to consider ways of effecting as close relations as possible in the varied attempts made in the parts of the British Commonwealth to solve the problems of education that are present in all, and in essence remain the same for all. The agenda of the conference included teacher qualifications and interchange of teachers; courses of instruction and secondary school-leaving certificates; the provision for and organization of schools in

rural and sparsely populated districts; stages in a system of general education; the bilingual school problem; the history and geography of the Empire; the cinematograph as a factor in education; special means of educating the different European races within the Empire; special requirements in the education of Europeans in constant and immediate contact with non-European races, and other equally important topics. The reporting committees set up principles for the interchange of teachers and for bilingual teaching; recommended close and continuous supervision for the physical well-being of children and resolved that in the interests of the future solidarity of the Empire it was imperative that efficient teaching of the geography and history of the Empire be provided by all educational authorities.

The Third Imperial Conference held its meetings in June and July of 1927, beginning them with the question of "education in relation to the pupil's after-career, with special reference to problems of primary and vocational education," and during its sessions discussed a wide range of topics, including problems of special interest to tropical countries, the use of broadcasting in an educational system, examination and inspection of schools, rural education, and school medical service. The conference closed with a unanimous resolution to be forwarded to the King that:

> Our deliberations have strengthened our belief that education should be one of the greatest factors in promoting mutual knowledge and understanding and thereby fostering sentiments of active friendship and of good will between the different parts of Your Majesty's dominions.

MINISTRIES OF EDUCATION

For the world at large trends toward centralizing education in a responsible national ministry were conflicting, and no definite general movement in the direction of either centralization or decentralizaton is evident. Pronounced decentralization took place in India following the adoption of the India act of 1919; central control was strengthened considerably in Brazil, Ecuador, and Austria. The administrative reforms in Italy provided for greater local freedom in education. The Federal Government in Germany was for the most part unable to take advantage of the wide powers over education given it in the constitution, and the proposal for an Imperial Bureau of Education for the British Empire was not put into effect. Each of the nations newly created or recreated at the close of the war set up a national ministry of education to administer the school system through which it hoped to develop its national ideals and at the same time fulfill the treaty obligations it had assumed in regard to education. The work of the Ministry of Religious Creeds and Public Instruction in Poland is fairly representative of that being carried on in each of the new national entities.

The ministry of education in Poland.—The ministry entered upon what was essentially a program of unification and reconstruction. Poland took over, with the territory that was formerly the Austrian annexate, schools that were distinctly Polish in character and conducted by an autonomic educational authority. In the Prussian annexate the schools were adequate but completely Germanized; in the Russian section, they were very inadequate and Russianized. The population of Poland is one of fixed heterogeneity: 69.2 per cent Polish; 14.3 per cent Ruthenian; 3.9 per cent White Ruthenian; 3.9 per cent German; 7.8 per cent Jewish; and 0.9 per cent other nationalities. In addition to bringing three distinct educational systems into some sort of cooperation, if not unity, in the furtherance of Polish national life, the ministry had to meet the minority language situations consequent upon the varied racial composition of the population.

By a statute of June 4, 1920, the Republic is to be divided into educational districts somewhat similar to the academies in France, each presided over by a curator who has general superintendence, guardianship, and inspection of education within his district. His powers do not extend to higher education and his authority is distinctly limited by the many laws and ministerial regulations that fix the details of education. The division into educational districts has proceeded slowly and is not yet complete.

In 1924 Germany and Soviet Russia both protested against the treatment of their respective national minorities in Poland and a further protest from the Allied powers seemed imminent. The answer was three statutes passed July 10, 1924, one of which permitted the opening of private schools in which instruction was to be given in the language desired, and that at the request of the parents of 40 children in regions where the non-Polish minority amounted to 25 per cent of the population, instruction might be given through Lithuanian, White Russian, or Ukranian, although Polish, Polish history, and Polish geography should be taught—the last two in the Polish language. Following this, the Jewish elements in the population secured an agreement (the declaration of Warsaw) on July 4 and 12, 1925, two sections of which read:

> The council of ministers takes note of the declaration according to which the Minister of Public Instruction and Worship announces that he will introduce in a certain number of public primary schools, in regions where the percentage of the Jewish population is high, the keeping of Saturday as a holy day and the teaching of Hebrew sciences up to 10 hours a week.
>
> The council of ministers takes note of the declaration according to which the Minister of Public Instruction and Worship announces that he will promulgate ordinances according to the terms of which students attending "cheders" which have conformed to the provisions in force in State establishments will be considered as satisfying the law on compulsory education.

By the close of 1924, approximately 72 per cent of the children of compulsory school age (7 to 14) were in attendance at primary schools; 116 State and 66 private teacher-training colleges were in operation and enrolled 29,872 students; 265 State and 498 private secondary schools, most of them of the gymnasium type, had an attendance of 221,800 students; and a large number of the professional and supplementary schools of secondary grade were in operation. Eleven State institutions and 10 private ones of university rank were maintaining faculties of liberal arts, law, medicine, music, and agriculture, and in general covering the entire field of higher instruction.

Educational decentralization in India.—The India act of 1919 set up a diarchic form of government in which the central government is still bureaucratic and responsible through the Secretary of State for India to the British Parliament. Administration in the provinces is divided between the governor on the one hand, who is responsible ultimately to Parliament for certain reserved subjects, and the provincial legislature and ministry made up of Indians and responsible for certain transferred subjects, among which is education. These reforms went into effect in January, 1921, and necessarily meant a long step toward taking away from a central government the power that it had over education in India and distributing it among the Provinces. Formerly, the Government of India, in addition to other forms of educational control, could encourage educational advance in any line it favored by making grants from surplus revenues. Financial control is now in the Provinces.

A general report on education in India is issued quinquenially and the latest period reported is 1917 to 1922. A complete review is not yet available for 1922 to 1927. The transfer of education to popular control came at a difficult time, for there was widespread financial stringency and much political agitation, the latter taking the form of a noncooperation campaign and an attempt to establish "national schools" parallel to the Government schools but entirely free from any kind of Government control. Both the financial stress and the political agitation seriously hampered the progress of education, but they were not entirely without valuable aspects. The financial stress led to careful consideration of school costs and a more advantageous use of the money available. The political agitation brought careful inquiry into the kind of instruction given in the Government schools and why it was unsatisfactory, and focused the attention of large groups of people, not previously interested, on the schools.

Between 1922–23 and 1923–24 the total number of pupils under instruction rose from 8.79 millions to 9.32 millions. A general attack was made upon illiteracy and for the education of the rural communities, the Departments of Agriculture, Public Health, and Cooperative Credit began the organization of lectures on matters

directly affecting the welfare of the people. Furthermore, and most of all, some headway was made against the Indian belief that women should not be educated, and the number of girls under instruction steadily increased.

Centralizing educational administration in Brazil.—While this decentralization of education was going on in India, a movement toward the strengthening of national control of some phases of education was taking place in Brazil, and several of the States in that country were reforming the departments of education in order to take over powers that had been invested in purely local authorities. Following a clause in the general appropriation act of 1925, which authorized the creation of a national department of public instruction, the President issued on January 13, 1925, Decree No. 16782–A, creating the "Departmento Nacional do Ensino."

The department, which is in reality a bureau in the Ministry of Justice and the Interior, is planned to function as the agency having very general control over the higher, secondary, professional, and artistic schools maintained wholly or in part by the Federal Government, to supervise the Federal subventions to rural primary schools in the States, and to carry on research in educational subjects. The former superior council of instruction was abolished and a National Council of Education of three sections established as a professional advisory body to assist the department.

The most important section of the decree provides for the Federal subventioning of rural schools in the States. By written agreement between the Federal and any State government, the former will pay the salaries of the instructors, and the latter will furnish them habitations and school buildings and equipment. The States agree not to reduce the number of schools already existing in their territory at the time of the making of the agreement.

In August, 1926, new minute regulations for the department of education of the State of Pernambuco were approved by the governor and published, and the following year Law No. 1342 authorized the placing of all schools formerly operated by the State or municipalities under one supervisory authority. Law No. 1018 of 1924 was passed in the State of Alagoas, to reorganize its entire educational system.

Creation of a central bureau in Bolivia.—In Bolivia, by decree of March 25, 1926, President Siles created a Central Bureau of Public Instruction, with an appropriation of 40,000 bolivianos to organize the teaching force; compile statistics of education; map out programs of curricular reforms; make out codes of rules and regulations of instruction; report on buildings, sites, and the general matériel of education; propose laws, budgets, etc., and encourage in general anything that will advance the educational state of the country.

Expansion of the ministry in Austria.—In Austria the Ministry of Education in 1925 took over from the Ministry for Social Welfare the kindergarten, physical training of juveniles, and school physician activities, and from the Ministry of Traffic and Commerce, those pertaining to the mining academy and the commercial academy, as well as those for the Austrian Museum for Art and Industry.

Administrative reforms in Italy.—The Ministry of Public Instruction in Italy was created by royal patent of November 30, 1847, and continued by the Casati law of November 13, 1859. It functioned under that law until 1923, when Minister Giovanni Gentile was given unconditional powers by the Chamber of Deputies and, through a series of royal decrees emanating from his office, reconstructed the entire educational system, both in structure and in aims and purposes. The ministry in its State administration was considered decentralized and simplified and its personnel reduced in number. Local administration by Provinces was replaced by administration by regions that correspond to essential differences in nature, population, dialects, and cultural needs. The inspection service was decreased in personnel and so changed as to place greater responsibility on school principals and educational directors. The financial organization was arranged to conform to the new structure of the school system. The strictly vocational secondary schools—agricultural, industrial, commercial, higher technical, etc.—were not affected by the reform of 1923, for they were under the Ministry of National Economy. The Fascist Council of November, 1927, indicated that these schools would soon be transferred to the Ministry of Public Instruction.

Lack of central control in Germany.—The constitution of the German Reich, promulgated in August, 1919, was an innovation in that it gave the Reichstag authority to fix, by way of legislation, a number of matters relating to education throughout the Republic. Thus far the Federal Government has been unable to take any great advantage of that constitutional authority. A law of 1920 provided for the four-year grundschule and abolished the former preparatory schools. By Easter of 1924 the public preparatory classes and schools had closed; the private preparatory schools had an extension to 1929. Later the law was modified to permit exceptional students to complete the four-year grundschule in three years.

A law for the protection of youth against indecent literature was passed by the Federal Diet in 1926. This is about all that the Federal Government had accomplished in the way of control of education.

British proposal for an Imperial Bureau of Education.—The Imperial Education Conference of 1923, held in London, considered the possibility of establishing an Imperial Bureau of Education, and, in connection therewith, the possibility of introducing greater uniformity in the compilation of educational statistics, but the conference expressed itself as feeling that—

for the present, an Imperial Bureau could only be looked upon as an ultimate ideal, and that it would be a considerable step in advance if Dominion bureaus could, in the first instance, be established by national groups or units of the Empire, such as Canada, Australia, and South Africa.

Summary.—The net result in 1926 is that 55 (not including Luxemburg, Liechtenstein, Monaco, and San Marino) of the 72 national entities into which the 1,820,000,000 of people are grouped for purposes of government have each a national ministry of education as a part of the executive branch of the government and coequal in status and authority with the ministries of state, commerce, war, internal affairs, or other divisions of the responsible administration.

PROVISION FOR EDUCATION

Appropriations for education made from national funds by the several central governments, as shown in the budgets proposed, estimated and actual, were in comparison with other years on a fairly high level, both in absolute amounts and in their relation to the total expenditures for all governmental purposes. In Europe this was especially remarkable since the financial stability hoped for after the signing of the treaties in 1919 was retarded by interest charges on the great public debts, by the cost of reclaiming devastated areas, by the expense of treatment and pensions for the disabled, and by the fact that there was general national poverty from which to collect the revenues necessary for these purposes. Budget practices generally went through three phases corresponding to a period of inflation of currency, its deflation, and the eventual restoration of normal fiscal methods. Those countries that put their finances on a sound basis, balanced their budgets, and stabilized their currencies or brought them again to par, were forced either by their own governments or by outside agencies to pursue policies of the strictest economy. In some countries the different departments of government were conducted on strict monthly allowances. The newly formed States were, of course, faced with the necessity of establishing an entire financial system. Even in these circumstances, education and other human welfare activities were supported generously.

Great Britain.—Shortly after the war closed Great Britain began a conservative policy of currency stabilization and reduction in taxation and in the national debt. The budget was reduced from one billion pounds in 1921–22 to eight hundred million in 1924–25, but high levels of expenditure for social service were maintained. A total of £338,319,000 was used for health insurance, unemployment insurance, war pensions, old-age pensions, education, public health, etc., in 1923; and in 1925 heavy additional obligations in the way of pensions for widows and orphans and old-age pensions were assumed. Comparisons between the 1913–14 and 1924–25 budgets are, respectively:

Education, science, and art, 19 millions and 49 millions of pounds; old-age pensions, 12 millions and 26 millions; health, 6 millions and 19 millions; and for the Ministry of Labor, 8 hundred thousand pounds as compared with 14 millions.

The estimates of the board of education for England and Wales for the year 1924–25 amounted to £41,900,000, as compared with £41,934,047 for 1923–24. The estimate of 1924–25 assumed that local authorities would provide and expend £58,250,000 on elementary education and £12,060,000 on higher education. The estimate for 1925–26 amounted to £40,832,754, based on assumed local expenditures of £58,250,000 and £12,000,000. The decreases in the estimates are due to the gradual termination of the training of ex-service men and a continued fall in the number of children in attendance at elementary schools owing to the decline in the birth rate.

Early in 1925 the board of education asked the local authorities to arrange comprehensive programs for educational development that would follow well-considered plans and cover a definite period of at least three years, beginning on April 1, 1927. At the outset of the year 1926 a severe burden was thrown on national finances in connection with the coal strike and the later stoppage in industry. An interim program of expenditure was taken up which would insure the continuance of the proposed programs but at a somewhat slower rate.

Belgium.—The Ministry of Science and Arts of Belgium reports that the communes, Provinces, and the National Government expended for primary education in 1922 a total of 318,831,431 francs, and in 1923 the increased amount of 348,654,990 francs. The expenditures for normal training for the years 1923, 1924, and 1925 were respectively 26,212,100, 25,471,510, and 24,439,100 francs. The reductions in this branch of education were due to the lesser amounts that were necessary to replace buildings, equipment, etc. Teachers' salaries, current expenses, and sums given for scholarships increased annually. The subsidies given to schools of secondary education were as follows: 33,541,525 francs for 1923; 36,146,145 for 1924; and 39,498,708 for 1925.[1]

The part which the appropriations for education played in the national budgets is shown in the following tables, in which are given the five items: The year; the appropriation for the ministry of education; the percentage which that appropriation was of the entire budget; the rate of exchange of the foreign coin in terms of exchange in the coinage of the United States; and the value of the foreign coin when at par. The countries are grouped in three divisions—European, Far Eastern, and Latin American.

[1] The Belgian franc is at par at $0.193. The average exchange rate for 1924 was $0.0464; for 1925 it was $0.0476.

The reader must understand that the amount set apart for the ministry of education does not by any means represent the total which any of the countries listed expends for educational purposes. In nearly all countries, other ministries, especially those concerned with national defense, agriculture, and commerce, have control of many schools of special types and expend large sums of money on them, but those amounts are not ordinarily segregated in the budgets and even approximate data for them are not available. Moreover, the moneys raised and used by the subsidiary governmental units such as States, Provinces, communes, etc., as well as those spent by purely private agencies, are not here considered. In Sweden the nation pays roughly three-fifths of the cost of elementary and three-fourths of the cost of public secondary education. Private schools maintaining state standards receive from one-third to three-fifths of their income from the nation. National aid in Norway is about one-third the total school expenditure; in Denmark it is somewhat less than one-half. The proportion which the National Government bears of the expense of education varies greatly in the different countries, and the relationship of national aid to local effort is so complicated and irregular that few writers attempt anything more than a very superficial discussion of it.

The older European countries.—Nevertheless the figures quoted[2] are very significant of the attitudes of the various peoples toward public education. In actual amount of money appropriated, those countries that use national funds for education usually give it from first to fourth place in a budget of 10 or more items. The older countries of Europe are generally setting apart the greatest sums for debt service and national defense and education comes third in the list. But in the Netherlands the largest single item in the budget is for education; in Norway it is second, after debt service; in Sweden, second after defense. In France, Italy, Denmark, and Hungary, education is third; in Bulgaria it is fourth. The figures given for the Union of Socialist Soviet Republics are listed in the budget under the head of "cultural and social needs" and not under that of any one ministry.

The younger nations of Europe.—The newly created national entities of Europe are having to spend freely for development work, such as building roads and railroads, and establishing means of rapid communication. Most of these activities are centered in a ministry of communications. Education in these countries usually holds fourth place in the budget; communications, debt service, and defense are given the larger amounts.[3]

[2] See Table 1, p. 522.

[3] See Table 2, p. 523.

TABLE 1.—*Appropriations for education in the national budgets of older European countries*

Country and year	Appropriations for Ministry of Public Instruction	Per cent of total budget	Rate of exchange	Par value
Netherlands:	*Florins*			
1923	152, 029, 812	18. 8		$0. 402
1924	156, 921, 036	20. 5	$0. 3735	
1925 [1]	141, 702, 000	20. 6	Par.	
1926 [2]	140, 559, 000	22. 0	Par.	
Denmark:	*Crowns*			
1923–24	70, 800, 000	19. 05		. 268
1924–25	67, 200, 000	18. 7	. 1694	
1925–26 [1]	72, 187, 126	19. 7	. 2113	
1926–27 [2]	75, 803, 540	20. 5		
Sweden:				
1923–24	122, 116, 500	24. 4	. 2618	. 268
1924–25	119, 757, 600	24. 4	. 2618	
1925–26 [1]	129, 588, 000	20. 8	Par.	
1926–27 [2]	125, 963, 000	19. 8	Par.	
Norway:	*Paper crowns*			
1926–27	61, 831, 260	17. 0	. 1977	. 268
France:	*Paper francs*			
1923 [1]	1, 587, 000, 000	4. 3	. 0608	. 193
1924 [3]			. 0524	
1925 [1]	1, 736, 000, 000	5. 2	. 0477	
1926 [2]	1, 755, 000, 000	4. 8		
Spain:	*Paper pesetas*			
1923–24	167, 304, 000	5. 4	. 1275	. 193
1924–25 [1]	177, 652, 000	6. 3	. 1391	
1925–26 [2]	178, 396, 000	5. 8	. 1435	
Italy:	*Paper lire*			
1923–24	860, 488, 000	4. 7	. 0434	. 193
1924–25	1, 207, 600, 000	5. 9	. 42	
1925–26 [1]	1, 154, 100, 000	6. 7	. 039	
Hungary:	*Gold crowns* [4]			
1924–25	69, 300, 000	19. 5		. 2026
1925–26 [1]	84, 000, 000	19. 7		
Rumania:	*Paper lei*			
1925	2, 130, 780, 000	7. 9	. 005	. 1929
1926 [1]	2, 643, 114, 000	11. 1	. 00485	
Bulgaria:	*Paper leva*			
1925 [1]	747, 271, 500	11. 3	. 007281	. 193
1926 [5]	680, 190, 000	10. 0	. 007317	
Union of Socialist Soviet Republics:	*Chervonets*			
1923–24	118, 762, 000	5. 6		
	Rubles			
1924–25 [1]	167, 543, 000	5. 9		. 5146
1925–26 [2]	237, 606, 000	6. 2		

[1] Estimated. [2] Proposed. [3] Not published. [4] After Jan. 1, 1927, pengos, gold. [5] Promulgated.

The far-eastern countries.[4]—These countries are all conservative in estimating revenues, and large budget deficits seldom occur. With the exception of Japan, between 80 and 90 per cent of the people are in agriculture and the postwar depression reduced their revenues because of lack of markets. They use a silver standard coinage, and the fall in 1921 in the gold value of silver also reduced their revenues. Currency inflation is unknown.

[4] See Table 3, p. 524.

TABLE 2.—*Appropriations for education in the national budgets of younger European countries*

Country and year	Appropriations for Ministry of Public Instruction	Per cent of total budget	Rate of exchange	Par value
Finland:	*Paper marks*			
1925 [1]	375, 800, 000	11. 2	$0. 0252	$0. 193
1926 [1]	378, 700, 000	11. 1		
Estonia:				
1925	600, 376, 600	8. 1	. 00255	
1926	608, 799, 400	7. 9	. 002676	. 00268
Latvia:	*Lats*			
1924–25	11, 636, 666	8. 5		. 193
1925–26 [1]	15, 353, 426	14. 5		
1926–27 [2]	16, 941, 849	15. 5		
Lithuania:	*Lits*			
1924	24, 537, 600	10. 9		
1925	30, 829, 800	12. 1		. 10
1926 [1]	31, 380, 100	12. 9		
Poland:	*Zlotys*			
1924	234, 977, 000	15. 1	. 192	
1925	309, 120, 000	16. 0	. 177	. 193
1926 [1]	270, 000, 000	15. 9	. 178	
Czechoslovakia:	*Paper crowns*			
1924	845, 922, 000	4. 9	. 0295	. 2026
1925 [1]	890, 850, 000	5. 6	. 0297	
1926 [1]	756, 450, 000	7. 5	. 0297	
Yugoslavia:	*Paper dinars*			
1924–25	753, 300, 000	6. 4	. 01282	. 1929
1925–26	749, 600, 000	6. 3	. 01705	

[1] Estimated. [2] Proposed.

The fiscal policy of Japan for 1924 to 1926 was based on the needs of a country not yet recovered from the disastrous earthquake of September 1, 1923. In the allocation of loans made in 1924 for the revival of enterprises, out of 523,204,000 yen the total set apart for education was 73,591,000 yen or 14 per cent.

Samoa and French Oceania were badly damaged by severe storms in January, 1926, and reconstruction work called for large expenditures.

No estimates can be given of the funds spent for education in China. None of the many units of currency is on a stable basis, and the central government is not strong enough to levy or collect taxes or stabilize the currency.

Although the budgets of Siam began to show deficits in 1923, the program of extending compulsory education that was begun under a law passed that year has been carried forward steadily. The Government grants to education for the years 1922–23, 1923–24, and 1924–25 were, respectively, 1,355,953, 1,421,433, and 1,390,319 ticals. The appropriation for 1923–24 was 41 per cent of the total expenditure for education; in 1924–25 it was 34.97 per cent. (The rate of exchange for the tical at par is $0.3709. It fluctuated between $0.38 and $0.44 in 1924 to 1927.)

The budget total of the Federated Malay States for 1924 was £6,318,811, of which £398,080 were for medical relief and £210,155

for education. In addition to the amounts allocated to education, as shown in the table for the Straits Settlements, the appropriations in Straits dollars for health were 2,475,181 in 1925 (4.3 per cent of the budget); 3,425,556 in 1926 (3.7 per cent); and 3,560,360 in 1927 (8.9 per cent).

About 40 per cent of the expenditures of New Zealand are for debt service. The other items are chiefly the working expenses of the postal and telegraph systems and the expenses of the different departments of the Government. With the exception of debt service and the expenses of the postal and telegraph, the department of education spends as much as all the other departments combined. The Government undertakes the whole responsibility for financing public education.

TABLE 3.—*Appropriations for education in the national budgets of far-eastern countries*

Country and year	Appropriations for Ministry of Public Instruction	Per cent of total budget	Rate of exchange	Par value
Japan:	*Yen*			
1922–23	37, 956, 724	3.8		
1923–24	71, 123, 505	7.1	$0.4126	$0.4985
1924–25	74, 038, 748	6.8		
1925–26	79, 751, 638	7.8		
1926–27	103, 752, 440			
Netherland East Indies:	*Florins*			
1924	37, 030, 000	5.5	.3787	.4020
1925	39, 734, 000	5.8		
1926	42, 193, 000	5.6		
Straits Settlements:	*Straits dollars*			
1925	1, 140, 195	1.9	.5615	.5678
1926 [1]	1, 236, 355	3.1	.5627	
1927 [1]	1, 508, 512	3.7		
New Zealand:	*Pounds*			
1922–23	2, 581, 601	9.8	(2)	4.8665
1923–24	2, 604, 508	9.9		
1924–25	2, 777, 271	10.1		
1925–26	2, 879, 719	12.2		

[1] Estimated. [2] The current rate is usually above that for the English pound sterling.

The cost of education in the Commonwealth of Australia is borne by the separate States. They make large contributions to medical and charitable activities also. The appropriations for 1924–25 were as follows:

TABLE 4.—*Appropriations for education in Australia*

State	Education	Per cent of total budget	Medical and charitable	Per cent of total budget
New South Wales	£3, 829, 159	9.68	£1, 871, 371	4.73
Victoria	2, 238, 346	9.26	1, 136, 190	4.70
Queensland	1, 410, 085	9.48	795, 418	5.34
South Australia	717, 036	7.41	435, 855	4.50
West Australia	613, 165	7.26	440, 004	5.21
Tasmania	285, 067	10.65	175, 276	6.55
Total	9, 092, 858	9.15	4, 854, 114	4.88

The Latin-American countries.—The South American republics are generally under the necessity of making large expenditures to develop their natural resources, and these expenditures, often calling for bond issues, materially increase the annual appropriations for debt service.

The National Government of Argentina supports the five universities and all public secondary education. It aids elementary education in each Province that devotes at least 10 per cent of its income to elementary schools. It also establishes national elementary schools in remote districts of the Provinces. The communes of Bolivia are expected to provide primary education (six years) but the National Government gives considerable subsidies for that purpose. The cost of primary education in Colombia, except for the Indian missions and the national territories, falls upon the Departments and the municipalities. Except for private schools, the entire cost of education in both Chile and Uruguay is borne by the nation.

To the department of justice and education in Argentina is appropriated the second largest amount (debt service is first) in a budget of 12 items. Public instruction is commonly second in the amount of funds allocated to the different departments of the National Government of Chile. Public instruction and welfare are second also in Ecuador; war and marine is first. Debt service and war and marine are first and second in Uruguay, with education as the third largest item in the budget. The appropriation for the Ministry of Justice and Education is usually third largest in amount in the budget of Peru. In Paraguay, Bolivia, Colombia, and Venezuela the allocations to public education rank fifth or sixth in items of national expenditure.

TABLE 5.—*Appropriations for education in the national budgets of Latin-American countries*

Year	Appropriations for Ministry of Public Instruction	Per cent of total budget	Rate of exchange	Par value
Argentina:	*Paper pesos*			
1923	96,413,568	16.3	$0.3458	$0.4252
1926	135,321,710	20.0	.4055	
Province of Buenos Aires, Argentina:				
1924	107,402,500	23.5		
1925	108,455,600	23.5		
1926	120,110,300	22.1		
Bolivia	*Bolivianos*			
1923	3,243,195	9.14	.3112	.3893
1924	3,666,353	8.8	.3089	
1926	4,511,305	9.3	.3333	
Chile:	*Paper pesos*			
1925	85,729,295	11.9	.116	.1217
1926	140,663,638	14.6		
1927	141,387,606	14.2		
Colombia:	*Pesos*			
1923	1,108,190	3.6	.98	.9733
1924	2,234,672	6.9		
1925	2,640,560	6.2		
1926	3,530,896	8.1		
1927	4,217,967	9.3		

TABLE 5.—*Appropriations for education in the national budgets of Latin-American countries*—Continued

Year	Appropriations for Ministry of Public Instructions	Pec cent of total budget	Rate of exchange	Par value
Ecuador:	*Sucres*			
1919–1924	3, 797, 700	18. 9	$0. 25	$0. 4867
1925	4, 139, 522	11. 5		
1926	6, 708, 062	16. 2		
Paraguay:	*Paper pesos*			
1925–26	38, 804, 449	17. 04	. 02	. 02
1926–27	44, 336, 948	17. 05		
Peru:	*Libras*			
1923	1, 058, 055	14. 4	4. 01	4. 8665
1924	1, 120, 919	13. 1		
1925	1, 293, 854	13. 7		
1926 [1]	1, 559, 432	14. 8		
Uruguay:	*Pesos*			
1922–23	5, 967, 000	15. 04	. 7906	1. 0342
1924–25	6, 525, 000	14. 04	. 8227	
Venezuela:	*Bolivars*			
1922–23	4, 575, 039	6. 3	. 1887	. 193
1923–24	4, 678, 438	5. 3		
1924–25	4, 820, 246	4. 1		
1925–26	5, 397, 478	3. 3		

[1] Estimated.

ILLITERACY

General data.—The national censuses taken during and about 1920 revealed several startling things about the status of illiteracy in the world taken as a whole. First, statistics of either literacy or illiteracy are not available for many countries. Second, for those countries in which such data are gathered the definitions of what constitutes illiteracy are so varied that the figures are only partially comparable if at all. Finally, the percentage of people who can neither read nor write is probably much greater than is generally supposed, while those who can not effectively use these instruments of acquiring and transmitting knowledge make up a much higher per cent.

Unusual attempts to reduce illiteracy were made immediately following the war and were continued through the years under consideration. If any great reduction is to be made for the entire world, it must take place in those countries where the percentage of illiteracy is highest. In China, India, the Soviet Union, and the Orient in general the authorities have awakened to the dangers of illiteracy, and for several years have been making efforts to extend at least the rudiments of education to the entire population.

India.—The Undersecretary of State for India, in his "Statement exhibiting the moral and material progress of India during the year 1924–25," reports that:

> Almost every Province is displaying great activity; and it is a testimony to the clear vision of those who now direct instructional policy that in most places attention is being directed to a concerted attack upon illiteracy.

Not all of the provinces have compulsory education laws. Bombay led the way with a bill in 1918; Bihar and Orissa, Bengal, and the United Provinces followed in 1919. Government measures were passed for the Punjab in 1919, the Central Provinces and Madras in 1920, and later for Assam. The introduction of the compulsory principle is hampered by financial stringency and native prejudice, but the timidity of the authorities is disappearing and compulsion is being introduced, especially in the municipal areas. The secretary further reports:

In connection with the general attack upon illiteracy, it must be noticed that until recently the authorities confined themselves primarily to those sections of the population which are of school-going age.

* * * But it is now realized by many local governments that a very large part of the education now needed in India is adult education; and particularly adult education of a kind which will supply the new electorates with some guidance in the use of the suffrage which constitutional reforms have placed in their hands. So far as the town population is concerned, there is a great scope for the university extension movement. But the main problem attending adult education is that of reaching the country districts. * * * In the Punjab, in Madras, and in Bombay, the night-school movement is now very promising. At small cost to the administration, school buildings and school-teachers are utilized, after school hours, for the instruction of adults. The future implications of this line of progress are very important. If once the cultivating classes can be convinced that education is of practical advantage to them, many of the problems of India will be solved. Such an attitude will change the face of the problem now presented by Indian illiteracy; for it becomes plainer and plainer that until the desire for universal primary education is sufficiently intense among the people themselves to induce them to put forward the effort necessary for its encouragement, illiteracy can not be eradicated.

The Union of Soviet Republics.—The work of stamping out illiteracy in the Union of Soviet Republics is reported in the Commercial Handbook of the Union of Socialist Soviet Republics, for 1927, as follows:

TABLE 6.—*Illiteracy in Russia*

Establishments	School year, 1924–25		School year, 1925–26	
	Number	Attendance	Number	Attendance
Schools for semiliterates and illiterates	42,004	2,150,000	49,804	1,599,755
General educational establishments for adults	505	(1)	511	68,325
Party schools	201	21,533	259	29,789
Civic schools and courses	1,383	47,482	6,431	205,547
Reading cabins	19,650		24,536	
Peoples' houses	(1)		1,756	
Clubs	5,750		5,586	
Libraries	11,425		19,304	
Total	80,918	2,219,015	108,187	1,903,416

[1] No data.

China.—The first great step toward the eradication of illiteracy in China was made during the literary revolution of 1917–1919, when the much less intricate spoken language, Pei-hua, was substituted as a literary medium for the old, very difficult classical language. The adoption of Pei-hua immensely simplified the process of learning the written language, and made it more nearly possible to give some instruction in reading and writing to the 200,000,000 adolescents and adults that had passed the school age and had been denied the opportunity for schooling. By careful study 1,000 of the most frequently used characters in Pei-hua were selected and arranged in a "foundation character course," a mastery of which gives the common man a foundation knowledge of the language and enables him to write simple letters, keep accounts, and read Pei-hua literature intelligently. The average time necessary to complete the course is 96 hours.

After two years of experimentation with the foundation characters a National Association of the Mass Education Movement was organized in Peking in August, 1923, and in the two following years 32 city self-supporting mass education associations sprang up in strategic municipal centers. The work was extended also to the army and to rural areas. The movement is one that appeals to the people, and in which they take an active part. At present it is being used by political parties to further their immediate purposes, but the inevitable result will be a much wider demand for and appreciation of education by the Chinese nation as a whole. It is remarkable in that it is the first organized attempt ever made on a large scale to educate the masses of Chinese, and that it includes the making of a new literature in a language not heretofore considered to be a literary medium.

Mexico.—An important factor in the reduction of illiteracy is the better attitude toward the indigenous peoples and the recent attempts through education to incorporate them into the national life of the country. The Secretariat of Public Education in Mexico, reestablished by a decree published on September 29, 1921, is making this an important part of the educational reforms upon which it entered about 1922.

In order to reach the native Indians, a special department for rural schools and indigenous culture was created in the secretariat. Its chief activity is the establishment of rural schools and cultural missions, both maintained by national funds, throughout the States and by means of these agencies to give the natives the rudiments of reading, writing, and mathematics, to instill in them a pride of race and language, teach them to live better and more hygienically, and in general raise their cultural level as much as possible. Statistically the head of the department reports progress in these rural schools as follows:

TABLE 7.—*Statistics of the rural schools*

Year	Schools	Teachers	Inspectors	Pupils	Expenditures
1924	1,044	1,105	47	76,076	$1,540,128
1925	1,926	2,388	65	126,850	1,850,850
1926	2,633	3,000	85	183,861	2,617,050
1927	2,952	3,433	93	206,383	3,001,590

Of the pupils enrolled in 1927, 47,474 were adults.

Cultural missions were in operation in 11 States. Each mission consists of a chief who is in charge of the educational work and of the classes in school organization and administration; a teacher of physical education through gymnastics and games; a teacher of agriculture and animal husbandry; a teacher of minor industries; and a social worker to whom are intrusted the courses in foods, hygiene, child care, and the responsibility of organizing the community so that it may solve its own problems of social character.

Even the school children are helping to combat illiteracy. In the last three years of primary education, each pupil is expected to teach some illiterate child to read and write.

Other Latin-American countries.—No other Latin-American nation is carrying on a program of education, including the reduction of illiteracy, so intensive and extensive as that in Mexico, but most of them increased considerably the amount and kind of instruction offered. For example, the president of the State of Rio Grande do Sul, Brazil, reported in September, 1925, that the average daily attendance in primary schools was 155,849, as compared with 140,884 on April 30, 1924. There was a notable increase in the number of adults that were learning to read and write through attendance at night schools. The State railways were organizing schools of a kind, novel in southern Brazil, that gave instruction not only in the fundamentals of general education but in various technical subjects.

PRIMARY AND ELEMENTARY EDUCATION

The lowered birth rate in Europe.—About 1924 the decrease in the number of births in the years 1915 to 1918, especially in the European countries, began to show in enrollments in primary and elementary schools, and most pronouncedly in the national entities with good school systems that were caring for a high percentage of the population of school age. The loss was less evident in the countries that were just building up their school systems. There the statistics indicated increased enrollments as a result of better school facilities, and to a considerable extent concealed the fact that the number of children was much smaller.

The number of births in the European countries decreased very rapidly from the years 1914 to about 1918; then increased for one

or two years; and about 1922 and 1923 began again to fall off. This later reduction seems to be fairly general and is still continuing. These changes were most marked, of course, in the countries involved in the war, but they took place also in many of the noncombatant countries and were reflected slightly even in Latin America. Table 8 shows the number of live births in a few of the European countries for the war and postwar years:

TABLE 8.—*Number of live births in a few European countries for war and postwar years*

Country	1915	1916	1917	1918	1919	1922	1923
Germany	1, 382, 546	1, 029, 484	912, 109	926, 813	1, 260, 500	1, 404, 215	1, 297, 449
Austria	118, 764	93, 597	87, 385	87, 775	110, 822	141, 621	145, 885
Belgium	124, 291	99, 360	86, 675	85, 056	123, 314	153, 611	155, 474
Bulgaria		99, 188	79, 241	98, 698	156, 929		
Denmark		71, 559	70, 306	72, 505	68, 722	73, 899	74, 826
France [1]	386, 966	313, 013	342, 454	399, 456	403, 479		
England and Wales	814, 614	785, 520	668, 346	662, 661	692, 438	780, 124	758, 131
Scotland		109, 942	97, 441	98, 554	106, 268	115, 085	111, 902
Italy	540, 979	429, 322			374, 686	549, 744	540, 380

[1] 70 departments, in which the number of births in 1913 was 604,811.

Decreases in enrollment.—The elementary primary schools (écoles primaires élémentaires) of France enrolled 4,210,000 children in 1922–23; 3,973,000 in 1923–24; and 3,828,000 in 1924–25. For about the same period the average number on the registers for England and Wales were:

TABLE 9.—*Average number on the registers*

Year	England	Wales
1921–22	5, 409, 701	469, 901
1922–23	5, 296, 513	462, 850
1923–24	5, 209, 637	460, 415
1924–25	5, 137, 325	460, 490

The primary school enrollment in Belgium was 910,757 in 1922 and 805,380 in 1924. The total of pupils under primary instruction in Finland was 327,367 in 1922–23; 326,408 in 1923–24; 330,712 in 1924–25; and 330,134 in 1925–26. Primary education in Poland enrolled 3,283,901 pupils in 1923–24; 3,259,500 in both 1924–25 and 1925–26; and 3,365,235 in 1926–27.

The falling off in two years of 372,000 enrolled children—about 10 per cent of the total—in the primary schools of France, that in three years of 281,000 in England and Wales, and that of 105,000 in two years in Belgium are among the heaviest suffered by any countries, but in most of Europe and in parts of Asia something similar was occurring. The gains shown for Finland and Poland are due in the main to better school facilities and the enrollment of a higher percentage of the children of school age. The birth rates were decreasing in both countries.

These losses were accompanied, probably very naturally, by general movements for greater care and conservation of human wealth that manifested themselves in better measures of protection for women and children; extension of education downward through the kindergarten and nursery schools and upward and outward through various kinds of better postprimary education; increases or proposed increases in the number of years of compulsory school attendance; provision for better opportunities for gifted children; attempts of various kinds to make the schools more immediately responsive to the life needs of the children (the "activity school" methods of instruction); and far-reaching efforts to reduce illiteracy among adults.

Protection of women and children.—Provision for the protection of women and children, including the care of exnuptial children and the prohibition of child labor, were written into the constitutions of most of the newly created nations and of those that changed to republican forms of government. The varieties of means taken to carry out the spirit of these provisions not only in the countries where they are a part of the constitutional law but in many others are innumerable. As a single example the report from India for 1925–26 in regard to infant-welfare work may be summarized.

India as an example.—It is calculated that 1 in 6, or even 1 in 5, of the children born in India perishes in the first year of life, and that about 2,000,000 Indian babies die annually. Lady Chelmsford initiated an All-India Maternity and Infant Welfare League; Lady Reading later took up the work and initiated national baby week. The exhibitions, lectures, and baby shows which take place annually in all the larger centers of the country have roused public interest to an unusual degree. The demand for leaflets, pamphlets, model lectures, cinematograph films, and lantern slides is growing rapidly. Various benevolent institutions have entered the campaign with enthusiasm. The movement is not confined to British India, but is being taken up by the Indian States. The report of the director of public information for India for 1925–26 continues:

> Nothing is more significant than the comments of Indian newspapers of all communities and of all shades of political opinion on the subject of the baby week. Sentiment is unanimous and generous, and it is a great relief, after the asperities of political discussion in India, to read these comments in which there is no jarring note but only a wholehearted and grateful recognition of the fact that her excellency's labors in India must inevitably cause a permanent betterment of the lot of millions of Indian women and children.

Preschool activities in France, England, and Italy.—As to schools for children below the usual age for admission, 6 years, 3,746 lay and congreganiste (directed by a religious organization) public and private maternal schools in France enrolled 315,632 children between the ages of 2 and 6 in 1923–24; and in 1924–25 there were 3,736 such schools enrolling 366,797 children.

The proposal of the board of education in England to reduce the Government grant to each local authority by the amount credited to the children under 5 years of age that were in school roused strong opposition, especially in industrial areas. It was not put into effect. The number of such children increased from 165,684 in 1923 to 211,348 in 1924, and to 221,800 in 1925.

In the educational reform in Italy in 1923 for the first time in the history of Italian education, kindergarten instruction became an essential part of the elementary school course. Better adjustment between the kindergarten and the primary school was made through a unified primary-kindergarten curriculum. By Royal decree of December 31, 1923, methods schools offering a three-year course for the preparation of kindergarten teachers were authorized, and 5,000,000 lire were granted to a fund to be raised for the support and maintenance of kindergartens and to promote the spread of these schools. In February, 1926, the Societa Umanitaria of Milan was authorized to conduct a course for the preparation of teachers of kindergartens and primary schools. The course is under the personal supervision of Dr. Maria Montessori.

Better compulsory attendance laws and regulations.—Increases or proposed increases in the number of years of compulsory school attendance, as well as efforts toward better enforcement of the compulsory school laws, were common. Compulsory education has been and is one of the most difficult of school problems, because it is closely interwoven with the economic status of the country and its ability to provide suitable school accommodations for all children of school attendance age; the important question of the kind of education to be given in the early years of adolescence (the ages of about 12 to 15); child labor; compulsory part-time schools for young people in the industries; the extent to which private instruction will be accepted in lieu of instruction in public schools; and in some countries with strong opposition to the education of girls and of certain social classes.

In England, since July 1, 1922, all exemptions from school attendance up to the age of 14 have ceased, and all children whose fourteenth birthday falls within the school term must remain at school to the end of that term. Local authorities may by law require children to attend up to the age of 15. The consultative committee that reported on the education of the adolescent recommended that legislation be passed fixing the age at 15 for all of England and Wales and that the law become effective at the beginning of the school year 1932.

The education act of Scotland of 1918 empowered the department to appoint a day at which full-time attendance at school should be compulsory to the age of 15. That step has not yet been taken but

arrangements for additional school accommodation and changes in the organization of the different stages of instruction are being put into effect with a view to carrying out the authority given in the law.

The primary public-school law of Estonia made attendance for all children obligatory from the ages of 7 to 16, inclusive; but economic considerations did not permit putting this into full effect, and the obligatory principle was applied by the Government only to the ages of 9 to 14, with permission to the municipalities to extend it to the full legal limits if conditions warrant it. For the year 1924–25 the towns succeeded in compelling all children over 8 years of age to attend school. The districts succeeded only partially. The final date when the compulsory school law must be introduced in its complete form is set at January 1, 1930.

In France changes in the requirement for the certificate of elementary studies (Certificat d' Etudes Primaires Elémentaires) had the effect of holding many children in the elementary schools until past the age of 12. They had formerly been allowed in considerable numbers to leave the schools when they were 11 years of age. The situation is still admittedly unsatisfactory, and attempts are being made to rouse popular opinion in favor of better attendance regulations.

The attendance law passed by the Parliament of the Irish Free State in 1926 lengthened the school term, raised the leaving age to 14 years, and gave the Minister of Education power to extend the leaving age to 16 in any communities where he deemed it expedient.

Compulsory education (for boys only) in the Bombay Presidency, India, made permissive by the act of 1918, was introduced in five rural municipalities in the five years following, and in 1925 the Bombay municipality introduced it in the F and G wards for both boys and girls, excepting Moslem girls. In 1926 the average number for the five bodies excluding Bombay city, was 113 pupils per thousand of population, an increase of 43 per thousand over the attendance prior to the introduction of compulsion.

The Education Department of Burma, in its seventh quinquennial report, notes that:

> In England the law of 1870, which made the provision of accommodation obligatory, preceded by six years the introduction of universal compulsory education. In India this wise precaution has not been taken, hence the various schemes are mostly "in the air." Expense is of course the chief difficulty, and one Indian municipality which attempted to work a scheme of compulsory education points out that this has increased the cost of education by 350 per cent. * * * As Sir George Anderson paradoxically remarks: "Compulsion in India can only be effective if it is voluntary, and in the Punjab it is the villages that apply for compulsion and not the local body that enforces compulsion on an unwilling people."

Changes from the "learning" to the "activity" school.—A very general sentiment prevailed that school children spend far too much

of their time in memorizing the contents of books; that school life has too little relation to life out of school; that the child is a passive learner of things in which he has little interest; and that the constant direction and authority of the teacher take away from the pupil his opportunity to develop self-reliance and initiative. These conditions led to many attempts to develop a kind of school, commonly called the "activity" school, in which the interests and aptitudes of each child are taken more into account. In this type of school much of the teaching centers in the actual life of the community; the children are actively engaged in making or doing things for which they have an immediate purpose; the teacher is an adviser rather than a disciplinarian; and the children may have a voice in the management of the school. The work school, now common in the Soviet Union, is an attempt at the extreme of practical training. The pupils have an unusual amount of freedom and control most of the activities of the school. No scale of grading is used other than "satisfactory" and "unsatisfactory," and the certificate states that the pupil has "studied and learned to apply" the subjects named in it. In other countries the response against the formal school was less pronounced, and in some of them it amounted only to slight modifications in the subjects taught and in the methods of teaching them.

Two decrees of February, 1923, in France made considerable changes in the elementary school curriculum, with the purpose of eliminating, as much as possible, purely memory work and verbal knowledge and making the course more practical and concrete from the beginning. Moreover, the uniformity of studies for all elementary schools was relieved and opportunity was given for specialization according to the probable future occupations of a majority of the pupils of the locality. The certificate of elementary primary studies, which formerly could be obtained by pupils at the age of 11 who passed a single written and oral examination, is now granted only to those who have passed their twelfth birthday on July 1 of the year in which they present themselves for the examination. The examination is itself made more difficult and the grading is less lenient.

The programs of the public primary schools in Poland, which were drafted in detail and published in 1920 and 1921, raise the level of instruction much higher than it was in the former annexates; introduce the principle of independent work of the pupils; and give due place to artistic-technical study.

In Italy under the reform of 1923 local educational authorities are given opportunity to adapt the schools to the requirements of the neighborhood and the teacher has a large amount of freedom in working out the program of the school. The schemes of study issued

by the ministry are intended merely as guides. In the language of former Minister Gentile they—

> forbid the commonplace platitudes which have so long dulled children's education, and demand pure genuine poetry; sincere searching for truth; energetic investigation of the popular spirit; restless and never satisfied, asking always the reason why; the rapture of contemplating pictures resplendent with art and life; the communion of great souls that speak through the mouth of the teacher.

The curricula of the elementary schools in England are set out by the board of education only on very broad lines, and local authorities and teachers have much freedom in the conduct of the schools. Practical work of some kind is increasing and becoming almost universal in the schools, and there is a general movement in the direction of individual work instead of formal class teaching for the pupils.

The chief inspector of primary schools in New Zealand, in 1926, reports—

> Attention to the rights and needs of the individual child has brought us to realize the necessity for differentiation in primary education, as well as in secondary and technical education. * * * For many reasons a revision of the syllabus seems desirable. It could be enriched not only in the direction of utilizing more freely training in handwork, but also by giving a stronger bias towards the study of English literature and towards the more practical side of elementary mathematics. * * * More attention should be paid to good English literature in order that pupils before they leave the primary schools may be imbued with an appreciation of and a love for some of the finer work of our best authors. * * * We have already jettisoned a great deal of useless work in arithmetic, and I think there is still some lumber to be got rid of.

The reform of elementary education begun in Austria in 1919 was developed to such an extent that 375 demonstration classes were conducted throughout the country in 1925–26, by exceptionally able teachers, and these were supplemented by discussions carried on by the teachers' cooperative groups. The course of study is based on the principle of adaptation to the child. The former learning and book school is being replaced by a school in which each child is studied carefully, much instruction is given in the open through excursions, tours, visits to museums, workshops, and factories, and the child is led into extensive intellectual and physical self-activity.

SECONDARY EDUCATION

The term "secondary education," in the narrow sense, has been limited in many countries somewhat rigidly to that kind of training given to young people—a comparatively small percentage of the whole—as preparation for further training in some institution of higher learning. On the Continent of Europe the secondary school has been and is typically a school to which children are admitted after private tutoring or a primary course of four years, and which gives them eight years of carefully organized training the completion

of which is marked by a certificate or diploma commonly accepted for admission to an institution of university rank. The gymnasium of Germany, Imperial Russia, Austria, Hungary, and Poland, the liceo-ginnasia of Italy, the lycée and the college of France, and the instituto of Spain were all of this kind. Few or no elective subjects were offered in them, but in the processes of educational development, elective lines of study or curricula from two to four or more in number were established, and there grew up, parallel to the classical training of the gymnasium, the real-gymnasium for training in modern languages, the realschule for training in science and mathematics, and other types designed to give more practical work and leading to later study in the technical schools of university rank. Not only did these different types of schools parallel each other, but in their lower years—for pupils from about 11 years of age to 13 or 14—they paralleled the schools of primary or elementary instruction that were giving instruction to the much larger group of children that would not continue in school after the last year of the compulsory attendance age had been passed.

To such a system of education, vertically divided as it was, there were the objections: First, that education followed a strict class division, and the intelligent child of poor parents could not hope to have the education which he was capable of profiting by and which the interests of the Nation required should be given him; second, the decision as to his later career had to be made by himself or his parents when he was still much too young for either him or them to know in what his chief aptitudes lay; third, having once decided and entered upon a certain type of secondary school course, the pupil could later transfer to another type only with great difficulty; fourth, the drawing off of the superior children from the primary and elementary schools at about the fourth or fifth year of school life tended to weaken the later years in the lower school in that the more progressive teachers would not care to work in them and the smaller body of less vigorous children would go slowly; fifth, such a system made little use of the large group of young people that, while perhaps not apt enough to go through a university, could nevertheless be trained to advantage for several years beyond the six or eight year elementary school; and sixth, the elementary instruction given was in the main impractical; the pupils were not prepared to be earners when they left the elementary schools.

Creation of "middle" schools.—One of the answers to these last three objections was the creation of a form of school sometimes termed a "middle school," intended for pupils from the ages of about 11 to 13 or 14, in which considerable latitude was allowed for adapting the course of study to needs of the locality in which the school was placed. In some cases—Denmark and Hungary, for instance—the

middle school corresponded to the first three or four years of the secondary school, and graduates from it could enter the later years of the secondary school, and, if successful there, proceed to higher instruction. In other instances, as, for example, the "central schools" of England and the "écoles primaires supérieures" of France, these institutions of middle-school grade did not lead into the secondary schools. Another solution of the problem of what to do with the children fitted for middle-school instruction lay in the creation of large numbers of lower grade technical and vocational schools often so far separated from the regular school system that they were attached to some ministry other than that of public instruction.

Postwar movements in secondary education, not entirely new but certainly given much stronger force by the changed political situation, were in the main: First, to make it more democratic in the sense of providing ways for capable children of poor parents to go through the secondary schools; second, to delay as much as possible the child's decision of his later career; third, to make the transition from one type of parallel course to another much easier; fourth, to incorporate the technical and vocational schools more closely into the general school system; and fifth, to raise the age of regular compulsory school attendance by one or two years and to require some kind of continuation schooling until about the age of 18. In short, secondary education is broadening immensely and coming to take on some features of the universality desired for primary education. Moreover, very special attention is being paid to the kind and amount of education that must be given during the years of early adolescence, from about 12 to 15 or 16.

Experiments in Austria.—The educators of Austria have approached the secondary school situation in a truly scientific way. The first stage of three years in a striking experiment conducted by the city educational council of Vienna, with the cooperation of the Federal Ministry of Education, was closed in July, 1926. In 1922–23, 6 general secondary schools, 3 for boys and 3 for girls, each school with 4 parallel classes, were opened in the buildings of the former Bürgerschulen. Normal trained teachers from the Bürgerschulen, and university trained teachers from the secondary schools (gymnasia, realgymnasia, etc.) were appointed in equal numbers. The same plan was applied to the principalships. The work was begun with 24 classes; in 1926 it was carried on with 96 classes, with a total of 1,460 boys and 1,480 girls.

The schools offer a four-year course. They admit pupils who have completed the four-year uniform foundation school (grundschule); who are about 10 years of age; and who are still subject to the compulsory education law. Pupils of average and higher grade ability are grouped in Track I; those with less than average ability are

grouped separately in Track II. The division is made not on an entrance examination, but on the general report from the foundation school. The groups are instructed in the same building by the same body of teachers, and have as far as possible a common school life of games, festivals, etc., and common instruction in such subjects as singing, manual work, and drawing.

Within Track I, in the subjects in which the uniform progress of the whole class is essential, such as mathematics, a minimum compulsory course and a more extended course are provided. Each is an organically developed unit arranged and rounded out according to its own principles. The special extended course does not require more hours than the minimum course, and all classes organized in the parallel divisions have the same time schedule. Every pupil may, with the approval of his teachers and parents, take up the extended in place of the compulsory course in all or only some of the subjects. From the second or third class on, pupils with ability in language may take Latin or a modern language. If they elect neither they must do additional work in the mother tongue.

These schools are closely articulated with the lower vocational schools to which pupils may go upon the completion of either Track I or Track II; with the higher vocational schools open to those who have completed Track I; and with the upper secondary schools open to pupils from Track I who have completed the extended courses and such supplementary subjects as the upper school may require.

The results of the experiment have been very favorable and more schools of this kind will probably be created. Many of the gymnasia, realgymnasia, and realschulen are trying out the new plan in the lower sections as an optional form of secondary school for selected pupils.

Middle schools in Prussia.—Middle schools, meaning in general schools that go higher than the elementary schools in their aims and requirements and are still not full secondary schools, became increasingly popular in Germany and especially in Prussia. The Prussian Minister of Cults and Instruction in March, 1925, granted recognition as fully equipped institutions to 13 such schools in the city of Magdeburg alone. In the regulations of June 1, 1925, for the middle schools of Prussia, the ministry states:

> The development in the domains of trade, art, commerce and industry, agriculture and forestry requires a higher grade of the education of boys and girls for these branches of acquiring a living. In connection with it the need for proper preparation for many middle positions in the administrative service of the State and the communities as well as higher industry and commercial enterprises makes itself felt. The elementary public school even in its most developed form can satisfy these demands to a small extent only because of the various difficulties under which it has to work as a compulsory school. The higher schools, again, aim above all for the sciences, so that they also are unable to satisfy it in a sufficient manner.

From these conditions follows the need of a school arrangement that stands between the elementary school and the higher school which, without interfering with its duties as an institution of general education, enables its pupils also to satisfy the increased demands of later vocations of life. Such an educational institution is the middle school of six steps that follows the foundation school. The efficiency of this school arrangement has its ultimate foundation not merely in the increased maturity of the pupils by an attendance of two years more. The latter fall mainly in the time of youthful development and so their importance for the mental training, conduct, and strengthening of the pupils can not be overestimated. With less crowding of the classes, richer equipment in means of instruction and domestic conditions, mostly more favorable for the work of the school, the effect on the increased time of instruction is essentially enhanced.

In addition to the extension of these lower secondary or "middle" schools, as a new kind of full secondary school the German oberschule was developed. It is differentiated from the gymnasium, the realgymnasium, and the oberrealschule in that its course is centered around German culture and two foreign languages, one of which may be Latin. Quite generally in Germany the real institutions for secondary education are gaining preponderance over the humanities institutions.

Besides this new kind of school as to content, the oberschule, an innovation has taken place in the *form* of the secondary institutions. Some of them are now six-class schools, known as Aufbauschulen, that accept pupils who have completed the seventh year of the elementary school and carry them to the certificate of maturity, admitting to the university in six years. They are especially helpful to the country children for they permit the child to remain with his parents until he is 13 or 14 years of age instead of taking him away from home at 10 or 11. They postpone by about three years the choice of a vocation and shorten for capable children the term of preparation for the university.

Reforms in France.—The reformation of secondary education in France, which was the subject of long debates in Parliament and of innumerable controversies in the pedagogical and professional press, excited great interest both in France and abroad.

The radical reforms initiated by Minister Berard were first applied in 1923–24. All the pupils in the secondary schools had to follow during the first four years the same studies, and these included Latin and the elements of the Greek language. At the beginning of the second class only could they choose between the classical section, including the obligatory study of Latin and the elective study of Greek, and the modern section. The science studies were the same for all pupils during the first six years of the courses.

The plan roused so much opposition that from October, 1924, classes 6 and 5 of the modern section were reestablished in the lycées and colleges, and the 1925 plan, like that of 1902, provided for the organization of a complete cycle of modern secondary studies parallel

to the classical studies and equal to it in duration, seven years. Nevertheless, the classical and modern sections are still much more unified than they were before the Berard reforms. In the course of the first six years of study from the sixth class to the first, inclusive, about two-thirds of the hours (13, 14, or 15) are common to the pupils of the classical section and of the modern section. They study by the same programs the French language and literature, history and geography, a modern language, drawing, and also (this is one of the essential characteristics of the new organization) mathematics, physics, and natural sciences. The pupils of the classical section study in addition Latin for 6 hours a week in the sixth and fifth classes, 5 hours in the fourth, and 4 hours in the third, second, and first. They take up also a study of Greek in the fourth, but they may give it up from the second and substitute a modern foreign literature and civilization. Their comrades in the modern section receive complementary training in French. They apply themselves to practical exercises in history and geography, a modern language, and natural sciences, and they take up at the beginning of the fourth class the study of a second modern language and at the beginning of a second class a modern foreign literature and civilization.

Not until the end of six years of study are the pupils required to select a vocation. Then they may by their own choice finish their secondary training in a class of philosophy or a class of mathematics. Even there the programs are the same for history and geography, modern languages, natural sciences, drawing, and for logic and morals. The differentiation is only in the amount of time devoted to philosophy, or to mathematics and science. The new programs tend to make the modern humanities equal to the classical humanities and to permit young people to acquire through them true literary and scientific culture at once wide and solid.

The report of the consultative committee in England.—A consultative committee was appointed by the board of education for England and Wales—

> to consider and report upon the organization, objective, and curriculum of courses of study suitable for children who will remain in full-time attendance at schools, other than secondary schools, up to the age of 15, regard being had on the one hand to the requirements of a good general education and the desirability of providing a reasonable variety of curriculum, so far as is practicable, for children of varying tastes and abilities, and on the other to the probable occupations of the pupils in commerce, industry, and agriculture.
>
> And incidentally thereto, to advise as to the arrangements which should be made (*a*) for testing the attainments of the pupils at the end of their course; (*b*) for facilitating in suitable cases the transfer of individual pupils to secondary schools at an age above the normal age of admission.

The committee reported in 1926. The publication entitled "The Education of the Adolescent" is among the fine studies made of the problem of providing suitable education for the great number of

children who will acquire elementary training but who will not attend the regular secondary schools and prepare for the university.

Section 20 of the education act of 1921 provides that:

It shall be the duty of a local education authority so to exercise their powers under this part as to make, or otherwise to secure, adequate and suitable provision by means of central schools, central or special classes, or otherwise—

1. For including in the curriculum of public elementary schools, at appropriate stages, practical instruction suitable to the ages, abilities, and requirements of the children; and

2. For organizing in public elementary schools courses of advanced instruction for the older or more intelligent children in attendance at such schools, including children who stay at such schools beyond the age of 14.

The committee found that slightly more than 1,800,000 of the children over 11 years of age in the elementary schools were not receiving advanced instruction within the meaning of section 20; that there were 493,025 children, between 14 and 15 years of age, and 641,811 or 67.7 per cent, between 15 and 16, and 89.3 per cent of the corresponding age groups, who were not attending any full-time school represented in the official statistics, though some of them were attending schools outside of the public system of education. It estimated that approximately half the children between 14 and 15, and three-fourths of those between 15 and 16 are not receiving full-time education of any kind.

After having sketched the history and development of postprimary education in England and Wales and having reviewed the facts of the situation, the committee addressed itself to the questions of: The lines of advance; curricula for modern schools and senior classes; the place of "bias" in the curriculum of modern schools and senior classes; the staffing and equipment of, and the admission of children to, modern schools and senior classes; the lengthening of school life; a leaving examination; and administrative problems.

The 38 conclusions and recommendations, taken as a whole, form fundamental bases for a complete system of postprimary, middle school, junior high school, or superior primary (to use only four of the several terms applied to this stage of training) education and are of distinct value to educators in any country. Space does not permit reproducing all of them here. A few of the more important are given.

3. Primary education should be regarded as ending at about the age of 11 plus. A second stage should then begin, and this stage, which for many pupils would end at 16 plus, for some at 18 or 19, but for the majority at 14 plus or 15 plus, should, as far as possible, be regarded as a single whole, within which there will be a variety of types of education, but which will generally be controlled by the common aim of providing for the needs of children who are entering and passing through the stage of adolescence.

5. The schools which deal with the postprimary stage of education should include (in addition to junior technical and "trade" schools) the following types:

(1) Schools of the "secondary" types now commonly existing, which at present follow in the main a predominantly literary or scientific curriculum, and carry the education of their pupils forward to the age of at least 16 plus.

(2) Schools of the type of the existing selective central schools, which give at least a four years' course from the age of 11 plus, with a "realistic" or practical trend in the last two years.

(3) Schools of the type of the existing nonselective central schools, which may either be the only central schools in their area, or may exist side by side with selective central schools and cater for those children who do not secure admission to such schools.

(4) Senior classes, central departments, "higher tops," and analogous arrangements by which provision is made for the instruction of pupils over the age of 11 plus for whom, owing to local conditions, it is impossible to make provision in one or other of the types of school mentioned above.

6. A humane or liberal education is not one given through books alone, but one which brings children into contact with the larger interests of mankind. It should be the aim of schools belonging to the last three types to provide such an education by means of a curriculum containing large opportunities for practical work and closely related to living interests. In the earlier years the curriculum in these schools should have much in common with that provided in the schools at present commonly known as "secondary"; it should include a foreign language, but permission should be given to omit the language in special circumstances; and only in the last two years should a "practical" bias be given to the courses of instruction provided.

8. It is desirable that education up to the age of 11 plus should be known by the general name of "primary education," and education after that age by the general name of "secondary education," and that the schools mentioned in conclusion No. 5 above, all of which are concerned with the secondary stage of education, should be called by the following designations:

(1) Schools of the "secondary" type most commonly existing to-day, which at present pursue in the main a predominantly literary or scientific curriculum, to be known as "grammar schools."

(2) Schools of the type of the existing selective central schools, which give at least a four years' course from the age of 11 plus, with a "realistic" or practical trend in the last two years, to be known as "modern schools."

(3) Schools of the type of the present nonselective central schools, with a curriculum on the same general lines as that of the modern schools just mentioned, and with due provision for differentiation between pupils of different capacities, also to be known as modern schools.

(4) Departments or classes within public elementary schools, providing post-primary education for children who do not go to any of the three previous types of schools, to be known as "senior classes."

17. Adequate arrangements should be made for transferring children, who show ability to profit by "secondary" education beyond the age of 15 plus, from modern to grammar schools at the age of 12 or 13. Conversely, similar arrangements should be made for transferring pupils from grammar schools to modern schools or to junior technical schools, as need may be.

21. It is desirable that legislation should be passed fixing the age of 15 years as that up to which attendance at school will become obligatory after the lapse of five years from the date of this report—that is to say, at the beginning of the school year 1932.

29. We note that the existing division of education into elementary, secondary, and technical is losing its rigidity, and we hope that the artificial barriers between these three divisions will rapidly disappear.

HIGHER EDUCATION

Increases in registration.—At the opening reception to delegates to the Third Congress of the Universities of the Empire, held at Cambridge in July, 1926, the ex-chancellor of the University of Queensland said:

> Never before since learning ceased to be the exclusive prerogative of the Church, of certain professions, and of the landed or the leisured classes, has there been so general a demand for it. This demand has reached phenomenal proportions in the United States, where, however, difference in standards makes difficult comparison with figures relating to this country or to the Dominions. A single figure—11¼ million dollars or 2¼ millions sterling for the appropriation for a single university—the Columbia University of the city of New York—for the year beginning July 1, 1926, will give some idea of the American university scale. * * * Here in Great Britain we are told that the number of full-time students—last year about 43,000—is more than half as many again as before the war. One-quarter of them come from Scotland; obviously a much larger proportion than would have been deduced from comparison of populations. The keenness in Scotland for higher education, apart from consideration of the material advantages that it may bring, is too well known to require comment.
>
> Canada, with considerably more than half the number of university students that there are in Great Britain, is doubtless feeling the same impulse as the United States towards the highest form of education that is accessible. Ireland, with some 4,000, and Australia and New Zealand together, with some 8,000 full-time students, have about the same proportion to population as Great Britain. South Africa, with nearly 5,000, has a much higher proportion to the number of its white people. It is not fair to bring India, with its great peasant population, into the comparison, especially as university education is largely a new growth in many parts of the land. There are said to be 75,000 university students in India and Burma, but 9 out of 18 universities are of postwar creation, and all except 5 date from the first quarter of the twentieth century. The creation of two new universities in Australia and one in Canada have marked this quarter, while there has also been in it much reorganization, including the creation of a number of new colleges in South Africa.
>
> These facts and figures may be of some interest, but really to compare the desire for a high education of the different parts of the Empire would require consideration of the differing purposes for which their universities were established and are maintained. In many cases the purpose is to afford access to the professions, and doubtless this purpose predominates in the Dominions. But in these, as in the home universities, preparation for industry by instruction in engineering and other applied science and for commerce are coming more into the curricula of universities, while a new importance is being given in some of them to that old-time but very wise object of education—the rational enjoyment of life; or, in other words, the humanities. Nowadays it is largely by continuation, evening, adult, and extramural classes that the universities are effecting this purpose among that growing body of the people who, without being able to go through a graduating course, rightly claim opportunity to discover delight in the delectable.

New institutions.—The conditions pictured as to higher education in the United States and in the British Empire prevailed in several other countries of Europe and Asia and to a considerable extent in other sections of the Americas. Between 1920 and 1926 more than

150 new instructional bodies prepared to give training on higher education levels were established. About 10 per cent of these were institutions of the usual university type, with faculties of arts and sciences and professional schools. Most of the others were instituted to conduct research or offer courses in the natural and social sciences. Of these new institutions, 55 are distinctly scientific in purpose and include some 10 polytechnic schools; 26 are sociological in character and include 3 schools of law, with the study of law intended not so much as preparation for the profession as for the relation of law to human welfare; 24 are schools of education; 20 are concerned with health; 9 with agriculture; and 7 with commerce.

Germany.—During the years 1922 to 1925 the universities and technical high schools of the German Reich were accommodating unprecedented numbers of students, both matriculated and auditors. By 1926 the registration had returned to approximately the pre-war level in the universities, but was still showing an increase of about 10,000 students over the 1913–14 figure for the technical high schools. The following table gives the enrollment for the winter semester (w. s.) and the summer semester (s. s.) for the years 1924 to 1926 as compared with that of 1913–14. These data are for the same area in both cases.

TABLE 10.—*Enrollment in universities and technical high schools, Germany*

Year	Universities		Technical high schools		Total number of matriculated students
	Matriculated students	Auditors	Matriculated students	Auditors	
1913–14	59, 263	9, 358	12, 801	4, 302	72, 064
1922–23 (w. s.)	82, 213	19, 869	26, 802	3, 127	107, 015
1923 (s. s.)	85, 394	17, 704	26, 640	2, 323	112, 034
1923–24 (w. s.)	76, 859	17, 663	25, 939	3, 197	102, 898
1924 (s. s.)	68, 114	9, 949	21, 817	2, 041	89, 931
1924–25 (w. s.)	60, 879	12, 544	22, 499	2, 300	83, 378
1925 (s. s.)	60, 458	6, 190	21, 216	2, 167	81, 674
1925–26 (w. s.)	58, 867	8, 478	22, 634	3, 376	81, 501

France.—The 17 public universities of France enrolled in 1921 in their various faculties 49,931 students who were considered as being in the regular courses of study. In 1925 the number increased to 52,960, a figure that was almost 11,000 greater than that of 1914. Of that increase, about 2,600 were foreign students, and the larger attendance of foreigners came rather suddenly in 1925, with a total of 8,790 as against 6,421 in 1924. A much smaller part was due to taking over Alsace-Lorraine and with it the University of Strasbourg.

The University of Strasbourg, founded in 1621, became a German institution in 1872, at the close of the Franco-Prussian War. After the termination of the World War, the dean of the science department of the University of Paris was sent to Strasbourg to rearrange

the affairs of the university. In January, 1919, it was reopened as a French school, with the staff of professors taken temporarily from the universities in the interior of France. A few months later it was proceeding in the normal way. It is the only institution of France with seven faculties: Catholic theology, Protestant theology, law and political science, medicine, pharmacy, sciences, and letters.

Considerable reforms for all the universities were effected in 1924 and 1925 in the courses offered and the degrees granted by the faculties of law, medicine, sciences, and letters. The studies in the faculties of law and the State examinations were so changed as to require evidence of a good general education, to allow the advanced students early specialization in their legal studies, and to open the faculties to foreign students. Diplomas of higher studies in four fields of law and economics were established by decree of May 2, 1925. They are intended to encourage advanced legal study and may be obtained by examination after a year of work beyond the license in law (licence en droit). The doctorate in law is now open only to those who hold two diplomas of higher legal studies and present a printed thesis.

The various courses in the medical faculty were grouped more methodically and the doctorate in veterinary medicine, never previously established, was instituted in the medical faculties of Lyon, Toulouse, and Paris. The faculties of sciences began devoting more time to the practical applications of the mathematical, physical, chemical, and natural sciences and a considerable number of institutes were opened to train students for industrial careers and the various branches of engineering. These institutes offer a wide variety of courses and grant numerous university diplomas. A new State degree intended to promote research in applied sciences, the *Titre scientific d' Ingenieur-docteur,* was established in 1925.

Reforms in Italy.—University reform in Italy was undertaken in accordance with the provisions of a decree of September 30, 1923. Italy has 24 universities, apparently more than the country needs, especially in northern Italy and in the islands of Sicily and Sardinia. Within a radius of only 18 miles from Bologna are seven universities, each with a long history of its own and with a strong sectional spirit.

By the reform the State undertakes to support only those institutions, libraries, and clinics that are deemed necessary for the State. Intending to reduce the number of universities, the Government classified them into three categories: Class A, class B, and "Free." The State supports fully 10 class A universities; 6 engineering schools; 1 higher school of architecture; and 3 royal higher normal schools. Class B institutions (11 in number) are supported for the most part by provincial or municipal contributions, with a small amount of aid from the State. The three "free" universities are entirely supported by provincial, municipal, or private funds.

All of these institutions are under State control, and their degrees have the same standing before the law. By a decree of January 21, 1927, the teaching staff in all is subject to governmental supervision and the cabinet may dismiss a professor for political manifestations not in harmony with the general policy of the Government. Moreover, by another decree of the same date, any university may be abolished by the Italian Government if its teachings show disregard for the principles and teachings of the present régime. The universities were enrolling 21,267 students in 1913. The reports for 1919–20 show 41,176, and for 1921–22 they show 32,031.

Florence, long known as the intellectual capital of Italy, was without a university from December, 1472, until January 20, 1925. On the former date the study center maintained by the Florence Atheneum was transferred to Pisa, and the chair of medicine, physics, and chemistry became known as the institute of higher studies. On the latter date, the new University of Florence was inaugurated, in the presence of the Minister of Public Instruction; it has faculties of letters and philosophy, law, medicine, and science. Postgraduate as well as graduate courses are offered by all the faculties.

A year later, by decree of June 10, 1926, a faculty for the study of economic and commercial science was established also in Florence. Students will be admitted who have completed courses in the higher secondary schools. The studies offered by this faculty will include: Private, public, commercial, and maritime law; economics; statistics; commerce; geography; history of commerce; the mathematics of finance; accounting; banking and business theory; business management; and modern languages. The curriculum will be four years, and the degree granted will be doctor of economics and commercial science.

A royal Italian university for foreigners, which was created in Perugia, in October, 1925, is opened from July to October of each year. It offers graduate courses in Italian institutions, Italian literature, history of art, Italian and Etruscan antiquity, the geography of Italy, history of Italy, and Italian thought through the centuries. A qualifying diploma to teach the Italian language in foreign countries is awarded to those who pass the final written and oral examinations.

University of Saloniki.—Higher education in Greece, until 1926, was confined largely to the University of Athens (the National and Kappodistrian University); the National Technical High School, which was reorganized and made a part of the university in 1914; and the Commercial High School, founded in 1920. The city of Saloniki has grown from a municipality of 175,000 people in 1922 to one with 500,000 in 1926. On November 25, 1926, the new University of Saloniki was opened in the Villa Allatini. Later it was moved to the large building erected by the Turkish authorities for a military

hospital. The university began with 15 professors and 100 students; it offers the classical studies. A chair of Hebrew was created and a professor appointed to it in 1927. The intention is to transfer to the University of Saloniki the Superior School of Agriculture, now under the faculty of physics and mathematics of the University of Athens, and to create in 1929 a veterinary section. The new university is a governmental organization financed by a tax of 3 per cent on the customs duty of the merchandise imported through Saloniki, by gifts, the tuition fees of students, and aid from the Central Government. All professors are appointed by the ministry at Athens.

Hebrew University at Jerusalem.—The Hebrew University at Jerusalem, formally opened on April 1, 1925, after 40 years or more of intermittent effort and planning, began as a number of institutes intended mainly for research. While it welcomes all students without regard to sex, race, religion, or social station and the hope is that its work will be of benefit to all mankind, the purposes of its founding were more specifically to bring an inspiring influence into the life of the Jewish peoples and their civilization; to provide a working place for Jewish scholars and scientists; to contribute to the revival of Hebrew; and to aid in the material development of Palestine. The language of instruction is Hebrew.

At present it consists of a chemical institute and a microbiological institute, both inaugurated in 1924. An institute of Jewish studies, a school of oriental studies, an institute of Palestine natural history, and a department of hygiene were opened in 1926. An institute of mathematics is in process of organization. With regard to the instructional phase of the work, the university reports as follows:

> The process of developing the teaching side of the university is already beginning, as will be seen from the description of the institutes. It is not to be feared that it will be slow; the pressure in that direction is much too strong. The Jewish population of Palestine is growing rapidly and its youth is knocking at the doors of the univeristy in numbers that will go on increasing every year. The number of Jewish students in Europe in search of a hospitable university is unfortunately growing too, and as the world's economic conditions are adjusted, so will more and more of them be able and willing to come to the University of Jerusalem—as a few have done already for graduate and research work. The time may not be far off when each of these groups will reach the stage when it could justly claim for itself a small university. For that time we must prepare.

The Jewish National Library, founded in 1892, was reorganized in 1920 and became the National and University Library. It contains approximately 115,000 volumes. Among the important collections of books acquired in recent years are an Arabica of some 6,000 volumes, the Hye legal library of 7,000 volumes, the Gompers-Meckler Greek library of 2,500 volumes, and the Hebraica and Judica of Doctor Poznanski of some 2,000 volumes. The university budget

for 1925–26, not including building expenditures, was 4,000 Egyptian pounds.[5]

White Russian University at Minsk.—The changes in education in Russia during and following the establishment of the Union of Soviet Republics were as drastically revolutionary as the changes in political control. The Bureau of Education does not have data in regard to the educational situation, especially in regard to the universities, of a kind that seems thoroughly reliable. Certainly the requirements for admission and graduation, the courses offered, and the general purpose of higher education were entirely changed, but the changes can not be reported here with any degree of accuracy. Only two or three minor items are given.

Following the establishment of the White Russian Soviet Republic, the White Russian State University (Belorusskij Gosudarstvennyi Universitet) was founded at Minsk in 1921. It has three faculties—law and social science, pedagogy, and medicine. In the same city the White Russian Agricultural Institute was opened in 1922 with faculties of agriculture and forest economy. The latter is of unusual importance because the Russian people, in general, use wood rather than coal for heating during the long winter season, consequently the management and conservation of the forests are matters of great economic significance. All the leading cities now have agricultural institutes with branches in forest economy, and there are many lower schools of forestry.

Christian colleges of China.—Throughout the internal disturbances in China, the Christian colleges carried on their work much more regularly and effectively than may have been commonly supposed. In the autumn of 1925, 17 colleges and 11 professional schools were in operation, with an enrollment of 4,256 students, of whom 527 were women. The teaching personnel numbered 990. Up to that date the colleges had graduated 4,176. The Second Biennial Conference of the China Associations for Christian Higher Education met at Shanghai in February of 1925, with its aim fixed as the "redefinition of the function of Christian higher education in China." More than 200 college teachers and administrators from all parts of the country were in attendance.

Among its most important tasks was that of giving expression to its attitude toward the developing movement in China to turn over the financing and administration of the Christian colleges in that country to the Christian Chinese as rapidly as the Church in China shows that it is prepared to assume and meet the responsibility. The conference expressed itself as delighted with the high quality of the Chinese leadership shown at the meeting. Another important question was the matter of the colleges being required under regula-

[5] One Egyptian pound equals $4.9431.

tions of 1924 to register with the Ministry of Education as private schools. Upon this question the conference adopted no resolutions but the council of higher education of the conference felt warranted in making the inference that many of the Christian institutions would be prepared to carry out most of the regulations laid down by the Ministry of Education as being thoroughly in harmony with the policy of making the Christian colleges more Chinese, and at the same time ask for interpretations of others of the regulations, the real purport of which seemed less clear.

University changes in India.—Among the most important and far-reaching changes made by any country in the realm of higher education are those being purposely brought about in India since 1920. A commission appointed by the governor general in September, 1917, to make a thorough inquiry into the affairs of the University of Calcutta and its affiliated colleges and to recommend any changes of constitution, administration, and educational policy which it deemed desirable, rendered its report in 1919. The 13 volumes constitute a most valuable résumé of the conditions of education throughout all of India, and indicate the lines of progress which it must take in the future as well as dealing in detail with the University of Calcutta and the schools of the Province of Bengal. The committee, in general, lays out a policy of changing the older Indian universities from examining to instructional bodies, with much closer cooperation between the constituent colleges; the establishing of new residential teaching universities; raising the standards of admission from that set by the matriculation examination to that of the intermediate examination—a full two-year increase—paying better attention to the question of students' residence and the general conditions of student life; reconstructing the entire system of secondary education, in administration, aims, and curricula; and providing for better relationships between the universities and the secondary schools and the universities and the provincial departments of education.

For the two very difficult problems, the medium of instruction and the education of women, the commission offers in the former case the general aim that the educated classes of India shall be bilingual, and for the latter the development of an enlightened public opinion that will recognize the supreme importance of the rapid development of women's education and will be ready to spend time and thought and money in bringing it about.

In regard to the languages it recommends specifically more attention to the teaching of the mother tongue as a method of mind training; less use of English as a medium of instruction up to the matriculation stage; its retention as a medium above that stage; improved methods of teaching English; more drastic tests for all of a practical

knowledge of English; and the abandonment of the system of examining nonliterary students in the difficulties of classical texts.

The commission reports that the education of women in India must have a most profound influence on the whole texture of national life and the whole movement of national thought, and that until the question is solved it will be impossible to bring the education of men into a sound and healthy condition. Women are desperately needed in the teaching and the medical professions, but Indian social usages forbid them to enter these services. The education of women in India is on an infinitesimal scale compared with what it should be and has all the faults of the system of training for men and in a sphere where they are the more destructive. The commission recommends for the University of Calcutta the organization of a special board, with a large degree of autonomy, to make provision for the advanced education of women and to make proposals regarding the adaptation of the university degree courses to the needs of women.

As a direct result of the report of the commission, the University of Dacca (Bengal) was established in 1921 under an act passed in 1920. The reasons for its establishment were: To create a new type of teaching and residential university in India as opposed to the present affiliating type; to meet the desire of Mussulmans of eastern Bengal to stimulate educational progress in their community; and to relieve the congestion of the University of Calcutta. Special attention is given to Islamic studies and the needs of the Mussulman community but the university is open to all students without distinction of race, sex, creed, or class.

The University of Rangoon, founded in December, 1920, includes University College and Judson College. The intermediate college at Mandalay is managed temporarily by the university as an affiliated institution. The university has an estate of about 458 acres of fine ground on the outskirts of Rangoon. The constituent colleges and the halls of residence will be accommodated on the estate and there still will be ample space for housing the teachers and for large playing fields. University College and Judson College had a total attendance of 741 in 1922 and 1,425 in 1926. Both colleges have been carrying on definite building programs throughout the four years. They have opened new departments in biology, education, medicine, and university extension; also instituted courses in forestry, engineering, geography, and geology.

The University of Delhi became on May 1, 1922, a teaching and residential institution formed from three constituent colleges formerly affiliated with the University of the Punjab. Subsequently 4 intermediate colleges, 3 for boys and 1 for girls, were recognized as constituent colleges of the university. Temporarily it is admitting students who have passed the matriculation examinations but after

1928 will accept only those who have passed the intermediate examination.

Aligahr Muslim University in 1920, the University of Allahabad by act of January, 1922, and the Nagpur University, established in 1923, all became residential teaching institutions.

For the purpose of setting the University of Allahabad free to function as a teaching and residential institution, Act VIII of 1926 of the United Provinces Legislature was passed establishing Agra University and empowering it to affiliate colleges in the United Provinces, Rajputana, Central India, and Gwalior, except within the limits of the Universities of Lucknow and Allahabad, or within a radius of 10 miles from the Benares Hindu University or from the Aligahr University. Agra University may supplement the instruction in affiliated colleges by instituting teaching posts at selected centers. Women who have carried on private study are eligible for degrees and other academic distinctions. The university may provide lectures and instruction for and grant diplomas to persons other than students of the 14 affiliated colleges. The act came into force in July, 1927, and the university will hold its first examinations in 1928.

The Andhra University at Bezwada came into existence by virtue of an act of the Madras Legislative Council that became operative on April 26, 1926. The university area consists of 12 districts in the Madras presidency, and the colleges within it that were previously affiliated with the Madras University are now affiliated with the new university. Four categories of colleges are established in the act. The University College offers courses for honors and post-graduate courses qualifying for admission to higher degrees. A "first-grade college" offers courses qualifying for admission to examinations for the ordinary degree in arts or science. A "second-grade college" prepares for the intermediate examination. A "special-grade college" offers courses in oriental languages or in other special subjects. The purposes of the university are, among other things, to promote the development of the study of Telugu, Kanarese, Urdu, and Oriya and their use as media of instruction and examination; to maintain colleges and hostels; to erect, equip, and maintain laboratories and libraries; and to provide funds for the maintenance of a publication bureau, an employment bureau, students' unions, and university extension boards. Every student must reside in a hostel or under such conditions as may be prescribed.

The Osmanian University, established in 1917, differs from all the other universities of India in that instruction throughout the college courses is given through the medium of Urdu. Its medical college was opened in 1927.

As a preliminary step to the formation of a university for Ceylon, the Ceylon University College was founded by the Ceylon Government in 1921.

University administration in Great Britain and Canada.—In the interest of the better administration of higher education in Great Britain, a Royal Commission for Oxford and Cambridge was appointed in 1919 and published its report in 1922. In 1923 the Universities of Oxford and Cambridge act was passed, which set up statutory commissions to reorganize the universities and their colleges. In Oxford the general result was to produce closer coordination among the governing bodies of the university, to organize the teaching arrangements on a more satisfactory basis, to facilitate the admission of poor students, to regularize the admission of undergraduates, and to economize the resources of the colleges and of the undergraduates. The statutes provided for Cambridge became operative in 1926. In general, the administration is somewhat more centralized in the university; women have been declared eligible to university teaching positions and to membership on boards of faculties. Scholarships and prizes are open to women unless the founder expressly excluded them, and admission to a degree is to be by a single act rather than by the former procedure by stages.

In order that the University of London may be in a real sense "master in its own house and capable of enforcing a policy of its own," commissioners were appointed under the University of London act, 1926, to draw up new statutes for the university in accordance with the report of the departmental committee on the reorganization of the university.

The university grants committee, in discussing the supply of university education in its report for the academic year 1923–24, expressed the belief that better results would be obtained by improving and developing the universities already in existence within the United Kingdom than by hastening to add to their number, and this policy has been followed. Several of the universities have entered upon considerable building programs; most of them have materially reduced their debts; and they have increased their expenditures in such items as salaries of teaching staff, departmental and library needs, general libraries, etc.

In Canada an attempt was made, following a survey and report by the Carnegie Foundation for the Advancement of Teaching, to move all of the colleges in the Maritime Provinces to Halifax and join them with Dalhousie, already there, in order to form a strong central university. King's College moved from Windsor to Halifax and entered into a close association with Dalhousie. The scheme at present is halted because of the refusal of the University of New Brunswick, St. Francis Xavier, and Acadia College to enter it.

CHAPTER XVIII

STATISTICAL SURVEY OF EDUCATION

By Frank M. Phillips

Chief of Division of Statistics

This report contains a brief summary of the statistics presented in this volume and discusses a few of the outstanding issues.

Table 1, page 560, shows the number enrolled in schools under public control and the number in schools under private control. Approximately 89 per cent of those included in the grand total are in schools under public control. The following tabulation shows the per cent of enrollments which were in schools under public control from 1890 by 10-year periods to 1926, for certain types of schools.

Per cent of total enrollments in schools under public control, 1890–1926

Type of school	1890	1900	1910	1920	1926
Elementary	89.2	92.3	92.1	92.9	[1] 90.7
Secondary	60.4	73.8	82.9	89.5	91.6
Normal schools	77.3	66.5	89.5	95.8	93.6
Colleges	13.0	31.0	36.6	39.2	36.6

[1] Private elementary school reports are more complete for 1926 than for former years.

These figures show a gain in enrollments in schools under public control over those under private control for almost the whole period. Since 1920, schools of higher education, including those for teacher training, show slight gains for schools under private control. The decrease in percentage enrollments in public schools for 1926 is perhaps due to better figures from private schools for 1926 than for previous years.

In Table 2, page 561, per capita costs are based upon total enrollments, as these are the only figures obtainable from all types of schools. Appropriate footnotes explain the limitations of those items that need explanation. All expenditures include outlays, but exclude, where possible, payments to debt service. Public-school expenditures are divided into costs of elementary schools and costs of high schools upon reports from 13 States, supplemented by reports from practically all cities. Public elementary schools were estimated to cost $39.12 for each pupil enrolled in 1920, $58.93 in 1924, and $63.31 in 1926. Public high schools were estimated to cost $127.20 per pupil enrolled in 1920, $173.72 in 1924, and $185.74 in 1926. Per capita costs upon the basis of average daily attendance will be included later for public elementary and high schools.

ENROLLMENTS SINCE 1890

Percentage increases in enrollments since 1890 in certain types of schools are shown in Figure 1. In 1890 the per cent of the whole population enrolled in public schools was 20.3 per cent, in 1926 it was 21.1 per cent. During this period the per cent of those enrolled who were in high schools increased from 1.6 per cent to 15.2 per cent. Increases in enrollments in elementary schools, therefore, have not kept pace with increases in the general population. Enrollments in elementary schools increased 63 per cent in 36 years, while the general population increased 87 per cent. The school population, those of ages 5 to 17, inclusive, increased 62 per cent during this period.

From 1890 to 1926 enrollments in collegiate departments of colleges and universities increased 529 per cent. College enrollments have increased rather uniformly, excepting during the war period. The exact amount of fluctuation is not shown on the graph, but in 1918 college enrollments suffered a material decrease. Increases in enrollments in teacher-training institutions show more fluctuation than in any other type of school. Part of this fluctuation may be charged to a reclassification of normal schools at different times. The increase for 36 years amounts to 676 per cent.

The greatest increase is in secondary-school enrollments. This amounts to 1,055 per cent from 1890 to 1926. The enrollment for the base year, 1890, is perhaps not quite complete for secondary schools, but the deficiency is offset in large measure by the fact that a few schools enrolled some elementary pupils in their high-school departments. It is believed that the number of elementary pupils included accounts approximately for incomplete reports of secondary pupils. The curve has the general appearance of a constant ratio increase—that is, something similar to a compound interest curve—

up to and including 1922. A break occurs after 1922 and a still further break after 1924.

It must be remembered that junior high school pupils below the traditional ninth grade are not included in computing these increases. Only enrollments in regular high-school grades are included throughout the whole period. Enrollments, therefore, are computed upon the same bases for each period, and the regularity of the curve can be taken to indicate rather definite trends. Secondary schools now

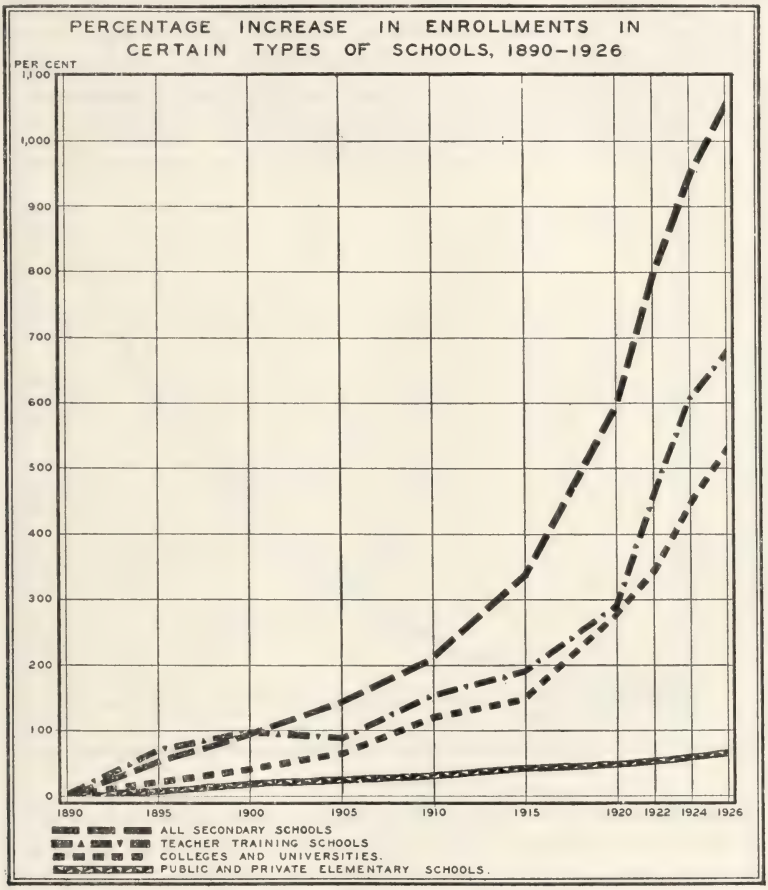


FIG. 1

enroll about 53 per cent of those of secondary-school age, and still have room to grow, but the indication is that the rate of growth from now on will constantly decrease, provided social and economic factors remain relatively as at present. The elements involved are so variable that any forecast is subject to much revision.

In recent years there has been a tendency to include the upper elementary grades with the high-school grades, and to reorganize these into junior and senior schools and departments. These

reorganized schools have had a wonderful growth. The number of junior high schools and of junior departments of junior-senior high schools taken together from 1910 to 1926 is shown in Figure 2. There were 3,058 such schools and departments in 1926.

PER CAPITA COSTS

Figure 3 shows three things. The upper curve shows per capita costs for public-school expenditures, based upon average daily attendance, from 1916 to 1926. The middle curve shows similar per capita costs for current expenses of public schools for the same period. The lower curve shows the average daily attendance in

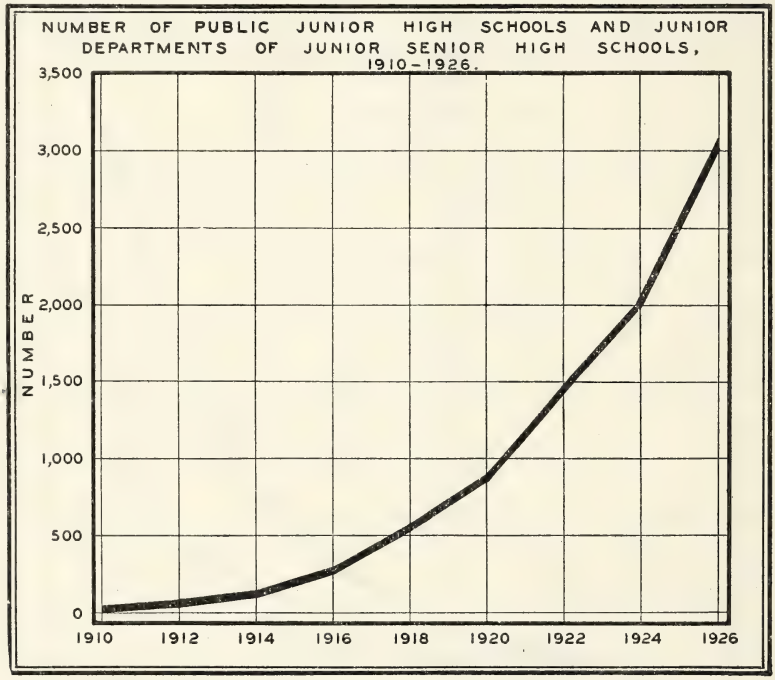


FIG. 2

public schools for the same period. The upper curves use the scale at the left of the diagram, and the lower curve is plotted against the scale at the right.

These three curves have pretty much the same shape. They show moderate increases previous to 1918, then rapid increases until 1922, and then a gradual slowing up in increases after 1922. All three curves show a tendency to reach a maximum height in due time. The curve for average daily attendance shows a tendency to reach a limit due to a decrease in the birth rate and to some other factors which will be discussed later. A projection of these curves by making use of proper mathematical analysis gives a prediction of what may be expected to take place within the next few years, provided the

factors which have governed the increases during the past 10 years continue to function in about the same manner in the near future.

Conditions which affect per capita costs based upon average daily attendance are undergoing considerable change. The reduction in the birth rate is a factor that should not be overlooked. This rate has dropped from 25.1 per thousand population in 1915 in the registration area, to 20.6 in 1926. This area included 31 per cent of the whole population in 1915, and 76 per cent in 1925. Infant mortality rates have dropped off materially during this 10-year period. The rate was approximately 102 per thousand live births in 1915, and

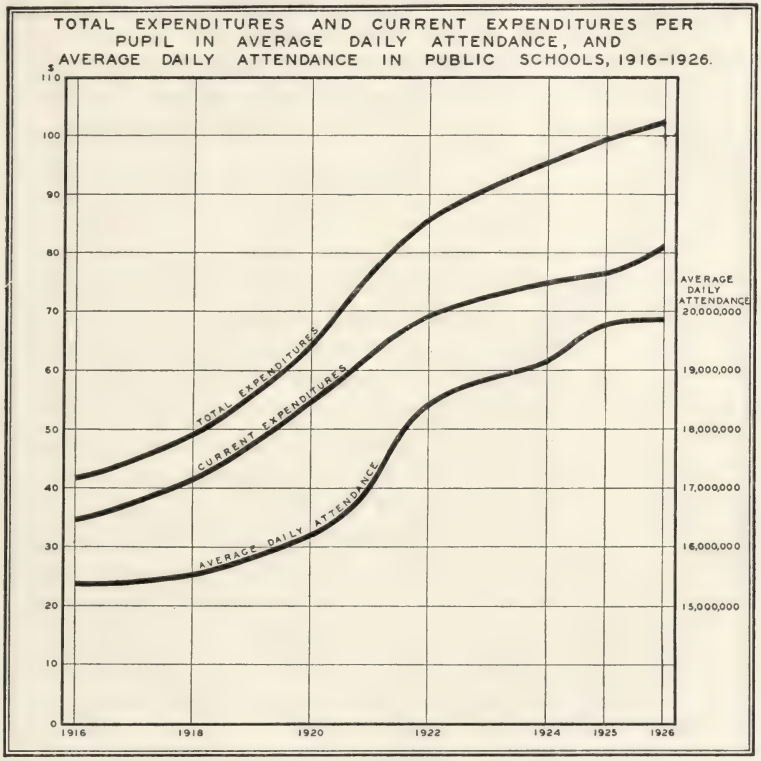


FIG. 3

71.7 in 1925. Applying the birth rate and the infant mortality rate for each year, this means that 22.5 children per thousand of the population reached the age of 1 year in 1916, and less than 20 per thousand in 1926. Applying the same rates to the estimated population for each year indicates that 2,239,000 children reached their first birthday in 1916, and 2,292,000 reached it in 1926. This is an increase of a little over 50,000 in 10 years.

Any material decrease in the birth rate must in time have its influence upon the number of children who are old enough to enter school for the first time each year. Restricted immigration further

reduces the number of, say, 6-year-old children. It is quite evident that the number of 6-year-old children is not increasing very rapidly from year to year. The 1930 census may show little, if any, increase in the number of children ready to enter school over the number shown in the 1920 census. If these same conditions exist for a number of years, school enrollments will reach a stationary period, especially in the lower grades.

The first-grade enrollment in 1918 was 4,281,013, in 1922 it was 4,084,145, and in 1926 it was 3,923,492. A part of this reduction may be charged to better schemes of promotion. Improvement in rates of promotion, and the length of time pupils remain in school, will determine whether or not upper grades will continue to grow in size. Factors which influence pupils to enter into and remain in high-school work will continue to determine whether or not high-school enrollments will continue on the upgrade. The breaking point in the rate of increase in high-school enrollments may have been passed, but there are indications that material increases may continue for a number of years.

One item in the rapid increase in total expenditures of recent years has been the increase in the amount expended for grounds, buildings, and contents. Capital outlays were costing about $7 per pupil in average daily attendance annually from 1916 to 1918. After that period these costs gradually increased to $21.86 in 1925, and then decreased in 1926 to $20.47, only 17 cents above the 1924 level. Factors which may be expected to decrease capital outlays materially from year to year are, (1) the completion of building programs which had been delayed because of higher building costs, and (2) the reduction in the increase in the number of pupils in average daily attendance. On the other hand, pupils are receiving more years of schooling than ever before, and this has a tendency to increase the proportionate enrollments in the upper grades. Increase in the length of school life tends to increase the number of pupils in average daily attendance, the basic figure in computing per capita costs.

Promotion rates have been improving of recent years, and this has tended to relieve a certain amount of congestion in the lower grades. Figure 4 shows the average increase in length of school life in days for the past 125 years.

ENDOWMENTS

Table 3 gives a statement of the value of gifts and bequests received by different types of schools from 1918 to 1926, and Table 4 contains a summary of the total amounts received by years from 1871 to date. In 1926 the colleges and universities received in benefactions a total of $118,144,082, of which amount $72,374,608 was for additions to endowments and the balance for current expenses and buildings.

During the same year teacher-training institutions received a total of $8,728,950 in benefactions, of which amount $6,682,023 was for additions to endowments.

The total amount of endowments reported by schools in 1926 is as follows: Colleges and universities, $987,012,929; teachers colleges and normal schools, $19,425,113; private high schools and academies, $67,151,000; all of which makes a total of $1,061,589,042. The amount received annually by private high schools has not been reported since 1918.

Table 5, page 563, shows the distribution of teachers in the principal types of schools by sex from 1890 to 1926. The total for 1924 was

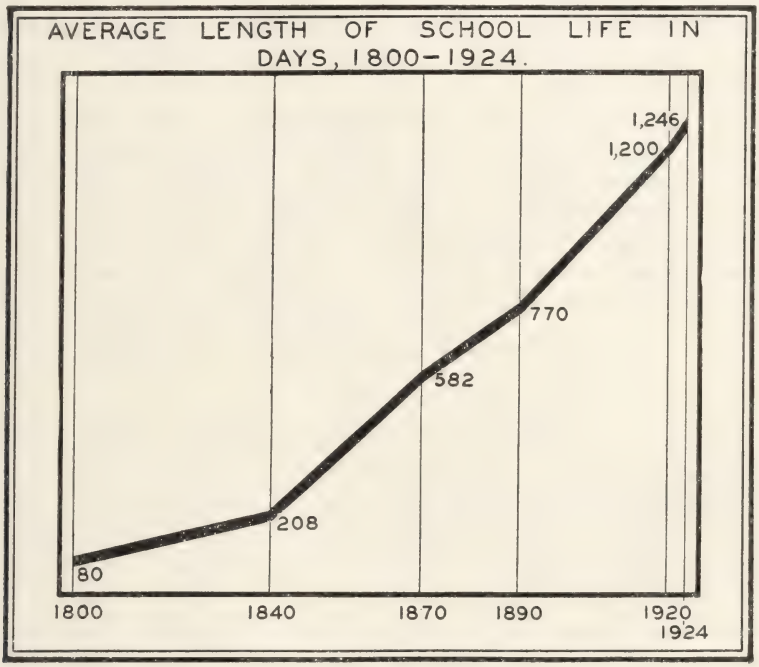


FIG. 4

906,642, and for 1926 it was 977,291. Table 6 is a summary of enrollments in various types of schools from 1890 by five-year periods to 1926. Table 7 gives a summary of enrollments by States for 1926, and distributes the enrollments among elementary schools, high schools, teacher-training institutions, and colleges, and classifies them according to institutions under public control or under private control.

VALUE OF SCHOOL PROPERTY

The State departments of education report a total value of public elementary and secondary school property for 1926 of $4,676,603,539. Private high schools report $511,544,000. Teacher-training institu-

tions, including endowments, have a total valuation of $202,630,512, and colleges and universities of $2,334,307,421. If the private elementary schools have property valued at as much as $400,000,000, this would make a total value for these institutions of $8,125,085,472 for grounds, buildings, contents, and productive funds.

NUMBER OF SCHOOLS

It is not possible to state with any degree of certainty the number of elementary schools. No data exist for private elementary schools. In 1926 the States reported 256,104 public-school buildings. A total of 215,439 of these are designated as elementary school buildings, and 9,538 as high-school buildings. This leaves more than 31,000 undistributed as to use. Of the total, 256,104 buildings, the number used in consolidated schools is 16,291 and the number of one-room buildings is 161,531.

There are approximately 21,700 public high schools, 2,500 private high schools, 386 preparatory departments of colleges, and 125 secondary departments in teacher-training institutions. The teacher-training institutions number 402, of which number 101 are teachers colleges, 102 State normal schools, 27 city normal schools, 108 county normal schools, and 64 private normal schools. The colleges and universities number 975, of which number 153 are junior colleges.

TABLE 1.—*School and college enrollments, according to public and private control, 1925–26*

Schools	Public	Private	Total
Kindergartens	673,231	[1] 54,456	727,687
Elementary schools (primary and grammar)	20,310,771	2,088,644	22,399,415
City schools (included with elementary and high)	11,714,231	----	11,714,231
Total elementary and kindergarten enrollment	20,984,002	2,143,100	23,127,102
Secondary (high schools and academies)	3,757,466	295,625	4,053,091
Preparatory departments of colleges	10,456	45,176	55,632
Secondary courses in normal schools and teachers colleges	18,149	5,253	23,402
Total secondary students	3,786,071	346,054	4,132,125
Teachers colleges	161,655	6,207	167,862
Normal schools (not in secondary courses)	91,252	11,092	102,344
Total normal schools and teachers colleges	252,907	17,299	270,206
Universities, colleges, and professional schools (not including preparatory)	280,437	486,826	767,263
Industrial schools for delinquents, 1927	84,317	----	84,844
Schools for the deaf, 1927	16,563	933	17,496
Schools for the blind, 1927	6,084	----	6,084
Schools for the feeble-minded and subnormal, 1927	101,605	2,416	104,021
Schools for Indians [2]	23,238	5,920	29,158
Government schools in Alaska	3,703	----	3,703
Other public schools in Alaska	4,352	----	4,352
Commercial and business schools, 1925	----	188,363	188,363
Total, excluding duplicates	25,487,950	3,190,911	[3] 28,678,861
All schools in the outlying parts of the United States (not including above)	1,404,687	92,241	1,496,928

[1] 1924 figures.
[2] Average attendance; does not include 37,730 pupils in public day schools.
[3] The grand total of enrollments in all types of schools mentioned in this report is 31,037,736. See p. 561.

TABLE 2.—*School enrollments, expenditures, and per pupil costs in schools reporting finances, 1925–26*

Classification	Enrollment	Estimated cost per pupil enrolled	Total cost, including outlays
Public elementary schools (including kindergartens)	20,984,002	$63.31	$1,328,396,455
Public high schools	3,757,466	185.74	697,911,735
Private elementary schools (including kindergartens)	2,143,100	[1] 63.31	135,679,661
Private high schools and academies	295,625	[1] 185.74	54,909,388
Universities and colleges (including preparatory students):			
Public	290,893	599.81	[2] 174,480,662
Private	532,002	437.82	[2] 232,919,394
Teachers colleges (including all resident courses)	177,816	187.69	33,374,478
Normal schools (including all resident courses):			
State	81,877	216.77	17,748,141
City	13,243	375.61	4,974,160
County	2,824	234.71	662,821
Private	18,304	[3] 345.38	5,051,549
Industrial schools for delinquents (1927)	84,317	264.45	22,303,966
Schools for the deaf (1927):			
State	13,048	595.85	7,787,739
City (included with city schools)	3,515		
Private	933	284.34	265,289
Schools for the blind (1927)	6,084	630.90	3,838,404
Schools for the feeble-minded and subnormal, 1927:			
State	49,791	342.01	17,028,943
City (included with city schools)	51,814		
Private	2,416	552.65	1,335,212
Government schools for natives in Alaska	3,703	117.84	436,366
Other public schools in Alaska	4,352	111.12	483,587
Government Indian schools	[4] 23,238	232.02	5,391,748
Total, excluding duplicates	[5] 28,485,034		2,744,979,698

[1] Estimated same as public schools.
[2] Receipts, excluding additions to endowments.
[3] Based upon 14,626 students in schools reporting expenditures.
[4] Average attendance.
[5] See text which follows.

In addition to the total enrollment of 28,485,034 in the types of schools included in Table 2, there are 5,920 students enrolled in private schools for the Indians, 188,363 students enrolled (1925) in private commercial and business schools, 187,828 enrolled (1925) in trade and industrial schools, and 77,768 enrolled (1927) in nurse-training schools. Data on expenditures are not available for these four types of schools.

There are enrolled also 40,076 students in extension courses and 29,647 elementary students in practice and model schools in teachers colleges; 11,174 students in extension courses and 28,433 in practice and model schools in State normal schools; 334 in extension courses and 4,524 in practice and model schools in private normal schools; and 209,454 in summer schools, 268,481 in extension courses, and 3,772 in winter short courses in colleges and universities. The expenditures for all these schools are included in Table 2. Enrollments in elementary schools, high schools, normal schools, and in colleges and universities in the outlying parts of the United States amount to 1,496,928. This makes a grand total of enrollments in all types of schools mentioned in this report of 31,037,736.

TABLE 3.—*Gifts and bequests to education, 1918–1926*

Institutions	1918	1920	1922	1924	1926
Universities and colleges	$27,450,945	$65,286,159	$77,400,756	$81,784,738	$118,144,082
Teacher-training schools	657,365	2,130,997	930,034	1,793,741	8,728,950
Private high schools	1,748,258	[1]	[1]	[1]	[1]
Total	29,856,568	67,417,156	78,330,790	83,578,479	126,873,032

[1] No data.

TABLE 4.—*Gifts and bequests to education, from 1871 to 1926*

1871	$8,593,740	1891	$8,519,233	1910	$24,755,663
1872	10,072,540	1892	8,721,902	1911	27,634,029
1873	11,225,977	1893	8,207,690	1912	30,061,310
1874	6,053,804	1894	10,855,365	1913	29,651,879
1875	4,126,562	1895	8,240,876	1914	31,357,398
1876	4,691,845	1896	11,677,048	1915	26,023,246
1877	3,015,256	1897	10,049,141	1916	37,095,280
1878	3,103,289	1898	10,981,209	1918	29,856,568
1879	5,249,810	1899	25,332,792	1920	67,417,156
1880	5,518,501	1900	15,066,561	1922	78,330,790
1881	7,440,224	1901	21,158,400	1924	83,578,479
1883	7,141,363	1902	20,348,739	1926	126,873,032
1884	11,270,286	1903	17,915,075		
1885	9,314,081	1904	17,261,375	Total, excluding 1882, 1917, 1919, 1921, 1923, and 1925	1,033,592,633
1886	5,976,168	1905	21,827,875		
1887	7,512,910	1906	23,347,070		
1888	6,646,368	1907	28,585,780		
1889	6,942,058	1908	19,763,421		
1890	8,011,019	1909	21,192,450		

TABLE 5.—*Distribution of teachers for five periods*

Teachers in—	1890		1900		1910		1920		1926		
	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	75,436	569,195	644,631
Public high schools	3,648	5,472	10,172	10,200	18,890	22,777	32,386	69,572	63,374	106,164	169,538
Private elementary schools (estimated)	6,807	15,199	6,648	19,768	5,171	29,572	6,322	38,977	1,702	54,570	56,272
Private high schools	3,272	3,937	4,275	5,842	4,512	6,634	5,698	9,248	7,397	12,748	20,145
Universities and colleges:											
Preparatory departments	5,675	2,783	2,599	1,601	2,807	1,741	2,714	1,568	2,189	1,728	3,917
Collegiate departments			8,987	2,110	14,051	3,230	21,644	6,469	32,605	10,721	43,326
Other departments							982	1,239	550	885	1,435
Professional schools:											
Theology	744		994		1,453						
Law	346		1,004		1,534						
Medicine	2,851		4,483		7,586		10,603	312	[1] 14,152	[1] 581	14,733
Dentistry	541		1,118		1,546						
Pharmacy	183		493		815						
Veterinary medicine	93		185		351						
Teachers colleges and normal schools, public:											
Normal departments			935	1,236	1,105	2,080	2,963	5,161	4,952	7,327	12,279
Other departments			133	611	587	1,042					
Teachers colleges and normal schools, private:											
Normal departments			535	382	255	320	597	866	822	1,130	1,952
Other departments			257	283	248	277					
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	[2] 1,165	[2] 2,744	1,578	6,571	8,149
Indian and Alaskan schools	644	965	1,189	1,793	1,702	2,456	141	652	63	96	[3] 1,131
Kindergartens:											
Public	1,050	4,950	1,350	7,150	1,500	8,000	0	10,022	0	[4] 10,852	10,852
Private							0	717	0	[4] 2,140	2,140
Total, including undistributed items	149,428	267,653	163,999	339,599	158,574	471,633	[5] 151,215	[5] 663,958	205,689	770,630	977,291

[1] Professional departments.
[2] Figures for 1918.
[3] Includes 761 in schools for Indians and 211 for Alaskans not distributed by sex.
[4] Data for 1924. Included with elementary.
[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, 1890–1922*

Schools	1890	1895	1900	1905
Kindergartens (public and private)	[1] 31,227	[2] 65,296	225,394	[3] 311,050
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	1926
Kindergartens (public and private)	[4] 346,189	486,800	510,949	727,687
Public elementary schools (including public kindergartens)	16,898,791	18,375,225	19,378,927	20,984,002
Private elementary schools (largely estimated)	1,558,437	1,615,091	1,485,561	2,143,100
Total elementary and kindergarten	18,457,228	19,990,316	20,864,488	23,127,102
Public high schools	915,061	1,328,984	[5] 2,199,389	3,757,466
Private high schools	117,400	155,044	[5] 213,920	295,625
Preparatory schools (in colleges and universities)	66,042	67,440	59,309	55,632
Secondary students in normal schools	12,890	13,504	22,058	23,402
Total secondary students	1,111,393	1,564,972	2,494,676	4,132,125
Normal schools and teachers colleges (excluding secondary students)	88,561	100,325	135,412	270,206
Colleges, universities, and professional schools (excluding preparatory students)	266,654	303,233	462,445	767,263
Total college and normal students	355,215	403,558	597,857	1,037,469
Private commercial and business schools	155,244	183,268	335,161	[6] 188,363

[1] 1888.
[2] 1892.
[3] Private kindergarten data for 1902.
[4] 1912.
[5] From State reports
[6] Data for 1925.

TABLE 7.—*Enrollment in certain types of schools, by States, 1925–26*

State	Elementary schools and kindergartens		Secondary schools		Normal schools and teachers colleges		Universities, colleges, and professional schools		Commercial and business schools, 1925
	Public	Private	Public	Private	Public	Private	Public	Private	Private
1	2	3	4	5	6	7	8	9	10
Continental United States	20,984,002	2,143,100	3,786,071	346,054	252,907	17,299	280,437	486,704	188,363
Alabama	538,984	13,461	52,842	7,948	6,923	97	4,509	3,191	1,599
Arizona	70,745	3,098	10,383	317	1,428	0	1,972	0	588
Arkansas	462,175	5,909	35,257	3,200	1,524	0	1,723	2,340	967
California	759,676	45,147	257,288	11,910	8,844	222	21,447	17,892	11,294
Colorado	195,101	10,249	42,043	1,965	5,231	188	4,578	3,277	4,861
Connecticut	279,106	50,202	41,385	11,462	1,047	408	488	6,581	4,468
Delaware	33,590	5,673	5,707	1,026	0	0	669	0	126
Dist. Columbia	60,027	7,269	13,515	3,534	719	86	80	13,379	2,979
Florida	307,603	6,437	35,077	1,977	0	0	3,250	1,356	2,352
Georgia	623,684	3,948	66,067	4,962	1,923	10	4,680	7,508	2,255
Idaho	95,831	2,471	21,846	967	1,589	171	2,601	702	286
Illinois	1,095,618	219,198	237,308	34,129	16,036	1,825	14,095	46,641	18,294
Indiana	488,780	53,475	146,578	5,286	4,926	2,953	7,834	13,141	7,103
Iowa	444,376	37,694	112,297	8,376	7,722	24	9,807	12,975	5,111
Kansas	340,330	23,108	85,346	4,262	8,762	0	8,632	8,825	4,628
Kentucky	529,996	31,480	45,773	7,904	7,590	0	3,617	4,390	3,205
Louisiana	349,488	43,470	45,859	6,492	2,656	0	2,635	5,142	3,245
Maine	121,534	18,511	27,247	5,985	2,427	0	1,322	1,817	707
Maryland	229,971	34,229	33,423	5,360	1,747	40	4,906	8,705	1,297
Massachusetts	616,869	146,961	139,152	17,792	4,957	1,607	788	42,273	6,991
Michigan	744,253	108,633	128,395	12,964	14,108	0	16,721	7,570	3,041
Minnesota	465,853	49,471	85,670	8,556	6,387	212	12,148	7,411	4,833
Mississippi	529,881	5,460	43,270	3,835	1,814	0	3,378	2,759	412
Missouri	612,414	57,542	111,925	8,600	12,723	7	6,311	16,639	7,576
Montana	96,049	8,262	20,941	1,294	1,873	0	2,715	283	2,181
Nebraska	266,828	21,512	61,707	3,486	4,715	320	6,836	6,509	1,617
Nevada	12,804	0	2,810	0	0	0	913	0	0
New Hampshire	59,628	21,727	12,321	4,654	1,232	0	1,432	2,318	245
New Jersey	629,774	114,563	105,480	11,068	3,601	195	1,613	6,575	5,700
New Mexico	79,529	6,396	8,924	1,202	1,500	0	925	0	478
New York	1,643,215	338,338	327,238	37,894	15,382	806	21,353	81,173	20,740
North Carolina	734,170	1,389	85,586	9,884	3,156	1,802	5,771	8,107	560
North Dakota	149,565	6,778	23,974	929	5,108	0	2,886	432	234
Ohio	1,031,644	146,479	224,690	19,103	8,024	520	23,084	24,063	12,468
Oklahoma	565,884	5,572	84,689	2,068	14,412	0	8,428	3,488	4,986
Oregon	142,711	10,383	39,180	2,324	1,800	312	6,814	2,789	2,597
Pennsylvania	1,581,767	271,815	267,914	24,894	16,765	312	3,965	57,147	14,092
Rhode Island	96,486	29,092	14,942	2,363	793	0	519	2,776	801
South Carolina	435,425	1,698	48,373	2,815	140	25	4,811	4,531	468
South Dakota	138,166	8,277	27,067	1,293	3,420	300	2,315	1,548	986
Tennessee	600,584	5,854	53,571	6,925	5,408	3,486	2,110	9,520	2,244
Texas	1,015,951	34,306	195,701	7,274	16,865	0	12,487	18,515	7,505
Utah	110,695	1,166	31,093	3,317	0	38	3,951	2,094	1,399
Vermont	53,551	8,333	10,495	2,323	149	0	1,119	956	0
Virginia	481,799	6,695	71,129	8,510	6,373	1,230	5,617	7,340	1,464
Washington	258,814	13,643	70,563	4,973	4,965	103	10,233	2,002	4,690
West Virginia	346,716	7,218	36,912	1,919	5,794	0	2,950	1,764	2,004
Wisconsin	415,888	89,972	127,321	6,659	10,349	0	8,392	8,260	2,621
Wyoming	40,474	536	9,797	74	0	0	1,007	0	56

CHAPTER XIX

STATISTICS OF STATE SCHOOL SYSTEMS, 1925–26

This report includes statistics of elementary and of secondary schools which are supported from public funds. The data are compiled from reports made to the bureau by departments of public instruction in the various States. In most instances the printed bulletins of the superintendent of public instruction were used to verify the figures and to supply additional information. More or less complete reports were received from every State. The financial report for Texas was incomplete, but careful estimates were made by using 1925 costs, and increasing each item by a rate determined from county reports which were complete for 1926.

The principal items included in this report are enrollments, attendance, teachers, administrators, property values, receipts, and expenditures.

Increases in enrollments and attendance over 1925 are very small, being less than one-tenth of 1 per cent for enrollments, and less than one-half of 1 per cent for attendance. These small increases are due partly to the fact that some duplication exists in earlier reports which it has been impossible to eliminate until this year. The average number of pupils in attendance daily had increased 22.95 per cent since 1920. The number of pupils enrolled in what is considered to be the regular four years of high-school work has increased from 2,199,389 in 1920 to 3,650,903 in 1925 and to 3,757,466 in 1926.

CENSUS AND ENROLLMENTS

No recent data exist concerning the number of children of school age. Age limits vary considerably in the States, and there is little uniformity concerning the time and manner of taking a school census. It seems best to use data gathered by the United States Census Bureau. The latest complete census was taken in 1920, and estimates based upon the 1910 and the 1920 returns have been included in Table 4. These estimates have not taken into consideration the declining birth rate, the declining infant mortality rate, nor other changes in death rates since 1920, nor major movements from one locality to another. Applying the 1910–1920 rate of increase, the estimated number of children in the continental United States ought to be 30,064,621 for ages 5 to 17, inclusive, on July 1, 1926.

If the 2,438,725 pupils reported in private elementary and high schools are included with 24,741,468 enrolled in public schools, a total of 27,180,193 children were enrolled in public and private elementary and secondary schools during the school year 1925–26. This total enrollment is more than 90 per cent of the number estimated to be of school age.

If to the number in public high schools—3,757,466—there is added 295,625 in private high schools, 55,632 in preparatory departments of colleges and universities, and 23,402 in secondary courses in normal schools, the total of 4,132,125 represents the number enrolled in all types of secondary schools, both public and private, for the school year 1925–26.

GRADE ENROLLMENTS

A summary of enrollments by grades for the past 12 years is given in Table 2. From 500,000 to 1,000,000 undistributed pupils are omitted for each year, but it is assumed that these omissions do not materially disturb the percentage distributions, since the omissions represent enrollments and summaries of enrollments in school systems that do not report by grades. Estimates are made for those years for which no data have been gathered.

The following tabulation includes kindergarten enrollments as reported and excludes ninth-grade enrollments in those few communities that have an elementary school of nine years, and gives a percentage distribution based upon total enrollments for all grades for the years 1920, 1922, 1924, 1925, and 1926. The table also

Percentage distribution of kindergarten enrollments

Grades	Percentage distributions					Cumulative percentages		
	1920	1922	1924	1925	1926	1920	1924	1926
Kindergarten	2.66	2.34	2.57	2.49	2.78	2.66	2.57	2.78
First	19.95	18.02	17.33	16.59	16.18	22.61	19.90	18.96
Second	12.18	12.30	11.65	11.47	11.47	34.80	31.55	30.43
Third	11.53	11.72	11.58	11.19	11.10	46.33	43.13	41.53
Fourth	11.82	11.05	11.22	11.05	10.83	58.15	54.35	52.36
Fifth	9.94	9.89	10.10	10.30	10.06	68.09	64.48	62.42
Sixth	8.73	8.89	8.78	8.96	9.09	76.86	73.23	71.51
Seventh	7.35	7.53	7.64	7.91	7.84	84.17	80.87	79.35
Eighth	5.77	6.24	5.72	6.11	6.05	89.94	86.59	85.40
Total elementary	89.94	87.97	86.59	86.07	85.40			
First high	4.19	5.08	5.25	5.44	5.54	94.13	91.84	90.94
Second	2.63	3.27	3.64	3.70	3.90	96.76	95.48	94.84
Third	1.81	2.16	2.58	2.73	2.86	98.57	98.06	97.70
Fourth	1.43	1.52	1.94	2.06	2.30	100.00	100.00	100.00
Total high school	10.06	12.03	13.41	13.93	14.60			
Infant mortality per thousand births	85.8	76.2	70.8					
Births per thousand persons 6 years previously		25.0	24.6	22.3	23.7			

includes the birth rate for the registration area for a year six years previous to the year mentioned in the tabulation. This enables those interested in making a study of percentage distributions to estimate the number of children six years of age that may be available for entrance to the first grade in a specified year, provided due allowances are made for losses by death. Infant mortality rates are included in the table for 1920, 1922, and 1924.

Reference to Table 2 shows that the number enrolled in the first grade has gradually decreased from 4,226,000 in 1920 to 3,923,000 in 1926. Grades 2 and 3 have about held their own since 1922, while the other grades show slight increases from year to year. Total grade enrollments have decreased slightly since 1925, but show increases up to that year. The reducton in the first-grade enrollment during the past six years, in fact since 1918, may be charged partly to better systems of promoting children. Congestion in the first grade is not as great as it was in 1920. Part of the decrease may be charged to a reduction in the birth rate, which has decreased from 25.1 per thousand population to about 22.4 during the interval between 1915 and 1923. This reduction in the birth rate may be offset partly by a reduction in the infant mortality rates, which have been reduced from about 160 per thousand births to near 70 within the past 25 years.

The percentage table included above gives a better idea of the changes in distribution by grades for the years indicated than does Table 2. In 1920 approximately 20 per cent of the whole enrollment were in the first grade, while in 1926 about 16 per cent were in the first grade. Similar conditions exist in grades 2, 3, and 4, although the differences are not so marked. From the fifth grade on, higher percentages are found in later years than were in those grades in 1920 and 1922. In the high school there is a decisive increase from year to year in each grade. In 1920, 4.2 per cent of the whole enrollment were in the first high-school year, in 1926, 5.5 per cent. In the senior year the percentages increased from 1.4 in 1920 to 2.3 in 1926. Certainly the public schools are holding proportionately more pupils until the graduation year than they did formerly.

TEACHERS

The number of teachers increased, in the public schools, from 777,915 in 1925 to 814,169 in 1926, or an increase of 4.6 per cent. This is an increase of 4.4 per cent for the women and of 5.8 per cent for the men. Since 1920 the number of men teachers has increased 45.1 per cent, and the number of women teachers 15.7 per cent. Average salaries of teachers have increased $25 since 1925, to an average of $1,277 for 1926.

PRIVATE SCHOOLS

Data for private secondary schools were collected from each institution, and for both elementary and secondary schools from State departments of education. Information from these sources was supplemented by data collected by the National Catholic Welfare Conference, and Tables 35 and 36 furnish a compilation of the number of teachers and of pupils by sex and type of school. Enrollments in Table 35 are not comparable with those reported in previous publications, since figures for private-school enrollments were never as complete as they are for 1926. In 1924 the total enrollments in all types of private schools were reported as 1,727,246. In 1926 the total is 2,438,725. This difference of more than 700,000 does not represent the increase, but is due to better reports. It is not possible to give an estimate of the increase over 1924. The total number of teachers in private schools is 76,415 for 1926. The cost of running the private schools is not included in this report.

NIGHT SCHOOLS

A compilation of the material contained in reports for night schools is given in Table 11 for 31 States. Data are not always complete, and in many instances have been included or partially included with the reports for day schools. Where possible, night-school statistics are excluded from the other tabulations.

These 31 States report 825,651 students in night schools, and 21,213 teachers. Costs amounting to $6,210,333 are reported from 26 States. The amount not included with day-school costs is $5,495,505. This amount is added to the total in column 7 of Table 23 to obtain the total expenditure in Table 1, thus making this total comparable with the total for previous years.

SCHOOL BUILDINGS AND VALUE OF PROPERTY

The total number of public-school buildings has decreased from 258,859 in 1925 to 256,104 in 1926. Replacement of one-room schools by consolidated schools is responsible for the decrease, since the number of one-room schools has decreased from approximately 166,000 to 161,521 during the year, while 687 consolidated schools have been added.

Value of all public-school property has increased from $4,252,328,900 to $4,676,603,539 from 1925 to 1926, the latter value being nearly twice as large as that for 1920. The value per pupil was $112 in 1920, $129 in 1922, $154 in 1924, $173 in 1925, and $189 in 1926.

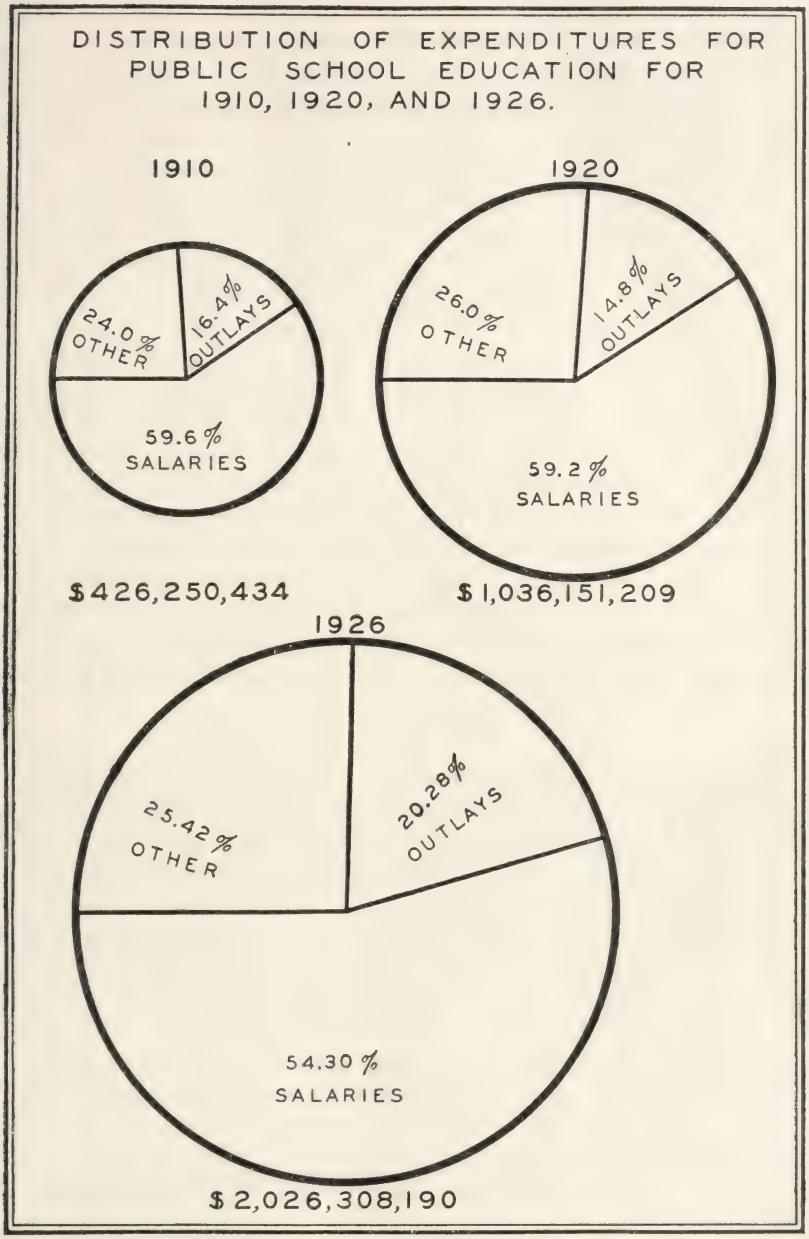

DISTRIBUTION OF EXPENDITURES FOR PUBLIC SCHOOL EDUCATION FOR 1910, 1920, AND 1926.
1910
24.0% OTHER
16.4% OUTLAYS
59.6% SALARIES
$426,250,434
1920
26.0% OTHER
14.8% OUTLAYS
59.2% SALARIES
$1,036,151,209
1926
25.42% OTHER
20.28% OUTLAYS
54.30% SALARIES
$2,026,308,190

FIG. 1

EXPENDITURES

Expenditures for public schools have almost doubled since 1920, and have increased from $1,946,096,912 in 1925 to $2,026,308,190 in 1926, or approximately 4 per cent. Expenditures for grounds, buildings, and contents, which have been increasing rather rapidly since 1920, decreased from $433,584,559 in 1925 to $411,032,774 in 1926. These figures indicate that building programs which were held up during the war period, and which were resumed almost immediately afterwards, may have taken care of a large part of the congestion, and that school administrators are finding it possible, in some localities, to reduce building contracts nearly to a point where they will take care of the normal increase in school attendance. Capital outlays were 17 per cent of the total in 1915, 15 per cent in 1920, 22.3 per cent in 1925, and 20.3 per cent in 1926. Substantial increases in expenditures for capital outlays are noted in Alabama, Arkansas, California, Florida, Idaho, Illinois, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Ohio, Rhode Island, Tennessee, Vermont, Washington, and Wyoming. Decreases are noted in Iowa, Michigan, Mississippi, New York, North Carolina, Oklahoma, Pennsylvania, and Wisconsin. Expenditures for salaries and for other items both show an increase of about 4 per cent over 1925. Percentage distributions of expenditures for outlays, salaries, and for other items are shown graphically for 1910, 1920, and for 1926 in Figure 1.

PER CAPITA COSTS

Expenditures for public schools have been increasing rapidly for a number of years. Part of these increases may be charged to a reduction in the purchasing power of the dollar, part to increases in school attendance, and part to the efforts of communities to secure better school systems. It is not the intention here to analyze the data to the extent of evaluating each of these factors, but an attempt is made to show the trend of costs based upon the number of children in average daily attendance in the schools. School authorities are not in agreement regarding when a pupil is enrolled in school, but there is less difference of opinion concerning when he is in attendance. In 1913 the per capita cost of public schools, based upon the number in average daily attendance was $38.31; it was $39.04 in 1914, $40.43 in 1915, $41.72 in 1916, $49.12 in 1918, $64.16 in 1920, $85.76 in 1922, $95.45 in 1925, and $102.05 in 1926. These costs are shown graphically in Figure 2.

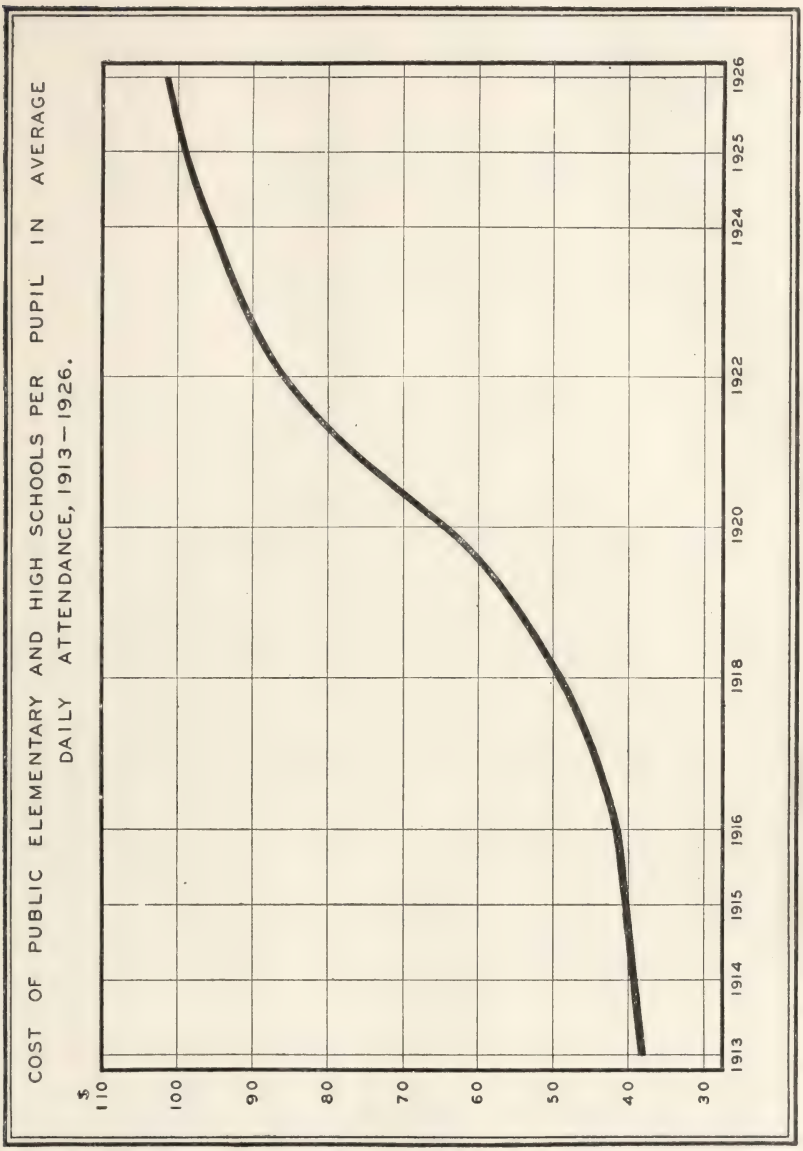


FIG. 2

17836°—28——37

TABLE 1.—*Statistical summary of elementary and secondary schools combined, 1870–1926*

Items	1870	1880	1890	1900	1905	1910	1915	1920	1925	1926
I.—*General statistics*										
Total population[1]	38,558,371	50,155,783	62,622,250	75,602,515	82,584,061	91,972,266	100,395,318	105,710,620	113,493,720	117,135,000
Children 5–17 years of age (inclusive)[1]	12,055,443	15,065,767	18,543,201	21,404,322	23,410,800	24,239,948	26,425,100	27,728,788	29,705,264	30,064,621
Pupils enrolled (excluding duplicates)	6,871,522	9,867,505	12,722,581	15,503,110	16,468,300	17,813,852	19,704,299	21,578,316	24,650,291	24,741,468
Pupils enrolled in public high schools	[2 3] 80,227	[3] 110,277	[3] 202,963	[3] 519,251	[3] 679,702	[3] 915,061	[4] 1,561,556	[4] 2,199,389	[4] 3,650,903	[4] 3,757,466
Average daily attendance	4,077,347	6,144,143	8,153,635	10,632,772	11,481,531	12,827,307	14,985,900	16,150,035	19,767,815	19,855,881
Total number of days attended by all pupils	539,053,423	800,719,970	1,098,232,725	1,534,822,633	1,732,845,238	2,011,477,065	2,389,084,558	2,615,161,151	3,362,821,608	3,361,235,210
Men teachers	77,529	122,795	125,525	126,588	110,532	110,481	118,449	95,654	131,164	138,810
Women teachers	122,986	163,798	238,397	296,474	349,737	412,729	485,852	583,648	646,781	675,359
Total teachers	200,515	286,593	363,922	423,062	460,269	523,210	604,301	[5] 679,533	777,945	814,169
Number of schoolhouses	116,312	178,122	224,526	248,279	256,826	265,474	277,941	271,319	258,859	256,104
Value of all school property	$130,383,008	$209,571,718	$342,531,791	$550,069,217	$733,446,805	$1,091,007,512	$1,567,391,225	$2,409,719,120	$4,252,328,900	$4,676,603,539
II.—*Financial statistics*										
Revenue receipts:										
From income of permanent funds and lands			$7,744,765	$9,152,274	$13,194,042	$14,096,555	$17,079,977	$26,036,098	$24,096,268	$25,782,039
From county and local taxes and appropriations			97,222,426	149,486,845	210,167,770	312,221,582	456,956,495	758,896,551	1,343,583,623	1,444,780,544
From State taxes and appropriations			26,345,323	37,886,740	44,349,295	64,604,701	91,104,045	134,278,753	240,114,707	254,592,332
From all other sources			11,882,292	23,240,130	34,107,962	42,140,859	24,511,076	50,908,896	97,373,162	104,862,226
Total			143,194,806	219,765,989	301,819,069	433,063,697	589,651,593	970,120,298	1,705,167,760	1,830,017,141
Expenditures:										
For sites, buildings, furniture, libraries, and apparatus			26,207,041	35,450,820	56,416,168	69,978,370	102,756,375	153,542,852	433,584,559	411,037,774
For salaries of superintendents, supervisors, principals, and teachers	$37,832,566	$55,942,972	91,836,484	137,687,746	177,462,981	253,915,170	345,006,445	613,404,578	1,006,408,536	1,100,316,674
For all other purposes			22,463,190	41,826,052	57,737,511	102,356,894	157,697,965	269,203,779	506,103,817	514,953,742
Total	63,396,666	78,094,687	140,506,715	214,964,618	291,616,660	426,250,434	605,460,785	1,036,151,209	1,946,096,912	2,026,308,190

III.—*Derivative statistics*										
Per cent school population is of total population	31.3	30.1	29.6	28.3	28.4	26.4	26.3	26.2	26.2	25.6
Per cent of total population enrolled	17.82	19.67	20.32	20.51	19.94	19.56	19.63	20.4	21.7	21.1
Per cent of children 5–17 years of age (inclusive) enrolled	57	65.50	68.61	72.43	70.35	73.49	74.57	77.8	83	82.3
Per cent of pupils in high school	1.2	1.1	1.6	3.3	4.1	5.1	6.7	10.2	14.8	15.2
Per cent of children enrolled attending each day	59.3	62.3	64.1	68.6	69.7	72.1	76.1	74.8	80.5	80.3
Average number of days the schools were in session	[6] 132.2	130.3	134.7	144.3	150.9	157.5	159.4	161.9	169.6	169.3
Average number of days attended by each pupil enrolled	78.4	81.1	86.3	99	105.2	113	121.2	121.2	136.5	135.9
Average number of days attended by each child 5–17 years of age (inclusive)	44.7	53.1	59.2	71.8	74	83	90.4	94.3	113.2	111.8
Per cent of men teachers	38.7	42.8	34.5	29.9	24	21.1	19.6	14.1	16.9	17.0
Average annual salaries of all teachers	[7] $189	[7] $195	[7] $252	[7] $325	[7] $386	[7] $485	[7] $543	[8] $871	[9] $1,252	[10] $1,277
Per cent of revenue derived from—										
Permanent funds and lands			5.4	4.2	4.4	3.2	2.9	2.7	1.4	1.4
State taxes			18.4	17.2	14.7	14.9	15.5	13.8	14.1	13.9
County and local taxes			67.9	68	69.6	72.1	77.5	78.2	78.8	79.0
All other sources			8.3	10.6	11.3	9.8	4.1	5.3	5.7	5.7
Per cent of expenditures devoted to—										
Sites, buildings, etc			18.6	16.5	19.3	16.4	17	14.8	22.3	20.3
Salaries	59.7	71.6	65.4	64	60.9	59.6	57	59.2	51.7	54.3
All other purposes			16	19.5	19.8	24	26	26	26	25.4
Total expenditure per capita of population	$1.64	$1.56	$2.24	$2.84	$3.53	$4.64	$6.03	$9.80	$17.15	$17.30
Total expenditure per pupil in average attendance	$15.55	$12.71	$17.23	$20.21	$25.40	$33.23	$40.43	$64.16	$98.45	$102.05
Average total expenditure per day for each pupil attending (cents)	11.8	9.7	12.8	14	16.8	21.1	25.4	39.6	57.9	60.3

[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] Several States not included in this average.
[7] Computed from number of teaching positions.
[8] Computed from number of teaching positions plus 6,583 supervisors and 13,638 principals.
[9] Computed from number of teaching positions plus 7,809 supervisors and 24,734 principals.
[10] Computed from number of teaching positions plus 8,400 supervisors and 26,933 principals.

TABLE 2.—*Distribution of pupils by grades, in public schools only, partly estimated*

Pupils	1915	1916	1917 [1]	1918	1919 [1]	1920	1921 [1]	1922	1923 [1]	1924	1925	1926
Total enrollment	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	24,650,291	24,741,468
Number in elementary and high schools [2]	19,295,126	19,917 665	20,051,370	20,288,386	20,398,996	20,612,917	21,364,532	[3] 22,116,146	22,541,653	[4] 23,067,161	[5] 23,522,081	[6] 23,580,305
In high schools [7]	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	3,176,074	3,363,515	[8] 3,541,254
In elementary schools	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	19,891,087	20,158,566	[8] 20,039,051
Per cent in each grade:												
First	22.8	22.6	23.0	23.4	23.1	22.9	21.9	21.1	20.9	20.6	19.9	19.6
Second	14.3	14.2	14.1	14.1	14.0	14.0	14.2	14.4	14.1	13.9	13.7	13.9
Third	13.6	13.6	13.6	13.7	13.4	13.2	13.5	13.7	13.8	13.8	13.4	13.4
Fourth	13.2	13.2	13.2	13.2	13.4	13.5	13.2	12.9	13.1	13.3	13.2	13.1
Fifth	11.4	11.4	11.5	11.5	11.5	11.4	11.5	11.5	11.8	12.0	12.3	12.2
Sixth	9.7	9.8	9.9	9.9	10.0	10.0	10.2	10.4	10.4	10.5	10.7	11.0
Seventh	8.0	8.1	8.1	8.0	8.2	8.4	8.6	8.8	8.9	9.1	9.5	9.3
Eighth	7.0	7.1	6.6	6.2	6.4	6.6	6.9	7.2	7.0	6.8	7.3	7.5
Per cent in high school:												
First year	40.9	40.5	41.4	42.2	41.9	41.7	42.0	42.3	40.6	39.2	39.0	37.9
Second year	26.7	26.9	26.5	26.2	26.2	26.1	26.7	27.2	27.2	27.1	26.6	26.7
Third year	18.4	18.5	18.1	17.7	17.8	18.0	18.0	17.9	18.6	19.2	19.6	19.6
Fourth year	14.0	14.1	14.0	13.9	14.1	14.2	13.3	12.6	13.6	14.5	14.8	15.8
Number in each grade:												
First	[9] 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	4,000,836	3,923,492
Second	2,535,900	[9] 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	2,766.487	2,782,127
Third	2,411,766	2,476,124	[9] 2,487,829	2,499,534	2,471,158	2,442,782	2,549,468	2,656,154	2,698,963	2,741,771	2,698,074	2,692,842
Fourth	2,340,831	2,403,297	2,410,194	[9] 2,417,090	2,458,703	2,500,316	2,501,711	2,503,105	2,579,826	2,656,548	2,664,649	2,626,608
Fifth	2,021,627	2,075,574	2,091,471	2,107,368	[9] 2,106,552	2,105,736	2,172,423	2,239,110	2,316,395	2,393,681	2,484,824	2,439,892
Sixth	1,720,156	1,784,266	1,802,600	1,820,935	1,834,943	[9] 1,848,952	1,930,649	2,012,346	2,046,033	2,079,720	2,160,459	2,204,276
Seventh	1,418,686	1,474,750	1,471,507	1,468,263	1,512,732	1,557,201	[9] 1,631,028	1,704,855	1,757,490	1,810,124	1,907,106	1,901,408
Eighth	1,241,350	1,292,682	1,211,158	1,129,634	1,175,273	1,220,912	1,312,947	[9] 1,404,982	1,375,660	1,346,338	1,468,661	1,462,274
Number in high school:												
First year	638,677	692,903	743,064	793,224	840,602	887,980	1,019,686	1,151,392	[9] 1,178,638	1,244,601	1,312,222	1,343,259
Second year	416,935	460,225	476,406	492,588	525,299	558,010	649,745	741.479	788,218	[9] 862,038	893,660	946,774
Third year	287,326	316,511	324,163	331,815	357,843	383,870	436,470	489,070	540,053	610,279	[9] 659,650	693,878
Fourth year	218,618	241,233	251,259	261,285	281,540	301,795	322,716	343,638	393,917	459,156	497,983	[9] 557,34

[1] Estimated from other years.
[2] Excluding kindergarten pupils, and excluding since 1918 junior college, postgraduate high-school, and postgraduate elementary pupils.
[3] Not including 529,235 kindergarten pupils and 593,846 undistributed.
[4] Not including 609,659 kindergarten pupils and 611,988 undistributed.
[5] Not including 599,684 kindergarten pupils and 528,526 undistributed.
[6] Not including 673,231 kindergarten pupils and 487,932 undistributed.
[7] Enrollment since 1918 reported to the Bureau of Education by the departments of education of the several States; enrollment for 1915, 1916, and 1918 computed from enrollment reported to the bureau by the several high schools.
[8] Total from Table 26.
[9] The class beginning in 1915.

TABLE 3.—*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 5–17 years of age, inclusive						
	1870–71	1879–80	1889–90	1899–1900	1909–10	1919–20	1925–26	1870–71	1879–80	1889–90	1899–1900	1909–10	1919–20	1925–26
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	21.1	0.615	0.655	0.686	0.724	0.731	0.778	0.823
Alabama	13.9	14.2	19.9	20.6	19.9	24.3	23.4	.404	.426	.558	.617	.627	.741	.712
Arizona	----	10.4	13.4	13.4	15.4	22.9	18.2	----	.532	.527	.519	.620	.880	.726
Arkansas	13.7	10.2	19.8	24.0	25.3	27.6	26.1	.403	.308	.554	.710	.800	.857	.815
California	15.6	18.4	18.4	18.2	15.5	20.3	23.6	.636	.734	.774	.796	.786	1.025	1.233
Colorado	9.3	11.4	15.9	21.8	21.1	23.4	22.4	.423	.608	.722	.882	.896	.950	.905
Connecticut	20.8	19.2	17.0	17.0	17.3	18.9	20.0	.808	.770	.720	.745	.738	.803	.861
Delaware	15.8	19.0	18.7	20.0	14.3	17.3	16.4	.500	.652	.662	.753	.715	.733	.726
District of Columbia	11.2	14.9	16.0	16.7	16.9	14.9	13.9	.416	.554	.631	.768	.833	.843	.862
Florida	7.2	15.6	23.6	20.6	19.7	23.2	26.0	.212	.442	.711	.666	.681	.826	1.103
Georgia	4.1	15.3	20.8	21.8	21.3	[1]23.9	22.0	.119	.462	.585	.653	.668	[1].740	.689
Idaho	5.6	17.9	17.0	22.7	23.4	26.7	22.5	.461	.779	.627	.792	.879	.948	.809
Illinois	26.0	22.9	20.3	19.9	17.8	17.4	18.5	.810	.746	.720	.727	.717	.721	.791
Indiana	26.3	25.9	23.4	22.4	19.7	19.3	20.3	.786	.824	.792	.811	.784	.794	.860
Iowa	28.2	26.2	25.8	25.4	23.1	21.4	23.0	.844	.835	.855	.891	.869	.861	.917
Kansas	22.3	23.2	28.0	26.5	23.7	23.0	23.3	.742	.732	.886	.892	.887	.879	.897
Kentucky	13.2	16.7	21.5	23.3	21.7	[2]22.2	22.8	----	----	.656	.753	.736	.762	.797
Louisiana	7.7	8.3	10.8	14.2	16.0	19.7	20.6	.248	.259	.316	.436	.508	.635	.677
Maine	24.3	23.1	21.1	18.9	19.5	17.9	18.8	[1].874	.898	.859	.814	.845	.763	.793
Maryland	14.6	17.4	17.7	18.7	18.4	16.7	16.7	.467	.581	.604	.670	.699	.669	.701
Massachusetts	18.3	17.2	16.6	16.9	15.9	16.2	18.0	.723	.718	.726	.762	.706	.713	.789
Michigan	24.0	22.2	20.4	20.9	19.3	18.9	19.8	.797	.781	.735	.771	.780	.793	.877
Minnesota	24.5	23.1	21.6	22.8	21.2	21.1	20.7	.759	.759	.746	.776	.779	.818	.844
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	20.7	.560	.689	.744	.786	.818	.783	.842
Montana	7.5	10.9	12.9	16.2	17.6	23.1	16.8	.702	.638	.711	.728	.807	.922	.668
Nebraska	16.6	20.5	22.7	27.0	23.7	24.1	23.6	.588	.685	.754	.895	.865	.905	.912
Nevada	7.0	14.5	16.1	15.8	11.1	18.2	20.3	.540	.797	.738	.741	.739	.915	.932
New Hampshire	22.4	18.5	15.9	16.0	14.9	14.5	15.8	.913	.813	.713	.740	.666	.643	.700
New Jersey	18.3	18.1	16.2	17.1	17.0	18.8	20.0	.632	.648	.622	.685	.700	.774	.841
New Mexico	1.4	4.0	11.9	18.8	17.2	22.6	22.6	[1].044	.133	.423	.614	.592	.754	.751
New York	23.2	20.3	17.4	16.6	15.6	16.6	17.4	.830	.771	.707	.696	.678	.728	.770
North Carolina	10.5	18.1	19.9	21.1	23.6	27.0	28.6	[1].312	.559	.564	.636	.735	.824	.884
North Dakota	9.3	10.2	19.5	24.3	24.2	26.0	27.0	[1].393	.417	.713	.813	.854	.846	.774
Ohio	26.5	22.8	21.7	19.9	17.6	17.7	19.0	.840	.767	.765	.754	.738	.766	.855
Oklahoma	----	----	----	25.0	25.5	29.1	27.7	----	----	----	.798	.829	.926	.899
Oregon	21.6	21.5	20.2	21.6	17.6	19.3	20.7	.677	.750	.748	.821	.792	.841	.905
Pennsylvania	23.2	21.9	19.4	18.3	16.7	18.5	19.2	.764	.744	.695	.689	.667	.715	.746
Rhode Island	15.1	14.7	15.3	15.7	14.8	15.5	16.1	[1].592	.596	.627	.668	.631	.654	.720
South Carolina	9.1	13.5	17.5	21.0	22.4	28.4	26.5	.273	.406	.471	.607	.673	.839	.789
South Dakota	([4])	([4])	23.7	24.6	21.6	23.1	23.9	([4])	([4])	.810	.795	.777	.829	.877
Tennessee	10.9	19.5	25.3	24.0	24.0	26.5	26.5	[1].320	.582	.741	.751	.795	.876	.881
Texas	7.3	13.8	20.9	21.6	21.1	22.2	22.8	.210	[1].424	.595	.647	.672	.734	.787
Utah	18.6	16.9	17.9	26.4	24.6	26.1	27.6	.534	.506	.553	.810	.843	.872	.932
Vermont	[5]19.8	22.6	[5]19.7	19.2	18.7	17.5	18.2	----	.872	----	.822	.803	.734	.753
Virginia	10.5	14.6	20.7	20.0	19.6	21.9	21.9	.323	.450	.605	.632	.643	.733	.754
Washington	18.6	19.7	16.0	22.2	19.0	21.5	21.4	[1].690	.724	.706	.879	.853	.941	.944
West Virginia	16.9	23.1	25.3	24.2	22.8	23.7	22.9	.495	.692	.753	.786	.779	.798	.785
Wisconsin	24.6	22.8	20.9	21.5	19.9	17.7	18.8	.739	.738	.698	.725	.724	.682	.764
Wyoming	4.6	14.0	11.6	15.7	16.9	22.2	21.2	[1].453	.774	.545	.657	.797	.916	.858
Outlying parts United States														
Alaska	----	----	----	----	----	6.1	7.9	----	----	----	----	----	.268	----
American Samoa	----	----	----	----	----	----	22.5	----	----	----	----	----	----	----
Canal Zone	----	----	----	----	----	15.3	18.2	----	----	----	----	----	.854	----
Guam	----	----	----	----	----	----	22.4	----	----	----	----	----	----	----
Hawaii	----	----	----	----	----	16.2	18.2	----	----	----	----	----	----	----
Philippine Islands	----	----	----	----	----	[6]9.0	8.8	----	----	----	----	----	----	----
Porto Rico	----	----	----	----	----	13.9	14.4	----	----	----	----	----	----	----
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 Dec. 31, 1918.
[6] Pupils of legal school age.

TABLE 4.—*Population, school census, and pupils enrolled (excluding duplicates within States), 1925–26*

State	Total estimated population (thousands) July 1, 1926	Population 5–17 years (inclusive)	Elementary and kindergarten pupils			Secondary pupils			Total pupils		
			Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	117,135	30,064,621	10,665,044	10,318,958	20,984,002	1,786,383	1,971,083	3,757,466	12,451,427	12,290,041	24,741,468
Alabama	2,526	829,729	270,689	268,295	538,984	22,917	28,504	51,421	293,606	296,799	590,405
Arizona	445	111,625	36,702	34,043	70,745	4,963	5,328	10,291	41,665	39,371	81,036
Arkansas	1,903	610,124	227,525	234,650	462,175	15,566	19,186	34,752	243,091	253,836	496,927
California	4,316	824,391	389,417	370,259	759,676	[1] 126,785	[1] 130,012	256,797	[1] 516,202	[1] 500,271	1,016,473
Colorado	1,059	261,873	99,946	95,155	195,101	19,635	22,136	41,771	119,581	117,291	236,872
Connecticut	1,606	372,270	142,611	136,495	279,106	21,346	20,011	41,357	163,957	156,506	320,463
Delaware	240	54,165	17,063	16,527	33,590	2,583	3,124	5,707	19,646	19,651	39,297
District of Columbia	528	85,292	29,872	30,155	60,027	6,193	7,275	13,468	36,065	37,430	73,495
Florida	1,317	310,555	[2] 150,696	[2] 156,907	[2] 307,603	[2] 17,166	[2] 17,874	[2] 35,040	167,862	174,781	342,643
Georgia	3,139	1,000,269	300,659	323,025	623,684	31,598	33,948	[3] 65,546	332,257	356,973	[3] 689,230
Idaho	522	145,431	49,463	46,368	95,831	10,206	11,619	21,825	59,669	57,987	117,656
Illinois	7,203	1,683,408	563,695	531,923	1,095,618	117,367	118,344	235,711	681,062	650,267	1,331,329
Indiana	3,124	738,314	251,482	237,298	488,780	71,061	75,386	146,447	322,543	312,684	635,227
Iowa	2,423	606,939	228,023	216,353	444,376	51,474	60,420	111,894	279,497	276,773	556,270
Kansas	1,821	473,694	174,944	165,386	340,330	39,670	44,961	84,631	214,614	210,347	424,961
Kentucky	2,524	722,135	267,265	262,731	529,996	20,146	25,340	45,486	287,411	288,071	575,482
Louisiana	1,919	583,543	174,032	175,456	349,488	19,723	25,796	45,519	193,755	201,252	395,007
Maine	790	187,464	62,252	59,282	121,534	12,793	14,269	27,062	75,045	73,551	148,596
Maryland	1,580	375,665	117,499	112,472	229,971	15,516	17,762	33,278	133,015	130,234	263,249
Massachusetts	4,197	957,909	316,373	300,496	616,869	67,885	71,078	138,963	384,258	371,574	755,832
Michigan	4,396	992,785	377,783	366,470	744,253	64,354	62,476	126,830	442,137	428,946	871,083
Minnesota	2,651	651,623	238,620	227,233	465,853	36,572	47,474	84,046	275,192	274,707	549,899
Mississippi	1,791	595,233	265,404	264,477	529,881	19,891	23,214	43,105	285,295	287,691	572,986
Missouri	3,498	859,037	309,359	303,055	612,414	51,790	58,963	110,753	361,149	362,018	723,167
Montana	695	175,115	49,418	46,631	96,049	9,511	11,430	20,941	58,929	58,061	116,990

Nebraska	1,385	358,440	137,722	129,106	266,828	27,175	32,931	60,106	164,897	162,037	326,934
Nevada	77	16,748	6,747	6,057	12,804	1,373	1,437	2,810	8,120	7,494	15,614
New Hampshire	454	102,612	30,711	28,917	59,628	5,671	6,486	12,157	36,382	35,403	71,785
New Jersey	3,680	874,563	322,499	307,275	629,774	51,861	53,511	105,372	374,360	360,786	735,146
New Mexico	388	116,768	40,336	39,193	79,529	3,806	4,352	8,158	44,142	43,545	87,687
New York	11,304	2,555,594	843,444	799,771	1,643,215	159,997	164,235	324,232	1,003,441	964,006	1,967,447
North Carolina	2,858	925,773	367,819	366,351	734,170	37,971	46,598	84,569	405,790	412,949	818,739
North Dakota	641	223,190	77,245	72,320	149,565	10,028	13,225	23,253	87,273	85,545	172,818
Ohio	6,600	1,468,838	529,990	501,654	1,031,644	108,970	114,709	223,679	638,960	616,363	1,255,323
Oklahoma	2,342	721,948	289,552	276,332	565,884	38,004	45,058	83,062	327,556	321,390	648,946
Oregon	877	200,970	73,398	69,313	142,711	18,835	20,345	39,180	92,233	89,658	181,891
Pennsylvania	9,614	2,479,852	808,916	772,851	1,581,767	127,147	140,249	267,396	936,063	913,100	1,849,163
Rhode Island	693	154,688	49,062	47,424	96,486	7,316	7,626	14,942	56,378	55,050	111,428
South Carolina	1,826	612,842	[2] 209,185	[2] 226,240	435,425	[2] 22,985	[2] 24,859	47,844	232,170	251,099	483,269
South Dakota	689	187,582	71,832	66,334	138,166	11,456	14,929	26,385	83,288	81,263	164,551
Tennessee	2,468	742,617	305,496	295,088	600,584	23,101	30,191	53,292	328,597	325,279	653,876
Texas	5,313	1,538,518	519,947	496,004	1,015,951	87,701	106,475	194,176	607,648	602,479	1,210,127
Utah	514	152,132	57,082	53,613	110,695	14,391	16,702	31,093	71,473	70,315	141,788
Vermont	352	85,066	27,167	26,384	53,551	5,325	5,170	10,495	32,492	31,554	64,046
Virginia	2,519	731,778	241,108	240,691	481,799	31,132	38,544	69,676	272,240	279,235	551,475
Washington	1,538	348,860	133,887	124,927	258,814	33,874	36,600	70,474	167,761	161,527	329,288
West Virginia	1,669	487,691	177,317	169,399	346,716	16,324	19,790	36,114	193,641	189,189	382,830
Wisconsin	2,885	710,552	212,826	203,062	415,888	60,823	65,873	126,696	273,649	268,935	542,584
Wyoming	236	58,411	20,964	19,510	40,474	4,406	5,258	9,664	25,370	24,768	50,138
Outlying parts of United States											
Alaska	55	----------	1,912	1,860	3,772	303	278	581	2,215	2,138	4,353
American Samoa	8	----------	1,234	566	1,800	----------	----------	----------	1,234	566	1,800
Canal Zone	26	----------	2,233	2,070	4,303	183	242	425	2,416	2,312	4,728
Guam	13	----------	1,523	1,314	2,837	43	33	76	1,566	1,347	2,913
Hawaii	323	----------	28,466	26,316	54,782	1,878	2,200	4,078	30,344	28,516	58,860
Philippine Islands	12,574	----------	612,571	441,228	1,053,799	35,989	19,167	55,156	648,860	460,395	1,108,955
Porto Rico	1,487	----------	113,331	92,870	206,201	3,934	4,028	7,962	117,265	96,898	214,163
Virgin Islands	26	----------	1,571	1,499	3,070	31	17	48	1,602	1,516	3,118

[1] Not including 63,984 boys and 63,229 girls in evening high schools, but including 5,870 boys and 6,472 girls in special day classes, 17,517 boys and 19,298 girls in special evening classes, 10,883 boys and 8,358 girls in part-time continuation classes, and 1,173 boys and 1,120 girls in junior college classes for which expenditures are included in Tables 21 to 24.

[2] Distribution estimated.

[3] Not including 1,618 students in agricultural high schools.

TABLE 5.—*Average daily attendance and aggregate number of days attended, 1925–26*

State	Average daily attendance			Aggregate number of days attended		
	Elementary [1]	Secondary	Total	Elementary [1]	Secondary	Total
1	2	3	4	5	6	7
Continental United States	[2] 12,378,198	[2] 2,347,418	19,855,881	[2] 1,708,242,629	[2] 353,770,412	3,361,235,210
Alabama	375,637	40,884	416,521	50,581,875	6,672,299	57,254,174
Arizona	52,867	8,464	61,331	8,752,794	1,398,483	10,151,277
Arkansas	316,465	33,192	349,657	45,345,695	5,850,120	51,195,815
California	610,670	167,068	777,738	110,217,266	30,256,015	140,473,281
Colorado			182,374			32,462,572
Connecticut	229,799	36,008	265,807	41,685,538	6,603,868	48,289,406
Delaware	28,085	4,773	32,858	5,175,265	880,965	6,056,230
District of Columbia	49,154	11,749	60,903	8,876,464	2,122,829	10,999,293
Florida			250,355			37,573,870
Georgia			513,017			74,272,598
Idaho			94,100			16,273,653
Illinois	900,188	204,642	1,104,830	165,556,560	38,677,338	204,233,898
Indiana	454,294	132,209	586,503	78,654,693	23,265,467	101,920,160
Iowa			445,935			78,484,560
Kansas			357,041			62,482,175
Kentucky	342,861	38,918	381,779	55,886,343	6,849,568	62,735,911
Louisiana	260,843	37,671	298,514	37,861,889	6,434,247	44,296,136
Maine	107,009	24,511	131,520	18,732,668	4,448,694	23,181,362
Maryland	185,126	28,978	214,104	34,409,554	5,405,950	39,815,504
Massachusetts	535,394	122,237	657,631	96,068,430	22,042,284	118,110,714
Michigan			703,800			132,697,647
Minnesota			445,150			79,383,780
Mississippi	381,617	34,484	416,101			58,670,241
Missouri	493,766	105,856	599,622	82,061,046	18,369,228	100,430,274
Montana	80,541	18,074	98,615	13,951,411	3,219,839	17,171,250
Nebraska	213,605	54,228	267,833	39,059,140	9,956,198	49,015,338
Nevada	10,765	2,451	13,216	1,853,454	433,547	2,287,001
New Hampshire	51,612	10,961	62,573	8,977,298	1,920,780	10,898,078
New Jersey	513,029	76,806	589,835	95,637,621	14,371,026	110,008,647
New Mexico	60,936	6,791	67,727			11,852,225
New York	1,426,845	262,378	1,689,223			313,517,759
North Carolina	535,225	70,530	605,755			88,473,379
North Dakota			143,546			23,936,286
Ohio	882,123	190,800	1,072,923	149,769,754	33,935,534	183,705,288
Oklahoma	371,687	72,662	444,349	54,692,309	11,480,596	66,172,905
Oregon	125,489	33,825	159,314	21,574,106	5,729,752	27,303,858
Pennsylvania	1,326,191	224,083	1,550,274	238,360,139	41,816,558	280,176,697
Rhode Island	80,515	12,632	93,147	15,297,850	2,400,080	17,697,930
South Carolina			345,402			49,737,888
South Dakota			138,388			[3] 23,346,056
Tennessee	409,460	43,769	453,229	61,297,807	7,703,344	69,001,151
Texas			1,031,772			138,999,370
Utah	92,830	22,356	115,186	16,177,018	3,842,721	20,019,739
Vermont			54,692			9,369,245
Virginia			424,693			67,688,865
Washington	205,667	56,994	262,661	36,697,144	10,279,730	46,976,874
West Virginia	273,945	33,305	307,250	45,338,036	5,280,862	50,618,898
Wisconsin	360,005	114,942	474,947	63,954,573	20,689,682	84,644,255
Wyoming	33,953	8,187	42,140	5,738,889	1,432,808	7,171,697
Outlying parts of U. S.						
Alaska	3,089	470	3,559	521,524	83,194	604,718
American Samoa			1,600			297,000
Canal Zone	3,740	376	4,116	630,479	63,443	693,922
Guam	2,794	67	2,861	572,811	7,906	580,717
Hawaii			55,740			9,308,580
Philippine Islands			961,375			188,429,500
Porto Rico	175,882	6,483	182,365			33,737,525
Virgin Islands			3,015			609,030

[1] Include kindergartens. [2] Total for States reporting. [3] Estimated.

TABLE 6.—*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	1925–26
1	2	3	4	5	6	7	8
Continental U. S.	4,545,317	6,144,143	8,153,635	10,632,772	12,827,307	16,150,035	19,855,881
Alabama	107,666	117,978	182,467	297,805	266,589	367,554	416,521
Arizona		2,847	4,702	10,177	20,094	46,420	61,331
Arkansas	46,600	[1] 54,700	[1] 148,714	195,401	255,135	326,053	349,657
California	64,286	100,966	146,589	197,395	286,744	480,864	777,738
Colorado	2,611	12,618	38,715	73,291	107,520	150,090	182,374
Connecticut	62,683	73,546	83,656	111,564	[2] 147,190	205,213	265,807
Delaware	12,700	17,439	19,649	[1] 25,300	22,559	27,368	32,858
District of Columbia	10,261	20,637	28,184	35,463	44,627	52,739	60,903
Florida	10,900	27,046	64,819	75,003	103,892	165,720	250,355
Georgia	31,377	145,190	240,791	298,237	346,295	467,081	513,017
Idaho	600	3,863	[1] 9,500	21,962	51,137	84,642	94,100
Illinois	341,686	431,638	538,310	737,576	779,040	956,090	1,104,830
Indiana	295,071	321,659	342,275	429,566	420,780	457,113	586,503
Iowa	211,562	259,836	306,309	373,474	360,178	405,567	445,935
Kansas	52,891	137,669	243,300	261,783	291,329	309,505	357,041
Kentucky	129,866	178,000	225,739	310,339	315,196	[3] 342,669	381,779
Louisiana	40,500	[1] 54,800	87,536	146,323	182,659	256,133	298,514
Maine	100,392	103,115	98,364	97,697	106,955	115,885	131,520
Maryland	56,435	85,778	102,351	134,400	145,762	175,312	214,104
Massachusetts	201,750	233,127	273,910	366,136	444,090	519,905	657,631
Michigan	193,000	[1] 240,000	[1] 282,000	355,226	443,458	521,251	703,800
Minnesota	50,694	[1] 78,400	127,025	243,224	348,500	394,859	445,150
Mississippi	90,000	156,761	207,704	224,526	261,384	[3] 259,982	416,101
Missouri	187,024	[1] 281,000	384,627	460,012	490,390	531,221	599,622
Montana	1,100	[1] 3,000	10,596	[1] 26,300	41,314	91,744	98,615
Nebraska	14,300	60,156	146,139	181,874	191,076	232,515	267,833
Nevada	1,800	5,401	5,064	4,698	[1] 7,400	10,625	13,216
New Hampshire	48,150	48,966	41,526	47,276	50,101	53,245	62,573
New Jersey	86,812	115,194	133,286	207,947	324,239	476,261	589,835
New Mexico	880	3,150	[1] 13,000	22,433	37,389	59,442	67,727
New York	493,648	573,089	642,984	857,488	1,122,649	1,361,600	1,689,223
North Carolina	73,000	170,100	203,100	206,918	331,335	473,552	605,755
North Dakota	1,040	[1] 8,530	20,694	43,500	90,149	128,436	143,546
Ohio	432,452	476,279	549,269	616,365	648,544	808,712	1,072,923
Oklahoma				63,718	278,650	355,998	444,349
Oregon	15,000	27,435	43,333	64,411	103,553	136,575	159,314
Pennsylvania	567,188	601,627	682,941	854,640	1,001,464	1,266,350	1,550,274
Rhode Island	22,485	27,217	33,905	47,124	61,487	73,387	93,147
South Carolina	44,700	[1] 90,600	147,799	201,295	243,901	331,451	345,402
South Dakota	[4]	[4]	48,327	[1] 68,000	80,032	98,907	138,388
Tennessee	89,000	208,528	323,548	338,566	363,953	457,503	453,229
Texas	41,000	[1] 132,000	291,941	438,779	544,691	745,667	1,031,772
Utah	12,819	17,178	20,967	50,595	69,246	97,745	115,186
Vermont	44,100	48,606	45,887	47,020	52,104	50,186	54,692
Virginia	77,402	128,404	198,290	216,464	259,394	351,171	424,693
Washington	3,300	10,546	36,946	74,717	156,064	211,239	262,661
West Virginia	51,336	91,604	121,700	151,254	189,900	256,479	307,250
Wisconsin	132,000	156,000	200,457	[1] 309,800	320,439	368,712	474,947
Wyoming	250	1,920	[1] 4,700	[1] 9,650	16,730	33,297	42,140
Outlying parts United States							
Alaska						2,505	3,559
American Samoa							1,600
Canal Zone						2,575	4,116
Guam							2,861
Hawaii						38,451	55,740
Philippine Islands						756,533	961,375
Porto Rico						145,250	182,365
Virgin Islands							3,015

[1] Approximate.
[2] High school attendance not reported.
[3] Figures for 1919.
[4] Included with North Dakota.

TABLE 7.—*Average length of school term and school attendance*

State	Average number of days schools were in session, 1871–1926									Average number of days attended by each pupil enrolled, 1926	Number attending daily for each 100 enrolled, 1926
							1925–26				
	1870–71 [1]	1879–80	1889–90	1899–1900	1909–10	1919–20	Elementary schools in 31 States [2]	Secondary schools in 31 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	171.3	179.3	169.3	135.9	80.3
Alabama	67	81	74	78	117	123.1	134.6	163.2	137.5	97.0	70.6
Arizona	-----	109	126	125	[1]136	162.6	165.6	165.2	165.5	125.3	75.7
Arkansas	-----	-----	[1] 75	78	107	126.3	143.3	176.3	146.4	103.0	70.4
California	123	147	158	166	175	174.0	180.5	181.1	180.6	138.2	76.5
Colorado	92	[1]132	144	150	156	167.9	-----	-----	178.0	137.0	77.0
Connecticut	172	179	183	189	185	183.5	181.4	183.4	181.6	150.7	83.0
Delaware	132	158	166	170	173	181.7	184.3	184.6	184.3	154.1	83.6
District of Columbia	200	193	178	179	181	178.0	180.6	180.7	180.6	149.7	82.9
Florida	-----	-----	120	93	106	133.1	-----	-----	150.1	109.7	73.1
Georgia	59	[1] 65	83	112	144	145.0	-----	-----	144.8	107.8	74.4
Idaho	45	94	[1] 70	106	[1]137	172.7	-----	-----	165.0	138.3	80.0
Illinois	147	150	155	152	171	170.9	183.9	189.0	184.9	153.4	83.0
Indiana	99	136	130	152	147	155.8	173.1	176.0	173.8	160.4	92.3
Iowa	130	148	156	160	172	174.0	-----	-----	176.0	141.1	80.2
Kansas	116	120	135	126	164	164.0	-----	-----	175.0	147.0	84.0
Kentucky	110	102	94	118	125	[4]123.0	163.0	176.0	164.3	109.0	66.3
Louisiana	65	79	101	120	136	148.9	145.2	170.8	148.4	112.1	75.6
Maine	98	109	112	141	159	169.2	175.0	181.0	176.3	156.0	88.5
Maryland	183	187	184	183	[1]185	179.6	185.9	186.6	186.0	151.2	81.3
Massachusetts	169	177	177	189	186	179.4	179.4	180.0	179.6	156.3	87.0
Michigan	140	150	156	164	171	172.0	-----	-----	188.5	152.3	80.8
Minnesota	83	94	128	169	149	160.0	-----	-----	178.3	144.4	81.0
Mississippi	110	75	[1] 86	101	123	[4]122.0	-----	-----	141.0	102.4	72.6
Missouri	90	[1]104	129	144	155	162.8	166.2	173.5	167.5	138.9	82.9
Montana	89	96	143	107	185	166.4	173.2	178.1	174.1	146.8	84.3
Nebraska	72	82	140	135	174	164.0	182.9	183.6	183.0	149.9	81.9
Nevada	142	143	140	154	[1]145	167.0	172.2	176.9	173.0	146.5	84.6
New Hampshire	70	105	118	148	164	174.0	173.9	175.2	174.2	151.8	87.2
New Jersey	178	192	192	186	184	189.0	186.4	187.1	186.5	149.6	80.2
New Mexico	111	111	[1] 67	97	100	165.0	-----	-----	175.0	135.2	77.2
New York	176	179	187	175	188	188.0	-----	-----	185.6	159.4	85.9
North Carolina	50	50	59	71	102	134.0	-----	-----	146.1	108.1	74.0
North Dakota	75	[1] 96	113	156	147	166.9	-----	-----	166.8	138.5	83.1
Ohio	165	152	162	165	170	165.0	169.8	177.9	171.2	146.3	85.5
Oklahoma	-----	-----	-----	95	140	166.4	147.1	158.0	148.9	102.0	68.5
Oregon	90	90	118	117	138	152.0	171.9	169.4	171.4	150.1	87.6
Pennsylvania	127	133	148	167	170	176.8	179.7	186.6	180.7	151.5	83.8
Rhode Island	170	184	188	191	193	182.1	190.0	190.0	190.0	158.8	83.6
South Carolina	100	70	70	88	105	109.6	-----	-----	144.0	102.9	71.5
South Dakota	([5])	([5])	145	129	166	167.0	-----	-----	168.7	141.9	84.1
Tennessee	77	68	86	96	130	133.5	149.4	176.0	152.2	105.5	69.3
Texas	140	72	100	108	131	155.6	-----	-----	134.7	114.9	85.3
Utah	152	128	133	151	165	166.4	174.3	172.0	173.8	141.2	81.2
Vermont	116	126	136	156	160	162.0	-----	-----	171.3	146.3	85.4
Virginia	93	113	118	120	140	147.0	-----	-----	159.4	122.7	77.0
Washington	80	[1] 91	97	128	172	176.4	178.4	180.4	178.8	142.7	79.8
West Virginia	77	90	97	106	134	138.9	165.5	158.6	164.7	132.2	80.3
Wisconsin	155	165	159	160	180	175.3	177.6	180.0	178.2	156.0	87.5
Wyoming	-----	119	[1]120	[1]110	141	152.0	169.0	175.0	170.2	143.0	84.1
Outlying parts											
Alaska	-----	-----	-----	-----	-----	177.4	168.8	177.0	169.9	138.9	81.8
American Samoa	-----	-----	-----	-----	-----	-----	185.6	-----	185.6	165.0	88.9
Canal Zone	-----	-----	-----	-----	-----	154.6	168.6	168.7	168.6	146.8	87.1
Guam	-----	-----	-----	-----	-----	-----	205.0	118.0	203.0	199.4	98.2
Hawaii	-----	-----	-----	-----	-----	181.0	-----	-----	167.0	158.1	94.7
Philippine Islands	-----	-----	-----	-----	-----	193.0	-----	-----	196.0	169.9	86.7
Porto Rico	-----	-----	-----	-----	-----	181.0	-----	-----	185.0	157.5	85.2
Virgin Islands	-----	-----	-----	-----	-----	-----	-----	-----	202.0	195.3	96.7

[1] Estimated.
[2] Includes kindergartens.
[3] Includes local normal and vocational schools.
[4] Statistics of 1918–19
[5] Included in report for North Dakota.

TABLE 8.—*Administrative officers, supervisors, principals, and teaching positions*

State	Administrative officers and assistants						Supervisors of instruction			Principals			Total number of teachers, supervisors, and principals
	State superintendents and deputies	County superintendents	City superintendents	Other superintendents and State officers	Other administrative officers	Total	Elementary schools[1]	Secondary schools	Total	Elementary schools	Secondary schools	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental U. S.	120	3,480	5,719	5,208	4,294	18,818	[2] 4,180	[2] 1,951	8,400	[2] 15,663	[2] 8,907	26,933	831,078
Alabama	2	74	48		259	383	100	13	113	86	47	133	15,439
Arizona	2	22	34	3		61	52	61	113	93	28	121	2,802
Arkansas	3	89	57	23		172	26	1	27	125	12	137	12,296
California	2	[3] 115	[3] 70	106	12	305	414		414	2,284	439	2,723	35,422
Colorado	2	63	110	4		176	2	94	96	255	90	345	9,953
Connecticut	1		26	15	49	91	345	73	418	535	110	645	10,419
Delaware	3		5	15	41	64	11	6	17	26	15	41	1,455
Dist. Columbia			9			9	28		28	42	43	85	2,691
Florida	1	67			9	77			24			231	10,117
Georgia	1	161	280		25	467			[4]			[4]	17,881
Idaho	2	61	60	3		126	43	37	80	40	114	154	4,564
Illinois	1	102	316	7	105	531			430			628	45,630
Indiana	3	92	165	10	1,223	1,493	256	83	339	708	844	1,552	22,806
Iowa	2	198	565	381	370	1,516	35	215	250		410	410	23,000
Kansas	2	105	87		11	205	117	33	150	238	115	353	19,463
Kentucky	2	120	89		15	226		184	184	251	236	487	15,687
Louisiana	1	64	2	16	75	158	26	11	37	129	352	481	11,529
Maine	2		8	141		151			[4]			[4]	6,244
Maryland		25	5		135	167	136	7	143			[4]	7,977
Massachusetts	3		56	175		234			[5] 581	649	174	823	[5] 25,687
Michigan	6	85	565	5	8	669			[4]			[4]	30,327
Minnesota	2	111	530	20		663				[3] 401	[3] 273	[3] 674	22,632
Mississippi	2	131	197	959	155	1,444	29	38	67	1,315	100	1,415	15,384
Missouri	2	114	75		219	410	121	27	148				24,299
Montana	2	76		201		279			13			77	5,894
Nebraska	3	93	92	4		192	93	82	175	126	146	272	14,958
Nevada	2		16	5	3	26		4	4	36	12	48	840
New Hampshire	5		9	58		72	55	18	73	29	12	41	3,007
New Jersey	6	21	62			89	562	172	734	448	146	594	23,004
New Mexico	2	31	55			88			4			62	3,226
New York	5		59	284	41	389	826	82	908	1,837	249	2,086	69,848
North Carolina	1	100	100		233	434			70			[4]	22,971
North Dakota	2	114	162	6		284			111			20	8,404
Ohio	2	135	160	1,303	350	1,950	307	332	639	1,088	1,070	2,158	42,507
Oklahoma	2	147	342	7	227	725	57	86	143	25	38	63	18,628
Oregon	4	36	74	2		116			80			160	7,903
Pennsylvania	6	165	178	46	105	500			732			896	55,757
Rhode Island	2		12	28	65	107			35			81	3,509
South Carolina	2		125	46	13	186							12,846
South Dakota	2	128	282		50	462	3	4	7		226	226	8,320
Tennessee	1	95	127		12	235							16,691
Texas	4	252		981		1,237	108	39	147	3,539	2,442	5,981	44,068
Utah	2		8	41	13	64	34	8	42	336	79	415	4,539
Vermont	3		4	91	9	107			88	25	70	95	2,949
Virginia	2	88	20		197	307	142	6	148		383	383	17,586
Washington	3	50	285	130	100	568	[6] 89	[6] 66	155	[6] 610	[6] 227	837	10,960
West Virginia	2	55	70	54	124	305			101			208	14,667
Wisconsin	2	72	87	5	16	183	120	161	281	331	380	711	21,225
Wyoming	3	23	31	33	25	115	43	8	51	56	25	81	3,067
Outlying parts													
Alaska	1		7		2	10					7	7	204
American Samoa	1				1	2							45
Canal Zone	3					3	2		2	3	2	5	132
Guam	2				6	8	2		2				114
Hawaii	2				10	12			124			169	2,269
Philippine Islands	3			58		61			636				25,904
Porto Rico	6			81		87			8				4,486
Virgin Islands	1	2				3	1		1	2		2	123

[1] Includes kindergartens.
[2] Total of States reporting.
[3] Data of 1924–25.
[4] Included with teachers
[5] Not including 653 part-time supervisors and teachers.
[6] Distribution estimated.

TABLE 9.—*Number and sex of teachers employed, not including superintendents, supervisors, and principals, when separately reported, 1925–26*

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.	75,436	569,195	644,631	63,374	106,164	169,538	138,810	675,359	814,169	795,745
Alabama	1,770	11,467	13,237	986	1,312	2,298	2,756	12,779	15,535	15,193
Arizona	275	1,929	2,204	180	358	538	455	2,287	2,742	2,568
Arkansas	3,376	7,702	11,078	744	898	1,642	4,120	8,600	12,720	12,132
California	835	20,019	20,854	3,956	7,475	11,431	4,791	27,494	32,285	32,285
Colorado	[3] 824	[3] 7,055	7,879	[3] 777	[3] 856	1,633	1,601	7,911	9,512	9,512
Connecticut	137	7,455	7,592	644	1,120	1,764	781	8,575	9,356	9,356
Delaware	79	1,035	1,114	98	197	295	177	1,232	1,409	1,397
District of Columbia	121	1,875	1,996	176	406	582	297	2,281	2,578	2,578
Florida	1,013	8,449	9,462	208	765	973	1,221	9,214	10,435	9,862
Georgia	1,218	13,330	14,548	1,434	1,899	3,333	2,652	15,229	17,881	17,881
Idaho	472	2,812	3,284	484	562	1,046	956	3,374	4,330	4,330
Illinois	4,268	30,457	34,725	3,905	5,942	9,847	8,173	36,399	44,572	44,572
Indiana	3,077	11,405	14,482	2,706	3,881	6,587	5,783	15,286	21,069	20,915
Iowa	469	17,710	18,179	2,184	4,843	7,027	2,653	22,553	25,206	22,340
Kansas	1,644	12,612	14,256	1,788	2,916	4,704	3,432	15,528	18,960	18,960
Kentucky	2,971	9,966	12,937	930	1,149	2,079	3,901	11,115	15,016	15,016
Louisiana	943	8,098	9,041	694	1,276	1,970	1,637	9,374	11,011	11,011
Maine	321	5,087	5,408	513	903	1,416	834	5,990	6,824	6,244
Maryland	576	6,337	6,913	625	909	1,534	1,201	7,246	8,447	7,834
Massachusetts	897	17,436	18,333	2,190	3,792	5,982	3,087	21,228	24,315	24,283
Michigan	4,305	22,735	27,040	474	2,813	3,287	4,779	25,548	30,327	30,327
Minnesota	471	16,197	16,668	2,021	3,269	5,290	2,492	19,466	21,958	21,958
Mississippi	2,628	10,144	12,772	250	880	1,130	2,878	11,024	13,902	13,902
Missouri	3,654	16,257	19,911	2,570	3,676	6,246	6,224	19,933	26,157	24,151
Montana	329	4,843	5,172	411	712	1,123	740	5,555	6,295	5,804
Nebraska	578	10,827	11,405	1,064	2,042	3,106	1,642	12,869	14,511	14,511
Nevada	26	562	588	63	137	200	89	699	788	788
New Hampshire	101	2,262	2,363	240	408	648	341	2,670	3,011	2,893
New Jersey	565	16,142	16,707	1,845	3,255	5,100	2,410	19,397	21,807	21,676
New Mexico	404	2,020	2,424	299	437	736	703	2,457	3,160	3,160
New York	4,501	55,851	60,352	4,282	9,431	13,713	8,783	65,282	74,065	66,854
North Carolina	3,207	17,484	20,691	928	1,509	2,437	4,135	18,993	23,128	22,901
North Dakota	1,051	6,895	7,946	339	543	882	1,390	7,438	8,828	8,273
Ohio	4,066	26,550	30,616	4,087	5,526	9,613	8,153	32,076	40,229	39,710
Oklahoma	2,756	11,697	14,453	1,869	2,297	4,166	4,625	13,994	18,619	18,422
Oregon	490	5,268	5,758	721	1,184	1,905	1,211	6,452	7,663	7,663
Pennsylvania	5,649	37,454	43,103	4,587	6,439	11,026	10,236	43,893	54,129	54,129
Rhode Island	121	2,776	2,897	238	464	702	359	3,240	3,599	3,393
South Carolina	[3] 1,809	[3] 9,391	11,200	[3] 260	[3] 1,386	1,646	2,069	10,777	12,846	12,846
South Dakota	607	6,496	7,103	201	817	1,018	808	7,313	8,121	8,087
Tennessee	2,741	11,777	14,518	1,183	1,399	2,582	3,924	13,176	17,100	16,691
Texas	3,246	23,735	26,981	4,563	6,396	10,959	7,809	30,131	37,940	37,940
Utah	480	2,725	3,205	427	450	877	907	3,175	4,082	4,082
Vermont	82	2,301	2,383	151	387	538	233	2,688	2,921	2,766
Virginia	960	12,744	13,704	1,190	2,161	3,351	2,150	14,905	17,055	17,055
Washington	444	7,082	7,526	836	1,731	2,567	1,280	8,813	10,093	9,968
West Virginia	3,658	8,673	12,331	877	1,150	2,027	4,535	9,823	14,358	14,358
Wisconsin	1,038	13,818	14,856	1,974	3,403	5,377	3,012	17,221	20,233	20,233
Wyoming	183	2,253	2,436	202	403	605	385	2,656	3,041	2,935
Outlying parts										
Alaska	9	152	161	10	26	36	19	178	197	197
American Samoa							39	6	45	45
Canal Zone	44	63	107	4	14	18	48	77	125	125
Guam	43	64	107	4	1	5	47	65	112	112
Hawaii	189	1,563	1,752	83	141	224	272	1,704	1,976	1,897
Philippine Islands	13,958	10,072	24,030	820	418	1,238	14,778	10,490	25,268	25,268
Porto Rico	1,153	2,954	4,106	104	267	372	1,257	3,221	4,478	4,478
Virgin Islands	31	82	113	4	3	7	35	85	120	120

[1] Includes kindergartens. [2] Includes local normal and vocational schools. [3] Distribution estimated.

TABLE 10.—*Salaries of teachers and percentage of men teachers*

State	Average annual salaries of teachers, supervisors, and principals, 1925–26	Percentage of men teachers						
		1870–71[1]	1879–80	1889–90	1899–1900	1909–10	1919–20	1925–26
1	2	3	4	5	6	7	8	9
Continental United States	$1,277	41.0	42.8	34.5	29.9	21.1	14.1	17.0
Alabama	678	66.8	63.8	62.9	30.1	35.0	20.3	17.7
Arizona	1,575	-------	47.5	38.8	27.3	17.0	10.8	16.6
Arkansas	686	75.6	78.4	68.5	59.7	47.0	31.2	32.4
California	1,905	40.0	33.6	21.4	17.8	13.8	12.2	14.8
Colorado	1,290	48.8	36.4	26.2	20.9	15.6	9.2	16.8
Connecticut	1,572	22.1	[1] 22.8	[1] 13.4	[1] 9.0	6.2	7.3	8.3
Delaware	1,356	29.9	46.6	[1] 31.0	25.3	13.7	10.8	12.6
District of Columbia	2,068	8.2	7.8	13.0	13.1	11.5	11.9	11.5
Florida	831	65.7	61.6	48.0	36.9	25.7	15.8	11.7
Georgia	684	71.4	[1] 65.2	53.3	44.0	24.4	13.1	14.8
Idaho	1,134	64.3	57.4	[1] 33.4	31.2	25.5	14.8	22.1
Illinois	1,515	43.5	39.7	32.5	26.4	18.5	15.0	18.3
Indiana	1,361	60.5	57.5	51.1	46.2	35.7	16.9	27.4
Iowa	1,241	39.0	33.6	20.6	17.2	9.8	8.2	10.5
Kansas	1,114	47.2	45.1	40.8	32.7	18.0	12.1	18.1
Kentucky	777	66.0	64.6	49.8	45.5	41.7	21.0	26.0
Louisiana	892	50.9	46.1	44.7	47.9	21.4	13.7	14.9
Maine	844	24.4	[1] 27.2	[1] 16.0	[1] 16.4	11.2	8.5	12.2
Maryland	1,353	45.0	42.6	27.8	21.7	17.1	11.5	14.2
Massachusetts	1,618	12.7	13.2	9.8	8.8	9.1	8.6	12.7
Michigan	1,510	26.3	29.2	22.3	20.3	14.0	11.5	15.8
Minnesota	1,215	33.7	35.9	23.9	19.4	12.0	8.8	11.3
Mississippi	582	60.8	61.2	49.6	44.2	31.0	22.0	20.7
Missouri	1,153	65.3	58.1	44.4	37.6	26.4	16.2	23.8
Montana	1,096	60.3	38.5	22.9	16.6	12.0	10.7	11.8
Nebraska	1,047	51.9	40.7	27.1	21.8	11.9	7.3	11.3
Nevada	1,479	32.4	46.7	16.3	11.1	10.8	9.0	11.3
New Hampshire	1,164	15.0	16.8	9.8	8.9	7.1	8.3	11.3
New Jersey	1,930	32.5	28.5	18.4	12.9	12.3	10.5	11.1
New Mexico	1,028	91.7	78.0	[1] 62.2	[1] 55.2	34.4	20.6	22.2
New York	2,025	22.9	26.0	16.9	14.9	11.7	10.3	11.9
North Carolina	781	73.2	[1] 71.3	59.1	49.4	28.5	15.8	17.9
North Dakota	905	24.7	[1] 40.8	28.3	28.8	17.4	12.3	15.7
Ohio	1,411	43.2	47.8	43.1	40.4	31.1	18.0	20.3
Oklahoma	979	-------	-------	-------	42.8	26.2	18.9	24.8
Oregon	1,267	51.7	48.3	43.3	28.4	19.4	12.8	15.8
Pennsylvania	1,468	42.8	45.5	34.2	32.0	22.6	16.3	18.9
Rhode Island	1,478	20.4	20.2	12.6	9.5	8.9	7.8	10.0
South Carolina	761	62.4	59.5	49.6	[1] 43.5	23.1	14.7	16.1
South Dakota	923	[2]	[2]	29.0	24.4	16.6	10.5	10.0
Tennessee	778	75.0	74.4	61.8	[1] 54.0	37.0	22.4	22.9
Texas	837	77.3	[1] 75.0	61.1	48.9	30.8	18.0	20.6
Utah	1,204	55.0	54.5	46.6	36.5	26.6	24.9	22.2
Vermont	899	16.5	16.8	12.0	13.6	8.9	3.7	8.0
Virginia	746	64.5	61.8	41.5	31.5	19.9	10.9	12.6
Washington	1,515	46.5	37.4	40.6	28.9	20.0	13.9	12.7
West Virginia	1,072	79.0	75.2	63.4	57.9	48.0	28.7	31.6
Wisconsin	1,237	28.8	28.9	19.8	18.4	11.8	8.9	14.9
Wyoming	1,143	28.6	44.3	22.4	15.6	12.8	11.0	12.7
Outlying parts of the United States								
Alaska	1,561	-------	-------	-------	-------	-------	11.0	9.6
American Samoa	294	-------	-------	-------	-------	-------	-------	86.7
Canal Zone	1,553	-------	-------	-------	-------	-------	31.4	38.4
Guam	357	-------	-------	-------	-------	-------	-------	42.0
Hawaii	1,365	-------	-------	-------	-------	-------	11.1	13.8
Philippine Islands	-------	-------	-------	-------	-------	-------	60.6	58.5
Porto Rico	875	-------	-------	-------	-------	-------	27.8	28.1
Virgin Islands	587	-------	-------	-------	-------	-------	-------	29.2

[1] Estimated.

[2] Included in North Dakota.

TABLE 11.—*Personnel and cost of instruction in public night schools, 1925–26*

State	Teachers			Students			Total cost of instruction
	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8
Total of States reporting	4,681	5,454	21,213	223,797	211,388	825,651	[1] $6,210,333
Alabama	52	43	95	1,491	1,174	2,665	46,527
California [2]	850	1,000	1,850	81,501	82,527	164,028	[3]
Connecticut	138	484	622			12,541	177,170
Delaware	146	29	175	2,206	1,801	4,007	36,140
District of Columbia	90	172	262	5,078	6,321	11,399	93,787
Illinois [4]	564	805	1,369	35,157	25,212	60,369	583,151
Indiana	168	135	303	4,711	5,856	10,567	94,050
Iowa	95	107	202	1,949	2,227	4,176	8,180
Louisiana			[5] 145			6,058	43,569
Maine			205			4,612	45,808
Maryland			258			9,516	104,878
Massachusetts			2,406			[6] 62,973	[7] 757,691
Minnesota			355			8,266	[3]
Nevada	2	2	4	66	9	75	590
New Hampshire	46	98	144	1,461	1,489	2,950	[3]
New Jersey	615	593	1,208	16,829	11,785	28,614	718,973
New Mexico	9	3	12	1,826	791	2,617	[3]
New York			4,922			193,543	2,344,068
North Dakota	9	17	26	84	218	302	3,179
Ohio	661	574	1,235	28,423	22,531	50,954	371,393
Oklahoma	371	202	573	4,227	6,142	10,369	68,598
Pennsylvania			1,926			73,048	[3]
Rhode Island	156	362	518	6,295	5,556	11,851	92,336
South Carolina			605			12,595	38,653
South Dakota	2	16	18	246	164	410	6,459
Texas	144	218	362	8,007	7,671	15,678	110,619
Utah	7	61	68	388	2,539	2,927	[8] 59,093
Virginia			256			[9] 7,314	67,777
Washington	197	129	326	8,807	5,754	14,561	[10] 103,378
Wisconsin	325	375	700	14,122	21,153	35,275	228,025
Wyoming	34	29	63	923	468	1,391	[10] 6,241

[1] All but $5,495,505 of this amount is included in day-school costs.
[2] Number of teachers is estimated from city school reports.
[3] Included in cost of day-schools.
[4] Number of teachers and pupils taken from city school reports.
[5] Number of teachers taken from city school reports.
[6] Not including 27,795 pupils in Americanization classes.
[7] $546,116 of this amount is included in day-school costs.
[8] Estimated from 1925 report, and included in day-school costs.
[9] From city school reports.
[10] Estimated from city school reports and included in day-school costs.

TABLE 12.—*Schools and school buildings, 1925–26*

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	687	16,291	161,531	[1] 215,439	[1] 9,583	256,104
Alabama	43	450	3,245	6,089	148	6,237
Arizona	6	44	208			[2] 525
Arkansas	23	[3] 170	4,303	6,552	59	6,611
California		[4] 153	1,795	5,009	[5] 339	[5] 5,348
Colorado	0	188	1,862	2,772	116	2,888
Connecticut			576	1,432	64	1,496
Delaware	0	14	251	439	5	444
District of Columbia				144	16	160
Florida		[2] 151	[2] 945	2,261	28	2,289
Georgia	198	882	3,594			6,867
Idaho	2	52	964	1,646	48	1,694
Illinois		120	10,148	13,553	475	14,028
Indiana	25	1,019	2,900	5,083	302	5,385
Iowa	0	381	9,570	11,111	839	11,950
Kansas	3	174	7,228	8,555	641	9,196
Kentucky		296	6,122	7,146	707	7,853
Louisiana	10	500	1,513	3,200	50	3,250
Maine		324	2,004	2,718	89	2,807
Maryland			1,356	2,345	24	2,369
Massachusetts			657	2,749	210	2,959
Michigan	7	[6] 255	6,506	7,134	1,873	9,007
Minnesota	18	378	7,310	9,107	85	9,192
Mississippi	22	951	2,489	6,253	94	6,347
Missouri	42	309	7,980	9,810	289	10,099
Montana	3	86	2,479	3,493	53	3,546
Nebraska		99	6,185	7,518	[5] 135	7,653
Nevada	0	28	217	329	52	381
New Hampshire	3	17	683	1,038	35	1,073
New Jersey		[5] 274	514	2,096	86	2,182
New Mexico	6	1,431	827	1,427	52	1,479
New York	19	399	8,237			12,101
North Carolina	18	814	2,510	6,626	133	6,759
North Dakota	3	505	4,322	5,076	21	5,097
Ohio		975	4,742	7,085	890	7,975
Oklahoma	1	439	3,603	6,239	105	6,344
Oregon		60	1,613	2,574	135	2,709
Pennsylvania	22	431	8,298	12,446	408	12,854
Rhode Island	0	7	108	485	18	503
South Carolina	24	406	2,039	4,220	86	4,306
South Dakota	0	116	4,753			5,101
Tennessee	72	707	3,692			6,488
Texas	34	922	4,505	12,211	184	12,395
Utah			99	664	58	722
Vermont	0	50	1,080	1,353	17	1,370
Virginia		773	3,205	6,103	30	6,133
Washington	35	352	1,494	2,884	161	3,045
West Virginia	28	414	4,961	6,889	227	7,116
Wisconsin	4	77	6,655	8,124	156	8,280
Wyoming	16	98	1,184	1,451	40	1,491
Outlying parts of United States						
Alaska	0	0	54	80	0	80
American Samoa	0	0	15	21	0	21
Canal Zone						21
Guam			1			22
Hawaii			212	495	32	527
Philippine Islands				2,227	[5] 94	2,321
Porto Rico		300	451	2,266	17	2,283
Virgin Islands	0	1	6	21	5	26

[1] Total for States reporting.
[2] Statistics of 1923–24.
[3] Statistics of 1921–22.
[4] Union elementary districts.
[5] Statistics of 1924–25.
[6] Estimated.

TABLE 13.—*Value of public property used for school purposes, 1925–26*

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
Continental United States	[1] $3,567,213,562	[1] $355,736,047	$4,676,603,539	$189
Alabama	39,245,531	4,493,166	43,738,697	74
Arizona [2]			12,131,560	150
Arkansas	24,851,289	3,592,468	28,443,757	57
California	294,921,379	33,506,970	328,428,349	323
Colorado	49,190,288	5,453,398	54,643,686	231
Connecticut			83,352,004	260
Delaware			6,912,068	176
District of Columbia	20,981,000	1,904,000	22,885,000	311
Florida	49,678,083	3,692,719	53,370,802	156
Georgia	37,574,124	3,302,863	40,876,987	59
Idaho	17,879,356	3,018,464	20,897,820	178
Illinois	297,508,349	25,363,425	322,871,774	243
Indiana	145,840,048	9,473,601	155,313,649	245
Iowa	120,403,240	9,067,691	129,470,931	233
Kansas			74,382,427	175
Kentucky	30,476,067	4,863,638	35,339,705	61
Louisiana	41,375,760	4,373,087	45,748,847	116
Maine	24,591,028	2,829,007	27,420,035	185
Maryland			38,678,684	147
Massachusetts	169,212,778	13,586,725	182,799,503	242
Michigan			240,017,020	276
Minnesota	134,104,472	[3] 1,971,345	136,075,817	247
Mississippi	[4] 35,816,310	[4] 921,319	[4] 36,737,629	64
Missouri			128,090,771	177
Montana	23,582,738	3,607,548	27,190,286	232
Nebraska	58,200,257	7,845,088	66,045,345	202
Nevada	3,941,296	723,690	4,664,986	299
New Hampshire	14,586,595	1,630,717	16,217,312	226
New Jersey	197,480,571	14,763,135	212,243,706	289
New Mexico	8,383,760	1,132,526	9,516,286	109
New York	577,395,809	47,786,366	625,182,175	318
North Carolina			82,764,628	101
North Dakota			[4] 38,052,613	220
Ohio	[2] 155,185,200	[2] 15,898,052	[2] 171,083,252	136
Oklahoma	67,464,127	13,393,279	80,857,406	125
Oregon			39,514,790	217
Pennsylvania	[4] 382,257,245	37,707,044	419,964,289	227
Rhode Island	21,059,580	2,072,379	23,131,959	208
South Carolina	30,837,593	3,074,247	33,911,840	70
South Dakota	22,126,660	4,119,811	26,246,471	160
Tennessee	33,984,164	6,448,446	40,432,610	62
Texas	124,759,727	20,783,894	145,543,621	120
Utah	22,382,473	2,635,622	25,018,095	176
Vermont			9,757,365	152
Virginia	45,800,000	9,050,000	54,850,000	99
Washington	60,243,374	8,160,184	68,403,558	208
West Virginia	56,133,129	5,600,204	61,733,333	161
Wisconsin	116,379,623	15,553,462	131,933,085	243
Wyoming	11,380,539	2,336,467	13,717,006	274
Outlying parts of United States				
Alaska	1,000,000	120,000	1,120,000	257
American Samoa	33,000	2,000	35,000	19
Canal Zone			550,000	116
Guam	70,100	20,630	90,730	31
Hawaii	7,159,583	750,867	7,910,450	134
Philippine Islands			[2] 15,950,063	14
Porto Rico	4,600,000	1,000,000	5,600,000	26
Virgin Islands	82,500	45,000	127,500	41

[1] Total for States reporting.
[2] Statistics of 1923–24.
[3] Libraries only.
[4] Statistics of 1924–25.

TABLE 14.—*Permanent school funds and school lands, 1925–26*

State	Permanent school funds				Unsold school lands	
	State	County	Local	Total	Number of acres	Value
1	2	3	4	5	6	7
Continental U. S.	[1] $412,519,990	[1] $21,942,906	[1] $14,006,022	$456,385,286	42,327,720	$455,389,712
Alabama	3,159,839	14,587	0	3,174,426	130,000	[5] 2,000,000
Arizona	1,156,699			1,156,699	7,608,451	22,825,353
Arkansas	1,314,500			1,314,500		
California [2]	9,095,356			9,095,356	800,000	1,600,000
Colorado [3]	7,235,269			7,235,269	2,735,354	41,030,310
Connecticut	2,052,428		975,886	3,028,314		
Delaware	944,407	0	60,000	1,004,407	0	0
Florida	4,112,667			4,112,667	181,740	
Idaho	10,376,972			10,376,972	2,454,563	24,545,625
Illinois	948,955		6,556,004	7,504,959	[4] 4,100	19,462,000
Indiana	13,927,700	0	2,492,310	16,420,010	915	34,954
Iowa	4,813,481			4,813,481		30,527
Kansas	10,505,932			10,505,932	0	0
Kentucky	2,034,141			2,034,141		
Louisiana	2,802,000			2,802,000	134,941	1,924,340
Maine	547,528		659,640	1,207,168		
Maryland	403,874	0	0	403,874	[6] 0	0
Massachusetts	5,000,000			5,000,000		
Michigan	5,500,000			5,500,000		
Minnesota	49,808,470	0	0	49,808,470	600,000	[5] 85,000,000
Mississippi [2]	1,036,519	0	0	1,036,519	575,000	
Missouri	20,811,948	10,386,966	2,541,086	33,740,000	0	0
Montana	17,437,704			17,437,704	4,229,500	42,295,002
Nebraska	10,662,707			10,662,707	1,588,431	19,761,869
Nevada	2,824,890			2,824,890	12,322	15,403
New Hampshire	59,723		721,096	780,819		
New Jersey	10,560,235	126,000		10,686,235	0	[6] 2,350,000
New Mexico	1,294,641			1,294,641	8,689,796	33,259,531
New York [2]	9,546,803	0	0	9,546,803	0	0
North Carolina [2]	1,217,767	0	0	1,217,767	0	0
North Dakota	19,157,584			19,157,584	1,620,382	32,407,600
Ohio	4,271,317			4,271,317	9,357	372,063
Oklahoma	24,607,464			24,607,464	300,000	7,241,785
Oregon	7,614,989			7,614,989	700,000	1,750,000
Pennsylvania	1,021,824			1,021,824		
Rhode Island	297,384			297,384		
South Carolina [7]	63,511			63,511		
South Dakota	20,403,711	0	0	20,403,711	1,602,511	60,000,000
Tennessee	2,512,500			2,512,500		
Texas	75,000,000	11,415,353		86,415,353	1,000,000	1,500,000
Utah	4,930,439	0	0	4,930,439	[8] 2,500,000	6,250,000
Vermont	1,373,275			1,373,275	[8] 47,220	[8] 1,770,000
Virginia	5,484,858			5,484,858	0	0
Washington	20,084,330			20,084,330	1,720,201	17,202,010
Wisconsin				7,916,368	12,802	60,000
Wyoming	14,503,649			14,503,649	3,070,134	30,701,340
Outlying parts						
Alaska [2]	700			700		
Porto Rico [7]	4,126,450		2,163,179	6,289,629		

[1] Total of States reporting.
[2] Statistics of 1924–25.
[3] Statistics of 1921–22.
[4] Not including 25 city lots.
[5] Includes estimates of royalties on iron ore of approximately $80,000,000.
[6] Value of riparian lands in 1924.
[7] Statistics of 1923–24.
[8] Estimated.

TABLE 15.—*Indebtedness, sinking funds, and payments on indebtedness, 1925–26*

State	School bonds outstanding and other forms of debt	Total amount in school sinking funds	Bonds and other indebtedness paid in 1925–26	Transfers to sinking funds	Interest paid on indebtedness	Refunds
1	2	3	4	5	6	7
Continental U. S.	$1,895,871,010	$105,297,150	$127,972,100	$19,270,044	$71,900,858	$2,903,544
Alabama	16,559,832		1,097,770		218,989	40,552
Arizona	12,018,975	1,384,575	431,360		649,286	
Arkansas	12,540,734		1,553,599		(1)	
California	200,477,997					
Colorado	31,364,657		486,527		1,833,080	
Connecticut			2,268,674	508,612	1,482,639	
Delaware	1,083,280		85,400		61,752	2,177
Florida	44,872,992				2,050,863	
Georgia			1,178,746		(1)	
Idaho	11,526,226	714,981	1,092,970	714,981	835,392	15,711
Illinois	52,047,762		3,356,767		4,251,866	
Indiana	59,776,245	[2] 2,327,141	7,296,630		2,895,135	495,579
Iowa	38,838,122		6,852,549	83,140	2,640,976	
Kentucky			4,511,269		(1)	
Louisiana	16,329,300		2,196,694		1,202,605	563,126
Maine					327,812	
Maryland	28,343,145		819,318		800,556	
Michigan	147,953,098		9,780,635			
Minnesota	74,071,003		3,509,724		(1)	
Mississippi	[2] 6,920,100		1,565,919		(1)	
Missouri	23,537,048	9,236,432				
Montana	11,632,191	1,207,0 3	1,098,299	393,320	711,726	6,122
Nebraska	26,752,306	2,837,615	1,836,101		1,156,680	232,905
Nevada	[2] 1,774,878		193,247		(1)	
New Hampshire	6,501,933		558,201		269,457	
New Jersey	149,951,921	12,388,953	7,513,149	755,199	6,516,796	
New Mexico	6,133,718	[3] 251,132	338,741	103,439	307,732	
New York	137,055,676		10,997,092	134,631	6,224,622	90,518
North Carolina	[4] 34,319,000		1,219,084	652,489	1,909,336	
North Dakota	17,195,040	3,783,951	2,507,797	2,020,562	244,258	
Ohio	219,143,071	21,675,000	11,786,809		11,935,400	421,831
Oklahoma	54,029,055	14,119,324	2,956,000		2,903,241	344,984
Oregon	20,672,431		4,731,236		575,074	
Pennsylvania	207,861,547	18,089,397	19,940,833	6,608,612	10,122,208	595,730
Rhode Island	11,852,729	2,367,430				
South Carolina			370,901	(1)	736,888	
South Dakota	20,209,924	2,052,981	2,631,892		1,166,399	
Tennessee	7,618,750				345,541	
Texas [2]	87,010,905	7,727,422	1,577,195	5,907,983	3,190,601	
Utah	11,610,436	1,341,287	970,426	318,109	605,589	
Vermont	1,674,822		50,434		(1)	
Virginia	10,882,846		471,937		497,795	
Washington	28,921,882	2,768,069	2,295,465		1,508,255	
West Virginia	15,018,600	657,252	1,150,703	718,602	796,989	
Wisconsin	23,874,933	87,433	4,493,227		883,983	94,309
Wyoming	5,912,000	279,762	198,780	350,365	41,337	
Outlying parts of United States						
Alaska	225,000					
Porto Rico				50,122	63,317	

[1] Included in column 4.
[2] Statistics of 1924–25.
[3] Statistics of 1923–24.
[4] Estimated.

TABLE 16.—*Receipts from permanent school funds and leases of school lands, 1925–26*

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
Continental United States	$20,351,994	$5,430,045	$22,385,977	$1,351,918	$2,044,144	$25,782,039
Alabama	177,083	0	176,208	875		177,083
Arizona	92,116	159,037	251,153			251,153
Arkansas	65,725		65,725			65,725
California	456,633	36,053	492,686			492,686
Colorado	964,785	(1)	964,785			964,785
Connecticut	203,704	0	124,715		78,989	203,704
Delaware	46,202	0	42,602		3,600	46,202
Florida	162,166		162,166			162,166
Idaho	651,240	167,432	818,672			818,672
Illinois	460,222	915,463	57,000		1,318,685	1,375,685
Indiana	993,503	(1)	799,020		194,483	993,503
Iowa	478,774		478,774			478,774
Kansas	519,299		519,299			519,299
Kentucky	149,876		149,876			149,876
Louisiana	112,081	58,732	112,081	58,732		170,813
Maine	69,295		32,852		36,443	69,295
Maryland	9,273		9,273			9,273
Massachusetts	210,744		210,744			210,744
Michigan	350,000		350,000			350,000
Minnesota	1,882,536		1,882,536			1,882,536
Mississippi	62,191	271,816	62,191	251,389	20,427	334,007
Missouri	646,402			519,348	127,054	646,402
Montana	520,882	483,069	1,003,951			1,003,951
Nebraska	452,221	351,376	803,597			803,597
Nevada	118,256	32,264	150,520			150,520
New Hampshire	39,274		2,389		36,885	39,274
New Jersey	523,801		500,000	23,801		523,801
New Mexico	161,595	822,154	983,749			983,749
North Carolina	54,123		54,123			54,123
North Dakota	975,772	464,996	1,440,768			1,440,768
Ohio	219,196	194,460	219,196		194,460	413,656
Oklahoma	1,230,373	623,481	1,853,854			1,853,854
Oregon	385,656		385,656			385,656
Pennsylvania	101,379		101,379			101,379
Rhode Island	32,356		14,537		17,819	32,356
South Carolina [2]	3,262		3,262			3,262
South Dakota	776,877	527,611	1,304,488			1,304,488
Tennessee	150,750		150,750			150,750
Texas	3,460,320		2,962,547	497,773		3,460,320
Utah	268,148	24,459	292,607			292,607
Vermont	70,702	15,299	70,702		15,299	86,001
Virginia	188,618		188,618			188,618
Washington	834,517	282,343	1,116,860			1,116,860
West Virginia	54,304		54,304			54,304
Wisconsin	134,507		134,507			134,507
Wyoming	831,255	(1)	831,255			831,255
Outlying part of United States						
Porto Rico [3]	251,585		165,058		86,527	251,585

[1] Included in column 2. [2] Statistics of 1923–24. [3] Estimated.

TABLE 17.—*Income from appropriation and taxation, 1925–26*

State	State	County	Local	Total
1	2	3	4	5
Continental United States	$254,592,332	$189,482,833	$1,255,297,711	$1,699,372,876
Alabama	4,616,410	4,467,891	3,234,531	12,318,832
Arizona	1,518,932	2,682,816	3,400,374	7,602,122
Arkansas	4,079,664	308,096	6,491,820	10,879,580
California	21,599,579	35,471,570	46,389,886	103,461,035
Colorado	148,000	5,054,967	14,182,105	19,385,072
Connecticut	1,931,766		23,476,990	25,408,756
Delaware	2,357,398		535,036	2,892,434
District of Columbia	[1] 2,715,948		5,139,141	7,855,089
Florida	701,468	6,187,920	7,336,988	14,226,376
Georgia	4,886,950	4,118,460	5,557,295	14,562,705
Idaho		2,742,654	5,414,018	8,156,672
Illinois	8,450,104	201,993	115,490,020	124,142,117
Indiana	4,169,010	500,000	51,508,803	56,177,813
Iowa	2,450,000		53,305,336	55,755,336
Kansas	[2] 100,000	[2] 200,000	41,824,574	42,124,574
Kentucky	4,649,029	4,883,409	7,451,670	16,984,108
Louisiana	3,834,224	10,155,896	2,709,321	16,699,441
Maine	2,813,556		7,093,753	9,907,309
Maryland	3,619,803	5,526,703	7,938,783	17,085,289
Massachusetts	6,020,826		71,433,764	77,454,590
Michigan	15,133,048		57,286,175	72,419,223
Minnesota	7,520,784	2,007,472	33,726,063	43,254,319
Mississippi	4,131,020	4,618,217	3,648,868	12,398,105
Missouri	3,915,345	[3] 226,746	36,534,817	40,676,908
Montana	362,292	4,434,890	6,161,391	10,958,573
Nebraska	319,071		21,645,888	21,964,959
Nevada	259,702	1,222,145	301,524	1,783,371
New Hampshire	701,447		5,874,103	6,575,550
New Jersey	15,770,210	54,829	59,784,569	75,609,608
New Mexico	629,205	3,131,574	736,706	4,497,485
New York	43,065,334		158,425,102	201,490,436
North Carolina	1,799,054	17,961,807	7,819,143	27,580,004
North Dakota	6,928,338	947,070	11,018,541	18,893,949
Ohio	2,588,819	36,058,166	72,061,710	110,708,695
Oklahoma	400,806	2,517,561	25,468,636	28,387,003
Oregon	2,109,095	2,665,299	8,942,625	13,717,019
Pennsylvania	22,008,833		123,477,134	145,485,967
Rhode Island	442,853		10,990,284	11,433,137
South Carolina	3,885,328	3,735,986	5,692,072	13,313,386
South Dakota	265,328	220,404	14,278,115	14,763,847
Tennessee	3,576,172	9,022,166	2,375,287	14,973,625
Texas	14,738,642		22,940,222	37,678,864
Utah	3,287,960		6,331,170	9,619,130
Vermont	1,045,363		3,736,547	4,781,910
Virginia	5,665,136	9,770,604	2,854,548	18,290,288
Washington	6,704,605	4,069,035	16,156,874	26,930,514
West Virginia	820,121		21,783,793	22,603,914
Wisconsin	4,272,286	3,389,500	32,981,178	40,642,964
Wyoming	1,583,468	926,987	2,350,418	4,860,873
Outlying parts of the United States				
Alaska	391,936		108,286	500,222
American Samoa				23,388
Canal Zone	[1] 256,628			[1] 256,628
Guam	[4] 50,473			[4] 50,473
Hawaii	392,485	3,446,305		3,838,790
Philippine Islands	7,661,883			7,661,883
Porto Rico	4,002,348		1,763,203	5,765,551
Virgin Islands	94,667			94,667

[1] From Federal appropriation.
[2] Estimated.
[3] Statistics of 1923–24.
[4] Includes $11,190 from Federal appropriation.

TABLE 18.—*Percentage analysis of revenue receipts, 1925–26*

State	Total revenue receipts						Receipts from taxation and appropriation		
	Receiving and distributing body			From permanent funds and land leases	From taxation and appropriation	From other sources, including Federal aid	State	County	Local
	State and Federal	County	Local						
1	2	3	4	5	6	7	8	9	10
Continental U. S.	15.9	10.9	73.2	1.4	92.9	5.7	15.0	11.1	73.9
Alabama	32.0	41.7	26.3	1.1	78.7	20.2	37.5	36.3	26.2
Arizona	22.6	33.9	43.5	3.2	95.7	1.1	20.0	35.3	44.7
Arkansas	36.8	2.6	60.6	.6	92.8	6.6	37.5	2.8	59.7
California	20.8	33.0	46.2	.5	96.3	3.2	20.9	34.3	44.8
Colorado	4.6	19.9	75.5	3.8	76.3	19.9	.8	26.1	73.2
Connecticut	8.3	----	91.7	.8	93.7	5.5	7.6	----	92.4
Delaware	81.3	----	18.7	1.5	97.3	1.2	81.5	----	18.5
District of Columbia	33.9	----	66.1	----	98.0	2.0	34.6	----	65.4
Florida	5.1	54.1	40.8	.9	79.1	20.0	4.9	43.5	51.6
Georgia	31.2	25.4	43.4	----	89.9	10.1	33.5	28.3	38.2
Idaho	8.7	28.4	62.9	8.5	84.4	7.1	----	33.6	66.4
Illinois	6.7	.2	93.1	1.0	94.0	5.0	6.8	.2	93.0
Indiana	8.8	.8	90.4	1.7	95.9	2.4	7.4	.9	91.7
Iowa	5.4	----	94.6	.9	98.9	.2	4.4	----	95.6
Kansas	1.6	.5	97.9	1.2	98.6	.2	.2	.5	99.3
Kentucky	28.4	28.3	43.3	.9	98.5	.6	27.4	28.7	43.9
Louisiana	23.0	60.1	16.9	1.0	94.2	4.8	23.0	60.8	16.2
Maine	27.8	----	72.2	.7	96.2	3.1	28.4	----	71.6
Maryland	21.3	32.8	45.9	.0	98.6	1.4	21.2	32.3	46.5
Massachusetts	8.2	----	91.8	.3	98.4	1.3	7.8	----	92.2
Michigan	18.1	----	81.9	.4	83.5	16.1	20.9	----	79.1
Minnesota	19.6	5.3	75.1	3.9	89.0	7.1	17.4	4.6	78.0
Mississippi	32.6	37.4	30.0	2.5	91.9	5.6	33.3	37.3	29.4
Missouri	10.3	1.8	87.9	1.6	97.5	.9	9.6	.6	89.8
Montana	11.3	35.9	52.8	8.1	88.8	3.1	3.3	40.5	56.2
Nebraska	5.8	----	94.2	3.4	92.9	3.7	1.4	----	98.6
Nevada	21.8	63.5	14.7	7.3	86.6	6.1	14.6	68.5	16.9
New Hampshire	10.9	----	89.1	.6	98.4	1.0	10.7	----	89.3
New Jersey	21.5	.1	78.4	.7	98.8	.5	20.8	.1	79.1
New Mexico	30.4	56.3	13.3	17.7	80.7	1.6	14.0	69.6	16.4
New York	20.7	----	79.3	----	95.4	4.6	21.4	----	78.6
North Carolina	7.2	62.9	29.9	.2	96.5	3.3	6.5	65.1	28.4
North Dakota	38.9	4.4	56.7	6.6	87.5	5.9	36.7	5.0	58.3
Ohio	2.7	30.9	66.4	.4	94.8	4.8	2.3	32.6	65.1
Oklahoma	7.7	8.3	84.0	6.0	92.5	1.5	1.4	8.9	89.7
Oregon	13.1	13.7	73.2	2.0	70.7	27.3	15.4	19.4	65.2
Pennsylvania	14.4	----	85.6	.1	93.3	6.6	15.1	----	84.9
Rhode Island	4.2	----	95.8	.3	97.8	1.9	3.9	----	96.1
South Carolina	25.9	24.3	49.8	.0	86.5	13.5	29.2	28.0	42.8
South Dakota	10.8	1.5	87.7	8.0	90.7	1.3	1.8	1.5	96.7
Tennessee	23.1	62.0	14.9	.9	88.5	10.6	23.9	60.2	15.9
Texas	45.4	1.0	53.6	6.6	71.8	21.6	39.1	----	60.9
Utah	35.7	----	64.3	2.9	94.5	2.6	34.2	----	65.8
Vermont	21.9	----	78.1	1.7	92.7	5.6	21.9	----	78.1
Virginia	31.3	53.8	14.9	1.0	95.6	3.4	31.0	53.4	15.6
Washington	27.7	14.0	58.3	3.8	92.5	3.7	24.9	15.1	60.0
West Virginia	5.1	----	94.9	.2	98.5	1.3	3.6	----	96.4
Wisconsin	10.7	8.0	81.3	.3	95.9	3.8	10.5	8.3	81.2
Wyoming	41.7	17.2	41.1	14.2	83.3	2.5	32.6	19.1	48.3
Outlying parts									
Alaska	78.4	----	21.6	----	100.0	.0	78.3	----	21.7
American Samoa	----	----	----	----	100.0	----	----	----	----
Canal Zone	100.0	----	----	----	97.3	2.7	100.0	----	----
Guam	100.0	----	----	----	93.4	6.6	100.0	----	----
Hawaii	10.4	89.6	----	----	99.8	.2	10.2	89.8	----
Philippine Islands	100.0	----	----	----	99.0	1.0	100.0	----	----
Porto Rico	69.3	----	30.7	4.2	95.8	----	69.4	----	30.6
Virgin Islands	100.0	----	----	----	100.0	----	100.0	----	----

TABLE 19.—*Income from Federal Government, from all other sources, and total revenue receipts, 1925–26*

State	Receipts from revenue sources other than those designated in Tables 16 and 17				Total revenue receipts				
	State	County	Local	Total	Federal aid for vocational education	State	County	Local	Grand total
1	2	3	4	5	6	7	8	9	10
Continental United States	$7,591,065	$9,212,331	$82,506,763	$99,310,159	$5,552,067	$284,569,374	$200,047,082	$1,339,848,618	$1,830,017,141
Alabama	103,709	2,058,569	879,821	3,042,099	117,470	4,896,327	6,527,335	4,114,352	15,655,484
Arizona	408	10,160	56,390	66,958	22,643	1,770,493	2,692,976	3,456,764	7,942,876
Arkansas	73,709		611,179	684,888	90,250	4,219,098	308,096	7,102,999	11,720,443
California	64,073		3,210,263	3,274,336	188,381	22,156,338	35,471,570	49,600,149	107,416,438
Colorado			5,002,940	5,002,940	51,596	1,112,785	5,054,967	19,185,045	25,404,393
Connecticut	126,530		1,300,647	1,427,177	70,822	2,183,011		24,856,626	27,110,459
Delaware			17,494	17,494	17,266	2,400,000		556,130	2,973,396
District of Columbia			160,000	160,000		[1] 2,715,948		5,299,141	8,015,089
Florida		3,540,802		3,540,802	46,951	863,634	9,728,722	7,336,988	17,976,295
Georgia			1,473,751	1,473,751	166,029	4,886,950	4,118,460	7,031,046	16,202,485
Idaho			661,833	661,833	23,276	818,672	2,742,654	6,075,851	9,660,453
Illinois		84,298	6,112,940	6,197,238	366,722	8,507,104	286,291	122,921,645	132,081,762
Indiana	4,415		1,210,734	1,215,149	167,061	4,972,445	500,000	52,914,020	58,553,526
Iowa					113,301	2,928,774		53,305,336	56,347,411
Kansas					73,180	619,299	200,000	41,824,574	42,717,053
Kentucky					98,945	4,798,905	4,883,409	7,451,670	17,232,929
Louisiana	40,722	438,856	293,238	772,816	79,088	3,987,027	10,653,484	3,002,559	17,722,158
Maine			301,678	301,678	20,989	2,846,408		7,431,874	10,299,271
Maryland	7,317	150,260	17,308	174,885	64,317	3,636,393	5,676,963	7,956,091	17,333,764
Massachusetts			832,787	832,787	215,078	6,231,570		72,266,551	78,713,199
Michigan			13,787,167	13,787,167	191,387	15,483,048		71,073,342	86,747,777
Minnesota		550,556	2,812,469	3,363,025	118,763	9,403,320	2,558,028	36,538,532	48,618,643
Mississippi	90,085	178,318	381,204	649,607	103,862	4,283,296	5,047,924	4,050,499	13,485,581
Missouri	187,040			187,040	194,291	4,102,385	746,094	36,661,871	41,704,641
Montana			353,986	353,986	28,318	1,366,243	4,434,890	6,515,377	12,344,828

Nebraska	173,058		630,993	804,051	64,754	1,295,726		22,276,881	23,637,361
Nevada	29,356	85,792		115,148	10,174	439,578	1,307,937	301,524	2,059,213
New Hampshire	1,410		48,241	49,651	20,258	705,246		5,959,229	6,684,733
New Jersey			181,709	181,709	170,170	16,270,210	78,630	59,966,278	76,485,288
New Mexico	62,121	7,500	2,500	72,121	17,733	1,675,075	3,139,074	739,206	5,571,088
New York			9,031,871	9,031,871	583,150	43,065,334		167,456,973	211,105,457
North Carolina	78,261		713,841	792,102	139,439	1,931,438	17,961,807	8,532,984	28,565,668
North Dakota			1,240,361	1,240,361	33,706	8,369,106	947,070	12,258,902	21,608,784
Ohio			5,297,402	5,297,402	319,331	2,808,015	36,058,166	77,553,572	116,739,084
Oklahoma		26,328	338,639	364,967	103,902	2,254,660	2,543,889	25,807,275	30,709,726
Oregon			5,253,945	5,253,945	43,834	2,494,751	2,665,299	14,196,570	19,400,454
Pennsylvania			9,960,215	9,960,215	412,655	22,110,212		133,437,349	155,960,216
Rhode Island			186,984	186,984	38,086	457,390		11,195,087	11,690,563
South Carolina			1,973,064	1,973,064	97,363	3,888,590	3,735,986	7,665,136	15,387,075
South Dakota	159,041	19,483		178,524	31,892	1,728,857	239,887	14,278,115	16,278,751
Tennessee	41,606	1,469,076	155,629	1,666,311	134,810	3,768,528	10,491,242	2,530,916	16,925,496
Texas	5,892,754		5,194,730	11,087,484	251,334	23,593,943	[2] 497,773	28,134,952	52,478,002
Utah	29,309		208,247	237,556	25,652	3,609,876		6,539,417	10,174,945
Vermont			276,431	276,431	14,798	1,116,065		4,028,277	5,159,140
Virginia		516,767		516,767	128,268	5,853,754	10,287,371	2,854,548	19,123,941
Washington	192,885		815,609	1,008,494	69,508	8,014,350	4,069,035	16,972,483	29,125,376
West Virginia	233,256			233,256	52,528	1,107,681		21,783,793	22,944,002
Wisconsin			1,467,448	1,467,448	141,486	4,406,793	3,389,500	34,448,626	42,386,405
Wyoming		75,566	51,075	126,641	17,250	2,414,723	1,002,553	2,401,493	5,836,019
Outlying parts of the United States									
Alaska	40			40		391,976		108,286	500,262
American Samoa									23,388
Canal Zone	6,996			6,996		[1] 263,624			263,624
Guam	3,590			3,590		[1] 54,063			54,063
Hawaii					8,835	392,485	3,446,305		3,847,625
Philippine Islands	78,578			78,578		7,740,461			7,740,461
Porto Rico						4,167,406		1,849,730	6,017,136
Virgin Islands						94,667			94,667

[1] Federal appropriation for all purposes.

[2] Estimated.

TABLE 20.—*Nonrevenue receipts, total of all receipts, and balances on hand, 1925–26*

State	Nonrevenue receipts				Total revenue and nonrevenue receipts, excluding balance on hand					Balance on hand from school year 1924–25
	From loans and bond sales	From sales of property and insurance adjustments	Other nonrevenue receipts	Total	Federal	State	County	Local	Total, including undistributed items	
1	2	3	4	5	6	7	8	9	10	11
Continental United States	$327,218,607	$6,406,063	$8,202,878	$341,827,548	$5,552,067	$289,014,903	$247,634,855	$1,629,449,030	$2,171,844,689	$451,518,255
Alabama	2,399,942	156,803		2,556,745	117,470	4,896,327	7,511,778	5,686,654	18,212,229	1,356,399
Arizona	676,850	51,358	26,636	754,844	22,643	1,770,493	2,719,612	4,184,972	8,697,720	3,360,484
Arkansas	3,666,394	75,000		3,741,394	90,250	4,219,098	308,096	10,844,393	15,461,837	988,718
California	35,705,984	12,927		35,718,911	188,381	22,169,265	35,471,570	85,306,133	143,135,349	35,561,590
Colorado					51,596	1,112,785	5,054,967	19,185,045	25,404,393	4,771,477
Connecticut	6,335,556		324,504	6,660,060	70,822	2,183,011		31,516,686	33,770,519	
Delaware	627,075	8,217	107	635,399	17,266	2,400,000		1,191,529	3,608,795	221,250
District of Columbia						[1] 2,715,948		5,299,141	8,015,089	4,518,863
Florida	25,320,168	193,058	776	25,514,002	46,951	863,634	35,048,890	7,336,988	43,490,297	7,162,428
Georgia	2,498,367	17,098		2,515,465	166,029	4,886,950	4,118,460	9,546,511	18,717,950	571,810
Idaho	383,135	122,176	99,167	604,478	23,276	818,672	2,742,654	6,680,329	10,264,931	831,825
Illinois	5,483,263	1,260,866		6,744,129	366,722	8,507,104	286,291	129,665,774	138,825,891	41,447,305
Indiana	10,965,016	918,441	135,330	12,018,787	167,061	4,972,445	500,000	64,932,807	70,572,313	28,444,265
Iowa	4,124,364	83,804		4,208,168	113,301	2,928,774		57,513,504	60,555,579	4,898,072
Kansas					73,180	619,299	[2] 200,000	41,824,574	42,717,053	
Kentucky	5,136,022		1,174,674	6,310,696	98,945	4,798,905	6,755,916	11,889,859	23,543,625	1,437,261
Louisiana	4,185,482	151,184	477,869	4,814,535	79,088	3,987,027	15,468,019	3,002,559	22,536,693	5,206,075
Maine		284,206		284,206	20,989	2,846,408		7,716,080	10,583,477	339,206
Maryland	5,042,415	36,930		5,079,345	64,317	3,636,393	7,502,545	11,209,854	22,413,109	981,791
Massachusetts					215,078	6,231,570		72,266,551	78,713,199	
Michigan	29,197,044			29,197,044	191,387	15,483,048		100,270,386	115,944,821	15,822,880
Minnesota	7,021,733			7,021,733	118,763	9,403,320	2,558,028	43,560,265	55,640,376	13,343,349
Mississippi	661,927			661,927	103,862	4,283,296	5,207,982	4,552,368	14,147,508	889,350
Missouri	11,177,658			11,177,658	194,291	4,102,385	746,094	47,839,529	52,882,299	18,166,793
Montana	209,302	33,567		242,869	28,318	1,366,243	4,434,890	6,758,246	12,587,697	4,028,395

Nebraska	5,233,753	108,544	223,335	5,565,632	64,754	1,295,726		27,842,513	29,202,993	6,129,520
Nevada	206,393		26,265	232,658	10,174	439,578	1,540,595	301,524	2,291,871	554,227
New Hampshire	915,653	13,637	103,865	1,033,155	20,258	705,264		6,992,366	7,717,888	571,661
New Jersey	21,223,271	115,368	1,668,979	23,007,618	170,170	16,270,210	78,630	82,973,896	99,492,906	11,407,613
New Mexico	396,586	25,000	85,000	506,586	17,733	1,675,075	3,139,074	1,245,792	6,077,674	
New York	41,611,572			41,611,572	583,150	43,065,334		209,068,545	252,717,029	97,381,892
North Carolina	8,272,293		637,541	8,909,834	139,439	6,364,022	21,801,516	9,170,525	37,475,502	3,478,590
North Dakota	569,993			569,993	33,706	8,369,106	947,070	12,828,895	22,178,777	10,362,206
Ohio	13,622,165	729,078	1,548,838	15,900,081	319,331	2,808,015	36,058,166	93,453,653	132,639,165	42,126,430
Oklahoma	1,764,165	21,416		1,785,581	103,902	2,254,660	2,543,889	27,592,856	32,495,307	4,715,281
Oregon	4,857,846	32,109		4,889,955	43,834	2,494,751	2,665,299	19,086,525	24,290,409	2,262,834
Pennsylvania	38,335,446			38,335,446	412,655	22,110,212		171,772,795	194,295,662	26,357,354
Rhode Island	1,180,000			1,180,000	38,086	457,390		12,375,087	12,870,563	35,214
South Carolina	1,143,571			1,143,571	97,363	3,888,590	3,735,986	8,808,707	16,530,646	2,192,253
South Dakota	902,123	88,694	696,084	1,686,901	31,892	1,728,857	239,887	15,965,016	17,965,652	7,741,651
Tennessee	2,271,947	58,810		2,330,757	134,810	3,768,528	10,852,129	4,500,786	19,256,253	3,709,769
Texas	10,955,604	786,457	238,972	11,981,033	251,334	23,593,943	497,773	40,115,985	64,459,035	3,404,870
Utah	572,714	22,146	34,671	629,531	25,652	3,609,876		7,168,948	10,804,476	979,544
Vermont					14,798	1,116,065		4,028,277	5,159,140	88,210
Virginia	3,142,006	316,231		3,458,237	128,268	5,853,754	13,745,608	2,854,548	22,582,178	1,501,657
Washington	2,280,353			2,280,353	69,508	8,014,350	4,069,035	19,252,836	31,405,729	8,652,968
West Virginia		192,746		192,746	52,528	1,107,681		21,976,539	23,136,748	3,950,929
Wisconsin	6,735,736	455,745	700,265	7,891,746	141,486	4,406,793	8,081,853	37,648,019	50,278,151	17,266,649
Wyoming	207,720	34,447		242,167	17,250	2,414,723	1,002,553	2,643,660	6,078,186	2,297,347
Outlying parts of United States										
Alaska						391,976		108,286	500,262	
American Samoa									23,388	
Canal Zone		1,171		1,171		264,795			264,795	
Guam						54,063			54,063	
Hawaii					8,835	392,485	3,446,305		3,847,625	
Philippine Islands						7,740,461			7,740,461	9,259
Porto Rico						4,167,406		1,849,730	6,017,136	
Virgin Islands						94,667			94,667	

[1] Federal appropriation.

[2] Estimated.

TABLE 21.—*Payments for general control, instruction, and operation of school plant, 1925–26*

State	General control				Instruction				Operation of school plant		
	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	Total payments for instruction	Wages of janitors, engineers, etc.	Fuel, light, power, janitors' supplies, etc.	Total cost of operation
1	2	3	4	5	6	7	8	9	10	11	12
Continental U. S.	[1]$18,408,978	[1]$33,238,417	[1]$4,290,884	$68,426,364	$1,061,582,752	$20,764,193	$44,661,620	$1,127,008,565	[1]$53,864,272	[1]$42,965,355	$181,911,004
Alabama	78,841	568,948	64,058	711,847	10,463,838	49,312	135,413	10,648,563	269,551	335,972	605,523
Arizona	17,737	266,854	27,102	311,693	4,412,561	56,106	365,467	4,834,134	352,590	226,784	579,374
Arkansas	260,282	528,065	30,000	818,347	8,433,703		319,425	8,753,128	440,000		440,000
California				4,547,598	67,488,593	272,952	4,758,450	[2] 72,519,995			8,348,666
Colorado	213,855	148,000		361,855	12,836,208			12,836,208			5,783,479
Connecticut	283,453	584,005	86,875	954,333	16,376,499	423,970	979,879	17,780,348	1,342,615	1,112,694	2,455,309
Delaware	42,024	64,130	14,170	120,324	1,973,340	74,335	100,085	2,147,760	117,839	119,878	237,717
District of Columbia	50,265	85,695	39,709	175,669	5,565,770	120,535	126,119	5,812,424	448,442	241,775	690,217
Florida	1,152,494	340,141		1,492,635	8,403,142	428,473	1,427,465	10,259,080	333,212	63,464	396,676
Georgia	27,791	606,522	38,088	672,401	12,237,736		364,871	12,602,607	302,128	259,998	562,126
Idaho	69,932	132,074	34,220	236,226	5,174,925	180,332	235,556	5,590,813	407,281	551,264	958,545
Illinois	2,026,510	2,066,900	302,460	4,395,870	69,142,175	3,518,925		72,661,100	6,179,780	4,887,280	11,067,060
Indiana	1,221,492	1,213,594	93,278	2,528,364	31,037,200		1,543,952	32,581,152	2,410,954	2,634,745	5,045,699
Iowa	6,500	3,420,000	35,000	3,461,500	28,541,296	516,930	357,895	29,416,121			7,757,568
Kansas				602,919	21,676,511	[3]	[3]	21,676,511			8,703,336
Kentucky				885,401	12,189,866	[3]	[3]	12,189,866			1,212,094
Louisiana	30,783	771,294		802,077	10,281,478	46,606	115,664	10,443,748	373,460	372,531	745,991
Maine	51,591	295,534	12,904	360,029	5,267,808	277,548	242,720	5,788,076	477,637	450,390	928,027
Maryland	122,526	398,393	62,265	583,184	10,796,470	364,106	287,329	11,447,905	656,936	535,025	1,191,961
Massachusetts				2,471,475	41,570,682	1,063,669	2,121,618	44,755,969			6,922,609
Michigan	[4] 130,000	[4] 800,000		[4] 930,000	45,781,573		1,227,360	47,008,933			26,242,740
Minnesota				1,843,093	27,494,497		1,991,173	[2] 29,485,670			5,500,293
Mississippi				549,989	8,945,370	[3]	[3]	8,945,370			550,478
Missouri				[5] 300,000	28,008,576			28,008,576			11,578,723
Montana	170,222	796,767	20,730	987,719	6,457,165	239,243	266,832	6,963,240	548,154	580,436	1,128,590

Nebraska	353,002	818,294	39,049	1,210,345	15,655,846	565,357	679,415	16,900,618	992,762	1,380,300	2,373,062
Nevada		61,949		61,949	1,242,715	29,762	85,377	1,357,854	92,182	85,136	177,318
New Hampshire	95,410	267,090	27,256	389,756	3,498,563	118,408	178,796	[2] 3,795,767	283,386	348,252	631,638
New Jersey	1,270,572	838,872	390,593	2,500,037	44,400,076	1,119,492	1,933,847	47,453,415	3,963,134	2,924,024	6,887,158
New Mexico	69,106	199,929	7,958	276,993	3,314,869	70,922		3,385,791	178,426	202,860	381,286
New York	2,014,433	3,277,044	1,238,451	6,529,928	141,442,892	2,176,431	4,365,726	147,985,049	8,760,087	5,748,152	14,508,239
North Carolina	439,555	1,113,756	70,237	1,623,548	17,937,984			17,937,984	[6] 1,620,751	389,997	2,010,748
North Dakota	298,388	277,747		576,135	7,602,438	279,808	1,585,577	9,467,823	474,706	624,115	1,098,821
Ohio	1,500,759	1,546,759	271,004	3,318,522	59,976,394	1,428,032	4,929,810	66,334,236	5,449,385	3,562,007	9,011,392
Oklahoma	93,476	1,184,409	153,248	1,431,133	18,238,063	10,256	274,190	18,522,509	751,408	989,128	1,740,536
Oregon		319,811	13,913	333,724	10,012,738		330,037	10,342,775	860,547	1,377,790	2,238,337
Pennsylvania	4,482,054	2,421,643	765,120	7,668,817	81,862,866	3,044,876	8,684,071	93,591,813	6,499,989	5,326,249	11,826,238
Rhode Island	29,006	203,306	45,522	277,834	5,185,050	170,032	250,460	5,605,542	560,268	360,513	920,781
South Carolina				99,895	9,769,698			9,769,698	1,397,617	(7)	1,397,617
South Dakota	100,158	892,348		992,506	7,682,973	198,162	326,531	8,207,666	1,000,000	938,041	1,938,041
Tennessee	380,106	474,340	104,306	958,752	12,982,981		410,054	13,393,035	429,051	552,887	981,938
Texas	[8]	3,941,539	91,410	4,032,949	36,900,683	2,388,104	839,856	40,128,643	1,553,407	1,069,123	2,622,530
Utah	219,412	154,518	32,277	406,207	5,465,061	139,220	267,198	5,871,479	416,704	346,785	763,489
Vermont	31,072	184,445	4,969	220,486	2,650,837	75,069	190,528	2,916,434	197,619	239,606	437,225
Virginia	306,279	514,940	18,227	839,446	13,118,210	88,746	166,552	13,373,508	546,046	665,712	1,211,758
Washington				1,187,715	16,602,679	388,670	633,700	17,625,049			2,481,391
West Virginia	183,458	427,545	78,633	689,636	15,717,001	191,545	68,237	15,976,783	944,035	901,782	1,845,817
Wisconsin	530,425	838,079	65,234	1,433,738	26,260,700	537,269	1,169,020	27,966,989	2,009,909	2,299,366	4,309,275
Wyoming	56,009	193,138	12,618	261,765	3,504,453	110,990	325,365	3,940,808	222,274	261,294	483,568
Outlying parts of U. S.											
Alaska	3,541	33,510		37,051	318,412	(9)	28,031	346,443			68,831
American Samoa					13,207			13,207			
Canal Zone				14,504	204,991	8,754	9,683	223,428	8,623	8,320	16,943
Guam		2,000		2,000	40,649	1,750	1,843	44,242			
Hawaii	3,776	68,151		71,927	3,095,981	63	259,656	3,355,700	97,113	19,937	117,050
Porto Rico				280,522	3,924,341	(9)	141,480	4,065,821			375,775
Virgin Islands					72,174	(9)	2,000	74,174			3,600

[1] Total of States reporting.
[2] Includes night schools.
[3] Included in column 6.
[4] Statistics of 1924–25.
[5] Estimated.
[6] Includes janitors' supplies.
[7] Included in column 11.
[8] Included in column 3.
[9] Included in column 8.

TABLE 22.—*Payments for maintenance of school plant, auxiliary agencies, fixed charges, interest on indebtedness, miscellaneous current expenses, and capital outlay, 1925–26*

State	Maintenance (upkeep charges, replacements and repairs)	Auxiliary agencies					Fixed charges (pensions, rent, insurance, contributions, contingencies)	Interest on indebtedness	Total miscellaneous current expenses	Capital outlay		
		Libraries	Promotion of health	Transportation of pupils	Other auxiliary agencies	Total auxiliary agencies				New buildings and grounds, alterations (not repairs)	Cost of new equipment (not replacements)	Total capital outlay
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental U. S.	$61,598,645	[1] $10,542,367	[1] $6,416,934	[1] $35,066,397	[1] $17,740,946	$70,245,991	$28,683,484	$71,900,858	$414,339,982	[1] $261,548,110	[1] $39,185,671	$411,037,774
Alabama	327,165	48,263	19,679	560,497	25,247	653,686	207,943	218,989	2,013,306	3,463,657	467,583	3,931,240
Arizona	311,543	57,061		169,383	88,599	316,143	128,284	649,286	1,984,630	1,273,935	102,285	1,376,220
Arkansas	265,000	60,000	25,000	50,000		135,000	125,000		965,000	2,860,976	568,415	3,429,391
California	3,785,965	1,597,246	(2)	(2)	3,466,625	5,063,871	1,559,033		18,757,535			41,163,268
Colorado						(3)	406,700	1,833,080	8,023,259			5,328,225
Connecticut	1,300,550	78,613	205,409	634,860	96,590	1,015,472		1,482,639	6,253,970	7,365,313	411,763	7,777,076
Delaware	122,870	3,348	10,395	134,733	1,665	150,141	17,371	61,752	589,851	734,827	39,899	774,726
Dist. of Columbia	498,913					118,336	72,049		1,379,515	1,798,959	123,786	1,922,745
Florida	485,753	28,325		720,046	4,067	752,438	154,474	2,050,863	3,840,204	13,778,487	719,072	14,497,559
Georgia	510,984	21,304	9,012	682,665		712,981	150,467	(4)	1,936,558	1,791,541	354,515	2,146,056
Idaho	264,482	62,055	14,355	274,912	14,385	365,707	125,136	835,392	2,549,262	503,893	142,313	646,206
Illinois	6,262,760	511,296	244,018	326,955	4,774,273	5,856,542	1,887,147	4,251,866	29,325,375	30,167,416	1,800,923	31,968,339
Indiana	2,097,024	682,443	156,512	3,955,880	68,999	4,863,834	7651,658	2,895,135	15,667,350	8,240,370	2,211,858	10,452,228
Iowa		2,781,393	150,000	2,017,347	1,230,560	6,179,300	1,540,600	2,640,976	18,118,444	6,034,000	250,000	6,284,000
Kansas	(5)					(5)	(5)		8,703,336			4,620,270
Kentucky	738,187					361,011	254,530	(4)	2,565,822			1,958,274
Louisiana	635,169	37,105	48,215	1,261,802	128,429	1,475,551	243,471	1,202,605	4,302,787	4,021,608	170,948	4,192,556
Maine	713,143		101,304	[6] 532,419	272,321	906,044	91,353	327,812	2,966,379	1,128,920		1,128,920
Maryland	725,465	11,014	205,251	314,833	112,347	643,445	185,201	800,556	3,546,628			6,087,512
Massachusetts	3,398,665	33,017	856,039	1,515,653	982,214	3,386,923	458,010		14,166,207	14,605,867	1,162,913	15,768,780
Michigan	(5)	1,867,836		505,146		2,372,982			28,615,722			22,892,664
Minnesota	2,259,594		(3)	1,421,699		1,421,699	1,984,476	(4)	11,166,062			9,434,842
Mississippi	275,239	4,575		1,244,818		1,249,393	106,884	(4)	2,181,994			922,243
Missouri	(5)			85,275		85,275			11,663,998			13,244,530
Montana	364,875	72,729	16,110	425,548	257,762	772,149	178,090	711,726	3,155,430	334,716	125,542	460,258

Nebraska	1,032,697	88,721	92,487	259,760	106,667	547,635	504,877	1,156,680	5,614,351	5,114,752	508,746	5,623,498
Nevada	87,371	7,100	3,621	65,288	32,399	108,408	17,835	(4)	390,932	106,150	40,341	146,491
New Hampshire	173,565		85,683	340,473	154,705	580,861	51,884	269,457	1,707,405	877,084	135,278	1,012,362
New Jersey	3,127,527	82,697	976,773	1,549,891	294,418	2,903,779	487,652	6,516,796	19,922,912	20,790,558	1,613,345	22,403,903
New Mexico	130,421	12,257	6,178	322,262		340,697	71,389	307,732	1,231,525	225,442	134,148	359,590
New York	8,389,852	771,227	1,008,317	994,696	1,803,196	4,577,436	4,538,261	6,224,622	38,238,410	39,506,564	12,845,780	52,352,344
North Carolina	565,697	89,380		1,855,011		1,944,391	286,742	1,909,336	6,716,914	7,175,783	1,237,440	8,413,223
North Dakota	385,166	112,630	12,950	1,022,418		1,147,998	72,732	244,258	2,948,975	1,118,650	240,585	1,359,235
Ohio	4,182,163	130,029	486,152	3,606,156	1,467,733	5,690,070	2,895,395	11,935,400	33,714,420	21,057,283	3,154,961	24,212,244
Oklahoma	1,613,914	207,218	149,653	773,283	225,731	1,355,885	141,940	2,903,241	7,305,516	1,132,987	607,084	1,740,071
Oregon	689,217	23,032		387,172		410,204	193,407	575,074	4,106,239	3,783,909	383,300	4,167,209
Pennsylvania	6,044,185	389,073	1,142,162	1,749,064	755,029	4,035,328	4,266,077	10,122,208	36,294,036	27,444,557	4,644,066	32,088,623
Rhode Island	379,310	2,951	66,372	89,721	198,008	357,052	42,218		1,699,361	2,524,638	100,758	2,625,396
South Carolina	100,000	27,188		472,285		499,473		736,888	2,733,978	3,065,978	388,817	3,454,795
South Dakota	530,619	71,985		388,251		460,236	208,959	1,166,399	4,304,254	1,299,914	324,920	1,624,834
Tennessee	485,586	37,105	24,087	428,350	416,806	906,348	315,092	345,541	3,034,505	2,712,920	402,274	3,115,194
Texas	2,895,075	211,054	5,221	323,648		539,923	787,663	3,190,601	10,035,792	10,206,706	723,929	10,930,635
Utah	361,539	17,820	28,577	324,268	13,666	384,331	77,725	605,589	2,192,673	1,359,015	183,520	1,542,535
Vermont	289,520		15,502	269,488		284,990	100,063	(4)	1,111,798	262,018	15,095	277,113
Virginia	499,828	35,551	82,128	606,744	180,331	904,754	301,480	497,795	3,415,615	3,785,928	340,941	4,126,869
Washington	1,263,084			1,261,069	145,214	1,406,283	604,038	1,508,255	7,263,051			4,652,165
West Virginia	1,448,419		73,812	217,191	132,046	423,049	890,127	796,989	5,404,401	3,191,433	973,226	4,164,659
Wisconsin	1,844,232	237,765	70,778	556,843	290,914	1,156,300	1,186,051	883,983	9,379,841	5,431,883	1,303,549	6,735,432
Wyoming	186,912	29,361	25,182	368,094		422,637		41,337	1,134,454	1,269,473	231,753	1,501,226
Outlying parts												
Alaska	17,672			5,372	4,891	10,263			96,766			16,581
American Samoa					5,931	5,931			5,931	2,500	500	3,000
Canal Zone	7,618								24,561		2,302	2,302
Guam	2,681								2,681	5,140		5,140
Hawaii	153,000		2,500	31,250		33,750			303,800	691,983	64,892	756,875
Philippines												697,137
Porto Rico	111,608	2,988	36,067		174,274	213,329	73,502	63,317	837,531	679,602	103,536	783,138
Virgin Islands		12,633	1,320			13,953	600		18,152		2,340	2,340

[1] Total of States reporting distribution.
[2] Included in column 6.
[3] Included in column 8.
[4] Included in bond payments.
[5] Included in payments for operation of plant.
[6] Includes payments for board.

TABLE 23.—*Recapitulation of expenditures in public day schools, 1925–26*

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	$68,426,364	$1,127,008,565	$414,339,982	$1,609,774,911	$411,037,774	$2,020,812,685	$127,972,100	$19,270,044
Alabama	711,847	10,648,563	2,013,306	13,373,716	3,931,240	17,304,956	1,097,770	
Arizona	311,693	4,834,134	1,984,630	7,130,457	1,376,220	8,506,677	431,360	
Arkansas	818,347	8,753,128	965,000	10,536,475	3,429,391	13,965,866	1,553,599	(1)
California	4,547,598	[2] 72,519,995	18,757,535	[2] 95,825,128	41,163,268	[2] 136,988,396		
Colorado	361,855	12,836,208	8,023,259	21,221,322	5,328,225	26,549,547	486,527	
Connecticut	954,333	17,780,348	6,253,970	24,988,651	7,777,076	32,765,727	2,268,674	508,612
Delaware	120,324	2,147,760	589,851	2,857,935	774,726	3,632,661	85,400	
District of Columbia	175,669	5,812,424	1,379,515	7,367,608	1,922,745	9,290,353		
Florida	1,492,635	10,259,080	3,840,204	15,591,919	14,497,559	30,089,478		
Georgia	672,401	12,602,607	1,936,558	15,211,566	2,146,056	17,357,622	1,178,746	
Idaho	236,226	5,590,813	2,549,262	8,376,301	646,206	9,022,507	1,092,970	714,981
Illinois	4,395,870	72,661,100	29,325,375	106,382,345	31,968,339	138,350,684	3,356,767	
Indiana	2,528,364	32,581,152	15,667,350	50,776,866	10,452,228	61,229,094	7,296,630	
Iowa	3,461,500	29,416,121	18,118,444	50,996,065	[3] 6,284,000	57,280,065	6,852,549	83,140
Kansas	602,919	21,676,511	8,703,336	30,982,766	4,620,270	35,603,036		
Kentucky	885,401	12,189,866	2,565,822	15,641,089	1,958,274	17,599,363	4,511,269	(1)
Louisiana	802,077	10,443,748	4,302,787	15,548,612	4,192,556	19,741,168	2,196,694	
Maine	360,029	5,788,076	2,966,379	9,114,484	1,128,920	10,243,404		
Maryland	583,184	11,447,905	3,546,628	15,577,717	6,087,512	21,665,229	819,318	
Massachusetts	2,471,475	44,755,969	14,166,207	61,393,651	15,768,780	77,162,431		
Michigan	[4] 930,000	47,008,933	28,615,722	76,554,655	22,892,664	99,447,319	9,780,635	
Minnesota	1,843,093	[2] 29,485,670	11,166,062	[2] 42,494,825	9,434,842	[2] 51,929,667	3,509,724	(1)
Mississippi	549,989	8,945,370	2,181,994	11,677,353	922,243	12,599,596	1,565,919	(1)
Missouri	[3] 300,000	28,008,576	11,663,998	39,972,574	13,244,530	53,217,104		
Montana	987,719	6,963,240	3,155,430	11,106,389	460,258	11,566,647	1,098,299	393,320
Nebraska	1,210,345	16,900,618	5,614,351	23,725,314	5,623,498	29,348,812	1,836,101	
Nevada	61,949	1,357,854	390,932	1,810,735	146,491	1,957,226	193,247	(1)
New Hampshire	389,756	[2] 3,795,767	1,707,405	[2] 5,892,928	1,012,362	[2] 6,905,290	558,201	
New Jersey	2,500,037	47,453,415	19,922,912	69,876,364	22,403,903	92,280,267	7,513,149	755,199
New Mexico	276,993	3,385,791	1,231,525	4,894,309	359,590	5,253,899	338,741	103,439

New York	6,529,928	147,985,049	38,238,410	192,753,387	52,352,344	245,105,731	10,997,092	134,631
North Carolina	1,623,548	17,937,984	6,716,914	26,278,446	8,413,223	34,691,669	1,219,084	652,489
North Dakota	576,135	9,467,823	2,948,975	12,992,933	1,359,235	14,352,168	2,507,797	2,020,562
Ohio	3,318,522	66,334,236	33,714,420	103,367,178	24,212,244	127,579,422	11,786,809	
Oklahoma	1,431,133	18,522,509	7,305,516	27,259,158	1,740,071	28,999,229	2,356,000	
Oregon	333,724	10,342,775	4,106,239	14,782,738	4,167,209	18,949,947	4,731,236	
Pennsylvania	7,668,817	93,591,813	36,294,036	137,554,666	32,088,623	169,643,289	19,940,833	6,608,612
Rhode Island	277,834	5,605,542	1,699,361	7,582,737	2,625,396	10,208,133		
South Carolina	99,895	9,769,698	2,733,978	12,603,571	3,454,795	16,058,366	370,901	
South Dakota	992,506	8,207,666	4,304,254	13,504,426	1,624,834	15,129,260	2,631,892	
Tennessee	958,752	13,393,035	3,034,505	17,386,292	3,115,194	20,501,486		
Texas	4,032,949	40,128,643	10,035,792	54,197,384	10,930,635	65,128,019	1,577,195	5,907,983
Utah	406,207	5,871,479	2,192,673	8,470,359	1,542,535	10,012,894	970,426	318,109
Vermont	220,486	2,916,434	1,111,798	4,248,718	277,113	4,525,831	50,434	
Virginia	839,446	13,373,508	3,415,615	17,628,569	4,126,869	21,755,438	471,937	
Washington	1,187,715	17,625,049	7,263,051	26,075,815	4,652,165	30,727,980	2,295,465	
West Virginia	689,636	15,976,783	5,404,401	22,070,820	4,164,659	26,235,479	1,150,703	718,602
Wisconsin	1,433,738	27,966,989	9,379,841	38,780,568	6,735,432	45,516,000	4,493,227	
Wyoming	261,765	3,940,808	1,134,454	5,337,027	1,501,226	6,838,253	198,780	350,365
Outlying parts of United States								
Alaska	37,051	346,443	96,766	480,260	16,581	496,841		
American Samoa		13,207	5,931	19,138	3,000	22,138		
Canal Zone	14,504	223,428	24,561	262,493	2,302	264,795		
Guam	2,000	44,242	2,681	48,923	5,140	54,063		
Hawaii	71,927	3,355,700	303,800	3,731,427	756,875	4,488,302		
Philippine Islands				11,823,986	697,137	12,521,123		
Porto Rico	280,522	4,065,821	837,531	5,183,874	783,138	5,967,012		50,122
Virgin Islands		74,174	18,152	92,326	2,340	94,666		

[1] Included in column 8.

[2] Includes night schools.

[3] Partly estimated.

[4] Statistics of 1924–25.

TABLE 24.—*Percentage analysis of expenditures, 1925–26*

State	Total expenditures, excluding payments of bonds						Total expenditures, excluding payments for outlays and of bonds		
	General control	Salaries of teachers	Textbooks and other instruction supplies	Total for instruction	Miscellaneous current expenses	Outlays	General control	Instruction	Miscellaneous current expenses
1	2	3	4	5	6	7	8	9	10
Continental U. S	3.4	52.5	3.2	55.7	20.5	20.4	4.3	70.0	25.7
Alabama	4.1	60.5	1.1	61.6	11.6	22.7	5.3	79.6	15.1
Arizona	3.7	51.9	4.9	56.8	23.3	16.2	4.4	67.8	27.8
Arkansas	5.9	60.4	2.3	62.7	6.9	24.5	7.8	83.1	9.1
California	3.3	49.2	3.7	52.9	13.7	30.1	4.7	76.7	19.6
Colorado	1.4	48.3	----	48.3	30.2	20.1	1.7	60.5	37.8
Connecticut	2.9	50.0	4.3	54.3	19.1	23.7	3.8	71.2	25.0
Delaware	3.3	54.3	4.8	59.1	16.3	21.3	4.2	75.2	20.6
District of Columbia	1.9	59.9	2.7	62.6	14.8	20.7	2.4	78.9	18.7
Florida	4.9	27.9	6.2	34.1	12.8	48.2	9.6	65.8	24.6
Georgia	3.9	70.5	2.1	72.6	11.1	12.4	4.4	82.9	12.7
Idaho	2.6	57.4	4.6	62.0	28.2	7.2	2.8	66.8	30.4
Illinois	3.2	50.0	2.5	52.5	21.2	23.1	4.1	68.3	27.6
Indiana	4.1	50.7	2.5	53.2	25.6	17.1	5.0	64.2	30.8
Iowa	6.0	49.9	1.5	51.4	31.6	4.3	6.8	57.7	35.5
Kansas	1.7	60.9	----	60.9	24.4	11.0	1.9	70.0	28.1
Kentucky	5.0	69.3	----	69.3	14.6	11.1	5.7	77.9	16.4
Louisiana	4.1	52.1	.8	52.9	21.8	21.2	5.1	67.2	27.7
Maine	3.5	51.4	5.1	56.5	29.0	11.0	4.0	63.5	32.5
Maryland	2.7	49.8	3.0	52.8	16.4	28.1	3.7	73.5	22.8
Massachusetts	3.2	53.9	4.1	58.0	18.4	20.4	4.0	72.9	23.1
Michigan	.9	46.1	1.2	47.3	28.8	23.0	1.2	61.4	37.4
Minnesota	3.5	53.0	3.8	56.8	21.5	18.2	4.3	69.4	26.3
Mississippi	4.4	71.0	----	71.0	17.3	7.3	4.7	76.6	18.7
Missouri	.6	52.6	----	52.6	21.9	24.9	.7	70.1	29.2
Montana	8.5	55.8	4.4	60.2	27.3	40.0	8.9	62.7	28.4
Nebraska	4.1	53.4	4.2	57.6	19.1	19.2	5.1	71.2	23.7
Nevada	3.1	63.5	5.9	69.4	20.0	7.5	3.4	75.0	21.6
New Hampshire	5.6	50.7	4.3	55.0	24.7	14.7	6.6	64.4	29.0
New Jersey	2.7	48.1	3.3	51.4	21.6	24.3	3.6	67.9	28.5
New Mexico	5.3	63.1	1.4	64.5	23.4	6.8	5.7	69.2	25.1
New York	2.7	57.7	2.7	60.4	15.6	21.3	3.4	76.8	19.8
North Carolina	4.7	51.7	----	51.7	19.4	24.2	6.2	68.3	25.5
North Dakota	4.0	53.0	13.0	66.0	20.5	9.5	4.4	72.9	22.7
Ohio	2.6	47.0	5.0	52.0	26.4	19.0	3.2	64.2	32.6
Oklahoma	4.9	62.9	1.0	63.9	25.2	6.0	5.2	68.0	26.8
Oregon	1.7	52.8	1.8	54.6	21.7	22.0	2.2	70.0	27.8
Pennsylvania	4.5	48.3	6.9	55.2	21.4	18.9	5.6	68.0	26.4
Rhode Island	2.7	50.8	4.1	54.9	16.7	25.7	3.7	73.9	22.4
South Carolina	.6	60.9	----	60.9	17.0	21.5	.8	77.5	21.7
South Dakota	6.6	50.8	3.5	54.3	28.4	10.7	7.3	60.8	31.9
Tennessee	4.7	63.3	2.0	65.3	14.8	15.2	5.5	77.0	17.5
Texas	6.2	56.7	4.9	61.6	15.4	16.8	7.4	74.1	18.5
Utah	4.1	54.6	4.0	58.6	21.9	15.4	4.8	69.3	25.9
Vermont	4.9	58.6	5.8	64.4	24.6	6.1	5.2	68.6	26.2
Virginia	3.8	60.3	1.2	61.5	15.7	19.0	4.8	75.8	19.4
Washington	3.9	54.1	3.3	57.4	23.6	15.1	4.6	67.6	27.8
West Virginia	2.6	59.9	1.0	60.9	20.6	15.9	3.1	72.4	24.5
Wisconsin	3.2	57.7	3.7	61.4	20.6	14.8	3.7	72.1	24.2
Wyoming	3.8	51.2	6.4	57.6	16.6	22.0	4.9	73.8	21.3
Outlying parts									
Alaska	7.5	64.1	5.6	69.7	19.5	3.3	7.7	72.1	20.2
American Samoa	----	59.7	----	59.7	26.8	13.5	----	69.0	31.0
Canal Zone	5.5	77.4	7.0	84.4	9.3	.8	5.5	85.1	9.4
Guam	3.7	75.2	6.6	81.8	5.0	9.5	4.1	90.4	5.5
Hawaii	1.6	69.0	5.8	74.8	6.8	16.8	1.9	89.9	8.2
Philippine Islands	----	----	----	----	----	5.6	----	----	----
Porto Rico	4.7	65.8	2.4	68.2	14.0	13.1	5.4	78.4	16.2
Virgin Islands	----	76.2	2.1	78.3	19.2	2.5	----	80.3	19.7

TABLE 25.—*Percentage of attendance—School funds and lands—Per capita costs, 1925–26*

State	Per cent of total enrollment in high school	Per cent of school term not attended	Annual income from funds and lands per pupil enrolled	Annual cost of education					Daily cost per pupil attending	
				Total per capita of population	Per pupil enrolled		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
									Cents	*Cents*
Continental U.S.	15.2	19.7	$1.04	$17.25	$64.59	$16.61	$80.49	$20.70	48	12
Alabama	8.7	29.4	.30	6.85	22.65	6.66	32.11	9.44	23	7
Arizona	12.7	24.3	3.10	19.12	87.99	16.98	116.26	22.44	70	14
Arkansas	7.0	29.6	.13	7.34	21.20	6.90	30.13	9.81	21	7
California	25.3	23.5	.48	31.74	94.27	40.50	123.21	52.93	68	29
Colorado	17.6	23.0	4.07	25.07	89.59	22.49	116.36	29.22	65	16
Connecticut	12.9	17.0	.64	20.40	77.98	24.27	94.01	29.26	52	16
Delaware	14.5	16.4	1.18	15.14	72.73	19.72	86.98	23.58	47	13
Dist. Columbia	18.3	17.1	.....	17.60	100.25	26.16	120.97	31.57	67	17
Florida	10.2	26.9	.47	22.85	45.51	42.31	62.28	57.91	41	39
Georgia	9.5	25.6	.....	5.53	22.07	31.14	29.65	4.60	20	3
Idaho	18.6	20.0	6.96	17.28	71.19	54.92	89.02	6.87	54	4
Illinois	17.7	17.0	1.03	19.21	79.91	24.01	96.29	28.94	52	16
Indiana	23.1	7.7	1.56	19.60	79.94	16.45	86.58	17.82	50	10
Iowa	20.1	19.8	.86	23.64	91.68	11.30	114.36	14.09	65	8
Kansas	19.9	16.0	1.22	19.55	72.91	10.87	86.78	12.94	50	7
Kentucky	7.9	33.7	.26	6.97	27.18	3.40	40.97	5.13	25	3
Louisiana	11.5	24.4	.43	10.29	39.36	10.61	52.09	14.05	35	9
Maine	18.2	11.5	.47	12.97	61.34	7.60	69.30	8.58	39	5
Maryland	12.6	18.7	.04	13.71	59.18	23.13	72.76	28.43	39	15
Massachusetts	18.4	13.0	.28	18.39	81.23	20.86	93.36	23.98	52	13
Michigan	14.6	19.2	.40	22.62	87.88	26.28	108.77	32.53	58	17
Minnesota	15.3	19.0	3.42	19.59	77.28	17.16	95.46	21.20	54	12
Mississippi	7.5	27.4	.58	7.04	20.38	1.61	28.06	2.22	20	2
Missouri	15.3	17.1	.89	15.21	55.27	18.32	66.66	22.09	40	13
Montana	17.9	15.7	8.58	16.64	94.94	3.93	112.62	4.67	65	3
Nebraska	18.4	18.1	2.46	21.19	72.57	17.20	88.58	21.00	48	11
Nevada	18.0	15.4	9.64	25.42	115.97	9.38	137.01	11.08	79	6
New Hampshire	16.9	12.8	.55	15.21	82.09	14.10	94.18	16.18	54	9
New Jersey	14.3	19.8	.71	25.08	95.05	30.48	118.47	37.98	64	20
New Mexico	9.3	22.8	11.22	13.54	55.82	4.10	72.27	5.31	41	3
New York	16.5	14.1	.....	21.68	97.97	26.61	114.11	30.99	61	17
North Carolina	10.3	26.0	.07	12.14	32.10	10.28	43.38	13.89	30	10
North Dakota	13.5	16.9	8.34	22.39	75.18	7.87	90.51	9.47	54	6
Ohio	17.8	14.5	.33	19.33	82.34	19.29	96.34	22.57	56	13
Oklahoma	12.8	31.5	2.86	12.38	42.01	2.68	61.35	3.92	41	3
Oregon	21.5	12.4	2.12	21.61	81.27	22.91	92.79	26.16	54	15
Pennsylvania	14.5	16.2	.05	17.65	74.39	17.35	88.73	20.70	49	11
Rhode Island	13.4	16.4	.29	14.73	68.05	23.56	81.41	28.19	43	15
South Carolina	9.9	28.5	.01	8.79	26.08	7.15	36.49	10.00	25	7
South Dakota	16.0	15.9	7.93	21.96	82.07	9.87	97.58	11.74	58	7
Tennessee	8.2	30.7	.23	8.31	26.59	4.76	38.36	6.87	25	5
Texas	16.1	14.7	2.86	12.26	44.79	9.03	52.53	10.59	39	8
Utah	21.9	18.8	2.06	19.48	59.74	10.88	73.54	13.39	42	8
Vermont	16.4	14.6	1.34	12.86	66.34	4.33	77.68	5.07	45	3
Virginia	12.6	23.0	.34	8.64	31.97	7.48	41.51	9.72	26	6
Washington	21.4	20.2	3.39	19.98	79.19	14.13	99.28	17.71	56	10
West Virginia	9.4	19.7	.14	15.72	27.22	10.88	33.92	13.56	21	8
Wisconsin	23.4	12.5	.25	15.78	71.47	12.41	81.65	14.18	46	8
Wyoming	19.3	15.9	16.58	28.98	106.45	29.94	126.65	35.63	74	21
Outlying parts										
Alaska	13.4	18.2	.....	9.03	110.33	3.81	134.94	4.66	79	3
American Samoa	.....	11.1	.....	2.39	10.63	1.67	11.96	1.88	6	1
Canal Zone	9.0	12.9	.....	10.10	55.52	.49	63.77	.56	38	0
Guam	2.6	1.8	.....	3.76	16.80	1.77	17.10	1.80	8	1
Hawaii	6.9	5.3	.....	11.55	63.40	12.86	66.94	13.58	40	8
Philippine Islands	5.0	13.3	.....	.94	10.66	.63	12.30	.72	6	0
Porto Rico	3.7	14.8	1.17	3.48	24.21	3.66	28.43	4.29	15	2
Virgin Islands	1.5	3.3	.....	3.55	29.61	.75	30.62	.78	15	0

TABLE 26.—*Enrollment of pupils by grades, 1925–26*

State	In kindergarten and elementary grades										In secondary grades					Grand total
	Kindergartens	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.	673, 231	3, 923, 492	2, 782, 127	2, 692, 842	2, 626, 608	2, 439, 892	2, 204, 276	1, 901, 408	1, 462, 274	20, 712, 282	1, 343, 259	946, 774	693, 878	557, 343	3, 541, 254	24, 253, 536
Alabama	[1] 744	164, 635	74, 184	70, 713	67, 363	58, 090	49, 683	31, 211	22, 361	538, 984	18, 149	14, 473	10, 774	8, 025	51, 421	590, 405
Arizona	2, 741	18, 184	9, 895	8, 657	7, 712	7, 188	6, 175	5, 569	4, 624	70, 745	3, 620	2, 730	2, 022	1, 761	10, 133	80, 878
Arkansas	[1] 58	105, 625	66, 263	63, 051	63, 042	54, 334	45, 502	35, 797	28, 503	462, 175	14, 939	8, 894	6, 250	4, 615	34, 698	496, 873
California	68, 142	133, 561	88, 169	83, 804	82, 127	81, 482	77, 056	73, 584	71, 751	759, 676	73, 289	48, 582	34, 655	26, 602	183, 128	942, 804
Colorado [2]	8, 054	36, 049	26, 563	24, 850	24, 350	22, 768	20, 771	18, 973	15, 410	197, 788	15, 243	10, 552	7, 817	5, 472	39, 084	236, 872
Connecticut [2]	17, 190	48, 915	36, 043	34, 000	32, 936	30, 893	28, 319	25, 745	20, 596	274, 637	17, 872	12, 373	9, 170	6, 411	45, 826	320, 463
Delaware	322	5, 140	4, 482	4, 523	4, 460	4, 255	4, 089	3, 707	2, 762	33, 740	2, 155	1, 470	933	782	5, 340	39, 080
Dist. Columbia	5, 699	9, 087	6, 819	6, 571	6, 661	6, 768	6, 420	5, 835	5, 076	58, 936	5, 101	3, 695	2, 280	1, 853	12, 929	71, 865
Florida	1, 705	80, 217	41, 732	40, 966	38, 668	34, 135	28, 749	23, 395	18, 036	307, 603	14, 174	9, 592	6, 516	4, 758	35, 040	342, 643
Georgia	4, 925	174, 299	101, 708	90, 167	81, 266	68, 408	53, 695	42, 741	[3] 5, 133	622, 342	26, 236	18, 304	12, 078	8, 771	65, 389	687, 731
Idaho	[1] 110	14, 343	12, 419	11, 906	12, 075	12, 248	11, 333	11, 236	10, 058	95, 728	8, 059	5, 770	4, 225	3, 581	21, 635	117, 363
Illinois	55, 833	165, 820	134, 834	129, 356	134, 378	121, 863	131, 105	98, 730	123, 699	1, 095, 618	107, 244	52, 100	37, 520	32, 222	229, 086	1, 324, 704
Indiana	13, 369	73, 785	65, 298	63, 895	64, 320	63, 378	61, 354	56, 798	49, 868	512, 065	42, 564	31, 484	24, 646	21, 511	120, 205	632, 270
Iowa	16, 228	75, 345	[2] 53, 919	[2] 53, 212	[2] 52, 976	53, 584	48, 164	45, 488	42, 811	441, 727	37, 513	27, 787	23, 619	22, 229	111, 148	552, 875
Kansas	7, 464	51, 019	42, 567	41, 538	42, 136	40, 589	39, 517	39, 031	35, 030	338, 891	27, 202	23, 123	18, 043	15, 959	84, 327	423, 218
Kentucky	4, 345	119, 884	74, 629	72, 788	68, 943	51, 494	59, 563	35, 674	42, 676	529, 996	17, 479	12, 327	8, 634	7, 046	45, 486	575, 482
Louisiana	4, 408	101, 694	53, 315	49, 777	47, 271	39, 358	30, 078	23, 235	[3] 352	349, 488	17, 120	12, 131	9, 582	6, 686	45, 519	395, 007
Maine	6, 952	17, 440	14, 475	14, 487	14, 219	13, 782	13, 199	11, 971	10, 428	[4] 118, 326	8, 706	7, 282	5, 975	5, 099	27, 062	145, 388
Maryland	5, 383	37, 842	30, 473	30, 007	29, 880	28, 769	25, 702	21, 494	8, 945	218, 495	12, 727	8, 048	5, 985	4, 643	31, 403	249, 898
Massachusetts	26, 230	74, 538	70, 665	68, 700	67, 427	67, 641	65, 680	58, 203	48, 662	[5] 552, 505	39, 891	34, 155	25, 943	21, 220	121, 209	673, 714
Michigan	81, 678	98, 491	87, 803	84, 756	82, 723	79, 856	74, 620	70, 376	59, 848	720, 151	46, 605	34, 230	25, 013	20, 858	126, 706	846, 857
Minnesota	24, 179	67, 788	57, 154	53, 834	53, 355	52, 969	50, 591	47, 268	47, 500	454, 638	28, 834	22, 405	17, 585	15, 222	84, 046	538, 684
Mississippi	666	134, 505	76, 501	68, 833	60, 770	52, 791	41, 362	33, 784	26, 600	495, 812	17, 139	11, 716	8, 146	6, 104	43, 105	538, 917
Missouri	16, 372	101, 231	104, 191	100, 395	96, 657	69, 825	41, 697	40, 438	38, 766	609, 572	33, 480	29, 652	26, 212	21, 409	110, 753	720, 325
Montana	555	15, 427	12, 709	12, 080	12, 161	11, 371	11, 208	10, 246	10, 169	95, 926	7, 320	5, 572	4, 245	3, 580	20, 717	116, 643
Nebraska	12, 938	41, 062	31, 180	31, 148	30, 001	30, 398	29, 201	28, 970	29, 173	264, 071	19, 700	16, 023	12, 408	11, 975	60, 106	324, 177
Nevada	445	2, 095	1, 532	1, 611	1, 488	1, 590	1, 488	1, 302	1, 253	12, 804	944	767	548	502	2, 761	15, 565
New Hampshire	2, 526	8, 817	7, 520	7, 477	7, 150	7, 083	6, 746	6, 405	5, 588	59, 312	4, 429	3, 038	2, 568	2, 083	12, 118	71, 430
New Jersey	44, 318	99, 738	74, 859	74, 702	72, 062	72, 165	63, 795	53, 439	42, 767	597, 845	35, 179	24, 806	16, 646	13, 675	90, 306	688, 151
New Mexico	1, 398	17, 055	14, 782	12, 545	10, 004	8, 088	6, 154	5, 051	4, 452	79, 529	3, 345	2, 135	1, 513	1, 165	8, 158	87, 687

New York	114,719	212,371	196,276	198,079	198,568	197,315	188,109	166,081	144,400	1,615,918	137,553	86,566	53,582	39,420	317,121	1,933,039
North Carolina	575	206,597	109,160	104,843	99,724	86,305	68,225	56,295	1,694	733,418	33,560	22,782	16,457	11,770	84,569	817,987
North Dakota	103	24,657	18,667	19,081	18,720	18,308	17,205	15,907	16,917	149,565	8,177	6,114	4,894	4,068	23,253	172,818
Ohio	35,911	133,266	125,329	123,663	123,318	122,074	113,609	105,045	89,920	972,135	74,580	57,557	42,708	36,080	210,925	1,183,060
Oklahoma	3,794	119,020	69,420	73,700	72,283	67,385	60,471	52,470	47,341	565,884	31,276	21,445	16,444	13,423	82,588	648,472
Oregon	514	21,723	17,505	17,350	17,504	17,495	17,945	16,760	15,915	142,711	12,606	10,475	7,846	6,962	37,889	180,600
Pennsylvania	27,689	223,558	214,727	210,445	208,518	206,737	189,052	163,218	137,823	1,581,767	95,966	73,629	53,756	44,045	267,396	1,849,163
Rhode Island [2]	4,953	16,476	13,272	12,356	11,900	10,984	10,068	9,155	7,322	96,486	5,351	3,742	2,816	2,172	14,081	110,567
South Carolina	[1] 303	133,888	75,955	63,792	55,642	44,799	31,930	25,509	----------	431,818	18,899	13,246	9,619	5,682	47,446	479,264
South Dakota	1,071	20,470	17,491	17,308	16,565	16,773	17,246	16,397	14,845	138,166	9,013	6,979	5,648	4,745	26,385	164,551
Tennessee	778	160,255	82,764	78,692	75,819	67,966	55,339	43,309	35,291	600,213	21,051	14,701	9,718	7,511	52,981	653,194
Texas	10,101	240,978	139,171	140,754	138,102	130,052	115,132	101,661	----------	1,015,951	79,107	53,896	37,146	24,027	194,176	1,210,127
Utah	2,435	16,109	14,017	13,261	13,297	13,118	12,323	11,752	10,680	106,992	9,688	7,312	5,090	3,776	25,866	132,858
Vermont [2]	454	10,540	6,900	6,802	6,600	6,324	5,800	5,270	4,468	53,158	4,246	2,940	2,178	1,524	10,888	64,046
Virginia	4,751	110,085	70,435	70,593	70,625	58,616	50,531	40,349	5,814	481,799	22,854	16,381	12,563	8,918	60,716	542,515
Washington	2,991	39,201	31,708	31,160	31,738	32,356	31,298	29,946	27,033	257,431	26,678	18,221	13,573	12,002	70,474	327,905
West Virginia	[1] 823	72,524	45,643	46,210	46,681	43,574	36,364	27,802	25,720	345,341	13,665	9,409	7,008	6,032	36,114	381,455
Wisconsin	25,394	62,035	51,675	49,363	47,400	47,685	46,029	44,598	40,255	414,434	29,299	23,640	19,414	17,858	90,211	504,645
Wyoming	895	6,108	5,329	5,041	5,023	4,863	4,584	4,188	3,939	39,970	3,432	2,523	1,867	1,509	9,331	49,301
Outlying parts																
Alaska	73	753	520	524	448	446	375	346	287	3,772	213	180	115	70	578	4,350
American Samoa	1,049	209	196	169	92	46	20	15	4	1,800	----------	----------	----------	----------	----------	1,800
Canal Zone	----------	838	619	668	609	553	415	293	291	4,286	151	119	79	61	410	4,696
Guam	----------	1,171	534	485	293	163	43	45	28	2,762	55	20	----------	----------	75	2,837
Hawaii	----------	14,283	8,456	7,675	7,045	5,953	4,712	3,496	2,507	54,127	1,493	998	689	542	3,722	57,849
Philippines	----------	315,051	224,991	185,316	145,952	84,603	55,913	41,973	----------	1,053,799	24,137	15,086	9,902	6,031	55,156	1,108,955
Porto Rico	----------	60,921	43,666	38,171	27,300	13,398	9,045	6,965	5,713	205,179	3,074	2,382	1,591	915	7,962	213,141
Virgin Islands	----------	709	446	454	475	403	348	146	78	3,059	36	6	6	----------	48	3,107

[1] Statistics of 1924–25.
[2] Distribution estimated.
[3] State as a whole on 7–4 plan.
[4] Includes ninth grade, 1,373 pupils.
[5] Includes ninth grade, 4,759 pupils.

TABLE 27.—*Statistics of elementary and secondary schools for 12 States, 1925–26*

I.—ELEMENTARY DAY SCHOOLS [1]

State	Teachers, principals, and supervisors	Average daily attendance	Salaries of teachers, principals, and supervisors	Payments for current expenses	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
Total for 12 States	114,634	2,846,413	$152,162,108	$207,270,512	$60,522,214	$1,327	$72.82	$21.26
Arizona	2,200	52,867	3,326,637	4,573,314	858,026	1,512	86.51	16.23
California	23,552	610,670	40,057,548	53,017,580	22,630,037	1,701	86.82	37.06
Connecticut	8,472	229,799	12,917,782	17,691,843	5,643,817	1,525	76.99	24.56
Maryland	6,532	185,126	8,388,547	11,064,331	4,521,931	1,284	59.77	24.43
Montana	4,780	80,541	4,970,449	7,169,422	265,467	1,040	89.02	3.30
Nebraska	11,624	213,605	10,955,659	14,774,827	3,419,226	943	69.17	16.01
Nevada	624	10,765	805,250	1,135,088	87,427	1,290	105.44	8.12
New Jersey	17,633	513,029	31,829,487	45,452,248	14,888,864	1,805	88.60	29.02
Oklahoma	14,379	371,687	12,775,033	15,801,013	895,629	888	42.51	2.41
Oregon	5,956	125,489	7,017,334	9,780,257	2,780,492	1,178	77.94	22.16
Utah	3,575	92,830	3,623,574	4,865,611	862,397	1,014	52.41	9.29
Wisconsin	15,307	360,005	15,494,808	21,944,978	3,668,901	1,012	60.96	10.19

II.—SECONDARY DAY SCHOOLS

Total for 12 States	38,977	635,862	$74,644,379	$101,015,836	$38,701,259	$1,915	$158.86	$60.86
Arizona	602	8,464	1,085,924	1,596,164	518,194	1,804	188.58	61.22
California	11,870	167,068	27,431,045	[2] 38,259,950	18,533,231	2,311	229.01	110.93
Connecticut	1,947	36,008	3,458,717	4,859,836	2,133,259	1,776	134.97	59.24
Maryland	1,445	28,978	2,407,923	3,129,646	1,565,581	1,666	168.00	54.03
Montana	1,114	18,074	1,486,716	2,237,522	194,791	1,335	123.80	10.78
Nebraska	3,334	54,228	4,700,187	6,582,462	2,204,272	1,410	121.39	40.65
Nevada	216	2,451	437,465	614,698	59,064	2,025	250.80	24.10
New Jersey	5,371	76,806	12,570,589	15,407,283	7,515,039	2,340	200.60	97.84
Oklahoma	4,249	72,662	5,463,030	7,123,771	844,442	1,286	98.04	11.62
Oregon	1,947	33,825	2,995,404	4,093,683	1,386,717	1,538	121.03	41.00
Utah	964	22,356	1,841,487	2,592,952	680,138	1,910	115.99	30.42
Wisconsin	5,918	114,942	10,765,892	14,517,869	3,066,531	1,819	126.31	26.68

[1] Includes kindergartens.

[2] Includes cost of night schools.

TABLE 28.—*Distribution of pupils enrolled in school in 32 States, according to length of school term, 1925–26*

State	80 days or less	81–100 days	101–120 days	121–140 days	141–160 days	161–180 days	181–200 days	Total enrollment
1	2	3	4	5	6	7	8	9
Total for 32 States	220,030	223,520	759,091	511,079	1,994,425	5,862,622	2,768,254	12,339,032
Alabama	73,721	96,472	67,290	63,006	45,431	244,485		590,405
Arizona	11	38	45	253	3,982	65,335	11,292	80,956
Arkansas	32,491	55,632	97,472	59,411	86,187	165,734		496,927
Connecticut						189,336	107,901	297,237
Delaware					109	18,028	20,900	39,037
District of Columbia							73,495	73,495
Florida	38,577	12,087	17,856	13,753	156,187	104,183		342,643
Idaho	106	2	204	3,576	18,803	88,119	6,835	[1] 117,656
Indiana				2,245	261,179	252,408	119,395	635,227
Maine	6			892	17,446	95,408	34,844	148,596
Maryland	61	43	62	205	5,596	23,221	211,215	240,403
Massachusetts					745	499,294	157,939	657,978
Mississippi	14,822	25,351	196,472	107,293	86,890	141,493		572,321
Missouri	458	1,876	4,228	8,221	207,788	20,786	479,810	723,167
Montana	419	541	950	2,186	6,803	80,360	25,731	116,990
Nebraska			234	515	2,235	12,209	312,279	327,472
Nevada	3	21	59	196	113	14,651	1,995	17,038
New Hampshire						49,857	24,867	74,724
New Mexico				9,962	12,339	60,091	5,709	88,101
North Carolina			311,741	[2] 47,036	[3] 234,896	225,066		818,739
North Dakota	2,067	1,108	1,907	18,799	32,513	112,015	5,140	173,549
Ohio						1,255,293		1,255,293
Oklahoma	1,049	4,567	18,465	45,168	195,324	384,353		648,926
Pennsylvania			159	323	336,701	710,761	801,219	1,849,163
Rhode Island							111,326	111,326
South Dakota				311	27,895	128,130	8,215	164,551
Utah	8	67	5	1,735	13,117	89,369	32,430	136,671
Vermont					800	63,246		64,046
Virginia		1,340	18,815	83,606	128,568	272,531	46,615	551,475
Washington	21	26	264	364	5,355	159,170	164,088	329,288
Wisconsin	56,210	24,349	22,863	42,023	94,889	[4] 305,160		545,494
Wyoming					12,534	32,590	5,014	50,138
Outlying parts								
Alaska	38	8	21	109	72	4,003	102	4,353
American Samoa							1,800	1,800
Canal Zone						4,728		4,728
Guam			76					[5] 2,831
Hawaii						58,860		58,860
Porto Rico							213,641	213,641
Virgin Islands								[6] 3,106

[1] Includes 11 pupils enrolled in schools in session more than 200 days.
[2] Includes schools in session 121–159 days.
[3] Includes schools in session 160 days.
[4] Includes schools in session 161 days or more.
[5] Includes 2,761 pupils enrolled in schools in session more than 200 days.
[6] Includes 3,101 pupils enrolled in schools in session more than 200 days.

TABLE 29.—*Statistics of white and of colored school population, enrollment, and teachers in 16 States, 1925–26*

State	Population 5 to 17 years of age, inclusive [1]		Per cent of school population		Enrollment in elementary and secondary schools		Ratio of enrollment in public schools to school population		Number of teachers	
	White	Colored	White	Colored	White	Colored	White	Colored	White	Colored
1	2	3	4	5	6	7	8	9	10	11
Total of States reporting	7,322,084	3,114,750	70.2	29.8	6,071,195	2,141,206	0.829	0.687	192,466	45,666
Alabama	513,202	316,527	61.9	38.1	408,323	182,082	.796	.575	12,121	3,414
Arkansas	453,025	157,099	74.3	25.7	382,172	114,755	.843	.730	10,357	2,363
Delaware	46,630	7,535	86.1	13.9	33,170	6,127	.711	.813	1,204	205
District of Columbia	60,952	24,340	71.5	28.5	49,438	24,057	.811	.988	1,791	787
Florida	207,211	103,344	66.7	33.3	263,458	79,185	[2]	.766	8,802	1,801
Georgia	575,401	424,868	57.5	42.5	448,137	241,093	.779	.567	12,947	4,934
Louisiana	359,623	223,920	61.6	38.4	264,129	130,878	.734	.584	8,632	2,379
Maryland	309,957	65,708	82.5	17.5	214,084	49,165	.691	.748	7,063	1,384
Mississippi	[3] 362,577	[3] 464,748	43.8	56.2	290,145	282,841	.800	.609	8,461	5,441
North Carolina	630,324	295,449	68.1	31.9	564,114	254,625	.895	.862	17,549	5,579
Oklahoma	648,430	72,518	90.0	10.0	601,130	47,816	.927	.659	17,257	1,362
South Carolina	282,292	330,550	46.1	53.9	248,562	234,707	.881	.710	8,618	4,228
Tennessee	608,952	133,665	82.0	18.0	533,993	119,883	.877	.897	14,379	2,721
Texas	1,291,956	246,562	84.0	16.0	1,011,364	198,763	.783	.806	33,466	4,474
Virginia	507,816	223,962	69.4	30.6	398,501	152,974	.785	.683	16,247	3,808
West Virginia	463,736	23,955	95.1	4.9	360,475	22,255	.777	.929	13,572	786

[1] Estimated.
[2] No basis for estimating growth in population since 1920.
[3] State census of 1925, 5–20 years, inclusive.

TABLE 30.—*School term and school attendance of white and of colored pupils in 16 States, 1925–26*

State	Length of school term (days)		Average number of days attended by each pupil enrolled		Per cent of school term not attended		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	146	117	105	80	28	32	72	68
Arkansas	151	132	107	90	29	32	71	68
Delaware	184	185	157	141	15	24	85	76
District of Columbia	181	180	149	151	17	16	83	84
Florida	157	126	115	91	27	28	73	72
Georgia	150	134	116	93	23	31	77	69
Louisiana	171	102	131	75	24	26	76	73
Maryland	188	176	156	131	17	26	83	74
Mississippi	141	140	111	94	22	33	78	67
North Carolina	149	138	115	94	23	32	77	68
Oklahoma	149	142	103	87	31	39	69	61
South Carolina	169	116	124	81	27	30	73	70
Tennessee							69	72
Texas	135	133	117	104	13	22	87	78
Virginia	164	146	129	106	21	28	79	72
West Virginia	165	158	132	132	20	16	80	84

TABLE 31.—*Enrollment of white and of colored pupils in 16 States according to year of advancement, 1925–26*

Year of advancement	White pupils		Colored pupils	
	Number	Per cent of total	Number	Per cent of total
1	2	3	4	5
Kindergarten	39,976	0.7	5,059	0.3
First	1,155,349	19.2	701,042	32.8
Second	712,832	11.9	335,193	15.7
Third	702,882	11.7	300,310	14.1
Fourth	696,482	11.6	261,775	12.3
Fifth	643,224	10.7	202,381	9.5
Sixth	563,609	9.4	139,663	6.5
Seventh	478,301	7.9	90,293	4.2
Eighth	205,313	3.4	28,315	1.4
First year high	315,277	5.2	32,875	1.5
Second year high	220,499	3.7	19,684	.9
Third year high	160,105	2.7	11,394	.5
Fourth year high	117,081	1.9	6,519	.3
Total	6,010,930	100.0	2,134,503	100.0

TABLE 32.—*Enrollment of colored pupils in 16 States, 1925–26*

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
Total for 16 States	990,294	1,079,471	2,069,765	28,903	42,538	71,441	1,019,197	1,122,009	2,141,206
Alabama	84,913	93,734	178,647	1,051	2,384	3,435	85,964	96,118	182,082
Arkansas	54,891	57,683	112,574	682	1,499	2,181	55,573	59,182	114,755
Delaware	2,800	3,030	5,830	112	185	297	2,912	3,215	6,127
District of Columbia	9,710	10,635	20,345	1,480	2,232	3,712	11,190	12,867	24,057
Florida	35,595	42,296	77,891	591	703	1,294	36,186	42,999	79,185
Georgia	108,618	126,858	235,476	2,591	3,026	5,617	111,209	129,884	241,093
Louisiana	59,558	67,435	126,993	1,201	2,684	3,885	60,759	70,119	130,878
Maryland	22,662	23,602	46,264	1,158	1,743	2,901	23,820	25,345	49,165
Mississippi	139,374	138,311	277,685	2,578	2,578	5,156	141,952	140,889	282,841
North Carolina	[1]118,039	[1] 128,389	246,428	[1]3,926	[1]4,271	8,197	[1] 121,965	[1] 132,660	254,625
Oklahoma	22,861	22,468	45,329	951	1,536	2,487	23,812	24,004	47,816
South Carolina	[1]103,482	[1] 123,878	227,360	[1]3,344	[1]4,003	7,347	[1] 106,826	[1] 127,881	234,707
Tennessee	56,615	59,456	116,071	1,254	2,558	3,812	57,869	62,014	119,883
Texas	90,973	94,723	185,696	4,900	8,167	13,067	95,873	102,890	198,763
Virginia	70,691	76,554	147,245	1,975	3,754	5,729	72,666	80,308	152,974
West Virginia	9,512	10,419	19,931	1,109	1,215	2,324	10,621	11,634	22,255

[1] Distribution by sex estimated.

TABLE 33.—*Statistics of colored schools—Attendance and teachers in 16 States, 1925–26*

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
Total for 16 States			1,509,615			188,482,218							8,249	37,417	45,666
Alabama	121,018	2,713	123,731	14,048,348	444,428	14,492,776	545	2,762	3,307	44	63	107	589	2,825	3,414
Arkansas	76,154	2,072	78,226	10,002,478	341,880	10,344,358	685	1,586	2,271	35	57	92	720	1,643	2,363
Delaware	4,421	243	4,663	816,464	45,504	861,968	30	163	193	6	6	12	36	169	205
District of Columbia	16,992	3,098	20,090	3,063,790	559,323	3,623,113	61	571	632	70	85	155	131	656	787
Florida			57,312			7,197,752							173	1,628	1,801
Georgia			167,497			22,444,598	418	4,158	4,576	151	207	358	569	4,365	4,934
Louisiana	93,525	3,036	96,561	9,399,216	425,013	9,824,229							424	1,955	2,379
Maryland	33,936	2,521	36,457	5,965,208	462,612	6,427,820	194	1,054	1,248	70	66	136	264	1,120	1,384
Mississippi	185,832	3,438	189,270	26,102,390	484,644	26,587,034	1,001	4,332	5,333	20	88	108	1,021	4,420	5,441
North Carolina			172,401			23,860,298							1,069	4,510	5,579
Oklahoma	26,956	2,212	29,168	3,804,792	336,224	4,141,016	233	909	1,142	114	106	220	347	1,015	1,362
South Carolina			163,245			18,936,420	753	3,395	4,148	45	35	80	798	3,430	4,228
Tennessee	83,094	2,861	85,955				426	2,070	2,496	86	139	225	512	2,209	2,721
Texas			155,614			20,628,591							952	3,522	4,474
Virginia			110,697			16,156,039	358	3,178	3,536	101	171	272	459	3,349	3,808
West Virginia	17,008	1,720	18,728	2,668,943	287,263	2,956,206	115	506	621	70	95	165	185	601	786

TABLE 34.—*Enrollment of colored pupils, by grades, in 16 States, 1925–26*

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
Total for 16 States	5,059	701,042	335,193	300,310	261,775	202,381	139,663	90,293	28,315	2,064,031	32,875	19,684	11,394	6,519	70,472	2,134,503
Alabama	------	69,396	27,887	25,086	21,667	15,980	11,415	4,634	2,582	178,647	1,652	951	526	306	3,435	182,082
Arkansas	------	33,573	19,099	16,671	15,619	11,914	7,873	5,051	2,774	112,574	1,196	498	286	201	2,181	114,755
Delaware	------	1,319	729	816	800	731	592	441	351	5,779	146	69	41	41	297	6,076
District of Columbia	1,850	3,460	2,604	2,396	2,470	2,423	2,000	1,750	1,392	20,345	1,401	912	569	375	3,257	23,602
Florida	------	34,125	11,784	10,294	8,719	5,844	3,700	2,135	1,290	77,891	716	346	141	91	1,294	79,185
Georgia	------	83,575	44,278	36,213	29,168	20,863	12,810	7,296	287	234,490	3,047	1,397	796	354	5,594	240,084
Louisiana	------	51,895	19,541	18,021	16,300	10,438	6,644	4,154	------	126,993	1,840	1,083	555	407	3,885	130,878
Maryland	778	9,902	6,977	6,528	6,288	5,629	4,056	2,906	975	44,039	1,114	667	456	321	2,558	46,597
Mississippi	------	85,155	47,851	41,064	33,688	27,739	19,415	13,203	9,570	277,685	2,726	1,303	676	451	5,156	282,841
North Carolina	------	90,321	36,851	34,589	31,542	24,464	16,968	11,384	243	246,362	3,919	2,149	1,312	817	8,197	254,559
Oklahoma	441	13,027	5,315	6,509	5,938	5,016	3,864	3,060	2,159	45,329	1,088	624	439	336	2,487	47,816
South Carolina	------	83,071	42,730	34,140	26,855	19,617	11,989	7,383	------	225,785	3,522	2,210	1,366	191	7,289	233,074
Tennessee	------	37,846	17,415	15,749	14,639	12,269	8,444	5,683	3,977	116,022	1,586	1,201	642	383	3,812	119,834
Texas	156	59,607	25,553	26,059	24,597	20,902	16,201	12,621	------	185,696	6,019	3,775	2,071	1,202	13,067	198,763
Virginia	1,834	39,592	23,904	23,613	20,889	16,273	11,715	7,135	1,582	146,537	2,055	1,785	1,077	722	5,639	152,176
West Virginia	------	5,178	2,675	2,562	2,596	2,279	1,977	1,457	1,133	19,857	848	714	441	321	2,324	22,181

TABLE 35.—*Pupils enrolled in private and parochial schools, 1925–26*

State	Pupils in elementary schools			Pupils in secondary schools			Total pupils in elementary and secondary schools		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10
Continental United States	1,038,396	1,104,704	2,143,100	138,398	157,227	295,625	1,176,794	1,261,931	2,438,725
Alabama	5,963	7,498	13,461	2,674	3,710	6,384	8,637	11,208	19,845
Arizona	1,257	1,841	3,098	137	180	317	1,394	2,021	3,415
Arkansas	2,180	3,729	5,909	1,229	1,448	2,677	3,409	5,177	8,586
California	20,838	24,309	45,147	3,706	6,549	10,255	24,544	30,858	55,402
Colorado	4,846	5,403	10,249	675	854	1,529	5,521	6,257	11,778
Connecticut	24,890	25,312	50,202	5,871	5,591	11,462	30,761	30,903	61,664
Delaware	2,864	2,809	5,673	547	479	1,026	3,411	3,288	6,699
District of Columbia	3,496	3,773	7,269	1,522	1,907	3,429	5,018	5,680	10,698
Florida	2,787	3,650	6,437	728	1,155	1,883	3,515	4,805	8,320
Georgia	1,685	2,263	3,948	1,185	1,880	3,065	2,870	4,143	7,013
Idaho	1,181	1,290	2,471	262	533	795	1,443	1,823	3,266
Illinois	109,682	109,516	219,198	15,502	14,904	30,406	125,184	124,420	249,604
Indiana	26,474	27,001	53,475	1,894	2,583	4,477	28,368	29,584	57,952
Iowa	18,011	19,683	37,694	3,026	4,293	7,319	21,037	23,976	45,013
Kansas	11,531	11,577	23,108	1,378	1,777	3,155	12,909	13,354	26,263
Kentucky	15,403	16,077	31,480	1,888	3,070	4,958	17,291	19,147	36,438
Louisiana	20,696	22,774	43,470	2,435	3,204	5,639	23,131	25,978	49,109
Maine	9,210	9,301	18,511	2,833	3,152	5,985	12,043	12,453	24,496
Maryland	16,545	17,684	34,229	2,000	2,118	4,118	18,545	19,802	38,347
Massachusetts	70,424	76,537	146,961	6,173	10,261	16,434	76,597	86,798	163,395
Michigan	54,240	54,393	108,633	4,893	6,937	11,830	59,133	61,330	120,463
Minnesota	24,234	25,237	49,471	2,967	3,756	6,723	27,201	28,993	56,194
Mississippi	2,480	2,980	5,460	1,598	1,373	2,971	4,078	4,353	8,431
Missouri	26,032	31,510	57,542	3,039	3,958	6,997	29,071	35,468	64,539
Montana	3,475	4,787	8,262	496	724	1,220	3,971	5,511	9,482
Nebraska	10,808	10,704	21,512	1,037	1,782	2,819	11,845	12,486	24,331
New Hampshire	10,761	10,966	21,727	2,948	1,556	4,504	13,709	12,522	26,231
New Jersey	52,275	62,288	114,563	5,824	3,676	9,500	58,099	65,964	124,063
New Mexico	2,566	3,830	6,396	482	720	1,202	3,048	4,550	7,598
New York	168,096	170,242	338,338	18,373	16,705	35,078	186,469	186,947	373,416

North Carolina	649	740	1,389	3,791	4,073	7,864	4,440	4,813	9,253
North Dakota	3,119	3,659	6,778	292	637	929	3,411	4,296	7,707
Ohio	71,944	74,535	146,479	7,060	9,585	16,645	79,004	84,120	163,124
Oklahoma	2,542	3,030	5,572	648	920	1,568	3,190	3,950	7,140
Oregon	4,495	5,888	10,383	816	830	1,646	5,311	6,718	12,029
Pennsylvania	133,668	138,147	271,815	9,970	12,000	21,970	143,638	150,147	293,785
Rhode Island	13,978	15,114	29,092	1,268	1,095	2,363	15,246	16,209	31,455
South Carolina	696	1,002	1,698	863	1,065	1,928	1,559	2,067	3,626
South Dakota	4,023	4,254	8,277	342	671	1,013	4,365	4,925	9,290
Tennessee	2,493	3,361	5,854	2,579	1,808	4,387	5,072	5,169	10,241
Texas	14,133	20,173	34,306	1,973	2,389	4,362	16,106	22,562	38,668
Utah	345	821	1,166	1,305	1,483	2,788	1,650	2,304	3,954
Vermont	3,647	4,686	8,333	892	1,359	2,251	4,539	6,045	10,584
Virginia	2,942	3,753	6,695	3,745	2,823	6,568	6,687	6,576	13,263
Washington	6,231	7,412	13,643	2,003	1,985	3,988	8,234	9,397	17,631
West Virginia	3,501	3,717	7,218	654	831	1,485	4,155	4,548	8,703
Wisconsin	44,807	45,165	89,972	2,835	2,804	5,639	47,642	47,969	95,611
Wyoming	253	283	536	40	34	74	293	317	610
Outlying parts of United States									
American Samoa	300	100	400				300	100	400
Guam	68	41	109				68	41	109
Hawaii	3,581	3,392	6,973	1,485	1,193	2,678	5,066	4,585	9,651
Philippine Islands [1]	27,588	24,565	52,153	14,354	7,947	22,301	41,942	32,512	74,454
Porto Rico	2,240	3,252	5,492	298	675	973	2,538	3,927	6,465
Virgin Islands	559	603	1,162				559	603	1,162

[1] Statistics of 1924–25.

TABLE 36.—*Teachers employed in private and parochial schools, 1925–26*

State	Teachers in elementary schools			Teachers in secondary schools			Total teachers in elementary and secondary schools		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10
Continental United States	1,702	54,570	56,272	7,397	12,748	20,145	9,099	67,316	76,415
Alabama	54	359	413	150	226	376	204	585	789
Arizona	2	114	116	19	25	44	21	139	160
Arkansas	32	179	211	81	90	171	113	269	382
California	52	1,418	1,470	286	580	866	338	1,998	2,336
Colorado	5	413	418	43	93	136	48	506	554
Connecticut	43	1,156	1,199	370	627	997	413	1,783	2,196
Delaware	12	113	125	27	38	65	39	151	190
District of Columbia	9	194	203	92	209	301	101	403	504
Florida	12	236	248	58	115	173	70	351	421
Georgia	14	138	152	87	136	223	101	274	375
Idaho	2	143	145	17	47	64	19	190	209
Illinois	56	4,989	5,045	359	806	1,165	415	5,795	6,210
Indiana	12	1,328	1,340	162	186	348	174	1,514	1,688
Iowa	21	1,375	1,396	85	455	540	106	1,830	1,936
Kansas	5	808	813	68	125	193	73	933	1,006
Kentucky	18	807	825	99	254	353	117	1,061	1,178
Louisiana	65	1,089	1,154	99	286	385	164	1,375	1,539
Maine	3	460	463	128	228	356	131	688	819
Maryland	49	887	936	166	231	397	215	1,118	1,333
Massachusetts	97	3,700	3,797	413	766	1,179	510	4,466	4,976
Michigan	31	2,260	2,291	274	515	789	305	2,775	3,080
Minnesota	18	1,391	1,409	148	374	522	166	1,765	1,931
Mississippi	34	151	185	84	128	212	118	279	397
Missouri	29	1,510	1,539	158	342	500	187	1,852	2,039
Montana	4	394	398	21	60	81	25	454	479
Nebraska	125	539	664	48	181	229	173	720	893
New Hampshire	51	491	542	234	106	340	285	597	882
New Jersey	42	2,712	2,754	382	366	748	424	3,078	3,502
New Mexico	29	227	256	24	51	75	53	278	331
New York	258	8,597	8,855	927	1,468	2,395	1,185	10,065	11,250
North Carolina	18	148	166	173	196	369	191	344	535
North Dakota	13	274	287	18	58	76	31	330	361
Ohio	58	3,365	3,423	266	704	970	324	4,069	4,393
Oklahoma	36	231	267	43	102	145	79	333	412
Oregon	128	365	493	52	92	144	180	457	637
Pennsylvania	74	5,908	5,982	550	934	1,484	624	6,842	7,466
Rhode Island	19	675	694	85	98	183	104	773	877
South Carolina	5	70	75	50	69	119	55	139	194
South Dakota	3	349	352	22	53	75	25	402	427
Tennessee	19	247	266	159	133	292	178	380	558
Texas	30	1,296	1,326	136	259	395	166	1,555	1,721
Utah	2	49	51	55	75	130	57	124	181
Vermont	5	269	274	45	97	142	50	366	416
Virginia	22	206	228	272	228	500	294	434	728
Washington	58	449	507	138	214	352	196	663	859
West Virginia	14	158	172	46	95	141	60	253	313
Wisconsin	12	2,313	2,325	172	222	394	184	2,535	2,719
Wyoming	2	20	22	6	5	11	8	25	33
Outlying parts of United States									
Guam	2	4	6				2	4	6
Hawaii	51	252	303	60	91	151	111	343	454
Virgin Islands	0	36	36				0	36	36

CHAPTER XX

CITY SCHOOL SYSTEMS, 1925–26

Statistics concerning city school systems for the year ending June, 1926, are presented in this report. The principal items included are the number of teachers; number of pupils enrolled in kindergartens; elementary grades; high schools, including junior departments; vocational schools; normal schools and colleges under the direction of local school boards; special schools, as schools for the blind, deaf, crippled, and tubercular, and evening schools and Americanization classes; number of pupils in average daily attendance; number and value of school buildings, value of grounds and of contents of buildings; receipts, as well as the sources from which they are obtained; expenditures, under the eight principal headings for expenditures; and amount of bonds and payments toward outstanding indebtedness.

Cities are classified into groups according to size of city as determined by the Bureau of the Census in 1920. In Group I are 68 cities having a population of 100,000 and over; in Group II, 186 having a population of 30,000 to 100,000; in Group III, 517 cities having a population of 10,000 to 30,000; and in Group IV are 2,101 cities with a population of 2,500 to 10,000. All cities in Groups I, II, and III made a report, while the returns from Group IV cities are about 80 per cent complete.

Table 1 gives a summary of the principal items for cities of Groups I, II, and III. Data for these cities are practically complete for 1924, so that direct comparisons may be made without any perceptible degree of error. Total enrollments in cities of these groups show an increase of 4.16 per cent in 1926 over 1924. If cities of Group IV are included for each year, the increase is about the same, 4.1 per cent. Kindergarten enrollments show an increase of 9.3 per cent, a little more than twice as much as the increase in total enrollments. In cities of Group I, kindergarten enrollments increased 6.4 per cent, in cities of Group II, 16.7 per cent, and in cities of Group III, 15.5 per cent. These increases are due partly to the taking over of some of the private kindergartens, but as no statistics were gathered for private kindergartens in 1926 it is not possible to determine just how much of the increase came from that direction. At any rate there is a substantial increase in kindergarten enrollments in city schools for the past two years.

Elementary school enrollments show a slight decrease from 1924. In cities of Group I the decrease is 0.56 per cent, in cities of Group II

the increase is 0.5 per cent, and in cities of Group III the increase is 1 per cent, or a net decrease for all groups of 0.013 per cent. This decrease is due partly to the growth of the junior high school, which includes a large number of pupils from the upper grades of the elementary school. Since 70 per cent of the junior high school enrollment is from grades formerly considered to be elementary grades, growth in junior high schools must of necessity draw largely from elementary school enrollments. If 70 per cent of the increase in junior high school enrollments were added to the 1926 elementary school enrollment, the elementary school enrollment would then show an increase of 2.6 per cent over 1924, instead of a decrease.

The two-year increase in junior high school enrollments in cities of these groups is 47.3 per cent. In cities of Group I the increase is 43.3 per cent, in cities of Group II it is 54.7 per cent, and in cities of Group III it is 46.8 per cent. There are now about three-quarters of a million pupils in junior high schools in the cities of these three groups. From 1922 to 1924 the increase was 217,876 pupils, and from 1924 to 1926 it was 236,500 pupils. Junior high school growth in cities of Groups I, II, and III from 1918 to 1926 is shown in Figure 1.

In public high schools above the junior high school grades—that is, regular high schools and senior high schools—the increase in enrollment over 1924 is 6.4 per cent, which is an increase of 9.4 per cent for cities in Group I, 2.5 per cent in cities in Group II, and 3.6 per cent in cities in Group III. The junior high school includes an enrollment 30 per cent of which belongs to regular high school grades. If 30 per cent of the increase in junior high school enrollments from 1924 to 1926 were included with high school enrollments in 1926, the increase would amount to 12.1 per cent instead of 6.4 per cent. The high school enrollment, however, grew about 50 per cent faster than did the total public school enrollment in these cities.

Cities in Group I lead the others in their increase in high school enrollments, those in Group II lead in increases in kindergarten and in junior high school enrollments, while those in Group III lead in increases in elementary school enrollments.

The number of kindergartens reported increased from 6,607 in 1924 to 7,521 in 1926, the number of elementary schools from 12,365 to 12,938, the number of junior high schools from 696 to 980, and the number of high schools from 1,195 to 1,270 for cities in all three groups.

The increase in enrollments in colleges under the control of city boards of education is 88.5 per cent from 1924 to 1926. This increase is due to the rapid growth of junior colleges within the public school system. Colleges increased in number from 12 to 27 in the two-year period. Normal school enrollments increased 31.6 per cent, and the

number of such schools reported increased from 41 to 42 during the two years. The increase in enrollments in vocational schools is 6.7 per cent for all three groups, and for special schools it is 0.5 per cent.

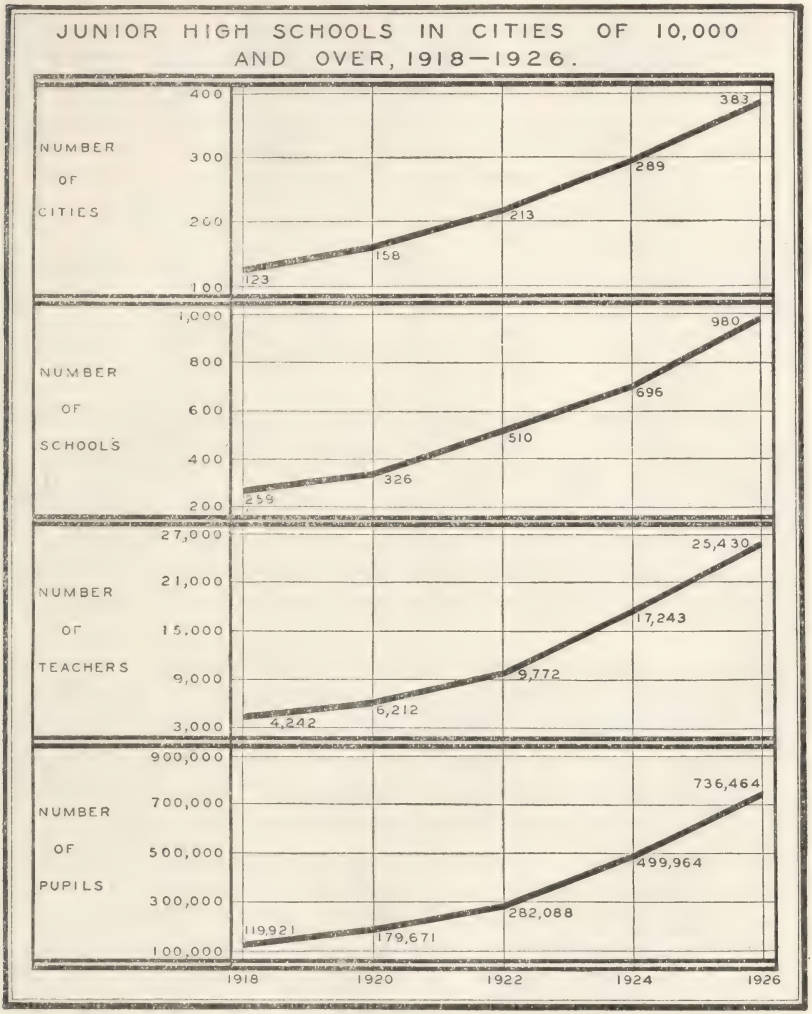


FIG. 1.—Growth of junior high schools

The following tabulation shows the average number of pupils per teacher, average annual salary of teachers, and per capita costs of instruction for pupils in average daily attendance for 1924 and for 1926 for the types of schools enumerated.

Pupils per teacher, salary of teachers, and per pupil cost of instruction for certain types of schools in cities of Groups I, II, and III, 1923–24 and 1925–26

Type of school	1924			1926		
	Average number of pupils enrolled per teacher	Average annual salary of teachers	Average annual cost of instruction per pupil in average daily attendance	Average number of pupils enrolled per teacher	Average annual salary of teachers	Average annual cost of instruction per pupil in average daily attendance
1	2	3	4	5	6	7
Kindergarten	54.2	$1,561	$54.23	55.8	$1,717	$53.55
Elementary	39.5	1,675	59.81	38.1	1,716	63.50
Junior high	28.9	1,847	84.71	29.0	1,907	86.91
High	26.5	2,166	110.46	25.6	2,229	116.57
Special	19.5	2,148	147.74	18.7	2,156	150.68
Vocational	28.7	2,129	161.00	26.6	2,301	172.22
Normal	23.2	3,056	192.55	22.9	3,145	187.62

There is a slight increase over 1924 in the number of kindergarten pupils per teacher; while kindergarten enrollments increased 9.3 per cent since 1924, kindergarten teachers increased only 6.3 per cent. In the other types of schools there is generally a small decrease in the number of pupils per teacher. The kindergarten teacher leads with 55.8 pupils, the elementary teacher comes next with 38.1, the junior high school teacher has 29 pupils, and the high school teacher 25.6.

There has been a substantial increase in the average annual salary of kindergarten teachers, the amount being $156; an increase of $41 annually for elementary teachers, $60 for junior high school teachers, $63 for high school teachers, $8 for teachers of special schools, $172 for teachers of city vocational schools, and $89 for teachers of normal schools. These increases have occurred since 1924 in schools of cities in the three groups mentioned. Per capita costs of instruction have decreased in kindergartens and in normal schools, and have increased in all other types of schools. In 1926 it cost $53.55 to instruct each pupil in average daily attendance in kindergartens, $63.50 per pupil in elementary schools, $86.91 in junior high schools, and $116.57 in high schools. Per pupil costs for the other types range from $150.68 per pupil to $187.62. A small part of the cost of instruction in kindergartens is included with elementary schools costs, as it is not always possible to separate it.

While the number of pupils in kindergartens in cities of these three groups increased 9.3 per cent, the number in average daily attendance increased 11.3 per cent, and while elementary pupils show a decrease of 0.3 per cent in enrollments, the increase in average daily attendance is 0.9 per cent. The corresponding figures for junior high

schools are 47.3 and 49.2 per cent; for high schools, 6.4 and 7.6 per cent; for special schools, 0.5 and 2.3 per cent; for vocational schools, 6.7 and 14.6 per cent; for normal schools, 31.6 and 33.5 per cent; and for colleges, 88.5 and 158.3 per cent. The higher increase in every type of school for average daily attendance over that for enrollment ought to give cause for gratification to every attendance officer and to the authorities who are trying to make the school both more attractive and more effective.

Table 2 gives a summary by States of the personnel and attendance in day schools, in night schools, and in summer schools for all cities having a population of 2,500 and more. The number of men teachers in day schools is 40,060, an increase of 15 per cent over 1924, and the number of women teachers is 298,770, an increase of 7 per cent over 1924. The number of pupils in average daily attendance is 9,694,379, an increase of 4.3 per cent over 1924. The number of teachers and other officers in night schools increased nearly 11 per cent, while the number of pupils increased scarcely 2 per cent during the two-year period. Substantial increases in night-school enrollments over 1924 are shown in Alabama, California, Colorado, Delaware, Indiana, Minnesota, Missouri, North Carolina, Ohio, Oklahoma, Pennsylvania, and Washington. Marked decreases are noted in Arizona, Connecticut, Illinois, Kansas, Louisiana, Maryland, Michigan, Nebraska, New Hampshire, New York, Oregon, Rhode Island, and Wisconsin.

The summer schools show an increase of 13 per cent in the teaching force, and of 19 per cent in enrollments.

Table 4 shows for cities of 2,500 to 10,000 population, the same items which Table 2 shows for all cities. The increases over 1924 are rather uniform for all items in this table except for summer-school teachers and pupils, which show a decrease.

In Table 3 is given a summary by States of school buildings, value of school property, and of several items of expenditure for all cities having a population of 2,500 and more. Value of school property in cities increased from $2,664,283,000 in 1924 to $3,385,276,000 in 1926, an increase of 27 per cent. During this time, annual expenditures for capital outlays increased 5 per cent; that is, to $286,069,677.

Salaries increased 13 per cent and total current expenses increased 15 per cent during this period. Capital outlays represent 24.4 per cent of the total 1924 expenditures and 22.7 per cent of 1926. Expenditures for capital outlays in cities with a population of 2,500 to 10,000 decreased about $5,000,000 from 1924 to 1926, as shown by the data in Table 5.

The remaining tables of this bulletin furnish, for each city reporting, detailed information upon the various items included in the first paragraph of this publication, distributed, where possible, according to type of school. It is possible, with the published figures, to com-

pute per capita costs for each city, and for each type of school, and to perform many other computations in making comparisons between cities. Space is given here to but a brief discussion of per capita costs.

PER CAPITA COSTS

Public school expenditures are generally classed under eight headings. General control, or overhead, includes all costs of administration of the schools as a whole. Salaries and expenses of superintendents, business managers, school boards, and superintendents of buildings go into general control, as do salaries of chief attendance officers, charges for rents, and costs of maintaining and operating administration buildings.

Instruction costs include salaries and expenses of teachers, principals, supervisors of instruction, and all expenditures for educational supplies, free textbooks, library books used as supplementary teaching material, and any other items that are expended to improve the quality of teaching.

Operation costs include all moneys spent in keeping the school buildings open and ready for use. This means that fuel costs, payments for light and water, salaries, and expenses and supplies of janitors, watchmen, engineers, and other building employees should be included under operation costs.

Maintenance costs include all payments made to keep the school plant in good repair, but they do not include improvements and additions beyond the necessary upkeep.

Coordinate activities include all salaries and expenses of field workers in compulsory attendance, and employees in medical, dental, and nurse service.

Auxiliary agencies include payments for transportation of pupils, school gardens, savings banks, and operation of playgrounds.

Fixed charges include payments for pensions, rent, insurance, and taxes.

Capital outlays include payments for grounds and improvements of sites, new buildings and additions, and contents of buildings that are not replacements nor repairs. Capital outlays are not included with current expenses, nor have any computations been made that attempt to measure depreciation or appreciation of building values.

The per capita costs mentioned below are based upon the number of pupils in average daily attendance in day schools; and costs for day schools are used, capital outlay and interest on indebtedness, as well as all other debt service, not being included.

In cities of Group I the average per capita cost is about $105. Such cities as Oakland, Calif., Denver, Colo., Boston, Mass., Dayton, Ohio, St. Louis, Mo., Omaha, Nebr., Chicago. Ill., and Camden, N. J., approach this average quite closely. Yonkers, N. Y., Buffalo,

N. Y., and Los Angeles, Calif., are near the upper limit of cost per student, ranging from $130 to $150 per pupil in average daily attendance. Birmingham, Ala., Norfolk, Va., and New Orleans, La., are near the lower limit of cost, the range for these being from $60 to $70 per pupil for current expenses.

In cities of Group II the average cost is slightly lower than in Group I, being about $93 for representative cities. The range is from $40 to $140. Cities near the average are Topeka, Kans., Elmira, N. Y., Duluth, Minn., Rockford, Ill., Manchester, N. H., and Quincy, Ill.

In representative cities of Group III the average per capita cost is about $85, being highest in Virginia, Minn., $175.36, and lowest, $24.76, in Phenix City, Ala. Cities near the average are Logansport, Ind., Freeport, Ill., Gloucester, Mass., Braintree, Mass., Fulton, N. Y., and Mason City, Iowa.

In Group IV representative cities have an average of about $75, which is lowest of the group averages. Dixon, Ill., Dodge City, Kans., Merrill, Wis., McPherson, Kans., and Grand Junction, Colo., are cities with a per capita cost near the average of the group.

Averages have been computed showing for each group the percentages of total current expenditures that go to the various fundamental accounts. The amount going to general control ranges from 3.3 to 4.2 per cent. That going to instruction ranges from 74.8 to 76.9 per cent. The range for operation of plant is from 9.6 to 12.1 per cent; for maintenance, from 4 to 5.3 per cent; for coordinate activities and auxiliary agencies, from 2.5 to 3 per cent; and for fixed charges, from 1.8 to 2 per cent.

Table 10 gives a distribution of money received by school systems in cities in Groups I, II, and III, according to the source of such receipts; as, from the United States Government, from State taxes and appropriations, from county taxes, from local taxes, and other local sources of income, from loans and bond sales, from sale of property, and from other nonrevenue receipts. No totals are made for these items, but totals are made for each city reporting. No attempt is made to compute the portion of income from the various sources, but the data are presented in convenient form for those who wish to make comparisons between cities.

TABLE 1.—*Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1925–26*

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	129	209	400
Supervisors and principals	53	24	7	84
Teachers (women)	6,303	2,036	1,318	9,657
Enrollment—				
Boys	185,133	52,016	31,794	268,943
Girls	185,856	52,402	31,302	269,560
Aggregate days' attendance	38,832,480	12,036,645	7,400,834	58,269,959
Average daily attendance	207,687	65,507	40,964	314,158
Number of schools	4,447	1,819	1,255	7,521
Elementary schools:				
City school systems reporting	68	186	517	771
Supervisors and principals	6,117	3,012	2,944	12,073
Teachers—				
Men	3,651	859	957	5,467
Women	90,531	36,176	34,973	161,680
Enrollment—				
Boys	1,862,235	676,820	687,282	3,226,337
Girls	1,806,772	660,082	667,410	3,134,264
Aggregate days' attendance	571,117,337	205,067,269	204,027,053	980,211,659
Average daily attendance	3,055,261	1,122,449	1,131,047	5,308,757
Number of schools	5,271	3,311	4,356	12,938
Junior high schools:				
City school systems reporting junior high schools	43	120	220	383
Supervisors and principals	383	408	281	1,072
Teachers—				
Men	2,561	1,583	997	5,141
Women	9,444	6,598	4,247	20,289
Enrollment—				
Boys	179,857	111,966	74,975	366,798
Girls	176,570	115,652	77,444	369,666
Aggregate days' attendance	58,495,470	35,751,290	23,332,152	117,578,912
Average daily attendance	313,745	195,717	130,054	639,516
Number of schools	319	343	318	980
High schools:				
City school systems reporting high schools	68	181	493	742
Supervisors and principals	718	435	725	1,878
Teachers—				
Men	10,268	3,846	4,016	18,130
Women	16,781	7,639	9,191	33,611
Enrollment—				
Boys	354,272	135,722	155,117	645,111
Girls	355,941	150,006	175,013	680,960
Aggregate days' attendance	111,554,402	44,300,433	51,838,271	207,693,106
Average daily attendance	599,367	242,868	285,222	1,127,457
Number of schools	403	280	587	1,270
Special schools for the deaf, the blind, the feeble-minded, etc.:				
City school systems reporting special schools	53	73	[1]	126
Supervisors and principals	132	12	----------	144
Teachers—				
Men	164	31	----------	195
Women	3,214	463	----------	3,677
Enrollment—				
Boys	36,985	5,361	----------	42,346
Girls	26,425	3,772	----------	30,197
Aggregate days' attendance	9,941,626	1,507,803	----------	11,449,429
Average daily attendance	52,920	8,169	----------	61,089
Number of schools	1,170	271	----------	1,441
Vocational schools (full time):				
City school systems reporting vocational schools	28	33	16	77
Supervisors and principals	53	39	7	99
Teachers—				
Men	711	277	37	1,025
Women	483	177	24	684
Enrollment—				
Boys	19,238	6,565	861	26,664
Girls	14,979	3,374	371	18,724
Aggregate days' attendance	3,804,923	1,352,175	181,302	5,338,400
Average daily attendance	20,135	7,328	981	28,444
Number of schools	69	45	17	131

[1] The items of this class in 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, 1925–26*—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				
Normal schools (under city board of education):				
City school systems reporting normal schools	24	7	5	36
Supervisors and principals	22	1	1	24
Teachers—				
Men	137	0	2	139
Women	496	18	8	522
Enrollment—				
Boys	668	24	6	698
Girls	14,039	298	103	14,440
Aggregate days' attendance	2,319,700	55,179	16,429	2,391,308
Average daily attendance	12,466	300	91	12,857
Number of schools	30	7	5	42
Colleges (under city board of education):				
City school systems reporting colleges	4	7	14	25
Supervisors and principals	6	5	5	16
Teachers—				
Men	273	51	65	389
Women	90	41	58	189
Enrollment—				
Boys	4,209	1,147	969	6,325
Girls	2,159	1,100	987	4,246
Aggregate days' attendance	1,133,318	316,825	278,320	1,728,463
Average daily attendance	6,008	1,798	1,561	9,367
Number of schools	6	7	14	27
II.—Total population and attendance and personnel in public day schools				
Total population (census of 1920)	27,476,604	9,295,907	8,261,367	45,033,878
Superintendents and assistant superintendents	282	254	548	1,084
Supervisors and principals	7,484	3,936	3,970	15,390
Teachers:				
Men	17,765	6,647	6,074	30,486
Women	127,342	53,148	49,819	230,309
Enrollment:				
Boys	2,642,597	989,621	951,004	4,583,222
Girls	2,582,741	986,686	952,630	4,522,057
Aggregate days' attendance	797,199,256	300,387,619	287,074,361	1,384,661,236
Average daily attendance	4,267,589	1,644,136	1,589,920	7,501,645
Total number of schools	11,715	6,083	6,552	24,350
Number of school buildings	6,391	3,782	5,167	15,340
III.—Report of attendance and personnel in part-time and continuation schools				
City school systems reporting part-time and continuation schools	48	95	106	249
Supervisors and principals	83	57	33	173
Teachers:				
Men	718	271	152	1,141
Women	845	329	201	1,375
Enrollment:				
Boys	126,920	22,844	9,318	159,082
Girls	103,585	23,255	9,585	136,425
Number of schools	104	115	118	337
IV.—Distribution of attendance and personnel in public night schools and Americanization classes				
Number of school systems reporting night schools	66	135	253	454
Number of school systems reporting Americanization classes	47	81	[1]	128
Supervisors and principals in night schools	683	241	164	1,088
Supervisors and principals in Americanization classes	171	91	[1]	262
Teachers:				
Elementary schools	3,480	975	1,725	6,180
High schools	6,353	1,766	501	8,620
Vocational schools	2,556	1,727	309	4,592
Americanization classes	2,481	955	[1]	3,436
Enrollment:				
Elementary schools	129,044	28,993	40,250	198,287
High schools	321,738	73,465	16,317	411,520
Vocational schools	101,966	52,611	8,717	163,294
Americanization classes	109,937	31,127	[1]	141,064
V.—Distribution of attendance and personnel in public summer schools				
Number of school systems reporting summer schools	46	72	121	239
Supervisors and principals	496	108	87	691

[1] The items of this class in 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, 1925–26*—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
V.—Distribution of attendance and personnel in public summer schools—Continued				
Teachers:				
Elementary schools	5,902	1,234	642	7,778
Junior high schools	355	177	67	599
High schools	2,698	463	327	3,488
Enrollment:				
Elementary schools	216,309	42,768	17,753	276,830
Junior high schools	11,101	5,017	1,435	17,553
High schools	90,748	13,119	7,605	111,472
VI.—Receipts of city school systems				
From the United States for vocational education	$1,151,165	$350,454	(2)	$1,501,619
From the State	68,324,673	19,470,350	$17,852,156	105,647,179
From the county	14,186,331	11,637,861	7,079,824	32,904,016
From other civil divisions for tuition	1,411,323	1,804,570	3,348,242	6,564,135
From general property taxes and city appropriations for maintenance	419,995,005	135,752,792	115,696,259	671,444,056
From taxation for debt service	32,908,857	14,005,416	8,895,690	55,809,963
All other local revenue	10,249,016	4,014,246	4,060,599	18,323,861
From loans and bond sales	107,758,030	30,330,144	26,849,625	164,937,799
From sales of property	3,855,687	496,972	1,143,862	5,496,521
All other nonrevenue receipts	6,697,696	2,490,417	1,545,828	10,733,941
Balance from previous school year	169,522,620	40,186,627	36,338,353	246,047,600
Total amount available	836,060,403	260,539,849	222,810,438	1,319,410,690
VII.—Expenses, outlays, and other payments for school purposes				
General control:				
Business	8,125,581	2,463,228	1,777,112	12,365,921
Educational	6,449,487	2,521,085	3,774,777	12,745,349
Expenses of instruction (day schools):				
Salaries and expenses of supervisors and principals	29,772,785	10,898,498	8,976,175	49,647,458
Salaries of teachers	305,612,152	96,211,713	80,826,878	482,650,743
Textbooks, school-library books, stationery, supplies, and other expenses of instruction	15,380,800	5,990,832	5,364,970	26,736,602
Expenses of instruction in part-time and continuation schools	4,450,822	1,024,551	356,151	5,831,524
Expenses of instruction in public night schools and Americanization classes	6,906,973	1,387,462	467,356	8,761,791
Expenses of instruction in summer schools	2,007,218	319,613	154,091	2,480,922
Operation of plant—janitors' salaries, fuel, light, etc.	40,252,088	16,378,293	14,862,837	71,493,218
Repairs and replacements	22,309,123	6,475,384	5,567,635	34,352,142
Auxiliary agencies	12,718,307	4,553,209	3,275,046	20,546,562
Fixed charges—pensions, rent, insurance, etc.	6,385,002	2,563,173	2,604,212	11,552,387
Interest on indebtedness (paid from current funds)	36,711,232	11,668,568	10,569,983	58,949,783
Total current expenses	497,081,570	162,455,609	138,577,223	798,114,402
Outlays—capital acquisition and construction	148,532,451	51,544,969	44,631,768	244,709,188
Expenses of debt service (other than interest)	32,707,586	14,278,349	13,592,559	60,578,494
Grand total expenditures	678,321,607	228,278,927	196,801,550	1,103,402,084
VIII.—Distribution of expenses of instruction in public day schools				
Kindergartens:				
Salaries and expenses of supervisors and principals	171,258	56,232	12,934	240,424
Salaries of teachers	11,870,800	2,919,416	1,792,886	16,583,102
Total	12,042,058	2,975,648	1,805,820	16,823,526
Elementary schools:				
Salaries and expenses of supervisors and principals	22,055,433	7,328,826	5,955,135	35,339,394
Salaries of teachers	184,682,519	54,443,949	47,627,275	286,753,743
Textbooks, supplies, and other expenses of instruction	8,785,317	3,119,762	3,084,853	14,989,932
Total	215,523,269	64,892,537	56,667,263	337,083,069
Junior high schools:				
Salaries and expenses of supervisors and principals	1,820,098	1,351,217	722,832	3,894,147
Salaries of teachers	26,738,555	13,754,976	8,007,790	48,501,321
Textbooks, supplies, and other expenses of instruction	1,631,651	975,858	580,954	3,188,463
Total	30,190,304	16,082,051	9,311,576	55,583,931

[2] Included in State moneys.

TABLE 1.—*Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1925–26*—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	Goups I, II, and III combined, unless otherwise indicated
VIII.—Distribution of expenses of instruction in public day schools—Continued				
High schools:				
Salaries and expenses of supervisors and principals	4,760,409	1,946,649	2,238,997	8,946,055
Salaries of teachers	69,080,883	23,008,132	22,990,790	115,079,805
Textbooks, supplies, and other expenses of instruction	4,071,500	1,681,362	1,653,149	7,406,011
Total	77,912,792	26,636,143	26,882,936	131,431,871
Special schools for the deaf, the blind, the feeble-minded, etc.:				
Salaries and expenses of supervisors and principals	430,895	38,570	(1)	469,465
Salaries of teachers	7,493,054	855,532		8,348,586
Textbooks, supplies, and other expenses of instruction	346,700	40,316		387,016
Total	8,270,649	934,418		9,205,067
Vocational schools (full time):				
Salaries and expenses of supervisors and principals	282,787	142,532	24,427	449,746
Salaries of teachers	2,870,459	944,766	117,576	3,932,801
Textbooks, supplies, and other expenses of instruction	351,549	152,756	11,761	516,066
Total	3,504,795	1,240,054	153,764	4,898,613
Normal schools under city boards of education:				
Salaries and expenses of supervisors and principals	196,714	2,542	1,900	201,156
Salaries of teachers	2,027,545	34,527	16,850	2,078,922
Textbooks, supplies, and other expenses of instruction	130,517	1,644	50	132,211
Total	2,354,776	38,713	18,800	2,412,289
Colleges under city boards of education:				
Salaries and expenses of supervisors and principals	55,191	31,930	19,950	107,071
Salaries of teachers	848,337	250,415	273,711	1,372,463
Textbooks, supplies, and other expenses of instruction	63,566	19,134	34,203	116,903
Total	967,094	301,479	327,864	1,596,437
IX.—Expenses of debt service				
Redemption of bonds by payment from—				
Current funds	15,443,931	7,821,355	7,810,109	31,075,395
Sinking funds	7,959,820	2,670,217	2,826,295	13,456,332
Issue of new bonds	3,408,000	6,810,600	6,592,486	16,811,086
Payments to sinking funds	4,517,015	3,045,443	1,755,423	9,317,881
Payments of interest from—				
Current funds	36,711,232	11,668,568	10,569,983	58,949,783
Sinking funds	1,767,568	2,481,572	128,941	4,378,081
Redemption of short-term loans	12,431,343	5,224,928	4,061,054	21,717,325
Refunds and other expenses of debt service	315,297	293,458	204,203	812,958
Total	69,418,818	28,053,752	24,400,772	121,873,342
X.—Bonds and sinking funds (thousands of dollars)				
School bonds outstanding	891,781	304,808	255,776	1,452,365
Other forms of school debt	29,222	5,127	9,471	43,820
Total amount in sinking funds	59,151	15,076	10,911	85,138
XI.—Taxation and values				
Assessed valuation of property taxed for school purposes (thousands of dollars)	50,435,665	13,200,903	10,198,769	73,835,337
True valuation of property assessed for school purposes (thousands of dollars)	61,793,876	18,221,441	16,705,306	96,720,623
Ratio of assessed valuation to true property value	81.62	72.45	61.05	76.34
Amount derived from tax on property (thousands of dollars)	512,064	168,495	128,064	808,623
Average rate of taxation for all school purposes (mills)	8.29	9.25	7.67	8.36
Value of school properties (thousands of dollars)	1,535,727	615,159	562,141	2,713,027

[1] The items of this class in Group III not tabulated in detail.

TABLE 2.—*Combined summary of personnel and attendance in city public schools, 1925–26, 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] 2,872	3,182	20,986	40,060	298,770	5,873,158	5,841,673	1,775,623,803	9,694,379	673	21,651	797,997	392	13,291	421,867
Alabama	38	41	147	234	2,689	58,731	63,670	17,038,185	95,537	4	81	2,213	3	7	189
Arizona	16	18	100	136	1,058	21,853	21,188	5,478,679	31,271	9	55	1,068	4	20	491
Arkansas	41	41	123	205	1,665	38,976	40,956	11,383,476	64,789	2	34	650	3	15	237
California	102	141	1,323	2,940	18,529	339,920	327,970	96,030,003	523,184	41	1,648	130,895	6	1,158	32,892
Colorado	27	31	263	388	3,100	61,205	61,530	16,306,472	90,680	7	104	3,804	8	102	3,510
Connecticut	76	85	535	610	7,614	137,391	134,027	41,989,674	229,693	35	447	12,792	7	214	7,248
Delaware	4	5	37	53	508	9,278	9,491	2,999,980	16,119	1	45	1,334	2	37	966
District of Columbia	1	9	115	311	2,369	36,108	38,170	11,123,373	61,589	1	234	10,106	1	243	6,587
Florida	30	39	224	197	2,789	55,389	57,744	15,597,294	89,883	1	21	440	2	13	246
Georgia	58	64	252	456	3,853	81,269	88,654	24,829,109	138,261	7	179	4,472	8	65	1,094
Idaho	20	22	66	165	899	18,677	24,821	5,418,134	40,343	1	3	30			
Illinois	174	187	1,022	2,242	19,848	424,631	406,903	133,154,734	706,221	16	1,354	56,902	15	718	20,586
Indiana	93	101	817	1,754	7,756	157,965	157,178	48,689,193	266,049	24	664	25,869	16	416	16,444
Iowa	82	85	579	689	5,817	95,696	96,816	29,567,006	164,877	13	160	4,201	7	78	1,800
Kansas	61	63	345	645	3,973	75,348	76,601	22,083,408	126,733	11	142	4,994	14	156	4,001
Kentucky	49	53	226	354	3,212	64,788	66,348	18,298,183	103,452	1	49	1,893	4	52	1,848
Louisiana	38	38	208	220	2,870	58,381	65,993	17,749,099	100,982	3	145	7,764	2	15	411
Maine	56	53	202	287	2,436	41,236	40,442	12,244,081	69,161	14	187	4,590	1	15	463
Maryland	18	9	196	555	3,466	71,219	70,443	22,123,277	115,711	3	284	10,318	1	121	5,651
Massachusetts	169	180	1,359	2,290	19,260	349,448	339,391	107,364,721	598,771	82	2,503	62,844	33	886	26,426
Michigan	93	112	932	2,063	13,591	253,589	252,486	76,498,473	407,681	38	1,370	47,728	26	944	31,701
Minnesota	59	65	489	848	7,077	117,781	120,720	37,049,246	204,204	24	517	13,286	10	423	12,644
Mississippi	32	32	118	98	1,406	25,982	28,855	7,999,447	44,971	1	4	138	6	58	1,120
Missouri	63	78	495	972	7,164	143,912	144,278	45,021,097	240,469	8	854	31,418	6	1,062	32,450
Montana	17	17	88	60	1,009	18,510	18,648	5,575,624	30,721	2	3	62	3	29	789

Nebraska	31	35	212	322	2,700	49,095	49,267	15,004,632	83,512	5	154	4,498	5	20	596
Nevada	3	3	6	15	130	2,343	2,162	647,243	3,684	1	4	75			
New Hampshire	27	30	86	197	1,255	21,665	21,211	6,600,663	37,049	13	140	1,733	3	83	2,503
New Jersey	122	137	985	1,765	14,666	278,441	267,950	85,122,271	450,172	43	105	33,089	28	1,487	47,712
New Mexico	12	12	42	57	427	8,605	8,461	2,407,164	13,459	1	16	351	1	16	385
New York	170	224	2,778	5,191	41,546	845,707	816,183	259,201,395	1,385,836	83	2,978	119,769	18	1,722	74,514
North Carolina	55	60	270	316	3,810	72,020	77,581	21,934,658	122,340	6	97	2,220	5	33	615
North Dakota	12	12	50	84	544	9,573	10,533	3,084,324	17,216	2	18	609	3	18	385
Ohio	145	163	1,317	2,949	19,493	384,587	378,572	116,142,110	636,984	26	1,230	44,145	27	925	27,335
Oklahoma	63	64	323	667	3,998	85,408	86,080	23,847,831	135,228	6	173	5,765	15	59	1,083
Oregon	23	25	183	374	2,532	47,880	48,212	14,385,925	78,341	4	106	4,060	3	30	444
Pennsylvania	309	336	1,693	4,101	25,436	553,915	548,591	172,470,763	921,827	44	1,850	57,596	27	975	28,597
Rhode Island	27	34	131	269	2,951	55,152	53,619	16,404,361	90,941	17	552	10,156	3	24	910
South Carolina	32	32	166	187	1,962	41,494	46,806	12,728,491	71,319	5	56	762	4	48	757
South Dakota	14	14	87	104	791	12,727	13,445	3,952,203	22,194	6	38	765	3	29	831
Tennessee	47	48	271	352	3,386	75,887	80,398	22,104,292	124,688	1	67	3,060			
Texas	117	126	636	1,240	9,155	188,611	193,202	51,259,778	295,852	10	383	15,372	24	257	5,055
Utah	17	18	102	384	1,624	33,681	32,969	10,280,101	57,623	2	20	412	1	22	627
Vermont	29	28	62	88	890	14,246	14,314	4,372,208	24,753	3	21	542			
Virginia	39	41	249	325	3,703	66,497	71,732	21,015,856	116,987	8	238	7,314	14	298	7,961
Washington	35	38	351	720	4,096	87,846	86,112	25,847,066	141,143	10	248	11,948	5	60	1,538
West Virginia	36	35	219	472	2,505	46,995	47,523	14,311,073	80,351	5	50	1,008	6	63	1,133
Wisconsin	82	90	459	1,063	6,659	123,929	123,285	38,154,287	206,535	21	1,039	32,373	8	267	8,997
Wyoming	8	8	47	46	553	9,571	9,542	2,733,140	14,993	2	35	564	1	8	95

[1] Including estimates for all cities not reporting.

TABLE 3.—*Combined summary of expenditures, value of school properties, and number of schools and buildings in city public school systems, 1925–26, 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	35,840	25,241	3,385,276	$643,003,174	$8,966,385	$2,578,381	$69,205,840	$972,440,958	$286,069,677
Alabama	309	264	20,876	3,505,296	15,170	986	138,791	4,548,747	2,175,488
Arizona	156	109	10,187	2,082,017	9,735	3,152	289,131	3,200,593	491,085
Arkansas	258	226	11,156	2,149,249	4,325	1,382	286,581	3,118,657	1,419,540
California	2,221	1,354	247,606	46,893,609	1,006,406	146,323	6,425,852	69,930,304	32,845,861
Colorado	426	296	33,781	6,799,678	66,204	22,949	740,046	9,812,437	3,888,482
Connecticut	1,161	843	80,716	14,810,441	211,933	25,811	1,320,485	22,561,622	7,694,812
Delaware	47	43	4,318	995,680	10,774	4,350	40,014	1,411,186	658,543
District of Columbia	314	160	22,885	5,689,750	93,787	27,286		7,636,708	1,923,059
Florida	224	200	23,146	3,570,587	13,835		638,830	5,232,194	6,994,572
Georgia	544	477	23,356	5,284,359	48,702	10,694	88,309	6,735,416	923,948
Idaho	110	109	7,168	1,567,200	339		257,311	2,509,363	156,303
Illinois	1,963	1,313	231,727	45,380,245	457,297	301,415	2,242,857	67,800,170	23,245,480
Indiana	1,029	722	86,401	17,073,208	116,270	111,629	1,542,768	25,808,355	6,091,433
Iowa	973	560	66,545	10,719,428	22,726	13,990	1,381,506	16,534,041	3,322,910
Kansas	601	453	46,413	7,582,495	21,323	15,802	492,333	11,080,528	1,826,007
Kentucky	448	326	20,315	4,690,865	15,259	11,297	187,461	6,462,524	939,552
Louisiana	307	234	20,236	4,285,401	43,547	3,440	308,005	5,946,189	1,609,486
Maine	729	651	18,472	3,341,163	46,121	480	204,270	5,302,755	605,428
Maryland	379	235	27,140	6,545,382	104,574	25,469	692,565	9,631,600	3,927,833
Massachusetts	2,953	2,234	196,018	39,516,927	796,167	132,596	2,301,272	60,519,970	15,684,149
Michigan	1,821	931	186,188	29,888,565	423,485	245,289	5,375,869	47,793,795	17,012,274
Minnesota	1,013	625	88,285	14,110,659	137,016	82,085	1,093,566	22,479,810	7,378,580
Mississippi	198	165	13,211	1,607,514	1,040	8,446	118,791	2,223,078	722,410
Missouri	887	641	84,599	14,913,582	233,681	294,615	1,383,130	23,224,126	8,005,675
Montana	133	125	10,219	1,827,171			197,468	2,890,831	43,346
Nebraska	400	253	37,941	5,436,189	35,175	1,995	820,321	8,632,481	3,715,013
Nevada	20	18	1,337	257,722	681		19,990	391,746	14,656
New Hampshire	350	272	11,041	2,235,799	23,576	1,750	225,362	3,590,122	519,229
New Jersey	1,560	863	176,749	35,445,666	519,344	235,765	5,085,120	55,429,124	15,470,226
New Mexico	62	59	3,353	754,157	1,949	2,150	78,742	1,054,816	41,610

New York	3,246	1,940	543,784	121,880,773	2,719,977	281,833	14,606,309	179,115,682	43,309,762
North Carolina	340	311	34,569	5,306,497	18,573	8,423	772,969	7,640,143	4,204,176
North Dakota	70	61	6,579	1,008,090	2,418	2,914	95,722	1,684,556	127,693
Ohio	1,994	1,364	264,393	42,370,223	395,679	202,587	7,503,281	68,634,499	17,564,959
Oklahoma	565	432	38,350	6,919,651	52,835	7,527	567,556	9,989,880	1,545,363
Oregon	228	208	24,529	5,137,984	46,226	----------	481,535	7,435,967	3,235,691
Pennsylvania	2,751	2,229	310,997	54,614,231	627,085	176,106	5,928,591	87,157,694	22,083,672
Rhode Island	537	433	22,402	5,070,901	101,083	2,820	483,695	7,951,555	2,845,991
South Carolina	215	205	14,678	2,565,349	6,100	4,950	126,002	3,422,303	1,178,105
South Dakota	108	90	8,184	1,481,629	5,336	6,669	236,111	2,412,404	168,850
Tennessee	266	321	23,978	4,534,060	20,905	----------	345,541	6,195,896	1,754,118
Texas	1,044	906	80,153	14,744,905	100,818	30,774	1,230,873	19,809,695	3,781,962
Utah	217	171	13,274	2,996,308	4,480	3,750	266,015	4,399,840	687,366
Vermont	212	190	6,147	1,273,303	3,372	----------	50,092	2,023,935	248,430
Virginia	388	282	27,357	5,399,359	70,846	43,360	299,419	7,207,901	2,029,350
Washington	432	385	42,122	9,112,679	78,640	9,063	759,327	13,105,488	2,731,655
West Virginia	335	319	29,307	4,642,307	9,313	9,610	314,658	6,792,591	3,326,689
Wisconsin	1,103	559	78,405	13,892,345	218,791	55,889	1,102,250	22,409,746	5,760,751
Wyoming	93	74	4,683	1,092,576	3,467	960	59,148	1,557,895	138,099

[1] Includes interest paid from current funds only.

TABLE 4.—*Summary of personnel and attendance in city public schools, 1925–26*

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	9,838,279	[1] 2,101	2,098	5,596	9,574	68,461	1,289,936	1,319,016	390,962,567	2,192,734	219	1,171	24,896	153	735	16,012
Alabama	116,603	27	27	23	54	640	14,855	15,844	4,078,818	23,350	2	6	135	2	4	91
Arizona	75,683	14	16	69	105	691	13,757	13,517	3,619,100	20,158	7	52	957	3	10	218
Arkansas	151,462	36	36	56	135	880	21,280	22,596	6,271,873	35,696				2	5	87
California	349,536	77	83	280	452	3,154	57,191	55,023	16,422,789	92,888	21	120	5,167	4	9	166
Colorado	90,743	20	21	106	136	890	17,469	17,500	4,671,164	26,344	2	4	75	4	17	598
Connecticut	238,992	48	50	104	89	1,642	28,386	28,255	8,785,220	48,316	12	38	781			
Delaware	10,599	3	3	1	7	68	1,066	1,172	364,360	1,949				1	2	25
Florida	119,067	24	32	89	61	993	19,280	19,874	5,686,130	32,844				1	6	161
Georgia	202,532	46	46	77	148	1,183	23,263	25,078	7,208,347	40,422	2	5	34	5	16	268
Idaho	82,643	18	18	47	122	669	14,151	20,484	4,069,904	32,770						
Illinois	592,583	127	133	262	351	3,429	64,082	63,051	19,760,753	109,607	3	20	356	8	39	536
Indiana	311,030	62	62	234	452	1,820	36,913	37,182	11,550,986	64,937	3	27	633	6	16	362
Iowa	271,345	63	63	233	291	2,078	31,845	33,665	10,222,327	58,108	4	8	153	3	6	155
Kansas	192,541	44	44	177	262	1,416	25,187	26,002	7,652,847	43,690	3	7	163	5	12	250
Kentucky	194,446	41	41	68	142	1,261	26,015	26,963	7,723,163	43,154				3	6	83
Louisiana	132,015	32	25	58	81	825	15,854	16,647	4,867,685	27,678	1	1	30	1	3	61
Maine	212,638	47	43	125	178	1,395	24,270	23,927	7,148,621	40,657	5	45	823	1	15	463
Maryland	55,415	13		30	60	319	6,082	6,330	1,944,421	10,436						
Massachusetts	506,171	103	94	277	325	3,274	55,330	54,152	17,405,603	97,273	22	83	1,184	2	19	369
Michigan	335,958	63	65	255	403	2,684	46,665	47,758	15,465,477	81,822	15	78	1,607	12	78	2,231
Minnesota	225,871	48	48	193	295	2,225	33,301	35,753	10,709,456	60,367	14	131	2,838	5	37	760
Mississippi	103,920	23	23	64	46	595	10,128	11,067	3,250,849	18,236				2	15	265
Missouri	231,978	50	50	140	249	1,542	31,223	31,326	8,988,365	49,619	3	13	173	3	7	236
Montana	54,806	11	11	24	16	325	5,700	5,709	1,771,482	9,830	1	1	17	2	4	205
Nebraska	122,697	26	26	88	138	934	17,056	17,585	5,038,214	28,634	2	11	245	4	19	579

Nevada	7,382	2	2	4	7	47	769	755	224,580	1,269						
New Hampshire	86,022	19	19	29	68	451	7,513	7,253	2,248,617	12,859	5	23	241	1	16	300
New Jersey	397,533	81	81	222	364	3,358	59,639	57,361	18,015,661	97,699	13	34	939	8	43	1,280
New Mexico	49,803	11	11	28	45	300	6,167	6,239	1,764,384	9,888						
New York	486,798	110	112	308	330	3,975	64,643	65,203	19,403,312	106,199	29	114	2,846	3	32	675
North Carolina	179,858	41	41	104	139	1,462	29,438	31,755	9,016,228	50,286	1	3	45	1	3	100
North Dakota	41,792	9	9	25	37	254	4,435	4,815	1,429,412	8,024				1	1	29
Ohio	504,692	95	95	244	600	3,170	61,467	62,426	19,251,199	108,595	3	10	187	6	32	590
Oklahoma	222,216	51	52	171	318	1,839	41,428	42,217	11,526,950	65,589	4	29	246	11	31	576
Oregon	90,432	19	19	78	135	809	15,063	15,025	4,218,599	24,132	2	3	31	3	30	444
Pennsylvania	1,142,394	230	232	478	1,050	6,457	134,591	134,347	43,055,050	235,437	12	71	1,133	10	54	1,261
Rhode Island	87,818	16	17	27	32	497	9,906	9,580	2,903,796	16,034	6	34	598	1	3	181
South Carolina	121,203	26	26	84	102	1,056	22,523	25,942	6,816,337	38,158	3	43	382	2	19	265
South Dakota	62,133	12	12	55	70	477	7,965	8,613	2,526,220	14,215	4	16	221	1	1	44
Tennessee	163,518	41	41	82	136	1,095	24,616	26,422	7,218,742	41,211						
Texas	389,976	87	87	147	444	2,529	53,373	55,879	14,748,031	85,176				12	50	845
Utah	54,367	14	12	38	214	452	11,095	10,896	3,194,900	18,537						
Vermont	117,465	26	25	45	62	673	10,213	10,323	3,118,866	17,708	1	3	51			
Virginia	123,723	28	28	62	82	832	14,514	15,659	4,516,873	25,339	1	1	25	6	32	570
Washington	106,718	25	25	72	176	830	17,593	17,351	5,126,907	28,649	3	20	465	2	7	128
West Virginia	106,651	25	24	81	208	842	16,608	17,388	5,069,241	28,576	1	2	30	4	16	253
Wisconsin	282,439	61	62	107	321	1,848	31,036	31,969	9,488,941	52,500	8	100	1,846	2	20	302
Wyoming	32,072	6	6	25	36	276	4,992	5,138	1,401,767	7,869	1	15	239			

[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, 1925–26*

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] 11,491	9,901	672,249	$110,704,973	$204,594	$97,459	$10,256,057	$174,327,589	$41,360,489
Alabama	113	84	3,838	621,845	1,750	800	42,164	852,893	163,286
Arizona	107	78	6,352	1,355,695	9,322	1,585	128,015	2,099,489	81,962
Arkansas	169	145	5,453	1,034,745			139,994	1,516,145	903,585
California	508	436	39,816	6,834,449	26,410	725	279,879	9,747,460	2,535,220
Colorado	152	144	7,355	1,619,226	198	4,913	170,431	2,396,693	896,694
Connecticut	409	378	12,707	2,527,219	9,425		153,423	4,200,815	1,049,069
Delaware	13	10	380	100,176		200	489	136,167	7,456
Florida	91	83	6,743	1,232,320			168,615	1,713,157	1,035,185
Georgia	178	180	6,383	1,242,964	300	1,030	10,911	1,628,313	385,434
Idaho	87	86	4,841	1,117,887			167,807	1,789,321	75,481
Illinois	472	469	34,907	5,018,979	1,400	5,910	358,715	7,814,445	1,590,348
Indiana	299	265	17,329	3,388,441	5,033	2,090	198,143	5,023,908	1,365,293
Iowa	379	253	20,554	3,343,774	503	935	383,394	5,094,992	997,550
Kansas	229	198	21,385	2,495,238	924	1,480	201,170	3,631,174	498,442
Kentucky	196	168	7,982	1,527,675		100	94,875	2,249,957	753,835
Louisiana	88	86	6,108	856,878			31,229	1,195,331	102,163
Maine	505	467	8,565	1,685,931	8,434	480	43,093	2,690,222	222,941
Maryland	44	42	2,612	459,073			13,699	624,856	181,630
Massachusetts	781	749	28,034	5,346,440	13,632	2,333	66,184	8,625,284	2,095,024
Michigan	501	342	32,716	4,976,452	11,383	14,378	748,460	8,403,238	2,519,717
Minnesota	407	325	26,931	3,864,541	20,120	8,283	322,061	6,941,846	477,481
Mississippi	97	84	4,866	771,677		2,696	12,556	1,028,880	164,167
Missouri	266	235	15,557	2,353,142	56	1,704	300,721	3,624,586	1,372,335
Montana	53	58	4,385	532,936			85,879	904,591	18,463
Nebraska	186	144	10,969	1,539,595	1,515	1,995	106,535	2,424,792	283,678
Nevada	8	8	432	107,389			1,648	159,282	13,877
New Hampshire	167	151	2,641	686,908	2,698	1,750	38,169	1,147,931	412,428
New Jersey	442	313	37,746	6,370,333	8,208	5,950	887,016	10,475,400	3,807,664
New Mexico	52	49	2,438	530,552			48,291	738,335	9,163
New York	548	339	49,753	7,544,242	23,815	7,770	1,121,763	13,534,558	3,710,631
North Carolina	168	142	13,614	1,974,005	360	515	230,369	2,745,701	1,826,065
North Dakota	40	34	2,432	448,176		311	51,521	832,668	104,222
Ohio	471	407	44,532	5,432,300	836	3,185	1,007,166	9,122,809	1,210,859
Oklahoma	282	261	14,222	2,620,467	21,113	3,541	324,557	3,930,700	437,811
Oregon	98	93	6,057	1,327,076	96		175,499	2,062,758	655,903
Pennsylvania	881	779	64,793	10,968,986	7,922	4,045	1,141,972	18,208,047	4,585,341
Rhode Island	144	148	3,394	649,165	4,210	600	32,961	1,188,199	330,503
South Carolina	142	137	7,267	1,280,819	5,700	1,700	7,849	1,646,700	566,977
South Dakota	66	66	4,936	878,585	1,695	150	119,511	1,470,769	132,714
Tennessee	169	144	7,478	1,138,405			6,676	1,525,873	338,773
Texas	404	394	18,984	3,485,489		6,790	338,363	4,856,479	826,647
Utah	104	109	3,530	888,327			43,104	1,382,396	293,780
Vermont	179	165	4,627	919,477	245		25,577	1,497,764	246,408
Virginia	111	94	7,011	984,459	250	4,123	66,721	1,324,521	132,247
Washington	123	127	7,549	1,525,172	2,023	50	86,821	2,285,808	276,773
West Virginia	151	153	8,334	1,387,653	400	2,795	53,236	2,010,059	836,012
Wisconsin	372	244	21,624	3,165,234	13,418	2,547	218,371	5,053,027	787,535
Wyoming	39	35	2,087	544,456	1,200		454	769,250	41,717

[1] Includes estimates for all cities not reporting.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1925–26*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Population, 1920	School census age	Children of school census age	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	14	15
Alabama:														
Birmingham	178,806	6–20	59,902	176	3	52	102	1,013	22,015	23,757	6,305,376	35,826	61	66
California:														
Los Angeles	594,791	3–18	----------	187	11	420	1,055	6,306	112,014	108,482	31,208,149	166,941	688	298
Oakland	216,261	----------	----------	186	3	81	149	1,353	27,072	26,085	7,555,382	40,620	195	58
San Francisco	506,676	----------	----------	192	8	119	214	1,945	37,217	35,181	11,132,426	57,982	178	106
Colorado:														
Denver	256,491	6–20	174,420	182	4	77	145	1,388	29,379	29,750	7,675,122	42,171	173	82
Connecticut:														
Bridgeport	143,555	4–15	36,596	183	3	54	49	724	13,542	13,163	4,293,250	23,499	87	37
Hartford	138,036	4–15	33,960	179	1	41	104	892	14,558	14,011	4,160,342	23,185	39	25
New Haven	162,537	4–16	40,106	186	4	68	104	881	17,816	17,291	5,596,234	30,036	101	64
Delaware:														
Wilmington	110,168	5–20	23,354	186	2	36	46	440	8,212	8,319	2,635,620	14,170	34	33
District of Columbia:														
Washington	437,571	----------	----------	181	9	115	311	2,369	36,108	38,170	11,123,373	61,589	314	160
Georgia:														
Atlanta	203,550	8–14	----------	180	4	75	173	1,092	24,169	25,294	7,237,880	40,210	103	[1] 66
Illinois:														
Chicago	2,701,705	–20	996,059	192	6	328	1,305	10,620	251,850	237,962	79,815,100	415,703	791	316
Indiana:														
Indianapolis	314,194	7–20	79,118	178	4	133	397	1,207	27,617	27,281	8,058,683	45,274	87	87
Iowa:														
Des Moines	126,468	5–20	40,506	179	2	53	96	821	15,266	15,040	4,330,010	24,190	143	57
Kansas:														
Kansas City	108,851	5–20	35,248	172	2	11	75	564	11,893	11,616	3,244,780	18,865	83	59
Kentucky:														
Louisville	242,068	6–17	57,156	171	4	82	134	1,027	21,078	21,655	5,490,468	32,108	136	74
Louisiana:														
New Orleans	387,219	6–18	100,277	178	6	102	89	1,296	27,083	30,912	8,113,890	45,712	160	96
Maryland:														
Baltimore	733,826	5–18	140,227	190	5	155	446	2,762	56,851	55,471	17,510,634	90,939	294	155

[1] Data of 1923–24.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1925–26*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Population, 1920	School census age	Children of school census age	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	14	15
Massachusetts:														
Boston	748,060	5–15		180	7	171	543	3,099	71,018	68,630	20,860,920	115,894	512	275
Cambridge	109,694	5–20	21,499	173	2	32	73	450	9,313	8,763	2,592,368	14,967	60	29
Fall River	120,485	5–16	28,403	177	2	52	45	681	9,794	9,873	2,939,318	16,572	94	56
Lowell	112,759			175	1	33	58	456	7,908	7,586	2,255,400	12,888	77	50
New Bedford	121,217	5–16	24,206	189	2	49	33	640	9,478	9,645	3,147,470	16,653	80	40
Springfield	129,614	5–15	26,854	187	2	50	125	777	13,342	12,808	3,982,998	21,347	73	44
Worcester	179,754	5–15	32,631	187	3	60	174	994	18,422	17,955	5,968,608	31,789	158	59
Michigan:														
Detroit	993,678	5–19	338,845	186	5	241	776	5,131	106,847	104,960	29,473,002	158,457	476	206
Grand Rapids	137,634	5–19	43,820	189	3	61	135	858	12,693	12,945	4,192,966	22,185	118	[1] 44
Minnesota:														
Minneapolis	380,582	5–18	93,410	183	4	112	230	2,126	40,398	41,164	12,594,630	69,037	190	103
St. Paul	234,698	5–16	46,792	183	3	81	128	1,297	21,122	20,715	6,283,839	34,337	161	80
Missouri:														
Kansas City	324,410	6–20	91,014	190	6	106	312	1,759	34,251	33,922	10,364,927	54,551	201	101
St. Louis	772,897	6–19	168,679	195	8	150	266	2,379	48,623	49,131	16,904,660	86,866	237	143
Nebraska:														
Omaha	191,601	7–21	50,231	180	4	70	117	1,153	20,328	20,044	6,483,600	36,020	125	61
New Jersey:														
Camden	116,309			192	1	39	67	614	11,214	10,942	3,346,780	17,433	60	44
Jersey City	298,103			195	3	60	137	1,211	25,160	24,315	7,973,811	40,937	73	41
Newark	414,524	3–20		199	6	78	276	1,924	41,945	40,216	13,020,769	65,459	224	67
Paterson	135,875			191	2	50	107	732	13,291	12,365	4,062,860	21,253	71	28
Trenton	119,289	4–18	27,024	185	1	52	82	525	10,041	9,896	3,083,512	16,667	79	33
New York:														
Albany	113,344	4–18	22,107	186	1	41	37	446	7,491	7,070	2,192,293	11,786	75	29
Buffalo	506,775	4–18	145,856	186	7	112	278	2,468	42,881	39,024	12,582,900	67,650	313	90
New York	5,620,048	5–18	1,458,936	189	36	1,455	3,606	24,494	552,973	530,883	171,903,267	909,561	1,118	842
Rochester	295,750	5–18	82,976	184	3	115	266	1,461	25,507	24,986	7,599,172	41,299	120	58
Syracuse	171,717			174	1	42	83	723	15,247	15,037	4,314,090	24,791	87	45
Yonkers	100,176	5–18	29,000	184	3	46	76	655	11,111	10,214	3,332,435	18,111	67	31
Ohio:														
Akron	208,435	6–17	41,917	185	3	41	125	903	20,659	21,005	6,189,330	33,455	104	35
Cincinnati	401,247	5–17	97,437	192	4	96	249	1,547	27,836	27,136	8,903,775	46,374	174	88

Cleveland	799,798			184	5	305	578	4,245	84,000	81,067	24,124,925	131,114	269	140
Columbus	237,031	5–17	53,259	187	3	82	182	1,085	22,397	21,273	6,861,189	36,793	93	65
Dayton	152,559	5–17	33,511	186	1	49	98	754	14,087	13,982	4,437,848	24,132	100	51
Toledo	243,164			180	3	59	98	1,218	24,450	23,883	6,595,908	36,746	101	50
Youngstown	132,358	5–17	36,282	185	1	49	123	864	15,490	15,218	4,804,820	25,972	83	44
Oregon:														
Portland	258,288	4–19	74,816	191	3	69	198	1,401	27,444	27,559	8,574,039	44,891	98	86
Pennsylvania:														
Philadelphia	1,823,779	6–15	340,361	188	15	313	1,039	5,943	149,327	149,537	43,340,427	231,126	486	366
Pittsburgh	588,343	6–16	135,096	200	5	218	415	2,493	54,726	52,858	16,866,430	84,379	277	145
Reading	107,784	6–16	19,945	195	2	12	75	470	9,250	8,954	3,061,813	15,702	61	47
Scranton	137,783	6–16	35,648	192	1	57	65	693	14,910	14,584	4,724,555	24,607	83	54
Rhode Island:														
Providence	237,595	4–20	78,232	182	7	36	141	1,212	22,298	21,705	6,645,311	36,553	185	111
Tennessee:														
Memphis	162,351			180	2	53	88	798	15,668	16,691	4,863,880	27,021	45	45
Nashville	118,342	6–16	29,537	177	1	51	46	439	12,192	13,137	3,346,206	18,905	40	41
Texas:														
Dallas	158,976	7–17	46,676	173	5	57	95	923	21,273	21,458	5,685,202	32,862	88	59
Fort Worth	110,820	6–17	26,663	176	3	49	105	751	13,841	14,200	3,668,666	20,845	85	51
Houston	142,356	7–17	41,694	173	2	76	99	974	18,377	18,843	5,226,772	30,212	96	74
San Antonio	161,379	7–17	37,582	171	2	62	101	757	15,387	14,481	3,997,254	23,410	52	51
Utah:														
Salt Lake City	118,110	6–18	32,401	183	3	42	82	892	15,894	15,591	5,135,273	28,062	91	40
Virginia:														
Norfolk	115,777	7–19	24,483	180	2	35	61	697	10,788	11,416	3,781,620	21,009	70	39
Richmond	171,667	7–19	40,454	180	2	50	59	807	14,792	16,188	4,599,830	25,554	95	44
Washington:														
Seattle	315,312	4–20	78,715	188	4	101	233	1,424	31,472	30,310	9,228,836	49,220	123	92
Spokane	104,437	8–15	30,991	183	1	50	104	574	11,475	11,182	3,438,731	18,812	54	48
Wisconsin:														
Milwaukee	457,147	4–20		189	5	112	282	1,725	40,426	37,954	12,153,302	64,303	246	87

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:														
Mobile	60,777	7–20	13,443	171	2	12	19	259	4,533	5,111	1,366,573	7,992	28	18
Montgomery	43,464	6–20	12,405	174	1	19	12	199	4,194	4,620	1,215,564	6,986	24	21
Arkansas:														
Little Rock	65,142	6–20	20,928	180	1	30	26	315	7,132	7,373	2,144,520	11,914	28	25
California:														
Berkeley	56,036			186	3	36	64	403	7,769	7,328	2,107,102	11,327	39	40
Fresno	45,086	4–16	11,533	179	2	34	62	392	7,862	7,735	2,233,643	12,478	43	27
Long Beach	55,593	4–16	16,852	179	1	57	108	651	11,837	11,442	3,355,131	18,744	67	35
Pasadena	45,354	3–18	15,989	173	1	24	177	615	8,874	8,384	2,379,193	13,753	52	27
Sacramento	65,908			182	3	28	80	485	8,262	8,246	2,263,338	12,456	39	23
San Diego	78,831	3–17	21,977	188	3	43	108	611	11,599	11,297	3,416,874	18,175	67	39
San Jose	39,642	3–18		177	3	15	52	303	5,595	5,631	1,654,030	9,345	24	13
Stockton	40,296	8–18		182	1	17	61	238	5,374	5,070	1,469,974	8,077	35	22

[1] Data of 1923–24.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1925–26*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Population, 1920	School census age	Children of school census age	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	14	15
Colorado:														
Colorado Springs	30,105	6–21	9,327	181	1	20	37	210	4,014	4,012	1,075,683	5,943	36	21
Pueblo—														
District No. 1	43,050	6–20	7,593	175	1	18	15	149	2,583	2,561	646,625	3,695	17	9
District No. 20		6–20	10,107	178	1	15	15	199	3,483	3,518	969,479	5,486	21	13
Connecticut:														
Meriden	34,764	4–16	9,124	181	1	21	26	180	2,849	2,877	910,887	5,024	37	19
New Britain	59,316	4–16	15,259	185	1	20	27	375	7,323	7,202	2,092,598	11,342	39	21
Stamford	40,067	4–16	12,300	184	1	13	23	311	5,622	5,442	1,605,032	8,723	31	20
Waterbury	91,715	4–15	22,800	180	3	31	58	543	8,957	8,574	2,801,042	15,531	71	36
Florida:														
Jacksonville	91,558	7–18	21,229	180	1	55	37	574	12,106	12,883	3,361,734	18,676	35	34
Pensacola	31,035	7–16	----------	157	1	10	8	168	2,713	3,202	765,108	4,784	20	20
Tampa	51,608	----------	----------	180	1	29	39	477	9,625	9,547	2,812,628	15,625	24	27
Georgia:														
Augusta	52,548	6–18	18,864	180	2	20	29	307	6,085	6,756	1,814,400	10,080	69	54
Columbus	31,125	6–18	10,170	177	1	9	23	185	4,149	4,432	1,219,991	6,880	31	15
Macon	52,995	6–18	19,489	186	1	36	25	292	6,891	7,789	2,277,942	12,247	46	46
Savannah	83,252	6–18	23,196	180	2	19	26	267	6,049	7,415	1,984,681	11,026	51	50
Illinois:														
Aurora—														
East side	36,397	6–20	6,803	191	1	12	14	107	2,194	2,144	678,667	3,553	17	9
West side		6–20	4,137	191	1	12	6	63	1,260	1,259	393,266	2,059	13	6
Cicero	44,995	6–20	22,540	192	1	19	10	196	4,122	4,004	1,395,373	7,269	15	15
Danville	33,776	6–20	15,902	181	1	9	23	200	3,839	3,872	1,250,009	6,921	18	18
Decatur	43,818	6–20	20,361	180	1	22	41	281	5,141	5,203	1,549,467	8,624	20	19
East St. Louis	66,767	6–20	18,920	194	1	21	31	332	6,625	6,576	2,144,864	11,056	39	40
Evanston—														
District No. 75	37,234	6–20	11,410	185	1	6	4	143	2,223	2,016	644,648	3,485	23	10
District No. 76		6–20	4,040	185	1	3	7	90	1,536	1,444	423,911	2,291	8	6
Joliet	38,442	6–20	16,088	179	1	14	9	188	3,733	3,483	1,087,604	6,076	24	20
Moline	30,734	1–20	9,257	181	1	21	18	156	2,831	2,746	833,452	4,605	25	15
Oak Park	39,858	6–20	13,012	185	1	16	10	245	3,731	3,536	1,104,012	5,967	23	10
Peoria	76,121	6–20	17,182	184	1	40	38	403	6,769	7,166	2,041,197	11,092	53	23
Quincy	35,978	6–20	10,360	187	1	18	21	152	2,633	2,592	790,204	4,237	21	14
Rockford	65,651	6–20	15,630	191	1	31	44	359	6,628	6,562	2,080,646	10,893	44	24
Rock Island	35,177	6–20	6,750	179	1	19	17	155	2,904	2,653	808,340	4,516	15	16

Springfield	59,183	-20	22,914	188	1	26	41	372	6,227	5,499	1,903,975	10,132	37	21
Indiana:														
East Chicago	35,967	6-20	11,878	187	1	16	38	198	4,339	4,204	1,302,528	6,964	24	9
Evansville	85,264	6-20	23,994	192	1	26	87	364	7,523	7,544	2,327,327	12,122	65	28
Fort Wayne	86,549	6-20	24,037	189	2	38	77	418	7,184	7,346	2,607,440	13,795	54	26
Gary	55,378	6-20	23,210	193	2	25	64	370	8,694	8,762	2,755,148	14,275	46	18
Hammond	36,004	6-20	16,026	195	2	29	43	274	5,467	5,211	1,700,847	8,722	47	17
Kokomo	30,067	6-20	7,393	180	1	23	23	139	3,386	3,349	927,092	5,150	13	13
Muncie	36,524	6-20	10,637	180	1	26	43	224	3,984	3,712	1,172,853	6,516	31	14
South Bend	70,983	6-20	25,962	200	1	33	61	447	8,539	8,660	2,955,923	14,780	47	23
Terre Haute	66,083	6-20	16,123	186	2	39	64	382	6,526	6,645	2,020,670	10,863	47	27
Iowa:														
Cedar Rapids	45,566	5-20	9,656	187	1	20	33	333	4,674	4,690	1,550,043	8,289	42	23
Council Bluffs	36,162	5-20	11,561	181	2	21	26	235	4,781	4,645	1,437,683	7,949	45	19
Davenport	56,727	5-20	13,380	192	1	24	42	288	4,799	4,660	1,475,152	7,683	54	24
Dubuque	39,141	5-20	9,767	187	1	10	21	164	2,280	2,180	679,144	3,631	24	14
Sioux City	71,227	5-20	21,256	180	2	42	36	500	7,617	7,623	2,345,331	13,029	59	33
Waterloo—														
East side	36,230	5-20	6,093	181	1	16	10	123	1,919	2,085	650,183	3,597	22	12
West side		5-20	4,554	190	1	23	10	103	2,008	2,087	750,550	3,945	15	8
Kansas:														
Topeka	50,022	5-20	14,210	168	1	32	27	276	5,586	5,548	1,539,552	9,164	53	27
Wichita	72,217	5-20	25,175	176	1	37	51	468	9,406	9,406	2,712,425	15,412	58	34
Kentucky:														
Covington	57,121	6-17	11,127	184	1	16	18	184	3,661	3,715	1,075,184	5,845	32	15
Lexington	41,534	6-17	9,697	178	1	15	5	214	3,829	3,907	1,127,274	6,333	26	15
Louisiana:														
Shreveport	43,874	------	----------	170	[2] 3	19	16	331	7,306	9,390	2,263,039	13,312	21	21
Maine:														
Lewiston	31,791	5-20	10,902	184	1	13	4	95	1,836	1,702	535,415	2,909	22	19
Portland	69,272	5-20	24,109	180	2	19	43	354	6,221	6,024	1,882,440	10,458	61	43
Massachusetts:														
Brockton	66,254	7-14	10,639	181	1	9	39	375	6,003	5,802	1,965,479	10,859	31	31
Brookline	37,748	5-16	5,825	180	1	11	24	197	2,889	2,952	881,323	4,887	22	13
Chelsea	43,184	5-15	12,822	177	1	11	19	247	4,386	4,370	1,405,950	7,953	15	7
Chicopee	36,214	7-14	----------	182	1	15	11	188	3,565	3,285	1,144,632	6,298	28	20
Everett	40,120	5-16	8,940	175	2	26	22	256	4,448	4,363	1,390,071	7,952	20	20
Fitchburg	41,029	------	----------	182	1	24	31	183	2,914	2,896	957,578	5,257	27	26
Haverhill	53,884	5-16	9,258	181	1	20	19	229	4,242	3,990	1,302,657	7,197	35	31
Holyoke	60,203	5-16	12,866	185	2	21	33	230	4,206	3,955	1,361,208	7,363	37	20
Lawrence	94,270	6-15	20,850	176	2	41	46	401	6,847	6,304	2,129,969	12,089	33	33
Lynn	99,148	5-16	13,940	176	2	14	49	428	8,079	7,795	2,514,291	14,247	53	43
Malden	49,103	5-15	11,178	179	1	18	19	223	4,553	4,435	1,386,156	7,730	18	19
Medford	39,038	5-15	----------	179	1	18	39	252	4,593	4,204	1,408,182	7,866	21	21
Newton	46,054	5-15	9,689	175	2	20	65	323	5,026	5,057	1,512,307	8,657	40	25
Pittsfield	41,763	------	----------	183	1	31	26	275	4,342	4,325	1,394,034	7,618	41	23
Quincy	47,876	------	----------	176	2	22	33	308	6,319	6,084	1,910,364	10,825	23	21
Salem	42,529	5-16	4,630	175	1	13	29	184	3,280	3,138	971,353	5,541	21	15
Somerville	93,091	5-15	18,017	177	2	21	41	415	7,999	7,929	2,497,019	14,074	50	26
Taunton	37,137	5-15	6,703	181	1	9	12	205	3,120	3,245	1,004,022	5,557	27	26
Waltham	30,915	7-14	4,264	177	1	6	20	202	2,971	2,744	876,257	4,948	28	17

[2] For entire parish.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1925–26*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Population, 1920	School census age	Children of school census age	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	14	15
Michigan:														
Battle Creek	36,164	5–20	9,162	189	2	19	31	217	4,317	4,454	1,282,648	6,787	30	16
Bay City	47,554	5–19	13,788	197	1	21	39	258	3,692	3,831	1,404,334	7,129	38	20
Flint	91,599	5–19	29,271	188	2	36	70	738	11,448	11,333	3,616,556	19,249	115	28
Hamtramck	48,615	5–19	20,587	190	2	19	31	258	6,022	5,990	2,078,185	10,938	15	8
Highland Park	46,499	5–20	11,461	186	2	20	53	350	5,397	5,309	1,422,250	7,656	31	11
Jackson	48,374	5–19	13,189	187	2	12	31	228	4,425	4,462	1,398,439	7,478	29	18
Kalamazoo	48,487	5–19	12,791	183	2	18	52	285	4,818	4,780	1,429,980	7,813	46	12
Lansing	57,327	5–19	16,606	184	2	36	81	349	7,350	7,233	2,220,698	12,070	72	25
Muskegon	36,570			192	2	17	38	226	3,771	3,654	1,247,624	6,498	26	15
Pontiac	34,273	5–20	10,233	191	1	16	33	210	4,137	4,158	1,255,284	6,595	26	13
Saginaw—														
East side	61,903	5–19	10,847	188	3	18	37	198	3,367	3,261	1,072,226	5,703	27	17
West side		5–19	8,898	188	1	12	33	161	3,189	3,105	953,582	5,072	19	12
Minnesota:														
Duluth	98,917	1–20	34,007	185	2	38	56	590	10,756	10,595	3,520,780	19,032	104	38
Missouri:														
St. Joseph	77,939	6–20	18,253	179	1	33	32	395	7,212	7,065	2,119,537	11,841	44	36
Springfield	39,631	6–19	15,722	175	1	8	35	239	5,892	5,961	1,590,400	9,088	28	28
Montana:														
Butte	41,611	1–20	18,882	177	1	19	16	232	4,505	4,480	1,253,190	7,080	19	18
Nebraska:														
Lincoln	54,948	5–20	17,515	174	2	33	31	362	6,369	6,347	2,016,138	10,674	39	22
New Hampshire:														
Manchester	78,384			181	2	24	45	276	5,226	5,197	1,653,228	9,142	50	28
New Jersey:														
Atlantic City	50,707			181	2	23	60	371	5,903	5,850	1,758,927	9,162	27	15
Bayonne	76,754			189	3	37	53	456	8,324	7,772	2,616,884	13,845	33	16
East Orange	50,710			183	1	18	42	275	4,716	4,677	1,427,266	7,800	29	11
Elizabeth	95,783			185	1	26	73	453	8,699	8,337	2,694,897	14,566	43	22
Hoboken	68,166			190	1	28	45	369	5,981	5,542	1,776,102	9,338	52	10
New Brunswick	32,779			179	1	16	24	196	3,355	3,334	999,153	5,581	15	8
Orange	33,268			185	1	15	15	166	3,402	3,333	1,068,572	5,777	19	9
Passaic	63,841			187	1	25	27	357	6,696	6,552	2,078,540	11,119	34	15

Perth Amboy	41,707			188	1	11	24	230	4,720	4,448	1,457,958	7,755	21	12
Union City	60,725			190	2	25	39	288	5,681	5,477	1,730,448	9,086	21	11
New York:														
Amsterdam	33,524	6-17	7,881	185	2	22	8	227	3,871	3,985	1,293,860	6,994	27	13
Auburn	36,192	5-18		183	1	16	12	153	2,803	2,743	820,818	4,485	24	14
Binghamton	66,800	6-17	14,003	181	1	28	16	454	6,529	6,537	1,981,399	10,964	35	17
Elmira	45,393	6-18	8,817	183	1	17	28	228	4,063	3,930	1,170,417	6,396	28	15
Jamestown	38,917	4-17	14,014	184	2	21	22	290	4,363	4,245	1,324,434	7,211	43	16
Mount Vernon	42,726	5-18	12,541	181	2	19	28	334	5,450	5,198	1,575,317	8,703	27	15
Newburgh	30,366			184	1	11	14	168	2,913	2,775	867,333	4,721	8	8
New Rochelle	36,213	4-18	10,807	184	1	19	34	247	4,409	4,212	1,240,525	6,757	20	11
Niagara Falls	50,760	5-17	16,858	185	3	27	36	369	6,696	6,347	1,867,504	10,096	32	17
Poughkeepsie	35,000	-18		182	1	19	13	165	2,984	3,128	886,595	4,871	29	12
Schenectady	88,723	5-17	24,412	180	2	41	42	560	9,124	8,876	2,684,517	14,903	50	25
Troy—														
Lansingburg district	72,013		2,271	181	1	11	1	63	952	992	287,444	1,586	12	6
Union district		6-17	10,581	184	1	21	19	209	3,658	3,467	1,173,953	6,380	29	15
Utica	94,156	5-17	19,000	186	2	28	34	501	8,844	8,609	2,680,307	14,410	66	24
Watertown	31,285	6-17	5,471	183	1	18	3	189	3,202	3,076	940,534	5,140	26	13
North Carolina:														
Charlotte	46,338	6-20	12,927	180	2	25	19	362	6,215	6,736	1,859,723	10,332	23	21
Wilmington	33,372	6-20	6,618	180	3	7	9	199	3,393	3,846	1,015,920	5,644	10	10
Winston-Salem	48,395	6-20	14,429	180	2	28	38	357	6,095	6,370	1,839,240	10,218	18	22
Ohio:														
Canton	87,091	5-18	22,282	179	2	36	71	522	10,529	10,470	3,232,514	18,028	45	34
Hamilton	39,675	5-18	8,560	192	1	6	24	169	3,604	3,560	1,146,219	5,986	22	14
Lakewood	41,732	5-18	12,865	182	1	22	58	304	5,243	5,029	1,635,872	8,989	27	15
Lima	41,326	5-17	7,947	177	2	18	35	235	4,365	4,249	1,287,807	7,273	25	16
Lorain	37,295	5-17	10,803	185	2	17	22	197	4,462	4,350	1,419,431	7,672	17	15
Portsmouth	33,011	5-18	9,607	183	1	10	22	206	4,572	4,527	1,284,756	7,038	26	18
Springfield	60,840	5-17	15,175	191	1	18	52	285	5,824	5,853	1,890,900	9,900	26	25
Oklahoma:														
Muskogee	30,277	6-20	8,962	177	1	17	28	201	3,851	4,218	1,132,158	6,397	17	17
Oklahoma City	91,295	6-20	25,029	175	1	43	94	622	13,225	12,025	3,638,053	20,788	96	41
Tulsa	72,075	6-20	21,660	180	1	25	84	520	10,799	11,034	2,919,673	16,265	81	28
Pennsylvania:														
Allentown	76,051	6-16	15,472	194	1	17	83	319	6,941	6,793	2,357,944	12,159	30	28
Altoona	60,331	6-16	12,178	180	1	15	40	302	5,564	5,470	1,738,073	9,656	18	19
Bethlehem	54,149	6-16	13,420	194	1	19	61	282	6,059	5,442	1,980,545	10,209	33	28
Chester	58,030	6-16	10,045	190	2	15	42	236	5,050	5,180	1,564,516	8,234	27	25
Easton	33,813	6-16	6,555	190	1	19	40	161	3,315	3,394	1,126,510	5,929	24	17
Erie	93,372	6-16	23,464	195	2	47	40	463	9,261	8,997	2,972,752	15,245	67	31
Harrisburg	75,917	6-15	12,728	190	2	18	90	334	7,292	6,990	2,314,025	12,207	35	26
Hazelton	32,277	6-16	7,625	189	1	11	37	191	3,922	3,709	1,311,370	6,938	22	16
Johnstown	67,327	6-16	14,570	180	1	30	56	424	6,540	6,339	2,066,173	11,524	51	25
Lancaster	53,150	6-16	10,178	198	2	9	42	212	4,790	4,775	1,524,223	7,742	22	22
McKeesport	46,781	6-16	10,636	180	1	17	44	243	4,916	4,922	1,599,524	8,886	17	15
New Castle	44,938	6-16.	9,916	180	1	14	42	284	5,488	5,632	1,791,183	9,958	24	17
Norristown	32,319	6-16	5,383	186	1	6	16	126	2,725	2,693	879,812	4,730	12	12
Wilkes-Barre	73,833	6-16	16,033	183	1	28	53	366	7,316	7,348	2,341,260	12,794	34	26
Williamsport	36,198	6-16	7,176	195	1	7	42	162	4,952	4,933	1,685,395	8,644	17	17
York	47,512	6-16	8,381	180	1	9	58	213	4,528	4,377	1,377,884	7,655	29	26

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1925–26*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Population, 1920	School census age	Children of school census age	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	14	15
Rhode Island:														
Newport	30,255	4–20	7,628	180	1	1	21	126	2,499	2,338	738,209	4,096	26	13
Pawtucket	64,248	4–20	20,068	176	1	26	21	308	5,137	5,114	1,502,713	8,526	38	28
Woonsocket	43,496	4–20	17,196	180	1	4	9	159	2,948	2,745	856,819	4,748	21	21
South Carolina:														
Charleston	67,957	8–14	----------	178	1	17	29	224	4,727	5,283	1,517,984	8,528	13	12
Columbia	37,524	6–14	----------	178	1	14	17	183	3,621	4,053	1,250,272	7,024	13	12
Tennessee:														
Chattanooga	57,895	6–20	28,912	177	1	24	21	423	8,707	9,160	2,506,320	14,160	29	29
Knoxville	77,818	------	----------	179	1	39	47	426	9,823	9,926	2,835,007	15,838	60	41
Texas:														
Austin	34,876	7–17	9,601	172	1	22	27	239	4,489	4,530	1,189,985	6,917	25	20
Beaumont	40,422	7–17	8,842	180	1	20	21	208	3,759	3,624	1,113,840	6,188	15	14
El Paso	77,560	7–17	22,938	177	2	32	50	543	9,559	9,930	2,628,642	14,865	37	23
Galveston	44,255	7–17	----------	166	1	17	20	201	3,749	3,979	847,122	5,103	18	12
Waco	38,500	7–17	10,278	173	1	19	32	274	5,198	5,353	1,442,091	8,336	20	20
Wichita Falls	40,079	7–17	8,782	170	1	18	20	192	4,474	4,447	1,160,329	6,826	18	17
Utah:														
Ogden	32,804	6–18	10,455	178	2	17	47	223	4,969	4,844	1,413,320	7,940	16	16
Virginia:														
Lynchburg	30,070	7–19	9,116	184	1	7	21	208	4,002	4,564	1,224,121	6,653	29	24
Newport News	35,596	7–20	6,360	184	1	18	16	140	2,782	3,072	880,256	4,784	12	11
Petersburg	31,012	7–19	6,951	182	1	12	15	139	2,710	2,920	863,165	4,742	9	10
Portsmouth	54,387	6–19	12,037	181	1	13	11	228	4,576	4,735	1,414,937	7,826	20	18
Roanoke	50,842	6–20	14,695	174	1	22	34	377	6,652	7,132	2,004,291	11,520	17	17
Washington:														
Tacoma	96,965	4–20	29,600	181	1	46	84	506	10,733	10,681	3,226,073	17,824	53	42
West Virginia:														
Charleston	39,608	6–20	11,807	178	1	22	38	293	4,696	4,705	1,555,434	8,739	26	24
Huntington	50,177	6–20	17,798	177	1	35	64	393	6,886	6,757	2,020,278	11,414	36	32
Wheeling	56,208	6–20	10,201	183	1	17	30	177	3,021	2,821	897,615	4,905	11	11
Wisconsin:														
Green Bay	31,017	4–19	9,797	187	1	20	18	165	2,552	2,537	846,991	4,541	25	16
Kenosha	40,472	4–19	13,689	187	1	23	25	291	4,792	4,707	1,403,339	7,504	29	16
La Crosse	30,421	4–20	9,425	181	2	8	27	154	2,725	2,910	924,055	5,113	38	14

Madison	38,378	4–20	12,507	176	1	27	45	328	4,956	4,914	1,459,531	8,275	51	16
Oshkosh	33,162	4–19	10,464	189	1	16	23	165	2,954	2,889	929,430	4,917	28	14
Racine	58,593	4–19	9,107	190	1	23	39	292	5,607	5,543	1,774,821	9,341	47	16
Sheboygan	30,955	4–20	11,288	198	1	12	27	161	2,947	2,886	953,709	4,817	20	9
Superior	39,671	4–20	11,438	183	1	18	40	260	4,081	4,499	1,255,180	6,849	33	13

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Alabama:														
Anniston	17,734	7–20	6,908	177	1	6	4	92	1,876	1,883	488,697	2,761	12	10
Bessemer	18,674	6–20	6,084	176	1	9	7	89	2,277	2,553	617,760	3,510	10	10
Dothan	10,034	6–16	2,882	175	1	4	3	54	1,102	1,309	394,973	2,256	8	8
Florence	10,529	6–20	3,651	176	1	6	4	56	1,185	1,214	689,744	2,064	9	8
Gadsden	14,737	6–20	5,923	175	1	5	9	80	2,025	2,193	567,700	3,244	10	11
Phenix City	10,374	------	3,628	168	1	------	3	39	1,113	1,057	263,099	1,565	9	7
Selma	15,589	6–20	4,634	176	1	3	11	76	1,624	2,009	502,656	2,856	12	9
Tuscaloosa	11,996	6–20	7,136	175	1	8	6	92	1,932	2,120	547,225	3,127	13	12
Arizona:														
Phoenix	29,053	5–20	11,918	166	1	17	9	205	4,591	4,329	990,522	5,967	31	17
Tucson	20,292	5–20	9,022	169	1	14	22	162	3,505	3,342	869,057	5,146	18	14
Arkansas:														
Fort Smith	28,870	6–20	9,638	174	1	12	11	177	3,441	3,598	1,044,154	6,017	16	16
Hot Springs	11,695	6–20	6,748	172	1	11	14	88	2,224	2,263	585,488	3,404	13	11
North Little Rock	14,048	6–20	5,486	175	1	3	9	87	2,303	2,481	647,581	3,700	16	13
Pine Bluff	19,280	6–20	6,349	170	1	11	10	118	2,596	2,645	689,860	4,058	16	16
California:														
Alameda	28,806	------	------	186	1	14	31	184	3,417	3,217	1,022,070	5,495	15	8
Alhambra	13,204	------	------	174	1	14	36	162	3,243	3,224	835,896	4,804	18	22
Bakersfield	18,638	3–18	4,584	180	2	6	4	148	2,671	2,575	782,925	4,350	25	16
Eureka	12,923	3–18	2,387	187	1	5	14	80	1,534	1,596	482,781	2,582	14	11
Glendale	13,536	3–17	8,551	179	2	17	13	190	3,373	3,197	957,166	5,347	22	13
Pomona	13,505	------	------	164	1	12	26	120	2,379	2,173	581,704	3,548	17	11
Richmond	16,843	3–17	5,412	188	2	6	19	156	2,746	2,802	843,701	4,488	16	15
Riverside	19,341	------	------	168	1	17	51	177	3,421	3,495	829,851	4,937	28	29
San Bernardino	18,721	5–18	7,914	173	2	18	37	214	4,080	3,960	1,060,041	6,127	36	29
Santa Ana	15,485	4–17	3,190	174	1	19	36	163	3,134	3,153	856,580	4,919	28	26
Santa Barbara	19,441	3–18	4,540	188	2	8	24	147	3,234	2,906	787,519	4,192	21	20
Santa Cruz	10,917	3–17	2,655	188	1	7	20	74	1,434	1,439	449,313	2,390	11	8
Santa Monica	15,252	3–18	------	185	1	19	38	188	3,245	3,058	924,264	4,995	21	12
Vallejo	21,107	3–18	2,732	188	1	7	9	70	1,343	1,271	418,161	2,224	14	10
Colorado:														
Boulder	11,006	6–20	3,522	179	1	8	18	83	1,439	1,407	441,610	2,467	9	9
Greeley	10,958	6–20	3,849	177	1	9	10	86	1,331	1,334	368,629	2,084	9	11
Trinidad	10,906	6–20	4,013	184	1	10	12	95	1,507	1,448	458,160	2,490	9	7
Connecticut:														
Ansonia	17,643	4–16	4,941	180	1	5	14	99	1,958	1,875	616,860	3,427	10	9
Bristol	20,620	5–19	4,770	180	1	25	7	166	2,698	2,742	806,096	4,482	22	14
Danbury	22,325	4–16	5,802	184	1	11	7	90	1,951	1,954	583,257	3,167	15	15
Derby	11,238	4–16	2,663	177	1	5	4	47	888	864	275,766	1,558	5	5
East Hartford	11,648	4–16	3,572	180	1	5	2	82	1,831	1,683	519,121	2,890	11	11

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Population, 1920	School census age	Children of school census age	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	14	15
Connecticut—Continued														
Enfield	11,719	4–15	3,704	177	1	3	5	76	1,502	1,473	464,942	2,625	15	15
Fairfield	11,475	4–16	4,322	187	1	10	-------	98	1,996	1,841	592,042	3,166	22	16
Greenwich	22,123	4–16	6,792	186	1	22	8	183	2,658	2,622	829,644	4,464	23	15
Manchester—														
Districts Nos. 1–8	18,370	4–16	2,086	185	1	4	1	50	774	792	253,894	1,372	11	8
District No. 9		4–15	2,925	187	1	15	6	90	1,533	1,454	481,916	2,584	10	7
Middletown	22,129	4–15	3,609	190	1	9	12	66	1,284	1,359	431,169	2,269	8	5
Milford	10,193	4–16	2,589	187	1	8	3	76	1,394	1,202	387,464	2,072	14	9
Naugatuck	15,051	4–16	3,456	181	1	4	7	75	1,396	1,302	429,007	2,376	17	11
New London	25,688	5–16	6,003	181	1	13	-------	143	2,758	2,623	720,380	3,980	28	10
Norwalk	27,743	4–16	7,183	184	1	10	15	152	2,961	3,034	997,722	5,417	29	20
Norwich	29,685	4–16	4,307	185	1	6	2	133	2,433	2,305	745,898	4,032	31	22
Stonington	10,236	4–16	2,448	187	1	3	5	56	1,080	1,009	317,526	1,698	13	8
Stratford	12,347	4–16	4,563	189	1	5	5	108	2,227	2,081	696,050	3,680	19	9
Torrington	22,055	4–15	6,280	181	1	12	14	130	2,484	2,381	773,271	4,272	16	1
Wallingford	12,010	4–15	3,425	181	1	3	6	78	1,381	1,423	450,345	2,488	18	12
Windham (P. O. Willimantic)	13,801	4–16	3,402	185	1	5	7	68	1,151	1,193	372,699	2,018	10	7
Florida:														
Key West	18,749	7–18	3,325	180	1	5	2	70	1,319	1,507	366,261	2,035	7	6
Miami	29,571	7–16	------	161	2	16	22	254	5,438	5,706	1,333,233	8,305	31	15
St. Petersburg	14,237	7–16	6,125	167	1	20	28	253	4,908	5,025	1,272,200	7,614	16	15
Georgia:														
Albany	11,555	6–18	3,006	178	1	-------	4	72	1,383	1,603	429,514	2,413	8	8
Athens	16,748	6–18	5,070	175	2	5	9	105	1,927	1,912	501,019	2,863	12	12
Brunswick	14,413	6–18	5,074	180	1	-------	5	50	1,065	1,248	318,060	1,767	6	6
Lagrange	17,038	6–18	5,237	176	1	8	2	94	1,803	1,952	478,509	2,719	10	14
Rome	13,252	6–18	3,745	180	1	2	3	69	1,521	1,762	452,880	2,516	12	10
Valdosta	10,783	6–18	2,840	177	1	-------	5	56	1,255	1,250	387,630	2,190	6	5
Waycross	18,068	6–18	5,004	177	1	1	4	81	1,709	2,163	518,256	2,928	12	11
Idaho:														
Boise	21,393	6–20	5,854	180	3	5	31	118	2,466	2,390	720,180	4,001	12	13
Pocatello	15,001	6–20	5,718	173	1	14	12	112	2,060	1,947	628,050	3,572	11	10
Illinois:														
Alton	24,682	-20	8,207	191	1	9	16	125	2,762	2,679	797,425	4,175	20	15

Belleville	24,823	6–20	11,189	195	1	3	11	75	1,545	1,526	503,991	2,583	18	10
Berwyn—														
District 98	14,150	6–20	2,425	184	1	-------	0	36	982	886	468,384	1,568	5	5
District 100		6–20	5,416	186	1	3	7	48	1,480	1,448	288,512	2,518	6	6
Bloomington	28,725	6–20	6,347	176	1	2	18	152	2,623	2,616	790,634	4,492	21	11
Blue Island	11,424	7–20	3,395	181	1	-------	5	53	937	974	288,658	1,595	7	6
Cairo	15,203	6–20	5,726	178	1	8	9	82	1,737	1,765	505,418	2,839	14	13
Canton	10,928	6–20	2,758	176	1	6	11	66	1,185	1,305	380,564	2,162	10	[3] 10
Centralia	12,491	6–20	3,324	178	1	12	8	58	1,178	1,192	338,734	1,903	7	7
Champaign	15,873	6–20	6,653	181	1	9	13	104	1,784	1,703	540,958	2,997	12	12
Chicago Heights	19,653	6–20	6,982	188	1	7	0	83	1,681	1,673	598,874	3,186	9	9
Elgin	27,454	6–20	5,752	185	2	17	19	137	2,334	2,250	753,505	4,073	12	12
Forest Park	10,768	–20	5,854	182	1	5	0	41	841	765	279,916	1,538	4	4
Freeport	19,669	0–20	5,086	186	1	1	13	90	1,790	1,700	552,606	2,971	9	10
Galesburg	23,834	6–18	----------	200	1	5	26	128	2,434	2,479	926,000	4,630	12	11
Granite City	14,757	6–20	10,954	193	1	6	13	117	2,332	2,227	722,688	3,750	8	8
Herrin	10,986	----------	----------	189	1	2	12	38	1,400	1,200	396,900	2,100	4	4
Jacksonville	15,713	6–20	5,282	180	1	8	9	77	1,257	1,384	401,038	2,234	9	9
Kankakee	16,753	6–20	7,680	178	1	5	8	89	1,498	1,585	469,373	2,636	10	12
Kewanee	16,026	6–20	4,436	177	1	3	9	80	1,490	1,450	457,664	2,593	11	8
La Salle	13,050	6–20	3,933	187	1	-------	0	43	775	681	231,917	1,240	6	6
Lincoln	11,882	1–20	5,435	181	1	3	3	44	690	648	208,043	1,156	8	8
Mattoon	13,552	6–20	4,045	182	1	2	6	71	1,424	1,505	517,972	2,846	11	9
Maywood	12,072	}												
Melrose Park	7,147	} –20	10,469	184	1	6	0	95	2,316	2,120	654,488	3,557	7	7
Murphysboro	10,703	6–20	3,114	185	1	5	7	42	685	636	232,177	1,255	5	5
Ottawa	10,816	6–20	3,240	190	1	-------	1	42	860	821	249,265	1,312	10	6
Pekin	12,086	6–20	5,685	184	2	4	13	83	1,376	1,327	462,772	2,514	9	9
Streator	14,779	6–20	4,036	192	1	8	2	61	1,130	1,022	342,597	1,789	11	9
Urbana	10,244	1–20	4,582	185	1	4	9	75	1,471	1,446	442,024	2,392	8	8
Waukegan	19,226	6–20	5,789	183	1	-------	4	122	2,306	2,122	646,149	3,531	22	13
Indiana:														
Anderson	29,767	6–20	9,372	180	1	10	38	158	3,828	3,367	943,200	5,240	22	14
Bloomington	11,595	----------	----------	180	1	7	21	99	1,651	1,692	522,540	2,903	7	6
Clinton	10,962	6–20	2,776	178	1	6	5	64	1,116	1,168	383,056	2,152	7	7
Crawfordsville	10,139	6–20	2,369	178	1	6	17	63	1,208	1,186	346,775	1,948	13	8
Elkhart	24,277	6–20	6,488	180	1	10	32	139	2,477	2,561	824,220	4,579	12	12
Elwood	10,790	6–20	3,028	180	1	4	18	57	1,229	1,285	378,810	2,105	7	7
Frankfort	11,585	6–20	2,769	178	1	8	18	62	1,251	1,324	396,921	2,229	6	7
Huntington	14,000	6–20	3,553	177	1	11	11	88	1,431	1,418	431,100	2,436	13	7
Jeffersonville	10,098	6–20	2,847	180	1	7	6	48	990	1,037	326,780	1,815	7	7
La Fayette	22,486	----------	----------	186	1	14	17	105	1,929	1,916	559,654	3,009	11	9
Laporte	15,158	6–20	4,099	186	1	3	15	87	1,487	1,383	524,334	2,819	12	7
Logansport	21,626	6–20	4,867	176	1	11	26	104	2,100	2,054	620,249	3,524	19	12
Marion	23,747	6–20	----------	174	1	17	36	130	2,673	2,571	660,041	3,793	16	15
Michigan City	19,457	6–20	6,935	182	1	14	17	113	1,954	1,976	593,205	3,254	23	10
Mishawaka	15,195	7–20	6,266	188	1	13	16	97	2,297	2,242	690,054	3,670	13	8
New Albany	22,992	6–20	6,814	177	1	5	22	96	2,086	2,084	568,523	3,212	17	15
Newcastle	14,458	6–20	4,855	175	1	3	15	70	1,610	1,671	489,671	2,798	7	7
Peru	12,410	6–20	2,968	180	1	7	12	63	1,220	1,229	387,787	2,157	8	8

[3] Estimated.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Population, 1920	School census age	Children of school census age	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	14	15
Indiana—Continued.														
Richmond	26,765	6–20	6,771	185	2	17	31	142	2,477	2,535	835,090	4,514	26	15
Vincennes	17,160	6–20	4,854	180	1	16	20	76	1,680	1,585	500,580	2,781	14	9
Whiting	10,145	6–20	3,257	191	1	6	12	52	1,099	998	327,106	1,713	9	5
Iowa:														
Boone	12,451	5–20	4,254	176	1	3	10	84	1,451	1,426	415,184	2,359	9	8
Burlington	24,057	5–20	6,410	178	1	19	20	151	2,485	2,478	752,762	4,229	26	13
Clinton	24,151	5–20	5,750	178	1	16	10	125	1,800	1,779	552,398	3,103	25	12
Fort Dodge	19,347	5–20	6,009	189	1	20	9	125	2,145	2,078	695,709	3,681	22	11
Fort Madison	12,066	5–20	3,300	178	1	5	7	55	1,021	975	329,300	1,850	12	7
Iowa City	11,267	5–20	3,141	173	1	7	9	71	1,054	1,086	312,022	1,804	12	8
Keokuk	14,423	5–20	3,518	179	1	13	9	77	1,340	1,260	398,233	2,231	9	9
Marshalltown	15,731	-------	-------	169	1	11	8	98	1,874	1,812	492,658	2,892	17	9
Mason City	20,065	5–20	6,381	174	1	12	16	135	2,593	2,639	766,250	4,404	34	16
Muscatine	16,068	5–20	4,000	179	1	11	10	94	1,553	1,522	468,980	2,620	10	10
Ottumwa	23,003	5–20	7,189	179	1	20	16	157	3,191	3,086	943,087	5,283	14	14
Kansas:														
Arkansas City	11,253	5–20	3,749	161	1	3	18	90	1,867	1,865	514,681	3,207	14	9
Atchison	12,630	5–20	3,260	173	1	5	9	62	1,105	1,128	316,751	1,831	13	7
Chanute	10,286	6–20	3,268	180	1	7	15	62	1,247	1,217	460,977	2,141	8	8
Coffeyville	13,452	6–16	5,042	160	1	7	25	98	1,933	1,997	530,880	3,318	12	11
Eldorado	10,995	5–20	2,281	180	1	5	15	70	1,343	1,305	377,640	2,098	7	7
Emporia	11,273	5–20	3,585	175	1	7	15	85	1,444	1,542	417,958	2,388	16	9
Fort Scott	10,693	5–20	3,528	180	1	2	17	75	1,401	1,600	479,700	2,665	9	7
Hutchinson	23,298	5–16	6,381	173	2	16	15	145	2,815	2,908	823,120	4,758	22	17
Independence	11,920	5–20	3,871	180	1	1	20	84	1,497	1,564	451,429	2,508	8	8
Lawrence	12,456	5–20	3,117	173	1	6	14	87	1,616	1,603	467,430	2,702	16	10
Leavenworth	16,912	5–20	3,824	174	1	10	10	82	1,340	1,415	410,442	2,351	16	11
Parsons	16,028	5–20	3,790	175	1	13	20	81	1,578	1,720	474,075	2,709	9	9
Pittsburg	18,052	5–20	5,800	175	1	4	15	111	2,105	2,155	629,081	3,595	9	9
Salina	15,085	7–15	4,757	174	1	2	22	117	1,985	2,010	579,640	3,331	19	13
Kentucky:														
Ashland	14,729	6–18	6,179	172	1	16	12	150	2,916	2,823	781,224	4,542	13	13
Henderson	12,169	6–18	3,129	186	1	4	9	66	1,272	1,308	373,807	2,010	9	9
Newport	29,317	6–18	5,000	191	1	6	2	102	1,727	1,688	540,148	2,816	9	9

Owensboro	17,424	6–18	4,767	177	1	5	16	100	1,864	1,875	528,115	2,984	12	11
Paducah	24,735	6–18	5,588	180	2	14	16	108	2,426	2,414	658,800	3,660	15	12
Louisiana:														
Alexandria	17,510	6–18	5,670	178	1	8	11	101	2,134	2,167	624,618	3,509	9	6
Baton Rouge	21,782	6–18	6,130	174	1	10	10	159	3,170	3,817	1,057,436	6,077	14	14
Lake Charles	13,088	6–18	4,004	175	1	7	8	94	1,651	1,681	472,089	2,698	8	7
Monroe	12,675	6–20	2,964	176	1	4	5	64	1,183	1,379	350,342	1,996	7	4
Maine:														
Auburn	16,985	5–20	4,696	180	1	-------	12	116	1,608	1,565	494,573	2,734	28	28
Augusta	14,114	5–20	4,151	178	1	9	2	76	1,107	1,161	351,450	1,980	21	16
Bangor	25,978	5–20	7,133	173	1	13	24	163	2,489	2,419	708,630	4,108	39	31
Bath	14,731	5–20	2,476	183	1	9	5	54	931	939	279,803	1,531	9	9
Biddeford	18,008	5–20	6,701	177	1	2	6	48	679	615	207,567	1,170	17	16
Sanford	10,691	5–20	5,065	183	1	2	7	58	845	882	263,486	1,438	12	12
Waterville	13,351	5–20	4,547	171	1	10	6	77	1,250	1,208	372,096	2,176	15	10
Maryland:														
Annapolis	11,214	5–18	2,884	181	1	2	5	49	910	1,032	288,601	1,598	4	4
Cumberland	29,837	5–18	5,447	192	1	5	13	144	3,059	3,088	987,629	5,144	17	15
Frederick	11,066	6–16	3,422	184	1	1	15	70	1,346	1,571	452,909	2,458	8	8
Hagerstown	28,064	6–16	5,825	183	1	3	16	122	2,971	2,951	939,083	5,136	12	11
Massachusetts:														
Adams	12,967	5–20	1,529	183	1	4	3	64	1,009	961	321,156	1,752	10	9
Amesbury	10,036	5–16	2,040	178	1	2	8	36	711	690	215,658	1,214	7	7
Arlington	18,665	5–16	4,100	180	1	15	10	148	2,292	2,326	753,485	4,171	10	10
Attleboro	19,731	5–15	4,232	180	1	11	7	124	2,032	2,010	641,726	3,559	19	18
Belmont	10,749	1–16	3,670	177	1	9	9	88	1,545	1,544	478,375	2,698	12	6
Beverly	22,561	5–20	----------	179	1	15	17	152	2,577	2,505	733,015	4,536	15	14
Braintree	10,580	7–16	2,798	178	1	5	4	85	1,333	1,337	433,123	2,434	18	10
Clinton	12,979	5–15	2,913	176	1	1	8	57	1,019	1,075	329,136	1,866	13	13
Danvers	11,108	----------	----------	175	1	8	7	57	1,024	965	321,753	1,838	11	11
Dedham	10,792	5–16	3,169	178	1	6	10	86	1,584	1,519	483,770	2,727	11	9
Easthampton	11,261	5–16	2,840	187	1	6	4	51	876	855	283,866	1,518	6	6
Framingham	17,033	5–16	4,250	173	1	10	13	125	2,118	2,030	644,044	3,718	19	17
Gardner	16,971	5–16	3,708	178	1	4	8	83	1,434	1,477	476,906	2,678	11	11
Gloucester	22,947	5–16	4,449	167	1	8	9	136	2,262	2,077	652,655	3,911	22	22
Greenfield	15,462	5–16	3,168	181	1	6	12	110	1,652	1,646	538,099	2,978	24	21
Leominster	19,744	5–16	----------	182	2	-------	12	95	1,663	1,642	529,993	2,909	11	16
Marlboro	15,028	5–16	3,001	183	1	3	3	65	1,005	1,054	352,092	1,924	6	5
Melrose	18,204	5–16	3,637	175	1	6	13	106	2,038	1,726	556,223	3,178	12	12
Methuen	15,189	5–16	4,812	175	1	8	7	105	1,850	1,822	574,912	3,278	21	19
Milford	13,471	5–15	3,179	175	1	2	3	88	1,499	1,442	478,806	2,737	20	20
Natick	10,907	5–16	2,310	181	1	8	3	64	1,276	1,226	412,872	2,282	11	11
Newburyport	15,618	5–15	2,722	173	1	4	7	69	1,184	1,189	357,443	2,064	8	8
North Adams	22,282	5–15	4,700	170	1	15	7	107	1,800	1,794	532,806	3,132	20	9
Northampton	21,951	5–16	4,351	183	1	10	5	110	1,908	1,901	620,613	3,384	19	18
Northbridge	10,174	5–16	2,174	179	1	3	4	57	974	943	308,796	1,727	11	11
Norwood	12,627	5–16	2,860	176	1	6	7	105	1,759	1,728	545,333	3,099	9	9
Peabody	19,552	5–16	3,367	175	1	7	10	109	2,138	1,751	630,882	3,608	12	12
Plymouth	13,045	5–16	2,355	184	1	11	6	75	1,307	1,334	436,576	2,366	19	19
Revere	28,823	5–16	8,550	175	1	16	23	247	4,219	3,946	1,239,351	7,115	20	18
Saugus (P. O., Lynn)	10,874	5–20	2,897	176	1	1	11	82	1,453	1,421	438,846	2,500	11	11
Southbridge	14,245	5–15	1,655	188	1	5	5	45	898	814	281,060	1,495	12	11

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Population, 1920	School census age	Children of school census age	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	14	15
Massachusetts—Continued.														
Wakefield	13,025	5–20	3,259	170	1	11	11	99	1,680	1,711	520,331	3,074	11	11
Watertown	21,457	5–16	3,969	172	1	8	14	131	2,127	2,117	663,172	3,866	13	12
Webster	13,258	5–16	3,214	186	1	7	3	45	791	711	243,823	1,310	8	7
Westfield	18,604	7–16	3,749	179	1	12	3	117	2,138	2,068	694,118	3,864	23	17
West Springfield	13,443	5–16	3,037	182	1	9	7	105	1,604	1,690	529,295	2,907	18	14
Weymouth	15,057	5–16	3,397	180	1	10	17	90	1,737	1,742	565,433	3,148	13	13
Winchester	10,485	5–16	2,255	175	1	5	6	64	1,028	1,002	311,957	1,780	12	8
Winthrop	15,455	5–15	2,807	178	1	6	11	91	1,619	1,614	506,989	2,850	6	6
Woburn	16,574	7–14	4,075	171	1	2	10	95	1,898	1,701	560,695	3,275	14	14
Michigan:														
Adrian	11,878	5–20	3,170	182	1	5	9	74	1,211	1,296	395,573	2,173	14	7
Alpena	11,101	5–20	3,968	192	1	8	8	51	1,011	964	303,795	1,582	10	9
Ann Arbor	19,516	5–20	5,176	180	1	11	25	136	2,197	2,153	654,689	3,637	14	9
Benton Harbor	12,233	5–19	3,578	194	1	7	13	89	1,511	1,630	526,128	2,712	16	9
Calumet	22,369	5–19	4,851	197	1	10	18	107	2,219	2,136	565,997	2,873	22	15
Escanaba	13,103	5–20	4,556	191	1	10	13	79	1,323	1,333	450,569	2,359	11	8
Holland	12,183	5–19	4,100	186	1	13	16	82	1,564	1,447	486,018	2,613	13	8
Ironwood	15,739	5–19	5,237	194	2	6	25	99	1,998	1,998	718,499	3,704	24	9
Ishpeming	10,500	5–20	2,997	185	1	5	7	69	1,174	1,080	370,310	2,002	14	8
Marquette	12,718	5–20	3,749	187	1	2	9	57	1,015	963	313,636	1,677	14	10
Monroe	11,573	5–19	3,698	186	1	6	7	59	1,056	1,011	322,989	1,737	13	6
Owosso	12,575	5–19	4,066	192	1	12	11	78	1,697	1,827	539,472	2,817	12	8
Port Huron	25,944	5–19	8,156	189	1	8	19	204	2,760	2,848	896,238	4,742	27	18
Sault Ste. Marie	12,096	5–19	3,818	194	1	9	12	87	1,486	1,390	475,623	2,458	14	7
Traverse City	10,925	5–19	2,495	182	1	7	10	57	1,030	1,111	337,296	1,853	12	6
Wyandotte	18,145	5–19	8,335	191	1	12	18	112	2,199	2,066	628,390	3,290	22	7
Minnesota:														
Austin	10,118	6–16	1,381	180	1	5	6	72	1,151	1,226	373,884	2,077	10	7
Faribault	11,089	8–16	1,419	177	1	4	8	52	891	888	254,964	1,444	9	6
Hibbing	15,089	8–16	4,474	190	1	14	47	237	3,130	3,191	1,034,754	5,444	50	26
Mankato	12,469	6–16	2,537	170	1	7	8	73	1,116	1,108	312,219	1,837	11	5
Rochester	13,722	6–16	2,974	180	1	3	14	95	1,445	1,526	442,285	2,456	15	7
St. Cloud	15,873	6–16	3,653	180	1	6	19	56	1,049	1,098	333,461	1,852	11	6
Virginia	14,022	6–16	3,677	190	1	12	26	162	2,068	2,139	748,220	3,938	27	12

Winona	19,143	8-16	3,393	185	1	14	11	92	1,354	1,317	440,754	2,383	18	10
Mississippi:														
Biloxi	10,937	5-20	5,081	175	1	7	5	61	1,205	1,246	320,321	1,830	7	7
Columbus	10,501	5-20	4,400	176	1	2	2	71	1,254	1,277	379,632	2,157	7	5
Greenville	11,560	5-20	3,487	178	1	7	2	69	1,177	1,269	379,852	2,134	11	9
Hattiesburg	13,270	5-20	4,248	185	1	1	5	92	1,793	1,923	614,945	3,323	11	9
Jackson	22,817	5-20	10,329	179	1	15	21	134	3,148	3,697	852,219	4,761	14	12
Laurel	13,037	5-20	6,043	176	1	9	1	106	2,021	2,237	613,360	3,485	15	11
Meridian	23,399	5-20	10,836	175	1	8	9	147	2,646	3,032	753,147	4,303	17	17
Natchez	12,608	5-20	6,123	178	1	3	3	59	1,231	1,499	435,566	2,447	9	5
Vicksburg	18,072	5-20	5,217	174	1	2	4	72	1,379	1,608	399,556	2,295	10	6
Missouri:														
Cape Girardeau	10,252	6-20	4,327	188	2	11	9	73	1,527	1,572	452,785	2,408	9	7
Carthage	10,068	6-19	2,909	175	1	1	5	73	1,307	1,322	384,417	2,197	10	10
Columbia	10,392	6-20	3,157	180	1	6	8	71	1,435	1,429	430,200	2,390	8	8
Hannibal	19,306	6-19	5,719	175	1	7	8	100	2,223	2,134	580,338	3,316	14	10
Independence	11,686	6-20	4,851	172	1	3	9	110	2,072	2,073	627,351	3,647	11	11
Jefferson City	14,490	6-19	3,891	178	1	3	7	60	1,277	1,324	392,520	2,205	14	8
Joplin	29,902	6-20	8,271	176	1	13	14	175	3,567	3,485	1,088,802	6,204	24	24
Moberly	12,808	6-20	2,986	180	1	2	6	65	1,051	1,180	394,560	2,192	9	8
Sedalia	21,144	6-20	5,507	178	3	12	12	123	2,252	2,354	702,235	3,945	12	12
Montana:														
Anaconda	11,668	6-20	3,962	192	1	3	10	59	975	1,009	342,061	1,784	6	6
Billings	15,100	6-20	------	181	1	4	5	106	2,133	2,128	569,100	3,144	8	9
Great Falls	24,121	6-20	6,909	184	1	14	8	166	2,925	2,970	936,184	5,088	30	16
Helena	12,037	6-20	3,371	187	1	14	5	53	1,006	1,149	328,185	1,755	7	7
Missoula	12,668	6-20	4,511	184	1	10	------	68	1,266	1,203	375,422	2,040	10	11
Nebraska:														
Grand Island	13,947	5-20	2,492	180	1	7	18	99	1,928	2,044	584,820	3,249	17	10
Hastings	11,647	5-20	3,973	180	1	10	13	79	1,995	1,786	496,177	2,756	14	6
North Platte	10,466	5-20	3,197	177	1	4	5	73	1,419	1,461	385,683	2,179	19	10
Nevada:														
Reno	12,016	6-18	------	175	1	2	8	83	1,574	1,407	422,663	2,415	12	10
New Hampshire:														
Berlin	16,104	5-16	4,087	182	1	3	11	54	811	812	266,787	1,470	8	7
Concord	22,167	5-16	3,343	181	2	10	18	108	1,704	1,648	503,632	2,790	26	19
Dover	13,029	5-16	2,430	174	1	1	7	47	824	753	242,922	1,393	11	11
Keene	11,210	5-16	2,218	182	1	4	14	61	1,049	1,058	343,997	1,892	18	13
Laconia	10,897	5-16	2,309	179	1	3	11	47	708	771	234,390	1,313	9	8
Nashua	28,379	5-16	6,418	181	2	4	15	140	2,317	2,217	707,271	3,915	36	24
Portsmouth	13,569	5-16	2,656	176	1	8	8	71	1,513	1,502	399,819	2,275	25	11
New Jersey:														
Asbury Park	12,400	------	------	183	1	9	11	93	1,719	1,700	486,696	2,660	13	7
Bellville	15,660	5-18	------	188	1	8	4	128	2,640	2,342	804,828	4,281	8	8
Bloomfield	22,019	------	------	186	1	15	27	151	2,848	2,807	845,090	4,543	17	10
Bridgeton	14,323	5-18	------	181	1	11	5	85	1,516	1,649	474,873	2,624	7	8
Carteret	11,047	------	------	185	1	2	------	76	1,473	1,363	459,166	2,482	5	5
Clifton	26,470	4-20	8,780	185	1	14	12	202	4,354	4,426	1,344,994	7,270	25	14
Englewood	11,627	------	------	186	1	9	12	87	1,548	1,421	454,362	2,443	11	6
Garfield	19,381	------	------	191	1	7	9	166	3,815	3,561	1,215,859	6,366	13	7
Gloucester City	12,162	------	------	188	1	6	5	50	1,024	1,101	292,478	1,556	10	10
Hackensack	17,667	------	------	187	1	12	19	164	2,534	2,373	756,325	4,045	11	7

TABLE 6.—*Personnel, number of day schools and school buildings city public day schools, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Population, 1920	School census age	Children of school census age	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	14	15
New Jersey—Continued.														
Harrison	15,721			187	1	6	4	54	1,205	1,111	353,549	1,891	4	3
Irvington	25,480	5–16		192	1	14	24	180	3,705	3,725	1,132,481	5,899	9	9
Kearny (P. O., Arlington)	26,724			183	1	22	14	175	3,177	3,013	930,921	5,087	21	11
Long Branch	13,521	4–20	3,698	185	1	9	12	97	1,871	1,827	544,288	2,942	12	10
Millville	14,691	5–20	3,255	180	1	6	8	87	1,614	1,641	483,963	2,689	8	7
Montclair	28,810			182	3	14	46	220	3,791	3,767	1,147,672	6,306	22	10
Morristown	12,548	5–16		184	1	4	15	59	1,162	1,115	345,965	1,880	8	5
North Bergen	23,344			191	2	13		165	3,237	2,914	949,826	4,973	15	10
Phillipsburg	16,923			189	1	2	18	81	1,757	1,720	574,938	3,042	12	9
Plainfield	27,700			186	1	10	17	188	3,363	3,289	1,048,796	5,644	21	12
Rahway	11,042			182	1	11	8	70	1,367	1,251	408,352	2,248	6	6
South Orange	12,557			184	1	16	12	139	2,232	2,190	673,752	3,662	16	9
Summit	10,174			187	1	7	13	70	1,173	1,046	345,736	1,849	10	6
Weehawken	14,485	4–18		190	1	8	1	61	933	969	279,300	1,470	6	3
West New York	29,926	6–18		190	1	13	20	190	3,712	3,431	1,098,870	5,783	11	6
West Orange	15,573	5–20	5,216	182	1	12	14	103	1,904	1,781	557,051	3,060	16	10
New Mexico:														
Albuquerque	15,157	5–20	7,304	180	1	14	12	127	2,438	2,222	642,780	3,571	10	10
New York:-														
Batavia	13,541	6–17	4,469	179	1	9	6	90	1,572	1,596	476,141	2,660	8	7
Beacon	10,996	6–17	2,357	186	1	7	1	49	915	932	281,950	1,519	7	4
Cohoes	22,987	6–17	5,395	181	1	16	3	56	1,261	1,167	358,301	1,979	13	9
Corning—														
District No. 9	15,820	1–17	2,303	184	1	1	9	51	681	687	209,847	1,140	7	4
District No. 13		1–17	1,425	192	1		6	36	779	723	230,636	1,201	2	2
Cortland	13,294	7–16	3,072	184	1	11	6	73	1,401	1,352	430,064	2,336	11	5
Dunkirk	19,336	5–18	6,025	186	1	15	11	125	1,785	1,754	553,104	2,989	17	10
Fulton	13,043	4–18	2,992	182	1	11	3	66	1,291	1,348	409,443	2,250	7	8
Geneva	14,648	6–17	4,925	192	1	9	6	82	1,302	1,384	408,561	2,128	14	6
Glens Falls	16,638	6–17	2,600	182	1	5	4	64	1,151	1,214	340,177	1,872	11	6
Gloversville	22,075	6–17	4,198	181	1	15	7	129	2,155	2,204	644,148	3,559	19	11
Herkimer	10,453	5–17	2,476	186	1	5	1	65	1,130	1,180	356,198	1,901	6	4
Hornell	15,025	5–16	3,641	181	1	10	7	116	1,443	1,474	442,320	2,444	12	6
Hudson	11,745	5–18	2,887	185	1	4	2	70	1,171	1,200	357,790	1,934	7	5

Ilion	10,169	6-17	1,833	183	1	9	3	62	1,038	1,034	313,817	1,715	7	4
Ithaca	17,004	6-17	4,398	189	1	11	9	110	1,754	1,787	545,513	2,887	17	9
Johnstown	10,908	5-17	2,308	189	1	-------	2	67	1,131	1,088	349,622	1,850	11	6
Kingston	26,688	5-20	4,172	186	1	15	13	113	2,176	2,158	671,645	3,620	9	9
Lackawanna	17,918	7-18	7,687	185	1	12	7	90	1,862	1,761	518,579	2,803	11	6
Little Falls	13,029	5-17	3,150	182	1	8	3	61	1,119	1,161	366,155	2,013	10	6
Lockport	21,308	6-17	4,216	187	1	13	12	110	2,037	1,992	645,604	3,452	26	17
Middletown	18,420	-------	-------	180	1	6	4	85	1,514	1,558	470,290	2,612	10	9
North Tonawanda	15,482	4-18	3,976	183	1	9	3	73	1,582	1,488	465,469	2,544	19	7
Ogdensburg	14,609	5-17	3,285	195	1	7	6	66	1,095	1,197	370,724	1,901	10	9
Olean	20,506	5-17	5,790	183	1	16	6	143	2,600	2,516	802,962	4,388	21	11
Oneida	10,541	-------	1,901	185	1	6	0	61	918	938	294,577	1,592	7	5
Oneonta	11,582	5-18	2,518	186	1	11	1	56	1,103	1,194	345,626	1,860	8	5
Ossining	10,739	6-17	1,871	182	1	7	2	60	1,092	1,052	334,268	1,837	8	6
Oswego	23,626	5-18	8,082	182	1	6	10	103	1,726	1,707	491,680	2,701	13	12
Peekskill	15,868	6-17	3,082	181	1	3	4	75	1,439	1,315	405,341	2,240	11	5
Plattsburg	10,909	5-18	2,400	186	1	-------	6	41	708	770	211,923	1,142	12	8
Port Chester	16,573	6-17	5,597	179	1	14	6	145	2,469	2,432	766,668	4,286	14	8
Port Jervis	10,171	6-17	2,191	183	1	10	6	48	1,006	1,023	308,505	1,685	13	8
Rensselaer	10,823	5-18	1,413	188	1	7	1	58	842	835	263,200	1,400	6	3
Rome	26,341	6-18	5,200	187	1	12	4	134	2,675	2,492	821,215	4,391	19	12
Saratoga Springs	13,181	5-18	2,879	178	1	8	4	65	1,127	1,109	348,854	1,960	12	7
Tonawanda	10,068	6-17	2,841	183	1	13	0	53	1,114	1,042	325,158	1,776	10	5
Watervliet	16,073	6-17	4,607	180	1	9	1	62	1,228	1,201	374,487	2,075	11	7
White Plains	21,031	5-18	6,499	184	1	11	20	154	2,601	2,581	768,407	4,180	26	14
North Carolina:														
Asheville	28,504	6-20	11,887	175	1	13	35	227	4,380	4,826	1,391,950	7,954	26	15
Durham	21,719	6-20	6,629	180	2	11	16	155	2,813	3,072	871,920	4,844	11	10
Gastonia	12,871	6-20	3,875	180	1	11	9	119	2,316	2,322	608,940	3,383	10	9
Goldsboro	11,296	6-20	5,146	180	1	7	5	88	1,811	1,968	570,780	3,171	11	11
Greensboro	19,861	1-20	9,927	180	1	9	14	157	2,605	2,838	805,680	4,476	11	18
High Point	14,302	6-20	7,088	180	1	11	5	155	3,151	3,200	930,600	5,170	10	11
New Bern	12,198	6-20	4,559	180	1	4	4	66	1,274	1,428	380,160	2,112	9	9
Raleigh	24,418	6-20	8,175	178	1	16	8	169	3,042	3,440	1,026,170	5,765	12	12
Rocky Mount	12,742	-------	-------	180	1	6	4	93	1,963	2,216	573,527	3,186	7	7
Salisbury	13,884	6-20	2,638	180	1	12	7	124	1,933	1,835	611,280	3,396	8	8
Wilson	10,612	6-20	4,505	180	[1]	6	4	77	1,591	1,729	432,540	2,403	6	6
North Dakota:														
Fargo	21,961	5-20	8,601	185	1	16	22	141	2,383	2,567	775,564	4,193	15	13
Grand Forks	14,010	6-20	-------	175	1	6	18	79	1,426	1,635	469,947	2,686	7	7
Minot	10,476	6-20	3,325	177	1	3	7	70	1,329	1,516	409,401	2,313	8	7
Ohio:														
Alliance	21,603	5-17	5,906	175	1	3	18	144	2,756	2,761	821,655	4,695	12	12
Ashtabula	22,082	5-18	4,827	175	1	8	10	117	2,224	2,136	644,454	3,682	13	13
Barberton	18,811	5-18	-------	183	1	10	20	96	2,262	2,253	723,399	3,953	9	10
Bellaire	15,061	5-17	4,245	175	1	3	11	82	1,958	1,864	583,793	3,336	8	8
Bucyrus	10,425	6-18	1,989	182	1	2	10	55	991	998	315,406	1,733	8	6
Cambridge	13,104	5-19	3,663	174	1	4	14	85	1,887	1,832	572,640	3,291	9	9
Campbell	11,237	6-18	2,366	183	1	6	15	92	1,880	1,720	596,946	3,262	7	6
Chillicothe	15,831	5-18	3,319	179	1	6	10	79	1,597	1,773	525,977	2,938	6	6
Cleveland Heights	15,236	5-17	7,899	184	2	15	42	191	3,455	3,349	992,465	5,393	21	10

[1] For entire county.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Population, 1920	School census age	Children of school census age	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	14	15
Ohio—Continued.														
Coshocton	10,847	5–18	2,582	173	1	7	10	55	1,218	1,207	355,028	2,052	7	7
Cuyahoga Falls	10,200	6–18	3,088	179	1	4	14	54	1,362	1,356	420,165	2,347	4	4
East Cleveland	27,292			176	1	15	27	228	3,799	3,769	1,126,928	6,403	13	7
East Liverpool	21,411	5–17	5,901	174	1	6	11	130	2,654	2,636	815,495	4,686	21	20
Elyria	20,474	5–18	4,698	182	1	8	21	113	2,277	2,164	717,282	3,941	13	11
Findlay	17,021	5–17	3,887	176	1	7	18	93	1,814	1,733	580,068	3,296	13	13
Fremont	12,468	5–17	2,937	171	1	5	12	74	1,192	1,240	361,063	2,111	11	7
Ironton	14,007	5–17	3,317	175	1	2	9	92	1,581	1,584	472,508	2,700	11	8
Kenmore	12,683	5–17	3,420	180	1	1	17	72	1,919	1,770	545,040	3,028	9	8
Lancaster	14,706	5–18	3,511	177	1	8	14	79	1,473	1,534	463,873	2,621	7	7
Mansfield	27,824	5–17	6,507	176	1	6	39	118	2,768	2,819	838,461	4,763	13	13
Marietta	15,140	5–17	3,289	181	1	4	20	69	1,544	1,555	466,434	2,577	11	10
Marion	27,891	6–18	7,200	174	1	14	25	140	3,003	3,063	913,426	5,249	17	16
Martins Ferry	11,634	5–18	3,781	175	2	10	15	80	1,620	1,545	488,250	2,790	7	7
Massillon	17,428	5–18	5,483	179	1	13	15	110	2,040	1,882	629,722	3,518	12	10
Middletown	23,594	5–17	6,338	189	1	10	14	151	2,770	2,857	884,535	4,680	11	14
Newark	26,718	5–17	6,253	185	1	11	18	125	2,593	2,612	819,069	4,428	17	17
New Philadelphia	10,718	5–17	2,981	176	1	4	12	62	1,376	1,266	425,646	2,418	8	6
Niles	13,080	5–17	4,696	174	1	4	23	86	1,717	1,658	502,209	2,895	11	9
Norwood	24,966	5–17	5,312	192	1	6	19	94	1,850	1,745	571,790	2,977	11	6
Piqua	15,044	5–18	3,109	179	1	7	8	73	1,489	1,711	444,436	2,476	14	1
Salem	10,305	5–18	2,204	176	1	5	9	55	1,213	1,154	358,092	2,034	6	5
Sandusky	22,897	5–17	5,056	179	1	9	16	102	2,002	2,026	668,662	3,735	9	9
Steubenville	28,508	5–17	9,756	183	1	13	14	158	3,155	3,040	946,659	5,173	12	10
Tiffin	14,375	5–17	3,772	182	1	2	11	56	1,029	1,045	341,412	1,876	7	7
Warren	27,050	5–18	8,477	182	1	22	31	231	4,117	3,848	1,182,831	6,498	26	18
Zanesville	29,569	5–20	6,379	179	1	5	20	148	3,017	3,039	959,798	5,362	17	17
Oklahoma:														
Ardmore	14,181	6–20	4,495	179	1	10	14	75	1,685	1,666	486,351	2,717	6	6
Bartlesville	14,417	6–20	3,325	177	1	8	12	93	1,559	1,729	433,827	2,451	13	9
Chickasha	10,179	6–20	4,471	170	1	5	15	79	1,622	1,687	487,050	2,865	9	9
Enid	16,576	6–20	7,122	178	1	7	21	132	2,546	2,523	720,971	4,050	12	12
Guthrie	11,757	6–20	3,049	174	1	3	19	78	1,272	1,332	385,758	2,217	10	9
McAlester	12,095	6–20	2,847	176	1	3	15	85	1,558	1,554	507,584	2,884	11	10

Okmulgee	17,430	5-20	4,925	180	1	12	26	111	2,155	2,103	590,940	3,283	9	11
Sapulpa	11,634	6-20	3,728	178	1	5	10	85	1,609	1,730	452,476	2,542	8	8
Shawnee	15,348	6-20	5,164	178	1	13	11	78	2,099	2,262	566,040	3,180	11	11
Oregon:														
Astoria	14,027	4-20	3,819	176	1	10	6	83	1,192	1,189	362,912	2,062	11	8
Eugene	10,593	4-20	4,419	169	1	8	15	106	1,772	2,026	525,722	3,111	11	11
Salem	17,679	4-20	5,727	170	1	18	20	133	2,409	2,413	704,653	4,145	10	10
Pennsylvania:														
Ambridge	12,730	6-16	3,409	180	1	8	11	80	1,717	1,586	513,695	2,854	7	7
Beaver Falls	12,802	6-16	2,604	180	1	1	10	73	1,426	1,424	426,975	2,372	7	7
Berwick	12,181	6-16	3,409	190	1	6	13	75	1,671	1,810	596,564	3,140	7	7
Braddock	20,879	6-16	5,213	180	1	14	7	92	1,713	1,594	519,298	2,884	5	5
Bradford	15,525	6-16	2,690	180	1	9	10	73	1,430	1,548	462,960	2,572	9	9
Bristol	10,273	6-16	2,460	193	1	1	5	61	1,017	967	352,814	1,828	10	8
Butler	23,778	6-16	4,753	180	1	7	17	127	2,682	2,794	848,933	4,716	8	8
Cannonsburg	10,632	6-16	2,990	180	1		6	74	1,721	1,636	532,843	2,961	5	11
Carbondale	18,640	6-16	4,247	198	1	7	13	95	2,140	2,028	729,758	3,686	10	10
Carlisle	10,916	6-16	1,877	190	1	3	12	48	1,179	1,241	393,110	2,069	10	10
Carnegie	11,516	6-16	2,637	183	1	3	8	59	1,262	1,269	405,080	2,211	4	4
Carrick (P. O., Pittsburgh)	10,504	6-16	2,770	195	1	6	11	52	996	944	311,146	1,596	4	3
Chambersburg	13,171	6-16	3,029	180	1	2	14	75	1,485	1,519	523,112	2,906	8	8
Charleroi	11,516	6-16	2,706	180	1	6	13	71	1,558	1,546	484,055	2,701	6	6
Clairton	10,777	6-16		190	1	8	13	92	1,879	1,860	628,520	3,308	12	12
Coatesville	14,515	6-16	2,480	190	1	6	20	81	1,761	1,685	454,480	2,392	8	6
Columbia	10,836	6-16	1,897	190	1		11	45	992	987	349,220	1,838	7	7
Connellsville	13,804			180	1	3	13	92	1,602	1,624	506,500	2,813	7	6
Dickson City	11,049	6-16	2,761	180	1	2	3	64	1,334	1,212	400,190	2,223	7	6
Donora	14,131	6-16	3,698	180	1	6	14	90	1,921	1,920	583,919	3,244	6	5
Du Bois	13,681	6-16	2,706	180	1	10	6	73	1,644	1,698	461,671	2,565	6	6
Dunmore	20,250	6-16	4,889	190	1	5	17	106	2,594	2,577	788,539	4,149	12	11
Duquesne	19,011	6-16	4,680	180	1	15	5	107	2,139	2,132	691,341	3,841	8	9
Farrell	15,586	6-16	3,820	180	1	1	11	81	1,916	1,957	623,698	3,465	9	9
Greensburg	15,033	6-16	2,871	180	1	11	12	100	1,887	1,768	547,973	3,044	8	10
Homestead	20,452	6-16	3,854	180	2	11	20	99	1,991	2,003	618,020	3,433	9	8
Jeannette	10,627	6-14	2,753	180	1	4	12	62	1,489	1,506	465,660	2,587	6	6
Kingston	15,286	8-14	3,536	186	1	16	10	124	2,186	2,162	675,738	3,633	12	12
Lebanon	24,643	6-15	4,430	187	1	6	21	101	2,136	2,047	660,110	3,530	13	13
McKees Rocks	16,713	6-16	3,949	200	1	6	5	67	1,615	1,555	523,693	2,619	6	6
Mahanoy City	15,599	6-16	3,569	180	1	2	7	68	1,418	1,370	450,871	2,497	7	7
Meadville	14,568	6-16	2,693	180	1	12	5	90	1,555	1,600	460,756	2,559	6	7
Monessen	18,179	6-16	4,617	180	1	10	19	129	2,577	2,590	844,058	4,689	8	8
Mount Carmel	17,469	6-16	3,923	180	1		6	59	1,458	1,255	441,000	2,450	8	8
Nanticoke	22,614	6-16	6,013	189	1	13	14	143	2,746	2,437	894,537	4,733	11	11
New Kensington	11,987	6-16	2,724	180	1	1	14	66	1,495	1,400	425,951	2,354	6	4
North Braddock	14,928	6-16	3,084	180	1	4	8	93	1,445	1,756	556,217	3,090	8	8
Oil City	21,274	6-16	4,105	180	1	10	13	154	2,143	2,224	744,761	4,138	15	15
Old Forge	12,237	6-16	3,824	190	1		16	70	1,835	1,785	594,729	3,130	10	9
Olyphant	10,236	6-16	3,244	190	1	2	4	77	1,346	1,238	443,245	2,333	9	9
Phoenixville	10,484	6-16	2,281	190	1	5	4	42	903	925	300,555	1,582	5	5
Pittston	18,497	6-16	4,139	185	1	4	6	125	2,068	1,963	701,150	3,790	9	7
Plymouth	16,500	6-16	3,684	190	1	4	4	68	1,974	1,929	693,120	3,648	8	8
Pottstown	17,431	6-16	3,395	200	1	7	8	85	1,554	1,684	590,884	2,955	20	19
Pottsville	21,876	6-16	4,224	190	1	2	11	82	1,887	1,890	621,579	3,271	12	12

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Population, 1920	School census age	Children of school census age	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	14	15
Pennsylvania—Continued.														
Punxsutawney	10,311	6–16	2,105	180	1	3	8	52	1,167	1,181	370,904	2,060	4	4
Shamokin	21,204	6–16	4,650	180	1	3	15	86	1,779	1,702	593,076	3,295	7	7
Sharon	21,747	6–16	4,552	180	1	2	16	133	2,509	2,396	775,548	4,308	9	11
Shenandoah	24,726	6–16	5,932	190	1	4	7	93	1,860	1,831	645,202	3,396	12	12
Steelton	13,428	6–16	2,978	186	1	5	14	56	1,229	1,177	394,964	2,123	8	8
Sunbury	15,721	6–16	2,574	180	1	5	15	87	1,752	1,768	576,722	3,204	10	9
Swissvale	10,908	6–16	2,568	180	1	1	7	69	1,317	1,301	398,856	2,216	6	5
Tamaqua	12,363	6–16	2,030	189	1	2	7	51	1,449	1,369	490,219	2,594	7	7
Uniontown	15,692	6–16	3,181	180	1	12	21	102	2,076	2,134	677,473	3,763	9	9
Warren	14,272	4–16	3,000	180	1	4	17	98	1,475	1,525	510,872	2,839	13	8
Washington	21,480	6–16	4,303	180	2	12	10	122	2,551	2,560	761,177	4,229	8	11
West Chester	11,717	6–16	1,720	190	1	5	12	72	1,089	1,093	343,362	1,807	5	5
Wilkinsburg	24,403	6–16	3,907	180	1	10	29	140	2,536	2,527	761,716	4,232	10	6
Woodlawn	12,495	6–16	3,520	180	1	7	11	111	2,176	2,108	648,180	3,601	15	14
Rhode Island:														
Bristol	11,375	4–20	4,251	182	1	8	2	57	1,187	1,175	374,260	2,054	10	9
Central Falls	24,174	4–20	7,356	184	1	8	3	66	1,362	1,225	380,865	2,070	10	10
Cranston (P. O., Providence)	29,407	4–20	9,654	180	1	11	8	183	3,295	3,123	995,959	5,533	34	25
Cumberland (P. O., Valley Falls)	10,077	4–20	3,554	185	1	2	2	49	779	922	279,535	1,511	11	11
East Providence	21,793	5–20	7,566	179	1	5	6	131	2,449	2,454	778,829	4,351	23	22
Warwick	13,481	4–20	5,054	174	1	1	12	95	1,891	1,892	525,132	3,018	23	23
West Warwick	15,461	4–20	5,792	173	1	2	12	68	1,401	1,346	422,933	2,447	12	12
South Carolina:														
Anderson	10,570	------	------	186	1	12	11	108	2,445	2,570	706,056	3,796	13	12
Florence	10,968	8–14	------	178	1	8	5	91	2,022	2,227	601,106	3,377	8	8
Greenville	23,127	6–20	------	176	1	24	10	172	3,293	3,625	974,512	5,537	16	16
Spartanburg	22,638	6–20	6,358	176	1	7	13	128	2,863	3,106	862,224	4,899	10	8
South Dakota:														
Aberdeen	14,537	6–20	4,129	183	1	10	13	95	1,550	1,744	475,421	2,587	14	8
Sioux Falls	25,202	6–20	7,178	176	1	22	21	219	3,212	3,088	950,562	5,392	28	16
Tennessee:														
Jackson	18,860	6–20	6,108	180	1	9	4	88	2,538	2,775	712,202	3,958	9	7
Johnson City	12,442	7–16	6,045	173	1	13	10	117	2,343	2,287	621,935	3,595	14	14

Texas:														
Abilene	10,274	7–18	4,574	169	1	4	22	93	2,265	2,315	560,066	3,314	9	9
Amarillo	15,494	7–17	5,238	175	1	5	8	120	2,669	2,549	648,375	3,705	11	11
Brownsville	11,791	7–17	3,578	170	1	5	6	65	1,261	1,182	310,250	1,825	9	9
Cleburne	12,820	7–17	3,448	176	1	2	17	89	1,813	1,913	585,376	3,326	6	7
Corpus Christi	10,522	7–17	2,681	167	1	7	4	76	1,401	1,384	320,306	1,918	5	5
Corsicana	11,356	7–17	3,411	171	1	10	10	78	2,030	1,943	518,332	3,030	9	8
Del Rio	10,589	7–17	1,227	175	1	-------	4	24	594	531	138,166	837	5	5
Dennison	17,065	7–17	3,461	175	1	3	19	82	1,704	1,799	484,225	2,767	9	8
Greenville	12,384	7–17	2,932	174	1	5	13	68	1,516	1,656	449,616	2,584	10	8
Laredo	22,710	7–17	7,000	167	1	2	4	72	2,102	2,424	580,301	3,475	11	11
Marshall	14,271	7–18	4,900	176	1	16	7	77	1,947	2,291	590,480	3,355	10	10
Palestine	11,039	7–17	2,581	173	1	1	11	64	1,199	1,336	355,515	2,055	10	10
Paris	15,040	7–17	4,551	178	1	5	17	90	2,111	2,290	572,578	3,220	12	11
Port Arthur	22,251	7–17	8,696	176	1	13	25	173	3,596	3,684	1,023,389	5,815	14	7
Ranger	16,205	7–17	1,719	170	1	5	6	34	941	849	241,489	1,420	7	7
San Angelo	10,050	7–18	2,494	176	1	3	5	66	1,341	1,334	359,392	2,042	8	8
Sherman	15,031	7–17	4,070	174	1	12	13	82	1,793	1,840	490,158	2,817	8	8
Temple	11,033	7–17	2,881	173	1	7	12	71	1,573	1,687	432,327	2,499	11	10
Texarkana	11,480	7–18	3,069	173	1	4	12	58	1,585	1,742	431,967	2,497	13	11
Tyler	12,085	7–18	3,883	176	1	8	11	82	1,691	1,729	459,536	2,611	9	8
Utah:														
Provo	10,303	6–17	3,866	174	1	5	41	57	1,723	1,638	536,608	3,084	6	6
Vermont:														
Barre	10,008	6–16	2,103	175	1	2	6	64	1,242	1,315	394,416	2,254	8	8
Burlington	22,779	7–16	5,206	176	1	11	13	92	1,672	1,583	497,734	2,828	17	9
Rutland	14,954	6–18	3,369	184	1	4	7	61	1,119	1,093	361,192	1,963	8	8
Virginia:														
Alexandria	18,060	6–20	5,721	185	1	8	6	65	1,304	1,356	371,943	2,011	5	5
Charlottesville	10,688	7–19	3,683	180	1	4	5	70	1,536	1,652	458,640	2,548	5	6
Danville	21,539	7–19	5,232	180	1	12	7	98	2,024	2,201	643,860	3,577	10	10
Staunton	10,623	6–19	2,893	180	1	6	8	42	817	837	256,320	1,424	5	4
Washington:														
Aberdeen	15,337	4–20	5,052	180	1	10	12	92	2,160	2,259	655,920	3,644	13	13
Bellingham	25,585	4–20	9,787	180	1	16	27	157	3,148	3,156	914,345	5,080	12	12
Everett	27,644	4–20	8,915	183	1	14	28	165	3,526	3,633	1,054,899	5,764	19	16
Hoquiam	10,058	4–20	3,853	180	1	7	7	57	1,386	1,334	415,800	2,310	7	7
Vancouver	12,637	4–20	3,657	182	1	7	11	77	1,687	1,675	483,117	2,654	9	9
Walla Walla	15,503	4–20	4,956	183	1	9	16	94	1,920	1,754	546,600	2,987	7	7
Yakima	18,539	4–20	6,778	180	1	19	22	120	2,746	2,777	755,838	4,199	12	12
West Virginia:														
Bluefield	15,282	6–20	5,420	176	1	8	14	119	2,184	2,132	644,477	3,661	17	15
Clarksburg—														
City district	27,869	7–20	6,652	177	1	13	21	123	2,184	2,321	728,547	4,116	12	12
Coal district		6–20	1,660	166	1	2	13	46	846	868	258,840	1,560	6	4
Fairmont	17,851	6–20	4,583	180	1	12	8	97	1,774	1,792	497,700	2,765	13	8
Martinsburg	12,515	6–20	3,085	181	1	3	10	61	1,313	1,369	418,247	2,315	7	7
Morgantown	12,127	6–20	4,491	179	1	7	24	154	3,075	3,057	875,310	4,890	32	32
Moundsville	10,669	6–20	3,841	179	1	6	9	65	1,477	1,453	472,202	2,638	6	6
Parkersburg	20,050	6–20	6,656	183	1	13	33	135	2,931	2,860	873,182	4,772	18	15

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Population, 1920	School census age	Children of school census age	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	14	15
Wisconsin:														
Appleton	19,561	4–20	6,475	175	2	12	21	131	1,909	1,999	589,368	3,372	28	12
Ashland	11,334	4–20	3,605	181	1	4	5	60	1,025	1,018	321,109	1,774	14	8
Beloit	21,284	4–19		183	1	6	18	155	2,731	2,902	880,468	4,811	22	12
Eau Claire	20,906	4–20	6,201	175	1	12	18	117	1,892	2,290	634,425	3,622	18	11
Fond du Lac	23,427	4–19	7,062	177	1	15	33	143	2,633	2,633	783,961	4,434	20	11
Janesville	18,293	4–20	4,538	188	1	6	18	100	1,654	1,648	572,168	3,046	16	10
Manitowoc	17,563	4–19	5,797	188	1	7	18	103	1,751	1,765	577,497	3,072	14	8
Marinette	13,610	4–20	4,820	185	1	5	10	80	1,314	1,326	428,460	2,316	19	9
Stevens Point	11,371	4–20	3,753	180	1	3	10	56	1,062	1,017	335,440	1,864	12	8
Waukesha	12,558	4–20	3,946	184	1	3	13	77	1,275	1,339	421,828	2,293	15	7
Wausau	18,661	4–19	6,721	177	2	7	24	103	2,040	2,165	634,096	3,589	18	9
West Allis	13,745	4–19	7,431	188	1	13	28	145	2,567	2,375	786,168	4,182	18	9
Wyoming:														
Casper	11,447	6–20	7,978	189	1	14	1	191	2,997	2,861	871,479	4,611	45	29
Cheyenne	13,829	6–20	3,877	183	1	8	9	86	1,582	1,543	459,894	2,513	9	10

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1925–26*

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	------	------	------	------	------	57	45	829	38,418	29,311	------	------	------	------	------	------	4	7	286	7,354	6,515
California:																					
Los Angeles	388	2	381	23,668	11,334	240	283	4,171	133,098	105,456	17	7–9	52	877	27,119	23,973	24	72	1,806	34,113	24,880
Oakland	96	1	48	4,047	1,947	49	45	713	30,582	23,833	16	7–9	14	358	9,643	7,720	5	18	315	7,718	6,241
San Francisco	73	------	73	4,642	1,992	89	99	1,436	51,083	42,290	5	7–9	5	150	3,957	3,388	6	10	471	12,195	9,983
Colorado:																					
Denver	96	------	63	5,744	2,860	63	59	846	29,044	22,670	8	7–9	10	310	8,299	7,369	5	7	261	6,699	5,822
Connecticut:																					
Bridgeport	27	1	27	1,239	1,039	34	44	545	21,084	18,959	------	------	------	------	------	------	4	9	166	3,987	3,150
Hartford	[1] 12	------	72	2,733	2,005	23	36	718	21,457	17,286	------	------	------	------	------	------	2	3	193	4,057	3,626
New Haven	38	1	65	2,841	2,283	58	59	635	24,988	21,030	2	7–9	4	75	1,911	1,732	2	3	188	5,179	4,838
Delaware:																					
Wilmington	4	------	6	322	184	28	30	365	13,147	11,526	------	------	------	------	------	------	2	6	115	3,062	2,460
District of Columbia:																					
Washington	114	2	198	5,699	3,261	133	66	1,615	49,345	41,770	8	7–9	8	248	5,400	4,836	7	32	496	11,517	10,066
Georgia:																					
Atlanta	39	------	56	3,388	1,858	55	65	793	35,147	30,092	4	7–9	5	294	7,544	5,701	4	4	116	3,186	2,450
Illinois:																					
Chicago	289	------	565	33,707	23,362	289	288	8,095	369,921	311,824	8	7–9	8	308	10,079	9,896	24	27	2,443	65,582	61,029
Indiana:																					
Indianapolis	------	------	------	------	------	83	122	1,170	43,185	35,954	------	------	------	------	------	------	4	11	434	11,763	9,320
Iowa:																					
Des Moines	82	1	52	3,632	2,056	48	39	516	16,730	12,979	4	7–9	4	160	4,830	4,642	5	8	174	4,832	4,281
Kansas:																					
Kansas City	24	1	14	1,229	778	52	3	415	15,607	12,630	3	7–9	3	110	3,831	3,117	4	4	100	2,842	2,340
Kentucky:																					
Louisville	48	1	48	3,056	1,313	66	74	818	32,805	24,890	------	------	------	------	------	------	5	5	239	5,671	4,915
Louisiana:																					
New Orleans	57	------	30	4,004	3,524	90	94	1,146	48,003	37,358	------	------	------	------	------	------	5	6	157	4,698	3,923

[1] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1925–26*—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
Maryland:																					
Baltimore	65	1	124	5,293	2,532	129	120	2,083	79,644	64,286	13	7–9	22	36	15,668	13,778	6	5	360	9,062	8,255
Massachusetts:														99							
Boston	207	2	325	10,214	6,992	282	120	2,399	103,533	86,937							16	44	788	23,238	19,874
Cambridge	19	1	36	1,171	742	25	28	316	12,777	10,780				241			2	3	151	3,792	3,147
Fall River	16	1	21	1,147	346	53	43	554	14,757	12,927	1	6–9	2		872	728	2	3	73	2,317	2,039
Lowell	18		33	831	511	42	26	237	8,849	7,330	5	7–9	2		2,636	2,316	1	3	107	2,702	2,367
New Bedford	30	1	21	1,199	630	35	46	560	15,808	14,048							1	1	77	1,849	1,763
Springfield	23		50	2,177	1,013	34	40	402	14,894	12,314	9	7–9	6	524	5,259	4,682	3	3	185	3,372	2,992
Worcester	68	1	69	3,219	1,728	52	50	705	24,761	22,302	1	7–9	2	57	1,379	1,247	4	5	228	5,288	5,135
Michigan:																					
Detroit	156	1	225	24,483	10,755	178	208	3,751	139,485	103,014	10	7–9	10	478	13,823	12,949	11	11	912	25,898	23,455
Grand Rapids	38	5	62	2,772	1,854	38	37	484	13,043	11,434	7	7–9	9	221	5,111	4,694	5	3	121	3,004	2,750
Minnesota:																					
Minneapolis	82	1	127	9,793	5,448	85	81	1,240	46,199	40,542	6	7–9	10	248	11,512	10,491	12	17	596	11,503	10,586
St. Paul	78	1	94	5,183	2,769	63	65	895	27,190	22,502	5	7–9	5	115	2,645	2,526	4	7	241	5,570	5,452
Missouri:																					
Kansas City	80	1	130	6,321	3,671	90	88	1,255	42,902	35,516	3	7–9	3	148	4,518	4,002	6	6	380	10,602	8,626
St. Louis	102	1	202	9,203	7,335	102	129	1,757	72,460	64,263	2	7–9	3	91	2,734	2,529	6	10	482	11,305	11,064
Nebraska:																					
Omaha	64	1	94	3,333	2,203	56	64	780	28,118	26,209							5	5	396	8,921	7,608
New Jersey:																					
Camden	17		17	1,147	580	38	35	501	17,382	13,695	3	7–9	3	82	2,136	1,842	1	1	70	1,349	1,209
Jersey City	8		8	665	320	36	54	946	38,758	31,996	1	7–9	1	100	2,715	2,413	2	2	236	6,178	5,146
Newark	103	1	129	10,244	4,946	53	69	1,624	60,452	50,725	3	7–9	3	65	2,585	2,214	4	4	298	7,656	6,547
Paterson	24		32	2,299	886	24	43	609	18,627	16,222							2	5	167	4,325	3,726
Trenton	28	2	44	1,952	[1] 1,263	28	32	331	11,516	10,719	6	7–9	10	153	4,049	3,468	2	5	59	2,055	922
New York:																					
Albany	30	1	32	1,231	782	26	38	336	10,854	8,924							1	1	87	1,984	1,708
Buffalo	109	1	146	6,630	4,331	150	96	1,838	60,207	50,850							9	6	602	12,186	10,161
New York	482	3	1,034	72,443	32,229	535	1,280	18,912	768,337	668,419	52	7–9	29	2,350	76,918	72,434	37	111	4,645	138,865	114,847
Rochester	46		105	6,749	3,511	59	79	984	30,866	27,466	4	7–9	18	318	5,999	5,072	5	16	275	5,788	4,443

Syracuse	33	2	55	2,448	1,443	36	30	473	20,685	17,993	4	7-9	4	81	1,616	1,043	3	4	180	5,031	3,987
Yonkers	23	1	40	1,522	1,019	26	38	474	14,618	12,782	1	7-9	1	37	855	761	4	4	134	3,521	2,880
Ohio:																					
Akron	60		42	3,185	2,426	31	35	758	30,814	25,224							5	5	213	7,153	5,427
Cincinnati	74	1	99	3,912	2,635	67	75	1,208	40,593	34,530	3	7-9	4	79	1,835	1,590	5	10	327	7,256	6,400
Cleveland	106	2	215	13,857	7,735	114	233	2,755	97,504	81,131	35	7-9	34	1,168	34,238	27,276	13	36	648	18,856	14,463
Columbus	17	1	17	1,191	780	57	53	711	27,017	23,171	12	7-9	21	326	9,450	8,094	6	6	211	5,967	4,717
Dayton	54	1	27	2,095	1,495	26	37	569	19,304	16,739	2	7-9	1	72	2,057	1,851	6	7	166	4,242	3,748
Toledo	46	1	112	5,197	3,420	46	52	900	35,425	26,676							4	4	260	7,288	6,275
Youngstown	20	1	33	1,525	890	44	41	651	21,438	18,538	3	7-9	3	95	2,781	2,477	2	2	174	4,391	3,601
Oregon:																					
Portland	4		8	514	247	71	57	1,115	41,664	33,844							7	9	356	9,909	8,650
Pennsylvania:																					
Philadelphia	164	2	196	11,943	8,112	197	267	4,484	224,368	173,625	12	7-9	12	716	22,529	17,979	11	11	1,181	31,068	24,816
Pittsburgh	103	2	166	9,501	4,952	132	173	1,812	72,465	59,800	8	7-9	11	235	8,802	7,228	13	26	568	14,763	11,025
Reading	5		5	206	113	[2] 42	6	319	12,016	10,675	4	7-9	4	131	3,917	3,308	2	2	82	1,767	1,413
Scranton	35	1	35	1,851	1,149	43	53	566	22,341	19,222	1	7-9	1	55	1,870	1,510	2	2	100	3,396	2,701
Rhode Island:																					
Providence	86	1	65	3,628	1,926	90	24	915	32,931	28,094							4	5	290	5,999	5,310
Tennessee:																					
Memphis						34	45	714	27,750	23,611							5	7	156	4,195	3,097
Nashville						38	49	408	22,541	16,581							2	2	77	2,788	2,324
Texas:																					
Dallas	28		22	1,625	1,113	45	50	716	32,038	24,499							6	7	271	8,793	6,973
Fort Worth	32		32	2,000	1,000	42	39	567	20,294	14,823							9	9	248	5,639	4,923
Houston	23	1	24	1,476	906	62	61	652	24,715	20,369	6	6-8	9	168	4,535	3,907	5	5	229	6,494	5,030
San Antonio						39	41	465	20,593	14,683	10	6-8	16	240	5,797	5,593	3	5	153	3,478	3,134
Utah:																					
Salt Lake City	41		30	2,367	1,723	41	34	647	18,952	17,231	7	7-9	6	167	7,123	6,212	2	2	130	3,043	2,896
Virginia:																					
Norfolk	14		14	487	[1] 438	35	31	511	15,752	14,964	2	7-9	2	105	2,520	[1] 2,381	2	2	111	3,094	[1] 2,896
Richmond	[2] 21		22	851	602	37	42	551	21,457	18,040	3	6-8	3	114	3,330	2,776	2	5	137	4,410	3,440
Washington:																					
Seattle	24		22	2,211	1,137	83	89	1,138	44,715	35,094							9	12	455	14,131	12,379
Spokane						45	40	479	17,079	13,936							3	9	188	5,212	4,706
Wisconsin:																					
Milwaukee	154		164	7,747	5,253	78	100	1,299	54,925	46,108							9	11	508	15,065	12,495

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:																					
Mobile	7		12	353	240	19	11	191	7,134	5,916							2	1	75	2,157	1,836
Montgomery						16	15	147	6,646	5,121	7	7-9	1	23	993	835	1	3	41	1,175	1,030
Arkansas:																					
Little Rock						22	24	198	9,336	7,703	4	7-9	4	83	2,957	2,493	2	2	60	2,212	1,718
California:																					
Berkeley	17	3	27	1,268	610	17	19	199	7,388	5,507	4	7-9	6	139	3,926	2,978	1	8	102	2,515	2,232
Fresno	13		13	1,164	556	22	27	226	8,007	6,907	4	7-9	4	101	3,293	3,018	4	3	114	3,133	1,997

[1] Estimated.

[2] Data of 1923-24.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1925–26*—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
California—Continued.																					
Long Beach	29		44	2,427	1,343	31	35	374	12,563	10,356	5	7–9	16	197	4,726	3,942	2	6	144	3,563	3,103
Pasadena	21		45	1,489	846	25	13	373	10,747	8,836	4	7–10	4	92	1,622	1,413	1	6	264	2,900	2,298
Sacramento	16	1	20	1,281	621	17	23	334	10,004	8,277	3	7–9	2	73	2,272	1,430	1	1	107	2,417	1,737
San Diego	26		33	2,394	1,216	31	30	348	12,524	10,088	5	7–9	9	198	5,105	4,277	3	4	135	2,785	2,525
San Jose	10	1	9	698	339	10	11	173	6,175	5,455	2	7–9	2	90	1,903	1,681	1	1	79	1,993	1,513
Stockton	12		6	600	287	22	12	207	7,291	6,150							1	5	86	2,553	1,640
Colorado:																					
Colorado Springs	15	1	10	621	325	17	14	120	4,287	3,158	3	7–9	3	68	1,847	1,472	1	2	49	1,271	988
Pueblo—																					
District No. 1	8		4	458	250	8	17	125	3,805	2,776							1	1	35	881	669
District No. 20	8		12	496	381	11	14	139	4,611	3,606	1	7–8		25	876	711	1	1	38	1,018	788
Connecticut:																					
Meriden	16		16	526	362	14	18	89	3,180	2,864	2	7–9	2	63	1,225	1,090	1	1	31	647	578
New Britain	22		20	1,360	680	13	13	232	8,878	7,145	2	7–9	4	88	2,798	2,213	1	3	55	1,224	1,127
Stamford	11		12	1,094	465	19	12	265	8,440	7,128							1	1	57	1,530	1,130
Waterbury	25	1	39	1,426	1,057	34	24	406	12,981	10,545							3	6	147	2,983	2,741
Florida:																					
Jacksonville						31	51	448	20,004	14,538	2	7–9	2	101	3,122	2,541	2	2	62	1,863	1,597
Pensacola						17	8	134	4,741	3,835	1	7–9		9	290	245	2	2	33	884	704
Tampa						20	24	353	13,358	10,961	3	7–9	4	109	4,194	3,460	1	1	54	1,620	1,204
Georgia:																					
Augusta	9		21	671	405	[2] 57	18	242	10,565	8,236							2	2	68	1,575	1,409
Columbus	13		13	745	[1] 488	16	7	155	6,615	5,382							2	2	40	1,221	1,010
Macon						39	29	253	12,757	10,565							7	7	64	1,923	1,682
Savannah						46	14	187	[3] 9 829	[1] 7,861	3	7–9	3	71	2,562	2,242	2	2	35	1,073	923
Illinois:																					
Aurora—																					
East side	6		7	234	194	8	10	71	2,782	2,258	1	8	1	6	286	223	1	1	36	1,023	870
West side	4		4	185	123	4	6	39	1,419	1,109	4	7–8	1	7	337	304	1	5	19	578	523
Cicero						15	19	206	8,126	7,269											
Danville						17	7	159	6,229	5,618							1	2	64	1,482	1,303

Decatur						16	16	168	6,640	5,593	3	7-9	3	89	2,209	1,830	1	3	65	1,495	1,201
East St. Louis						36	19	288	11,314	9,297	1	7-9	1	25	778	701	2	1	50	1,109	1,058
Evanston—																					
District No. 75	13		9	421	282	9	5	87	2,975	2,495	1	7-8	1	51	843	708					
District No. 76	4		8	321	[1] 200	4	3	89	2,659	2,091											
Joliet						21	11	156	6,048	5,064	3	7-8	3	41	1,168	1,012					
Moline	10	1	9	466	337	13	16	113	3,736	3,148							1	4	51	1,357	1,107
Oak Park	10		20	580	437	10	16	232	6,637	5,493											
Peoria	30		26	1,768	[1] 1,344	21	38	308	9,719	7,533							2	2	107	2,448	2,215
Quincy	6		6	276	184	11	12	97	2,994	2,404	3	7-9	5	39	1,212	1,037	1	1	31	743	612
Rockford	13		13	878	328	22	26	203	7,707	6,405	2	7-9	3	86	2,285	2,063	1	2	95	2,243	2,014
Rock Island						11	12	88	3,444	2,717	3	7-9	4	51	1,298	1,147	1	3	33	815	652
Springfield	17		9	792	329	19	22	305	8,520	7,722							1	4	99	2,414	2,081
Indiana:																					
East Chicago	6		10	591	376	8	11	130	5,211	4,453	3	7-9	3	63	1,801	1,464	2	2	23	558	441
Evansville	34	1	26	1,163	759	26	21	286	10,563	8,672							4	4	138	3,333	2,684
Fort Wayne	21	3	30	1,403	1,277	24	22	249	8,564	8,135	7	7-8	9	92	2,089	2,005	2	4	124	2,474	2,378
Gary	14		32	2,207	1,217	18	20	320	12,513	10,946							9	5	72	2,251	1,825
Hammond	30		23	1,071	758	15	26	203	7,297	6,185							1	1	57	1,381	1,179
Kokomo						12	17	122	5,547	4,123							1	6	40	1,188	1,027
Muncie	17	1	17	422	271	12	17	160	5,390	4,466	1	8-9	2	29	302	295	1	6	61	1,582	1,484
South Bend	16		25	1,756	925	20	27	285	10,140	9,202	4	7-9	3	102	2,994	2,569	1	2	62	1,583	1,480
Terre Haute	20		17	902	648	21	31	220	8,006	6,550	2	7-9	3	75	1,501	1,261	3	4	113	2,324	2,063
Iowa:																					
Cedar Rapids	17	1	19	733	587	17	9	153	4,908	4,327	4	7-9	6	111	2,096	1,898	2	4	81	1,598	1,453
Council Bluffs	26		17	1,151	[1] 650	17	19	162	6,574	5,693							2	2	82	1,701	1,606
Davenport	28		14	780	462	18	19	163	4,983	4,176	3	7-9	3	89	2,028	1,737	1	1	55	1,496	1,196
Dubuque	10		9	421	316	10	4	96	2,362	1,959	3	7-9	4	49	1,000	832	1	2	31	677	524
Sioux City	25		26	1,140	[1] 970	25	28	291	8,607	7,425	4	7-9	7	136	3,340	2,845	2	5	72	1,963	1,613
Waterloo—																					
East side	10		14	432	352	10	14	75	2,436	2,204	1	8-9	1	21	567	510	1	1	23	569	531
West side	7		6	349	334	7	14	76	2,898	2,868							1	9	31	848	743
Kansas:																					
Topeka	18		9	1,027	545	25	26	198	7,220	6,136	4	7-9	4	42	1,221	1,064	1	2	49	1,580	1,346
Wichita	24		19	1,315	872	28	31	278	10,859	9,133	5	7-9	5	127	4,130	3,393	1	1	95	2,508	2,014
Kentucky:																					
Covington	16		8	586	349	12	12	134	5,041	3,921	2	7-8	2	25	856	766	2	2	35	893	809
Lexington	8		18	616	525	12	12	129	5,138	3,980	2	7-9	1	36	1,115	1,046	2	2	34	749	690
Louisiana:																					
Shreveport	1		3	116	67	17	16	263	14,203	11,320	1		1	16	456	[1] 369	2	2	65	1,921	[1] 1,556
Maine:																					
Lewiston	3		6	125	[1] 95	18	12	67	2,744	2,213							1	1	26	669	601
Portland	15		25	641	523	41	14	235	8,447	7,089	1	7-8	1	18	553	500	2	4	117	2,553	2,305
Massachusetts:																					
Brockton						30	8	316	9,080	8,482							1	1	98	2,725	2,377
Brookline	10		22	567	375	11	9	136	3,828	3,249							1	2	63	1,446	1,263
Chelsea						6	7	135	5,401	4,816	3	7-9	3	73	2,129	2,111	1	1	53	1,159	973
Chicopee	2		2	96	69	19	10	135	4,848	4,693	4	7-9	3	31	1,267	1,020	1	2	23	527	446
Everett						17	14	149	6,416	5,817	2	7-9	4	70	910	821	1	8	59	1,485	1,314
Fitchburg						24	20	149	4,094	3,725	1	7-9	1	25	737	651	1	3	38	962	865
Haverhill	4		4	208	141	29	19	186	6,430	5,667							1	1	57	1,580	1,376

[1] Estimated.

[2] Data of 1923-24.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1925–26*—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
Massachusetts—Contd.																					
Holyoke	10		10	481	332	17	15	136	4,632	4,292	5	7–9	4	56	1,687	1,575	1	1	44	1,063	934
Lawrence	1		1	38	36	30	39	354	10,744	9,995							1	2	86	2,280	1,975
Lynn						39	5	245	9,112	8,228	5	7–9	7	128	4,270	3,827	2	2	93	2,329	2,050
Malden						14	10	121	5,758	4,852	3	7–9	5	70	1,919	1,635	1	3	51	1,311	1,243
Medford						16	12	154	5,422	4,842	4	7–9	5	79	2,052	1,864	1	1	58	1,323	1,160
Newton	15		30	736	522	21	14	213	6,429	5,533	1	7–9	1	25	546	469	1	3	95	2,084	1,891
Pittsfield	7		17	461	260	21	21	170	5,443	4,859	7	7–9	7	72	1,804	1,614	1	3	37	894	827
Quincy						18	17	237	9,711	8,466	1	8–9	1	28	883	822	1	1	57	1,415	1,308
Salem	6		10	347	236	13	11	142	4,464	3,905							1	1	57	1,386	1,187
Somerville	18		16	763	536	22	12	236	8,812	8,006	3	7–9	4	115	3,729	3,345	1	3	73	2,187	1,887
Taunton						26	8	172	5,246	4,559							1	1	45	1,119	998
Waltham	10		18	427	356	15	3	138	3,652	3,150	2	7–9	2	37	1,012	907	1	1	29	624	535
Michigan:																					
Battle Creek	13		12	724	510	14	16	147	5,140	3,912	1	7–8	1	29	986	837	1	2	52	1,596	1,357
Bay City	16		16	690	460	16	17	161	4,528	4,499	2	7–9	2	50	1,214	1,182	1	1	54	915	825
Flint	48		40	3,029	1,625	48	26	510	12,691	11,267	3	7–9	6	147	4,269	3,912	1	3	75	2,038	1,781
Hamtramck	6		12	1,484	1,187	6	15	188	8,413	7,850	1	7–9	2	58	1,714	1,562	1	1	28	333	309
Highland Park	14		14	1,004	474	7	10	194	5,485	3,788	3	7–8	6	104	2,381	1,851	1	3	63	1,113	1,034
Jackson	11		12	1,039	501	15	9	143	4,866	4,256	2	7–9	2	61	1,837	1,670	1	1	43	1,145	1,051
Kalamazoo	20	1	18	1,117	592	11	10	158	4,974	4,088	6	7–9	4	92	2,056	1,809	1	3	56	1,266	1,177
Lansing	44	1	24	1,422	992	20	23	199	8,126	6,800	3	7–9	8	118	2,893	2,592	1	4	81	1,985	1,567
Muskegon	11	1	16	723	581	13	13	172	5,241	4,630	1	7–9	1	10	218	196	1	2	66	1,243	1,091
Pontiac	13		13	1,008	505	10	14	131	4,717	3,898	2	7–9	1	41	1,438	1,121	1	1	58	1,132	1,071
Saginaw—																					
East side	4		4	298	164	14	12	100	3,775	3,221	2	7–9	4	73	1,593	1,460	1	2	52	890	789
West side	1		8	687	364	7	8	80	3,179	2,406	2	6–9	2	56	1,404	1,394	1	1	31	714	645
Minnesota:																					
Duluth	38		32	1,658	1,315	42	31	367	13,185	12,215	5	7–9	3	113	3,192	2,734	3	3	105	2,854	2,399
Missouri:																					
St. Joseph	5		5	245	132	33	28	303	11,187	9,362							5	5	106	2,509	2,083
Springfield						23	4	151	7,526	5,682	3	7–9	3	68	2,723	2,149	2	1	55	1,604	1,257

Montana:																				
Butte						17	17	173	6,938	5,288	1	7-9	1	22	540	[1] 405	1	1	53	1,507	1,387
Nebraska:																				
Lincoln	17		33	1,198	914	19	28	232	7,889	6,802	2	7-9	2	62	1,698	1,422	1	3	66	1,931	1,536
New Hampshire:																				
Manchester	17		23	1,110	604	25	22	193	7,272	6,643							2	2	99	1,929	1,805
New Jersey:																				
Atlantic City	11		25	834	556	12	18	271	8,408	6,493							1	2	97	2,064	1,742
Bayonne	11		18	1,346	697	12	26	319	10,767	9,438	3	7-9	6	84	1,983	1,895	1	2	55	1,399	1,283
East Orange	18		20	905	557	9	16	206	6,429	5,456							1	2	86	2,010	1,736
Elizabeth	17		28	1,524	892	17	17	269	10,409	9,089	2	7-9	5	144	3,312	3,012	1	2	69	1,457	1,302
Hoboken	10		20	872	[1] 654	39	23	287	8,610	6,893	1	7-8	2	36	651	553	1	2	48	967	870
New Brunswick	6		17	711	510	6	7	110	3,868	3,181	1	7-9	5	46	1,199	1,077	1	4	43	851	762
Orange	6		14	771	519	8	12	124	4,806	4,333							1	3	28	850	719
Passaic	20		17	1,464	776	10	24	288	10,024	8,788							2	1	71	1,628	1,441
Perth Amboy	9		14	796	406	11	10	202	7,476	6,533							1	1	38	896	816
Union City	9		11	694	308	10	20	237	8,356	6,958							2	5	79	2,108	1,820
New York:																				
Amsterdam	14	1	14	476	366	11	16	143	5,118	4,608	1		1	55	1,433	1,300	1	4	23	829	720
Auburn	10		7	342	158	13	15	120	3,811	3,218							1	1	38	1,393	1,109
Binghamton	15		24	1,119	900	18	24	368	9,967	8,500							1	4	74	1,734	1,364
Elmira	10		10	601	352	13	14	160	5,304	4,366							2	3	83	2,024	1,645
Jamestown	22		16	722	493	15	12	165	4,791	4,144	3	7-9	7	85	1,840	1,535	1	2	39	1,130	950
Mount Vernon	11		17	709	509	11	14	234	6,800	5,735	2	7-8	1	21	712	624	2	3	76	2,115	1,643
Newburgh						6	10	146	4,511	3,802							2	1	36	1,177	919
New Rochelle	9		18	772	450	10	18	195	6,225	4,933							1	1	68	1,624	1,374
Niagara Falls	14		26	934	701	14	19	210	8,956	6,658	2	7-9	3	96	2,106	1,810	1	2	61	960	855
Poughkeepsie	10		8	352	244	10	17	117	4,433	3,487							1	2	45	1,149	994
Schenectady	21		32	1,421	671	21	31	318	10,057	8,166	7	7-9	9	171	4,582	4,216	1	1	81	1,940	1,850
Troy—																				
Lansingburg district	4		4	172	97	5	7	42	1,316	1,123							2	3	15	365	291
Union district	13		16	455	341	14	19	168	5,545	5,033							1	1	30	905	816
Utica	40	1	21	1,759	1,131	24	25	426	13,183	11,248							1	1	71	2,072	1,745
Watertown	12		12	509	371	12	16	131	4,403	3,743							1	2	47	1,307	992
North Carolina:																				
Charlotte						18	21	275	10,211	8,012	2	7-9	2	55	1,613	1,359	2	2	50	1,104	946
Wilmington						8	5	160	5,853	4,441							2	2	48	1,386	1,203
Winston-Salem						16	26	303	10,075	8,234							2	2	92	2,390	1,984
Ohio:																				
Canton	11		6	421	294	31	27	416	15,454	13,334	2	7-9	2	50	1,575	1,379	1	7	121	3,549	3,021
Hamilton	5		5	283	210	13	5	144	5,704	4,849							1	1	41	1,141	914
Lakewood	10		16	846	559	11	16	181	5,503	4,765	3	7-9	3	78	1,911	1,703	1	2	74	1,814	1,791
Lima						15	13	148	5,273	4,355	2	7-8	2	38	1,317	1,159	2	3	71	1,788	1,578
Lorain						10	12	126	5,422	4,775	4	7-9	4	51	2,197	1,936	1	1	40	1,176	945
Portsmouth	6		4	213	117	17	9	179	7,774	5,989							2	1	44	1,096	921
Springfield						20	12	207	7,649	6,406	5	7-9	5	78	2,481	2,136	1	1	52	1,547	1,358
Oklahoma:																				
Muskogee						14	13	132	4,880	3,888	1	7-10	1	20	546	438	2	3	77	2,643	2,071
Oklahoma City	47	1	29	1,633	1,218	39	31	366	15,449	12,380	6	7-9	6	178	4,740	4,525	4	5	143	3,428	2,665
Tulsa	37		29	1,626	1,035	42	25	437	16,272	12,375							2	1	138	3,935	2,855

[1] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1925–26*—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
Pennsylvania:																					
Allentown						21	16	314	11,457	10,142							1	1	79	2,129	1,858
Altoona						16	7	201	7,209	6,303	1	7–9	3	65	1,962	1,712	1	5	76	1,863	1,641
Bethlehem						25	14	227	8,559	7,581	4	7–9	2	56	1,906	1,696	1	1	47	833	741
Chester						24	11	190	8,015	6,120	2	7–9	2	41	885	814	1	2	47	1,330	1,300
Easton						14	16	102	4,130	3,606	3	7–9	2	42	1,598	1,444	1	1	51	886	791
Erie	24		24	1,161	639	26	30	275	10,925	9,014	5	7–9	11	108	3,755	3,416	3	5	81	2,172	1,952
Harrisburg	4		4	207	145	21	12	207	8,520	7,122	2	7–9	3	115	3,363	3,026	2	3	87	2,046	1,815
Hazleton						16	7	136	4,825	4,417	3	7–9	3	60	1,887	1,670	1	1	30	892	814
Johnstown	17		25	578	548	21	24	278	8,173	7,332	2	7–9	2	102	2,696	2,323	1	2	57	1,210	1,144
Lancaster						17	4	150	6,635	5,283	3	7–9	3	55	1,637	1,400	2	2	49	1,293	1,059
McKeesport						14	14	214	7,971	7,232							1	3	69	1,772	1,571
New Castle	6		6	298	145	14	9	181	6,483	6,172	3	7–9	4	94	2,910	2,419	1	1	45	1,429	1,222
Norristown						9	2	90	3,771	3,329	1	7–9	2	28	984	823	2	2	24	663	578
Wilkes-Barre	9		9	393	305	23	26	297	11,772	10,327							2	2	113	2,499	2,162
Williamsport						14	4	126	7,672	6,665	2	7–9	2	35	963	848	1	1	43	1,250	1,131
York						22	8	203	6,783	5,909							1	1	62	2,027	1,668
Rhode Island:																					
Newport	12		6	317	236	12		98	3,420	2,937							1	1	42	1,084	911
Pawtucket	11		11	508	296	24	19	225	7,582	6,412	2	7–9	4	50	1,314	1,088	1	3	43	847	730
Woonsocket						20	3	140	4,957	4,131							1	1	28	736	617
South Carolina:																					
Charleston						8	13	189	8,269	6,977							3	3	58	1,575	1,402
Columbia	1		1	40	28	10	12	144	6,110	5,674							2	2	55	1,524	1,322
Tennessee:																					
Chattanooga [3]						25	20	345	15,287	11,924	2	7–9	2	52	1,524	1,275	2	2	47	1,056	961
Knoxville	19	1	19	688	351	37	34	346	15,425	12,317	2		2	41	1,664	[1] 1,414	2	2	67	1,972	1,756
Texas:																					
Austin	5		5	263	166	17	17	147	5,647	4,270	1	7–8	2	42	1,019	880	2	3	72	2,090	1,601
Beaumont						10	15	117	4,048	3,421	3	6–8	3	52	1,962	1,659	2	2	60	1,373	1,108
El Paso	13	1	19	854	642	19	25	399	12,924	10,360	2	6–8	2	75	3,051	2,036	1	2	72	1,409	1,121
Galveston	6		6	433	198	10	15	158	5,884	3,798							2	2	57	1,411	1,107

Waco						16	15	181	6,745	5,301	2	6-8	2	63	1,837	1,464	2	2	62	1,969	1,571
Wichita Falls						13	14	139	6,274	4,865	3	7-8	2	37	1,516	1,108	2	2	36	1,131	853
Utah:																					
Ogden						11	13	155	5,884	4,664	4	7-10	3	77	2,368	1,945	1	1	38	1,561	1,331
Virginia:																					
Lynchburg	4		6	291	233	22	5	170	6,624	5,079							3	2	53	1,651	1,341
Newport News						10	15	109	4,522	3,652							2	3	47	1,332	[1] 1,132
Petersburg						7	10	107	4,452	3,745							2	2	47	1,178	997
Portsmouth						17	12	179	7,425	6,251							2	1	59	1,868	1,559
Roanoke						13	18	283	10,308	8,619	2	7-9	2	66	1,900	1,595	2	2	62	1,576	1,306
Washington:																					
Tacoma	4		3	167	119	34	34	301	12,316	11,186	6	7-9	8	150	5,045	3,516	2	4	128	3,733	2,890
West Virginia:																					
Charleston	7		7	259	165	14	17	191	6,296	5,816	4	7-9	4	83	1,813	1,772	1	1	50	1,033	986
Huntington						27	21	287	9,489	7,817	7	7-9	12	116	2,749	2,358	2	2	54	1,405	1,239
Wheeling						9	13	153	4,867	3,980							2	4	54	975	925
Wisconsin:																					
Green Bay	7		14	501	310	14	16	84	2,761	2,495	1	7-9	1	22	532	488	2	2	57	1,243	1,202
Kenosha	12	1	12	1,047	363	12	15	171	5,354	4,511	4	7-9	5	94	2,011	1,760	1	2	39	1,087	870
La Crosse	20		10	505	401	10	7	91	3,115	2,808	2	7-10		28	718	681	2	1	46	1,193	1,123
Madison	25		19	757	435	14	15	161	5,022	4,241	3	7-9	3	40	771	693	2	4	102	2,308	2,046
Oshkosh	11	1	20	925	463	11	13	92	3,438	3,128	1	7-10	1	4	97	86	1	1	63	1,331	1,193
Racine	26		24	1,446	924	12	14	155	5,752	5,075	3	7-9	6	71	2,156	1,887	1	2	41	1,236	979
Sheboygan	8		19	972	656	8	11	116	3,683	3,188							1	1	45	1,106	915
Superior	11		17	1,027	757	11	12	133	3,910	3,473	8	7-8	3	62	1,550	1,187	2	2	79	1,665	1,181

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Alabama:																				
Anniston						10	3	73	3,114	2,241	1	7-9	1	11	398	356	1	2	12	247	164
Bessemer						7	5	58	3,775	2,716	1	7-9	1	15	549	470	2	3	23	506	324
Dothan						6	2	32	1,717	1,591	1	7-9	1	13	413	395	1	1	12	281	270
Florence						7	3	42	1,702	1,576	1	7-9	1	9	411	279	1	2	9	286	209
Gadsden						9	4	73	3,602	2,706							1	1	16	616	538
Phenix City						6		33	1,875	1,347	2			6	243	174	1		3	52	44
Selma						9	1	57	2,667	2,039	2	7-9	1	17	584	493	1	1	13	382	324
Tuscaloosa						10	6	63	3,199	2,401	1		1	15	465	392	2	1	20	388	334
Arizona:																					
Phoenix	14		14	688	359	17	17	200	8,232	5,608											
Tucson	4		3	255	123	13	13	136	5,512	4,113							1	1	45	1,080	910
Arkansas:																					
Fort Smith						14	9	128	5,477	4,615							2	3	60	1,562	1,402
Hot Springs						9	8	61	3,207	[3] 2,451	2	7-9	1	15	784	[3] 579	2	2	26	496	[3] 374
North Little Rock						12	1	71	3,700	2,845	2	7-9	1	13	789	607	2	1	12	295	248
Pine Bluff						12	7	87	3,639	2,605	2	7-9	2	23	1,044	939	2	2	18	558	514
California:																					
Alameda	7		7	451	232	7	13	145	4,427	3,878							1	1	63	1,756	1,385
Alhambra	9		13	565	275	8	13	102	3,962	2,975							1	1	83	1,940	1,554
Bakersfield	12		15	770	412	13	6	137	4,476	3,938											

[1] Estimated.

[3] Distribution estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1925–26*—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
California—Continued.																					
Eureka	5		3	172	81	7	4	56	2,021	1,774							2	1	35	937	727
Glendale	9		16	849	458	11	15	123	4,484	3,720	2	7–8	2	64	1,237	1,169					
Pomona	6		10	340	211	8	8	55	2,057	1,773	2	7–9	2	38	1,108	843	1	2	43	1,047	721
Richmond	5		5	584	268	9	2	83	3,073	2,606	1	7–9	3	46	1,193	986	1	1	41	698	628
Riverside	11		17	535	328	13	11	105	4,027	2,983	2	7–9	3	41	1,028	507	1	3	52	1,012	903
San Bernardino	16	1	8	636	313	16	11	124	4,771	3,601	3	7–9	3	71	1,673	1,397	1	3	48	960	816
Santa Ana	11	1	10	550	310	13	14	80	3,309	2,659	2	7–9	2	51	1,139	1,037	1	1	38	1,005	710
Santa Barbara	9		15	676	293	9	6	81	3,370	2,362	1	7–9	1	38	1,205	859	1	1	37	830	634
Santa Cruz	3		2	157	80	7	6	51	1,793	1,560							1	1	41	923	750
Santa Monica	9		13	554	288	9	12	86	3,240	2,555	2	7–9	3	65	1,460	1,168	1	4	62	1,049	984
Vallejo	4		3	208	93	8	5	39	1,467	1,246	1	7–9	1	20	570	524	1	1	17	369	361
Colorado:																					
Boulder						6	5	42	1,445	1,240	2	7–9	2	30	719	638	1	1	29	682	589
Greeley						7	5	48	1,541	1,093	1	7–9	2	21	602	491	1	2	27	522	500
Trinidad	2		1	50	[1] 35	6	9	81	2,165	1,801							1	1	25	740	654
Connecticut:																					
Ansonia						8	4	81	3,177	2,838							2	1	32	656	589
Bristol	8		16	512	401	13	20	129	4,223	3,457							1	5	28	705	624
Danbury						14	10	71	3,085	2,482							1	1	26	820	685
Derby						4	5	38	1,484	1,325							1		13	268	233
East Hartford						10	4	67	3,064	2,472							1	1	17	450	418
Enfield						14	2	64	2,549	2,262							1	1	17	426	363
Fairfield	8		8	348	210	13	9	75	3,125	2,628							1	1	15	364	328
Greenwich	8		11	278	246	14	19	148	4,256	3,558							1	3	32	746	660
Manchester—																					
Districts Nos. 1–8	3		4	114	83	8	4	47	1,452	1,289											
District No. 9	4	1	8	253	198	5	10	63	2,016	1,736							1	4	25	718	650
Middletown	3		4	264	166	4	7	44	1,607	1,428							1	2	30	772	675
Milford	5		4	155	96	8	7	62	2,120	1,699							1	1	13	321	277
Naugatuck	6		5	202	140	10	2	56	1,932	1,723							1	2	21	564	513
New London	10		12	[2] 655	[2] 443	18	13	131	4,726	3,537											

Norwalk	8		9	430	229	17	5	96	3,886	3,664	3	7-9	4	40	1,129	1,027	1	1	22	550	497
Norwich	9		14	564	368	22	6	121	4,174	3,664											
Stonington	4		5	242	143	8	2	43	1,523	1,288							1	1	13	324	267
Stratford	6		3	169	98	12	4	90	3,602	3,104							1	1	20	537	478
Torrington						15	11	117	4,188	3,666							1	1	27	677	606
Wallingford	5		5	205	184	12	2	64	2,158	1,910							1	1	15	441	394
Windham	3		5	141	99	6	5	48	1,561	1,331							1		22	642	588
Florida:																					
Key West	1		3	197	98	4	4	53	2,255	1,632	1	9-10		2	23	17	1	1	14	351	288
Miami	15	1	15	1,235	864	12	10	84	5,665	3,965	3	7-9	3	116	2,644	2,100	1	2	61	1,600	1,376
St. Petersburg	3		3	233	159	10	16	163	6,159	4,757	2	7-9	2	68	2,257	1,674	1	2	47	1,284	1,024
Georgia:																					
Albany						7		52	2,482	1,985							1		24	504	428
Athens	2		2	91	57	8	3	78	3,033	2,193							2	2	34	715	613
Brunswick						5		44	1,976	1,465							1		11	337	302
Lagrange						9	7	81	3,297	2,349							1	1	15	458	370
Rome						10	1	55	2,696	2,040							2	1	17	587	476
Valdosta						4		48	2,005	1,765							2		13	500	425
Waycross						9		66	3,225	2,352	1	7-8		8	340	317	2	1	11	307	259
Idaho:																					
Boise						11	4	95	3,408	2,854							1	1	54	1,448	1,147
Pocatello						8	10	72	2,584	2,424	2	7-9	2	24	935	719	1	2	28	488	429
Illinois:																					
Alton	2		2	152	69	14	9	86	3,570	2,660	2	7-8		19	792	758	2		34	927	688
Belleville	8		7	322	272	9	2	59	1,996	1,759	1	7-8	1	20	753	552					
Berwyn—																					
District No. 98						5		36	1,868	1,568											
District No. 100						6	3	55	2,928	2,518											
Bloomington	10		9	382	306	10	1	111	3,657	3,151							1	1	50	1,200	1,035
Blue Island						5		36	1,250	1,016	1	7-9		10	394	321	1		12	267	258
Cairo						12	4	60	2,955	2,349							2	4	31	547	490
Canton						8	2	40	1,324	1,101	1	7-8		11	441	399	1	4	26	725	662
Centralia						7	12	66	2,370	1,903											
Champaign						11	8	76	2,468	2,113							1	1	41	1,019	884
Chicago Heights						9	7	83	3,354	3,186											
Elgin						11	15	106	3,272	2,949							1	2	50	1,312	1,124
Forest Park						4	5	41	1,606	1,538											
Freeport						8		71	2,658	2,244							1	1	32	832	727
Galesburg						11	3	108	3,723	3,574							1	2	46	1,190	1,056
Granite City						6	3	76	3,238	[1] 2,688	1	7-8	1	25	704	[1] 582	1	2	29	617	[1] 480
Herrin						4	2	50	2,600	2,100											
Jacksonville						7	6	44	1,500	1,267	1	7-8	1	13	412	353	1	1	29	729	614
Kankakee						9	4	69	2,447	2,090							1	1	28	636	546
Kewanee	3		3	116	92	7	2	61	2,297	2,004							1	1	25	527	497
La Salle						6		43	1,456	1,240											
Lincoln						8	3	47	1,338	1,156											
Mattoon						8	1	44	1,842	1,784	2	7-9		19	677	661	1	1	14	410	401
Maywood Melrose Park						7	6	95	4,436	3,557											
Murphysboro						5	5	49	1,321	1,255											

[1] Estimated.

[2] Data of 1923-24.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1925–26*—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
Illinois—Continued.																					
Ottawa	5		3	181	109	5		40	1,500	1,203											
Pekin						7	3	48	1,604	1,516	1	7–8		20	480	456	1	1	28	619	542
Streator	2		1	100	40	9	8	62	2,052	1,749											
Urbana						6	2	38	1,624	1,303	1	7–8	1	14	493	373	1	1	32	800	716
Waukegan	6		6	514	255	16		120	3,914	3,276											
Indiana:																					
Anderson	7	1	4	327	228	12	6	110	4,146	2,976	1	7–8	1	33	1,137	778	1	1	41	1,337	1,021
Bloomington						5	6	49	1,956	1,634	1	7–8		27	552	453	1	1	44	835	816
Clinton						6	5	50	1,718	1,644							1	1	19	566	508
Crawfordsville	5		3	261	117	6	5	37	1,171	952	1	7–9		19	519	458	1	1	21	443	421
Elkhart						9	5	85	2,889	[1] 2,638	2	7–9	2	36	895	[1] 800	1	3	50	1,254	[1] 1,141
Elwood						5	2	38	1,448	1,216	1	7–8	1	13	412	371	1	1	24	654	518
Frankfort						5	6	56	1,978	1,687							1	2	24	597	542
Huntington	6		6	282	214	6	10	68	1,933	1,697							1	1	25	634	525
Jeffersonville						5	5	37	1,477	1,371							2	2	17	550	444
La Fayette	2		2	60	39	8	12	81	2,982	2,325							1	2	39	803	645
Laporte	[1] 5		6	232	214	5	1	44	1,382	1,356	1	7–8	1	24	592	588	1	1	28	664	661
Logansport	6		3	270	126	10	7	63	2,345	1,949	2	7–9	2	34	909	862	1	2	30	630	587
Marion						13	11	87	3,103	2,527	2	7–9	4	39	1,439	790	1	2	40	702	476
Michigan City	12		12	356	280	8	9	60	2,138	1,813	1	7–8	2	23	514	445	1	3	30	819	654
Mishawaka	5		5	292	[3] 235	7	12	81	3,411	[3] 2,760							1	1	27	836	[3] 675
New Albany						14	4	83	3,336	2,505							3	1	35	834	707
Newcastle						5	1	46	1,938	1,659	1	7–8	1	10	557	451	1	1	29	786	688
Peru						7	6	52	1,765	1,526							1	1	23	684	631
Richmond	12		7	409	[1] 275	11	14	86	2,678	2,446	2	7–9	2	42	1,137	1,099	1	1	38	788	694
Vincennes	4		4	226	187	8	13	64	2,409	2,048							2	3	28	630	546
Whiting	3		3	219	125	4	4	29	1,144	954	1	7–9	1	14	352	302	1	1	18	382	332
Iowa:																					
Boone						7	2	48	1,590	1,205	1	7–9		24	666	609	1	1	22	621	545
Burlington	13		11	629	377	11	16	105	3,191	2,939							1	3	49	1,073	859
Clinton	13		8	343	261	10	11	75	1,889	1,655	1	7–8	2	19	491	431	1	3	33	856	756

Fort Dodge	10	1	7	170	[3] 140	9	17	68	2,463	[3] 2,131	1	7-8	1	20	600	[3] 520	1	1	35	889	[3] 800
Fort Madison	5		4	242	220	5	3	30	999	925	1	7-8	1	10	323	300	1	1	18	432	405
Iowa City	4		4	216	135	6	5	31	965	776	1		1	12	337	309	1	1	33	622	584
Keokuk						7	10	46	1,585	1,343	1	7-9	1	21	556	495	1	2	19	459	393
Marshalltown	8		8	567	[3] 447	8	10	61	2,117	[3] 1,663							1	1	37	1,002	[3] 782
Mason City	18		10	487	420	13	9	79	3,088	2,571	1	7-8	1	14	501	403	1	2	43	1,063	926
Muscatine						9	10	75	2,354	[3] 1,977							1	1	29	721	[3] 643
Ottumwa						13	17	121	4,843	4,051							1	3	52	1,434	1,232
Kansas:																					
Arkansas City	4		2	185	131	7		50	1,904	1,611	1	7-9	1	28	915	825	1	1	23	618	558
Atchison	5		3	190	111	6	4	38	1,245	1,014	1	7-9		13	443	386	1	1	17	355	320
Chanute						6	2	37	1,345	1,182	1	7-9	3	23	614	543	1	2	17	505	416
Coffeyville						9	2	70	2,524	2,124	1	7-9	3	31	763	664	1	2	22	558	455
Eldorado						5	3	43	[1] 1,608	1,186	1	7-9		24	615	546	1	2	18	425	366
Emporia	7		4	292	151	7	5	39	1,437	1,149	1	7-9	1	24	623	501	1	1	33	634	587
Fort Scott						6	1	41	1,680	1,497	1	7-9		21	554	507	1	1	23	619	544
Hutchinson	9		9	580	345	10	12	80	3,115	2,593	2	7-9	2	42	1,237	1,102	1	2	29	791	718
Independence						6		51	1,816	1,417	1	7-9		25	696	619	1	1	28	549	472
Lawrence	7		5	267	206	7	4	39	1,478	1,230	1	7-9	1	28	751	654	1	1	29	723	612
Leavenworth	5		2	142	109	9	8	50	1,615	1,330	1	7-9	1	18	509	458	1	1	22	489	454
Parsons						5	10	45	1,760	1,473	2	7-9	2	23	762	656	1	1	26	602	450
Pittsburg						7	2	68	2,510	2,092	1	7-9	1	26	785	663	1	1	32	965	840
Salina	7		7	385	286	9	1	73	2,075	1,754	2	7-9		32	846	723	1	1	27	689	568
Kentucky:																					
Ashland						11	14	115	4,671	3,629	1	7-9	1	19	504	428	1	1	28	564	485
Henderson						6	3	47	1,877	1,425	1	7-8		9	263	225	2	1	19	440	360
Newport						7	5	75	2,535	2,054	1	7-8		13	459	393	1	1	16	421	369
Owensboro						11	3	86	2,984	2,358							1	2	30	755	626
Paducah						10	11	68	3,439	2,456	3	7-8	1	26	637	567	2	2	30	764	637
Louisiana:																					
Alexandria	3		3	173	87	5	6	71	3,310	2,723							1	2	38	818	699
Baton Rouge						10	6	109	5,141	4,480	1	7-8	1	23	742	686	3	3	37	1,104	911
Lake Charles						6	6	69	2,712	2,128							2	1	33	620	570
Monroe	2		2	115	43	4	3	56	2,255	1,764							1	1	11	192	189
Maine:																					
Auburn						25		98	2,437	2,109							3		30	736	625
Augusta	5		5	138	[2] 102	15	8	53	1,553	1,379							1	1	20	577	499
Bangor	10		26	565	411	28	8	100	3,071	2,563							1	5	61	1,272	1,134
Bath						8	8	45	1,422	1,142							1	1	14	448	389
Biddeford	1		1	49	27	15	1	40	967	881							1	1	13	278	262
Sanford						11	1	46	1,357	1,097							1	1	19	370	341
Waterville	4		4	93	85	8	7	44	1,636	1,615	2	7-9		23	426	180	1	3	12	303	296
Maryland:																					
Annapolis						2	1	31	1,388	1,114							2	1	23	554	484
Cumberland						12	1	88	4,188	3,490	2	7-8	2	24	869	585	3	2	45	1,090	1,069
Frederick						6		50	2,056	1,699							2	1	35	861	759
Hagerstown						9	2	110	4,981	4,310							3	1	28	941	826

[1] Estimated.

[2] Data of 1923–24.

[3] Distribution estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1925–26*—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
Massachusetts:																					
Adams						8	3	40	1,440	[3] 1,272	1	7–9		10	334	[3] 300	1	1	17	196	[3] 180
Amesbury						5		20	727	634	1	7–8	1	6	216	188	1	1	18	458	392
Arlington						7	11	87	2,842	2,539	2	7–9	2	37	1,002	950	1	2	34	774	682
Attleboro	3		4	126	83	15	9	95	3,206	2,830							1	2	32	710	646
Belmont	5		7	294	199	5	7	50	1,708	1,531	1	7–8	1	17	518	466	1	1	23	569	502
Beverly						13	13	111	3,695	3,316							1	1	54	1,302	1,148
Braintree	8		8	209	182	9	4	63	2,053	1,893							1	1	18	408	359
Clinton						12		47	1,631	1,463							1	1	18	463	403
Danvers						10	5	47	1,543	1,429							1	3	17	446	409
Dedham						7	5	56	2,050	1,839	3	7–8		17	444	374	1	1	23	609	514
Easthampton						5	5	44	1,418	1,238							1	1	11	313	280
Framingham	1		1	32	22	14	6	85	2,819	2,511	3	7–9	3	31	840	770	1	1	21	457	415
Gardner						10	2	62	2,205	2,038							1	2	29	706	640
Gloucester						21	5	111	3,373	3,039							1	3	34	966	872
Greenfield	3		3	81	64	20	5	86	2,631	2,398							1	1	33	586	516
Leominster	1		1	39	[1] 25	9		80	2,675	2,363							1		26	591	521
Marlboro						4	2	44	1,448	1,377	1	8		5	164	138	1	1	19	447	409
Melrose						11	5	85	2,853	2,337							1	1	34	911	841
Methuen						17	3	77	2,572	2,330	3	7–9	3	21	739	634	1	2	14	361	314
Milford						19	1	71	2,441	2,281							1	1	20	500	456
Natick						10	4	47	1,927	1,754							1	4	20	575	528
Newburyport						7	3	53	1,812	1,571							1	1	23	561	493
North Adams	10		10	304	247	9	10	75	2,629	2,293							1	5	29	661	592
Northampton	1		1	21	15	17	9	93	3,255	2,901							1	1	21	533	468
Northbridge						9	2	41	1,360	1,232	1	7–8		10	303	270	1	1	10	254	225
Norwood						7	4	62	2,192	1,885	1	7–9	1	29	838	803	1	1	21	457	[1] 411
Peabody						11	6	89	3,104	2,914							1	1	30	785	694
Plymouth						17	7	48	1,758	1,572	1	7–8	3	16	463	416	1	1	17	420	378
Revere						17	12	208	6,607	5,774	2	8–9		19	690	[1] 593	1	4	43	868	748
Saugus						9		54	1,858	1,624	1	7–8		18	502	438	1	1	21	514	438
Southbridge						10	3	36	1,347	1,164							1	1	10	308	275

Wakefield						10	8	78	2,695	2,483							1	3	32	696	591
Watertown						10	6	86	2,907	2,661	2	7-9		32	847	765	1	2	27	490	440
Webster						7	5	34	1,123	983							1	2	14	379	327
Westfield	6		9	237	[3] 200	16	9	89	3,381	[3] 3,134							1	3	22	588	530
West Springfield	4		4	197	124	12	7	74	2,379	2,124	1	7-9	1	16	377	345	1	1	18	341	314
Weymouth						12	9	74	2,684	2,463							1	1	33	795	685
Winchester	4		4	133	88	7	4	47	1,455	1,297							1	1	19	442	395
Winthrop						4	4	51	1,855	1,613	1	7-8	1	19	542	496	1	1	32	836	741
Woburn						12		76	2,769	2,511	1	7-9	1	4	115	91	1	1	25	715	673
Michigan:																					
Adrian	6		3	200	150	6	2	36	1,257	1,102	1	7-9	2	20	526	466	1	1	24	524	455
Alpena						9	5	43	1,569	1,228							1	3	16	406	354
Ann Arbor	5		7	498	275	5	7	71	2,221	1,855	3	7-9	3	38	790	739	1	1	45	841	768
Benton Harbor	6		6	268	183	7	5	45	1,654	1,418	1	7-8	1	14	456	409	1	1	35	741	685
Calumet	7		5	271	163	14	8	77	3,134	1,844							1	2	43	950	866
Escanaba	5		5	283	222	5	9	58	1,822	1,642							1	1	29	551	495
Holland	5		5	261	[3] 174	6	11	39	1,493	[3] 1,308	1	7-9	1	22	726	[3] 653	1	1	32	531	[3] 478
Ironwood	16		9	436	342	6	4	64	2,220	2,127	1	7-9	1	29	891	819	1	1	22	449	416
Ishpeming	6		5	176	146	7	3	48	1,420	1,279							1	2	23	658	577
Marquette	3		4	160	[3] 120	9		30	1,183	[3] 1,007	1	7-8	1	9	240	[3] 200	1	1	23	395	[3] 350
Monroe	6		3	170	118	6	5	45	1,519	1,278							1	1	18	378	341
Owosso	4		4	325	172	7	11	62	2,494	2,062							1	1	23	705	583
Port Huron	[1] 5		9	315	[3] 190	17	7	134	3,414	[3] 2,856	2	7-9		44	1,082	[3] 950	1	1	25	678	637
Sault Ste. Marie	6		6	278	213	6	4	52	1,550	1,335	1	7-8	2	14	417	377	1	3	27	631	533
Traverse City	5		3	218	125	5	3	38	1,220	1,090	1	8-9	2	11	312	278	1	2	15	391	360
Wyandotte	14		7	637	452	6	11	80	2,602	1,928							2	1	43	1,026	910
Minnesota:																					
Austin	2		1	63	49	6	2	37	1,298	1,130	1	7-9	1	12	587	577	1	2	28	429	321
Faribault	2		[4]	53	39	5	2	29	972	700	1	7-9	1	16	433	359	1	1	15	321	286
Hibbing	21		20	482	391	25	7	124	3,513	3,057	2	7-9	3	76	1,365	1,171	1	3	33	755	643
Mankato	4		4	146	[3] 102	4	4	35	1,058	[3] 879	2	7-9	1	21	537	[3] 446	1	2	21	483	[3] 410
Rochester	6		6	211	172	6		49	1,550	1,277	1	7-9	1	23	595	491	1	1	23	488	418
St. Cloud	4		2	157	[3] 89	5	5	31	1,007	[3] 874	1	7-8		12	275	[3] 245	1	1	30	708	[3] 644
Virginia	13		13	336	[3] 323	11	9	91	2,228	[3] 2,070	1	7-9	1	41	909	[3] 850	1	1	33	623	[3] 590
Winona	8		6	229	156	8	10	53	1,494	1,367	1	7-9	2	20	393	355	1	2	24	555	505
Mississippi:																					
Biloxi						5	5	47	2,126	[3] 1,568							2	2	19	325	[3] 262
Columbus						4		46	1,753	1,527	1	7-9		8	441	379	2	2	19	337	251
Greenville	2		3	61	52	6	4	46	1,917	1,649	1	7-9		5	164	153	2	3	17	304	280
Hattiesburg						8		63	2,836	2,505	1	7-9		15	326	306	2	1	19	554	512
Jackson						10	7	91	4,851	3,243	2	7-9	4	38	1,391	1,025	2	4	26	603	493
Laurel	4		4	338	[3] 205	8	7	67	3,057	[3] 2,560	1	6-8	1	15	574	[3] 480	2	1	21	289	[3] 240
Meridian						13	6	98	3,923	2,935	2	7-9	1	22	995	736	2	1	36	760	632
Natchez	4		4	105	84	4	2	36	2,225	2,002							1	1	22	400	361
Vicksburg	1		1	58	28	5		44	2,115	1,564	2	7-8	1	12	392	328	2	1	19	422	375
Missouri:																					
Cape Girardeau						7	8	51	2,477	1,814							2	3	31	622	594
Carthage						9		55	2,021	1,641							1	1	23	608	556
Columbia						7	4	47	1,999	1,610							1	2	32	865	780
Hannibal						9	2	66	3,366	2,422	3	7-9	3	18	503	435	2	2	24	488	459
Independence						9	1	68	2,681	[3] 2,352	1	7-9	1	28	886	[3] 789	1	1	23	578	[3] 506

[1] Estimated.

[3] Distribution estimated.

[4] Normal students without pay.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1925–26*—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
Missouri—Continued.																					
Jefferson City	6		3	141	84	7	2	47	2,000	1,702							1	1	17	460	419
Joplin						21	11	137	5,608	4,835							3	2	52	1,444	1,369
Moberly						7	1	51	1,653	1,628							2	1	20	578	564
Sedalia						10	10	93	3,674	3,092							2	2	42	932	853
Montana:																					
Anaconda						5	2	40	1,429	1,272							1	1	29	555	512
Billings						8	3	80	3,260	2,320							1	1	31	1,001	824
Great Falls	16		8	428	316	12	10	100	3,527	3,040	1	7–8	1	24	800	716	1	3	42	1,140	1,016
Helena						5	9	42	1,525	1,245							1	5	16	630	510
Missoula						10	10	68	2,469	2,040											
Nebraska:																					
Grand Island	7		7	414	236	7	4	55	2,131	1,762	2	7–9	2	32	944	788	1	1	23	483	463
Hastings	8		4	240	164	4	7	42	2,191	1,379	1	7–9	1	23	759	670	1	2	23	591	543
North Platte	8		4	262	170	9	2	38	1,664	1,372	1	7–9	1	11	461	306	1	1	25	493	331
Nevada:																					
Reno	4		2	163	73	6		41	1,750	1,367	1	7–9	1	24	637	591	1	1	24	431	384
New Hampshire:																					
Berlin						6	2	31	849	767	1	7–8		10	261	234	1	1	24	513	469
Concord	6		12	277	176	15	5	54	1,922	1,584	4	7–8	4	26	549	480	1	1	34	604	550
Dover						10		34	1,171	1,036							1	1	20	406	357
Keene	2		2	53	34	12	3	36	1,110	997	3	7–8		14	335	298	1	1	23	609	563
Laconia						7	2	29	889	802	1	7–8		7	236	206	1	1	22	354	305
Nashua	10		12	569	354	24	1	84	2,537	2,280	1	7–8	1	22	597	537	1	2	37	831	744
Portsmouth	6		6	208	154	16	5	34	1,254	1,080	1	7–8	1	12	395	346	1	1	24	1,132	674
New Jersey:																					
Asbury Park	6		6	338	145	6	7	68	2,214	1,803							1	2	30	867	712
Belleville						7	7	109	4,438	3,820							1	1	23	544	461
Bloomfield	7		19	827	[3] 661	9	14	126	4,061	[3] 3,268							1	1	33	767	[3] 614
Bridgeton						5	5	45	1,891	[3] 1,542	1	7–8	3	14	456	[3] 387	1	3	31	818	[3] 695
Carteret						4	2	66	2,595	[3] 2,266							1		10	241	[3] 216
Clifton	11		14	975	597	13	13	166	6,691	5,823							1	1	34	1,114	850

Englewood	4		9	304	150	5	7	44	1,589	1,327	1	7-8	1	17	406	366	1	1	29	670	600
Garfield	6		7	707	396	6	6	145	6,128	5,487							1	1	23	541	483
Gloucester City						9	4	45	1,781	[3] 1,298							1	2	10	344	[3] 258
Hackensack	5		12	562	[3] 374	5	10	121	3,337	[3] 2,813							1	2	50	1,008	[3] 858
Harrison						3	5	49	2,076	1,687							1	1	9	240	204
Irvington						8	12	171	6,473	[3] 5,134							1	2	33	957	[3] 765
Kearny	10		13	519	415	10	21	135	4,692	3,850							1	1	41	979	822
Long Branch	3		5	292	[3] 200	8	8	74	2,688	[3] 2,142							1	1	30	718	[3] 600
Millville						7	5	70	2,648	2,172							1	1	25	607	517
Montclair	8		14	521	[1] 420	8	9	116	4,387	3,575	5	7-9	3	82	1,541	1,347	1	2	54	1,109	964
Morristown	2		2	81	52	4	3	34	1,226	970	1			8	293	251	1	1	30	677	607
North Bergen	5		5	287	[3] 230	10	13	160	5,864	[3] 4,743											
Phillipsburg	4		2	64	55	7	1	74	2,819	2,463							1	1	23	594	524
Plainfield	9		16	629	398	11	9	142	4,880	4,258							1	1	47	1,143	988
Rahway						5	10	64	2,236	1,909							1	1	14	382	339
South Orange	6		13	372	[3] 300	7	11	73	2,555	[3] 2,098	2	7-9	3	38	951	[3] 802	1	2	27	544	[3] 462
Summit	4		6	185	120	4	5	42	1,216	1,016	1	7-8	1	11	303	261	1	1	24	515	452
Weehawken	3		5	214	[3] 120	3	8	57	1,688	[3] 1,350											
West New York	5		11	584	[3] 460	5	11	155	5,697	[3] 4,623											
West Orange	6		6	343	173	8	9	67	2,277	1,910	1	7-9	1	24	534	518	1	2	44	862	[3] 700
New Mexico:																	1	2	20	531	459
Albuquerque						7	8	64	3,627	[3] 2,746	2		4	40	641	[3] 512	1	2	35	392	[3] 313
New York:																					
Batavia						7	8	71	2,497	2,094							1	1	25	671	566
Beacon	2		2	112	66	4	5	36	1,370	1,165							1	2	12	365	288
Cohoes	4		4	147	96	8	12	42	1,980	1,643							1	4	13	301	240
Corning—																					
District No. 9	2		3	98	69	3		31	701	562	1	7-9		13	336	299	1	1	13	233	210
District No. 13						1		21	1,097	846							1		21	405	355
Cortland	5		5	156	137	5	8	43	1,851	1,573							1	3	31	746	626
Dunkirk	6		8	320	232	8	13	73	1,842	1,592	1	7-8	1	18	611	549	1	1	34	706	582
Fulton						6	10	48	2,005	1,707							1	1	21	634	543
Geneva	4		8	301	159	8	8	52	1,802	1,477							1	1	27	561	474
Glens Falls	3		3	140	89	6	4	45	1,618	1,278							1	1	19	581	485
Gloversville	6		5	229	199	12	14	98	3,243	2,634							1	1	33	887	726
Herkimer	2		2	105	59	3	4	49	1,791	1,507							1	1	15	414	335
Hornell	5		5	295	215	5	8	80	1,866	1,622							1	1	35	639	523
Hudson	2		2	106	59	4	3	49	1,845	1,511							1	1	21	420	364
Ilion	3		5	141	116	3	5	41	1,388	1,165							1	4	19	543	434
Ithaca	7		7	237	94	9	9	70	2,185	1,839							1	2	42	1,119	954
Johnstown	5		4	214	174	5		49	1,525	1,311							1		16	480	365
Kingston						8	13	85	3,243	2,749							1	2	41	1,091	871
Lackawanna	5		6	356	224	5	10	79	3,029	2,369							1	2	12	238	210
Little Falls	4		4	174	166	5	6	48	1,784	1,584							1	2	12	322	263
Lockport	7		8	346	264	17	12	80	2,672	2,284							2	1	34	1,011	904
Middletown						8	4	46	1,756	1,488	1	7-9	1	23	712	603	1	1	20	604	521
North Tonawanda	11		7	283	205	7	7	53	2,263	1,918							1	2	16	524	421
Ogdensburg						8	6	55	1,871	1,556							1	1	16	382	313
Olean	9		12	436	355	10	12	100	3,691	3,233							1	4	36	950	777
Oneida	2		2	96	67	4	5	42	1,173	1,049							1	1	17	587	476

[1] Estimated.

[3] Distribution estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1925–26*—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.																					
Oneonta	2		2	68	50	5	5	36	1,595	1,259							1	6	19	634	551
Ossining	1		1	42	34	6	5	42	1,628	1,387							1	2	19	474	416
Oswego	2		2	170	68	10	5	73	2,262	1,821							1	1	38	1,001	812
Peekskill	5		2	22	17	5	2	57	2,161	1,732							1	1	20	571	491
Plattsburg	3		3	152	92	8		30	1,033	807							1		14	293	243
Port Chester	6		8	464	381	7	12	115	3,727	3,335							1	2	28	710	570
Port Jervis	5		5	225	160	7	9	37	1,395	1,188							1	1	12	409	337
Rensselaer	2		2	114	56	3	[2]7	44	1,182	1,042							1		13	381	302
Rome	9		9	502	299	8	11	102	3,856	3,391							2	1	27	809	701
Saratoga Springs	5		6	183	145	6	6	43	1,507	1,342							1	2	20	546	473
Tonawanda	4		4	257	133	5	9	33	1,416	1,244							1	4	16	483	399
Watervliet	4		3	200	145	6	8	47	1,806	1,576							1	1	13	423	354
White Plains	9		8	559	273	12	5	90	2,941	2,398	4	7–9	5	45	1,129	1,009	1	1	31	553	500
North Carolina:																					
Asheville	9		18	575	210	15	11	182	7,033	6,347							2	2	62	1,598	1,397
Durham						8	7	131	4,548	3,676	1	7	1	10	303	272	2	3	30	1,034	896
Gastonia						8	10	103	4,008	2,838							2	1	25	630	545
Goldsboro						9	6	74	3,128	2,634							2	1	19	651	537
Greensboro						9	7	120	4,247	3,428							2	2	51	1,196	1,048
High Point						8	9	132	5,449	4,388							2	2	28	902	782
New Bern						7	3	51	2,280	1,744							2	1	19	422	368
Raleigh [2]						10	14	131	5,288	4,813	1	7–9	1	24	734	551	1	1	22	460	401
Rocky Mount						5	4	73	3,478	2,638							2	2	24	701	548
Salisbury						6	10	94	2,935	2,615							2	2	37	833	781
Wilson						4	4	57	2,694	1,891							2	2	24	626	512
North Dakota:																					
Fargo						12	11	84	2,967	2,376	2	7–9	3	35	947	859	1	2	44	1,036	958
Grand Forks						5	4	49	1,784	1,555	1	7–8	1	18	510	469	1	1	30	767	662
Minot						6	1	42	1,636	1,289	1	7–8	1	10	429	381	1	1	25	780	643
Ohio:																					
Alliance						11	2	117	4,353	3,630							1	1	45	1,164	1,065

Ashtabula						12	6	91	3,243	2,720							1	2	36	1,117	962
Barberton						8	9	87	3,648	3,207							1	1	29	867	746
Bellaire						7	2	68	3,108	2,695							1	1	25	714	641
Bucyrus						6	1	35	1,137	973	1	7-9		14	492	431	1	1	16	360	329
Cambridge						8	3	74	2,809	2,476							1	1	25	910	815
Campbell						5	5	82	2,872	2,599	1	7-8		19	603	549	1	1	6	125	114
Chillicothe						5	5	65	2,704	2,347							1	1	24	666	591
Cleveland Heights	8		11	546	340	8	11	118	3,574	2,829	4	7-9	2	59	1,619	1,246	1	2	45	1,065	978
Coshocton						6	6	44	1,805	1,499							1	1	21	620	553
Cuyahoga Falls						3	3	48	2,173	1,828							1	1	20	545	519
East Cleveland	6	1	12	585	364	6	13	158	5,082	4,304							1	1	85	1,901	1,735
East Liverpool						19	5	112	4,526	4,005							1	1	28	745	663
Elyria	3		3	127	98	9	6	89	3,117	2,761							1	2	42	1,197	1,082
Findlay						10	2	59	2,070	1,888	2	7-9	3	30	922	858	1	2	22	555	550
Fremont	4		8	248	173	5	3	33	1,179	1,006	1	7-9	1	23	526	489	1	1	22	479	443
Ironton	1		1	90	60	7	1	64	2,063	1,743	1	7-9		10	653	579	1	1	25	339	299
Kenmore						7		61	2,520	2,015	1	7-9		5	567	503	1	1	23	602	510
Lancaster						6	7	67	2,349	2,046							1	1	26	658	575
Mansfield						12	4	115	4,370	3,669							1	2	42	1,217	1,094
Marietta						9	3	50	1,962	1,615	1	7-9		21	692	591	1	1	18	445	371
Marion						14	11	104	4,350	3,739	2	7-9	1	29	826	727	1	2	32	890	783
Martins Ferry						5	8	55	2,059	1,787	1	7-8	1	13	397	360	1	1	27	709	643
Massillon						9	10	65	2,342	2,086	2	7-9	2	36	1,011	907	1	1	24	569	525
Middletown						10	8	123	4,649	3,789							1	2	42	978	891
Newark						16	10	111	4,109	3,446							1	1	32	1,096	982
New Philadelphia						7	3	51	2,012	1,830							1	1	23	630	588
Niles						8	2	61	2,293	1,938	2	7-9	1	27	711	629	1	1	21	371	328
Norwood	5		5	361	190	5	5	80	2,510	2,116							1	1	28	724	671
Piqua	2		2	69	40	8		52	1,978	1,585	3	7-9	4	11	635	458	1	3	16	518	393
Salem						4	1	32	1,375	1,152	1	7-8	3	10	408	357	1	1	22	584	525
Sandusky						8	8	84	2,944	2,744							1	1	34	1,084	991
Steubenville						10	12	135	5,032	4,250							1	1	34	1,148	909
Tiffin						5		36	1,177	1,036	1	7-9	1	18	485	451	1	1	13	412	389
Warren	8		8	405	337	14	17	156	4,770	4,165	3	7-9	4	60	1,678	1,356	1	1	38	1,112	640
Zanesville						13	2	108	4,293	3,783	3	7-9	2	27	861	775	1	1	33	902	804
Oklahoma:																					
Ardmore						4	4	47	2,015	1,577	1	7-9	3	25	806	678	1	3	17	530	462
Bartlesville	4		2	96	78	7	7	61	1,926	1,407	1	7-9		24	793	593	1	1	18	473	373
Chickasha						6	1	47	2,074	1,852	1	7-9	2	22	683	566	2	2	25	552	447
Enid						9	2	79	2,836	2,235	2	7-9	3	39	1,298	1,058	1	2	35	935	757
Guthrie						6	1	51	1,523	1,243	2	7-9	1	17	503	448	2	1	29	578	526
McAlester						9	2	71	2,342	2,147							2	1	29	770	737
Okmulgee						7	9	79	2,912	2,122	1	7-9	1	36	845	731	1	2	22	501	430
Sapulpa						7	4	67	2,729	2,042							1	1	28	610	500
Shawnee						9	10	54	3,074	2,105	1	7-9	1	11	561	455	1	2	24	726	620
Oregon:																					
Astoria						7	8	46	1,417	1,272	3	7-9		23	537	440	1	2	20	427	350
Eugene						8	3	55	2,020	1,574	2	7-9	2	34	975	822	1	3	32	803	715
Salem						7	11	61	2,472	[1] 2,150	2	7-9	5	47	1,196	1,044	1	2	45	1,154	951
Pennsylvania:																					
Ambridge						5	6	58	2,278	1,955	1	7-9	1	23	719	640	1	1	10	306	259

[1] Estimated.

[2] Data of 1923-24.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Kintergartens					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
Pennsylvania—Contd.																					
Beaver Falls						6		60	2,185	1,772							1	1	23	665	600
Berwick						6	3	72	2,936	2,643							1	3	16	545	497
Braddock						4	10	80	2,849	2,479							1	4	19	458	405
Bradford						7	7	42	1,766	1,535	1	7–9	1	21	683	572	1	1	20	529	465
Bristol						8		47	1,536	1,429	1	7–9		5	269	242	1	1	14	179	157
Butler						6	5	71	2,779	2,437	1	7–9	1	26	960	836	1	1	47	1,737	1,443
Cannonsburg						4		68	2,921	2,564							1		12	436	397
Carbondale						9	6	83	3,416	3,013							1	1	25	752	673
Carlisle						9	3	42	1,905	1,601							1		18	515	468
Carnegie						3	2	55	2,136	1,856							1	1	12	395	355
Carrick						3	5	47	1,410	1,159							1	1	16	530	437
Chambersburg						7	1	59	2,245	2,206							1	1	30	759	700
Charleroi						4	4	43	1,919	1,671	1	7–9	1	19	628	547	1	1	22	557	483
Clairton						11	7	82	3,106	[3] 2,733							1	1	23	633	[3] 575
Coatesville						4	3	45	2,102	1,330	3	7–9	2	34	859	698	1	1	22	485	364
Columbia						6		40	1,561	1,448							1		16	418	390
Connellsville [4]						5	2	62	1,854	1,544	1	7–8		16	534	475	1	1	27	838	794
Dickson City						6	1	61	2,380	2,077							1	1	6	166	146
Donora						4	4	67	2,642	2,212	1	7–9	1	23	833	716	1	1	14	366	316
Du Bois						5	7	60	2,795	2,061							1	3	19	547	504
Dunmore						10	3	90	4,034	3,557	1	7–9	1	17	712	242	1	1	16	425	350
Duquesne						5	13	76	3,141	2,802	1	7–9	1	25	842	774	2	1	11	288	265
Farrell						7		58	2,644	2,382	1	7–9		20	870	783	1	1	14	359	300
Greensburg						7	9	69	2,595	2,124							1	2	43	1,060	920
Homestead						5	9	62	2,627	2,264	1	7–8		9	350	301	3	2	48	1,017	868
Jeannette						5	3	47	2,257	1,951							1	1	27	738	636
Kingston						10	14	103	3,660	3,035							2	2	31	688	598
Lebanon						10	3	66	2,590	2,183	2	7–8	1	26	730	609	1	2	30	863	738
McKees Rocks						5	5	61	2,778	2,286							1	1	11	392	333
Mahanoy City						6	1	59	2,144	1,952							1	1	16	644	545
Meadville						5	9	66	2,265	1,814							1	3	29	890	745

Monessen						6	8	82	3,368	3,092	1	7–9	1	30	1,139	1,018	1	1	36	660	579
Mount Carmel						7		48	2,155	2,034							1		17	558	416
Nanticoke						10	11	136	4,595	4,170							1	2	21	588	563
New Kensington						3		51	2,292	1,846							2	1	25	540	452
North Braddock						7	3	82	2,725	2,625							1	1	19	476	465
Oil City						12	3	95	2,664	2,504	2	7–9	6	44	1,013	972	1	1	28	690	662
Old Forge						9		78	3,341	2,872							1		8	279	258
Olyphant						8	1	71	2,232	2,033							1	1	10	352	300
Phoenixville						4	2	34	1,407	1,198							1	3	12	421	384
Pittston						7	4	94	2,946	[3] 2,767	1	7–9		23	763	[3] 720	1		14	322	[3] 303
Plymouth						7	2	56	3,306	3,165							1	2	16	597	483
Pottstown	2		1	54	31	16	4	56	1,974	1,884	1	7–8	2	15	564	489	1	1	21	646	551
Pottsville						11	2	75	3,130	2,688							1		18	647	583
Punxsutawney						3	1	42	1,689	1,466							1	2	18	659	594
Shamokin						6	2	81	2,777	2,636							1	1	20	704	659
Sharon						8	1	116	3,947	3,461							1	1	33	958	847
Shenandoah						11	2	82	3,189	2,932							1	2	18	502	464
Steelton						7	3	53	1,984	1,737							1	2	17	422	386
Sunbury						9	4	74	2,758	2,510							1	1	28	762	694
Swissvale						5		55	2,053	1,740							1	1	21	565	476
Tamaqua						6	1	48	2,388	2,180							1	1	10	430	414
Uniontown						6	10	59	2,459	2,115	2	7–9	1	36	947	933	1	1	28	804	715
Warren	6		4	145	120	6	4	72	2,049	1,941							1		39	806	778
Washington						7	9	106	4,367	3,563							1	3	26	744	666
West Chester						3	1	36	1,252	975	1	7–9	2	17	500	439	1	2	31	430	393
Wilkinsburg	3		4	160	109	5	8	78	2,696	2,206	1	7–9	1	44	1,135	1,043	1	1	43	1,072	874
Woodlawn						14	6	98	3,757	3,139							1	1	24	527	462
Rhode Island:																					
Bristol						8	6	48	2,084	1,792							1	2	9	234	224
Central Falls						9	6	55	2,253	1,792							1	2	14	334	278
Cranston	9		9	449	259	24	9	155	5,273	4,637							1	2	27	696	637
Cumberland						10	1	41	1,453	1,301							1	1	10	248	210
East Providence						22	4	111	4,289	[3] 3,798							1	1	26	614	[3] 553
Warwick						22		92	3,393	2,706							1	1	15	390	312
West Warwick						11	1	60	2,305	[3] 2,049							1	1	20	442	[3] 398
South Carolina:																					
Anderson						10	9	89	4,252	3,114							3	3	30	763	682
Florence						6	7	69	3,633	2,821							2	1	27	616	556
Greenville						14	20	141	5,923	4,654							2	4	41	995	883
Spartanburg						8	6	103	4,894	4,004							2	1	38	1,075	895
South Dakota:																					
Aberdeen	6		7	278	207	6	6	47	1,769	1,371	1	7–9	2	29	683	543	1	2	25	564	466
Sioux Falls	12		11	497	404	15	21	168	4,412	3,849							1	1	61	1,391	1,139
Tennessee:																					
Jackson						7	7	73	4,499	3,216							2	2	19	814	742
Johnson City						11	10	72	3,569	2,671	1	7–8	1	30	635	552	2	2	25	426	372
Texas:																					
Abilene						8	3	76	3,320	2,305							1	1	39	1,260	1,009
Amarillo						9	2	78	3,633	2,437	1	7–8	1	21	765	612	1	2	29	820	656
Brownsville						7	3	47	1,843	1,331	1	6–8	1	15	451	360	1	1	9	149	134
Cleburne						5	1	81	2,966	2,638							1	1	25	760	688

[3] Distribution estimated.

[4] Data of 1924–1925.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1925–26*—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
Texas—Continued.																					
Corpus Christi						4	6	60	2,371	1,559							1	1	20	414	359
Corsicana	1		1	63	43	5	7	40	2,800	1,988	1	6–7	1	11	387	328	2	2	36	723	671
Del Rio	1		1	84	14	3		18	778	604							1		9	263	219
Denison						7	2	66	2,714	1,980							2	1	35	789	787
Greenville						6	3	47	2,231	1,738	2	7–8	1	14	485	436	2	1	20	456	410
Laredo						10	1	62	4,056	3,067							1	1	14	470	408
Marshall						8	10	55	3,079	2,462							2	6	29	1,159	893
Palestine						8		54	1,849	1,484							2	1	21	686	571
Paris						10	2	75	3,393	2,387							2	3	32	1,008	833
Port Arthur	6		4	366	150	6	11	125	5,626	4,538							2	2	69	1,288	1,127
Ranger						6	4	28	1,401	1,052							1	1	12	389	368
San Angelo						7	2	54	2,129	1,564							1	1	17	546	478
Sherman						7	11	61	2,635	2,001							1	1	34	998	816
Temple						9	6	58	2,420	1,845							2	1	25	840	654
Texarkana	3		3	195	98	8	3	42	2,382	1,778							2	1	25	750	621
Tyler						6	7	55	2,249	1,636	1	7–8		7	591	510	2	1	31	580	465
Utah:																					
Provo						4	4	52	1,972	1,784	1	7–8		19	600	550	1	1	27	789	750
Vermont:																					
Barre						7	1	47	1,818	1,587							1	1	23	739	667
Burlington	7		10	304	186	8	7	51	1,786	1,541	1	7–9	2	14	639	619	1	2	30	526	482
Rutland						6	4	34	1,261	1,124	1	7–8		12	350	305	1		22	601	534
Virginia:																					
Alexandria						4	6	53	2,208	1,633							1	2	18	452	378
Charlottesville						4	2	55	2,702	2,151							1	2	20	486	397
Danville						8	10	71	3,485	[3] 2,947							2	2	34	740	[3] 630
Staunton						3	4	33	1,300	[3] 1,106							2	2	17	354	[3] 318
Washington:																					
Aberdeen						11	8	65	3,089	2,500	1	7–9	1	15	683	587	1	1	24	647	557
Bellingham						10	14	119	4,633	3,789							2	2	65	1,671	1,291
Everett	3		2	99	48	12	9	106	4,236	3,307	1	7–9	3	35	1,218	1,058	3	2	50	1,606	1,351

Hoquiam						5	6	36	1,752	1,477	1	7–9		17	643	553	1	1	11	325	280
Vancouver						8	5	56	2,479	1,968							1	2	32	883	686
Walla Walla						6	8	68	2,441	2,038							1	1	42	1,233	949
Yakima						10	16	82	3,789	2,810	1	7–9	2	22	652	479	1	1	38	1,082	910
West Virginia:																					
Bluefield						15	6	101	3,657	3,065							2	2	32	659	596
Clarksburg—																					
City District						9	10	80	2,898	2,643	1	7–8	1	23	671	621	2	2	41	936	852
Coal District						3	1	30	1,062	[3] 960	2	7–8		13	398	[3] 366	1	1	16	254	[3] 234
Fairmont	4		3	157	[1] 95	7	11	66	2,733	2,078							2	1	36	676	592
Martinsburg						6	2	54	2,259	1,914							1	1	17	423	401
Morgantown						30	6	142	5,045	4,059							2	1	36	1,087	831
Moundsville						5	5	58	2,497	2,247							1	1	16	433	391
Parkersburg						13	10	97	3,349	2,972	3	7–8	1	26	960	675	2	2	45	1,482	1,125
Wisconsin:																					
Appleton	15		15	678	433	8	7	58	1,603	1,460	3	7–9	3	39	872	803	1	1	33	738	661
Ashland	6		3	224	152	6	3	34	1,171	996							2	1	28	648	626
Beloit	9		9	661	345	9	2	80	2,820	2,581	2	7–9	2	51	1,164	1,063	1	1	29	845	722
Eau Claire	7		7	320	160	10	11	88	2,752	2,707							1	1	40	1,110	755
Fond du Lac	9		9	550	342	9	12	76	2,648	2,294	1	7–9	2	48	1,073	947	1	1	43	995	851
Janesville	4		8	367	200	9	4	46	1,563	1,551	1	7–9		30	662	613	1	1	30	648	622
Manitowoc	6		10	574	362	7	6	70	1,988	1,830							1	1	41	954	880
Marinette	8		4	320	242	9	3	46	1,331	1,207	1	7–9	1	21	552	475	1	1	19	437	392
Stevens Point	4		5	257	187	7	2	33	1,158	1,046							1	1	28	664	631
Waukesha	6		5	301	182	7	2	39	1,219	1,153	1	7–9		21	581	510	1	1	25	513	448
Wausau	8		8	631	414	8	5	71	2,443	2,074	1	7–9	1	15	478	455	1	1	33	653	646
West Allis	8		14	588	309	8	8	89	2,981	2,579	1	7–9	2	35	950	913	1	3	35	423	381
Wyoming:																					
Casper	18		10	598	355	27	14	182	5,260	4,256											
Cheyenne						7	6	58	2,089	1,668	1	7–8	1	13	403	323	1	1	24	633	522

[1] Estimated.

[3] Distribution estimated.

TABLE 8.—*Night schools and summer schools in city school systems, 1925–26*

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 [2]	Elementary	Junior high	High [2]
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Birmingham, Ala	5	62			1,939									
Los Angeles, Calif	33		603	23		62,638	2,342	102	690	73	262	21,124	2,254	8,839
Oakland, Calif	6	5	47	14	267	3,997	575							
San Francisco, Calif	10	43	143		4,144	10,235								
Denver, Colo	1			55			2,770	3	14	10	31	632	446	1,080
Bridgeport, Conn	3	6	32		156	1,121		2	16		12	458		224
Hartford, Conn		4	14	41	109	482	1,141							
New Haven, Conn	4	10	20	9	212	343	1,033	13	89			4,301		
Wilmington, Del			24	21		759	575	2	20		13	592		349
Washington, D. C	9	48	101	76	2,011	5,280	2,815	4	148	14	77	3,467	326	2,794
Atlanta, Ga	7	65	67		2,678	935								
Chicago, Ill	29	415	761		18,773	34,804		19	105		499	5,388		13,142
Des Moines, Iowa	2		20	13		990	424	2			41			1,062
Kansas City, Kans	2			60			2,524							
Louisville, Ky	5	21		23	1,070		823	6	16		24	839		926
New Orleans, La	[3] 17	[3] 124			[3] 7,674									
Baltimore, Md	19	119	113	28	4,080	5,082	967	12	55	23	[4] 31	2,445	1,440	1,766
Boston, Mass	26	247	154	30	7,614	6,248	1,609	20	347		43	14,208		1,043
Cambridge, Mass	10	70	18	29	1,411	524	688	3	60		31	937		551
Fall River, Mass	18	59	27	66	1,677	622	1,194		4			26		
Lowell, Mass	8	20	41	71	558	1,375	2,367		10		7	375		235
New Bedford, Mass	8	65	23		1,091	1,058		4	12			482		
Springfield, Mass	8	47	36	46	1,356	1,333	1,227	2	26	23	11	662	656	374
Worcester, Mass	15	59	32	58	1,525	1,206	913	1	[4] 36			1,198		
Detroit, Mich	[4] 20	200	380		10,517	17,003		[4] 15	[4] 520		[4] 120	19,720		4,568
Grand Rapids, Mich		205			4,873									
Minneapolis, Minn	15	57	56	12	2,217	2,296	858	23	163	21	25	5,592	906	1,211
St. Paul, Minn	9	50			1,370			2	21		[5] 47	670		[5] 1,079
Kansas City, Mo	9	20	81	29	846	3,078	1,183	9	51		17	1,713		586
St. Louis, Mo	15	26	642		1,198	24,611		41	725		205	25,602		4,203
Omaha, Nebr	8	36		23	1,338		1,902							
Camden, N. J	1		4	9		124	224							
Jersey City, N. J	9	48	76	5	1,647	3,449	90	18	248		12	8,408		1,003
Newark, N. J	17	89	145	46	3,888	4,904	2,220	27	395	10	78	14,293	243	2,080
Paterson, N. J	10	9	22	59	821	615	1,588	1	24		15	596		368
Trenton, N. J	4	24	29	2	538	764	30	2	28	19	11	1,134	388	374
Albany, N. Y	2		14	37		889	1,280							
Buffalo, N. Y	35	195	122	382	5,892	3,990	8,830	30	451		83	17,932		2,195
New York, N. Y	39	106	592	370	5,388	43,547	22,332	66	662		229	32,231		16,659
Rochester, N. Y	21	3	54	128	35	2,149	2,563							
Syracuse, N. Y	1		36	26		967	584							
Yonkers, N. Y	1		16	24		838	1,071							
Akron, Ohio	2		23	11		1,000	635	1	53		16	1,182		500
Cincinnati, Ohio	13	15	116	74	677	4,337	4,982	1	37		47	1,132		1,300
Cleveland, Ohio	42	146	247	18	5,413	10,131	447	13	192	96	170	5,889	2,452	5,919
Columbus, Ohio	[6] 2		[6] 14	[6] 18		856	1,299	5		23	24		781	793
Dayton, Ohio	2	6	9	131	149	227	4,101	2	32		5	1,081		438
Toledo, Ohio	5	15	37	69	283	1,258	2,773	2	14		10	[4] 500		[4] 300
Youngstown, Ohio	1			9			634							
Portland, Oreg	1	11	28	53	250	1,303	2,283							
Philadelphia, Pa	30	132	511	9	6,050	24,958	390	19	322		196	11,112		5,975
Pittsburgh, Pa	42	208	318	36	2,592	7,508	1,284	4			80			2,184
Reading, Pa	1		20	20		559	474		15	8	9	382	193	184
Scranton, Pa	8	27	13		599	720		1			15			557
Providence, R. I	11	34	124	17	438	3,551	512							
Memphis, Tenn	1	31	35		1,482	1,578								
Dallas, Tex	1	[3] 66			[3] 4,444				2	30	430		458	
Fort Worth, Tex	5	43			1,353				[5]					
Houston, Tex	11	44	63		995	2,632			328	5	27	796	173	586

[1] Includes junior high schools and city normal schools and city colleges under city boards of education.
[2] Includes city normal schools.
[3] Includes night schools of all types.
[4] Estimated.
[5] Includes vocational schools.
[6] Statistics of 1923–24.

TABLE 8.—*Night schools and summer schools in city school systems, 1925–26*—Con.

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
San Antonio, Tex	1			31			1,877			9	13		253	386
Salt Lake City, Utah			17			367			7	13	2	200	384	43
Norfolk, Va	4	[3] 67			[3] 1,953			3	30	8	22	444	206	529
Richmond, Va	6	20	70		920	2,743		7	68		44	2,421		1,609
Seattle, Wash			107			6,144			25		15	532		740
Spokane, Wash	1	1	21		78	2,360								
Milwaukee, Wis	32	57	35	245	2,455	1,250	11,533	6	118		49	5,183		1,535
Total	683	3,480	6,353	2,556	129,044	321,738	101,966	496	5,902	355	2,698	216,309	11,101	90,748

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Montgomery, Ala	1			7			139							
Little Rock, Ark	1			9			180							
Berkeley, Calif	2		61			3,663								
Fresno, Calif			49			2,997								
Long Beach, Calif	1		95			5,685								
Pasadena, Calif		4	57		85	4,756								
Sacramento, Calif	4	8	24		397	2,858								
San Diego, Calif	1		83			5,984								
San Jose, Calif		1	63		46	5,554								
Stockton, Calif	1		18			1,966								
Pueblo, Colo.:														
District No. 1	1			10			131		11			357		
District No. 20	1			23			610							
Meriden, Conn	1	10			351			1	10			337		
New Britain, Conn	4	34			989			1	24			787		
Stamford, Conn			8			359								
Waterbury, Conn	8	15	27	30	396	861	1,217							
Jacksonville, Fla	3		5	13		143	297							
Savannah, Ga			1	7		46	137	1	14	11	9	300	259	165
Decatur, Ill	1		17			368		1			12			235
Evanston Ill., District No. 76								1	5			250		
Peoria, Ill				3			48	2	12		7	385		159
Quincy, Ill	1			25			511							
Rockford, Ill	3	13	10	10	434	378	255							
Rock Island, Ill	1			5			126							
East Chicago, Ind	4			71			2,469	7	14	13	11	300	240	104
Evansville, Ind				23			1,433		63		28	2,762		816
Fort Wayne, Ind	1			6			172							
Gary, Ind	18	134		75	7,970		4,935	23	144		12	9,392		537
Hammond, Ind	1			12			262				8			214
Kokomo, Ind	1			15			486							
Muncie, Ind	2			30			879	1	8		5	221		103
South Bend, Ind				50			2,048		11			206		
Terre Haute, Ind	1			13			538	2			13			361
Cedar Rapids, Iowa	1		15			788								
Davenport, Iowa	1		19			530								
Sioux City, Iowa		5	7		120	246			4	6	7	60	90	105
Topeka, Kans									21		6	374		182
Wichita, Kans	1		28			1,397		7	17	10	13	508	413	322
Lewiston, Me				4			155							
Portland, Me	1	11	12	19	286	510	488							
Brockton, Mass		29	24		135	540			23			583		
Brookline, Mass	3	13		14	286		300		3			96		
Chelsea, Mass	1	15	9	3	373	204	30							
Chicopee, Mass		9	7	9	321	248	217							
Everett, Mass	5	4	22	14	78	539	277							
Fitchburg, Mass	3	12	17		242	363		2	3		5	141		156
Haverhill, Mass		7	3	3	96	128	213							
Holyoke, Mass	7	22	24	36	499	593	1,224	1			9			279

[3] Includes night schools of all types.

TABLE 8.—*Night schools and summer schools in city school systems, 1925–25*—Con.

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
Lawrence, Mass	1	28	38	57	551	919	1,344							
Lynn, Mass	1	6	64		103	1,610		1	26	7	2	387	154	36
Malden, Mass	1	48			1,346									
Medford, Mass		3	10	4	37	189	141	1	8	4		312	78	
Newton, Mass	2	8	7	11	161	245	216	1	6			186		
Pittsfield, Mass		7			440									
Quincy, Mass	2		12	20		419	1,147		20			465		
Salem, Mass	4	3	10		60	300								
Somerville, Mass	3	4	20	6	150	962	151							
Taunton, Mass	1	9	16	6	101	358	193		6			135		
Waltham, Mass	4	6	1	15	177	14	338		14			250		
Battle Creek, Mich	1		25			1,185		1	8	3	6	290	91	160
Bay City, Mich			30			700								
Flint, Mich	8			65			1,291	3	4	4	8	125	97	247
Hamtramck, Mich	2	2	19		75	822		1		16			495	
Jackson, Mich	3		49			1,589		1	8	2	2	288	89	32
Kalamazoo, Mich		42			975				12			272		
Lansing, Mich	1		71			2,996		3	6	18	9	155	427	209
Muskegon, Mich	6		17	17		455	349							
Pontiac, Mich	1		14			629		1			4			291
Saginaw, Mich.:														
East Side				13			258		7			110		
West Side				14			282							
Duluth, Minn	7		11	30		299	719	6	34		11	1,069		378
St. Joseph, Mo	1			6			216							
Lincoln, Nebr	10		45			663								
Manchester, N. H	7	40			308				42		23	1,463		723
Atlantic City, N. J	3	5		43	187		1,438							
Bayonne, N. J	5	26		17	446		449		30			637		
East Orange, N. J								1	12		4	361		70
Elizabeth, N. J	3		21	19		726	648	3	37	14	12	1,172	454	335
Hoboken, N. J	1		10	10		266	377							
New Brunswick, N. J		2	6		65	170								
Orange, N. J	1	26		7	492		248		247		31	8,408		1,003
Passaic, N. J	2	2	10	11	103	411	398	2	19		16	884		610
Perth Amboy, N. J	1	8			313									
Union City, N. J	1	1	22		25	601								
Amsterdam, N. Y			2	6		29	246							
Binghamton, N. Y		3	7	27	120	377	868							
Elmira, N. Y	2	1	9	11	13	453	135	1	7		8	164		113
Jamestown, N. Y		3	5	11	87	198	306		13		6	329		228
Mount Vernon, N. Y			9	11		220	267	1	12		4	729		188
Newburgh, N. Y	1	8			167			1	23			392		
New Rochelle, N. Y	3	7	4		145	193			11			474		
Niagara Falls, N. Y	1			31			614							
Poughkeepsie, N. Y	1	1	11	7	47	229	245		3			33		
Schenectady, N. Y	3		40	46		1,146	1,357	1		8	15		445	610
Troy (Union Dist.), N. Y	1	2	10	28	17	463	687							
Utica, N. Y	1		29			592								
Watertown, N. Y		3		5	53		80							
Charlotte, N. C		8		6	259		190							
Winston-Salem, N. C								1	8		4	136		129
Canton, Ohio	3		65			1,851								
Hamilton, Ohio				8			138							
Lakewood, Ohio			21			619			4		20	196		595
Lima, Ohio								2	1		6	12		125
Lorain, Ohio									1	2	3	71	77	216
Springfield, Ohio	1		23			689								
Oklahoma City, Okla	1		11	47		225	2,443							
Tulsa, Okla	6	79			2,851			1	3		3	41		61
Allentown, Pa		1	2	2	28	90	42							
Altoona, Pa	1	3	7	16	169	364	559	1	14		11	481		172
Chester, Pa	1	13			542			1	10			408		
Easton, Pa	1	16		6	53		110	3	37		6	994		111

TABLE 8.—*Night schools and summer schools in city school systems, 1925–26*—Con.

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
Erie, Pa	5		52			1,253		4	19	[7] 16		838	[7] 636	
Harrisburg, Pa	1	1	7	13	31	193	497							
Johnstown, Pa	3	3	7	28	88	209	1,340	1	[7] 12			[7] 232		
Lancaster, Pa	1		11			198								
McKeesport, Pa		3	1	3	65	12	81							
New Castle, Pa								2	14	19		397	404	
Norristown, Pa				6			75							
Wilkes-Barre, Pa	2	4	20	6	99	1,064	374	2	21		10	687		274
Williamsport, Pa				13			334							
Newport, R. I		4	5	3	55	143	65							
Pawtucket, R. I	5	42	27	68	668	723	817							
Woonsocket, R. I	7	45	15		586	350			10			454		
Charleston, S. C		1		8	278		58							
Columbia, S. C								3	6		6	82		160
Austin, Tex		15			429									
Beaumont, Tex	1		[4] 21			634		1			[4] 6			96
El Paso, Tex	5	24	11	17	802	252	923							
Galveston, Tex		17			756									
Lynchburg, Va	1	12	5		301	189			14		1	389		45
Newport News, Va	1	7			84									
Petersburg, Va	1	7	7		159	108		1	5		6	154		305
Portsmouth, Va		4	9		116	355			6		6	111		118
Roanoke, Va	1	3	12		43	318		1	6	7	19	[8] 72	[8] 165	355
Tacoma, Wash	3	8	47		585	1,194								
Charleston, W. Va		5			78				9	8	6	78	160	96
Wheeling, W. Va			21			300					24			546
Kenosha, Wis				103			1,908							
La Crosse, Wis				57			2,864	4	32		10	786		420
Madison, Wis	4			73			1,753							
Oshkosh, Wis	3			34			1,002							
Racine, Wis				87			1,488	1		9	10		243	324
Sheboygan, Wis	1			30			765							
Total	241	975	1,766	1,727	28,993	73,465	52,611	108	1,234	177	463	42,768	5,017	13,119

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Gadsden, Ala									1		2	26		72
Phoenix, Ariz		1			50									
Tucson, Ariz		2			61			1	1		8	19		254
Fort Smith, Ark	2	10		12	300		170		6		[9] 4	79		[9] 71
Alameda, Calif	1		21			1,225								
Alhambra, Calif	2		17			1,198		3	10		9	259		250
Eureka, Calif	1		17			477								
Richmond, Calif	1	[3] 4			[3] 428									
Riverside, Calif		1			77									
San Bernardino, Calif	1	[3] 23			[3] 804									
Santa Barbara, Calif	1		15			1,389								
Santa Cruz, Calif			2			50								
Santa Monica, Calif	1	2	19		290	1,601								
Boulder, Colo								1			8			226
Greeley, Colo	1	[3] 5			[3] 158			1	6			171		
Trinidad, Colo			3			60								
Ansonia, Conn		[3] 5			[3] 108									
Bristol, Conn	1	18			569				2			35		
Danbury, Conn	1	[3] 8			[3] 334									
East Hartford, Conn		2			41									

[3] Includes night schools of all types.
[4] Estimated.
[7] Includes summer high school.
[8] Average attendance.
[9] Includes junior high schools.

TABLE 8.—*Night schools and summer schools in city school systems, 1925–26*—Con.

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
Enfield, Conn.	1	[3] 5			[3] 196									
Greenwich, Conn.		[3] 13			[3] 212									
Middletown, Conn.		[3] 2	1		[3] 107	8		1	21		2	741		65
Milford, Conn.	1		2			42								
Naugatuck, Conn.	1	[3] 10			[3] 276									
New London, Conn.	1	[3] 15			[3] 125			1	19			300		
Norwalk, Conn.	1	7			404									
Norwich, Conn.		4			98									
Stratford, Conn.		5			95									
Torrington, Conn.	1	[3] 6			[3] 187									
Wallingford, Conn.	1	[3] 7			[3] 122									
Windham, Conn.	1		9			317								
Key West, Fla.								1	6			85		
Athens, Ga.	2	[3] 16			[3] 554									
La Grange, Ga.	1	4	2		30	20								
Rome, Ga.								1			4			35
Waycross, Ga.		[3] 2			[3] 38			1		2	6		27	40
Boise, Idaho	1	[3] 2			[3] 30									
Blue Island, Ill.			6			97								
Cairo, Ill.	1	4			150									
Elgin, Ill.								1			8			269
Freeport, Ill.			12			300			4			172		
Granite City, Ill.	1		6			90		1			2			50
La Salle, Ill.		3			28									
Lincoln, Ill.		2			35									
Waukegan, Ill.		5			149									
Anderson, Ind.		[3] 19			[3] 419				10	2	3	208	65	67
Bloomington, Ind.				3			60							
Elkhart, Ind.	1		17			440								
Huntington, Ind.	1	[3] 11			[3] 216									
La Porte, Ind.		[3] 8			[3] 136									
Logansport, Ind.		[3] 18			[3] 374									
Marion, Ind.		17			203				1			11		
Michigan City, Ind.	1	[3] 14			[3] 474									
Mishawaka, Ind.	1	[3] 14			[3] 271									
Newcastle, Ind.	1			7			200							
Richmond, Ind.	1	[3] 18			[3] 243									
Whiting, Ind.	1	[3] 27			[3] 1,008			3	12	3	3	335	75	65
Fort Dodge, Iowa	1	[3] 36			[3] 550			1	4			215		
Iowa City, Iowa		3			18									
Keokuk, Iowa	1	12			190									
Marshalltown, Iowa		[3] 4			[3] 32				7			113		
Muscatine, Iowa	1	[3] 11			[3] 160									
Arkansas City, Kans.	1	[3] 5			[3] 167									
Atchison, Kans.											2			24
Chanute, Kans.	2	[3] 8			[3] 227				2			47		
Coffeyville, Kans.	1	4			50				19	2	1	409	71	16
Hutchinson, Kans.								1	2	2		74	155	
Independence, Kans.									6	8		321		297
Parsons, Kans.	1	8			135			1	4	1	2	90	20	50
Pittsburg, Kans.		2			40				14	3		307	71	
Salina, Kans.	1	[3] 11			[3] 291									
Alexandria, La.		3			60				4		8	88		262
Auburn, Me.		6			87									
Augusta, Me.		10			210									
Bangor, Me.	1		24			787								
Bath, Me.	1		17			447								
Biddeford, Me.		11	3		200	197								
Sanford, Me.		16			279									
Waterville, Me.	1	3	2		85	36								
Annapolis, Md.			2			55								
Hagerstown, Md.		3			134									
Adams, Mass.	1	8			233									

[3] Includes night schools of all types.

TABLE 8.—*Night schools and summer schools in city school systems, 1925–26*—Con.

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
Amesbury, Mass	1	6	5		154	141								
Arlington, Mass		3	3		79	90								
Attleboro, Mass	1	10			277				6			270		
Beverly, Mass	4	5	4	13	194	103	280							
Clinton, Mass	1	4	6		96	182								
Dedham, Mass	1		4			122								
Easthampton, Mass	1	15			243				4			72		
Framingham, Mass	1	7			125									
Gardner, Mass	1	[3] 27			[3] 722									
Gloucester, Mass	1	2	5	15	35	88	510							
Greenfield, Mass		2			53									
Leominster, Mass	1	[3] 12			[3] 367			1	[10] 3			[10] 97		
Marlboro, Mass	1	4	4		63	123								
Methuen, Mass	1	3	7		49	141								
Milford, Mass		5			54									
Natick, Mass	1	2		4	39		48							
North Adams, Mass	1	11	8		281	245			2			65		
Northampton, Mass		2	4		27	53		1	[10] 14			[10] 316		
Northbridge, Mass		4			68				5			96		
Norwood, Mass	2	[3] 16			[3] 234			1	[10] 6			[10] 114		
Peabody, Mass	1	1	3		33	40								
Plymouth, Mass	2	4			87			1	4			120		
Revere, Mass	5	8	12		126	225		1	[10] 16			[10] 513		
Southbridge, Mass	2	8	11		116	197								
Wakefield, Mass	1	[3] 6			[3] 87			1	[10] 3			[10] 99		
Watertown, Mass		8	5		49	109								
Webster, Mass	1	[3] 17			[3] 366				5		2	105		42
Westfield, Mass	1	[3] 3			[3] 47									
West Springfield Mass	1		6			165		1	2			76		
Weymouth, Mass	1	5			75									
Winchester, Mass		1			25				2			19		
Winthrop, Mass	1	2	3		48	46								
Woburn, Mass	1	5	1		106	20		1	3			47		
Ann Arbor, Mich	1	[3] 9			[3] 213			4	15		11	421		325
Calumet, Mich	1	15	6		367	181		1	2		14	76		319
Escanaba, Mich		[3] 2			[3] 40									
Ironwood, Mich	1	10	4		337	88								
Ishpeming, Mich		[3] 2			[3] 34									
Marquette, Mich		2			48									
Port Huron, Mich		[3] 14			[3] 250						[9] 22			[9] 250
Sault Ste. Marie, Mich	1	1	6		27	155			1	1	2	70	29	50
Traverse City, Mich			4			82								
Wyandotte, Mich		[3] 8			[3] 300				6		5	161		103
Faribault, Minn		[3] 2			[3] 29									
Hibbing, Minn	1	[3] 31			[3] 518									
Mankato, Minn	1	[3] 11			[3] 94			4	[10] 12			[10] 279		
Rochester, Minn		[3] 4			[3] 55									
St. Cloud, Minn	1	[3] 30			[3] 646									
Virginia, Minn	1	49			1,151			1	16			700		
Winona, Minn		[3] 8			[3] 196									
Biloxi, Miss		4			138									
Greenville, Miss								1	8		4	222		68
Jackson, Miss								1	6	3	3	100	100	40
Meridian, Miss									4	3	6	83	43	111
Natchez, Miss									3		1	73		15
Hannibal, Mo			1			21								
Joplin, Mo		11			92				4		3	43		67
Billings, Mont		[3] 2			[3] 45									
Great Falls, Mont								2	18		5	422		162

[3] Includes night schools of all types.
[9] Includes junior high schools.
[10] Includes summer schools of all types.

TABLE 8.—*Night schools and summer schools in city school systems, 1925–26*—Con.

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
Grand Island, Nebr.	1	[3] 20			[3] 350				1			17		
Reno, Nev.		3	1		59	16								
Berlin, N. H.		[3] 10			[3] 213									
Concord, N. H.		2			57					1	1		12	5
Dover, N. H.		4			60									
Keene, N. H.		3			50									
Laconia, N. H.		[3] 13			[3] 109									
Nashua, N. H.		[3] 31			[3] 604									
Portsmouth, N. H.	1	3	3		46	45								
Asbury Park, N. J.	1	[3] 2			[3] 94									
Bloomfield, N. J.	1	[3] 14			[3] 374					4	4		105	70
Bridgeton, N. J.									2	1	1	48	28	23
Carteret, N. J.		[3] 8			[3] 248									
Clifton, N. J.		[3] 5			[3] 214									
Englewood, N. J.		[3] 3			[3] 164				6			202		
Garfield, N. J.		4			184									
Hackensack, N. J.	1	[3] 13			[3] 234			1	[10] 13			[10] 308		
Harrison, N. J.		7			164									
Irvington, N. J.		6			248			1	10			291		
Kearny, N. J.	1	16			342			2	20			967		
Long Branch, N. J.	1	3			63			4	18			589		
Montclair, N. J.	3	19			515			2	26			730		
Morristown, N. J.			1			31								
Plainfield, N. J.	1	6	2		171	99								
Rahway, N. J.	1	7			174									
Summit, N. J.									2	1		87	35	
Weehawken, N. J.									3			31		
West New York, N. J.	1	19			566									
West Orange, N. J.									7			97		
Albuquerque, N. Mex.	1	15			351			1	4	6	5	115	93	177
Batavia, N. Y.		[3] 11			[3] 139									
Beacon, N. Y.		2			47									
Cohoes, N. Y.		2			94									
Corning (Dist. No. 9), N. Y.		3			98									
Cortland, N. Y.		3	2		48	75								
Dunkirk, N. Y.	1	[3] 27			[3] 391			1	4			101		
Fulton, N. Y.	1	[3] 2			[3] 39			1			4			122
Geneva, N. Y.		3	4	6	39	9	178	1			4			75
Glens Falls, N. Y.		2	2	1	45	68	39							
Gloversville, N. Y.		9	5		102	149								
Herkimer, N. Y.		4			52									
Hornell, N. Y.	1	19			436									
Hudson, N. Y.	1	13			364									
Ilion, N. Y.				2			51							
Ithaca, N. Y.		7	15	11	155	463	170							
Johnstown, N. Y.		2	2		32	35								
Kingston, N. Y.	1	3	2		28	34								
Lackawanna, N. Y.	1	13			701									
Little Falls, N. Y.	1	[3] 6			[3] 133									
Lockport, N. Y.		1	3	4	26	118	190							
Middletown, N. Y.	1	[3] 6			[3] 162									
North Tonawanda, N. Y.	1	[3] 7			[3] 231									
Ogdensburg, N. Y.								1		1	4		10	41
Olean, N. Y.	2	[3] 12			[3] 445									
Oneida, N. Y.		2			20									
Oneonta, N. Y.		2			25									
Ossining, N. Y.		3			39									
Oswego, N. Y.	2	15			114			1			8			218
Peekskill, N. Y.		1			29									
Plattsburg, N. Y.		[3] 5			[3] 180									
Port Chester, N. Y.		6			174									
Port Jervis, N. Y.		9	7		28	151								

[3] Includes night schools of all types.

[10] Includes summer schools of all types.

TABLE 8.—*Night schools and summer schools in city school systems, 1925–26*—Con.

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
Rome, N. Y.	1	[1] 7			[1] 202									
Tonawanda, N. Y.		4			88									
Watervliet, N. Y.		2			81									
White Plains, N. Y.	1	3	13		124	573		1	14		10	369		181
Asheville, N. C.	2	[1] 27			[1] 865									
Durham, N. C.	6	16	11		460	140		1			4			85
Greensboro, N. C.	1		10			204		1			4			98
Salisbury, N. C.	1	6			57			1			6			67
Fargo, N. Dak.	1	[1] 8			[1] 355			1			6			91
Grand Forks, N. Dak.	1	[1] 8			[1] 254				2	4	4	57	118	90
Barberton, Ohio		[1] 5			[1] 130									
Bucyrus, Ohio		[1] 1			[1] 24									
Campbell, Ohio								1	2	1		96	11	
Chillicothe, Ohio			4			148			4			175		
Cleveland Heights, Ohio								1	4		10	207		407
Coshocton, Ohio		[1] 2			[1] 45									
East Liverpool, Ohio		[1] 4			[1] 124									
Elyria, Ohio		7		7	154		108							
Findlay, Ohio									4			250		
Fremont, Ohio		[1] 11			[1] 132									
Lancaster, Ohio								1	4		1	104		60
Mansfield, Ohio		[1] 2			[1] 17									
Norwood, Ohio									4		2	113		41
Piqua, Ohio	1	3	3		74	33			2	2	2	36	31	19
Salem, Ohio									1	1	3	19	14	45
Sandusky, Ohio			2			27			11		5	460		77
Steubenville, Ohio		2		1	68		33		6			160		
Warren, Ohio	1	7	11		140	202		2	17	6	8	325	150	129
Zanesville, Ohio									5		1	170		87
Ardmore, Okla.								1	3		6	55		95
Guthrie, Okla.								1			4			85
Shawnee, Okla.								1	5			170		
Astoria, Oreg.	1	9			193									
Beaver Falls, Pa.									2		4	121		71
Braddock, Pa.		3			88									
Bradford, Pa.		1			40									
Butler, Pa.								1			3			62
Carrick, Pa.			7	4		249	183							
Coatesville, Pa.	1	[1] 11			[1] 304									
Dunmore, Pa.		3			63									
Greensburg, Pa.	1	[1] 2			[1] 102									
Homestead, Pa.	1	3	4	10	146	100	293							
Kingston, Pa.			6			79								
Monessen, Pa.		[1] 12			[1] 209									
Nanticoke, Pa.	1	[1] 15			[1] 400									
New Kensington, Pa.	1	[1] 17			[1] 334									
North Braddock, Pa.									17		3	476		65
Shamokin, Pa.		9			223									
Shenandoah, Pa.		1			42									
Steelton, Pa.	1	3	2	5	43	51	122							
Warren, Pa.			2			60			5			102		
West Chester, Pa.	1	18			328			2	4		2	118		46
Woodlawn, Pa.								1	2		3	21		33
Bristol, R. I.	2	3	7		61	240								
Central Falls, R. I.	4	18	20		131	287		2	9			275		
Cranston, R. I.	1	3	8	5	84	132	68							
Cumberland, R. I.		4	5	2	52	95	34							
East Providence, R. I.	1	4			90									
Warwick, R. I.		3			48									
West Warwick, R. I.	1	13	7		216	112								
Anderson, S. C.	1	3			44									
Greenville, S. C.								1	7		6	115		135

[1] Includes night schools of all types.

TABLE 8.—*Night schools and summer schools in city school systems, 1925–26*—Con.

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
Aberdeen, S. Dak	1	[3] 14			[3] 367				4			144		
Sioux Falls, S. Dak	1	[3] 6			[3] 177				18		6	416		227
Cleburne, Tex								1			9			153
Corsicana, Tex								1	1	2	4	27	32	59
Denison, Tex								1			5			125
Paris, Tex									4			70		
Port Arthur, Tex		6			260			1	7			195		
San Angelo, Tex								2	4		4	43		75
Sherman, Tex			1			15			4		3	55		56
Tyler, Tex									4		3	42		100
Provo, Utah			3			45								
Barre, Vt	1			4			146							
Burlington, Vt	1	[3] 12			[3] 345									
Alexandria, Va									2		2	80		54
Charlottesville, Va									4		4	163		171
Aberdeen, Wash		[3] 6			[3] 133									
Bellingham, Wash			10			395								
Everett, Wash	1	12	7		146	384		2	3		3	52		25
Hoquiam, Wash	1	3			64				3	1	1	42	12	7
Bluefield, W. Va		8			280									
Morgantown, W. Va	1	[3] 13			[3] 320									
Appleton, Wis	1			27			591			2			71	
Beloit, Wis	1			8			642							
Eau Claire, Wis				21			409							
Fond du Lac, Wis	1			33			941							
Janesville, Wis				66			2,221							
Marinette, Wis									1			41		
Wausau, Wis	1			19			705							
West Allis, Wis										2	3		30	26
Cheyenne, Wyo	1			19			325	2	2	2	2	42	27	62
Total	164	1,725	501	309	40,250	16,317	8,717	87	642	67	327	17,753	1,435	7506,

[3] Includes night schools of all types.

TABLE 9.—*Americanization classes in city public-school systems, 1925–26*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Supervisors and principals	Teachers	Students	City	Supervisors and principals	Teachers	Students
Los Angeles, Calif	4	73	8,749	Fall River, Mass	1	143	1,394
Oakland, Calif	1	39	2,335	Lowell, Mass	1	29	279
San Francisco, Calif	1	3	1,080	New Bedford, Mass	1	88	3,083
Denver, Colo	1	10	724	Worcester, Mass	13	41	1,117
Bridgeport, Conn	2	37	1,147	Minneapolis, Minn		24	1,578
Hartford, Conn		47	1,290	St. Paul, Minn		1	13
New Haven, Conn	6	28	1,556	Camden, N. J		4	156
Wilmington, Del	1	46	1,346	Newark, N. J		1	50
Washington, D. C	4	46	2,080	Paterson, N. J		25	687
Chicago, Ill	1	48	3,222	Trenton, N. J		17	424
Des Moines, Iowa		6	280	Albany, N. Y	1	15	429
Louisville, Ky	1	4	205	Buffalo, N. Y		146	4,576
Baltimore, Md	1	50	2,129	New York, N. Y	98	904	49,442
Boston, Mass		52	1,254	Rochester, N. Y		142	3,327
Cambridge, Mass	1	65	1,414	Syracuse, N. Y	6	54	2,089

TABLE 9.—*Americanization classes in city public-school systems, 1925–26*—Con.

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Supervisors and principals	Teachers	Students	City	Supervisors and principals	Teachers	Students
Yonkers, N. Y		9	441	Providence, R. I		20	660
Akron, Ohio		21	440	Houston, Tex		1	125
Cincinnati, Ohio	5	43	2,033	Norfolk, Va	1	6	91
Columbus, Ohio	3	19	831	Richmond, Va	1	5	[1] 130
Dayton, Ohio		10	230	Seattle, Wash		18	677
Toledo, Ohio	1	34	1,483	Spokane, Wash		3	451
Portland, Oreg		30	1,305	Milwaukee, Wis	2	3	105
Philadelphia, Pa	12	35	942				
Pittsburgh, Pa	1	28	2,375	Total	171	2,481	109,937
Reading, Pa		8	163				

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Berkeley, Calif	1	7	436	Bayonne, N. J		2	105
Long Beach, Calif	1	3	42	Elizabeth, N. J	2	18	500
Stamford, Conn	1	16	549	Hoboken, N. J	2	30	472
Waterbury, Conn		25	817	New Brunswick, N. J		10	440
Savannah, Ga		1	8	Orange, N. J		5	159
Aurora, Ill.:				Passaic, N. J	1	11	430
East side	1	8	244	Union City, N. J	1	11	498
West side	1	2	41	Amsterdam, N. Y		18	219
Decatur, Ill		4	97	Auburn, N. Y		6	100
Evanston, Ill. (Dist. No. 76)	1	7	375	Binghamton, N. Y		24	875
Moline, Ill		3	55	Elmira, N. Y		5	249
Peoria, Ill	1	7	104	Jamestown, N. Y	1	15	504
Fort Wayne, Ind		2	169	Mount Vernon, N. Y		11	489
Kokomo, Ind		1	10	New Rochelle, N. Y	2	16	536
Terre Haute, Ind		1	31	Niagara Falls, N. Y	2	23	970
Lewiston, Me		17	486	Poughkeepsie, N. Y	1	7	224
Portland, Me	1	3	243	Schenectady, N. Y	6	38	1,232
Brookline, Mass		4	90	Troy, N. Y. (Union dist.)		11	398
Chelsea, Mass	1	34	811	Utica, N. Y	8	48	2,193
Chicopee, Mass	1	13	336	Canton, Ohio	1	18	726
Everett, Mass	1	15	531	Lakewood, Ohio	1	9	240
Fitchburg, Mass	3	33	831	Lorain, Ohio	1	4	331
Haverhill, Mass	1	22	417	Allentown, Pa	1	7	564
Holyoke, Mass	1	37	885	Altoona, Pa		4	128
Lawrence, Mass	6	42	985	Bethlehem, Pa		3	141
Lynn, Mass	1	32	654	Easton, Pa	1	3	123
Malden, Mass	2	22	595	Erie, Pa	5	13	403
Medford, Mass		2	26	Harrisburg, Pa		4	140
Newton, Mass	2	8	203	Johnstown, Pa	1	8	289
Pittsfield, Mass	1	10	372	Lancaster, Pa		2	46
Quincy, Mass	1	20	545	McKeesport, Pa	1	8	254
Salem, Mass	4	18	410	New Castle, Pa	1	2	109
Somerville, Mass	3	9	562	Norristown, Pa		3	60
Taunton, Mass	1	12	186	Wilkes-Barre, Pa	1	7	203
Waltham, Mass	1	5	210	Williamsport, Pa		2	68
Bay City, Mich		2	32	Newport, R. I		2	27
Hamtramck, Mich	2	21	1,720	El Paso, Tex		2	181
Highland Park, Mich		[1] 13	542	Ogden, Utah	1	4	76
Saginaw, Mich. (east side)		12	261	Portsmouth, Va		1	21
Duluth, Minn	9	30	1,019	Charleston, W. Va		3	62
Atlantic City, N. J	1	10	312	Wheeling, W. Va		4	100
				Total	91	955	31,127

[1] Estimated.

TABLE 10.—*Receipts of city school systems, 1925–26*

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)	$893, 375		$1, 167, 325		$33, 338	$1, 028, 390	$6, 399	$10, 000	$935, 472	$4, 074, 299
California:												
Los Angeles		$4, 226, 167	6, 748, 170	$421, 142	13, 234, 871	$4, 376, 723	1, 427, 734	16, 958, 414	578, 469		16, 521, 852	64, 493, 542
Oakland	$47, 941	1, 061, 596	1, 424, 776	112	2, 190, 370	557, 290	17, 493	2, 632, 000	38, 891		2, 040, 395	10, 010, 864
San Francisco	11, 676	1, 573, 643			12, 322, 877	672, 788	106, 987				2, 574, 776	17, 262, 747
Colorado:												
Denver	9, 497	166, 998		4, 198	4, 501, 644	491, 007	102, 163	1, 934, 755	35, 081	12, 090	1, 547, 075	8, 804, 508
Connecticut:												
Bridgeport		88, 797			1, 996, 900			545, 000			45, 000	2, 675, 697
Hartford		85, 073			2, 837, 278		531, 415	1, 739, 010			179, 031	5, 371, 807
New Haven					3, 323, 110							3, 323, 110
Delaware:												
Wilmington	10, 378	834, 314			480, 200		3, 350	627, 075			39, 142	1, 994, 459
District of Columbia:												
Washington		2, 715, 948		7, 252	5, 131, 889		160, 000				4, 518, 863	12, 533, 952
Georgia:												
Atlanta	12, 000	231, 186		2, 600	2, 518, 505		17, 400	36, 794		3, 303	48, 442	2, 870, 230
Illinois:												
Chicago	259, 471	3, 246, 557		79, 734	54, 630, 326		1, 543, 857		140, 199		9, 265, 648	69, 165, 792
Indiana:												
Indianapolis		430, 062		57, 677	6, 452, 593		99, 960	1, 033, 267	644, 842	1, 227	131, 504	8, 851, 132
Iowa:												
Des Moines	3, 493	112, 011		21, 924	2, 602, 570	368, 005	59, 179	1, 500, 000	9, 013	68, 080	653, 150	5, 397, 425
Kansas:												
Kansas City				3, 674	2, 088, 449	35, 248	47, 159					2, 174, 530
Kentucky:												
Louisville	8, 005	387, 688		44, 502	2, 127, 122		19, 051		19, 161		5, 255	2, 610, 784
Louisiana:												
New Orleans	8, 857	639, 983		941	3, 345, 582		14, 006	4, 137, 109	3, 669	60, 571	31, 303	8, 242, 021
Maryland:												
Baltimore	22, 522	1, 120, 508			6, 638, 602	1, 300, 181	17, 308	3, 249, 301	4, 461			12, 352, 884

Massachusetts:												
Boston	46,097			58,539	16,892,366	931,703	678,547	240,000			625,553	19,472,805
Cambridge	3,673	115,995			1,483,866							1,603,534
Fall River	13,656	81,302		25,692	2,239,859		9,295	[1] 75,000				2,444,804
Lowell	9,667	171,128			1,262,694							1,443,489
New Bedford	4,684	171,092	4,454	10,121	1,719,500	453,920	4,793	180,000		580	3,540	2,552,684
Springfield	10,723	223,424		87,185	2,906,978	854,422	7,633				415,692	4,506,057
Worcester	35,014	257,844			3,421,730						283,138	3,997,726
Michigan:												
Detroit	47,797	4,088,790	7,409		13,029,668	2,608,309	302,674	7,285,000	19,359	4,606,771	149,940	32,145,717
Grand Rapids	24,689	601,339			2,699,505	414,196	111,941	946,269	16,421	27,407	16,621	4,858,388
Minnesota:												
Minneapolis	26,843	797,270			6,606,010		24,934	2,079,280	37,259		6,050	9,577,646
St. Paul	4,599	403,740			2,853,954		25,271	1,000,000	5,236		1,076,195	5,368,995
Missouri:												
Kansas City	54,782	680,246		1,340	4,923,942	1,180,915	485,789	2,937,981	24,383	44,171	4,278,251	14,611,800
St. Louis	22,729	871,573			10,171,385	233,257	359,136		12,025	8,222	6,033,860	17,712,187
Nebraska:												
Omaha		172,032		42,551	3,986,579		148,285	1,007,003	38,182	161,230	1,418,496	6,974,358
New Jersey:												
Camden		356,270		30,000	1,377,520	244,341	2,717	320,543			71,426	2,402,817
Jersey City	7,780	1,121,989	221,093		3,658,845	1,122,103	21,578	228,500			525,763	6,907,651
Newark		1,987,631		3,685	6,000,000		82,271	550,000	900,163		243,364	9,767,114
Paterson	11,331	531,711		99,200	1,728,459	1,580,201	20,789	849,154			224,927	5,045,772
Trenton	1,150	440,097			1,552,045		86,342				528,059	2,607,693
New York:												
Albany	7,198	29,390			864,104		1,486				485,920	1,388,098
Buffalo	54,723	2,084,933			6,562,305	1,741,935	114,194	6,817,031	8,170		3,860,239	21,243,530
New York	196,615	21,327,990			81,978,043		102,364	14,869,600			66,894,937	185,369,549
Rochester	35,469	1,347,469			7,811,083		374,502	944,673		84,497	783,834	11,381,527
Syracuse	6,301	620,057		1,687	2,731,802		7,730		75,260		3,348,258	6,791,095
Yonkers	15,659	510,300			2,723,299		3,400	2,000,000	1,125	5,126	72,176	5,331,085
Ohio:												
Akron		880,622		12,879	1,735,381	827,405	87,366	932,698	6,152		841,163	5,323,666
Cincinnati	28,255	45,288		21,385	5,849,571	650,682	150,895	1,033,169	52,540	6,114	1,863,835	9,701,734
Cleveland		37,755		34,233	15,938,870	3,125,805	639,468		77,231	18,842	6,643,456	26,515,660
Columbus		32,871	1,524,475	43,452	1,782,107	1,100,344	239,661	892,817	50,000	141,113	2,049,600	7,856,440
Dayton		934,060		16,873	1,315,336	404,040	61,955	1,500,000	5,522	106,539	1,616,281	5,960,606
Toledo		86,720		38,457	3,609,765	885,308	163,515	213,000	81,907	107,488	3,098,027	8,284,187
Youngstown		24,652	19,577	4,276	3,706,383		63,103		487	85,727	869,932	4,774,137
Oregon:												
Portland		801,863	664,637	55,833	2,722,811	271,534	36,992	3,514,790	50,500		21,378	8,140,338
Pennsylvania:												
Philadelphia		2,212,283			23,028,453	3,163,128	4,114	9,189,151	609,702		5,340,990	43,547,821
Pittsburgh		930,836		41,682	11,224,833	[2]	543,064	5,083,562	13,475	43,536	5,092,568	22,973,556
Reading		217,064		7,223	1,498,274		144,633	1,686,800	57,468		909,846	4,521,308
Scranton		297,127		3,951	1,872,574	170,000	34,150	627,766	186,852		223,515	3,415,935
Rhode Island:												
Providence	7,856	82,625			3,192,511	356,560	87,999	213,732				3,941,283

[1] Included in following column.

[2] Included in preceding column.

TABLE 10.—*Receipts of city school systems, 1925–26*—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 nonrevenue 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	$21,291	(1)	$509,827		$1,210,492	$75,000	$82,978		$2,575		$1,812,294	$3,714,457
Nashville		(1)	618,683	$10,666	241,919	78,675			15,385		316,991	1,282,319
Texas:												
Dallas		$524,592			1,680,079	507,650	70,661			$1,031,635	39,451	3,854,068
Fort Worth	5,248	331,284		1,233	1,220,741	354,761	152,959	$2,016,000	4,947	5,688		4,092,861
Houston		439,120		644	2,219,428	1,487	96,155	539,844	5,000		5,193	3,306,871
San Antonio	18,481	466,874	1,892	1,442	1,321,632	264,395	19,813	1,065,647	4,893		1,105,270	4,270,339
Utah:												
Salt Lake City		783,132			1,353,602	233,545	100,130	75,000	2,755	3,397	50,206	2,601,767
Virginia:												
Norfolk	13,278	174,215			1,180,200		17,216	440,922			63,645	1,889,476
Richmond	6,585	277,278			1,580,290		20,795	681,983	780	7,329	224,706	2,799,746
Washington:												
Seattle	12,416	1,561,185	715,518	29,348	2,484,662	1,060,313	41,444		9,748		981,658	6,896,292
Spokane	2,736	592,353	290,090	22,723	945,212	211,681	41,786				388,229	2,494,810
Wisconsin:												
Milwaukee		676,731	542,355	61,267	8,304,125		172,093	300,000		47,013	6,081,239	16,184,823

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:												
Mobile		$58,114			$367,627		$11,435	$93,000				$530,176
Montgomery	$1,054	52,218	$69,008		209,523			79,010	$217	$3,415	$74,781	489,226
Arkansas:												
Little Rock	10,237	136,551			669,047		20,782	246,000			42,305	1,124,922
California:												
Berkeley	8,697	287,893	416,127		1,040,156	$234,536			5,166	17,179	183,122	2,192,876
Fresno	8,963	331,081	431,584	$59,931	568,677			620,721			240,250	2,261,207
Long Beach	6,200	478,630	848,530		1,354,327	699,628	79,069	1,050,000			890,897	5,407,281

Pasadena	2,502	356,455	568,450		1,685,411	352,233	9,301		21,551	9,101	1,404,845	4,409,849
Sacramento	11,060	352,732	678,059	7,741	667,798	363,817	7,095		3,545		634,240	2,726,087
San Diego	7,713	449,284	614,722		1,126,908		32,576	435,299			319,898	2,986,400
San Jose	10,138	228,094	747,056	84,050	52,293	173,460	13,067				366,376	1,674,534
Stockton	9,357	220,618	503,391		448,508		14,014				40,864	1,236,752
Colorado:												
Colorado Springs		26,235		2,646	714,597	115,370	8,059		862			867,769
Pueblo—												
District No. 1	378	23,781	101,141	2,220	288,343	46,122	14,328	28,305	1,034		26,569	532,221
District No. 20	1,418	31,062	141,250	876	381,676	77,711	8,459		4,931		73,768	721,151
Connecticut:												
Meriden		22,162			545,900		2,432	99				570,593
New Britain		45,480		24,466	937,804	892,279	747					1,900,776
Stamford		30,517			833,587		38,170	750,008		142		1,652,424
Waterbury		10,500		20,050	2,309,631							2,340,181
Florida:												
Jacksonville	7,708	63,787	1,036,551			407,654	97,179	2,500,000	4,235		193,191	4,310,305
Pensacola	1,061	15,523	294,135		64,022	55,633		18,786	11,100		14,245	474,505
Tampa			287,617		497,514	184,623		1,796,577			780,192	3,546,523
Georgia:												
Augusta	975	114,736	562,677	720			8,624		3,022			690,754
Columbus	4,785	54,345			236,500						6,957	302,587
Macon	4,909	95,407	399,272						1,143	33,103	11,192	545,026
Savannah		114,431	271,683				116,514	500			1,585	504,713
Illinois:												
Aurora—												
East side		23,959		17,972	328,901		1,595		2,640		53,599	428,666
West side		17,182		13,984	203,450		981	50,300	7,052			292,949
Cicero		58,367		4,657	515,454		7,361	123,000		2,389	111,728	822,956
Danville				11,719	496,595		46,218		21,136		176,428	752,096
Decatur	993	51,401		4,667	715,761	24,105	74,118		3,053		380,916	1,255,014
East St. Louis		71,130		10,566	874,149		1,284		617		258,982	1,216,728
Evanston—												
District No. 75		66,708			596,693		13,449	192,000	900		110,979	980,729
District No. 76		38,548	191,858		94,570		798	198,587			12,328	536,689
Joliet		64,720		1,156	560,438	101,597	2,975	143,472	24,535		5,971	904,864
Moline		26,514			469,018	43,083	2,985		1,478		87,748	630,826
Oak Park		55,833		89	624,059	87,561	9,384				108,618	885,544
Peoria		79,467			1,135,565	54,399	27,144			2,379	113,880	1,412,834
Quincy		33,473		384	502,000		17,395		2,001		307,974	863,227
Rockford	4,627	77,759		60,376	1,002,866	157,134	8,470	1,129,782	9,978		103,137	2,554,129
Rock Island		35,079		1,597	467,999		4,201		1,737		254,345	764,958
Springfield		68,071		26,255	1,003,723		103,417				68,112	1,269,578
Indiana:												
East Chicago	2,969	75,597	3,531		662,472			9,889	80	2,411	338,822	1,095,771
Evansville	2,005	130,400	1,705	37,355	1,168,411		13,327	300,000	34,341		829,415	2,516,959
Fort Wayne	360	148,427		15,163	1,422,094	289,444		124,781	35,088		1,313,355	3,348,712
Gary		117,212	5,720	2,786	1,526,646	145,155	17,285	475,000	207	8,349	283,507	2,581,867
Hammond		218,620		9,943	1,035,243		10,189	205,875	11,880	1,192	326,378	1,819,320
Kokomo		44,898		13,905	350,788		8,360	115,488			213,988	747,427
Muncie		60,141		12,554	545,667	66,577	8,746	400,000		10,904	408,678	1,513,267

[1] Included in following column.

TABLE 10.—*Receipts of city school systems, 1925–26*—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
Indiana—Continued.												
South Bend		$149,451			$1,493,469	$299,386	$8,522	$500,000	$1,032	$57,028	$637,701	$3,146,589
Terre Haute		104,485		$34,645	1,202,567	89,516	14,874	921,081	561	61,376	312,761	2,741,866
Iowa:												
Cedar Rapids	$2,806	37,397		24,858	1,056,363		6,028		1,428		425,879	1,554,759
Council Bluffs	717	28,997		17,000	646,612	59,967	5,632		3,306		68,051	830,282
Davenport		51,162		22,999	899,240	128,537	77,005				437,456	1,616,399
Dubuque		28,256		937	595,663		14,539				318,580	957,975
Sioux City		51,082		7,555	1,382,240	189,300	18,730			40,455		1,689,362
Waterloo—												
East side		11,506		966	395,078		11,756				87,367	506,673
West side				4,975	337,679	35,290	300		2,170	786	98,000	479,200
Kansas:												
Topeka		21,318		6,185	950,831	30,027	6,933	257,576	10,477		10,808	1,294,155
Wichita	4,917	26,885			1,778,843		39,983				586,262	2,436,890
Kentucky:												
Covington		77,889		2,581	330,519	32,510	10,086	446,450			30,657	930,692
Lexington	177	66,601		13,305	399,873	11,565	2,855				15,828	510,204
Louisiana:												
Shreveport		148,670			490,800	135,000	37,591		8,025		574,028	1,394,114
Maine:												
Lewiston		56,686		615	175,000		131		59		3,803	236,294
Portland	881	158,581			775,380	103,905	9,549	82,819			38,298	1,169,413
Massachusetts:												
Brockton		78,363			905,888	1,801	2,760					988,812
Brookline	444	46,873		425	490,411	105,103	7,877		1,819		164,286	817,238
Chelsea	352	18,435	$1,575	797	638,300		11,021	635,000	3,795			1,309,275
Chicopee	1,577				489,801							491,378
Everett	1,440	58,063		16,639	706,530		1,404		135	10	1,960	786,181
Fitchburg		50,013		8,694	576,768	65,334						700,809
Haverhill	1,269	64,181			593,081		3,533					662,064
Holyoke	5,484	95,105		9,705	797,697		4,024					912,015
Lawrence	5,381	133,037			1,242,270							1,380,688
Lynn		94,830		9,818	1,117,842		1,584		4,747		1,160	1,229,981
Malden	285	59,605		1,376	619,890	98,509	1,938	146,000				927,603

Medford	56	61,420		494	696,010		2,737	109,000		180,000	331,221	1,380,938
Newton	8,055	63,922		2,480	897,856		2,792					975,105
Pittsfield		60,032		13,040	567,330		10,779					651,181
Quincy		64,821		1,828	705,441		5,026					777,116
Salem	854	47,709		299	486,706		1,250					536,818
Somerville	3,316	105,300		8,851	1,081,958		3,480					1,202,905
Taunton	955	41,511		16,354	445,470							504,290
Waltham	605	41,500			449,500							491,605
Michigan:												
Battle Creek	1,850	118,889		14,814	725,914	59,950	34,839				418,812	1,375,068
Bay City		192,827		17,695	675,105		52,602				524,368	1,462,597
Flint [3]	2,000	239,459	1,500		1,915,675		235,960			1,275,957	1,605,550	5,276,101
Hamtramck	2,972	251,436			621,637	270,637	9,927		36		168,386	1,325,031
Highland Park	3,176	144,809		25,169	1,268,342	204,710	188,861	350,000	42,610		197,162	2,424,839
Jackson	2,269	174,105	4,448	6,185	499,051	114,030	48,358	1,223,012	1,427		309,458	2,382,343
Kalamazoo	2,760	170,738		6,000	752,751	252,650	68,223	656,867			97,249	2,007,238
Lansing		224,465	9,600	22,946	1,376,020		60,955				461,733	2,155,719
Muskegon	8,365	136,904		13,471	616,783	81,178	122,167	916,086	1,446	4,454	39,369	1,940,223
Pontiac	1,172	117,488	3,881	30,130	794,475		23,455	18,399		36,765	1,926	1,027,691
Saginaw—												
East side		156,999		9,632	559,481	85,000	18,330			15,836	145,800	991,078
West side	7,346	116,311	3,614	9,420	363,082	103,535	14,798		3,532		41,550	663,188
Minnesota:												
Duluth	4,827	205,985	7,212		1,856,305	243,680	49,151	400,000	2,142		769,401	3,538,703
Missouri:												
St. Joseph		105,760			1,077,663		31,258	292,708			187,091	1,694,480
Springfield		76,543			396,271	118,881	13,108		376	4,033	121,972	731,184
Montana:												
Butte		109,128			608,789	31,029	12,155				120,515	881,616
Nebraska:												
Lincoln	1,864	39,914		10,756	1,196,800	242,637	47,439	750,000	1,670	136,291	795,111	3,222,482
New Hampshire:												
Manchester					1,108,440	4,581	133		2,548			1,115,702
New Jersey:												
Atlantic City	10,260	414,549		51,463	1,100,000	222,566	12,850	534,246	395		169,465	2,515,794
Bayonne	5,764	18,752	433,244		1,274,771	363,175	9,675	186,742			341,790	2,633,913
East Orange		231,322			732,000	125,357	7,409	52,000		3,720	38,045	1,189,853
Elizabeth	6,093	367,559			1,162,050	268,930	13,060	680,600		1,977	356,608	2,856,877
Hoboken	1,778	324,399			1,057,843	244,604	4,412				11,469	1,644,505
New Brunswick	2,123	85,709	12,888	65,083	607,568	107,149	1,656			14,000	49,533	945,709
Orange	3,503	143,157	25,888	4,727	477,597		1,839			2,690	359,607	1,019,008
Passaic	3,897	17,255	254,853		1,115,052		6,181	19,000			82,694	1,498,932
Perth Amboy		109,936		1,607	508,659		2,335	52,000			124,826	799,363
Union City	2,461	266,609	50,515	92,355	642,523	170,844	8,138			15,000	132,378	1,380,823
New York:												
Amsterdam	3,805	128,683		900	598,526		94,469		304		46,771	873,458
Auburn	1,703	97,855		12,105	311,749	11,033					55,663	490,108
Binghamton	2,060	296,950		6,966	894,696		5,280	125,000			1,079,410	2,410,362
Elmira	3,098	147,874		18,030	591,162		21,100		254		309,725	1,091,243
Jamestown	2,706	148,785			657,977	136,363	38,843		6,334		36,182	1,027,190
Mount Vernon	8,959	165,531		450	1,400,837		157,026	581,191	109		487,342	2,801,445

[3] Data of 1925, U. S. Census Bureau, distribution of revenue receipts estimated.

TABLE 10.—*Receipts of city school systems, 1925–26*—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.												
Newburgh		$81,548		$11,014	$315,000		$53,124		$2,318		$9,907	$472,911
New Rochelle	$1,945	180,976	$22,043		992,091		17,808		66		403,695	1,618,624
Niagara Falls	6,386	173,395		19,882	1,275,690		1,117	$528,157	3,401	$12,735	181,299	2,202,062
Poughkeepsie	2,184	94,927			447,000		28,268	10,978			242,804	826,161
Schenectady	5,163	403,928			1,872,672		21,365	240,876	8,977		1,717,282	4,270,263
Troy—												
Lansingburg district	312	46,476			138,603		3,086				2,137	190,614
Union district	4,181	164,437		2,325	632,795		1,615	103,668	8,279		53,063	970,363
Utica	5,635	318,776			1,072,775		4,681		1,048		325,844	1,728,759
Watertown	729	101,643		5,586	461,471		28,143		487		35,852	633,911
North Carolina:												
Charlotte		6,716	263,401	3,511	345,424	$130,752	13,059	480,000			94,340	1,337,203
Wilmington	1,312	438		1,100	346,256	41,153	3,734	401,600		32	6,074	801,699
Winston-Salem			393,295	420	335,947	188,970	36,638	2,800	15,342	318		973,730
Ohio:												
Canton		9,877		41,165	1,290,528	687,167	109,603	115,000	891	10,419	1,754,124	4,018,774
Hamilton		5,306		15,892	523,898		4,852	6,000	177	21,257	62,900	640,282
Lakewood			375,632	118	775,134	446,276	27,450	437,088	1,757	55,194	64,903	2,183,552
Lima		13,139		34,459	336,725	126,764	6,719	343,163	9,476		1,774	872,219
Lorain		86,031		9,199	179,752	196,743	10,317		17,378	386	330,567	830,373
Portsmouth				8,012	638,539		16,424	9,000		217,294	60,822	950,091
Springfield		268,963		41,054	521,867	212,204	24,037		324		65,879	1,134,328
Oklahoma:												
Muskogee		17,460	70,341		345,649	129,367	2,201		2,557		4,308	571,883
Oklahoma City	22,717	108,080	43,757	12,625	1,834,349	487,981	34,535			9,251	46,659	2,599,954
Tulsa	9,772	53,473	153,675	315	1,703,507	329,975	86,053	422,350	16,139		1,569,462	4,344,721
Pennsylvania:												
Allentown		167,087		12,963	1,245,165		18,564	80,000			424	1,524,203
Altoona		131,741		46,864	859,443		7,385				35,787	1,081,220
Bethlehem		135,553		19,470	889,433		41,799	260,000	26,669		37,445	1,410,369
Chester		117,982		41,743	786,532		6,741	380,000			15,499	1,348,497
Easton		65,804		17,875	712,221		3,366	109,208	12,748	28,949	2,323	952,494
Erie		211,249		15,361	1,848,835		35,339	504,650	1,479	114,130	155,607	2,886,650

Harrisburg		154,753		9,249	1,495,625		47,521	601,740		1,049	541,653	2,851,590
Hazleton		99,133			521,213		39,447	614,222	30,461		155,587	1,460,063
Johnstown		184,366		13,982	848,491	331,872	51,938	950,000	2,879		232,846	2,616,374
Lancaster		78,574		317	613,392		38,721	57,400			454,786	1,243,190
McKeesport		114,796		63,336	717,531	47,595	15,275		200		284,622	1,243,355
New Castle		114,413		24,282	667,223	142,479	9,458	103,356		9,890	167,265	1,238,366
Norristown		51,829		9,885	437,004		18,040			357	87,810	604,925
Wilkes-Barre		151,778		8,423	1,532,500		14,464				14,920	1,722,085
Williamsport		93,323		22,309	524,999	89,649	25,980	503,687		539	145,811	1,406,297
York		111,472		10,189	589,367	72,684	33,104				835,743	1,652,559
Rhode Island:												
Newport		14,395		19,920	351,236	88,850	11,246				130,928	616,575
Pawtucket		22,944			2,414,903		11,560				325,676	2,775,083
Woonsocket		17,381		6,115	389,933		6,485				152,365	572,279
South Carolina:												
Charleston	7,207	68,581	96,346		256,100	40,121	18,596	115,404			163,983	766,398
Columbia		37,724	130,410		234,866	44,000	21,235	6,000	2,823		70,165	547,223
Tennessee:												
Chattanooga		[1]	377,500	798	265,247			90,000				733,545
Knoxville			312,269		1,409,112	[4] 34,000						1,755,381
Texas:												
Austin		146,069	8,384	2,795	225,098		22,708					405,054
Beaumont		118,874	1,405	307	327,628		2,758	3,520	5,691	750	30,496	491,429
El Paso	15,833	312,144	3,861	6,853	717,000		28,019				76,983	1,160,693
Galveston		123,720	2,246	263	305,437		16,736	519	1,983		115,790	566,694
Waco		146,496		2,974	337,128	81,615	13,064	33,000			8,247	622,524
Wichita Falls		115,220		1,820	283,441	147,608	68,068		900		441,223	1,058,280
Utah:												
Ogden		267,135		16,600	381,087	64,743	6,713			521	96,189	832,988
Virginia:												
Lynchburg		75,729		9,523	270,000		6,277				1,623	363,152
Newport News	3,764	44,438			272,332	61,378	7,094				7,879	396,885
Petersburg		51,151		12,013	201,647		4,225					269,036
Portsmouth	872	78,524			403,550		5,635	129,502	699	14	3,713	622,509
Roanoke		90,791			483,197		28,556	75,000			18,965	696,509
Washington:												
Tacoma		547,838	282,414	27,656	682,571	201,219	44,895		907		700,088	2,487,588
West Virginia:												
Charleston				33,306	895,941	167,374		300,000		10,778	943,875	2,351,274
Huntington		137,740		894	1,238,222		3,654		1,496		168,522	1,550,528
Wheeling				3,734	949,313	2,932	15,078				34,348	1,005,405
Wisconsin:												
Green Bay		51,384	37,202	13,818	497,670		16,343		3,347			619,764
Kenosha	2,942	64,201	46,605	10,964	768,078		12,743	600,000	405	21,379	480,971	2,008,288
La Crosse	2,630	52,679	34,664		389,740		19,225			964	173,657	673,559
Madison		71,872	43,328	13,783	1,003,722	190,774	31,907	440,000	1,633	307	350,305	2,147,631
Oshkosh	3,385	60,571	37,377	11,720	427,193		26,123	250,000		24,195	170,070	1,010,634
Racine	4,529	146,041	119,500	7,003	989,836		35,606		525		489,962	1,793,002
Sheboygan	4,007	62,041	39,474	6,913	541,800		17,781		151	8,767	258,396	939,330
Superior	458	59,550	41,861	4,376	580,718		12,596				265,241	964,800

[1] Included in following column.

[4] Estimated.

TABLE 10.—*Receipts of city school systems, 1925–26*—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			$49,188		$73,151	$34,925	$11,309	$100,000			$2,475	$271,048
Bessemer		$223	99,593	$2,704	42,350		1,392		$80		11,823	158,165
Dothan		25,444			46,084		2,454	119,396		$9,405	2,303	205,086
Florence		20,000	16,230	1,817	40,496		771				2,044	81,358
Gadsden			32,000		53,904		140	11,000			4,448	101,492
Phenix City		(1)	25,080		14,266	500	3,704					43,550
Selma			86,000		50,677		2,602	2,500			1,009	142,788
Tuscaloosa		666	75,229		51,704	48,737	13,227	98,950			43,177	331,690
Arizona:												
Phoenix		335,180	(2)		120,764						27,126	483,070
Tuscon		131,045	262,090		86,193	131,928	14,784				21,464	647,504
Arkansas:												
Fort Smith		47,466			218,473		9,888	73,550		737	50,881	400,995
Hot Springs		23,400			143,407		12,635	251,118			4,051	434,611
North Little Rock		33,827	(2)		90,163		3,707		75,565			203,262
Pine Bluff		25,253			158,150		11,618					195,021
California:												
Alameda		145,861	202,515		253,367		4,650	375,000			511,627	1,493,020
Alhambra		108,402	185,327		344,452		17,997				659,287	1,315,465
Bakersfield		110,948	189,722		83,437				2,383		326,153	712,643
Eureka		75,403	99,019	3,068	158,838		1,721				556,490	894,539
Glendale		128,399	185,125		234,007		990	1,064,000	9,507	2,277	115,536	1,739,841
Pomona		105,118	120,542		210,650		12,598				105,170	554,078
Richmond					1,021,314			885,000			65,422	1,971,736
Riverside		150,033	178,655	7,145	308,123	56,955	24,185		6,998		2,047	734,141
San Bernardino		157,773	210,793	10,660	240,078		5,482	480,000	897		53,118	1,158,801
Santa Ana		145,855	301,426	823	211,230		3,830				110,203	773,367
Santa Barbara		105,904	148,685		371,765		209,408				129,506	965,268
Santa Cruz		65,526	90,415	1,385	141,435		4,708				25,191	328,660
Santa Monica		127,138	212,492		490,071					9,445	231,639	1,070,785
Vallejo		58,364	81,248		93,493	54,100					28,449	315,654

Colorado:												
Boulder		9,378	56,736		262,079		17,079				46,895	392,167
Greeley		11,184	65,906	2,000	123,775	26,000	5,962	362,112	2,000			598,939
Trinidad		(1)	74,869	10,846	136,321	26,714	3,089				37,340	289,179
Connecticut:												
Ansonia		11,494			275,176		135					286,805
Bristol		15,188		25,859	344,596		3,058	156,826				545,527
Danbury		13,670		2,240	283,000		116			382		299,408
Derby		5,901		350	122,455		2,686	114,846				246,238
East Hartford		8,087			207,536		6,296	223,000			21,108	466,027
Enfield		9,685		5,101	210,573		1,158	6,156				232,673
Fairfield [5]		9,789			196,977		2,044					208,810
Greenwich		17,381			534,157		422	802,758				1,354,718
Manchester—												
Districts Nos. 1–8		4,793			144,334							149,127
District No. 9		6,731		3,924	313,729		1,506	45,000	131,300		17,181	519,371
Middletown		8,391		49,416	210,572		3,392				50,995	322,766
Milford		6,286			160,526		74			72,315		239,201
Naugatuck		9,065		3,583	203,184		1,710					217,542
New London		14,337			341,150		30	115,671		28,041		499,229
Norwalk		17,272		6,302	344,825	28,932						397,331
Norwich		17,575		1,800	290,980			8,640				318,995
Stonington		5,508			108,037		4,390					117,935
Stratford		10,734			247,629					53,685		312,048
Torrington		16,045		4,552	314,024		10,312					344,933
Wallingford		8,712		4,424	181,582		283					195,001
Windham		8,602		32,670	131,929		406					173,607
Florida:												
Key West		6,833			129,426	18,359	518	20,000	233		12,022	187,391
Miami		20,000	200,000		220,000	200,000	60,000	2,225,000	1,500	3,000	150,000	3,079,500
St. Petersburg		4,699	216,805		306,880	13,922	120,209			286,852	1,079,281	2,028,648
Georgia:												
Albany		14,632			62,514		12,088				1,085	90,319
Athens		27,671		412	125,500		2,655					156,238
Brunswick		16,379	10,114		47,085		2,088		284		11,130	87,080
Lagrange		23,451			109,700		11,106				148	144,405
Rome		19,200		296	46,761		8,704					74,961
Valdosta		13,050			57,642		3,090				971	74,753
Waycross		19,898			57,245		4,165				5,005	86,313
Idaho:												
Boise		25,847	35,856	21,942	284,137		15,315		22,984	78,028	100,174	634,283
Pocatello		21,276	69,056	2,951	159,214	65,014	15,343	172,840	313	370		506,377
Illinois:												
Alton		31,000			330,000	50,000	5,000					416,000
Belleville		22,365			193,443		2,779				170,135	388,722
Berwyn—												
District No. 98		10,342			97,281	1,597	524				46,505	156,249
District No. 100		16,741			155,487	6,233	1,603	29,588		3,333	22,565	235,550
Bloomington		27,119		12,978	379,026		3,133	45,000	510		1,121	468,887
Blue Island			9,481	5,391	220,368				391		242,457	478,088
Cairo		16,369		1,615	206,519		18,443				96,474	339,420

[1] Included in following column.

[2] Included in preceding column.

[5] Data of 1923–24.

TABLE 10.—*Receipts of city school systems, 1925–26*—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												
Canton		$11,695		$23,332	$118,468		$888		$456		$844	$155,683
Centralia		15,559		551	94,473		933				26,293	137,809
Champaign		18,393		14,963	294,094	$22,838	477		55		238,285	589,105
Chicago Heights		25,284			233,055		1,492	$65,634			9,409	334,874
Elgin		28,542		13,847	404,229	15,000	2,341				27,270	491,229
Forest Park		13,072			71,640						29,940	114,652
Freeport		18,201			276,570		14,280					309,051
Galesburg		28,915		13,815	295,927		1,644				3,226	343,527
Granite City		39,482	$1,750		423,158		129	78,385	243	$180,024	9,152	732,323
Herrin		15,000			100,000							115,000
Jacksonville		15,704		20,752	141,643	29,250	1,764				38,757	247,870
Kankakee		21,179		2,588	242,857		208	394,977	75		168,017	829,901
Kewanee		519	17,940	595	185,092		482		635	1,229	18,946	225,438
La Salle		8,992			96,146		1,569	50,000				156,707
Lincoln		10,324			65,000	20,000	698			20,000	23,553	139,575
Mattoon		16,749		11,158	144,902		42					172,851
Maywood Melrose Park		22,714			189,745		7,764				14,315	234,538
Murphysboro		10,794			54,000		675					65,469
Ottawa		9,521			90,664		338				93,303	193,826
Pekin		22,117		6,406	265,404	23,500						317,427
Streator		16,399		1,092	90,685	7,500	410		937		11,666	128,689
Urbana		13,040		15,088	183,467							211,595
Waukegan		37,095		495	288,053			50,000	2,922	1,500	345,956	626,021
Indiana:												
Anderson		54,885		17,425	203,758	32,989	4,588	127,299	2,960		192,942	636,846
Bloomington		28,151		20,055	247,917		1,608	145,985		11,182	99,448	554,346
Clinton [5]		18,853	1,998	12,588	124,067		1,213					158,719
Crawfordsville		14,891		29,330	174,508	18,538	2,449		2,905	2,119	132,453	377,193
Elkhart		38,753		23,068	370,993	77,795	11,327		110	5,905	439,712	967,663
Elwood		18,717		12,636	130,025	10,589	2,264	77,048		843	134,835	386,957
Frankfort		16,311		14,222	220,565		1,640	10,150	15	11,055	110,173	384,131

Huntington		21,220		4,133	258,962		3,974	60,966	1,440	1,813	147,852	500,360
Jeffersonville		15,643		9,935	82,393		1,519		296	504	88,657	198,947
La Fayette		32,545	2,754	8,625	349,017		10,387		7,249		258,885	669,462
Laporte		22,703		15,987	269,687		1,686	22,000	2,400	7,072	90,187	431,722
Logansport		16,753		20,048	279,143	57,215	2,870		205	7,664	182,286	566,184
Marion		23,887		28,471	332,270		4,479			6,162	230,509	625,778
Michigan City		41,166		6,280	362,248		3,101	30,024	4,372	1,790	266,439	715,420
Mishawaka		36,603		21,157	384,356	52,629	1,849	153,681	1,101	4,745	133,997	790,118
New Albany		35,206		9,898	170,710	15,801	2,068	5,000	2,800	7,942	8,237	257,662
Newcastle		26,446		5,317	166,233		5,915	20,000	46	1,665	169,889	395,511
Peru		16,830		14,095	166,870	35,232	3,074		3,788		1,562	241,451
Richmond		39,810	719	21,889	373,930	88,353	7,925	132,708	1,105		217,212	883,651
Vincennes		25,893			220,295		2,444				93,242	341,874
Whiting		18,383	889	14,018	202,308	50,631	2,578		600	29,897	131,464	450,768
Iowa:												
Boone		8,645		11,899	188,999						25,843	235,386
Burlington		24,402		10,094	372,605	40,000	6,000		8,000	4,793	122,126	588,020
Clinton		14,985		7,205	216,445	81,268	5,469				116,669	442,041
Fort Dodge		27,983		12,580	307,944		11,443				115,343	475,293
Fort Madison		8,500		4,000	125,000	35,000						172,500
Iowa City		8,392		16,853	170,822	25,323	366		45,498	705	90,604	358,563
Keokuk		1,619	6,504	3,983	279,343		4,402	104,500	3,055		32,251	435,657
Marshalltown [5]		1,538	8,991	8,499	233,611	27,396	6,667				36,606	323,308
Mason City		22,878		19,671	353,462	86,195	4,085		3,160		83,158	572,609
Muscatine		12,415		11,991	192,890		11,251				35,432	263,979
Ottumwa		16,880		20,823	462,212	66,484	16,586		166		79,517	662,668
Kansas:												
Arkansas City		1,962	30,322	1,566	276,700		9,475					320,025
Atchison		3,264		5,895	176,015	27,449	2,215	127,956	1,291	1,039	9,739	354,863
Chanaute		3,526	21,063	956	135,186	11,988	4,328					177,047
Coffeyville		7,851		6,883	375,761		3,820				42,223	436,538
Eldorado		29,911			197,836		2,753				35,774	266,274
Emporia		7,128			282,199	14,382	4,664				79,594	387,967
Fort Scott		5,134		18,898	143,993	29,730	6,682	200			26,180	230,817
Hutchinson		7,222		6,807	377,226	13,725	88,711	27,026	1,137		35,922	557,776
Independence		6,116	9,272		217,356	49,863	4,189				39,066	325,862
Lawrence		1,798		23,509	313,555		14,308					353,170
Leavenworth		3,240			240,652		600	20,501	105		33,749	298,847
Parsons		9,429		3,557	240,987	51,354	7,696				100,598	413,621
Pittsburg		8,778		3,355	277,001	48,254	6,381		82		88,696	432,547
Salina		6,109		3,388	365,545	41,150	2,164		1,578		53,288	473,222
Kentucky:												
Ashland		43,253		1,447	229,464	31,869	1,986		2,400		7,687	318,106
Henderson		21,896		4,389	97,446		2,663		986		23,463	150,843
Newport		36,358		9,006	180,416		12,110	347,000			13,709	598,599
Owensboro		33,509		1,750	144,111	22,158	13,103				7,829	222,460
Paducah		38,864		210	153,695		3,667	68,100			11	264,547

[5] Data of 1923–24.

TABLE 10.—*Receipts of city school systems, 1925–26*—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
Louisiana:												
Alexandria		$48,237			$170,201		$14,312	$3,500	$630	$172	$425,512	$662,564
Baton Rouge		57,435			293,916		15,441		191	879	365,185	733,047
Lake Charles		25,546		$8,350	123,161	$32,100	1,340				10,612	201,109
Monroe					74,657		20,890					95,547
Maine:												
Auburn		30,736		4,995	190,786				838			227,355
Augusta		31,075		4,826	135,018		243				2,357	173,519
Bangor		57,405		12,965	285,017		2,679	50,000			28,564	436,630
Bath		18,635			79,950						374	98,959
Biddeford		32,925		2,095	73,100		1,071	160,000	964			270,155
Sanford		32,952			96,323		1,141				15,792	146,208
Waterville		29,866			146,334		1,489					177,689
Maryland:												
Annapolis		23,000	$79,808									102,808
Cumberland		56,834			270,642			415,184			349	743,009
Frederick		33,981			86,387		5,979				5,935	132,282
Hagerstown		69,612		472	192,936		1,099		293			264,412
Massachusetts:												
Adams		18,410		5,554	153,500							177,464
Amesbury		9,899		8,457	107,067		764		25			126,212
Arlington		30,560		1,018	364,907		3,120	125,000			31,098	555,703
Attleboro		31,193		4,256	272,665	42,384	1,811	175,000			26,854	554,163
Belmont					301,400							301,400
Beverly					424,239							424,239
Braintree		3,357		2,309	205,993	13,000	407	151,500				376,566
Clinton		17,440		800	143,497		202					161,939
Danvers		14,420		4,070	166,955							185,445
Dedham		20,793		2,069	220,560							243,422
Easthampton		15,873		2,691	142,000		2,359					162,923
Framingham		35,581		3,407	324,600		3,484				50,983	418,055
Gardner					194,640							194,640
Gloucester					338,691		697				1,978	341,366

Greenfield		23,745		3,800	253,704		251				281,500
Leominster		20,572		725	207,059		2,540				230,896
Marlboro		6,666			160,500	38,880		230,520			436,566
Melrose					302,725						302,725
Methuen		21,620			229,309		2,195			19	253,143
Milford		21,862		1,548	177,100		629				201,139
Natick		15,740		2,199	174,928		548				193,415
Newburyport		397		7,167	132,951	15,503			2,875	3,520	162,413
North Adams		31,483		4,726	241,405		294				277,908
Northampton		32,172		2,826	306,700		3,656			33,571	378,925
Northbridge		12,636	1,230	479	126,469						140,814
Norwood		20,978		783	222,192		196				244,149
Peabody		23,175		2,006	278,139		3,559				306,879
Plymouth		18,163			206,078		20				224,261
Revere				662	632,194	87,750		46,000	1,442		768,048
Saugus		31,258		945	151,593		23				183,819
Southbridge		9,368		2,563	127,609		109				139,649
Wakefield		20,849		4,395	226,346		269				251,859
Watertown		28,086		893	317,109		581				346,669
Webster		10,113			100,108		7,492				117,713
Westfield		37,791		326	216,436		12,228				266,781
West Springfield		22,012		335	295,000		517				317,864
Weymouth		18,622		659	257,300						276,581
Winchester		15,730		1,337	192,869					361	210,297
Winthrop					222,683						222,683
Woburn		19,400		4,282	200,351		3,325				227,358
Michigan:											
Adrian		42,689		14,006	141,658		1,184	312,304		18,078	21,728	551,647
Alpena		54,567		4,108	109,645		1,796				518	170,634
Ann Arbor		68,075	3,777	12,504	526,183	139,290	4,731		2,319		12,516	769,395
Benton Harbor		47,182		20,846	197,638		12,080				10,565	288,311
Calumet		71,399	4,833	31,211	154,365		19,700				83,187	364,695
Escanaba		75,807		5,231	149,826		1,221				5,146	237,231
Holland		54,112		13,976	203,000		11,588				52,944	335,620
Ironwood		70,089		8,087	266,938	83,295	947		414	4,775	351,847	786,392
Ishpeming		42,237		3,360	167,942		6,959				47,904	268,402
Marquette		50,610		1,400	118,346		19,024					189,380
Monroe		50,567	1,470	11,671	189,776		30,938				31,875	316,297
Owosso		52,443	1,502	8,595	150,890	38,948	1,467		1,600	269	1,622	257,336
Port Huron		106,463		13,897	451,175		7,175	36,200			39,858	654,768
Sault Ste. Marie		52,183		4,303	214,561		1,806	90,550	38,704	1,096	13,584	416,787
Traverse City		34,434	1,200	9,347	109,538	20,000	3,517		791	1,544	30,038	210,409
Wyandotte		94,379		6,298	468,895		40,474				238,867	848,913
Minnesota:											
Austin		1,329			213,716		3,300				53,348	271,693
Faribault		29,267	4,301	498	123,427		2,785	28,906			2,384	191,568
Hibbing		56,510	2,158		1,339,434	301,068	31,540				26,458	1,757,168
Mankato		34,843			181,280	20,574	9,612				129,893	376,202
Rochester		46,183		6,569	297,342		35	155,267	206,878	18,911	12,044	743,229
St. Cloud		29,716	8,307		170,203		7,362				36,403	251,991
Virginia		45,027	1,449		1,046,146		4,598		315	10,430	120,380	1,228,345
Winona		25,927		2,615	334,606	98,389	2,764		904		230,520	695,725

TABLE 10.—*Receipts of city school systems, 1925–26*—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
Mississippi:												
Biloxi		$13,659	$320	$1,499	$75,345	$4,990	$1,410					$97,223
Columbus		12,911		1,050	69,999		7,888				$7,699	99,547
Greenville		16,424		3,475	85,000		104,475					209,374
Hattiesburg		11,909	1,300	2,700	78,996		935				7,632	103,472
Jackson		26,666	21,236	3,027	180,582	1,876		$400,000		$312	24,696	658,395
Laurel		16,274		1,182	127,734	15,870	2,705	227,100			19,408	410,273
Meridian		27,530	7,171	314	173,250	53,800	9,125				2,377	273,567
Natchez		17,327		250	53,278	1,200					10,240	82,295
Vicksburg		15,001		752	82,871		1,061				26,461	126,146
Missouri:												
Cape Girardeau		24,030		315	146,013	17,234	3,188	49,097	$79		10,754	250,710
Carthage		12,888			133,265		9,131			1,733	29,686	186,703
Columbia		13,434			182,127		4,329		1,256		51,712	252,858
Hannibal		36,165		1,603	228,650		18,584			563	119,600	405,165
Independence		32,440		2,477	162,503		12,411	20,060	473	317	93,747	324,428
Jefferson City		15,535	15,787		85,138	35,890	5,283	100,677		2,380	177,358	438,048
Joplin		28,890	24,815		232,919	84,770	31,838	375,976	365	1,064	283,693	1,064,330
Moberly		14,515	1,533		122,296		2,775			4,851	108,665	254,635
Sedalia		19,624	2,226	264	229,143	57,285	6,554	20,000	1,448		25,396	361,940
Montana:												
Anaconda		29,698	58,143		102,952		467				71,429	262,689
Billings		33,432	105,531		108,876	54,121	4,091			1,756	89,737	397,544
Great Falls		122,158	133,015	1,131	257,370		8,394				132,380	654,448
Helena		25,821	66,617	1,861	122,680	44,882	253		885		44,654	307,653
Missoula		34,151	72,396		94,390	23,644	1,820				57,377	283,778
Nebraska:												
Grand Island		13,007		12,292	327,038	63,559	6,648	112,234	150	1,767	6,607	543,302
Hastings		7,634		22,434	201,327		8,832	10,083	5,072		24,790	280,102
North Platte		6,526	500	4,013	112,491		2,420			10	46,757	172,717
Nevada:												
Reno		53,340	137,931		28,036	59,154					21,000	299,461

New Hampshire:												
Berlin				1,462	167,899	55,713	249				169,609	394,932
Concord		2,877		4,681	294,185		790			5,518	235	308,286
Dover		1,704		4,574	116,659		2,607		649			126,193
Keene				7,944	182,655	32,733	5,909				9,984	239,225
Laconia		2,141		3,021	111,900	26,316	3,028					146,406
Nashua				7,494	389,934	89,663	3,246		489	34,799	138,223	663,848
Portsmouth					245,245	17,000	6,495	17,697			84	286,521
New Jersey:												
Asbury Park		48,775		46,773	225,426	45,707	1,086	375,000			3,694	746,461
Belleville		104,606			194,450	87,369	3,746	2,000		3,000	89,832	485,003
Bloomfield		134,106		6,075	418,129	103,018	4,385	365,873	150		12,773	1,044,509
Bridgeton		48,892		32,973	128,535	15,342	1,022				56,744	283,508
Carteret		35,744			204,884	52,208	792	20,000	247	2,000	139,964	455,839
Clifton		132,493		140	420,941			399,001		2,848	45,946	1,001,369
Englewood		47,657		37,694	245,900		2,338	233,111			1,470	568,170
Garfield		84,687		13,992	325,490	61,498	4,283	245,250			16,903	752,103
Gloucester City		34,513		2,005	107,205	11,640					10,252	165,615
Hackensack		84,092		67,594	413,727	102,359	11,749	27,607			38,214	745,342
Harrison		63,763		1,575	115,717	48,333	1,699				62,317	293,404
Irvington		149,719		1,187	450,000	53,781	4,911		1,029,000		52,115	1,740,713
Kearny		144,580	25,364	26,742	464,271		3,138		7,340		70,488	741,923
Long Branch		52,202		13,845	234,675		1,254	562,500			27,937	892,413
Millville		53,968	613	6,294	196,692		2,995	75,000	1,493		7,774	344,829
Montclair		190,514		25,005	776,430	264,967	11,120	398,500	3,360		131,823	1,801,719
Morristown		36,420		24,447	184,100	29,362	1,993				4,337	280,659
North Bergen		184,528	25,965	392	1,228,730	78,815			4,000		89,194	1,611,624
Phillipsburg		48,200		19,340	194,000		76				20,433	282,049
Plainfield		142,800		25,207	534,845	98,377	246,277					1,047,506
Rahway		56,611		3,080	166,710		2,586	163,425	42,288		1,019	435,719
South Orange		97,588			440,731	156,879	20,456	500,961	6,067		38,555	1,261,237
Summit		57,323		16,285	210,610		5,734	115,000			45,819	450,771
Weehawken		68,175		137	456,292	4,600	1,995				116,111	647,310
West New York		192,504		25,857	446,071	155,545	2,753	65,000				887,730
West Orange		99,292		8,559	310,045	72,122	897			331	24,708	515,954
New Mexico:												
Albuquerque		65,757			265,792	70,365	16,043	415,912	875	30	22,933	857,707
New York:												
Batavia		62,194			299,240		7,663	89,051	11		73	458,232
Beacon		32,944			125,418		3,900				66,438	228,700
Cohoes		41,092			135,454		398					176,944
Corning—												
District No. 9		82,386	1,609		137,249		4,747				54,449	280,440
District No. 13		12,462	16,036	731	61,127		359	464,075	2,875	1,648	18,242	577,555
Cortland		50,617			189,717		837				71,427	312,598
Dunkirk		81,066		1,562	425,223		2,961				233,798	744,610
Fulton		37,977		4,614	164,000	40,176	773				112,995	360,535
Geneva		7,355	31,791		187,441		5,234		64,258	509	130,293	426,881
Glens Falls		30,985			212,373		4,331	138,100	27	17,538	303	403,657
Gloversville		75,301		460	299,475		15,467				17,710	408,413
Herkimer		37,919			154,743		2,561		589		2,981	198,793
Hornell		63,146			282,311		11,468	51,500			17,279	425,704
Hudson		7,473		5,234	191,630		10,536				129,377	344,250

TABLE 10.—*Receipts of city school systems, 1925–26*—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.												
Ilion		$40,429		$3,292	$123,364		$8,644				$213,835	$389,564
Ithaca		76,204		15,029	311,931		22,016		$100	$20,293	242,145	687,718
Johnstown		40,538			136,107		4,669				34,993	216,307
Kingston		80,208		18,718	263,086		3,733				23,151	388,896
Lackawanna		64,651			280,277		3,891				111,744	460,563
Little Falls		38,134		3,382	124,047		1,446				91,863	258,872
Lockport		70,461		4,196	316,751		8,426		4,143		288,435	692,412
Middletown		42,134		3,169	260,034	$19,243	8,988			13,347	127,144	474,059
North Tonawanda		49,621		499	210,433	50,367	22,991	$100,000			435,878	869,789
Ogdensburg		43,776			120,658		21,310	136,420			6,391	328,555
Olean		5,884	$76,590		290,422	69,378	17,988	195,362	7,734		143,027	806,385
Oneida		40,443			118,000		4,816				57,028	220,287
Oneonta		40,165		900	150,400		4,898	250,000	741		10,991	458,095
Ossining		37,442		1,100	179,607		68,475				10,537	297,161
Oswego		68,903		326	251,300		2,761				2,867	326,157
Peekskill		47,143		5,079	210,372		18,759	22,551	1,691		80,908	386,503
Plattsburg		30,732		299	130,725							161,756
Port Chester		76,735			384,935		3,239	21,197		15,387	25,123	526,616
Port Jervis		36,013		5,534	160,976		99		141		18,802	221,565
Rensselaer		32,449		438	126,832		1,033					160,752
Rome		71,185		443	296,646	54,067					340,835	763,176
Saratoga Springs		37,421		2,130	176,995		9,543		6,681	994	63,484	297,248
Tonawanda		35,515			225,700		6,823	333,370	1,664		313,160	916,232
Watervliet		40,425		1,400	161,516		1,145		108		60,888	265,482
White Plains		3,289	101,346	4,401	741,156		38,029	100,000			718,066	1,706,287
North Carolina:												
Asheville		563	141,498	4,131	252,614	100,035	37,583				477,128	1,013,552
Durham		2,654	227,770	1,200	187,220		6,863		17,769	81,000	112,725	637,201
Gastonia		(1)	129,000		71,162	72,318	11,207		500		325,325	609,512
Goldsboro		(1)	75,537		76,746	22,254	1,065	15,000	3,327	500	10,841	205,270
Greensboro		(1)	152,290		259,630	93,446	24,336					529,702
High Point		638	155,882	885	126,932		11,579	765,251	1,000		37,828	1,099,995

New Bern		405	42,500	376	43,185		25	1,658			88,149
Raleigh					343,275		17,174	451,967			812,416
Rocky Mount					152,847		5,356	750	85	41,469	200,507
Salisbury		77,850	78,154	2,264	91,213	46,601	4,462	171,691		243,005	715,240
Wilson					122,641		700			274	123,615
North Dakota:											
Fargo		44,415		7,162	358,256	60,200	18,236			70,329	558,598
Grand Fork		25,987	17,939	2,904	195,462	18,765	6,831			42,901	310,789
Minot		25,000	15,000	10,500	145,000		6,000		4,571	80,000	286,071
Ohio:											
Alliance				9,626	457,098		9,222		17,220	96,758	589,924
Ashtabula				10,454	352,401			350,000	3,161	51,204	767,220
Barberton		71,455		1,617	108,915	131,068	15,166			98,084	426,305
Bellaire				9,674	282,226		13,487	116,311	2,210	50,514	41,461	515,883
Bucyrus		1,898		1,150	181,651		8,750	21,253	44		377	215,123
Cambridge				12,487	201,823	322	8,093	14,631				237,356
Campbell		138			313,170		5,884	2,497			134,411	456,100
Chillicothe		59,047		7,173	113,044	32,808	3,097			1,989	15,245	232,403
Cleveland Heights		216		72	1,562,760		83,440	10,279	3,500		2,347,430	4,007,697
Coshocton				9,000	119,000	40,000						168,000
Cuyahoga Falls				624	136,338	41,472	1,868	15,872	4,800	179	14,989	216,142
East Cleveland		232	245,828	2,280	893,114		15,678	125,000		23,747	43,403	1,349,282
East Liverpool		8,654		4,334	302,047		4,970	34,925			1,685	356,615
Elyria		111,586		15,038	230,876	173,545	12,552		65		174,190	717,852
Findlay		2,914		4,303	247,294	112,043	8,095	36,484			115,199	526,332
Fremont		111,120		9,821	35,195	51,221	7,924	16,000				231,281
Ironton		1,531		1,759	202,680	84,212	20,283		28	260	37,151	347,904
Kenmore		42,706			171,336		1,981	14,290		8,949	227	239,489
Lancaster				7,504	201,759		443		91		35,100	244,897
Mansfield				20,826	346,062	135,560	7,897	260,000	6,706	9	373,411	1,150,471
Marietta				6,315	246,729	45,322	900	50,719			90,072	440,057
Marion				4,670	430,828		11,455				752	447,705
Martins Ferry		40,993		2,676	141,455		12,421	18,000			5,696	221,241
Massillon		1,513		23,410	452,983		20,831	27,459	585		102,153	628,934
Middletown		7,975		18,653	530,122	607	24,757	408,477	1,725		298,696	1,291,012
Newark				7,720	326,839	59,100	2,653		18	5,412	51,252	452,994
New Philadelphia				9,508	200,758		8,037			6	366,311	584,620
Niles		69,642		783	239,394		3,759				272,157	585,735
Norwood		150,488		4,439	253,203		19,983	47,500	248	1,331	429,702	906,894
Piqua		3,816		5,924	160,521	57,000	3,471		3,778	8,162	51,983	294,655
Salem		940	49,412	18,369	120,255		12,125	35,400	2,067	33,767	13,310	285,645
Sandusky				12,837	326,282	33,000	17,726	21,825			40,554	452,224
Steubenville		54		7,836	479,607		4,625			11,115	948,574	1,451,811
Tiffin				7,779	156,953		1,735				19,079	185,546
Warren		105,801		3,348	772,633		13,091				664,258	1,559,131
Zanesville		103,052		27,658	314,808	342	5,540		10,018	24,330	26,571	512,319
Oklahoma:												
Ardmore		8,473	34,699	2,629	126,024	53,024	1,670				30,967	257,486
Bartlesville		7,634	10,596	5,080	170,403	5,752	15,220				7,410	222,095
Chickasha					175,145						18,298	193,443
Enid		83,221		9,291	189,226		2,662				37,965	322,365

[1] Included in following column

TABLE 10.—*Receipts of city school system, 1925–26*—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 nonrevenue 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
Oklahoma—Continued.												
Guthrie		$10,974	$4,487	$7,037	$78,875	$29,121	$6,182				$37,319	$173,995
McAlester				1,657	140,300	39,229	5,756		$112		4,381	191,435
Okmulgee		14,928	34,689	1,999	304,866	97,211	5,867		777	$2,069	302,384	764,790
Sapulpa		9,043	2,046	741	228,623		6,185					246,638
Shawnee		14,637	5,581	6,780	220,965		120				166,537	414,620
Oregon:												
Astoria		5,873	58,948	1,536	64,372	78,417	1,863	$145,098	565	213	38,311	395,196
Eugene		26,817	37,741	27,352	137,368	34,955	5,575				73,826	343,634
Salem		1,544		30,291	257,223		195,126				189	484,373
Pennsylvania:												
Ambridge		30,932		12,026	257,358		2,264	100,000	27		73,070	475,677
Beaver Falls		29,987		21,774	189,482	23,320	11,096					275,659
Berwick		31,143		9,968	159,433			160,000		3,269	10,587	374,400
Braddock		44,306		2,647	213,432		26,029				2,797	289,211
Bradford		29,684		19,660	213,160	16,235				16,701	111,705	407,145
Bristol		21,435		5,411	111,398		38	73,795		2,032	548	214,657
Butler		52,239		48,326	258,843	50,973	4,618			265	99,591	514,855
Cannonsburg		26,374		11,115	110,749	20,000	2,060	3,500	300	11,246	5,760	191,104
Carbondale		59,331	875	1,190	247,875	36,131	723	123,087		171	2,049	471,432
Carlisle		22,561		13,554	105,852		13,987			225	16,205	172,384
Carnegie		24,150		27,852	162,478		3,459				5,157	223,096
Carrick		20,062		13,463	231,798		11,417	89,000			3,586	369,326
Chambersburg		30,830		18,616	151,080					5,089	9,690	215,305
Charleroi		29,071		34,317	173,715		1,021	32,000			198	270,322
Clairton		35,816		37,446	350,405		1,972	100,000	3,261	4,014	119,465	652,379
Coatesville		48,159		34,163	204,931		7,380			1,036	31,147	326,816
Columbia		19,935		3,405	91,168		72	38,250			363	153,193
Connellsville [6]		35,042		17,227	211,619		2,429				1,955	268,272
Dickson City		20,388			143,216			30,000	614	785	1,404	196,407
Donora		34,194		5,921	237,057		60	147,397		1,022	2,262	427,913
Du Bois		30,591		1,125	189,444		1,334	3,200	1,368		3,264	230,326
Dunmore		21,674		188	258,809		48,230		15,003		23,264	367,168

Duquesne		42,402		12,011	300,465		3,312			1,641	65,352	425,183
Farrell		28,602		971	228,888		10,173				23,363	291,997
Greensburg		36,954		36,349	315,161		229,515				61,114	679,093
Homestead		57,928		51,480	252,938		4,681				34,338	401,365
Jeannette		28,083		29,217	188,848			20,000		3,327	2,758	272,233
Kingston		43,942		670	341,628		2,616	29,000			10,588	428,444
Lebanon		43,693		13,175	303,506		4,664				145,207	510,245
McKees Rocks		26,065		10,444	165,224		1,701			849	18,202	222,485
Mahanoy City		28,994		1,560	158,732		492	1,000			1,160	191,938
Meadville		31,594		26,995	225,707		4,762			300	8,211	297,569
Monessen		64,392		23,470	314,212		2,499	170,000				574,573
Mount Carmel		22,472		5,920	98,926		790			52	2,543	130,703
Nanticoke		46,156		1,566	422,383					2,390	713	153,391	626,599
New Kensington		41,220		21,857	146,183	36,546	12,296	40,000				74,542	372,644
North Braddock		47,447		1,750	325,624		5,615	25,000				1,862	407,298
Oil City		43,874		13,066	321,305		7,840					192,384	578,469
Old Forge		51,290			112,086			59,584		103	96	660	223,819
Olyphant		27,940		240	171,001		2,090	100,500		1,676		2,141	305,588
Phoenixville		17,743		18,864	106,953		5,296					4,127	152,983
Pittston		40,775		2,100	216,444		1,470	80,000				10,320	351,109
Plymouth		47,200			133,378	25,655	619					8,926	215,778
Pottstown		33,645		12,373	202,508		2,643	46,600		7,260		4,172	309,201
Pottsville		32,754		3,019	269,567		822	133,021				1,894	441,077
Punxsutawney		21,297		9,789	106,215		599					16,733	154,633
Shamokin		35,120		5,559	225,825		2,399	96,500		220	66	4,742	370,431
Sharon		47,947		7,632	330,682		6,652			757		90,804	484,474
Shenandoah		36,240		7,192	220,793		2,983	78,705				4	345,917
Steelton		24,306		678	180,474		4,523			155	973	38,870	249,979
Sunbury		38,372		7,007	214,255	34,414	8,097				25,000	4,936	332,081
Swissvale		25,435		2,892	278,956		418			5,934	738	148,202	462,575
Tamaqua		20,353		6,753	148,878							3,515	179,499
Uniontown		41,429		30,198	319,931		840			68		648	393,114
Warren		40,357		33,480	248,384	20,050	9,465					36,426	388,162
Washington		46,651			280,295		5,983					73,461	406,390
West Chester		41,881		39,319	148,810	25,589	459	50,000		14,184		7,692	327,934
Wilkinsburg		55,973		16,457	581,057		8,990					8,590	671,067
Woodlawn		40,568		17,102	233,710	55,290	3,543	5,000				74,902	430,115
Rhode Island:													
Bristol		11,382			114,689		3,141			2,032		51,892	183,136
Central Falls		18,861		4,639	143,423		737						167,660
Cranston		16,079		95	371,688		1,049					281,717	670,628
Cumberland		10,632		4,158	104,275		3,350					120,249	242,664
East Providence		14,228		6,237	263,114		622					59,240	343,441
Warwick		12,203			229,281		1,023					41,660	284,167
West Warwick		11,812		14,849	133,862		1,072					92,795	254,390
South Carolina:													
Anderson		48,470	43,549		85,375	37,275				83,632		24,872	323,173
Florence		34,820	15,000	1,378	97,524	45,255						79	194,056
Greenville				4,831	284,292	51,604	10,178			171		106,277	457,353
Spartanburg		43,712	40,010	2,754	198,255	65,261	1,864	250,000				190,396	792,252

[6] Data of 1924–25.

TABLE 10.—*Receipts of city school system, 1925–26*—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 nonrevenue 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
South Dakota:												
Aberdeen		$27,320		$13,198	$261,630		$5,592				$167,202	$474,942
Sioux Falls		52,802		20,805	480,610	$130,390	18,315		$226		537,887	1,241,035
Tennessee:												
Jackson		23,671	$46,907	4,000	43,721		128				4,733	123,160
Johnson City		56,500	(2)		113,500							170,000
Texas:												
Abilene		60,178	445	3,187	81,528	38,127	2,483	$162,347			136,169	484,464
Amarillo		61,165	708	98	213,080	37,960	2,288	275,817	1,211	$1,036	115,599	709,562
Brownsville		53,756		221	54,758	21,761		102,050			310	232,856
Cleburne		45,334		1,269	84,216	64,960	11,081					206,860
Corpus Christi		40,020	730	1,000	116,000		1,000				40,000	198,750
Corsicana		51,856	524	9,847	96,784		1,211	155,935	5		3,432	319,594
Del Rio		21,964	614	2,500	24,938	10,687	720				4,000	65,423
Denison		52,836	377	2,808	79,897	3,307			3,019		29,877	172,121
Greenville		39,788	399	2,005	57,981	17,157	7,650		2,694		33,010	160,684
Laredo		104,000	1,600		26,313	15,943	400				6,000	154,256
Marshall		74,000		6,200	38,000	21,938	800					140,938
Palestine		35,700	2,850		58,988	19,174	5,218				8,481	130,411
Paris		64,064	687	1,350	84,689	32,945	3,669	5,000	332		88,751	281,487
Port Arthur		120,988	1,547		346,603	97,563	25,538		3,333		218,279	813,851
Ranger		22,100	1,148		75,051		2,968	38,400		954	393	141,014
San Angelo		34,888	4,610	2,031	73,748		291				4,388	119,956
Sherman		52,412	325		93,317		7,680					153,734
Temple		57,308	1,057	7,404	77,078	28,377	4,160				197,822	373,206
Texarkana		41,246	442		79,204		6,353				14,596	141,841
Tyler		56,583	946	1,928	74,717	23,000	7,376				4,331	168,881
Utah:												
Provo		100,656			97,543		7,152				12,507	217,858
Vermont:												
Barre		3,702		11,620	113,333		1,474				3,746	133,875
Burlington				10,298	200,036		2,092				8,144	220,570
Rutland		2,462		6,829	135,334		2,323				1,445	148,393

Virginia:												
Alexandria		37,595		3,714	85,000		10,828					137,137
Charlottesville		25,075		15,571	85,692		3,010			3,149	90,283	222,780
Danville		35,103			121,046		4,285	354,782			3,148	518,364
Staunton		16,845		360	53,760		3,149	246,471				320,585
Washington:												
Aberdeen		102,478	51,210	5,562	142,897	22,068	2,153		19,846		48,587	394,801
Bellingham		150,150	72,859	1,570	199,613	56,726	7,406		3,779		65,945	558,048
Everett		182,894	82,772	9,350	179,934	112,960	12,852				207,950	788,712
Hoquiam		63,662	32,201	1,145	68,318		419				15,519	181,264
Vancouver		84,330	35,446	9,053	62,130	44,356	1,080				11,951	248,346
Walla Walla		95,079	45,082	14,542	105,170	45,002	3,605		8		34,440	342,928
Yakima		142,963	67,789	13,472	142,756	70,068	3,090				19,458	459,596
West Virginia:												
Bluefield					262,600			609,725			13,800	886,125
Clarksburg—												
City district					382,483		21,911				43,936	448,330
Coal district		2,823			106,033		7,195				24,505	140,556
Fairmont		1,043		3,500	325,605	41,175	1,783				12,959	386,065
Martinsburg				7,668	111,909	3,731	1,549		107		7,194	132,158
Morgantown		578		(?)	388,871	58,132	9,738			10,462	118,396	586,177
Moundsville				3,656	163,138						5,294	172,088
Parkersburg				10,930	450,989		2,323				51,308	515,550
Wisconsin:												
Appleton		41,567	23,590	9,850	322,888	4,446	4,854		55	2,137	85,581	494,968
Ashland		18,006		3,673	144,919		3,393		112		31,034	201,137
Beloit		24,595	22,600	7,306	366,403	72,003	8,145	81,890	98	3,914	52,793	639,747
Eau Claire		28,812	23,920	9,238	291,359		4,396				56,127	413,852
Fond du Lac		35,172	24,571	12,484	350,000		440	150,000	13	32,300	415,314	1,020,294
Janesville		22,049	17,525	14,630	220,000		1,338				127,225	402,767
Manitowoc		23,273	19,011	12,946	322,460		3,546		75,000	18,000	7,491	481,727
Marinette		25,396	19,695	3,520	140,500		1,300		2,312		1,141	193,864
Stevens Point		14,242		9,356	125,000		4,993				47,244	200,835
Waukesha		14,056	13,175	14,410	150,021		4,268	181,517		2,500	71,181	451,128
Wausau		44,336	24,563	13,353	290,415		7,089	40,000	1,140	210	34,254	455,360
West Allis		27,833	21,649	16,312	396,376	121,204	45,095	96,503			208,374	933,346
Wyoming:												
Casper		124,333			242,269		7,061				396,905	770,568
Cheyenne		52,235	16,950	2,713	160,000		4,313			54,372	37,068	327,651

[2] Included in preceding column.

[7] Included in column 8.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1925–26*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	General control		Auxiliary agencies	Full-time day schools	Part-time and continuation schools	Night 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:												
Birmingham	$26,037	$31,001	$17,884	$2,071,701	----------	$11,699	----------	[1] $373,558	$2,087,108	$1,481,089	----------	$3,568,197
California:												
Los Angeles	802,309	261,148	687,405	21,695,415	$109,886	434,762	$145,598	3,490,416	25,876,077	15,208,260	$11,898	41,096,235
Oakland	61,482	54,221	62,957	4,337,868	22,487	131,150	----------	420,033	4,911,538	1,757,331	155,076	6,823,945
San Francisco	128,467	108,960	130,987	6,720,164	124,635	213,923	----------	672,788	7,731,510	3,399,649	400,000	11,531,159
Colorado:												
Denver	93,463	83,133	109,635	4,444,710	----------	50,930	13,044	439,253	4,947,937	2,831,200	15,075	7,794,212
Connecticut:												
Bridgeport	27,754	28,279	4,697	1,943,674	----------	24,731	----------	183,000	2,151,405	545,000	13,000	2,709,405
Hartford	103,498	31,874	84,308	2,755,874	----------	51,324	----------	387,179	3,194,377	1,336,744	1,118,582	5,649,703
New Haven	33,375	30,667	----------	2,593,198	----------	21,155	17,062	----------	2,631,415	691,715	----------	3,323,130
Delaware:												
Wilmington	9,946	31,057	12,276	1,183,584	36,986	10,774	4,150	39,525	1,275,019	651,087	65,500	1,991,606
District of Columbia:												
Washington	50,265	102,552	113,902	7,515,635	----------	93,787	27,286	----------	7,636,708	1,923,059	----------	9,559,767
Georgia:												
Atlanta	25,393	27,349	----------	2,412,632	26,763	45,337	----------	10,494	2,495,226	362,064	----------	2,857,290
Illinois:												
Chicago	975,013	687,560	1,576,108	42,430,352	521,043	428,994	284,421	976,488	44,641,298	17,856,255	3,500	62,501,053
Indiana:												
Indianapolis	124,331	59,203	478,926	5,083,861	----------	----------	----------	446,669	5,530,530	781,871	462,435	6,774,836
Iowa:												
Des Moines	47,554	53,015	18,455	2,773,624	----------	5,923	9,922	290,357	3,079,826	1,613,002	70,000	4,762,828
Kansas:												
Kansas City	78,625	24,220	56,281	1,647,433	----------	15,570	----------	----------	1,663,003	156,141	----------	1,819,144
Kentucky:												
Louisville	69,019	44,440	37,699	2,425,785	1,036	15,259	11,197	11,763	2,465,040	69,121	129	2,534,290
Louisiana:												
New Orleans	8,697	29,297	49,198	3,273,095	----------	43,043	----------	[2] 105,849	3,377,362	901,006	3,806,179	8,084,547
Maryland:												
Baltimore	78,209	100,589	295,349	7,470,039	----------	103,448	25,469	678,481	8,277,437	3,484,767	621,700	12,383,904
Massachusetts:												
Boston	439,588	233,461	326,061	12,209,528	137,833	152,565	57,496	544,962	13,102,384	4,537,631	386,742	18,026,757
Cambridge	21,875	36,752	44,948	1,313,397	23,272	22,902	11,735	44,496	1,415,802	10,109	34,000	1,459,911
Fall River	18,775	18,503	119,539	1,790,825	83,285	57,743	682	120,323	2,052,858	1,516,655	164,500	3,734,013

Lewell	19,098	9,065	40,904	1,443,208	25,942	44,972	5,678	129,500	1,649,300	----------	4,000	1,653,300
New Bedford	10,352	38,522	32,860	1,557,109	74,993	46,270	2,908	104,920	1,786,200	26,264	349,000	2,161,464
Springfield	22,756	64,322	66,380	2,710,409	28,177	54,908	15,945	[3] 178,922	2,973,151	520,104	262,500	3,755,755
Worcester	19,730	57,585	71,154	3,170,380	34,016	53,443	7,965	188,460	3,454,264	758,334	166,500	4,379,098
Michigan:												
Detroit	208,181	410,044	378,354	16,761,167	161,611	271,830	208,873	2,608,309	20,011,790	7,229,621	3,495,907	30,737,318
Grand Rapids	37,538	39,485	42,853	2,772,720	38,503	43,696	----------	238,115	3,093,034	1,347,168	192,641	4,632,843
Minnesota:												
Minneapolis	83,605	106,407	162,406	6,611,377	----------	68,766	48,788	13,644	6,742,575	2,405,134	----------	9,147,709
St. Paul	70,981	60,179	63,344	3,169,755	----------	16,611	10,717	419,190	3,616,273	1,987,865	----------	5,604,138
Missouri:												
Kansas City	164,475	96,527	383,857	5,812,487	26,437	22,224	15,548	735,572	6,612,268	3,066,865	2,113,409	11,792,542
St. Louis	243,035	242,676	247,480	8,915,097	61,420	209,849	277,363	90,999	9,554,728	2,289,848	167,553	12,012,129
Nebraska:												
Omaha	101,860	43,466	74,214	3,693,587	9,142	22,982	----------	532,657	4,258,368	1,825,695	241,102	6,325,165
New Jersey:												
Camden	21,061	13,471	30,383	1,757,593	26,695	4,782	----------	154,787	1,943,857	265,669	89,554	2,299,080
Jersey City	[4] 43,722	[4] 131,400	142,944	4,326,338	25,620	79,105	37,253	611,584	5,079,900	585,893	56,519	5,722,312
Newark	156,799	138,416	257,022	7,677,463	65,773	199,084	88,518	648,766	8,679,604	1,572,148	287,734	10,539,486
Paterson	32,929	18,550	52,559	2,442,212	----------	37,878	4,312	317,000	2,801,402	849,634	427,528	4,078,564
Trenton	61,814	23,588	51,394	1,855,596	22,984	26,698	9,052	222,909	2,137,239	603,238	96,124	2,836,601
New York:												
Albany	6,398	14,211	36,295	1,321,613	32,261	18,901	----------	153,827	1,526,602	15,322	182,040	1,723,964
Buffalo	126,906	12,999	186,251	9,440,015	106,996	289,932	70,282	901,935	10,809,160	4,782,946	840,000	16,432,106
New York	1,105,473	1,278,311	3,061,938	104,401,157	1,206,362	2,016,365	182,658	9,534,484	117,341,026	24,485,378	4,348,339	146,174,743
Rochester	88,757	68,668	230,319	6,055,777	105,234	99,288	----------	476,571	6,736,870	1,122,724	2,481,457	10,341,051
Syracuse	12,745	11,061	38,352	2,358,063	49,613	39,906	----------	300,784	2,748,366	11,050	471,988	3,231,404
Yonkers	24,910	22,544	42,139	2,636,080	22,202	20,452	----------	295,528	2,974,262	1,562,443	284,390	4,821,095
Ohio:												
Akron	22,758	27,566	54,922	2,711,755	25,536	30,199	----------	350,012	3,117,502	856,108	504,406	4,478,016
Cincinnati	87,971	90,162	172,680	5,152,072	153,278	88,669	17,789	504,419	5,916,227	1,461,098	539,166	7,916,691
Cleveland	419,982	229,006	477,072	15,613,625	53,233	114,085	129,714	1,571,280	17,481,937	3,966,805	1,457,915	22,906,657
Columbus	46,917	34,532	81,475	3,821,412	9,600	17,022	15,229	553,462	4,416,725	714,862	653,558	5,785,145
Dayton	76,992	22,140	89,521	2,531,319	70,229	46,243	6,202	251,000	2,904,993	844,517	180,650	3,930,160
Toledo	54,358	25,157	195,105	3,882,996	66,797	39,065	4,680	569,500	4,563,038	1,137,441	317,200	6,017,679
Youngstown	16,527	13,974	39,850	2,211,360	----------	19,402	----------	225,832	2,456,594	1,481,756	363,250	4,301,600
Oregon:												
Portland	141,224	47,162	95,313	4,307,683	----------	45,113	----------	237,087	4,589,883	2,314,913	299,051	7,203,847
Pennsylvania:												
Philadelphia	492,027	421,012	619,436	21,814,064	283,378	311,441	126,424	2,682,266	25,217,573	6,375,354	500,188	32,093,115
Pittsburgh	302,833	94,204	126,486	10,326,698	----------	173,785	8,763	[5] 809,973	10,509,246	2,288,908	84,129	12,882,283
Reading	48,607	18,687	38,781	1,343,051	29,297	8,220	4,259	12,224	1,397,051	1,200,137	559,726	3,156,914
Scranton	43,212	17,489	70,556	2,150,406	22,950	16,850	3,411	101,349	2,294,966	123,910	350,750	2,769,626
Rhode Island:												
Providence	59,719	60,036	65,818	3,305,500	----------	49,788	----------	249,560	3,604,848	213,732	107,000	3,925,580
Tennessee:												
Memphis	22,518	30,824	12,282	1,608,675	327	20,905	----------	238,290	1,868,197	560,001	----------	2,428,198
Nashville	12,445	14,069	12,809	910,831	----------	----------	----------	56,575	967,406	150,330	22,000	1,139,736

[1] Includes $369,850 paid from sinking funds.
[2] Includes $44,625 paid from sinking funds.
[3] Includes $15,210 paid from sinking funds.
[4] Distribution estimated.
[5] Paid from sinking funds.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1925–26*—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	Night 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	$30,252	$29,768	$17,186	$2,195,183		$31,000		[6] $287,251	$2,230,973	$1,075,422	$1,326	$3,307,721
Fort Worth	21,345	22,404	27,638	1,520,132		10,447		221,722	1,752,301	451,725	237,990	2,442,016
Houston	57,175	43,615	47,349	2,239,222		32,409	$16,306	234,470	2,522,407	266,844	233,163	3,022,414
San Antonio	27,493	26,888	12,665	1,922,619				[7] 197,241	1,948,204	121,407	754,923	2,824,534
Utah:												
Salt Lake City	36,503	24,628	20,499	2,054,609	$22,144	2,713	3,750	169,310	2,252,526	268,166	85,668	2,606,360
Virginia:												
Norfolk	9,588	15,975	18,595	1,344,994	580	18,810	10,432		1,374,816	157,655		1,532,471
Richmond	17,347	24,912	35,613	1,791,264	2,290	33,167	20,165	14,715	1,861,601	758,834	5,268	2,625,703
Washington:												
Seattle	82,375	52,509	107,483	4,652,354		35,494	7,993	465,866	5,161,707	1,173,586	753,000	7,088,293
Spokane	25,960	14,148	29,642	1,800,993	9,137	14,137		[8] 76,322	1,826,796	41,127	238,658	2,106,581
Wisconsin:												
Milwaukee	82,653	69,842	329,514	6,809,878	490,839	125,048	38,179	304,977	7,768,921	2,100,714	572,000	10,441,635

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:												
Mobile	$7,013	$7,110	$5,580	$401,547				$6,580	$408,127	$10,432	$111,617	$530,176
Montgomery	605	12,060	1,200	281,993		$1,721		5,571	289,285	158,164	48,415	495,864
Arkansas:												
Little Rock	12,610	19,854	7,954	675,706	$2,220	2,825		40,980	721,731	306,945	42,500	1,071,176
California:												
Berkeley	29,021	28,186	25,540	1,371,539	32,120	24,789		135,854	1,564,302	216,377	97,250	1,877,929
Fresno	63,849	24,299	17,640	1,386,539				123,375	1,509,914	187,362	45,000	1,742,276
Long Beach	41,408	25,175	84,253	2,596,755	23,350	23,763		442,664	3,086,532	1,834,031	256,964	5,177,527
Pasadena	28,772	11,906	68,299	2,089,366				[5] 270,293	2,089,366	1,728,809	352,233	4,170,408
Sacramento	15,232	33,377	30,346	1,572,667	36,426	23,736		243,818	1,876,647	587,458	120,000	2,584,105
San Diego	52,272	31,239	52,692	2,055,202	13,129	35,543		161,440	2,265,314	756,653	66,000	3,087,967
San Jose	1,868	17,750	8,557	918,767	17,286	36,034		79,460	1,051,547	523,882	94,000	1,669,429
Stockton	1,860	11,896	8,031	879,438		26,441		79,785	985,664	98,500	79,000	1,163,164

Colorado:												
Colorado Springs	20,248	8,804	11,575	743,471				57,208	800,679	16,067	49,137	865,883
Pueblo—												
District No. 1	5,823	9,320	14,270	390,880		3,822	$584	28,329	423,615	69,497	3,496	496,608
District No. 20	7,935	8,077	5,607	482,912		9,528		[9] 41,118	493,730	18,235	889	512,854
Connecticut:												
Meriden	574	12,571	21,527	565,839		3,494	1,164	1,982	572,479	791,529	25,000	1,389,008
New Britain	800	25,436	89,822	993,089		13,694	1,715	107,938	1,116,436	680,342	104,000	1,900,778
Stamford	12,462	10,947	16,206	907,048		15,604		129,175	1,051,827	630,250	102,305	1,784,382
Waterbury	25,630	12,660	1,000	1,869,170	8,772	35,989		106,834	2,020,765	213,340	58,000	2,292,105
Florida:												
Jacksonville	22,983	12,122	52,135	1,107,622	4,164	13,835		271,613	1,397,234	939,264	431,022	2,767,520
Pensacola	5,117	4,161		159,085				[5] 46,717	159,085	15,889	55,993	230,967
Tampa	16,291	5,000	2,400	765,071				[10] 152,297	766,093	1,528,781	257,525	2,552,399
Georgia:												
Augusta	10,010	6,329	26,797	553,298				17,044	570,342	74,183	23,519	668,044
Columbus		8,060	14,426	319,948				22,500	342,448	25,457	15,000	382,905
Macon		10,543	18,119	503,915				747	504,662	40,123		544,785
Savannah	6,403	9,315	4,575	473,578			9,389	7,213	490,180	13,160		503,340
Illinois:												
Aurora—												
East side	1,055	8,615	6,564	306,323	4,125	943		20,834	332,225	35,014	25,000	392,239
West side	1,637	7,135	3,252	186,665	5,200			15,531	207,396	29,176	20,000	256,572
Cicero	7,976	21,845	9,998	472,341				39,220	511,561	2,705	135,134	649,400
Danville	4,471	8,999	5,944	433,986				37,016	471,002	89,563	31,742	592,307
Decatur	17,832	11,414	40,030	792,774		2,918	2,132	47,275	845,099	309,911	42,500	1,197,510
East St. Louis	13,152	9,293	12,687	860,667				40,208	900,875	150,480	125,000	1,176,355
Evanston—												
District No. 75	4,684	9,304	12,546	420,617				27,410	448,027	185,518	18,000	651,545
District No. 76	2,572	6,750	5,477	207,109			1,000	16,282	224,391	174,495	118,500	517,386
Joliet	14,623	8,950	9,196	479,575				63,645	543,220	127,916	41,230	712,366
Moline	7,778	8,431	3,466	424,669		460		16,163	441,292	9,798	30,000	481,090
Oak Park	1,254	12,044	29,145	532,270				47,462	579,732	151,186	47,661	778,579
Peoria	22,941	11,471	19,993	1,011,249	9,064	3,746	4,962	43,960	1,072,981	55,522	57,000	1,185,503
Quincy	3,871	8,050		395,060		5,441		7,422	407,923	136,565	22,500	566,988
Rockford	16,547	14,413	21,226	1,029,833	8,703	7,068		82,134	1,127,738	353,568	944,800	2,426,106
Rock Island	5,099	7,665	6,189	410,910		660		20,164	431,734	26,158	100,000	557,892
Springfield	20,739	8,547	16,354	918,280				42,469	960,749	45,605	143,828	1,150,182
Indiana:												
East Chicago	13,641	8,517	10,679	592,338		11,820	12,313	68,250	684,721	35,374		720,095
Evansville	17,138	14,395	9,260	987,944	10,154	4,509	23,924	78,839	1,105,370	502,476	112,100	1,719,946
Fort Wayne	19,096	25,872	24,119	1,411,356		4,751		190,790	1,606,897	667,442	118,000	2,392,339
Gary	36,641	17,361	22,695	1,397,038	7,404	47,033	56,187	[11] 102,467	1,511,163	326,217		1,837,380
Hammond	12,145	25,238	32,955	885,803		2,465	5,032	63,111	956,411	70,829	254,296	1,281,536
Kokomo	3,972	5,542	16,349	363,023		2,468		18,862	384,353	23,940	143,000	551,293
Muncie	14,869	5,399	12,462	594,292		7,339	1,408	[12] 50,461	614,300	15,564		629,864
South Bend	18,340	35,131	93,348	1,441,517		8,558	1,332	169,049	1,620,456	576,449	233,510	2,430,415
Terre Haute	25,561	19,494	102,657	1,197,923		5,567	4,466	[5] 46,600	1,207,956	621,270		1,829,226

[5] Paid from sinking funds.
[6] Includes $282,461 paid from sinking funds.
[7] Includes $171,656 paid from sinking funds.
[8] Includes $73,793 paid from sinking funds.
[9] Includes $39,828 paid from sinking funds.
[10] Includes $151,275 paid from sinking funds.
[11] Includes $98,966 paid from sinking funds.
[12] Includes $39,200 paid from sinking funds.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1925–26*—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	Night 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	$19,737	$16,075	$9,137	$844,601		$4,406		$99,478	$948,485	$187,483	$5,039	$1,141,007
Council Bluffs	6,743	14,420	17,658	587,812				40,967	628,779	95,018	19,000	742,797
Davenport	20,665	12,175	24,139	867,354	$7,147	4,018		57,788	936,307	65,322	116,593	1,118,222
Dubuque	8,424	7,863	13,272	455,882	3,700			69,428	529,010	29,769	172,373	731,152
Sioux City	16,292	19,300	37,061	1,350,622	3,617	3,085	$2,033	100,483	1,459,840	87,414	40,000	1,587,254
Waterloo—												
East side	1,844	6,380	3,875	324,257				29,089	353,346		15,568	368,914
West side	4,432	6,745	4,375	268,194				51,027	319,221	7,831	22,000	349,052
Kansas:												
Topeka	10,476	11,242	21,403	879,218			3,848	2,190	885,256	297,209	39,398	1,221,863
Wichita	39,706	8,920	14,712	1,379,782				[13] 103,889	1,382,553	96,360	20,720	1,499,633
Kentucky:												
Covington	4,049	9,370		368,139				34,852	402,991	17,803	14,155	434,949
Lexington	5,150	12,448	7,326	387,809				8,756	396,565	3,259	66,348	466,172
Louisiana:												
Shreveport	8,245	13,629	9,540	485,755				103,470	589,225	220,000	106,701	915,926
Maine:												
Lewiston		4,839	6,401	237,553		3,552		3,825	244,930	490		245,420
Portland	8,157	10,195	5,552	933,836		15,292		103,905	1,053,033	68,827		1,121,860
Massachusetts:												
Brockton	1,861	13,418	37,409	902,357	15,508	10,256	2,990		931,111	287,425		1,218,536
Brookline	4,077	15,017	13,650	632,663		9,401	407	37,703	680,174	130,147	67,400	877,721
Chelsea	591	10,321	11,330	628,534	4,144	11,853		29,820	674,351	634,010	30,750	1,339,111
Chicopee		14,570	18,414	481,467		8,334		2,295	492,096	209,987	56,000	758,083
Everett	5,938	10,200	12,033	706,621	10,058	18,334		35,162	770,175		73,500	843,675
Fitchburg	3,165	12,591	38,051	552,231	17,297	14,520	1,310	27,344	612,702	4,517	40,500	657,719
Haverhill		16,377	24,847	654,447	17,874	9,991		26,884	709,196	133,035	51,000	893,231
Holyoke	11,914	13,410	22,140	837,869	21,321	27,479	2,075	8,998	897,742	23,269	69,728	990,739
Lawrence	8,809	25,341	26,918	1,242,896	34,181	64,712		81,918	1,423,707	263,982	115,000	1,802,689
Lynn	14,480	27,137	56,256	1,259,977	15,350	19,804	2,584	81,131	1,378,846	452,480	150,000	1,981,326
Malden	1,263	11,429	12,194	653,340	4,560	15,394		36,309	709,603	454,600	62,200	1,226,403
Medford	510	12,715	14,508	650,110		4,255	1,501	51,704	707,570	343,770	111,743	1,163,083
Newton	8,930	18,646	25,256	1,017,171	2,720	9,923	849		1,030,663	620,844		1,651,507
Pittsfield		13,604	18,932	667,392	16,367	7,883		19,661	711,303	12,552	80,000	803,855
Quincy	1,899	15,073	22,405	851,719		17,257	2,127		871,103	181,261		1,052,364

Salem	6,077	18,515	11,669	476,916		8,021		18,978	503,915		49,000	552,915
Somerville	524	21,890	11,319	1,059,270		14,768		35,890	1,109,928	741	63,000	1,173,669
Taunton		10,959	17,998	452,475	17,475	12,096		20,629	502,675		40,373	543,048
Waltham	3,500	17,574	16,857	449,057	8,200	7,122	954		465,333	51,900		517,233
Michigan:												
Battle Creek	18,409	12,424	31,424	659,545		3,326	4,582	25,593	693,046	141,657	35,979	870,682
Bay City	12,295	7,985	13,430	690,776	9,647	9,684		130,950	841,057	13,870	285,000	1,139,927
Flint	[14] 26,722	[14] 20,000	40,000	1,509,239				352,940	1,862,179	2,118,884		3,981,063
Hamtramck	11,746	19,259	42,388	766,516	9,777	23,522	2,810	150,637	953,262	43,551	1,145	997,958
Highland Park	30,157	24,951	127,203	1,391,885	3,236	3,530		206,940	1,605,591	382,298	168,964	2,156,853
Jackson	13,142	21,994	10,367	620,740	8,444	5,813	1,410	64,870	701,277	137,851	46,000	885,128
Kalamazoo	24,604	17,904	74,001	960,447	6,227	5,349	2,976	135,066	1,110,065	455,934	192,000	1,757,999
Lansing	14,055	22,232	59,790	1,107,308	3,627	14,956		308	1,126,199	419,418	852	1,546,469
Muskegon	13,842	14,646	82,976	719,246	16,433	9,361		81,178	826,218	900,631	50,049	1,776,898
Pontiac	9,117	9,144	15,558	656,000		3,705	1,552	103,040	764,297	589,617	73,219	1,427,133
Saginaw—												
East side	22,772	17,208	32,448	681,551	11,761	4,502	1,030	55,000	753,844	74,536	30,000	858,380
West side	22,255	11,240	15,966	511,471	4,846	2,748		56,535	575,600	19,261	47,000	641,861
Minnesota:												
Duluth	50,945	19,354	53,822	1,814,014		18,390	8,342	191,446	2,032,192	1,418,772	50,885	3,501,849
Missouri:												
St. Joseph	23,646	13,187	13,530	1,029,144		1,552		46,959	1,077,655	260,089	201,208	1,538,952
Springfield	4,463	11,056	5,686	512,459				30,511	542,970	76,613	629	620,212
Montana:												
Butte	27,186	9,186	5,068	687,421				23,070	710,491	8,717		719,20
Nebraska:												
Lincoln	33,299	33,995	31,481	1,115,304		10,678		134,689	1,260,671	1,304,873	100,000	2,665,544
New Hampshire:												
Manchester	8,201	14,200	21,056	852,666		8,397		105,691	966,754	14,130	146,833	1,127,717
New Jersey:												
Atlantic City	21,214	30,634	107,991	1,472,350		24,302		171,827	1,668,479	477,662	66,000	2,212,141
Bayonne	67,991	25,848	65,449	1,834,614		14,852	2,524	214,096	2,066,086	226,986	149,080	2,442,152
East Orange	12,801	13,822	21,689	977,247			2,632	83,777	1,063,656	53,276	41,579	1,158,511
Elizabeth	35,919	20,435	28,763	1,476,095	17,191	17,433	10,405	192,212	1,713,336	827,541	76,718	2,617,595
Hoboken	23,923	19,424	48,559	1,370,511	5,397	12,678		174,604	1,563,190	3,220	70,000	1,636,410
New Brunswick	10,181	12,746	14,370	583,149	9,971	6,326		67,388	666,834	144,093	53,761	864,688
Orange	8,147	9,048	16,499	542,598	1,660	10,517	37,253	54,082	646,110	274,464	9,960	930,534
Passaic	17,098	13,295	29,994	1,129,245	44,517	20,163	7,714	94,071	1,295,710	23,307	67,731	1,386,748
Perth Amboy	3,935	8,832	8,485	684,327	5,519	2,116		54,039	746,001	170,703	28,376	945,080
Union City	15,229	11,786	34,793	1,015,171	9,168	9,744		86,823	1,120,906	48,079	84,022	1,253,007
New York:												
Amsterdam	3,643	16,168	23,400	532,919	21,978	4,159		109,634	668,690	161,807	45,150	875,647
Auburn	5,426	5,432	7,158	408,362	9,924	1,568		5,220	425,074	5,420	19,138	449,632
Binghamton	4,233	13,010	31,090	1,139,304	10,000	10,924		125,423	1,285,651	793,158	126,225	2,205,034
Elmira	4,137	12,686	22,326	611,178	17,185	8,825	2,886	27,828	667,902	56,381	7,000	731,283
Jamestown	11,880	13,005	21,377	763,200	14,085	6,101	2,787	73,863	860,036	47,514	63,145	970,695
Mount Vernon	21,801	11,570	99,860	1,176,204	[14] 19,550	9,376		98,814	1,303,944	576,069	82,000	1,962,013
Newburgh	5,075	6,757	11,786	408,455	5,000	1,433	3,673	11,261	429,822	38,652	17,106	485,580
New Rochelle	17,480	12,913	40,276	1,088,712	11,582	11,046	1,767	122,246	1,235,353	916,447		2,151,800
Niagara Falls	18,362	16,715	43,481	1,201,543	15,139	12,438		178,429	1,407,549	676,314	20,000	2,103,863

[13] Includes $101,118 paid from sinking funds.

[14] Estimated

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1925–26*—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	Night 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.												
Poughkeepsie	$5,533	$9,366	$12,448	$478,291	$12,268	$6,897	$200	$29,479	$526,135	$153,073	$11,000	$690,208
Schenectady	14,968	16,137	52,633	1,585,735	37,290	19,667		138,649	1,781,341	220,475	23,520	2,025,336
Troy—												
Lansingburg district	2,784	5,727	4,301	170,996	2,400			4,469	177,865	1,129	10,500	189,494
Union district	6,164	9,204	48,367	623,056	6,502	13,679		43,968	687,205	121,507	74,160	882,872
Utica	11,391	7,425	17,921	1,288,407	21,677	40,327		172,022	1,522,433	338,520	25	1,860,978
Watertown	221	11,907	49,588	517,622	3,529	1,399			522,550	11,697	63,750	597,997
North Carolina:												
Charlotte	6,191	9,476	17,997	659,756		3,370		94,716	757,842	551,062	47,578	1,356,482
Wilmington [15]	4,010	11,552	13,143	370,964				[16] 27,531	382,895	40,196	282,600	705,691
Winston-Salem	5,924	20,298	62,864	694,798			6,708	[17] 127,540	827,621	55,815	69,238	952,674
Ohio:												
Canton	16,651	19,499	115,352	1,436,563	6,944	12,625		[18] 394,953	1,456,192	1,155,785	42,117	2,654,094
Hamilton	435	13,536	9,784	490,467		986		36,741	528,194	6,609	47,810	582,613
Lakewood	25,705	19,793	26,913	1,180,267		10,776	7,600	239,992	1,438,635	155,892	422,870	2,017,397
Lima	8,202	10,086	16,505	632,249	11,776		3,018	62,487	709,530	20,023	95,100	824,653
Lorain	8,677	10,892	32,768	569,549	3,934		1,963	99,495	674,941	41,549	85,000	801,490
Portsmouth		10,229	5,856	418,501				75,929	494,430	56,482	80,474	631,386
Springfield	9,368	8,482	9,469	714,175	5,943	3,886		90,953	814,957	9,879	82,000	906,836
Oklahoma:												
Muskogee	9,430	7,654	3,022	433,750				[5] 63,282	433,750	8,723	129,367	571,840
Oklahoma City	35,118	33,264	25,652	1,764,530	15,359	10,304		[19] 257,702	1,791,677	161,907		1,953,584
Tulsa	34,226	22,210	62,051	1,826,041		21,418	3,986	[5] 281,887	1,851,445	901,163		2,752,608
Pennsylvania:												
Allentown	38,725	6,822	45,179	1,061,566	[14] 2,900	5,097		[20] 154,359	1,070,569	786,592	452,205	2,309,366
Altoona	21,393	7,757	23,182	839,562		3,897	1,537	95,937	940,933	35,944	81,785	1,058,662
Bethlehem	17,753	12,059	14,630	767,875	3,750	2,212		205,158	978,995	38,714	136,389	1,154,098
Chester	17,675	20,838	11,050	758,117		3,435	900	10,978	773,430	40,971	531,172	1,345,573
Easton	25,152	12,166	36,699	640,328	1,800	9,437	5,260	[21] 84,629	656,849	63,960	223,258	944,067
Erie	42,369	23,701	192,203	1,700,558	1,541	18,804	4,520	160,492	1,885,915	435,724	116,007	2,437,646
Harrisburg	31,696	15,667	52,881	1,282,771	4,293	8,345		136,317	1,431,726	1,187,321	137,694	2,756,741
Hazelton	12,537	12,674	20,726	532,721	6,400			52,903	592,024	140,528	35,000	767,552
Johnstown	28,892	12,489	23,829	1,144,306		8,863	2,108	[22] 138,206	1,155,718	951,825	342,809	2,450,352
Lancaster	13,501	13,720	9,924	672,901		2,585		90,986	766,472	334,219	73,230	1,173,921
McKeesport	27,289	10,917	15,181	754,003	8,103	2,858		57,027	821,991	53,440	74,662	950,093

New Castle	20,199	8,524	8,502	743,683		215	4,231	77,306	825,435	95,753	70,501	991,689
Norristown	7,801	7,567	9,242	389,745	2,833	1,018		[5] 40,700	393,596	129,279	31,259	554,134
Wilkes-Barre	37,727	13,040	24,794	1,129,883	14,833	13,390	8,027	25,972	1,192,105	362,691	49,500	1,604,296
Williamsport	15,105	6,502	12,398	522,403	3,795	2,257		[5] 39,209	528,455	146,046	89,650	764,151
York	16,412	15,367	16,843	617,677				[5] 41,040	617,677	356,955	2,926	977,558
Rhode Island:												
Newport		8,464	250	378,724		3,817		50,630	433,171	7,000	38,220	478,391
Pawtucket	15,249	18,429	10,074	738,295		13,041		54,080	805,416	944,464	21,000	1,770,880
Woonsocket	3,841	10,055	3,394	359,760		10,115	1,224	19,330	390,429	3,048	8,000	401,477
South Carolina:												
Charleston		10,738	10,224	421,613				29,335	450,948	31,085	20,058	502,091
Columbia	3,671	8,648	21,412	370,514			3,250	[23] 41,231	381,866	96,061	75,528	553,455
Tennessee:												
Chattanooga	6,800	11,600	6,025	680,529					680,529	470,817		1,151,346
Knoxville	1,982	15,214	19,656	834,456				[14] 34,000	868,456	233,697		1,102,153
Texas:												
Austin	3,297	9,974	1,817	401,860		3,057		4,312	409,229	11,243	19	420,491
Beaumont	6,414	16,522		418,862		4,478		[24] 56,630	423,982	15,922	86,766	526,670
El Paso	22,414	23,817	11,422	1,049,248	327	14,160		14,285	1,078,020	78,331		1,156,351
Galveston	8,663	9,171	6,263	393,092		3,996		56,550	453,638	27,312	30,000	510,950
Waco	6,595	7,680	2,100	521,371				69,241	590,612	11,801	19,600	622,013
Wichita Falls	10,753	8,000		409,467				[5] 88,481	409,467	374,307		783,774
Utah:												
Ogden	8,499	12,066	6,904	538,309	5,433	1,647		46,826	592,215	119,533	20,160	731,908
Virginia:												
Lynchburg	1,856	7,325	6,435	349,172		5,722	2,447		357,341	380,657		737,998
Newport News	7,069	4,909	4,759	313,471		435		45,600	359,506	3,635	15,778	378,919
Petersburg	5,552	5,086	7,052	262,794		3,404	2,015		268,213	823		269,036
Portsmouth	4,556	6,610	6,273	397,753	2,400	2,663	1,541	83,500	487,857	131,887		619,744
Roanoke	10,489	6,934	5,740	597,725		6,395		[25] 85,500	689,620	87,949		777,569
Washington:												
Tacoma	26,898	18,671	38,039	1,556,895		15,162		87,458	1,659,515	1,092,091	221,000	2,972,606
West Virginia:												
Charleston	9,718	9,832	32,780	675,338		853	4,212	74,185	754,588	862,086	92,815	1,709,489
Huntington	13,133	17,114	41,035	1,110,848				71,398	1,182,246	54,023	65,461	1,301,730
Wheeling	34,923	9,706	39,199	595,969		3,579	2,603	2,932	605,083	339,270	10,430	954,783
Wisconsin:												
Green Bay	3,056	7,686	15,244	441,179				41,670	482,849	58,404	48,000	589,253
Kenosha	12,814	12,536	29,442	766,768	36,502	8,002		105,825	917,097	777,088		1,694,185
La Crosse	6,255	7,433	8,318	455,681	17,224	6,630	6,660	36,886	523,081	3,450		526,531
Madison	16,415	12,564	8,741	1,010,133		14,960		81,924	1,107,017	384,228	108,849	1,600,094
Oshkosh	2,633	7,358	26,031	461,184	44,110	3,510		14,443	523,247	230,256	9,000	762,503
Racine	14,821	19,005	8,969	916,574		12,400	4,974	41,807	975,755	294,521	15,000	1,285,276
Sheboygan		18,525	10,010	467,064	67,185	4,855			539,104	174,026		713,130
Superior	16,429	10,315	6,385	680,702				58,275	738,977	3,935		742,912

[5] Paid from sinking funds.
[14] Estimated.
[15] Estimated part of county system.
[16] Includes $15,600 paid from sinking funds.
[17] Includes $1,425 paid from sinking funds.
[18] Includes $394,843 paid from sinking funds.
[19] Includes $256,218 paid from sinking funds.
[20] Includes $153,353 paid from sinking funds.
[21] Includes $84,605 paid from sinking funds.
[22] Includes $137,765 paid from sinking funds.
[23] Includes $33,129 paid from sinking funds.
[24] Includes $55,988 paid from sinking funds.
[25] Data of 1923–24.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1925–26*—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	Night 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		$6,512	$676	$123,540				$20,925	$144,465	$99,005	$14,000	$257,470
Bessemer	$166	6,525	297	145,871				487	146,358	58	14	146,430
Dothan	485	4,402	7,164	84,419				419	84,838	119,396	50	204,284
Florence		5,408		76,063					76,063	2,469		78,532
Gadsden		4,191	219	99,398			$186	19,750	119,334	488	4,000	123,822
Phenix City		2,935		38,742				307	39,049	1,317	500	40,866
Selma	2,135	7,750	1,439	130,068				643	130,711	4,315	7,000	142,066
Tuscaloosa		6,498	3,027	132,279				38,237	170,516	135,469	10,500	316,485
Arizona:												
Phoenix	4,280	10,781	7,770	489,726				81,500	571,226	391,683		962,909
Tucson	900	13,971	15,338	448,282		$413	1,567	79,616	529,878	17,440	41,0295	88,347
Arkansas:												
Fort Smith	5,043	8,589	1,027	327,476		1,500	1,382	33,308	363,666	5,401	83,913	452,980
Hot Springs		5,625		139,645				31,694	171,339	88,225	16,000	275,564
North Little Rock	744	4,238	449	115,517				14,320	129,837	101,964	10,000	241,801
Pine Bluff	1,000	4,925	1,400	189,654				26,285	215,939	13,420	12,000	241,359
California:												
Alameda	18,136	4,200	3,212	595,372		12,270		35,910	643,552	515,614	23,000	1,182,166
Alhambra	13,183	14,311	13,942	577,241		6,309			583,550	556,772	66,694	1,207,016
Bakersfield	7,659	9,361	4,783	416,246				29,600	445,846	284,556	90,000	820,402
Eureka		9,613	18,125	264,785					264,785	322,292	35,000	622,077
Glendale	11,393	18,123	16,689	517,556				51,029	568,585	954,528		1,523,113
Pomona	6,541	8,009	4,904	406,337					406,337	62,313		468,650
Richmond		24,929	9,954	502,160					502,160	459,266		961,426
Riverside	3,000	13,098	20,936	592,138		600		38,455	631,193	43,424		674,617
San Bernardino	9,370	13,146	17,615	559,531	$1,895	4,278			565,704	245,276		810,980
Santa Ana	2,889	8,314	13,259	556,891				52,564	609,455	128,763	51,000	789,218
Santa Barbara	1,362	23,539	8,982	707,913				63,747	771,660	100,351	63,125	935,136
Santa Cruz	2,965	6,432	9,710	272,225		440			272,665	43,600		316,265
Santa Monica	11,678	12,837	14,882	716,606	1,224	5,958		885	724,673	264,920	428	990,021
Vallejo	3,493	7,768	5,071	217,266	2,852			24,150	244,268	30,654	14,000	288,922
Colorado:												
Boulder	1,700	4,515		259,111			2,608	15,880	277,599	24,462	43,562	345,623
Greeley	2,400	17,932	1,217	238,008		325	1,800	12,136	252,269	16,165	9,651	278,085

Trinidad	4,807	6,254	2,877	202,995		1,401		15,519	219,915	16,162	12,791	248,868
Connecticut:												
Ansonia	1,377	7,719	3,938	274,640		1,295			275,935	4,869	3,135	283,939
Bristol	4,737	5,100	7,250	384,050		4,091	560	18,494	407,195	207,247	30,180	644,622
Danbury	5,586	7,319	10,307	295,746		3,278			299,024	382		299,406
Derby	1,200	3,426	5,898	119,808				11,089	130,897	115,341	7,000	253,238
East Hartford	2,166	5,749	13,064	222,261		660		21,388	244,309	222,721		467,030
Enfield	3,397	4,039	14,389	194,870		2,956			197,826	13,825	5,101	216,752
Fairfield	[25] 2,757	[25] 2,300	17,080	224,808					224,808	51,176		275,984
Greenwich	3,148	10,629	15,485	528,735		7,350		72,038	608,123	746,595	30,000	1,384,718
Manchester—												
Districts Nos. 1–8	123	4,538	5,133	131,446					131,446			131,446
District No. 9	4,063	7,462	15,745	278,026				31,737	309,763	5,489	362,271	677,523
Middletown	5,268	5,998	5,314	227,290		674	2,043	12,546	242,553	49,091	18,184	309,828
Milford	184	3,516	2,050	166,304		573		7,730	174,607	64,585		239,192
Naugatuck	4,845	4,795	6,181	214,344		1,696		369	216,409	8,362		224,771
New London	4,623	14,984	3,940	353,998		4,616	3,267	28,043	389,924	143,713	22,000	555,637
Norwalk	6,282	8,839	8,745	368,168		1,887		3,236	373,291	25,696		398,987
Norwich	3,373	5,000	3,236	274,512		1,050		14,195	289,757	29,238		318,995
Stonington	1,565	3,552	15,113	113,168				2,000	115,168	4,769		119,937
Stratford	4,124	5,512	5,546	256,982		525		17,929	275,436	35,753		311,189
Torrington	678	8,805	6,281	342,444		2,500			344,944	19,995		364,939
Wallingford	2,396	4,690	13,192	191,080		1,761		10,160	203,001	2,056		205,057
Windham		6,755	7,114	166,082		1,605			167,687	5,920		173,607
Florida:												
Key West	4,121	5,977	10,695	93,358				6,908	100,266	25,453	8,775	134,494
Miami [15]	8,000	8,000	32,000	540,808				180,000	720,808	2,060,000	126,000	2,906,808
St. Petersburg	11,905	5,400		364,879				10,672	375,551	1,390,000	5,973	1,771,524
Georgia:												
Albany	400	3,600		88,236					88,236			88,236
Athens	2,337	5,700		148,614		2,855		17,250	168,719			168,719
Brunswick	1,214	2,638	1,768	74,151					74,151	10,134		84,285
Lagrange	832	3,750	72	132,457					132,457	11,948		144,405
Rome	100	4,430	580	74,561					74,561	400		74,961
Valdosta	420	4,500		77,147				2,150	79,297	1,045		80,342
Waycross	1,253	3,373		86,339		210	275		86,824			86,824
Idaho:												
Boise	5,659	15,316	5,120	367,358		339		53,446	421,143	66,608	3,179	490,930
Pocatello	5,026	6,892	9,264	262,841				36,058	298,899	14,214	125,917	439,030
Illinois:												
Alton	5,785	10,496	4,274	306,701				32,009	338,710	35,920	40,000	414,630
Belleville	2,588	5,304	2,282	185,614				8,449	194,063	9,656	20,000	223,719
Berwyn—												
District No. 98		4,860	630	67,795				7,009	74,804	54,683	3,000	132,487
District No. 100		4,652	1,292	118,740				13,543	132,283	42,515	10,200	184,998
Bloomington	9,760	7,750	5,740	358,058				15,838	373,896	40,641	41,000	455,537
Blue Island	1,300	5,750	3,442	144,168		1,498		13,961	159,627	204,906	6,750	371,283
Cairo	3,094	5,354	2,084	155,268				19,452	174,720	174,959	17,000	366,679
Canton	3,130	3,300	1,740	133,094				5,638	138,732	982		139,714
Centralia	2,675	5,235		107,024				5,000	112,024	687		112,711

[15] Estimated part of county system.

[25] Data of 1923–24.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1925–26*—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	Night 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	$3,152	$8,296	$3,526	$273,666				$11,838	$285,504	$55,031	$11,231	$351,766
Chicago Heights	3,545	9,450	1,013	164,218				9,204	173,422	56,936	6,000	236,358
Elgin	7,442	10,940	5,654	409,794			$2,690	14,615	427,099	8,773	15,000	450,872
Forest Park	2,460	5,400		84,384				9,640	94,024			94,024
Freeport	2,640	9,605	12,088	257,251		$1,500	300		259,051	500,000	256	759,307
Galesburg	3,684	6,000	1,282	275,848					275,848	52,253		328,101
Granite City	6,329	6,350	2,566	306,162		500		36,436	343,098	76,863	21,000	440,961
Herrin	275	4,500	2,000	114,640					114,640		7,000	121,640
Jacksonville	2,950	4,480	2,600	167,180				14,250	181,430	7,635	15,000	204,065
Kankakee	3,833	6,360	10,255	207,310				17,824	225,134	241,669	19,200	486,003
Kewanee	2,479	6,181	2,434	191,280				11,917	203,197	2,736	10,000	215,933
La Salle	650	6,015	500	97,578		429		6,263	104,270	45,832	4,000	154,102
Lincoln	657	4,225	1,536	88,750		750		1,581	91,081	40,701		131,782
Mattoon	1,190	6,585	1,710	117,639				9,265	126,904	5,681	10,011	142,596
Maywood Melrose Park	3,041	5,086	583	180,442				9,869	190,311	5,529	10,500	206,340
Murphysboro	600	3,570		65,330					65,330	45,000	1,000	111,330
Ottawa	1,351	5,500	1,350	93,315				270	93,585	23,878	3,000	120,463
Pekin	4,101	11,180	2,185	197,202				20,038	217,240	93,232	22,000	332,472
Streator	796	6,396	1,711	147,649				2,400	150,049	639	5,000	155,688
Urbana	3,290	4,867	1,220	168,049				9,150	177,199	4,066	16,000	197,265
Waukegan	8,021	6,700	2,995	305,217		990		35,000	341,207	84,294	199,283	624,784
Indiana:												
Anderson	4,280	13,273	5,544	405,120		1,524	1,402	30,101	438,147	65,475	45,000	548,622
Bloomington	450	7,859	5,148	225,737		230		17,113	243,080	95,441	12,100	350,621
Clinton	2,758	[25] 5,458	2,842	128,096				4,875	132,971		13,000	145,971
Crawfordsville	1,639	3,960	2,904	172,744				9,600	182,344	31,307	17,500	231,151
Elkhart	4,413	9,185	936	407,690					407,690	58,895	24,000	490,585
Elwood	2,603	4,838	2,202	154,674				2,313	156,987	6,510		163,497
Frankfort	2,588	5,413	1,578	193,543				13,932	207,475	101,862	389	309,726
Huntington	5,754	4,764	14,549	256,358		2,002			258,360	68,337		326,697
Jeffersonville	1,105	3,300	90	98,351				5,887	104,238	175	6,500	110,913
La Fayette	4,701	8,127	27,432	297,952				3,625	301,577	99,334		400,911
Laporte	936	8,642	5,065	276,755		996		17,074	294,825	14,355	88,484	397,664
Logansport	3,236	9,561	25,705	306,416		1,232		23,413	331,061	68,130	30,000	429,191

Marion	2,655	8,993	3,369	324,487		1,381	360	26,025	352,253	48,527	17,000	417,780
Michigan City	4,542	9,870	4,487	319,277		665		17,609	337,551	156,796	39,891	534,238
Mishawaka	2,734	7,044	20,202	308,034		2,810		28,383	339,227	116,856	107,500	563,583
New Albany	1,073	8,008	6,657	242,194				8,283	250,477	5,429	7,000	262,906
Newcastle	413	6,982	2,205	161,164		586		15,520	177,270	5,527	7,000	189,797
Peru	1,979	5,330	7,792	167,364				6,874	174,238	14,315	35,000	223,553
Richmond	7,671	7,512	5,702	397,224		1,065		31,695	429,984	116,334	50,000	596,318
Vincennes	2,858	6,926	7,483	210,020				8,396	218,416	26,022	25,220	269,658
Whiting	3,773	7,351	4,118	193,193		4,236	3,115	23,575	224,119	5,081	25,000	254,200
Iowa:												
Boone	746	5,750	4,455	180,812				15,150	195,962	11,304	15,000	222,266
Burlington	2,404	7,625	5,762	406,508	$2,000			18,000	426,508	69,665	12,000	508,173
Clinton	7,275	5,932	2,312	299,272				31,051	330,323	1,999	20,000	352,322
Fort Dodge	4,374	5,149	9,396	325,863		3,103	700	40,600	370,266		11,049	381,315
Fort Madison	400	6,100		121,155				17,500	138,655	2,000		140,655
Iowa City	3,112	6,570	1,669	175,698		347		9,265	185,310	29,353	14,054	228,717
Keokuk	2,923	14,737	1,255	233,603		1,091		28,500	263,194	106,781	45,000	414,975
Marshalltown	6,500	6,000	350	213,100	1,200	250	400	5,250	220,200	6,800	27,000	254,000
Mason City	3,192	7,855	6,452	365,515				39,475	404,990	5,962	90,879	501,831
Muscatine		7,500		214,617				3,375	217,992	1,916	1,000	220,908
Ottumwa	5,543	5,500	9,999	377,706	1,800			51,329	430,835	3,741	306,000	740,576
Kansas:												
Arkansas City	8,387	4,500	7,460	230,863		528		20,373	251,764	2,151		253,915
Atchison	2,865	4,691	4,723	154,061			400	29,502	183,963	123,322		307,285
Chanute	1,433	5,218	1,973	156,894		1,719	200	6,038	164,851	1,837	15,249	181,937
Coffeyville	1,206	7,063	2,250	227,454			3,561	12,062	243,077		97,676	340,753
Eldorado	775	6,229	3,302	188,381				13,740	202,121	5,638	55,774	263,533
Emporia	2,467	6,775	3,348	226,688				23,507	250,195	96,777		346,972
Fort Scott	2,326	4,667	17,551	183,763				14,230	197,993	8,796	15,500	222,289
Hutchinson	5,621	10,937	12,763	411,810			1,200	44,183	457,193	10,627		467,820
Independence	3,010	[14] 6,000	72	237,874			3,014	25,159	266,047	26,165	19,000	311,212
Lawrence	5,245	6,845	7,558	240,757				32,782	273,539	6,092		279,631
Leavenworth	2,352	6,367	694	190,532				3,295	193,827	52,823	37,621	284,271
Parsons	911	9,343	7,110	231,338				11,014	242,352	291,393		533,745
Pittsburg	3,011	7,546	2,194	236,278		402	2,099	20,667	259,446	48,524	13,000	320,970
Salina	2,401	8,134	3,327	300,344		2,180		29,650	332,174	103,710		435,884
Kentucky:												
Ashland	3,450	9,125	1,370	251,895				21,261	273,156	4,254	2,052	279,462
Henderson	1,158	4,770	1,806	114,171					114,171	32,922		147,093
Newport	2,205	5,590	2,300	184,308				437	184,745	40,993	31,200	256,938
Owensboro	443	7,101	2,342	161,820				14,750	176,570	7,261		183,831
Paducah	648	8,039	2,733	198,562				767	199,329	10,104	75,460	284,893
Louisiana:												
Alexandria	1,971	6,241	15,367	207,357		504	3,440	40,597	251,898	253,412	13,781	519,091
Baton Rouge	3,500	9,000	5,328	222,117				51,500	273,617	119,254	63,000	455,871
Lake Charles	1,917	4,540	2,617	143,650				19,985	163,635	8,631	12,500	184,766
Monroe		4,166	621	95,121					95,121	5,020		100,141
Maine:												
Auburn	3,900	3,993	26,764	210,654		952		12,383	223,989	15,749	10,000	249,738
Augusta	3,233	3,833	6,102	168,993		1,603		1,734	172,330		7,200	179,530
Bangor	6,050	4,500	2,611	352,924		5,643		12,925	371,492	21,436	5,000	397,928

[14] Estimated.

[15] Data of 1923–24.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1925–26*—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	Night 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	$1,662	$3,240	$1,145	$97,904		$2,051			$99,955	$1,591		$101,546
Biddeford	1,384	3,300	7,597	106,001		2,161			108,162	268,310		376,472
Sanford	300	5,200	9,881	137,477		2,083		$7,863	147,423			147,423
Waterville	794	4,230	7,702	168,327		4,350		18,542	191,219	6,084		197,303
Maryland:												
Annapolis	165	2,674	6,527	85,574		451			86,025	1,692		87,717
Cumberland	1,231	5,219	4,574	299,998					299,998	49,130		349,128
Frederick	767	1,923	1,964	132,422				385	132,807	247	$14,000	147,054
Hagerstown	2,790	3,670	624	209,802		675			210,477	210,367		420,844
Massachusetts:												
Adams	2,007	4,539	7,252	158,961		2,818		12,200	173,979	560	28,733	203,272
Amesbury	19	5,818	7,122	119,500				2,875	122,375	7,331		129,706
Arlington		9,162	7,955	398,302		1,366		22,010	421,678	266,704	46,000	734,382
Attleboro	4,223	6,797	11,926	297,546	$8,376	3,076	$782	9,534	319,314	141,901	31,468	492,683
Belmont	3,599	5,206	6,570	252,677				33,139	285,816	4,809	37,500	328,125
Beverly	5,961	5,705	12,009	429,143		3,901		37,063	470,107	297,864	67,000	834,971
Braintree	2,166	4,758	12,269	208,470				3,765	212,235	158,731	13,000	383,966
Clinton	290	6,818	4,324	151,891	6,405	1,544		900	160,740	2,099	3,000	165,839
Danvers		6,165	5,482	159,280					159,280	2,460		161,740
Dedham	3,535	4,318	4,975	215,350		1,226		10,800	227,376	1,598	20,375	249,349
Easthampton		4,970	6,885	124,420	4,802	3,040	4,065	5,150	141,477	1,719	4,200	147,396
Framingham	4,397	6,271	13,988	343,148		1,996		33,232	378,376	3,195	57,500	439,071
Gardner	2,277	5,311	7,213	192,967		452			193,419	50		193,469
Gloucester	3,993	7,647	10,214	337,760		7,593			345,353	214		345,567
Greenfield	295	6,605	5,974	274,165		311		18,583	293,059	2,474	26,000	321,533
Leominster		9,218	13,988	231,484		1,761	333		233,578	3,520		237,098
Marlboro		6,500	10,398	142,071	1,940	1,487		12,380	157,878	269,399	38,800	466,077
Melrose		9,165	900	289,588					289,588	62,318		351,906
Methuen	27	10,052	13,671	258,737	1,962	2,160		30,181	293,040	3,360	54,500	350,900
Milford	66	5,719	12,351	179,438	2,877	576		1,720	184,611	1,209	6,000	191,820
Natick		5,876	10,255	191,856		1,256		4,747	197,859	1,009	11,400	210,268
Newburyport		7,308	2,942	146,514				15,503	162,017	137	9,000	171,154
North Adams	468	8,209	6,579	273,126	5,427	3,198	300	11,828	293,879	17,325	25,667	336,871
Northampton		10,538	9,551	270,054	8,585	1,328	2,097	4,317	286,381	47,301	10,600	344,282
Northbridge	854	4,584	8,648	134,246		1,008	315		135,569	5,244		140,813

Norwood	----	7,321	14,358	272,716	----	748	573	----	274,037	267,049	----	541,086
Peabody	1,067	7,880	14,731	309,037	----	279	----	29,600	338,916	603	44,000	383,519
Plymouth	2,144	4,550	21,459	222,833	----	1,100	504	----	224,437	3,007	----	227,444
Revere	5,308	11,211	10,125	623,964	----	4,007	2,400	91,481	721,852	83,800	87,750	893,402
Saugus	----	5,374	7,811	188,024	----	----	----	----	188,024	37,379	----	225,403
Southbridge	----	5,962	4,998	121,568	8,353	3,885	----	----	133,806	2,622	----	136,428
Wakefield	1,725	6,315	1,722	259,385	----	995	180	----	260,560	1,925	----	262,485
Watertown	1,807	7,664	7,173	382,508	----	1,715	----	----	384,223	421,117	----	805,340
Webster	1,391	5,508	5,712	117,524	10,262	1,383	660	----	129,829	632	----	130,461
Westfield	2,846	4,266	12,682	273,935	----	588	----	----	274,523	----	----	274,523
West Springfield	4,208	6,513	11,737	292,216	----	1,200	200	1,350	294,966	165,068	31,500	491,534
Weymouth	392	7,182	18,574	260,408	1,698	821	----	11,356	274,283	106,978	19,966	401,227
Winchester	2,619	6,042	4,992	181,978	----	249	270	20,575	203,072	21,829	32,000	256,901
Winthrop	65	4,400	1,900	218,942	----	714	----	----	219,656	----	----	219,656
Woburn	918	6,900	2,852	216,440	----	548	378	----	217,366	968	----	218,334
Michigan:												
Adrian	1,788	7,777	4,316	201,594	----	----	----	----	201,594	51,555	10,000	263,149
Alpena	2,578	5,934	5,539	147,172	----	----	----	10,973	158,145	13,484	----	171,629
Ann Arbor	6,050	10,486	33,452	511,501	----	1,832	4,235	86,290	603,858	80,482	68,000	752,340
Benton Harbor	----	6,675	19,284	245,898	----	----	----	19,805	265,703	9,925	8,000	283,628
Calumet	1,808	9,920	1,963	270,267	----	----	----	----	270,267	7,900	----	278,167
Escanaba	5,658	5,118	7,415	181,321	----	174	----	3,522	185,017	7,977	22,000	214,994
Holland	3,826	6,600	2,301	218,334	3,830	----	----	22,977	245,141	40,743	5,000	290,884
Ironwood	4,842	11,458	10,560	323,222	2,109	2,618	----	58,295	386,244	234,842	25,000	646,086
Ishpeming	2,576	6,632	393	190,217	----	----	----	5,872	196,089	1,187	7,500	204,776
Marquette	4,273	5,700	1,354	155,208	----	----	----	21,375	176,583	888	----	177,471
Monroe	650	6,326	4,875	174,232	----	----	----	16,428	190,660	17,730	27,000	235,390
Owosso	2,440	7,024	4,696	204,554	----	----	----	10,949	215,503	8,429	28,000	251,932
Port Huron	2,400	11,315	10,371	500,051	2,141	2,824	2,003	57,717	564,736	70,726	33,006	668,468
Sault Ste. Marie	803	8,380	1,887	230,375	----	1,105	----	7,736	239,216	55,638	22,055	316,909
Traverse City	614	1,640	3,160	146,985	----	176	----	16,025	163,186	2,846	8,000	174,032
Wyandotte	3,029	6,985	20,761	328,401	----	1,351	1,440	79,964	411,156	13,908	109,007	534,071
Minnesota:												
Austin	1,469	7,299	8,420	173,138	----	----	----	19,500	192,638	2,418	18,000	213,056
Faribault	658	7,267	3,108	144,160	----	142	----	1,846	146,148	16,089	29,331	191,568
Hibbing	34,820	8,113	56,757	1,052,445	----	----	----	64,750	1,117,195	301,048	250,000	1,668,243
Mankato	2,818	9,300	7,008	193,789	----	556	3,075	21,902	219,322	7,830	423	227,575
Rochester	14,538	5,760	1,411	276,670	----	711	----	27,051	304,432	265,134	29,021	598,587
St. Cloud	3,642	7,108	8,402	206,366	----	3,852	----	3,332	213,550	16,201	19,000	248,751
Virginia	25,619	14,563	47,503	690,575	----	6,644	2,880	----	700,099	218,711	----	918,810
Winona	3,489	8,255	9,547	243,472	----	1,224	----	8,844	253,540	261,897	75,000	590,437
Mississippi:												
Biloxi	----	4,000	8,611	90,464	----	1,040	----	4,989	96,493	----	----	96,493
Columbus	1,017	3,600	----	79,073	----	----	----	9,500	88,573	----	3,000	91,573
Greenville	----	4,100	450	87,534	----	----	1,900	2,150	91,584	3,315	11,000	105,899
Hattiesburg	----	7,346	1,355	110,780	----	----	----	----	110,780	151,000	----	261,780
Jackson	----	9,200	495	183,301	----	----	2,025	24,936	210,262	400,000	----	610,262
Laurel	1,093	6,242	2,895	153,116	----	----	----	28,060	181,176	985	----	182,161
Meridian	----	8,565	----	199,955	480	----	1,825	36,600	238,860	2,943	17,200	259,003
Natchez	----	4,200	500	70,545	----	----	----	----	70,545	----	----	70,545
Vicksburg	----	5,202	----	105,925	----	----	----	----	105,925	----	----	105,925

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1925–26*—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	Night 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	$2,039	$5,487	$5,087	$161,072				$17,187	$178,259	$54,283		$232,542
Carthage	1,804	4,679	2,652	129,995				13,622	143,617	871		144,488
Columbia	5,883	25,679	1,408	166,197				10,255	176,452	44,224		220,676
Hannibal	1,220	4,640	2,460	183,035	$1,375			34,950	219,360	422,000		641,360
Independence	770	4,547	4,255	206,685				16,714	223,399	95,195		318,594
Jefferson City	1,350	5,219	1,500	108,912				17,351	126,263	238,053		364,316
Joplin	6,572	5,700	709	303,231				27,849	331,080	47,663		378,743
Moberly	200	4,634	875	121,065				5,000	126,065	16,689		142,754
Sedalia	1,607	9,155	4,730	251,984				35,440	287,424	20,947		308,371
Montana:												
Anaconda	2,830	5,406	6,402	179,486				518	180,004	1,553		181,557
Billings	4,016	7,640	1,000	252,345				32,745	285,090	4,239		289,329
Great Falls	7,468	7,986	2,616	393,578				17,383	410,961	4,031	$185	415,177
Helena	4,168	6,720	2,064	203,190				29,277	232,467	1,161		233,628
Missoula	2,843	6,119	1,760	158,631				8,596	167,227	5,182	60	172,469
Nebraska:												
Grand Island	1,667	8,598	14,078	250,019				34,382	284,401	226,480	30,000	540,881
Hastings	3,254	4,695	2,250	244,856				1,808	246,664	61,096		307,760
North Platte		6,796	3,176	147,335				10,250	157,585	13,191	20,000	190,776
Nevada:												
Reno	600	6,900		213,441		$681		18,342	232,464	779	12,000	245,243
New Hampshire:												
Berlin		6,855	8,640	157,308				24,713	182,021	1,377	34,810	218,208
Concord	7,448	5,445	22,902	303,678		491		6,210	310,379	880	17,118	328,377
Dover		5,285	7,825	108,431		3,098		350	111,879	3,879	11,098	126,856
Keene		4,965	6,730	166,095		395			166,490	16,693		183,183
Laconia		5,309	5,857	114,072		1,692		10,066	125,830	3,265	19,293	148,388
Nashua		7,828	11,893	372,176		6,000		35,663	413,839	34,799	63,330	511,968
Portsmouth		4,344	3,944	159,694		805		4,500	164,999	31,778	12,500	209,277
New Jersey:												
Asbury Park	8,511	8,308	11,122	278,945				37,380	316,325	424,980	138,235	879,540
Belleville	6,029	8,811	5,743	309,734				49,088	358,822		39,869	398,691
Bloomfield	3,995	10,264	9,505	542,602		4,680	$1,235	48,000	596,517	298,029	55,018	949,564
Bridgeton	1,540	7,262	4,115	209,401	1,700		480	10,989	222,570		4,353	226,928
Carteret	7,490	6,190	9,829	206,516	1,800	1,536		32,816	242,668	172,039	16,000	430,707

Clifton	5,856	14,991	6,576	548,676		1,480			550,156	414,971		965,127
Englewood	2,618	9,771	8,313	319,358		1,451	894	25,805	347,508	244,839	15,107	607,454
Garfield	2,710	8,949	6,577	393,576	8,715	923		37,760	440,974	253,598	19,739	714,311
Gloucester City	1,738	7,964	6,450	144,616	1,573			18,640	164,829	222	29,693	194,744
Hackensack	8,866	51,998	13,003	589,583		3,061	2,460	37,746	632,850	62,674	35,613	731,137
Harrison	2,726	7,167	2,973	180,944		1,830		18,640	201,414	37,627	18,000	257,041
Irvington	8,549	13,150	12,041	588,474		4,472	2,445	39,826	635,217	982,704	261,281	1,879,202
Kearny	7,654	12,364	13,192	650,772		3,589	4,155	93,038	751,554		34,000	785,554
Long Branch	4,373	8,274	6,560	307,643		1,562	3,339	29,230	341,774	222,916		564,690
Millville	3,913	5,418	22,022	214,145				26,385	240,530	68,430	20,000	328,960
Montclair	20,767	28,418	24,431	963,790		9,857	13,196	156,801	1,143,644	367,685	76,000	1,587,329
Morristown	2,661	5,900	4,041	236,074		165		10,890	247,129	1,571	18,472	267,172
North Bergen	15,608	18,558	21,651	668,627				53,858	722,485	775,247	24,957	1,522,689
Phillipsburg	4,315	7,038	2,488	222,694				17,557	240,251	28,500		268,751
Plainfield	8,928	15,058	12,015	687,825	5,041	2,438	380	64,152	759,836		34,000	793,836
Rahway	5,146	8,764	2,199	225,253		2,501			227,754	169,842		397,596
South Orange	7,510	8,201	13,758	548,744				98,996	647,740	505,993	76,416	1,230,149
Summit	4,531	9,696	6,370	260,306			500	4,263	265,069	138,331	66,169	469,569
Weehawken	9,238	3,972	52,274	276,372			155	1,600	278,127	283,411		561,538
West New York	11,344	4,089	14,514	628,493	3,883	5,913		89,545	727,834	61,539	66,000	855,373
West Orange	2,890	15,926	15,870	409,790			913	47,134	457,837	21,501	31,618	510,956
New Mexico:												
Albuquerque	5,870	10,188	2,247	281,931		1,949	2,150	30,451	316,481	32,447		348,928
New York:												
Batavia	[25] 4,117	[25] 6,755	13,243	277,310		1,569		27,895	306,774	25,402	119,590	451,766
Beacon		6,778	2,369	131,642	1,649	385		5,058	138,734	4,811	4,945	148,490
Cohoes	2,462	5,201	1,715	169,244	5,666	240			175,150	1,793		176,943
Corning—												
District No. 9	1,383	7,332	4,503	137,331		920		24,120	162,371	2,448	2,126	166,945
District No. 13	3,037	3,990	1,454	84,324				9,125	93,449	64,691	2,000	160,140
Cortland	2,954	6,222	7,377	201,406		2,416	2,083		205,905	32,833		238,738
Dunkirk	1,600	12,069	13,274	339,257	9,578	3,449	500	36,782	389,566	121,032	35,049	545,647
Fulton	3,334	6,027	4,860	188,221		299	1,032	21,176	210,728	12,475	19,000	242,203
Geneva	1,986	6,700	4,145	211,027	1,296	1,098	323	20,400	234,144	213,135	10,017	457,296
Glens Falls	1,821	7,277	8,099	210,769		1,849		23,704	236,322	16,654	158,025	411,001
Gloversville	4,979	10,378	14,532	358,278	6,546	2,134		6,978	373,936	24,283	6,300	404,519
Herkimer	1,725	6,215	2,401	144,703	5,841	246		25,060	175,850	5,756	16,008	197,614
Hornell	5,057	8,091	6,965	290,625	2,475	2,842		25,026	320,968	78,572	17,000	416,540
Hudson	1,010	7,011	7,005	164,946		1,319		12,133	178,398	1,881	27,650	207,929
Ilion	840	6,100	4,979	150,882		730		17,300	168,912	208,736	8,600	386,248
Ithaca	2,972	10,718	20,962	323,092	2,844	5,172		16,089	347,197	182,552	26,929	556,678
Johnstown	1,181	6,934	7,231	159,870	4,376	216		1,013	165,475	2,461	5,030	172,966
Kingston	206	9,135	7,087	317,389		1,708		7,963	327,060	25,049	16,951	369,060
Lackawanna	3,881	10,200	6,224	258,982	4,260	3,923		23,312	290,477	63,846	36,160	390,483
Little Falls	318	7,142	2,737	161,206	2,151	800		13,743	177,900	6,333	9,000	193,233
Lockport	6,594	8,467	13,855	356,632	8,586	2,989		19,835	388,042	93,438	41,500	522,980
Middletown	1,754	9,076	27,331	276,868	2,112	1,399		14,355	294,734	51,666	5,000	351,400
North Tonawanda	2,687	7,751	21,441	252,648	5,219	2,455		34,276	294,598	432,930	16,091	743,619
Ogdensburg	181	6,600	3,826	151,670					151,670	1,364	35,000	188,034

[25] Data of 1923–24.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1925–26*—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	Night 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.												
Olean	$5,414	$9,274	$10,456	$395,500	$3,547	$3,743	----------	$40,764	$443,554	$198,218	228,614	$670,386
Oneida	571	5,281	6,296	149,339	1,406	340	----------	1,471	152,556	693	6,000	159,249
Oneonta	200	7,280	7,161	173,422	1,952	510	----------	2,080	177,964	55,222	10,500	243,686
Ossining	2,113	6,719	9,068	183,138	3,835	180	----------	12,740	199,893	55,638	29,600	285,131
Oswego	2,841	6,350	11,603	317,970	----------	3,405	----------	21,000	342,375	2,784	20,000	365,159
Peekskill	1,696	8,610	6,295	234,954	2,692	148	----------	15,839	253,633	98,714	19,175	371,522
Plattsburg	1,059	9,229	5,470	138,695	5,216	590	----------	2,783	147,284	3,885	8,000	159,169
Port Chester	3,767	7,620	11,162	375,486	6,465	3,608	----------	29,171	414,730	29,560	58,000	502,290
Port Jervis	1,525	6,643	14,977	163,377	----------	1,969	----------	25,378	190,724	17,472	4,000	212,196
Rensselaer	2,409	5,238	5,231	153,682	2,834	----------	----------	----------	156,516	4,237	----------	160,753
Rome	65	9,054	5,679	315,714	3,450	2,172	----------	35,067	356,403	243,676	19,000	619,079
Saratoga Springs	245	7,093	6,916	186,279	----------	----------	----------	17,064	203,343	201,240	18,000	422,583
Tonawanda	1,129	6,164	6,440	162,120	2,216	897	----------	37,695	202,928	443,689	49,000	695,617
Watervliet	1,694	6,651	4,390	163,149	2,949	1,977	----------	----------	168,075	458	----------	168,533
White Plains	9,345	15,383	20,250	652,253	6,326	6,782	$5,872	53,717	724,950	471,478	74,953	1,271,381
North Carolina:												
Asheville	5,400	12,799	2,321	454,946	----------	7,310	----------	84,035	546,191	523,463	16,000	1,085,654
Durham	4,500	10,512	1,350	333,074	----------	2,644	1,200	46,502	383,420	129,104	118,478	631,002
Gastonia	2,485	6,715	----------	208,356	----------	----------	----------	49,725	258,081	175,803	50,000	483,884
Goldsboro	336	5,738	3,472	146,608	----------	----------	----------	[26] 36,595	146,987	1,850	22,254	171,091
Greensboro	2,544	9,483	21,633	381,234	----------	3,750	----------	71,446	456,430	45,374	23,591	525,395
High Point	200	10,763	1,900	243,815	----------	----------	----------	8,823	252,638	212,166	282,500	747,304
New Bern	659	3,800	477	84,759	----------	----------	----------	1,462	86,221	1,022	1,769	89,012
Raleigh	5,581	5,875	1,792	305,137	----------	----------	----------	4,352	309,489	311,781	210,640	831,910
Rocky Mount	1,335	5,197	239	130,852	----------	----------	----------	----------	130,852	15,436	19,796	166,084
Salisbury	10,539	22,976	1,038	193,200	----------	1,139	----------	43,114	237,453	315,039	149,808	702,300
Wilson	----------	----------	1,798	118,322	----------	----------	----------	----------	118,322	----------	----------	118,322
North Dakota:												
Fargo	5,489	7,020	8,762	380,469	----------	1,440	----------	20,201	402,110	13,543	----------	415,653
Grand Forks	3,856	5,246	2,747	220,845	----------	978	2,603	7,500	231,926	6,933	3,000	241,859
Minot	9,080	5,180	5,814	201,352	----------	----------	----------	16,500	217,852	3,000	----------	220,852
Ohio:												
Alliance	4,200	7,600	4,650	333,238	----------	----------	----------	61,597	394,835	18,781	11,000	424,616
Ashtabula	----------	6,170	1,350	267,262	----------	----------	----------	42,127	309,389	68,453	40,000	417,842
Barberton	2,635	6,800	3,656	219,041	----------	----------	----------	45,353	264,394	4,202	85,000	353,596

Bellaire	1,760	7,033	3,484	167,367				24,009	191,376	168,854	61,100	421,339
Bucyrus	690	6,193	964	124,923		48		46,070	171,041	1,581	40,250	212,872
Cambridge	450	4,675	5,898	198,780				20,177	218,957	668		219,625
Campbell	5,720	7,250	1,750	253,600				55,513	309,113	76,221		385,334
Chillicothe	2,078	5,126	7,426	187,944		2,288	456		190,688	1,776	32,808	225,272
Cleveland Heights	390	31,647	24,297	884,079				352,550	1,236,629	1,667,333	93,000	2,996,962
Coshocton	1,000	5,000		147,350				20,000	167,350	30,000		197,350
Cuyahoga Falls	1,484	4,964	3,250	143,573				30,317	173,890	4,378	24,000	202,268
East Cleveland	1,328	13,057	10,964	846,539				83,649	930,188	22,152	208,000	1,160,340
East Liverpool	3,475	7,149	432	262,892	3,800	482		34,146	301,320	6,879	48,000	356,199
Elyria	8,100	9,439	2,388	369,516		1,338		83,834	454,688	2,077	40,000	496,765
Findlay	2,100	5,918	865	266,420			590	43,256	310,266	127,001		437,267
Fremont	1,000	7,564	1,350	167,073	1,850	1,336		15,389	185,648		27,000	212,648
Ironton	2,400	5,252	495	199,935				62,212	262,147	3,421		265,568
Kenmore	1,818	5,535		154,269				48,485	202,754	16,616	10,300	229,670
Lancaster	720	5,400	1,000	201,860			876	7,570	210,306	235		210,541
Mansfield	1,033	7,700	2,746	607,944		524		69,755	678,223	289,508	72,827	1,040,558
Marietta	2,711	6,550	2,636	211,799				25,322	237,121	183,400	20,000	440,521
Marion	2,343	8,504	6,172	345,768				47,454	393,222	6,543	56,000	455,765
Martins Ferry	134	9,710		176,118				22,678	198,796		18,500	217,296
Massillon	2,540	8,609	8,081	354,076				[14] 65,711	419,787	45,671	60,000	525,458
Middletown	6,253	6,940	6,129	372,252				63,482	435,734	239,629	89,000	764,363
Newark	2,249	6,450	1,862	320,120				19,100	339,220	51,363		390,583
New Philadelphia	3,406	7,095	1,897	140,354				26,133	166,487	211,384	26,000	403,871
Niles	406	9,372	9,550	229,820				64,898	294,718	238,502		533,220
Norwood	9,436	4,900	600	358,490			1,320	55,290	415,100	212,951	31,000	659,051
Piqua	1,575	5,600	1,600	177,230		854	350	28,588	207,022	33,663		240,685
Salem	730	6,430	2,321	124,400				13,997	138,397	39,168	49,460	227,025
Sandusky	420	12,538	2,638	298,235	4,215	674	2,100	19,863	325,087	23,545	32,300	380,932
Steubenville	4,050	9,800	21,410	425,982		700	1,000	52,830	480,512	589,954	70,000	1,140,466
Tiffin	1,119	5,040	6,689	122,194				16,638	138,832		19,000	157,832
Warren	10,482	14,276	12,428	623,232	4,530	3,641	6,515	145,177	783,095		101,700	884,795
Zanesville	175	8,500	7,773	349,680				51,783	401,463	59,385		460,848
Oklahoma:												
Ardmore	765	8,231	1,603	175,963				26,210	202,173	9,205		211,378
Bartlesville	3,690	6,200		205,115				31,824	236,939	3,627		240,566
Chickasha	1,331	8,778	3,495	165,981				7,571	173,552	2,532		176,084
Enid	4,760	5,340	2,120	273,355				47,042	320,397		20	320,417
Guthrie	2,310	3,930	3,375	115,326				16,106	131,432	4,963	1,103	137,498
McAlester	1,619	2,952		139,832				26,678	166,510		24,457	190,967
Okmulgee	7,920	10,418	5,722	311,424				45,453	356,877	11,732		368,609
Sapulpa	694	7,387	1,040	198,455				7,183	205,638	1,700		207,338
Shawnee	2,349	4,200	8,471	155,342				33,448	188,790	2,000	190,045	380,835
Oregon:												
Astoria	3,465	5,611	1,875	175,105		1,017		25,417	201,539	176,304	15,000	392,843
Eugene	3,654	4,007	353	224,027				25,349	249,376	88,571	292,827	630,774
Salem	2,000	6,108	4,275	314,228				18,183	332,411		186,412	518,823
Pennsylvania:												
Ambridge	9,285	10,973	9,101	252,198				26,944	279,142	183,471	40,403	503,016
Beaver Falls	2,067	5,933	11,156	200,867			651	8,035	209,553	17,096	16,000	242,649
Berwick	5,593	5,917	2,740	187,375				15,250	202,625	129,386	15,250	347,261

[14] Estimated.

[26] Includes $36,216 paid from sinking funds.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1925–26*—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	Night 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.												
Braddock	$11,654	$8,582	$2,158	$268,946		$510		$12,568	$282,024	$9,285	$47,635	$338,944
Bradford	6,766	6,907	24,732	230,383		394		19,926	250,703	30,704		281,407
Bristol	3,289	4,850	1,325	122,288	$1,700			3,827	127,815	17,669	7,900	153,384
Butler	6,147	10,258	6,414	336,887	1,540			28,476	366,903	4,400		371,303
Cannonsburg	1,170	4,483	2,631	150,873				11,506	162,379	6,626	21,154	190,159
Carbondale	13,575	8,411	5,094	258,748				6,300	265,048	10,250	159,579	434,877
Carlisle	4,425	4,696	1,842	129,964	1,500			2,444	133,908	16,682	20,500	171,090
Carnegie	6,127	8,530	2,068	169,330				22,226	191,556	917	45,258	237,731
Carrick	7,056	4,909	4,161	200,516				28,336	228,852	17,063	121,384	367,299
Chambersburg	4,966	4,574	2,550	177,907				9,981	187,888	111	21,687	209,686
Charleroi	6,111	6,131	1,945	199,164				17,469	216,633	7,692	40,760	265,085
Clairton	11,031	12,955	7,035	289,570				94,716	384,286	268,993	173	653,452
Coatesville	3,913	9,185	3,268	242,103		2,367		19,706	264,176	3,069	53,419	320,664
Columbia	2,546	6,171	225	141,612				1,802	143,414		9,532	152,946
Connellsville	6,733	5,624	4,200	224,621				16,738	241,359	4,940	35,000	281,299
Dickson City	17,718	5,668	1,440	148,929				975	149,904	9,348	34,939	194,191
Donora	8,657	7,219	5,876	233,169				18,591	251,760	26,344	51,682	329,786
Du Bois	3,968	7,156	3,026	185,924				9,802	195,726	1,481	41,793	239,000
Dunmore	15,192	6,462	4,328	259,063	1,976	766		17,276	279,081		58,000	337,081
Duquesne	7,330	8,696	6,529	298,842				48,042	346,884	60,513	22,051	429,448
Farrell	8,487	6,175	15,148	204,288				31,071	235,359	12,443	42,418	290,220
Greensburg	6,598	8,196	8,861	294,493		623		35,268	330,384	323,614	15,350	669,348
Homestead	5,234	14,964	5,139	295,410		3,518		23,645	322,573	5,482	18,111	346,166
Jeannette	4,842	7,304	3,615	173,462				6,529	179,991	2,044	57,536	239,571
Kingston	5,294	1,244	6,287	304,555		558		11,180	316,293	86,588	18,488	421,369
Lebanon	8,703	6,452	7,283	284,814	2,900			28,140	315,854	93,509		409,363
McKees Rocks	13,318	9,145	1,741	186,990				21,561	208,551	11,502	30,002	250,055
Mahanoy City	6,875	6,916	3,602	179,108				8,566	187,674	2,171	2,209	192,054
Meadville	3,210	5,805	6,425	207,489				15,666	223,155	11,363	33,740	268,258
Monessen	4,211	10,017	6,790	337,056		1,822		43,742	382,620	892	160,000	543,512
Mount Carmel	900	6,020	7,693	134,975				2,490	137,465	903	9,819	148,187
Nanticoke	13,589	8,355	6,048	397,826		5,838		34,738	438,402	90,017		528,419
New Kensington	6,402	7,704	6,877	184,215		3,955		22,198	210,368	97,234	34,042	341,644
North Braddock	9,023	8,705	4,115	303,437				13,274	316,711	6,958	80,000	403,669

Oil City		8,349	4,941	358,145				20,938	379,083	161,089	10,000	550,172
Old Forge	8,676	5,625	3,610	153,119					153,119	926	64,179	218,224
Olyphant	10,901	5,695	4,995	182,080				11,292	193,372	82,215	30,000	305,587
Phoenixville	3,652	6,030	7,319	121,217				3,079	124,296	24,619	7,500	156,415
Pittston	8,514	5,763	4,496	289,156				14,915	304,071		19,040	323,111
Plymouth	5,915	4,200	3,341	177,067				9,693	186,760	595	25,655	213,010
Pottstown	5,074	9,288	3,799	212,199	2,400			549	215,148	3,216	89,900	308,264
Pottsville	9,328	6,669	12,898	252,350				8,517	260,867	92,387	79,000	432,254
Punxsutawney	2,852	6,978	3,313	130,447				2,928	133,375	314	13,000	146,689
Shamokin	10,434	8,661	6,146	236,671	1,607	1,026		14,945	254,249	77,790	36,800	368,839
Sharon	11,261	9,543	6,291	341,571				39,340	380,911	6,351	30,000	417,262
Shenandoah	10,115	6,645	3,951	211,462		628		11,241	223,331	259	119,300	342,890
Steelton	4,903	6,862	3,265	188,206		1,807		4,675	194,688	2,998	4,353	202,039
Sunbury	6,759	7,221	2,647	252,775				18,866	271,641	30,504	8,500	310,645
Swissvale	7,750	10,338	12,606	216,205				34,622	250,827	86,713	40,964	378,504
Tamaqua		5,670	2,489	138,098					138,098	5,650	5,600	149,348
Uniontown	8,205	7,040	6,458	307,188				46,508	353,696		27,868	381,564
Warren	5,706	9,220	18,845	295,718		350	$700	7,723	304,491	2,579	20,150	327,220
Washington	9,391	10,358	7,535	314,504				9,645	324,149	568	10,000	334,717
West Chester	7,709	9,704	19,702	242,865		2,292	1,270	8,687	255,114	7,509	56,249	318,872
Wilkinsburg	12,280	12,150	7,566	486,866				36,801	523,667	107,805	36,000	667,472
Woodlawn	11,504	8,763	7,112	274,684				32,265	306,949	85,213		392,162
Rhode Island:												
Bristol	2,496	3,913	3,019	125,444		2,457			127,901	147,776		275,677
Central Falls	250	5,750	2,659	164,615		8,585	996		174,196			174,196
Cranston	250	9,475	5,016	393,355		1,886		43,889	439,130	668,918	11,009	1,119,057
Cumberland	200	4,146	4,468	113,082		1,165		3,281	117,528	28,419	5,000	150,947
East Providence	550	6,026	8,216	278,184		2,230		19,033	299,447		8,475	307,922
Warwick	2,400	5,326	6,156	209,711		959		10,631	221,301	500,000		721,301
West Warwick	1,125	3,956		146,859		2,830		300	149,989	2,131		152,120
South Carolina:												
Anderson	3,050	4,500		230,807		400		[5] 20,100	231,207	5,431	37,371	274,009
Florence	1,300	8,017	750	143,251				[27] 32,951	147,704	629	45,255	193,588
Greenville	2,850	7,500		277,806				41,958	319,764	113,122	10,000	442,886
Spartanburg	116	4,000	1,200	209,809				34,305	244,114	364,800	251,839	860,753
South Dakota:												
Aberdeen	4,596	4,854	7,933	266,253		1,612	400	33,799	302,064	16,329		318,393
Sioux Falls	11,546	11,841	8,671	548,622		2,029	6,119	82,801	639,571	19,807		659,378
Tennessee:												
Jackson		2,973	340	105,935				10,000	115,935			115,935
Johnson City		5,950	9,300	169,500					169,500	500		170,000
Texas:												
Abilene	583	4,500	375	155,239				33,039	188,278	18,074		206,352
Amarillo	11,117	10,588	1,784	264,173				25,400	289,573	175,053	62,961	527,587
Brownsville	3,000	3,886	1,940	106,866				[28] 10,800	108,066	102,326	21,761	232,153
Cleburne		8,012	1,750	152,397			1,640	14,567	168,604	523	50,393	219,520
Corpus Christi	6,000	3,825	1,500	134,420					134,420	42,500		176,920
Corsicana	1,346	6,239	631	146,279			2,100	899	149,278	2,715	43,159	195,152
Del Rio	1,800	3,710		44,527				[5] 5,000	44,527	3,000	10,687	58,214
Denison	2,340	4,000	1,800	142,069					142,069	8,860		150,929

[5] Paid from sinking funds.

[27] Includes $28,498 paid from sinking funds.

[28] Includes $9,600 paid from sinking funds.

TABLE 11.—*Expenses, outlays, and other payments, city school systems, 1925–26*—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	Night 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.												
Greenville		$4,000		$116,037				$12,124	$128,161		$97	$128,258
Laredo	$900	5,020	$250	111,110				[5] 11,750	111,110	$300	15,943	127,353
Marshall	800	4,000		123,125				15,960	139,085		7,950	147,035
Palestine	1,309	4,676	315	98,940				16,564	115,504	3,092	15,086	133,682
Paris	1,285	5,333		147,309				27,415	174,724	934		175,658
Port Arthur	17,400	22,655	10,442	400,280		$1,271	$1,603	65,000	468,154	23,389		491,543
Ranger	3,565	3,300	2,607	77,153				21,178	98,331	1,425	13,250	113,006
San Angelo	600	4,300	1,010	113,546			2,335	10,830	126,711		33,000	159,711
Sherman	1,000	6,195	1,446	158,986					158,986			158,986
Temple	630	6,061		127,209				[29] 17,923	127,355	126,880	28,377	282,612
Texarkana	2,104	6,679	481	109,731				164	109,895	10,626	22	120,543
Tyler	150	6,870		135,125				16,427	151,552	1,304	7,000	159,856
Utah:												
Provo	4,680	4,683	3,038	165,808		120		6,775	172,703	5,887	14,800	193,390
Vermont:												
Barre		3,663	1,050	131,583		3,127			134,710			134,710
Burlington	2,629	6,681	2,719	218,547				19,595	238,142	2,022		240,164
Rutland		6,749	6,279	148,399				4,920	153,319		2,000	155,319
Virginia:												
Alexandria	1,484	4,500		108,524			550		109,074			109,074
Charlottesville		4,234	2,821	126,271			2,087		128,358	59,681		188,039
Danville		7,755	3,869	173,975				155	174,130	70,982		245,112
Staunton	151	3,153	2,290	69,636				3,228	72,864	245,000		317,864
Washington:												
Aberdeen	3,630	7,041	7,976	240,449	$3,450	695		9,978	254,572	50,051	34,500	339,123
Bellingham	10,923	7,418	11,797	408,188		635		12,338	421,161	39,451	25,000	485,612
Everett	3,374	8,791	13,135	471,271		3,684	1,020	42,642	518,617	9,233		527,850
Hoquiam	3,256	5,508	5,451	141,792		6,810		963	149,565	5,244	21,750	176,559
Vancouver	1,337	4,088	5,094	181,768				13,370	195,138	3,378	49,958	248,474
Walla Walla	2,900	6,587	3,488	254,718				14,083	268,801	18,504		287,305
Yakima	5,687	8,349	5,622	340,529				23,279	363,808	22,217	43,700	429,725

West Virginia:												
Bluefield	2,578	6,450	5,057	265,225		700		[14] 7,200	273,125	672,534		945,659
Clarksburg—												
City district	3,052	7,640	2,393	343,652				[14] 7,000	350,652	16,935	12,485	380,072
Coal district	433	2,936	375	104,030					104,030	29,485	3,348	136,863
Fairmont	4,593	9,819	9,245	254,938				6,950	261,888	49,110	47	311,045
Martinsburg	893	4,200	410	126,046					126,046	1,590	27,118	154,754
Morgantown	2,539	8,318	29,361	377,633		3,781		39,757	421,171	448,872		870,043
Moundsville	897	6,631	1,450	136,018				8,250	144,268	16,772	5,500	166,540
Parkersburg	7,519	7,220	24,416	515,685				43,750	559,435		52,716	612,151
Wisconsin:												
Appleton	2,533	9,885	5,351	400,903		4,752		33,456	439,111	23,696	2,934	465,741
Ashland	2,791	4,348	2,784	148,316					148,316	176		148,492
Beloit	3,607	7,620	6,039	363,264	9,774	2,833		22,915	398,786	51,451	44,500	494,737
Eau Claire	4,125	5,558	12,752	278,288	13,215	1,991		2,714	296,208		5,500	301,708
Fond du Lac	408	10,183	4,693	408,817	35,654	5,098	2,259		451,828	453,568	85,000	990,396
Janesville	1,755	9,554	5,441	270,045	4,672	13,000		32,328	320,045	4,842	40,500	365,387
Manitowoc	2,944	6,511	8,888	316,577				31,256	347,833	106,176	33,500	487,509
Marinette	523	5,025	4,559	176,109	15,350		180	7,253	198,892	5,297	36,000	240,189
Stevens Point	1,831	5,087	5,126	148,057	8,800			112	156,969	2,137	1,000	160,106
Waukesha	400	8,962	5,513	194,648					194,648	29,137		223,785
Wausau		9,585	4,574	307,534	27,426	2,294		12,106	349,360	166,764		516,124
West Allis	3,115	7,120	4,620	421,653			1,090	55,932	478,675	103,350		582,025
Wyoming:												
Casper	1,331	8,278	19,466	459,810				[14] 28,636	488,446	82,043	44,000	614,489
Cheyenne	2,685	8,536	15,756	266,914		2,267	960	[14] 30,058	300,199	14,339	10,020	324,558

[5] Paid from sinking funds.

[14] Estimated.

[29] Includes $17,777 paid from sinking funds.

TABLE 12.—*Expenses of instruction in day schools, city public-school systems, 1925–26.*

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	----------	$119,936	----------	$32,119	$152,055	----------	$1,020,133	----------	$494,454	$1,514,587	$43,829	----------	$10,611	$54,440
California:														
Los Angeles	$6,000	1,199,659	$211,535	350,172	1,802,217	$668,189	7,703,918	$1,885,195	4,275,615	14,752,512	281,496	$180,884	345,567	816,006
Oakland	3,593	159,379	56,631	97,858	328,561	109,098	1,367,530	870,677	614,846	3,133,776	78,020	63,774	42,338	192,695
San Francisco	----------	345,644	22,933	61,976	446,316	137,782	3,148,518	331,826	1,131,121	4,836,343	81,097	34,335	70,904	192,820
Colorado:														
Denver	----------	216,498	65,060	53,666	343,631	119,272	1,552,621	691,072	668,725	3,130,784	58,436	54,306	38,600	159,733
Connecticut:														
Bridgeport	2,470	122,700	----------	36,085	161,255	41,690	886,269	----------	350,267	1,348,116	69,379	----------	22,043	91,422
Hartford	----------	117,380	----------	21,463	143,643	115,965	1,152,176	----------	467,211	1,760,786	98,541	----------	29,813	159,748
New Haven	2,500	143,880	11,560	16,280	179,740	102,050	1,144,289	63,030	403,664	1,754,681	89,272	----------	28,044	122,344
Delaware:														
Wilmington	----------	72,282	----------	22,601	94,883	6,435	597,558	----------	196,628	800,621	36,979	----------	21,807	58,786
District of Columbia:														
Washington	6,620	229,093	35,760	140,265	447,642	354,200	2,740,798	596,900	1,282,000	5,242,108	210,946	9,238	15,314	248,457
Georgia:														
Atlanta	----------	156,179	16,208	18,083	193,392	58,800	1,021,567	464,665	278,312	1,835,026	96,451	1,952	2,298	100,704
Illinois:														
Chicago	----------	1,598,494	61,455	297,094	2,001,822	1,234,707	17,644,117	733,259	7,323,473	28,231,965	1,067,774	111,017	478,438	1,732,531
Indiana:														
Indianapolis	----------	318,135	----------	66,061	384,196	----------	2,103,975	----------	1,132,728	3,236,703	80,854	----------	29,925	110,779
Iowa:														
Des Moines	[3] 3,300	[3] 106,542	[3] 12,200	[3] 37,000	162,542	[3] 96,980	[3] 957,268	[3] 321,600	[3] 387,150	1,790,748	[3] 112,647	[3] 25,000	[3] 30,000	167,647
Kansas:														
Kansas City	[4] 2,250	6,776	16,711	16,810	42,547	[5] 18,864	691,039	205,668	220,369	1,135,940	2,930	3,871	11,668	18,469
Kentucky:														
Louisville	2,050	156,653	----------	45,571	213,481	64,096	1,108,874	----------	441,761	1,690,829	36,588	----------	16,889	58,397
Louisiana:														
New Orleans	----------	204,280	----------	23,394	232,719	46,676	1,784,582	----------	389,347	2,304,291	147,884	----------	11,056	158,940
Maryland:														
Baltimore	2,600	282,782	46,739	37,709	390,910	131,608	2,978,848	850,415	932,353	5,120,927	160,832	45,888	48,887	288,210
Massachusetts:														
Boston	6,789	423,409	----------	174,583	630,538	489,958	5,024,914	----------	1,981,196	7,810,377	292,309	----------	143,776	470,597

Cambridge	2,666	87,003		12,390	102,059	53,300	399,851		333,930	823,463	36,225		67,990	104,215
Fall River	2,800	101,818	6,818	10,965	129,433	36,349	748,872	67,776	224,123	1,143,010	41,724	6,536	29,057	83,530
Lowell		77,090	6,801	10,500	99,691	43,090	401,104	187,206	205,822	914,072	53,753	545	29,293	102,017
New Bedford	2,156	125,022		7,578	137,610	25,130	801,303		191,960	1,049,318	47,276		14,146	62,440
Springfield		108,911	23,355	22,578	160,594	79,598	694,651	463,101	471,184	1,761,762	55,698	36,488	42,203	143,051
Worcester	2,500	177,008	7,800	23,546	218,707	105,504	1,062,343	114,060	608,143	2,096,170	42,067	6,000	34,891	122,419
Michigan:														
Detroit	5,000	906,625	63,534	91,600	1,152,480	464,127	7,156,800	956,000	2,102,966	11,818,529	232,380	54,154	116,709	464,806
Grand Rapids	14,206	117,895	30,700	12,564	200,568	109,645	772,052	482,836	279,105	1,868,413	43,683	19,127	4,264	74,923
Minnesota:														
Minneapolis	3,352	272,094	50,568	95,286	438,054	190,388	2,146,130	469,421	1,220,397	4,320,664	141,211	23,786	57,383	234,677
St. Paul	2,350	163,673	6,110	29,875	216,608	142,158	1,240,630	89,216	538,328	2,142,079	37,514	1,980	14,760	79,600
Missouri:														
Kansas City	4,088	294,478	17,345	40,215	398,277	181,766	1,951,784	304,989	849,628	3,664,284	98,656	17,208	28,646	182,808
St. Louis	4,500	486,552	19,978	96,441	645,594	373,981	3,397,309	201,891	1,294,200	5,593,265	219,944	16,595	72,151	358,894
Nebraska:														
Omaha	2,702	171,420		51,532	225,654	166,858	1,444,098		835,444	2,446,400	50,623		85,757	136,380
New Jersey:														
Camden		104,432	13,129	8,567	126,128	27,400	833,255	160,864	154,775	1,196,074	85,928	8,628	12,867	107,680
Jersey City		253,340	6,000	20,950	292,290	14,632	1,632,420	250,936	745,852	2,777,272	[3] 58,780	[3] 25,000	[3] 52,000	145,335
Newark	4,000	436,812	12,190	71,351	528,653	291,050	3,624,689	202,511	1,084,846	5,441,176	170,026	10,147	44,692	235,528
Paterson		161,672		29,804	201,937	69,261	1,102,142		417,749	1,694,680	58,673		25,734	95,339
Trenton	[3] 6,620	[3] 106,968	[3] 34,185	[3] 31,827	179,600	[3] 72,840	[3] 583,600	[3] 301,700	[3] 170,789	1,161,929	[3] 52,198	[3] 13,320	[3] 10,300	76,405
New York:														
Albany	2,590	109,107		5,650	120,931	54,554	560,969		192,013	862,606	25,242		11,764	45,670
Buffalo	3,500	340,024		32,175	411,099	304,425	3,838,119		1,414,069	5,996,798	236,142		68,017	364,303
New York	12,313	5,582,789	198,619	1,197,174	7,174,729	2,622,039	49,353,767	7,186,803	14,236,050	77,606,127	1,912,618	454,683	692,062	3,133,528
Rochester		368,280	124,919	103,680	606,510	214,718	1,869,288	702,924	594,586	3,456,942	46,202	41,716	20,422	111,53
Syracuse	5,805	91,876	19,800	20,850	144,881	83,852	834,074	187,600	468,636	1,605,926	67,061	5,585	9,880	82,526
Yonkers	2,908	138,792	8,300	34,405	196,096	85,950	1,036,231	93,510	488,325	1,829,807	44,623	6,569	33,005	95,731
Ohio:														
Akron		118,363		23,262	147,125	63,250	1,327,283		469,150	1,893,403	75,946		35,920	111,866
Cincinnati	3,705	222,594	14,991	47,420	304,568	155,828	2,192,872	178,075	766,976	3,449,402	70,104	12,247	28,807	125,496
Cleveland	7,408	666,399	165,669	175,662	1,015,138	382,912	5,309,562	2,360,524	1,757,932	9,884,875	174,418	85,382	82,071	354,848
Columbus	2,800	145,878	100,166	41,775	294,151	24,648	1,343,496	748,953	512,461	2,634,656	36,662	19,109	9,235	65,172
Dayton	3,046	101,796	5,420	29,007	147,619	30,500	901,882	118,145	423,831	1,523,109	110,319	11,927	21,369	149,836
Toledo	2,956	169,490		32,314	210,678	198,201	1,669,830		618,110	2,589,133	88,366		78,583	176,675
Youngstown	3,000	94,032	14,782	10,067	129,171	45,686	887,550	177,089	410,367	1,570,133	55,659	6,480	6,838	73,149
Oregon:														
Portland		194,358		58,052	269,189	12,319	2,016,503		742,878	3,026,854	36,927		19,341	75,814
Pennsylvania:														
Philadelphia	11,817	1,098,857	100,134	148,466	1,445,710	351,543	8,447,739	1,567,919	3,526,921	14,743,460	151,581	96,332	161,361	471,635
Pittsburgh	6,800	584,776	47,760	106,909	775,849	304,310	3,322,451	534,917	1,574,464	6,036,317	173,489	46,694	128,150	379,179
Reading		11,483	16,040	14,427	41,950	6,700	544,302	168,294	150,121	879,717	51,140	10,863	12,382	74,950
Scranton	2,400	134,393	5,625	11,960	154,378	54,100	1,015,971	95,505	162,949	1,332,013	95,407	2,553	13,038	111,256
Rhode Island:														
Providence	3,230	82,963		34,519	136,525	89,541	1,373,459		618,787	2,233,703	112,546		75,155	211,882
Tennessee:														
Memphis		100,980		51,024	156,084		823,300		276,216	1,122,910	[3] 46,983		[3] 11,746	58,729
Nashville		78,272		8,543	86,815		436,648		157,027	593,675	49,988		22,581	72,569

[1] Includes colleges and normal schools under control of city board of education, full-time vocational schools, and special schools for the blind, the deaf, etc.
[2] Includes kindergartens. [3] Distribution estimated. [4] Estimated. [5] Data of 1923–24.

TABLE 12.—*Expenses of instruction in day schools, city public-school systems, 1925–26*—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
Texas:														
Dallas		$123,610		$41,475	$165,085	$24,500	$1,075,218		$504,000	$1,617,598	$22,366		$21,518	$43,884
Fort Worth		102,538		37,878	143,416	29,584	701,241		380,809	1,134,543	4,497		1,904	6,501
Houston	[5] $1,868	128,785	$27,365	19,892	177,910	27,274	975,331	$310,160	306,100	1,618,865	14,963	$15,830	18,100	48,893
San Antonio		[3] 116,724	[3] 56,366	[3] 19,884	192,974		[3] 737,107	[3] 395,920	[3] 293,200	1,426,227	[3] 23,796	[3] 8,455	[3] 5,085	37,336
Utah:														
Salt Lake City		89,413	26,732	18,865	135,010	44,175	847,536	287,184	238,771	1,417,666	60,316	22,117	8,793	91,226
Virginia:														
Norfolk		76,952	17,967	14,833	109,752	15,625	600,439	156,945	174,333	971,832	30,644	6,978	2,689	40,311
Richmond		114,488	14,138	22,782	151,408	30,330	685,456	201,334	244,217	1,229,282	36,393	8,352	15,687	68,429
Washington:														
Seattle		270,020		71,069	341,089	42,200	2,032,074		1,008,613	3,177,527	102,360		87,887	190,247
Spokane		113,954		28,568	144,622		776,576		409,100	1,208,163	48,671		29,742	79,004
Wisconsin:														
Milwaukee		350,933		81,463	436,296	328,689	2,524,218		1,259,410	4,195,203	207,265		197,547	415,852
GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION														
Alabama:														
Mobile		$21,272		$4,410	$25,682	$13,726	$164,471		$114,051	$292,248	$2,436		$1,598	$4,034
Montgomery		21,708	$1,455	7,348	30,511		127,750	$18,438	59,435	205,623	2,505		2,040	4,545
Arkansas:														
Little Rock		61,051	14,199	8,410	83,660		209,245	116,978	96,833	423,056				
California:														
Berkeley	$6,587	51,028	25,455	32,099	115,169	34,033	385,374	298,593	213,674	931,674	26,449	$23,147	25,203	74,799
Fresno		52,733	12,900	15,200	80,833	20,809	408,481	214,923	266,598	910,811	89,682	19,407	54,067	163,156
Long Beach		112,128	54,069	24,392	190,589	67,763	728,321	502,968	407,435	1,706,487	59,283	42,311	34,535	136,129
Pasadena		63,011	27,600	47,949	149,724	69,190	605,883	157,962	514,649	1,397,035	28,000	43,000	43,301	120,004
Sacramento	2,820	58,368	8,700	8,199	87,707	30,057	637,164	154,345	281,635	1,175,469	24,553	10,468	23,309	67,594
San Diego		111,548	45,592	22,792	179,932	53,162	638,878	445,677	274,577	1,412,294	48,509	24,645	24,913	98,067
San Jose	2,200	31,326	8,383	10,400	52,209	15,556	328,799	120,193	190,537	668,285	9,666	15,415	18,576	43,698
Stockton		29,740		23,664	53,404	10,848	408,379		204,041	623,268	20,445		26,986	47,431

Colorado:														
Colorado Springs	2,412	50,969	11,877	14,409	79,667	15,242	230,835	142,564	109,415	498,056	11,880	10,229	7,570	29,679
Pueblo—														
District No. 1		29,659		5,304	34,963	8,075	160,587		66,062	234,724	15,642		7,604	23,246
District No. 20		32,206		6,864	39,070	14,187	180,774	43,035	65,741	303,737	19,882	3,883	4,343	28,108
Connecticut:														
Meriden		37,263	8,150	4,146	49,559	24,688	156,582	103,367	68,131	365,895	11,781	8,983	3,096	25,721
New Britain		20,318	15,781	12,954	49,053	25,386	276,352	168,562	118,217	602,240	28,255	15,148	6,854	54,740
Stamford		51,134		6,394	57,528	19,259	463,489		137,868	620,616	49,387		12,369	61,756
Waterbury	5,050	79,230		45,321	129,601	64,050	819,641		334,970	1,236,411	64,208		21,650	85,858
Florida:														
Jacksonville		86,854	5,155	7,275	99,284		461,000	164,548	98,519	724,067	[3] 20,076	[3] 13,300	[3] 9,373	42,749
Pensacola		10,544		5,125	15,669		80,912	2,880	29,498	113,290	810	151	417	1,378
Tampa		46,600	13,000	3,600	63,200		375,202	141,147	78,327	594,676	[3] 19,688	[3] 9,000	[3] 3,100	31,788
Georgia:														
Augusta		34,225		12,550	46,775	21,110	230,600		127,030	387,358	9,821		6,056	15,877
Columbus		10,750		6,000	16,750	9,600	165,000		59,000	233,600	[3] 22,600		[3] 6,800	29,400
Macon		39,581		20,943	60,524		243,149		99,437	342,586	9,591		5,760	15,351
Savannah		32,179	7,230	5,760	45,169		182,366	79,371	57,491	319,228	18,653	8,619	5,639	32,911
Illinois:														
Aurora—														
East side		18,972	2,070	6,677	27,719	6,607	98,537	9,170	69,372	185,486	3,665	371	4,374	8,556
West side		11,060	2,100	13,566	26,726	4,200	50,916	9,540	35,550	100,206	4,103	803	1,039	5,945
Cicero		44,061			44,061		262,948			262,948	8,505			8,505
Danville		13,110		9,530	22,640		185,612		107,853	293,465	3,763		5,574	9,337
Decatur		40,596	10,317	11,700	62,613		246,067	140,298	115,304	503,034	4,987	5,313	4,229	14,532
East St. Louis		61,204	4,245	6,832	72,281		412,992	46,922	111,323	571,237	15,171	1,436	4,947	21,554
Evanston—														
District No. 75		10,460	1,350		11,810	15,489	164,748	88,620		268,857	11,740	2,768		14,508
District No. 76		10,230			10,230	10,500	95,125			105,625	33,271			33,271
Joliet		25,249	8,667		33,916		228,469	69,900		298,369	7,940	1,587		9,527
Moline	1,670	26,292		15,356	43,318	12,032	151,359		98,048	263,239	7,311		6,208	13,519
Oak Park		42,780			42,780	20,400	306,967			332,347	11,376			11,485
Peoria		71,292		15,968	87,260	34,781	411,059		203,694	649,534	17,278		9,529	26,807
Quincy		25,350	11,500	4,800	41,650	7,175	121,935	61,950	53,750	244,810	10,876	4,099	2,754	17,729
Rockford		67,385	11,065	13,992	92,442	15,402	296,192	140,495	184,338	645,090	13,245	8,950	10,790	33,030
Rock Island		20,506	9,285	8,712	38,503		115,736	81,245	62,700	259,681	4,104	2,897	2,797	9,798
Springfield		51,955		18,531	70,486	10,989	409,469		199,453	619,911	12,922		6,609	19,531
Indiana:														
East Chicago		31,552	11,463	5,606	48,621	13,869	201,287	105,243	49,098	385,153	10,406	5,096	2,380	18,649
Evansville	1,800	52,053		22,857	76,710	25,541	403,543		252,173	684,594	16,019		12,869	28,888
Fort Wayne	6,978	52,975	22,823	15,700	98,476	43,308	408,773	181,098	280,304	913,483	19,860	5,257	4,983	30,100
Gary		112,389		26,233	138,622	37,637	638,850		174,892	877,848	30,435		5,051	36,680
Hammond		55,758		7,016	71,276	31,555	319,517		113,630	532,859	11,527		2,815	16,034
Kokomo		28,111		16,770	44,881		138,081		67,475	205,556	12,436		2,224	14,660
Muncie	2,026	36,079	5,710	18,126	61,941	9,378	227,209	43,238	101,150	380,975	8,132	2,235	9,490	19,857
South Bend		68,457	13,245	19,701	105,653	40,452	446,780	186,720	138,627	880,663	13,385	5,869	7,630	35,340
Terre Haute		61,952	9,891	14,878	86,721	25,774	343,162	123,959	213,845	743,237	6,357	2,736	6,342	27,076

[3] Distribution estimated.

[5] Data of 1923–24.

TABLE 12.—*Expenses of instruction in day schools, city public-school systems, 1925–26*—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
Iowa:														
Cedar Rapids	$1,942	$23,388	$15,892	$13,953	$55,175	$26,547	$209,643	$167,767	$134,348	$541,205	$15,835	$12,451	$11,239	$39,973
Council Bluffs	.....	37,739	.....	12,748	50,487	20,000	218,027	.....	132,870	370,897	14,052	.....	17,032	31,084
Davenport	.....	48,145	14,243	6,931	71,600	19,140	224,078	158,953	119,150	535,017	7,225	7,392	5,277	20,473
Dubuque	.....	8,291	11,000	6,850	26,141	11,850	142,543	84,490	58,815	297,698	3,941	2,678	2,482	9,101
Sioux City	.....	76,388	24,135	17,295	122,460	45,500	427,649	229,349	157,133	880,479	13,729	17,671	18,241	51,751
Waterloo—														
East side	.....	25,000	3,800	4,200	33,000	15,200	109,292	34,850	40,450	199,792	10,623	2,083	2,291	14,997
West side	.....	25,590	.....	19,150	44,740	8,025	90,095	.....	54,250	152,370	.....	.....	.....	.....
Kansas:														
Topeka	.....	53,480	9,405	9,152	72,037	13,197	310,504	62,598	98,212	492,481	22,997	4,000	5,082	32,079
Wichita	.....	74,679	20,155	10,378	105,212	26,319	452,200	212,146	187,649	878,314	19,031	5,589	38,052	62,672
Kentucky:														
Covington	.....	22,165	3,590	5,150	30,905	8,868	150,425	28,225	53,142	240,660	3,263	244	2,089	5,596
Lexington	.....	18,950	2,000	4,966	25,916	17,220	143,462	44,280	51,853	259,415	.....	.....	.....	.....
Louisiana:														
Shreveport	.....	25,196	1,620	4,800	31,616	3,285	220,920	20,000	81,980	326,185	4,762	.....	788	5,550
Maine:														
Lewiston	.....	20,750	.....	4,300	25,050	6,450	84,757	.....	44,385	135,592	13,374	.....	6,149	19,523
Portland	.....	31,795	3,700	18,184	53,679	34,000	334,792	27,100	224,514	623,266	14,901	3,312	18,075	37,197
Massachusetts:														
Brockton	.....	24,800	.....	4,750	29,550	.....	439,653	.....	186,702	626,355	26,922	.....	20,399	47,321
Brookline	.....	31,616	.....	10,482	42,098	32,369	237,713	.....	151,318	421,400	12,942	.....	10,446	23,388
Chelsea	.....	16,914	9,600	4,014	30,528	.....	219,234	120,890	100,330	449,454	11,427	5,000	10,288	26,715
Chicopee	.....	23,271	6,000	6,609	35,880	2,500	176,732	52,900	47,424	296,982	9,969	3,000	7,832	21,889
Everett	.....	30,269	11,504	23,185	64,958	.....	237,556	115,920	121,175	474,651	11,674	5,672	13,450	30,796
Fitchburg	.....	38,695	4,350	12,015	55,060	.....	201,145	42,707	81,382	328,264	14,127	7,170	8,442	29,739
Haverhill	.....	39,800	.....	4,000	43,800	6,225	272,465	.....	131,339	411,529	17,497	.....	9,564	27,061
Holyoke	.....	36,756	10,405	6,025	58,371	18,312	242,274	108,358	102,166	510,633	7,723	8,839	10,560	30,550
Lawrence	.....	95,310	.....	8,000	103,310	1,450	585,367	.....	208,446	804,463	22,867	.....	16,949	39,816
Lynn	.....	11,850	22,135	13,656	47,641	.....	365,500	208,041	184,421	774,056	30,641	43,219	32,307	107,431
Malden	.....	26,452	13,138	10,542	50,132	.....	196,714	103,719	113,485	413,918	14,055	18,913	8,387	41,355
Medford	.....	21,045	14,929	6,283	42,257	.....	211,130	127,903	118,311	457,344	8,329	13,058	12,068	33,455
Newton	.....	39,554	5,359	18,901	71,809	35,787	312,139	50,206	192,941	*651,014	20,869	2,546	12,257	41,276

Pittsfield		36,538	18,000	11,160	65,698	20,700	228,481	96,254	72,287	424,872	14,903	9,412	5,666	29,981
Quincy		50,795	3,700	5,900	68,347		358,731	43,712	109,925	540,716	37,825	9,068	17,381	83,214
Salem		37,515		5,996	46,311	12,736	166,189		108,673	294,889	11,885		7,603	20,087
Somerville		36,845	15,307	12,857	72,222	21,062	335,197	207,641	150,017	743,784	11,716	12,148	11,931	38,974
Taunton		20,800		4,200	25,000		234,685		75,770	310,455	9,644		8,353	17,997
Waltham		7,284	7,500	4,150	18,934	21,050	130,818	58,250	66,252	276,370	13,081	12,050	15,319	40,450
Michigan:														
Battle Creek		31,554	3,530	8,514	43,598	19,120	205,270	56,794	98,347	398,592	10,980	4,399	5,658	21,252
Bay City		36,840	5,500	6,677	51,917	20,150	215,920	90,400	91,470	453,990	16,901	5,249	4,961	28,117
Flint		51,885	12,000	8,500	74,385	50,000	655,000	178,000	104,200	1,033,300	20,277	15,000	10,000	45,277
Hamtramck		42,551	5,892	4,540	52,983	19,841	319,286	63,653	51,005	460,628	14,965	4,017	2,323	25,057
Highland Park		39,667	16,670	12,982	72,229	24,485	401,456	192,194	149,680	832,757	37,768	15,871	12,361	68,769
Jackson		19,479	8,214	4,330	32,023	17,800	218,627	111,008	84,539	431,974	4,000	3,334	1,041	8,375
Kalamazoo	3,877	31,946	14,172	13,689	63,684	26,805	245,632	166,844	112,598	575,193	[3] 21,096	[3] 8,442	[3] 5,270	35,176
Lansing	2,087	34,765	22,582	13,645	73,079	29,647	308,241	210,852	137,980	700,154	19,022	12,957	3,712	35,691
Muskegon	2,050	25,781	2,900	14,572	45,303	22,736	228,293	16,450	148,749	416,228	17,794	700	7,599	26,093
Pontiac		34,711	3,600	5,000	43,311	[3] 20,800	[3] 219,792	[3] 73,727	[3] 120,366	434,685	[3] 16,371	[3] 5,000	[3] 10,000	31,371
Saginaw—														
East side		28,080	11,341	11,507	50,928	5,650	148,866	119,942	93,344	377,302	13,135	15,224	14,579	43,463
West side		18,859	7,000	4,504	34,291	11,200	111,943	98,405	57,450	304,860	5,190	7,146	4,361	19,672
Minnesota:														
Duluth		87,683	13,671	16,538	120,282	49,798	597,418	223,329	213,708	1,137,536	44,910	10,472	10,330	67,955
Missouri:														
St. Joseph		51,204		10,667	61,871	7,180	468,498		181,138	685,356	26,299		13,323	39,622
Springfield		11,016	9,242	4,914	25,172		181,310	83,364	80,069	344,743	28,256	2,026	2,026	32,308
Montana:														
Butte		36,945	[4] 2,300	6,088	45,333		280,809	[4] 37,400	95,332	413,541	22,117	[4] 3,500	15,106	40,723
Nebraska:														
Lincoln		63,242	7,808	10,713	81,763	56,860	417,894	84,748	116,265	675,767	26,411	4,714	6,468	37,593
New Hampshire:														
Manchester		48,940		8,300	57,240	27,000	288,391		217,570	541,661	24,168		19,105	43,273
New Jersey:														
Atlantic City		83,174		24,240	121,052	37,180	485,185		257,155	866,870	39,218		18,851	71,884
Bayonne		109,608	28,139	12,404	160,249	33,623	650,757	206,547	159,741	1,133,467	28,635	14,540	9,219	67,921
East Orange		57,221		13,622	70,843	34,575	420,841		240,848	706,739	22,857		11,717	34,947
Elizabeth		77,057	27,493	13,934	128,622	48,312	450,966	271,121	168,142	971,241	25,740	22,944	7,772	61,462
Hoboken		66,627	7,927	11,200	89,756	48,097	586,886	79,200	134,400	905,544	24,283	6,754	20,408	58,548
New Brunswick		[3] 21,807	[3] 18,466	[3] 18,300	58,573	[3] 25,375	[3] 176,496	[3] 87,700	[3] 92,600	391,651	[3] 7,818	[3] 4,154	[3] 7,331	19,303
Orange		42,877		12,734	55,611	22,150	212,965		85,185	353,602	18,948		6,349	25,297
Passaic		68,785		11,289	80,074	31,750	570,597		171,763	792,006	34,948		7,338	43,116
Perth Amboy		44,272		5,450	49,722	21,825	382,683		79,340	483,848	27,576		10,098	37,674
Union City		86,901		15,700	102,601	19,645	416,127		194,190	629,962	39,414		541	39,955
New York:														
Amsterdam	1,250	34,629	3,253	9,714	48,846	19,162	191,364	90,711	41,200	342,437	9,659	4,806	1,559	16,024
Auburn		26,770		5,337	32,107	9,427	186,026		76,955	272,408	5,128		1,182	6,310
Binghamton		70,471		22,691	93,162	36,606	586,654		153,400	784,749	19,543		1,234	21,677
Elmira		33,657		13,500	47,157	13,022	246,524		149,813	409,359	9,847		2,494	12,341
Jamestown		27,253	21,103	8,305	58,661	22,188	209,370	134,077	84,985	464,551	16,842	900	14,388	32,998
Mount Vernon		51,843	4,222	14,673	76,365	32,236	437,952	56,066	199,594	755,913	27,613	6,857	14,312	53,035
Newburgh		23,891		3,400	27,291		196,123		78,135	274,258	11,705		5,852	17,557

[3] Distribution estimated.

[4] Estimated.

TABLE 12.—*Expenses of instruction in day schools, city-public school systems, 1925–26*—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 York—Continued.														
New Rochelle		$73,840		$8,140	$81,980	$38,825	$459,788		$190,960	$689,573	$23,188		$12,171	$35,359
Niagara Falls		52,762	$12,840	8,762	82,939	39,916	356,749	$170,839	128,084	732,957	17,797	$11,678	9,746	48,269
Poughkeepsie		39,062		10,418	49,480	12,220	178,432		97,862	300,563	12,710		5,126	18,770
Schenectady		72,935	28,423	6,917	112,873	49,955	450,877	234,908	224,159	999,334	36,062	18,654	5,879	62,789
Troy—														
Lansingburg district		11,165		5,010	17,675	6,500	64,200		24,430	98,360	4,297		504	5,488
Union district		47,506		12,117	59,623	26,046	301,044		70,270	420,890	6,268		1,673	11,889
Utica	$2,860	73,222		6,425	86,707	46,870	634,351		165,470	883,561	23,654		2,529	31,459
Watertown		38,156		11,197	49,353	17,789	201,830		83,595	306,156	8,731		1,789	10,520
North Carolina:														
Charlotte		44,198	7,122	6,983	58,303		311,276	79,231	77,166	469,607	10,792	6,408	3,853	21,053
Wilmington		11,820		7,965	19,785		200,486		56,000	256,486	22,759		8,016	30,775
Winston-Salem		43,717		8,690	52,407		321,879		123,843	445,722	9,379		2,498	11,877
Ohio:														
Canton		65,037	12,189	6,400	83,626	8,484	603,980	63,942	208,216	884,622	21,316	7,500	22,394	51,210
Hamilton		15,100		3,487	18,587	6,700	209,123		100,405	321,028	21,388		3,965	25,353
Lakewood		54,529	14,518	20,375	92,522	24,886	336,820	161,580	212,087	754,829	10,402	9,880	11,282	32,192
Lima		26,584	5,390	13,535	45,509		206,599	63,110	129,694	423,364	2,448	1,385	2,269	6,205
Lorain		20,008	9,900	4,200	34,108		192,770	67,000	69,896	333,266	6,011	1,900	1,283	9,194
Portsmouth		16,700		4,000	20,700	4,410	228,770		76,663	311,143	8,586		1,193	9,779
Springfield		20,608	13,350	4,825	38,783		260,570	104,450	107,390	472,410	17,474	6,670	6,957	31,101
Oklahoma:														
Muskogee		22,759	2,700	9,603	35,062		127,206	34,333	135,968	297,507	6,187		8,711	14,898
Oklahoma City	3,425	75,487	25,426	25,648	129,986	43,300	589,796	267,053	275,941	1,176,090	16,889	15,270	11,893	44,052
Tulsa		95,920		25,023	120,943	46,400	803,306		342,711	1,192,417	57,367		29,843	87,210
Pennsylvania:														
Allentown		51,448		4,200	55,648		486,000		164,000	665,000	38,910		9,000	47,910
Altoona		17,065	9,362	15,989	42,416		276,796	101,083	144,028	521,907	16,143	8,584	13,809	38,536
Bethlehem		27,133	5,100	5,405	44,038		298,568	86,800	75,610	482,818	17,995	7,701	7,794	40,486
Chester		27,915	6,998	6,835	41,748		292,085	76,233	90,332	452,650	19,264	7,988	14,068	41,320
Easton		40,021	5,600	7,614	53,235		163,051	68,750	98,637	339,938	11,601		25,564	37,165
Erie		66,614	31,743	21,213	121,868	34,670	406,907	227,446	226,084	927,267	31,581	20,021	19,512	72,685
Harrisburg		35,984	19,573	21,789	77,346	4,492	345,657	220,374	209,162	800,138	15,734	21,442	21,050	59,186

Hazelton	----	16,250	8,971	4,275	29,496	----	177,743	96,396	55,072	332,389	19,998	5,798	3,361	29,157
Johnstown	----	55,582	11,654	9,822	83,200	33,000	367,115	188,243	129,069	759,316	20,549	14,404	3,971	41,199
Lancaster	----	7,801	7,550	8,700	24,051	----	215,959	89,880	99,095	404,934	13,139	6,100	8,036	27,275
McKeesport	----	33,047	----	11,566	44,613	----	298,895	----	161,243	467,748	32,843	----	20,696	53,795
New Castle	----	24,896	9,240	5,036	39,172	6,522	268,405	136,529	87,249	498,705	15,615	19,838	9,346	44,799
Norristown	----	6,150	5,600	7,200	18,950	----	145,164	61,236	49,478	255,878	14,348	6,992	5,908	27,248
Wilkes-Barre	----	61,042	----	12,837	73,879	[5] 12,400	451,482	----	250,676	714,558	31,905	----	30,988	62,893
Williamsport	----	7,404	6,301	5,423	19,128	----	195,157	53,325	97,133	345,615	12,259	6,174	11,253	29,686
York	----	16,400	----	3,500	19,900	----	301,541	----	124,300	435,141	18,232	----	10,271	28,712
Rhode Island:														
Newport	----	----	----	6,500	6,500	15,341	169,217	----	79,974	266,182	10,070	----	7,612	17,732
Pawtucket	----	34,784	10,925	10,527	56,236	13,852	282,880	73,663	77,167	447,562	14,230	3,356	8,774	26,360
Woonsocket	----	6,068	----	4,768	10,836	----	194,285	----	49,315	243,600	8,228	----	9,735	17,963
South Carolina:														
Charleston	----	27,122	----	7,690	37,658	----	[3] 195,676	----	[3] 89,900	294,876	9,648	----	2,500	14,148
Columbia	----	25,580	----	6,700	32,280	1,100	169,022	----	80,390	250,512	7,710	----	2,500	10,210
Tennessee:														
Chattanooga	----	[3] 44,100	[3] 5,600	[3] 5,850	55,550	----	[3] 354,896	[3] 52,380	[3] 72,250	479,526	37,000	1,588	1,600	40,188
Knoxville	[3] 1,400	[3] 57,829	[3] 5,800	[3] 8,000	73,029	18,525	397,900	61,500	123,950	601,875	21,428	4,000	5,000	30,428
Texas:														
Austin	----	25,595	5,750	9,996	41,341	4,500	144,924	48,300	95,184	292,908	5,877	2,093	4,026	11,996
Beaumont	----	25,650	9,200	6,900	41,750	----	121,821	78,624	82,421	282,866	2,196	4,058	3,982	10,236
El Paso	1,850	53,713	5,400	9,407	78,786	20,985	500,897	106,149	111,447	786,488	11,196	----	3,725	18,654
Galveston	----	32,767	----	6,402	39,169	7,226	189,353	----	87,832	284,411	2,072	----	3,241	5,313
Waco	----	30,537	4,860	4,850	40,247	----	203,570	81,943	100,283	385,796	2,500	1,630	2,900	7,030
Wichita Falls	----	27,213	6,072	7,950	41,235	----	146,299	49,812	87,026	283,137	2,152	1,570	4,090	7,812
Utah:														
Ogden	----	30,190	11,060	7,150	48,400	----	205,333	112,614	63,481	381,428	14,547	6,274	9,186	30,007
Virginia:														
Lynchburg	----	10,000	----	8,150	18,150	6,480	168,064	----	90,104	264,648	7,323	----	1,993	9,316
Newport News	----	28,895	----	9,757	38,652	----	128,407	----	80,121	208,528	10,376	----	2,966	13,342
Petersburg	----	16,619	----	5,799	22,418	----	121,471	----	69,874	191,345	2,698	----	2,186	4,884
Portsmouth	----	26,650	----	4,700	31,350	----	205,841	----	90,232	297,373	4,245	----	2,705	6,975
Roanoke	----	31,748	6,410	7,913	46,071	----	282,076	88,130	92,429	462,635	2,868	----	----	2,868
Washington:														
Tacoma	----	68,114	23,843	17,961	109,918	4,448	554,776	204,414	272,692	1,049,633	30,618	22,824	21,161	75,273
West Virginia:														
Charleston	----	37,462	10,305	7,524	55,291	8,415	239,172	134,796	74,551	456,934	4,536	4,012	7,160	15,708
Huntington	----	46,285	32,662	5,895	84,842	----	471,956	193,767	111,540	777,263	5,871	7,490	4,917	18,278
Wheeling	----	32,266	----	12,095	44,361	----	254,978	----	92,244	347,222	24,102	----	6,443	30,545
Wisconsin:														
Green Bay	----	25,903	4,110	8,243	40,056	13,099	112,864	32,889	105,431	270,533	5,475	2,941	7,724	19,541
Kenosha	2,000	34,033	17,638	9,429	63,100	22,952	244,014	148,590	69,851	485,407	8,239	3,503	3,041	14,783
La Crosse	----	18,550	----	3,008	21,558	15,163	128,331	45,370	82,635	279,432	13,087	4,431	15,639	33,157
Madison	----	35,889	8,619	22,759	92,819	29,339	277,054	60,439	210,366	663,702	11,050	4,767	10,356	40,495
Oshkosh	1,948	27,436	2,450	5,567	37,401	21,882	116,997	5,875	111,185	269,256	14,249	----	10,450	25,064
Racine	----	36,264	18,012	10,518	69,466	31,169	242,642	134,536	90,281	569,970	13,875	10,064	7,931	39,621
Sheboygan	----	29,314	----	5,500	34,814	24,277	164,882	----	88,200	289,004	15,796	----	9,955	26,118
Superior	----	31,474	11,182	11,003	58,099	23,411	179,135	91,704	125,677	441,441	18,800	5,226	7,003	31,029

[3] Distribution estimated.

[5] Data of 1923–24.

TABLE 12.—*Expenses of instruction in day schools, city public-school systems, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

City	Salaries and expenses of supervisors and principals					Salaries of teachers					Textbooks, supplies, and other expenses of instruction			
	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Kindergartens	Elementary schools	Junior high schools	High schools	Total	Elementary schools	Junior high schools	High schools	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alabama:														
Anniston	.....	$3,250	$750	$3,350	$7,350	.....	$61,534	$9,375	$16,650	$87,559	$2,942	$250	$250	$3,442
Bessemer	.....	9,700	2,400	6,287	18,387	.....	53,263	20,510	32,101	105,874	73	.....	1,662	1,735
Dothan	.....	3,200	2,500	2,839	8,539	.....	23,803	14,226	15,620	53,649	581	.....	911	1,492
Florence	.....	5,359	1,047	2,847	9,253	.....	32,740	[4] 9,000	11,935	53,675	.....	.....	.....	.....
Gadsden	.....	5,645	.....	2,100	7,745	.....	54,492	.....	22,135	76,627	253	.....	307	560
Phenix City	.....	.....	.....	.....	.....	.....	22,190	5,445	3,735	31,370	507	.....	480	987
Selma	.....	1,016	3,194	3,194	7,404	.....	51,464	19,917	20,931	92,312	1,146	375	375	1,896
Tuscaloosa	.....	10,150	1,800	4,800	16,750	.....	49,926	14,895	21,430	86,251	1,606	[4] 262	811	2,679
Arizona:														
Phoenix	.....	43,160	.....	.....	43,160	$19,600	310,493	.....	.....	330,093	14,865	.....	.....	14,865
Tucson	.....	21,407	.....	6,827	28,234	4,489	225,430	.....	94,916	324,835	6,206	.....	3,849	10,055
Arkansas:														
Fort Smith	.....	14,226	.....	9,655	23,881	.....	151,190	.....	80,951	232,141	7,333	.....	4,979	12,312
Hot Springs	.....	[3] 10,005	[3] 2,000	[3] 4,800	16,805	.....	[3] 48,800	[3] 12,000	[3] 31,200	92,000	[3] 4,195	[3] 990	[3] 641	5,826
North Little Rock	.....	1,220	[3] 1,697	[3] 1,697	4,614	.....	57,180	11,240	14,452	82,872	[3] 900	[3] 300	[3] 131	1,331
Pine Bluff	.....	12,510	3,600	4,200	20,310	.....	84,005	24,679	26,481	135,165	.....	.....	.....	.....
California:														
Alameda	.....	34,520	.....	3,660	38,180	12,994	262,266	.....	162,246	437,506	9,141	.....	14,437	23,578
Alhambra	.....	43,241	.....	4,000	47,241	14,696	153,983	.....	191,785	360,464	13,424	.....	24,110	37,534
Bakersfield	.....	28,726	.....	.....	28,726	26,135	246,452	.....	.....	272,587	16,428	.....	.....	16,428
Eureka	.....	[4] 8,400	.....	[4] 4,000	[4] 12,400	4,506	93,536	.....	83,094	181,136	5,667	.....	9,042	14,709
Glendale	.....	56,568	6,600	.....	63,168	23,458	188,967	99,533	.....	311,958	19,376	3,000	.....	22,376
Pomona	.....	16,307	6,200	14,356	36,863	12,908	102,920	69,900	79,644	265,372	6,663	5,500	7,356	19,519
Richmond	.....	2,655	6,316	4,440	13,411	9,300	171,011	100,544	106,068	386,923	7,488	10,173	8,269	25,930
Riverside	.....	21,900	4,535	9,965	36,400	20,577	167,222	85,098	125,000	426,967	8,221	3,377	7,792	20,442
San Bernardino	$1,600	20,945	9,700	9,300	41,545	14,213	165,820	111,325	95,235	386,593	7,081	9,687	10,002	26,770
Santa Ana	1,900	39,235	6,300	2,838	53,223	15,103	133,659	94,700	94,156	386,278	11,164	6,655	12,680	37,698
Santa Barbara	.....	20,187	3,600	7,600	31,387	18,249	139,007	75,500	95,338	328,094	11,012	11,000	12,403	34,415
Santa Cruz	.....	13,000	.....	4,200	17,200	3,684	80,300	.....	93,847	177,831	5,126	.....	14,875	20,001
Santa Monica	.....	32,269	12,750	13,305	58,324	19,561	157,022	142,246	146,934	465,763	10,427	17,616	17,616	45,659
Vallejo	.....	10,248	2,580	3,624	16,452	4,789	63,730	36,323	37,811	142,653	2,271	4,196	3,901	10,368

Colorado:														
Boulder		9,730	4,600	3,500	17,830		64,581	48,281	52,118	164,980				
Greeley		10,331	4,100	5,569	20,000		68,157	35,065	50,575	153,797	3,420	1,356	1,120	5,896
Trinidad		16,510		3,260	19,770	1,260	95,121		43,062	139,443	1,704		610	2,314
Connecticut:														
Ansonia		8,115		3,500	11,615		134,815		64,190	199,005	10,653		150	10,803
Bristol		43,663		13,687	57,350	19,800	156,480		45,350	221,630	5,534		4,663	10,197
Danbury		18,799		4,976	23,775		121,568		52,703	174,271	11,197		6,042	17,239
Derby		9,155			9,155		53,757		20,768	74,525	2,614		1,471	4,085
East Hartford		10,597		4,282	14,879		98,394		32,038	130,492	9,080		3,642	12,722
Enfield		3,509		2,656	6,165		91,687		24,700	116,387	8,620		1,951	10,571
Fairfield		17,189		2,900	20,089	10,075	112,800		26,250	149,125	4,024		1,670	5,694
Greenwich		61,331		11,531	72,862	18,300	253,451		71,450	343,201	18,227		4,731	22,958
Manchester—														
Districts Nos. 1-8		7,305			7,305	4,800	69,325			74,125	8,924			8,924
District No. 9	2,050	21,963		11,412	35,425	10,225	95,200		48,600	154,025	9,646		3,956	13,602
Middletown		10,390		6,150	16,740	5,600	78,185		64,195	147,980	6,243		1,862	8,105
Milford		11,934		3,000	14,934	6,300	76,152		23,478	105,930	5,492		724	6,216
Naugatuck		3,318		5,946	9,264	7,502	90,685		42,489	140,676	5,797		3,611	9,408
New London		28,534			28,534	21,336	206,293			227,629	19,232			19,232
Norwalk		12,302	9,950	4,000	26,252	13,181	127,418	67,450	44,600	252,649	6,244	5,396	2,269	13,909
Norwich		16,043			16,043	16,925	173,062			189,987	5,617			5,617
Stonington		2,805		2,000	4,805	4,550	47,286		11,988	63,824	4,000		2,715	6,715
Stratford		9,606		2,520	12,126	4,200	130,442		40,370	175,012	9,104		5,012	14,116
Torrington		23,354		5,247	28,601		171,451		56,170	227,621	7,737		4,574	12,311
Wallingford		4,600		3,723	8,323	6,000	83,012		28,274	117,286	7,965		3,489	11,454
Windham		11,926			11,926	6,859	61,579		34,112	102,550	6,175		5,734	11,909
Florida:														
Key West		6,795		2,700	9,495	2,206	31,168	1,440	16,470	51,284	1,522		703	2,225
Miami [6]	1,155	21,583	10,800	6,970	40,508	17,699	100,800	116,000	97,775	332,274	9,026	5,000	6,000	20,026
St. Petersburg		21,900	4,560	4,500	30,960	3,008	125,995	64,218	70,339	263,560	[3] 17,799	[3] 6,396	[3] 3,615	27,810
Georgia:														
Albany							45,763		28,800	74,563	1,256		300	1,556
Athens		5,000		4,550	9,550	923	68,241		46,040	115,204	[3] 3,586		[3] 896	4,482
Brunswick							41,680		16,075	57,755	1,233		500	1,733
Lagrange		9,390		2,500	11,890		71,814		20,709	92,514	[3] 5,000		[3] 1,753	6,753
Rome		1,150		2,100	3,250		39,618		18,408	58,026	250		150	400
Valdosta							44,089		18,937	63,026	[3] 628		[3] 300	928
Waycross				2,000	2,000		52,810	8,400	11,999	73,209	736	520	954	2,210
Idaho:														
Boise		9,375		2,200	11,575		148,658		98,146	246,804	16,042		7,335	23,377
Pocatello		18,190	4,700	3,885	26,775		91,567	33,041	39,551	164,159	5,447	4,869	5,621	15,937
Illinois:														
Alton		18,337			18,337	2,400	119,650	28,500	57,600	208,150	6,811	3,405	3,405	13,621
Belleville		7,750	2,500		10,250	9,450	74,948	29,000		113,398	[3] 4,935	[3] 1,645		6,580
Berwyn—														
District No. 98							45,311			45,311				
District No. 100		5,100			5,100		79,572			79,572				
Bloomington		2,368		4,145	6,513	9,441	145,899		88,958	244,298	13,197		3,768	16,965
Blue Island							53,600	[4] 20,000	24,073	97,673	2,103	[4] 1,500	1,896	5,499
Cairo		4,260		7,230	11,490		63,110		32,740	95,850	[3] 2,500		[3] 1,650	4,150

[3] Distribution estimated.

[4] Estimated.

[6] Estimated part of county system.

TABLE 12.—*Expenses of instruction in day schools, city public-school systems, 1925–26*—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
Illinois—Continued.														
Canton		$2,070		$8,180	$10,250		$36,001	$10,907	$38,200	$85,108	[3] $3,000	[3] $1,269	[3] $2,000	$6,269
Centralia		17,375			17,375		57,465			57,465	2,529			2,529
Champaign		13,590		3,740	17,330		92,673		71,922	164,595	4,506		3,137	7,643
Chicago Heights		12,550			12,550		97,975			97,975	1,852			1,852
Elgin		31,850		7,800	39,650		178,246		82,885	261,131	9,373		5,219	14,592
Forest Park		6,400			6,400		48,600			48,600	2,700			2,700
Freeport				5,000	5,000		101,088		61,150	162,238	6,300		4,000	10,300
Galesburg		4,737		6,723	11,460		110,132		81,600	191,732	3,105			3,105
Granite City		11,259	$4,150	6,282	21,691		97,985	36,925	54,332	189,242	5,729	1,910	4,937	12,576
Herrin		6,000			6,000		69,200			69,200	2,400			2,400
Jacksonville		9,475	2,000	2,800	14,275		44,375	15,650	45,675	105,700	[3] 2,235	[3] 800	[3] 2,000	5,035
Kankakee		6,550		4,280	10,830		90,811		48,450	139,261	834		1,200	2,034
Kewanee		3,345		4,747	8,092	$2,740	71,946		34,357	109,043	3,294		2,776	6,070
La Salle							67,100			67,100	1,722			1,722
Lincoln		4,600			4,600		53,954			53,954	2,593			2,593
Mattoon		1,440		2,500	3,940		43,290	23,063	18,897	85,250				
Maywood Melrose Park		11,688			11,688		111,581			111,581	14,057			14,057
Murphysboro		5,400			5,400		39,960			39,960	5,700			5,700
Ottawa						3,698	52,104			55,802	3,970			3,970
Pekin		4,150		3,600	7,750		56,932	22,571	47,390	126,893	1,156	394	1,600	3,150
Streator		13,320			13,320	1,400	83,171			84,571	5,634			5,634
Urbana		2,995	2,114	3,736	8,845		43,139	15,610	46,211	104,960	1,236	920	2,988	5,144
Waukegan						9,050	202,406			211,456	7,688			7,688
Indiana:														
Anderson	$1,748	8,583	2,835	3,402	19,828	4,499	142,191	49,607	74,413	287,102	1,112	1,362	3,331	7,572
Bloomington		8,000		3,900	11,900		65,023	29,090	58,179	152,292	9,059	5,086	6,535	20,680
Clinton		10,077		2,450	12,527		53,000		26,087	79,087	[3] 615		[3] 200	815
Crawfordsville		10,470		3,478	13,948	3,809	46,746	29,190	33,030	112,775	1,697	1,572	4,224	7,493
Elkhart		9,725	7,603	7,541	24,869		119,489	53,185	88,857	261,531				
Elwood		3,251	2,000	2,475	7,726		47,009	21,705	38,532	107,246	1,712		67	1,779
Frankfort		11,118		4,677	15,795		70,318		41,995	112,313	2,096		2,940	5,036
Huntington		18,469		4,090	22,559	7,275	93,797		40,973	142,045	3,691		4,355	8,046

Jeffersonville		9,063		6,976	16,039		38,034		19,765	57,799	654		509	1,163
La Fayette		23,510		6,575	30,085	2,600	110,618		68,566	181,784	2,080		1,124	3,204
Laporte		2,419	3,127	3,958	9,504	7,918	62,120	38,620	53,003	161,661	3,691	3,668	6,128	13,487
Logansport		11,232	7,008	7,156	25,396	3,697	82,778	64,178	43,890	194,543	882	2,297	3,081	6,260
Marion		21,532	6,685	7,270	35,487		105,596	52,865	61,982	220,443	2,617	1,186	2,115	5,918
Michigan City		15,013	4,198	5,595	24,806	8,229	95,400	36,518	47,735	193,954	6,152	1,965	4,560	13,008
Mishawaka		15,337		3,500	18,837	[5] 7,075	126,259		55,780	189,114	8,803		5,737	14,540
New Albany		6,300		4,465	10,765		99,839		54,659	154,498	14,439		2,887	17,326
Newcastle		2,046	1,545	3,107	6,698		50,134	17,464	40,825	108,423	686	279	1,732	2,697
Peru		7,799		3,166	10,965		67,866		42,921	110,787	1,438		932	2,370
Richmond		30,539	8,878	5,182	44,599	9,553	111,826	65,990	66,050	253,419	4,249	1,198	1,894	7,341
Vincennes		20,686		6,949	27,635	4,433	73,362		45,646	123,441	7,834		2,750	10,584
Whiting		7,614	3,300	4,008	14,922	3,665	50,302	28,471	35,014	117,452	1,645	1,270	2,591	5,506
Iowa:														
Boone		2,675		4,125	6,800		58,400	33,019	34,900	126,319	[3] 1,650	[3] 800	[3] 898	3,348
Burlington		34,420		3,900	38,320	11,486	146,721		76,650	244,857	3,525		2,410	6,000
Clinton		[3] 18,055	[3] 3,489	[3] 6,133	27,677	9,975	80,436	22,800	60,211	173,422	3,337	1,067	5,986	10,390
Fort Dodge	1,881	31,718	2,468	3,450	39,517	8,460	76,348	25,777	52,512	169,067	[3] 21,959	[3] 5,900	[3] 9,802	37,661
Fort Madison		4,500	2,200	3,000	9,700	4,130	27,975	15,260	30,090	77,455	2,700	1,300	1,000	5,000
Iowa City		8,374	2,175	4,678	15,227	4,364	39,396	16,867	52,169	112,796	1,365	303	1,581	3,249
Keokuk		19,136	2,600	5,400	27,136		58,750	27,949	36,926	123,625	2,668	2,178	4,555	9,201
Marshalltown		[5] 18,000		[5] 3,100	21,100	[5] 9,720	[3] 68,180		[3] 51,800	129,700	[3] 3,300		[3] 1,150	4,450
Mason City		14,255	3,000	5,700	22,955	13,000	103,296	25,920	74,993	225,809	9,522	2,000	3,000	14,522
Muscatine		15,100		5,700	20,800		[3] 98,000		[3] 57,511	155,511				
Ottumwa		32,692		9,207	41,899		145,065		86,546	231,611	5,515		5,638	11,153
Kansas:														
Arkansas City			2,750	3,500	11,550	2,890	68,309	37,148	38,814	163,372	[3] 4,000	195	830	5,886
Atchison		6,478		4,312	10,790	[3] 3,900	[3] 46,120	[3] 19,000	[3] 27,298	96,318	1,137	600	785	2,522
Chanute		3,105	6,816	4,850	14,771		38,888	37,848	28,095	104,831	1,534	1,540	1,490	4,564
Coffeyville		3,407	5,988	5,004	14,399		80,279	49,084	36,454	165,817	1,760	1,600	1,500	4,860
Eldorado		4,950		6,500	11,450		54,900	36,000	34,592	125,492	1,200	3,500	3,982	8,682
Emporia		[3] 5,512	[3] 3,700	[3] 4,319	13,531	[3] 5,600	[3] 50,700	[3] 36,688	[3] 59,135	152,123	[3] 6,689	[3] 2,000	[3] 2,500	11,189
Fort Scott		2,040		3,340	5,380		47,000	25,210	39,300	123,810	2,050	1,032	520	4,117
Hutchinson		18,141	6,000	5,836	29,977	12,947	123,763	68,658	59,890	265,258	[3] 6,568	[3] 3,200	[3] 3,200	12,968
Independence				4,900	4,900		71,490	35,930	57,985	165,405	1,645	4,055	4,055	9,755
Lawrence		7,375	2,650	3,700	13,725	5,749	52,983	43,236	53,830	155,798	1,179	2,323	2,757	6,799
Leavenworth		13,402	2,800	3,600	19,802	2,670	58,254	24,340	35,445	120,709	4,286	1,201	1,229	6,716
Parsons		14,255	5,350	3,350	22,955		41,566	30,087	48,565	133,294	5,644	5,551	10,799	21,994
Pittsburg		3,858	2,694	3,297	9,849		77,477	35,429	55,692	168,598	1,104	1,178	2,337	4,619
Salina		2,200		4,000	6,200	8,775	110,358	56,953	54,536	230,622	[3] 342	[3] 160	[3] 130	632
Kentucky:														
Ashland		22,490	2,800	4,000	29,290		110,575	22,750	42,465	175,790	2,440	218	272	2,930
Henderson		4,392		3,350	7,742		42,681	11,127	20,062	73,870	1,794	249	1,008	3,051
Newport		8,500		2,200	10,700		91,150	18,532	21,450	131,132	2,551	413	377	3,341
Owensboro		5,458		5,195	10,653		83,019		32,639	115,658	335		980	1,315
Paducah		16,527	2,358	3,433	22,318		58,236	27,103	39,492	124,831	980	1,429	2,092	4,501

[3] Distribution estimated.

[5] Data of 1923–24.

TABLE 12.—*Expenses of instruction in day schools, city public-school systems, 1925–26*—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
Louisiana:														
Alexandria		$13,500		$6,200	$19,700	$3,240	$70,814		$63,479	$137,533	[4] $4,035		$2,216	$6,251
Baton Rouge		9,000	$2,700	6,860	18,560		85,680	$29,690	46,600	161,970	1,400	$440		1,840
Lake Charles		8,760		3,000	11,760		70,261		33,850	104,111	573		207	780
Monroe		4,640		2,000	6,640	2,040	53,038		18,360	73,438	732		316	1,048
Maine:														
Auburn							91,783		42,014	133,797	6,225		3,249	9,474
Augusta		5,758		3,800	9,558	[5] 5,500	58,529		27,945	91,974	2,613		1,597	4,210
Bangor		12,760		10,200	22,960	21,075	115,479		85,990	222,544	20,835		7,065	27,900
Bath		8,500		2,800	11,300		37,575		20,717	58,292	1,793		1,198	2,991
Biddeford		2,300		3,000	5,300	1,025	46,642		15,595	63,262	3,106		2,791	5,897
Sanford		1,800		3,500	5,300		50,586		29,772	80,358	[3] 6,374		[3] 2,125	8,499
Waterville		7,700		7,000	14,700	4,350	46,350	29,000	18,600	98,300	7,206	1,725	1,218	10,149
Maryland:														
Annapolis		2,884		2,350	5,234		28,620		29,946	58,566	1,337		1,886	3,223
Cumberland		1,486	3,280	9,040	13,806		111,628	30,809	71,275	213,712	4,295	2,254	9,637	16,186
Frederick				3,000	3,000		54,089		53,045	107,134	2,540		3,322	5,862
Hagerstown		5,050		3,000	8,050		121,427		43,543	164,970	3,436		2,198	5,634
Massachusetts:														
Adams		4,600		3,100	7,700		57,436	15,640	29,750	102,826	[3] 4,576	[3] 1,200	[3] 1,424	7,200
Amesbury			2,326	4,177	6,503		30,759	10,222	31,242	72,223	1,767	1,252	3,488	6,507
Arlington		[4] 26,304	[5] 5,600	6,541	38,445		114,810	[4] 57,350	61,200	233,360	26,174	8,958	7,038	42,170
Attleboro		19,523		6,005	25,528	4,080	134,358		53,349	191,787	5,748		4,350	10,098
Belmont		14,603	3,060	3,875	21,478	10,000	75,702	27,200	50,744	163,646	5,658	3,060	6,032	14,690
Beverly		37,403		5,161	44,987		149,420		110,671	265,664	10,226		12,552	22,857
Braintree		9,900		3,400	13,300	11,000	88,640		32,955	132,595	4,206		4,895	9,101
Clinton				3,521	3,521		71,806		30,168	101,974	3,867		2,095	5,962
Danvers		11,910		7,764	19,674		63,295		32,931	96,226	5,780		3,010	8,790
Dedham		11,692		3,250	14,942		75,435	25,664	42,705	143,804	5,124	2,561	2,562	10,247
Easthampton		7,886		2,810	10,696		55,263		17,036	72,299	4,233		2,240	6,473
Framingham		12,100	7,800	3,500	23,400	950	129,368	44,150	41,425	215,893	9,777	4,000	3,501	17,278
Gardner		3,076		5,138	8,214		89,220		43,412	132,632	7,050		7,485	14,535
Gloucester		10,600		8,250	18,850		156,112		69,249	225,361	8,478		8,597	17,075
Greenfield		9,243		3,800	13,043	3,970	120,919		58,908	183,797	8,630		6,259	14,889

Leominster					[5] 1,200	109,870		48,729	159,799	9,139		4,916	14,055
Marlboro	4,200		2,800	7,000		60,350	7,750	28,060	96,160	3,578	770	2,382	6,730
Melrose	11,375		3,800	15,175		133,991		69,831	203,822	9,187		4,678	13,865
Methuen	4,278	6,481	4,631	15,390		105,839	32,271	25,385	163,495	6,463	2,553	2,257	11,273
Milford	1,525		3,200	4,725		86,581		34,645	121,226	5,988		2,923	8,911
Natick	8,615		11,013	19,628		73,638		32,995	106,633	4,839		3,493	8,332
Newburyport	6,150		2,300	8,450		64,266		37,551	101,817	5,737		2,095	7,832
North Adams	17,142		14,325	31,467	13,075	106,105		50,451	169,631	4,956		4,750	9,706
Northampton	19,630		3,795	23,425	1,250	131,751		41,504	174,505	9,462		2,398	11,860
Northbridge	3,503		4,295	7,798		54,883	14,850	15,156	84,889	3,067	700	1,299	5,066
Norwood	8,010	2,810	3,800	14,620		91,873	44,926	37,800	174,599	5,414	3,634	3,552	12,600
Peabody	11,150		3,800	14,950		137,476		62,810	200,286	6,665		4,753	11,418
Plymouth	[3] 11,875	[3] 5,250	[3] 3,100	20,225		[3] 70,264	[3] 25,920	[3] 30,649	126,833	[3] 4,894	[3] 1,845	[3] 1,310	8,049
Revere	[3] 42,600		[3] 13,100	55,700		[3] 288,786	[3] 30,000	[3] 75,086	393,872	[3] 21,144	[3] 3,700	[3] 5,045	29,889
Saugus			3,150	3,150		63,569	27,715	36,375	127,659	5,679	2,834	5,214	13,727
Southbridge	4,400		2,800	10,400		52,379		14,413	77,079	1,747		1,795	4,258
Wakefield	17,552		6,160	23,712		103,748		65,031	168,779	8,287		4,106	12,393
Watertown	1,700		7,000	8,700		165,412	50,090	54,172	269,674	10,165	7,000	10,011	27,176
Webster	7,724		5,686	13,410		44,026		23,568	67,594	2,587		3,037	5,624
Westfield	21,034		8,244	29,278	[4] 9,000	115,464		42,213	166,677	12,167		5,331	17,498
West Springfield	12,850	3,000	3,600	19,450	5,700	123,176	19,420	24,130	172,426	14,393	3,051	2,920	20,364
Weymouth	16,470		3,300	19,770		95,069		53,081	148,150	7,464		5,942	13,406
Winchester	5,343		4,692	10,035	5,600	76,095		40,701	122,396	6,321		4,142	10,463
Winthrop	10,540	2,070	4,150	16,760		79,158	10,990	59,269	149,417	4,271	2,440	7,094	13,805
Woburn		3,078	3,535	6,613		115,034	6,400	37,577	159,011	6,458	400	4,040	10,898
Michigan:													
Adrian	3,343	5,966	3,400	12,709	4,475	55,281	34,500	38,250	132,506	721	721	721	2,163
Alpena	13,094		5,057	18,151		57,959		27,793	85,752	1,418		1,726	3,144
Ann Arbor	19,909	8,150	5,000	33,059	12,937	129,937	77,823	104,191	324,888	[3] 6,597	[3] 2,000	[3] 2,500	11,097
Benton Harbor	8,799	2,500	5,175	16,474	8,560	59,986	20,849	52,909	146,004	[3] 7,300	[3] 3,000	[3] 3,223	13,523
Calumet	13,097		7,020	20,117	4,932	85,703		71,271	161,906				
Escanaba	11,143		2,800	13,943	5,398	66,700		45,462	117,560	1,851		1,389	3,240
Holland	18,825	2,400	3,700	24,925	5,600	48,096	37,500	43,950	135,146	4,936	2,132	3,585	10,653
Ironwood	8,006	3,000	3,400	14,406	11,005	88,886	42,875	45,313	188,079	9,385	5,869	6,032	21,286
Ishpeming	5,400		5,500	10,900	7,400	62,020		42,650	112,070	3,910		5,133	9,043
Marquette		[3] 2,000	[3] 3,000	5,000	[3] 5,450	[3] 37,658	[3] 13,500	[3] 41,400	98,008	[3] 7,500	[3] 800	[3] 2,098	10,398
Monroe	[3] 9,167		[3] 2,000	11,167	[3] 3,900	[3] 57,870		[3] 32,346	94,116	[3] 118		[3] 80	198
Owosso	18,150		3,000	21,150	4,950	82,019		37,125	124,094	6,888		1,950	8,838
Port Huron	17,620		4,400	22,020	11,205	239,959	46,820	43,025	364,321	9,645	2,656	1,677	13,978
Sault Ste. Marie	19,394	4,167	6,780	30,341	7,100	52,463	25,333	51,292	136,188	4,879	1,988	3,976	10,843
Traverse City	4,380	3,335	4,435	12,150	3,600	50,035	15,325	25,100	94,060	[3] 4,141	[3] 900	[3] 1,000	6,041
Wyandotte	20,585		3,000	23,585	9,755	121,357		78,822	209,934	[3] 5,058		[3] 1,800	6,858
Minnesota:													
Austin	3,900	1,600	5,137	10,637	1,080	45,410	15,268	41,066	102,824	[3] 3,761	[3] 1,679	[3] 1,276	6,716
Faribault	4,158	3,021	3,021	10,200		38,815	25,483	24,053	88,351	3,267	1,936	1,936	7,139
Hibbing	21,917	11,670	13,114	51,951	28,505	250,418	152,564	101,359	609,126	[3] 49,813	[3] 30,000	[3] 26,000	119,913
Mankato	7,055	1,900	4,700	13,655	5,115	46,895	31,185	31,978	115,173	[3] 4,600	[3] 2,292	[3] 2,292	9,184
Rochester		2,400	2,750	7,900	7,403	73,540	39,580	41,400	174,923	[3] 10,094	[3] 4,542	[3] 4,610	20,891
St. Cloud	6,252		2,800	9,052	2,515	41,362	20,382	57,124	121,383	7,461		7,955	15,416
Virginia	24,600	4,540	5,640	38,480	[4] 20,000	140,140	84,044	75,380	343,228	8,800	8,581	8,000	34,147
Winona	13,409	5,594	6,259	25,262	7,775	71,060	32,437	37,478	148,750	5,523	1,168	2,726	9,417

[3] Distribution estimated.

[4] Estimated.

[5] Data of 1923–24.

TABLE 12.—*Expenses of instruction in day schools, city public-school systems, 1925–26*—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
Mississippi:														
Biloxi	.....	$6,300	.....	$3,900	$10,200	.....	$35,710	.....	$21,135	$56,845	.....	.....	.....	.....
Columbus	.....	.....	.....	2,700	2,700	.....	30,403	$7,450	21,852	59,705	[3] $1,863	[3] $486	[3] $351	$2,700
Greenville	.....	10,379	.....	5,700	16,079	$2,535	31,650	6,765	17,830	58,780	[3] 350	[3] 200	[3] 350	900
Hattiesburg	.....	.....	.....	4,216	4,216	.....	42,820	17,000	26,025	85,845	600	400	400	1,400
Jackson	.....	11,000	$7,000	6,000	24,000	.....	56,302	30,000	20,000	106,302	5,233	6,542	6,359	18,134
Laurel	.....	9,660	1,660	3,000	14,320	[5] 3,000	62,871	15,180	28,324	109,375	[3] 719	[3] 500	[3] 800	2,019
Meridian	.....	11,650	3,000	4,100	18,750	.....	80,064	18,915	40,375	139,354	[3] 2,814	[3] 800	[3] 1,600	5,214
Natchez	.....	4,150	.....	2,400	6,550	2,650	24,346	.....	18,640	45,636	[3] 8,125	.....	[3] 1,434	9,559
Vicksburg	.....	.....	2,200	2,500	4,700	1,125	36,855	12,600	21,900	72,480	[3] 2,478	[3] 500	[3] 500	3,478
Missouri:														
Cape Girardeau	.....	13,187	.....	5,710	18,897	.....	48,457	.....	47,246	95,703	6,165	.....	2,682	8,847
Carthage	.....	.....	.....	2,400	2,400	.....	60,678	.....	29,688	90,366	3,385	.....	931	4,316
Columbia	.....	4,592	.....	5,970	10,562	.....	46,242	.....	39,191	85,433	4,207	.....	1,368	5,575
Hannibal	.....	3,150	5,265	3,840	12,255	.....	63,675	19,071	29,756	112,502	11,675	1,200	3,000	15,875
Independence	.....	1,300	[4] 2,000	3,500	6,800	.....	63,668	[4] 35,433	39,844	138,945	4,485	[4] 1,494	2,452	8,431
Jefferson City	.....	2,640	.....	3,320	5,960	2,700	43,671	.....	20,460	66,831	3,140	.....	2,278	5,418
Joplin	.....	19,045	.....	5,850	24,895	.....	135,878	.....	71,163	207,041	7,471	.....	1,993	9,464
Moberly	.....	1,170	.....	3,000	4,170	.....	45,440	.....	30,950	76,390	3,359	.....	600	3,959
Sedalia	.....	17,979	.....	3,000	20,979	.....	97,647	.....	64,102	161,749	4,437	.....	1,000	5,437
Montana:														
Anaconda	.....	4,017	.....	2,898	6,915	.....	66,812	.....	45,433	112,245	4,866	.....	5,626	10,492
Billings	.....	[4] 5,800	.....	3,680	9,480	.....	113,324	.....	55,884	169,208	9,674	.....	4,143	13,817
Great Falls	.....	25,971	[4] 3,000	7,996	36,967	11,400	138,106	[4] 38,400	78,824	266,730	6,009	[4] 1,500	4,062	11,571
Helena	.....	17,333	.....	12,117	29,450	.....	74,169	.....	30,850	105,019	10,859	.....	6,334	17,193
Missoula	.....	17,253	.....	.....	17,253	.....	82,094	.....	.....	82,094	8,970	.....	.....	8,970
Nebraska:														
Grand Island	.....	7,100	4,750	3,400	15,250	6,865	63,816	44,875	38,000	153,556	[3] 6,921	[3] 4,881	[3] 2,515	14,317
Hastings	.....	11,800	1,800	4,800	18,400	5,300	69,885	41,160	61,441	177,786	4,420	1,995	1,568	7,983
North Platte	.....	4,392	2,500	3,000	9,892	6,200	36,118	16,750	33,058	92,126	[3] 5,599	[3] 1,337	[3] 1,421	8,357
Nevada:														
Reno	.....	.....	2,500	3,700	6,200	3,358	64,675	38,000	38,100	144,133	8,785	4,242	4,460	17,487

New Hampshire:														
Berlin		4,800		4,000	8,800		38,493	[4] 17,208	46,553	102,254	1,214	800	3,025	5,039
Concord		9,813	7,170	3,500	20,483	14,262	73,908	35,806	62,963	186,939	7,269	2,808	2,933	13,010
Dover				3,500	3,500		42,056		28,024	70,080	2,939		4,462	7,401
Keene		5,650		3,500	9,150	1,600	50,199	18,700	36,363	106,862	[4] 1,589	[4] 800	3,948	6,337
Laconia		2,600		3,000	5,600		34,585	[4] 8,685	30,047	73,317	2,820	[4] 1,400	1,434	5,654
Nashua		2,050	3,000	5,500	10,550	13,417	122,926	32,850	57,608	226,801	12,560	5,000	10,053	27,613
Portsmouth		8,000	2,950	2,950	15,800	6,750	45,255	17,350	36,299	109,854	2,000	[4] 1,176	3,562	6,738
New Jersey:														
Asbury Park		16,303		5,334	21,637	9,444	109,194		62,500	181,138	7,298		4,311	11,609
Belleville		18,767		2,887	21,654		157,480		45,000	202,480	6,863		2,455	9,318
Bloomfield		26,325		4,000	30,325	33,355	229,037		84,546	346,938	29,987		11,000	40,987
Bridgeton		[3] 13,936	[3] 7,438	[3] 7,670	29,044		[3] 55,855	[3] 17,377	[3] 42,250	115,482	[3] 7,352	[3] 2,000	[3] 3,686	13,038
Carteret		2,875			2,875		[3] 106,292		[3] 21,000	127,292	[3] 10,090		[3] 2,800	12,890
Clifton		35,525		4,464	39,989	25,840	263,833		73,214	362,887	23,314		7,251	30,565
Englewood		18,031	[4] 3,500	6,131	27,662	16,571	83,324	[4] 32,300	60,273	192,468	8,177	[4] 2,000	2,967	13,144
Garfield		16,987		3,400	20,387	10,625	227,453		37,813	275,891	10,481		3,147	13,628
Gloucester City		6,350		3,550	9,900		54,500		18,800	73,300	[3] 7,145		[3] 2,700	9,845
Hackensack		34,659		12,464	47,123	19,417	203,666		112,789	335,872	14,502		8,602	23,104
Harrison		12,475		4,500	16,975		84,525		22,725	107,250	5,635		2,000	7,635
Irvington		48,390		9,427	57,817		300,861		84,782	385,643	34,489		5,033	39,522
Kearny		52,354		6,035	58,389	25,816	272,013		103,294	401,123	22,542		6,468	29,010
Long Branch		20,418		3,475	23,893	7,150	120,990		67,967	196,107	12,158		3,500	15,658
Millville		8,042		2,911	10,953		80,493		40,481	120,974	11,506		4,371	15,877
Montclair		33,150	14,650	10,575	58,375	24,295	266,047	204,368	141,796	636,506	20,725	15,651	14,029	50,405
Morristown		8,176		4,000	12,176	3,400	71,498	14,600	72,050	161,548	13,036	4,250	11,082	28,368
North Bergen		40,430			40,430	7,935	296,371			304,306	33,226			33,226
Phillipsburg		2,000		3,763	5,763	2,400	111,906		44,143	158,449	8,633		4,420	13,053
Plainfield		41,934		7,878	49,812	27,987	282,319		146,455	456,761	25,657		9,491	35,148
Rahway		21,880		3,355	25,235		108,950		36,404	145,354	5,531		5,360	10,891
South Orange		30,464	9,761	7,300	47,525	21,550	132,400	77,850	68,175	299,975	14,391	5,669	5,668	25,728
Summit		17,271	2,679	5,410	25,360	11,229	74,113	18,424	53,081	156,847	4,719	1,032	3,567	9,318
Weehawken		16,492			16,492	11,763	119,307			131,070	7,054			7,054
West New York		46,228		8,944	55,172	19,151	281,437		108,909	409,497	17,993		8,612	26,605
West Orange		23,580	5,490	10,750	39,820	12,270	134,131	44,056	53,163	243,620	9,615	3,828	4,054	17,497
New Mexico:														
Albuquerque		18,873	9,342	5,271	33,486		85,984	54,776	49,359	190,119	3,046	1,763	1,809	6,618
New York:														
Batavia		23,060		3,888	26,948		114,188		47,297	161,485	6,086		6,863	12,949
Beacon		9,830		5,142	14,972	2,500	50,274		20,983	73,757	3,893		973	4,866
Cohoes		18,090		6,410	24,500	6,340	68,368		24,250	98,958	1,278		1,676	2,954
Corning—														
District No. 9				2,700	2,700	[3] 3,425	[3] 41,675	[3] 19,783	[3] 25,828	90,711	[3] 1,735	[3] 575	[3] 572	2,882
District No. 13							26,717		34,273	60,990	1,371		2,427	3,798
Cortland		14,127		5,980	20,107	7,250	74,804		44,592	126,646	4,002		3,268	7,270
Dunkirk		22,209	2,400	5,000	29,609	10,965	108,178	29,500	52,302	204,320	9,139	[4] 3,000	2,147	14,286
Fulton		19,350		3,000	22,350		68,979		40,744	109,723	1,695		847	2,542
Geneva		14,775		3,200	17,975	10,100	80,673		36,950	130,223	2,183		500	2,815
Glens Falls		[3] 8,000		[3] 3,300	11,300	4,500	68,810		48,610	123,870	5,992		3,785	9,777
Gloversville		14,494		5,668	20,162	6,986	150,980		64,510	222,476	8,160		4,432	12,592

[3] Distribution estimated.

[4] Estimated.

[5] Data of 1923–24.

TABLE 12.—*Expenses of instruction in day schools, city public-school systems, 1925–26*—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—Continued.														
Herkimer	-------	$5,149	----------	$2,601	$7,750	$2,641	$66,378	----------	$27,254	$96,273	$1,188	----------	$351	$1,539
Hornell	-------	18,574	----------	4,425	24,805	7,300	97,441	----------	54,807	164,731	6,258	----------	4,165	11,051
Hudson	-------	5,750	----------	2,900	8,650	2,245	67,371	----------	36,144	105,760	4,248	----------	3,347	7,595
Ilion	-------	[3] 9,157	----------	[3] 7,593	16,750	[3] 5,955	[3] 57,387	----------	[3] 29,996	93,338	[3] 2,114	----------	[3] 704	2,818
Ithaca	-------	17,807	----------	9,000	26,807	[4] 9,800	99,371	----------	74,622	183,793	7,288	----------	5,022	12,310
Johnstown	-------	----------	----------	----------	----------	7,012	70,201	----------	29,131	106,344	4,990	----------	1,028	6,018
Kingston	-------	22,672	----------	7,515	30,187	----------	121,819	----------	80,467	202,286	7,117	----------	4,458	11,575
Lackawanna	-------	23,236	----------	5,394	28,630	9,476	126,670	----------	21,021	157,167	5,533	----------	1,250	6,783
Little Falls	-------	10,449	----------	4,089	14,538	6,350	72,602	----------	22,756	101,708	2,763	----------	1,053	3,816
Lockport	-------	18,722	----------	4,850	23,572	11,254	132,341	----------	67,754	211,349	6,576	----------	6,136	12,712
Middletown	-------	7,348	[4] $2,500	4,604	14,452	----------	79,066	$35,225	40,066	154,357	11,442	----------	----------	11,442
North Tonawanda	-------	19,700	----------	7,473	27,173	9,332	94,964	----------	28,026	132,322	6,402	----------	2,979	9,381
Ogdensburg	-------	9,782	----------	2,851	12,633	----------	73,099	----------	28,256	103,155	2,368	----------	300	2,723
Olean	-------	30,283	----------	10,835	41,118	16,725	147,377	----------	57,537	223,501	9,172	----------	2,218	11,633
Oneida	-------	10,422	----------	4,559	14,981	2,589	57,409	----------	36,750	96,748	3,149	----------	1,309	4,458
Oneonta	-------	7,625	----------	11,100	18,725	2,575	54,634	----------	31,560	88,769	7,814	----------	4,611	12,425
Ossining	-------	6,952	----------	4,980	11,932	1,725	72,634	----------	34,554	108,913	2,685	----------	2,447	5,132
Oswego	-------	13,000	----------	4,000	17,000	2,544	115,778	----------	70,846	189,168	8,840	----------	3,094	11,934
Peekskill	-------	5,114	----------	3,549	8,663	3,650	108,086	----------	45,753	157,489	4,515	----------	2,599	7,114
Plattsburg	-------	----------	----------	----------	----------	4,150	49,738	----------	30,429	84,317	2,893	----------	432	3,325
Port Chester	-------	[3] 31,695	----------	[3] 7,913	39,608	[3] 12,825	[3] 165,262	----------	[3] 56,050	234,137	[3] 7,527	----------	[3] 2,508	10,035
Port Jervis	-------	16,368	----------	3,396	19,759	6,535	52,546	----------	26,022	85,103	3,429	----------	1,586	5,015
Rensselaer	-------	13,320	----------	----------	13,320	2,930	67,733	----------	23,815	94,478	[3] 5,903	----------	[3] 2,046	7,949
Rome	-------	25,077	----------	5,044	30,121	13,483	150,945	----------	42,092	206,520	4,373	----------	1,085	5,458
Saratoga Springs	-------	11,559	----------	4,296	15,855	9,203	58,723	----------	45,622	113,548	1,903	----------	2,184	4,087
Tonawanda	-------	16,800	----------	8,611	25,411	7,800	46,250	----------	26,603	80,653	3,300	----------	1,649	4,949
Watervliet	-------	14,588	----------	1,927	16,515	4,450	70,225	----------	24,988	99,663	2,319	----------	754	3,073
White Plains	-------	15,300	17,900	9,583	42,783	17,350	215,558	114,005	96,768	443,681	8,357	$5,724	3,373	17,454
North Carolina:														
Asheville	-------	22,636	----------	6,772	29,408	19,507	210,244	----------	97,675	327,426	[3] 7,072	----------	[3] 2,359	9,431
Durham	-------	17,220	2,050	10,500	29,770	----------	162,006	12,650	60,543	235,199	6,000	450	2,000	8,450
Gastonia	-------	21,183	----------	2,700	23,883	----------	110,599	----------	36,940	147,539	[3] 3,579	----------	[3] 583	4,162
Goldsboro	-------	10,640	----------	2,400	13,040	----------	62,233	----------	41,850	104,083	[3] 3,040	----------	[3] 700	3,740

Greensboro		19,913		[4] 8,000	27,913		156,388		75,298	231,686	[3] 14,788		[3] 8,000	22,788
High Point		19,300		5,300	24,600		134,620		46,468	181,088	[3] 2,309		[3] 376	2,685
New Bern		3,975		3,000	6,975		39,178		24,064	63,242	[3] 1,069		[3] 400	1,469
Raleigh [5]		23,513	2,750	3,000	29,263		140,291	32,137	38,543	210,971				
Rocky Mount		5,700		4,090	9,790		67,173		31,086	98,259				
Salisbury		16,980		5,000	21,980		72,613		40,218	112,831				
Wilson		6,620		4,800	11,420		58,964		30,852	89,816				
North Dakota:														
Fargo		[3] 22,025	[3] 6,545	[3] 5,600	34,170		[3] 107,894	[3] 58,630	[3] 73,080	239,604	[3] 8,865	[3] 2,371	[3] 5,013	16,249
Grand Forks		7,200	2,500	3,000	12,700		71,056	24,970	52,614	148,640	1,740	538	1,500	3,778
Minot		1,550	2,250	3,500	7,300		60,623	13,500	43,377	117,500	4,600	2,000	495	7,095
Ohio:														
Alliance		2,015		3,255	5,270		161,889		69,138	231,027	10,932		3,644	14,576
Ashtabula		11,999		6,823	18,822		125,077		54,658	179,735	13,430		4,480	17,910
Barberton		15,000		3,000	18,000		95,895		41,700	137,595	10,432		4,600	15,032
Bellaire		3,799		6,520	10,319		72,725		37,805	110,530	[3] 2,748		[3] 700	3,448
Bucyrus		[5] 1,800		2,600	4,400		35,463	17,965	24,935	78,363	[3] 3,537	[3] 2,168	[3] 3,393	9,098
Cambridge		4,850		2,400	7,250		85,655		38,850	124,505	1,889		724	2,613
Campbell		12,072		3,250	15,322		107,089	33,668	10,632	151,389	[3] 8,259	[3] 2,500	[3] 500	11,259
Chillicothe		6,768		3,200	9,968		77,730		41,210	118,940	[4] 4,849		[3] 1,100	5,949
Cleveland Heights		50,950	7,700	9,620	68,270	23,430	230,463	151,350	125,175	530,418	[3] 17,540	[3] 8,000	[3] 6,000	31,540
Coshocton		9,000		2,460	11,400		61,000		32,000	93,000	10,150		5,000	15,150
Cuyahoga Falls		4,835		3,196	8,031		60,416		33,597	94,013	5,850		4,250	10,100
East Cleveland	$2,600	49,360		12,099	64,059	22,280	295,209		224,482	541,971	[3] 13,630		[3] 9,209	22,839
East Liverpool		9,179		3,703	12,882		127,225		48,045	178,270	[3] 9,610		[3] 3,000	12,610
Elyria		8,500		6,200	14,700	[5] 5,100	149,812		95,085	249,997	10,678		4,140	14,818
Findlay		4,400	7,250	4,800	16,450		76,047	44,133	41,690	161,870	[3] 5,738	[3] 3,000	[3] 3,000	11,738
Fremont		5,265	3,000	3,000	11,265	5,404	39,719	31,336	34,371	110,830	725	110	35	870
Ironton		1,500		3,000	4,500	1,100	78,658	13,171	41,200	135,929	1,276	420	210	1,906
Kenmore				3,000	3,000		73,334	8,425	27,479	109,238	[3] 711	[3] 65	[3] 170	946
Lancaster		19,640		3,000	22,640		97,000		52,000	149,000	1,400		100	1,500
Mansfield		10,100		6,000	16,100		181,945		91,917	273,862	[3] 13,448		[3] 8,000	21,448
Marietta		8,000		3,600	11,600		62,500	36,200	30,900	129,600	3,452	1,826	1,626	6,904
Marion		20,168	2,500	7,172	29,840		117,757	41,375	55,778	214,910	[3] 11,183	[3] 2,447	[3] 3,845	17,475
Martins Ferry		[3] 11,500	[3] 2,000	[3] 3,000	16,500		45,326	14,300	37,550	97,176	[3] 7,599	[3] 2,800	[3] 5,000	15,399
Massillon		23,374	5,800	3,300	32,374		96,375	61,350	49,700	207,425	[3] 10,000	[3] 5,073	[3] 4,000	19,073
Middletown		21,280		6,300	27,580		153,120		72,978	226,098	[3] 15,522		[3] 5,200	20,722
Newark		17,497		2,919	20,416		162,059		56,617	218,676	[3] 12,874		[3] 6,000	18,874
New Philadelphia		4,125		2,600	6,725		55,872		37,578	93,450	[3] 1,107		[3] 350	1,457
Niles		3,100	2,500	4,000	9,600		72,476	42,900	36,770	152,146	[3] 3,095	[3] 1,075	[3] 1,050	5,220
Norwood		14,200		3,250	17,450	9,000	147,779		60,889	217,668	[3] 13,359		[3] 3,000	16,359
Piqua			8,100	7,060	15,100	1,900	59,381	17,400	26,100	104,781	5,950	3,132	2,600	11,682
Salem		2,900	8,800	2,900	14,600		32,698	13,263	31,830	77,791	[3] 3,263	[3] 1,000	[3] 2,000	6,263
Sandusky		12,471		4,100	16,571		93,721		73,250	166,971	15,299		5,002	20,301
Steubenville		25,732		3,500	29,232		208,090		58,900	272,190	4,050		900	5,000
Tiffin			2,400	2,600	5,000		31,340	25,650	20,400	77,390	[3] 1,884	[3] 760	[3] 661	3,305
Warren		37,409	9,098	6,300	52,807	6,528	187,201	118,628	72,101	384,458	6,492	3,566	4,691	14,749
Zanesville		4,930	5,991	3,000	13,921		144,789	41,800	60,500	247,089	1,742	205	205	2,152

[3] Distribution estimated.

[4] Estimated.

[5] Data of 1923–24.

TABLE 12.—*Expenses of instruction in day schools, city public-school systems, 1925–26*—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
Oklahoma:														
Ardmore		$6,435	$7,218	$7,645	$21,298		$52,177	$30,968	$26,992	$110,137	$830	$1,265	$2,118	$4,213
Bartlesville		13,300		4,100	17,400	$2,400	80,195	30,500	27,125	140,220	2,774	1,472	1,250	5,496
Chickasha		1,800	4,300	4,625	10,725		51,926	26,185	33,529	111,640	1,182	508	1,321	3,011
Enid		7,600	6,675	7,900	22,175		78,231	56,113	67,131	201,475	[3] 1,100	[3] 900	[3] 500	2,500
Guthrie		1,350	2,700	3,000	7,050		34,146	18,810	25,393	78,349	500	300	700	1,500
McAlester		3,420		3,360	6,780		68,806		41,465	110,271	214		1,548	1,762
Okmulgee		16,203	[4] 3,000	6,905	26,108		105,686	[4] 57,672	43,268	206,626	3,869	[4] 3,000	2,744	9,613
Sapulpa		9,200		4,000	13,200		71,175		70,150	141,325	150		1,239	1,389
Shawnee		17,600	[4] 2,000	6,000	25,600		59,000	[4] 12,800	25,000	96,800				
Oregon:														
Astoria		13,046		5,755	18,801		55,290	[4] 29,181	28,402	112,873	[3] 1,032	[3] 1,000	[3] 1,000	3,032
Eugene		4,014	3,900	6,731	14,645		60,229	50,000	50,000	160,229	4,300	1,136	1,000	6,436
Salem		17,050	8,050	4,000	29,100		65,767	53,697	59,753	179,217	1,834	1,050	1,602	4,486
Pennsylvania:														
Ambridge		[3] 18,330	[3] 2,760	[3] 3,315	24,405		[3] 77,431	[3] 33,096	[3] 16,248	126,775	[3] 7,172	[3] 3,729	[3] 6,007	16,908
Beaver Falls				3,400	3,400		90,448		43,000	133,448	4,820		3,589	8,409
Berwick		6,050		7,294	13,344		88,873		27,450	116,323	[3] 8,559		[3] 2,000	10,559
Braddock		20,350		13,824	34,174		116,427		35,700	152,127	[3] 8,719		[3] 6,662	15,381
Bradford		12,620	2,635	2,742	17,997		50,455	31,936	33,239	115,630	3,870	3,110	3,236	10,216
Bristol				2,500	2,500		54,480	6,800	22,350	83,630	[3] 2,728	[3] 1,441	[3] 2,312	6,481
Butler		11,291	2,945	6,444	20,680		85,288	38,615	82,015	205,918	7,923	5,000	11,311	24,234
Cannonsburg							92,276		15,000	107,276	5,093		1,389	6,482
Carbondale		12,253		3,316	15,569		104,401		38,841	143,242	7,057		946	8,003
Carlisle		3,362			3,362		59,948		30,133	90,081	2,609		5,216	7,825
Carnegie		[3] 3,610		[3] 2,705	6,315		[3] 78,800		[3] 20,941	99,741	[3] 6,209		[3] 4,613	10,822
Carrick		6,955		3,000	9,955		[3] 84,500		[3] 34,828	119,328	[3] 10,643		[3] 7,970	18,613
Chambersburg		2,800		3,600	6,400		74,600		43,030	117,630	6,530		5,780	12,310
Charleroi		[3] 8,000	[3] 2,550	[3] 3,196	13,746		60,974	[4] 26,000	30,000	116,974	5,600	[4] 3,000	4,184	12,784
Clairton		15,739		3,575	19,314		121,772		41,900	163,672	[3] 12,752		[3] 2,800	15,552
Coatesville		8,228	4,200	4,186	16,614		67,650	55,374	40,703	163,727	3,898	3,371	4,146	11,415
Columbia							55,840		27,130	82,970	4,420		3,293	7,713
Connellsville		5,378		3,482	8,860		64,400	31,927	47,891	144,218	5,403	4,000	7,424	16,827
Dickson City		1,300		2,479	3,779		70,578		7,713	78,291	6,986		2,897	9,883

Donora	5,100	1,300	3,586	9,986		88,203	37,350	25,900	151,453	7,114	3,310	5,465	15,889
Du Bois	10,334		5,450	15,784		77,967		30,273	108,240	6,680		5,017	11,697
Dunmore	4,432	2,073	3,272	9,777		91,215	27,550	26,850	145,615	18,730	3,662	5,142	27,534
Duquesne	32,067	[4] 2,600	2,600	37,267		98,796	[4] 37,000	17,500	153,296	14,086	[4] 4,000	2,895	20,981
Farrell			3,994	3,994		73,540	35,653	22,327	131,520	3,389	2,894	2,487	8,770
Greensburg	13,802		10,074	23,876		103,500		72,898	176,398	10,266		11,220	21,486
Homestead	15,897		7,077	22,974		78,253	17,615	78,956	174,824	8,080	2,733	13,371	24,184
Jeannette	5,620		3,506	9,126		64,957		47,400	112,357	5,500		4,078	9,578
Kingston	31,175		5,875	37,050		121,832		38,800	160,632	20,247		5,925	26,172
Lebanon	4,900	1,700	4,587	11,187		89,473	40,650	49,772	179,895	4,620	2,638	4,179	11,437
McKees Rocks	10,000		3,000	13,000		79,534		18,647	98,181	9,652		7,209	16,861
Mahanoy City	1,800		2,743	4,543		90,645		21,251	111,896	7,686		2,686	10,372
Meadville	14,200		6,850	21,050		76,707		39,600	116,307	8,997		6,319	15,316
Monessen	17,529	3,000	3,235	23,764		109,166	44,436	69,559	223,161	5,132	2,303	3,790	11,225
Mount Carmel						63,909		21,300	88,209	3,497		2,398	5,895
Nanticoke	23,007		6,318	29,325		191,143		35,200	226,343	19,608		4,852	24,460
New Kensington			3,600	3,600		67,879		43,391	122,781	3,401		9,962	15,105
North Braddock	[3] 7,500		[3] 3,750	11,250		[3] 145,070		[3] 40,822	185,892	[3] 13,311		[3] 9,982	23,293
Oil City	9,200	8,700	3,025	20,925		113,484	61,601	40,800	215,885	[3] 11,478	[3] 6,800	[3] 6,341	24,619
Old Forge						86,435		12,780	99,215	[3] 6,571		[3] 2,745	9,316
Olyphant	1,600		2,750	4,350		94,628		14,800	109,428	10,480		2,987	13,467
Phoenixville	3,836		5,993	9,829		46,664		17,797	64,461	3,142		2,930	6,072
Pittston	11,100			11,100		123,528	31,700	23,925	179,153	10,505	5,775	5,790	22,070
Plymouth	4,500		4,600	9,100		83,156		24,300	107,456	7,646		1,636	9,282
Pottstown	[3] 5,890	[3] 3,508	[3] 3,000	12,398	1,200	73,279	22,150	37,650	134,279	[3] 4,202	[3] 2,532	[3] 3,970	10,704
Pottsville	3,200			3,200		107,428		30,150	137,578	[3] 8,501		[3] 6,970	15,471
Punxsutawney	1,492		4,112	5,604		53,795		30,513	84,308	4,898		3,535	8,433
Shamokin	4,333		3,493	7,826		102,414		35,539	137,953	8,200		5,392	13,592
Sharon	1,800		6,446	8,246		159,729		61,085	220,814	12,619		6,253	18,872
Shenandoah	3,877		5,198	9,075		114,028		21,683	135,711	5,559		3,524	9,083
Steelton	4,944		5,311	10,255		73,203		29,697	102,900	5,483		5,029	10,512
Sunbury	6,800		3,300	10,100		125,544		44,900	170,444	13,740		4,597	18,337
Swissvale			3,863	3,863		81,811		40,019	121,830	[3] 6,868		[3] 5,126	11,994
Tamaqua	1,800		3,000	4,800		65,245		22,200	87,445	6,689		2,500	9,189
Uniontown	16,200	3,600	5,425	25,225		78,133	47,245	56,050	181,428	8,500	5,134	6,823	20,457
Warren	8,866			8,866	5,532	96,586		75,569	177,687	8,565		6,984	15,549
Washington	17,500		6,700	24,200		143,263		44,850	188,113	15,620		6,720	22,340
West Chester	1,373	7,689	6,856	15,918		51,932	32,960	48,856	133,748	6,924	5,878	5,509	18,311
Wilkinsburg	17,258	4,700	5,460	27,418	4,200	132,205	83,650	84,225	304,280	19,679	4,949	5,676	30,304
Woodlawn	8,684		4,333	13,017		129,962		37,800	167,762	11,756		3,855	15,611
Rhode Island:													
Bristol	8,630		4,020	12,650		56,860		13,366	72,745	5,769		3,425	9,329
Central Falls	9,587		4,586	14,173		75,933		22,106	98,039	6,154		3,211	9,365
Cranston	19,899		6,480	26,379	11,259	216,607		45,934	273,800	15,256		2,684	17,940
Cumberland	2,250		2,500	4,750		54,191		13,150	67,341	4,449		1,223	5,672
East Province	8,300		4,700	13,000		148,929		40,733	189,662	8,502		2,923	11,425
Warwick			3,000	3,000		114,780		21,965	136,745	4,418		5,631	10,049
West Warwick	2,100		3,100	5,200		72,837		30,271	103,108	5,146		2,583	7,729

[3] Distribution estimated.

[4] Estimated.

TABLE 12.—*Expenses of instruction in day schools, city public-school systems, 1925–26*—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		$10,020		$6,500	$16,520		$92,347		$36,500	$128,847	[3] $1,028		[3] $820	$1,848
Florence		11,000		2,500	13,500		74,750		33,550	108,300	[3] 1,166		[3] 800	1,966
Greenville		33,338		9,600	42,938		124,664		56,117	180,781	[3] 5,585		[3] 2,500	8,085
Spartanburg		10,300		3,600	13,900		103,863		60,555	164,418	1,550		232	1,782
South Dakota:														
Aberdeen		19,874	$6,089	6,174	32,137	$10,780	62,281	$45,211	46,835	165,107	5,625	$3,496	3,627	12,748
Sioux Falls		38,829		7,580	46,409	15,268	237,952		106,171	359,391	11,481		10,880	22,361
Tennessee:														
Jackson		[3] 8,750		[3] 3,400	12,150		[3] 57,386		[3] 19,950	77,336	516			516
Johnson City		12,405	2,350	3,600	18,355		46,490	34,210	37,650	118,350	[3] 1,000	[3] 364	[3] 636	2,000
Texas:														
Abilene		5,200		3,000	8,200		72,000		48,275	120,275	[3] 1,531		[3] 1,220	2,751
Amarillo		4,401	2,232	4,472	11,105		108,485	28,027	47,858	184,370	3,012	1,500	1,500	6,012
Brownsville		5,100	2,250	2,750	10,100		30,811	17,790	16,175	64,776	3,604	1,020	1,040	5,664
Cleburne		1,800		3,000	4,800		69,242		41,470	110,712	4,354		1,866	6,220
Corpus Christi		10,128		2,222	12,350		61,910		27,035	88,945	[3] 5,000		[3] 3,000	8,000
Corsicana		10,327	1,800	4,750	16,877	1,035	42,499	10,045	47,157	100,736	850	400	800	2,050
Del Rio						925	15,825		13,450	30,200	1,872		800	2,672
Denison		2,916		2,500	5,416		64,585		38,756	103,341				
Greenville		3,420	2,025	2,200	7,645		35,910	15,615	29,448	80,973	3,512	1,276	2,235	7,023
Laredo		2,025		2,760	4,785		63,285		19,870	83,155	[3] 4,700		[3] 2,000	6,700
Marshall		13,700		9,650	23,350		44,278		36,357	80,635				
Palestine				2,775	2,775		45,201		27,320	72,521	452		179	631
Paris		2,385		5,500	7,885		61,707		47,875	109,582	[3] 2,704		[3] 825	3,529
Port Arthur		25,375		6,363	31,738	[4] 4,600	140,822		91,872	237,294	[3] 4,565		[3] 3,651	8,216
Ranger		5,760		2,200	7,960		33,057		16,650	49,707	1,440		427	1,867
San Angelo		3,200		2,700	5,900		60,482		27,700	88,182	815		656	1,471
Sherman		14,320		3,750	18,070		59,852		44,059	103,911				
Temple		10,520		3,300	13,820		43,975		36,935	80,910	5,326		2,000	7,326
Texarkana		5,989		2,700	8,689	2,871	39,583		35,552	78,006	[3] 1,281		[3] 1,014	2,295
Tyler		11,703		4,986	16,689		48,501	8,525	41,253	98,279	[3] 1,435	[3] 369	[3] 369	2,173
Utah:														
Provo		6,930		2,700	9,630		49,492	25,589	40,766	115,847	5,126	1,600	160	6,886

Vermont:														
Barre		2,600		3,300	5,900		53,623		35,677	89,300	3,483		2,399	5,882
Burlington		12,618	4,668	5,368	22,654	4,750	62,708	20,000	46,671	134,129	2,760	3,000	2,500	8,260
Rutland		6,030			6,030		40,362	15,630	39,821	95,813	2,907	1,200	1,900	6,007
Virginia:														
Alexandria		9,550		4,050	13,600		52,000		22,900	74,900	154			154
Charlottesville		4,000		3,800	7,800		52,912		26,688	79,600				
Danville		14,794		4,050	18,844		71,476		54,008	125,484	842		146	988
Staunton		5,261		3,500	8,761		[3] 28,000		[3] 14,467	42,467	[3] 557		[3] 426	983
Washington:														
Aberdeen		18,929	2,491	3,730	25,150		93,106	21,380	37,206	151,692	4,734	3,132	2,199	10,065
Bellingham		29,369		7,287	36,656		166,518		120,433	286,951	4,660		4,767	9,427
Everett		16,954	8,160	6,676	31,790	[4] 2,500	172,586	50,374	102,955	328,415	9,488	7,173	8,759	25,420
Hoquiam		10,514		2,820	13,334		45,202	23,134	17,226	85,562	2,755	1,383	2,672	6,810
Vancouver		7,080		4,300	11,380		77,515		53,676	131,191	4,316		2,001	6,317
Walla Walla		[3] 15,642		[3] 4,566	20,208		[3] 101,582		[3] 71,023	172,605	[3] 3,634		[3] 6,608	10,242
Yakima		21,237	4,092	3,519	28,848		130,162	31,958	70,653	232,773	9,813	3,650	3,565	17,028
West Virginia:														
Bluefield		9,000		6,100	15,100		106,198		64,493	170,691	7,151		1,478	8,629
Clarksburg—														
City district		18,715	2,850	6,330	27,895		105,264	30,300	74,325	209,889	606	[4] 400	726	1,732
Coal district		1,500		1,800	3,300		34,302	[4] 18,664	19,264	72,230	11	[4] 200	260	471
Fairmont		24,027		6,795	30,822	3,744	85,654		59,360	148,758	7,620		1,226	8,846
Martinsburg		2,700		2,800	5,500		70,188		31,103	101,291	921		626	1,547
Morgantown		[4] 13,682		[4] 6,208	19,890		169,606		79,473	249,079	4,039		2,264	6,303
Moundsville		7,560		2,900	10,460		62,707		26,029	88,736	1,008		1,750	2,758
Parkersburg		22,425	3,450	8,750	34,625		164,675	42,451	93,349	300,475	21,901	6,889	13,140	41,930
Wisconsin:														
Appleton		20,135	12,420	5,736	44,279	17,194	58,014	58,886	60,006	217,185	4,454	8,958	2,500	16,397
Ashland		5,050		3,700	8,750	3,900	49,344		39,406	92,650	1,638		5,097	6,735
Beloit		3,088	6,420	4,472	18,030	10,513	108,121	69,504	49,130	247,097	6,595	3,754	3,572	18,152
Eau Claire		18,345		3,700	22,045	6,465	92,095		73,606	172,166	9,705		4,589	14,294
Fond du Lac		24,501	6,622	4,688	35,811	16,220	103,776	81,500	73,900	275,396	2,589	1,683	2,383	6,655
Janesville		7,500		4,050	15,250	7,200	57,800	45,000	57,000	175,126	3,792	1,552	2,635	9,196
Manotowoc		11,523		5,440	16,963	9,732	98,496		71,591	179,819	6,406	4,310		10,716
Marinette		5,420	3,670	4,197	13,287	3,983	48,036	28,910	29,751	110,680	3,089	1,909	2,064	7,062
Stevens Point		2,957		3,565	6,522	5,087	37,179		45,027	87,293	2,204		3,609	5,813
Waukesha		4,798		4,856	9,654	5,900	49,982	[4] 31,624	41,259	128,765	1,581	[4] 1,268	2,240	5,089
Wausau		11,210	1,800	3,600	16,610	13,167	96,851	25,389	61,767	197,174	5,511	1,144	2,080	8,735
West Allis		[3] 23,719	[3] 5,699	[3] 9,782	39,200	[3] 18,645	[3] 126,087	[3] 53,277	[3] 81,793	279,802	3,782	6,836	11,960	22,578
Wyoming:														
Casper		32,023			32,023	14,918	321,208			336,126	9,155			9,155
Cheyenne		11,255	2,554	5,381	19,190		96,669	18,600	45,512	160,781	7,469	1,322	1,755	10,546

[3] Distribution estimated.

[4] Estimated.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1925–26*

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	$102,653	----	$52,162	$155,173	$63,119	----	$31,931	$95,443	$16,852	----	$8,229	$25,081	$965,203	----	$505,818	$1,481,089
California:																
Los Angeles	994,832	$407,842	364,309	1,782,699	363,400	$145,918	141,918	656,803	80,302	$19,726	24,854	134,316	8,618,023	$2,378,005	3,350,773	15,208,260
Oakland	192,610	66,872	50,209	323,954	74,805	29,040	21,803	131,842	36,504	6,045	4,539	48,380	1,216,392	----	540,939	1,757,331
San Francisco	349,253	33,518	97,527	489,167	341,121	1,076	8,162	364,596	2,810	----	4,340	22,508	1,842,876	111,606	1,419,766	3,399,649
Colorado:																
Denver	166,635	71,450	84,641	330,610	58,624	25,895	14,402	100,666	----	----	----	93,055	258,818	723,098	1,586,263	2,831,200
Connecticut:																
Bridgeport	143,834	----	49,911	196,348	72,320	----	13,483	85,803	----	----	----	----	545,000	----	----	545,000
Hartford	234,764	----	82,180	323,279	97,280	----	17,688	119,099	19,813	----	9,826	29,639	512,976	----	823,768	1,336,744
New Haven	----	----	----	292,379	----	----	----	148,724	----	----	----	31,288	158,521	507,253	----	691,715
Delaware:																
Wilmington	62,694	----	28,291	91,125	65,121	----	14,581	79,702	----	----	----	5,188	644,309	----	6,778	651,087
District of Columbia:																
Washington	390,974	77,219	212,732	733,428	401,965	24,879	48,720	504,032	56,402	----	5,897	73,249	1,281,942	160,860	420,085	1,923,059
Georgia:																
Atlanta	96,987	27,894	30,307	158,123	50,884	2,938	3,775	57,675	4,298	5,304	3,244	14,970	47,452	122,024	192,588	362,064
Illinois:																
Chicago	3,118,224	114,267	898,735	4,218,152	1,716,565	30,007	352,718	2,145,472	650,303	22,603	176,128	861,729	11,534,589	2,006,913	4,190,150	17,856,255
Indiana:																
Indianapolis	292,190	----	153,255	453,057	160,011	----	26,169	199,779	10,959	----	21,830	36,887	366,420	----	393,812	781,871
Iowa:																
Des Moines	----	----	----	351,335	----	----	----	99,955	----	----	----	82,373	----	----	----	1,613,002
Kansas:																
Kansas City	89,982	33,413	52,987	176,475	72,938	8,953	16,101	97,992	----	----	----	16,884	75,331	6,533	74,277	156,141
Kentucky:																
Louisville	146,600	----	63,563	220,484	52,585	----	20,950	77,740	8,736	----	4,702	13,696	43,886	----	7,096	69,121
Louisiana:																
New Orleans	----	----	----	174,083	----	----	----	315,870	----	----	----	----	----	----	----	901,006
Maryland:																
Baltimore	454,372	83,886	127,513	675,254	364,955	63,801	59,097	484,375	11,216	----	----	36,216	----	----	----	3,484,767

Massachusetts:																
Boston	774,725		200,287	1,026,119	835,114		176,653	1,082,857	129,796		36,860	189,930	2,110,416		2,087,400	4,537,631
Cambridge				134,364	40,139		5,582	45,721								10,109
Fall River				227,694				46,441			300	3,900	664,108	852,547		1,516,655
Lowell				230,197				27,884				280				
New Bedford	150,212		23,552	173,764	46,486		8,611	55,097					22,978		3,286	26,264
Springfield	147,508	98,339	95,808	356,125	58,148	38,012	26,722	132,935	1,863			2,484	475,378	249	42,524	520,104
Worcester				358,069				223,000								758,334
Michigan:																
Detroit	1,010,526	436,147	297,795	1,868,955				428,836				30,982				7,229,621
Grand Rapids	149,959	88,057	49,892	346,439	59,495	32,510	22,337	139,924	14,860	5,835	1,854	22,577	169,166	891,193	207,392	1,347,168
Minnesota:																
Minneapolis	515,027	135,862	228,090	916,902	199,210	44,269	50,593	316,206	18,772	5,058	6,648	32,456	924,425	1,253,034	220,892	2,405,134
St. Paul				432,611				102,402	1,681		275	1,951				1,987,865
Missouri:																
Kansas City	357,335	52,571	156,238	620,023	168,506	5,392	53,886	252,965	31,957	1,045	11,163	49,271	476,134	1,066,732	1,389,418	3,066,865
St. Louis	579,906	49,118	274,086	952,293	461,270	24,090	115,361	631,860					459,652	349,030	1,106,286	2,289,848
Nebraska:																
Omaha	213,312		153,726	374,959	63,896		19,455	83,699				206,955				1,825,695
New Jersey:																
Camden	129,619	25,009	24,352	180,580	52,024	3,887	17,575	73,486	8,670		60	8,730	265,669			265,669
Jersey City				558,699				200,226				34,450				585,893
Newark	482,176	8,158	103,064	645,293	204,878	587	39,749	264,602	8,655	47	763	9,974	439,557	666	885,157	1,572,148
Paterson	200,998		42,565	255,345	50,262		12,635	66,316	10,369		13,888	24,557	151,034		698,600	849,634
Trenton	105,333	42,433	18,805	172,434	60,341	23,579	18,487	107,669	14,035	4,215	2,139	20,763	9,406	589,855	3,248	603,238
New York:																
Albany				159,008				25,077				51,417				15,322
Buffalo				1,080,528				786,321				474,810				4,782,946
New York				6,702,047				4,670,177				268,827				24,485,378
Rochester				616,439				354,471				523,865				1,122,724
Syracuse				277,901				69,549				115,122				11,050
Yonkers				216,679				91,406				116,768				1,562,443
Ohio:																
Akron	205,559		84,673	290,232	63,256		10,729	73,985	76,836		13,062	89,898	224,051		605,057	856,108
Cincinnati	314,628	25,663	95,432	472,987	195,452	15,251	48,272	289,365	100,024	7,819	31,628	159,441	1,322,355	46,682	79,666	1,461,098
Cleveland	988,836	242,915	398,199	1,629,950	113,448	34,139	70,578	1,226,427	173,738	78,669	59,202	376,327				3,966,805
Columbus	215,090	88,508	130,934	444,242	79,642	28,341	11,084	119,485	50,390	31,721	17,195	100,782	64,761	408,514	238,349	714,862
Dayton				221,711				230,672	41,809	3,164	19,601	69,719	844,517			844,517
Toledo	222,704		94,669	327,236	111,558		37,419	152,336				152,318	669,973	359,360	105,966	1,137,441
Youngstown				258,521				38,065				71,970				1,481,756
Oregon:																
Portland	262,506		79,175	388,657	111,164		50,290	171,405				92,065	1,926,768		277,050	2,314,913
Pennsylvania:																
Philadelphia				1,661,229				932,041				1,027,514				6,375,354
Pittsburgh	751,218	123,900	323,315	1,230,763	905,902	30,962	111,725	1,103,502	170,389	24,578	70,995	277,565	375,452	470,792	1,388,005	2,288,908
Reading	89,753	44,811	16,785	153,598	33,449	11,376	2,651	47,759				39,002	381,343	400,902	417,822	1,200,137
Scranton				210,021				139,361				72,120				123,910
Rhode Island:																
Providence	261,129		96,304	389,167				146,375	215		2,060	2,275				213,732

[1] Includes kindergartens.
[2] Includes also vocational schools, city normal schools, city colleges under city board of education, and special city schools for the blind, the deaf, etc.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1925–26*—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				$131,802				$56,655				$16,871	$484,390		$45,348	$560,001
Nashville	$50,802		$16,878	67,680	$30,935		$4,339	35,274	$14,129		$1,366	15,495	150,330			150,330
Texas:																
Dallas	108,661		61,486	170,147	82,553		17,280	99,833	14,115		7,315	21,430	993,075		82,347	1,075,422
Fort Worth	54,956		24,479	81,437	59,707		9,199	69,379	11,362		1,849	13,469	307,692		122,615	451,725
Houston	107,059	$23,782	11,891	142,732	67,256	$14,935	7,467	89,658				13,025				266,844
San Antonio				140,406				48,591				10,039				121,407
Utah:																
Salt Lake City	101,489	26,344	40,669	168,502	59,341	42,199	29,218	130,758	14,909	$8,945	5,963	29,817	81,070	$186,367	729	268,166
Virginia:																
Norfolk	104,168	19,485	17,609	141,472	30,600	1,713	5,156	37,469					145,575	676	11,404	157,655
Richmond	106,893	19,648	36,615	164,873	66,374	10,324	18,868	96,108	2,055	40	1,197	3,292	50,468	392,160	12,237	758,834
Washington:																
Seattle	310,801		174,980	485,781	161,165		54,178	215,343								1,173,586
Spokane	121,748		66,036	197,634	53,012		38,500	92,673	4,933		2,717	9,147	17,155		21,195	41,127
Wisconsin:																
Wilwaukee	437,947		104,501	652,716	518,129		87,126	621,909	1,114			5,893	1,595,787		238,262	2,100,714

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:																
Mobile	$16,741		$7,443	$24,184	$17,098		$1,996	$19,094	$15,602		$1,000	$16,602	$10,432			$10,432
Montgomery				21,401				1,456				4,592				158,164
Arkansas:																
Little Rock	31,623	$11,413	16,701	59,737	14,785	$3,386	3,438	21,609				47,226	73,549		$233,396	306,945
California:																
Berkeley	55,119	27,825	29,311	114,252	16,284	12,630	11,535	41,298	5,743	$3,343	1,647	11,600	168,324	$27,562	15,397	216,377
Fresno	38,321	14,924	39,300	92,545	10,686	5,031	9,839	25,556	5,479		2,371	7,850	99,465	7,849	80,048	187,362
Long Beach				311,439				73,097				28,178	883,082	331,834	619,115	1,834,031
Pasadena				156,904				136,638				20,084				71,28,809

Sacramento	75,611	17,096	24,445	131,075	15,482	5,172	5,955	28,664	2,289	302	570	3,403	104,222	6,817	13,808	587,458
San Diego	82,642	44,927	33,021	161,330	28,067	4,872	7,381	40,670	11,749	5,072	9,885	26,706	200,746	288,055	267,182	756,653
San Jose	37,519	12,328	31,330	85,801	10,819	830	8,972	25,869				14,630	13,300	486,154	17,052	553,882
Stockton	58,290		29,657	87,947	14,542		14,008	28,550	13,182		3,869	17,051	45,428		53,072	98,500
Colorado:																
Colorado Springs	30,349	15,779	11,710	57,838	21,859	2,020	5,316	29,195				8,409	2,800	10,773	2,494	16,067
Pueblo—																
District No. 1	23,453		10,642	34,095	24,003		2,790	26,793	5,097		2,549	7,646	65,021	200	4,276	69,497
District No. 20				46,149				32,662				11,567				18,235
Connecticut:																
Meriden	38,084	9,028	11,729	59,082	24,377		334	24,711	2,516	2,775	657	6,199	278,460	513,069		791,529
New Britain	56,377	21,331	14,081	101,779	34,636	15,005	11,657	62,187	5,910	853	239	7,032	680,342			680,342
Stamford	62,134		16,166	78,350	40,871		8,209	49,080	89		14	103	629,516		734	630,250
Waterbury	220,260		70,965	299,600	56,282		6,600	66,410	12,000			12,000	211,840		1,500	213,340
Florida:																
Jacksonville				70,328				78,453				5,501				939,264
Pensacola				6,488				10,312				2,670				15,889
Tampa				31,511				8,029				12,176				1,528,781
Georgia:																
Augusta	29,957		7,590	37,547	15,030		2,166	17,196	5,409			5,409	17,600		647	74,183
Columbus				11,007				3,523				3,182	25,457			25,457
Macon				27,024				22,312				7,456	16,210		23,913	40,123
Savannah	21,126	6,587	2,800	30,513	13,161	1,199	1,902	16,262	6,958	1,140	1,104	9,202	13,160			13,160
Illinois:																
Aurora—																
East side				42,457				14,776				11,095				35,014
West side				29,053				9,754				2,957				29,176
Cicero	78,086			78,086	27,430			27,430	11,492			11,492	2,705			2,705
Danville	38,232		26,397	64,629	8,600		5,779	14,379	9,236		886	10,122	77,616		11,947	89,563
Decatur	51,380	17,187	23,988	92,865	8,631	3,475	6,909	19,015	15,665	7,614	8,160	31,439	285,386	10,848	13,677	309,911
East St. Louis	75,885	9,711	21,750	107,346	34,466	4,482	4,540	43,488	7,272	58	2,299	9,629	143,541	1,515	5,424	150,480
Evanston—																
District No. 75				59,487				30,710				8,711				185,518
District No. 76	29,803			29,803	10,149			10,149	3,232			3,232	174,495			174,495
Joliet	63,738	13,785		77,523	13,006	2,601		15,607	9,886	1,978		11,864	127,735	181		127,916
Moline	38,132		16,083	54,215	17,455		6,428	23,883	5,038		1,782	6,820	8,394		1,404	9,798
Oak Park	70,656			70,656	19,368			19,368	13,191			13,191	151,186			151,186
Peoria				124,690				48,634				19,919				55,522
Quincy				44,518				28,047				6,385				136,565
Rockford	73,297	19,568	40,210	134,353	49,006	7,189	13,330	70,519	915	870	414	2,213	15,968	316,000	21,469	353,568
Rock Island	25,137	10,254	9,600	44,991				14,017				24,967	8,955	7,009	10,194	26,158
Springfield	69,812		30,111	100,371	24,771		18,727	43,498	14,012		4,826	18,843	41,068		4,537	45,605
Indiana:																
East Chicago	48,804	24,624	10,813	90,874	7,707	3,889	1,718	14,352	995	502	220	1,852	11,945		23,089	35,374
Evansville	58,077		43,588	101,665	22,175		23,457	45,632				9,662				502,476
Fort Wayne	130,644	38,929	33,675	208,398	69,281		6,052	75,333	9,191	36	2,666	16,479	667,442			667,442
Gary	112,453		27,763	161,128	65,581		16,265	93,589	8,753		2,161	12,474				326,217
Hammond	68,215		24,701	107,415	20,434		7,576	34,955				52,926				70,829
Kokomo	25,201		13,505	38,706	15,761		3,889	19,650	9,256		4,451	13,707	23,940			23,940
Muncie	40,332	5,038	15,214	60,584	21,501	5,728	7,164	34,588	2,870	98	649	3,617	10,911	792	3,861	15,564
South Bend	105,562	31,352	30,415	181,584	42,035	12,003	16,421	85,542	1,969	382	3,234	5,916				576,449
Terre Haute	78,030	21,383	28,144	155,673	17,972	5,262	4,992	30,369	3,582	1,287	1,347	7,135	115,576	372,786	122,473	621,270

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1925–26*—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
Iowa:																
Cedar Rapids	$55,291	$37,738	$15,840	$108,869	$17,864	$6,443	$4,978	$29,285	$15,338	$5,532	$4,275	$25,145	$4,800	$181,953	$730	$187,483
Council Bluffs	46,755		21,245	68,000	14,132		4,709	18,841	6,946		2,736	9,682	72,999		22,019	95,018
Davenport	56,094	32,215	25,932	114,241	22,660	5,336	10,805	38,801				30,243				65,322
Dubuque				64,867				18,518				9,998				29,769
Sioux City	98,834	32,626	19,714	152,231				70,156				892				87,414
Waterloo—																
East side	21,278	5,344	11,132	37,754				24,615				2,000				
West side				42,170				5,094				8,268				7,831
Kansas:																
Topeka				105,357	29,182	8,582	4,531	42,295	91,348		500	91,848	137,440	150,625	9,144	297,209
Wichita	54,321	29,102	35,307	118,730	73,494	40,774	23,400	137,668	7,010	3,900	2,938	13,848	61,032	6,188	29,140	96,360
Kentucky:																
Covington	28,303	4,518	13,822	48,000	17,210	4,056	4,242	25,548	1,783	155	236	4,011		12,000		17,803
Lexington	29,433	3,078	7,658	40,169				28,354				9,031	2,416	680	163	3,259
Louisiana:																
Shreveport				33,810				51,360				5,820				220,000
Maine:																
Lewiston	14,293		3,436	17,729				28,419					340		150	490
Portland	70,226	7,692	46,681	126,801	33,186	12,497	8,079	54,022				14,967	45,069	209	23,549	68,827
Massachusetts:																
Brockton	90,571		18,138	108,709	36,609			36,609	1,125			1,125	287,425			287,425
Brookline	55,564		21,761	77,325	21,172		10,509	31,800	2,908		1,000	3,908	116,081		13,952	130,147
Chelsea				68,613				30,982								634,010
Chicopee				61,656				27,725				4,351				209,987
Everett	49,027	15,128	19,074	83,697	18,038	3,734	2,576	24,348								
Fitchburg	44,233	11,039	10,878	66,150	17,543	486	1,182	19,211					4,517			4,517
Haverhill	75,427		16,225	97,949	29,213		3,653	32,884								133,035
Holyoke	70,691	19,641	24,108	132,170	29,774	13,656	6,314	56,983	498			1,698	16,155	3,847	1,523	23,269
Lawrence	111,791		41,198	163,271	8,081		61,697	70,968								263,982
Lynn	79,968	39,006	37,033	156,087	49,765	15,703	7,551	73,019	2,137	866	867	3,870		7,401	445,079	452,480
Malden	44,915	9,435	25,260	79,827	25,610	6,854	10,758	43,222						454,600		454,600

Medford	31,564	20,899	15,754	68,302	14,421	2,411	2,987	19,819				1,200	46,493	291,711	5,566	343,770
Newton	65,860	7,396	23,487	106,154	69,022	5,825	14,268	94,086					15,151	11,895	593,322	620,844
Pittsfield				85,988				26,397				1,920				12,552
Quincy	52,584	7,451	14,359	80,894	29,140	5,516	4,515	39,171								181,261
Salem	39,916		19,461	59,767	13,962		5,639	19,601								
Somerville	56,658	21,709	23,527	110,655				59,902								741
Taunton	43,469		8,987	57,105	12,402		517	12,961								
Waltham	26,163	11,273	8,324	45,910	14,179		15,283	29,462					51,900			51,900
Michigan:																
Battle Creek				86,941				40,447				6,458				141,657
Bay City				100,134				21,870				1,038				13,870
Flint				170,000				99,555								2,118,884
Hamtramck	71,866	14,579	19,198	115,906	24,739	2,506	7,132	34,627	3,922			3,922	10,029	1,146	23,358	43,551
Highland Park	101,099	42,486	33,088	185,367	17,675	7,428	5,785	32,408	9,841	4,136	3,221	18,044	208,505	87,623	68,240	382,298
Jackson	41,557	30,030	10,793	82,863	11,162	4,844	2,155	18,222	831	104	845	1,780	3,087	2,802	131,692	137,851
Kalamazoo				128,831				23,717				17,337				455,934
Lansing				131,019				41,646				29,642				419,418
Muskegon	55,409	22,309	3,002	80,720	19,623	8,372	1,000	28,995				10,443	319,898		577,815	900,631
Pontiac				79,480				28,188				5,146				589,617
Saginaw—																
East side				90,964				26,177				20,289	6,674	14,779	12,707	74,536
West side				73,863				11,989				17,336				19,261
Minnesota:																
Duluth	144,278	31,472	54,723	231,303	57,109	18,324	7,756	83,189				49,628				1,418,772
Missouri:																
St. Joseph	99,242		35,898	135,140	35,762		6,879	42,641	10,625		3,526	14,151	208,108		51,981	260,089
Springfield	33,661	14,335	16,676	64,672	8,064	4,032	4,032	16,128	4,380	1,925	1,926	8,231	13,940	59,757	2,916	76,613
Montana:																
Butte				89,823				37,560				19,001				8,717
Nebraska:																
Lincoln	88,164	15,739	21,590	125,493	49,782	8,887	12,192	70,861	17,600	3,142	4,310	25,052	916,726	163,645	224,502	1,304,873
New Hampshire:																
Manchester	80,022		36,673	116,695				25,902				24,438				14,130
New Jersey:																
Atlantic City	114,815		48,724	171,215	54,639		15,193	69,832	10,368		1,290	11,658	450,374		25,655	477,662
Bayonne	160,709	49,205	19,724	254,950	43,719	5,433	3,488	57,121	147	1,366	105	1,618		226,986		226,986
East Orange	56,556		28,815	87,152	17,057	5,814		23,044				6,210	33,475		19,801	53,276
Elizabeth	79,617	39,230	16,727	144,701	43,388	12,272	6,168	71,852	6,929	4,323	1,670	13,100	332,701	477,916	15,780	827,541
Hoboken	132,383	27,563	30,525	193,979	23,657	2,025	5,070	30,778					3,220			3,220
New Brunswick				51,001				23,237				2,087				144,093
Orange				53,060				17,909				3,425				274,464
Passaic	87,678		19,342	108,285	30,427		10,785	42,194	3,183			3,183	23,307			23,307
Perth Amboy	56,037		9,544	65,581	22,459			22,459	3,258		533	3,791	170,703			170,703
Union City				107,860				68,198				4,787				48,079
New York:																
Amsterdam				50,573				5,847				25,981				161,807
Auburn	31,078		10,084	43,229	9,310		2,195	11,772				24,520	5,049		277	5,420
Binghamton				127,383				14,289				49,711				793,158
Elmira	30,564		23,206	53,966	14,404		4,997	19,401	20,120		8,768	29,805	43,750		12,631	56,381
Jamestown				88,373				37,593				34,762				47,514
Mount Vernon	61,566	12,651	20,325	101,022	19,521	5,999	11,219	38,219				18,419				576,069
Newburgh				34,831				13,078				17,822				38,652
New Rochelle	90,272		25,965	116,237	41,510		7,401	48,911	29,005		13,727	45,983	19,147	335,597	561,703	916,447

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1926–26*—Continued

GROUP II.—CITIES OF 30,090 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
New York—Continued.																
Niagara Falls				$139,257				$66,569				$52,994				$676,314
Poughkeepsie	$34,207		$12,867	47,074	$5,282		$3,750	9,032				26,025	$150,726		$1,221	153,073
Schenectady	119,971	$44,160	22,581	186,712	48,020	$24,022	8,160	80,202	$27,791	$15,934	$11,692	60,087	66,969	$119,585	25,193	220,475
Troy—																
Lansingburg district				19,216				6,747				10,698				1,129
Union district				66,919												121,507
Utica				154,010				42,154				53,779				338,520
Watertown				45,931				21,410				22,536				11,697
North Carolina:																
Charlotte	37,113	8,812	9,278	55,203	18,204	1,791	1,319	21,314	371	196	45	612	336,059	209,473	2,826	551,062
Wilmington [3]	16,640		5,600	22,240	7,299			7,299	4,874		800	5,674	40,196			40,196
Winton-Salem				68,646				20,174				6,886				55,815
Ohio:																
Canton				181,584				36,542				47,477				1,155,785
Hamilton				50,714				36,376				14,654				6,609
Lakewood	63,437	28,898	47,690	140,025	25,099	22,440	13,195	60,734				27,554				155,892
Lima	44,698	12,057	24,643	82,464				14,948				24,966				20,023
Lorain	43,409	10,580	10,775	64,764	58,035		2,976	61,011				14,869		41,549		41,549
Portsmouth				46,691				12,294				1,809				56,482
Springfield	57,511	5,550	17,676	81,715	20,888	6,397	2,060	29,345				33,502	9,879			9,879
Oklahoma:																
Muskogee				41,012				16,770				8,395				8,723
Oklahoma City	101,259	53,276	53,831	208,366	38,069	15,150	15,345	68,564	26,451	10,209	6,778	43,438	10,796	146,231	4,880	161,907
Tulsa	108,529		55,571	164,100	59,357		27,354	86,711	53,258		2,915	56,173	852,320		48,843	901,163
Pennsylvania:																
Allentown				109,240				40,453				52,589				786,592
Altoona	34,986	37,886	34,338	107,210	6,177	17,699	30,975	54,851	12,272	4,015	5,783	22,310	2,678	3,641	29,625	35,944
Bethlehem				110,751				27,340				18,000				38,714
Chester	48,645	12,402	20,215	84,107				44,305				44,424				40,971
Easton				77,345				46,119				12,509				63,960
Erie	87,184	53,348	30,817	171,349	69,400	21,973	12,710	104,083				45,033				435,724
Harrisburg	60,344	25,248	33,649	122,852	74,817	12,394	9,791	98,999				24,006	58,616	2,400	1,126,305	1,187,321

Hazleton				58,133				23,184				14,425			140,528
Johnstown	72,699	44,086	4,890	126,067	21,815	7,707	4,103	33,933	32,730	840	1,619	35,381	10,117	174,826	763,452	951,825
Lancaster				62,696				98,803				17,997				334,219
McKeesport	53,074		26,720	83,292	22,609		2,975	25,584	19,235		6,011	25,584	21,003		32,437	53,440
New Castle	45,796	29,602	14,321	89,768	8,276	6,403	3,327	18,006				16,008	30,758	60,602	4,393	95,753
Norristown				39,651				9,178				14,230				129,279
Wilkes-Barre				124,948				45,352				32,692				362,691
Williamsport	31,873	9,851	15,692	57,416	17,408	1,939	6,703	26,050	6,846	1,850	1,807	10,503	63,612	57,635	24,799	146,046
York	37,308		12,215	49,523	20,851		2,308	23,159	10,082		2,538	12,620	13,405		343,550	356,955
Rhode Island:																
Newport	32,370		17,917	50,869	20,563		8,073	28,727					7,000			7,000
Pawtucket	76,723	10,543	23,130	110,396	46,715	747	6,527	53,989						48,023	896,442	944,465
Woonsocket	38,690		11,692	51,446	10,824		2,186	13,035	1,935		3,655	5,590	2,909		139	3,048
South Carolina:																
Charleston				24,631				14,026				15,312				31,085
Columbia				24,294				9,757				9,730	75,070		20,991	96,061
Tennessee:																
Chattanooga				50,515				18,000				12,325	470,817			470,817
Knoxville				44,253				36,365				11,694				233,697
Texas:																
Austin				31,239				9,145				143				11,243
Beaumont	19,902	5,528	7,587	33,017	8,178	1,925	5,399	15,502	5,781	2,430	4,344	12,555				15,922
El Paso	43,176	7,717	12,723	68,209	24,491	250	3,733	31,889	7,110		182	7,569	33,779		4,731	78,331
Galveston	23,206		8,659	31,865	4,207		4,030	8,237					21,654		5,658	27,312
Waco	27,138	5,787	10,031	42,956	10,720	2,680	4,815	18,215	7,052	1,200	2,500	10,752	7,441		4,360	11,801
Wichita Falls	25,753	8,360	13,501	47,614	5,413	3,278	2,225	10,916					226,016	140,023	8,268	374,307
Utah:																
Ogden	21,282	11,075	7,749	40,106	6,327	2,575	1,501	10,403		496		4 96	6,000	110,792	2,741	119,533
Virginia:																
Lynchburg	17,311		9,529	26,840	9,859		3,000	12,859	1,428		315	1,743		380,657		380,657
Newport News				30,931				4,593				688				3,635
Petersburg	15,413		7,140	22,553	1,677		2,227	3,904					681		142	823
Portsmouth	23,665		8,181	32,046	6,596		2,219	8,815	3,049		706	3,755	130,583		1,304	131,887
Roanoke				50,512				12,476								87,949
Washington:																
Tacoma	82,422	38,848	33,590	160,491	27,746	19,374	15,665	68,474	5,316	2,569	1,509	9,498	135,199	956,155	737	1,092,091
West Virginia:																
Charleston	41,383	19,089	6,241	66,713				15,976				12,386				862,086
Huntington				125,343				17,338				16,502				54,023
Wheeling	30,664		17,590	48,254	24,325		7,083	31,408	8,838		1,513	10,351	282,624		56,646	339,270
Wisconsin:																
Green Bay	28,270	5,261	22,281	55,812	4,026	1,947	2,901	8,874	9,850	2,579	7,948	20,377	6,373	345	51,686	58,404
Kenosha	62,878	13,395	25,727	113,537	18,817	2,914	2,206	27,959	3,361	422	3,085	7,190	11,042	4,421	759,967	777,088
La Crosse	42,980	10,007	14,751	67,738	8,740	322	5,490	31,790								3,450
Madison	59,682	9,522	42,915	112,531	17,624	1,637	11,327	45,076	10,287	1,303	5,876	17,790	122,603	26,199	230,639	384,228
Oshkosh	38,351		25,517	67,869	3,498		595	8,106	8,792		5,335	17,466	1,877		9,358	230,256
Racine	53,040	24,955	14,868	124,524	39,398	8,526	3,443	57,635	2,400	600	200	12,563	258,543	4,059	31,818	294,521
Sheboygan	32,498		26,008	59,328	16,625		8,792	27,562	1,617			1,703	120,818		18,248	174,026
Superior	49,821	14,571	18,686	90,305	11,495	3,197	3,179	17,886	5,405	1,502	1,906	8,813	3,172	347	416	3,935

[3] Fractional part of county system.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1925–26*—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				$9,409				$4,852				$3,740				$99,005
Bessemer				10,300				1,511				1,076				58
Dothan	$3,087	$224	$1,323	4,634	$1,470		$344	1,814				2,240				119,396
Florence				5,289				2,438								2,469
Gadsden	6,755		2,290	9,045	501		150	651	$360			360	$488			488
Phenix City				1,963				824				663	407		$910	1,317
Selma	5,879	2,132	2,102	10,113	3,012	$1,009	1,609	5,630	926	$250	$213	1,389	2,877	$726	712	4,315
Tuscaloosa				10,176				2,287				4,611				135,469
Arizona:																
Phoenix				45,693				26,728				6,356				391,683
Tucson	27,189		14,203	41,392	8,276		1,851	10,127	3,320		110	3,430	7,824		9,616	17,440
Arkansas:																
Fort Smith	14,694		6,958	21,652	4,511		3,697	8,208	10,967		3,656	14,623	922		4,479	5,401
Hot Springs				19,389												88,225
North Little Rock				13,457				2,748				5,064	6,057		95,907	101,964
Pine Bluff	5,758	2,280	10,316	18,354				5,000				3,500				13,420
California:																
Alameda	26,591		13,274	39,865	22,964		2,703	25,667	4,115		913	5,028	14,932		500,682	515,614
Alhambra	33,017		30,392	63,409	6,189		7,417	13,606	11,979		1,572	13,551	290,629		266,143	556,772
Bakersfield	40,568			40,568	31,318			31,318	4,816			4,816	284,556			284,556
Eureka	11,229		7,526	18,755	3,276		3,512	6,788	1,459		1,800	3,259	3,516		318,766	322,292
Glendale				33,552				186				40,111				954,528
Pomona				37,620				11,859				15,650				62,314
Richmond	23,420	1,600	2,815	27,835				4,481	7,125		1,572	8,697	96,563	4,192	358,511	459,266
Riverside	23,866	7,542	14,590	49,272	1,844	247	3,146	5,292	6,992	28	5,237	16,731	12,689	14,129	7,869	43,424
San Bernardino	24,162	8,024	14,844	47,030	2,772	2,475	2,695	7,942	3,633	4,995	892	9,520	145,081	82,344	17,851	245,276
Santa Ana	17,739	8,240	9,544	40,804	3,645	2,007	3,289	9,482	2,851	607	1,111	4,944	25,849	1,664	62,388	128,763
Santa Barbara	25,220	12,000	15,285	52,505	164,992	18,000	19,513	202,505				25,124	56,868		43,483	100,351
Santa Cruz	13,334		15,510	28,844	2,156		4,064	6,220	2,150		872	3,022	14,804		28,796	43,600
Santa Monica	32,955	26,807	26,807	86,569	6,807	5,362	5,362	17,531	2,309		1,054	3,363	207,158	28,881	28,881	264,920
Vallejo	13,933	3,302	5,278	22,513	2,731	1,164	1,084	4,979	1,894	814	1,261	3,969	6,334	1,498	22,822	30,654

Colorado:																
Boulder	15,238	12,039	24,634	51,911	6,444	867	8,112	15,423				2,752	888	2,411	21,163	24,462
Greeley				24,733				10,110				1,923				16,165
Trinidad	14,313		7,340	21,653	1,909		714	2,623	3,087		167	3,254	4,313		11,849	16,162
Connecticut:																
Ansonia	16,959		5,400	22,359				15,961				1,863				4,869
Bristol	30,641		20,841	51,482	10,058		6,797	16,855	8,865		584	9,449	207,247			207,247
Danbury	26,891		5,461	32,352	20,246		4,651	24,897					382			382
Derby	10,301		5,032	15,333	2,802		1,774	4,576	452		1,158	1,610			115,341	115,341
East Hartford	21,951		6,410	28,361	8,135		2,137	10,272	2,492		2,064	4,556	222,200		521	222,721
Enfield	21,524		6,298	27,822	8,881		248	9,129	1,964		1,007	2,971	845		12,980	13,825
Fairfield	16,795		5,455	22,250	3,598		1,915	5,513					51,176			51,176
Greenwich	42,964		5,516	48,480	8,259		1,301	9,560	2,096		316	2,412	337,429		409,166	746,595
Manchester—																
Districts Nos. 1 to 8	15,676			15,676	15,622			15,622								
District No. 9	22,178		11,089	33,267	12,673			12,673	1,764			1,764			5,488	5,488
Middletown	10,761		6,830	20,091	5,928		4,350	10,302	3,937		2,617	7,492	49,091			49,091
Milford	18,422		3,565	21,987	7,755		3,732	11,487					64,585			64,585
Naugatuck	21,341		9,274	31,435	3,038		3,273	6,311	844		585	1,429	7,369		993	8,362
New London	31,676			31,676	18,877			18,877	4,503			4,503	143,713			143,713
Norwalk				37,023				14,169				300				25,696
Norwich	34,977			34,977	14,369			14,369	1,910			1,910	29,238			29,238
Stonington	9,388		2,840	12,228	3,515		1,076	4,591	525		250	775	4,355		414	4,769
Stratford	18,857		6,058	24,915	10,499		5,132	15,631					2,024		33,729	35,753
Torrington	33,508		8,853	42,361	10,213		2,369	12,582	2,514		690	3,204				19,995
Wallingford	15,905		3,676	19,656	8,679		5,404	14,083					1,533		523	2,056
Windham	13,996		6,951	20,947	1,418		3,463	4,881					2,810		3,110	5,920
Florida:																
Key West				4,982				1,854				2,725	25,453			25,453
Miami [3]				70,000				15,000				15,000				2,060,000
St. Petersburg				15,685				5,000				4,559	150,000	165,000	1,075,000	1,390,000
Georgia:																
Albany				6,073								2,044				
Athens				7,914				3,667				1,760				
Brunswick	3,955		2,040	5,995	1,632		100	1,732	816		500	1,316	8,041		2,093	10,134
Lagrange	5,399		1,433	6,832	5,728		895	6,623	2,562		629	3,191			11,948	11,948
Rome	3,535		1,715	5,250	1,000		200	1,200	1,075		250	1,325	300		100	400
Valdosta				4,449				2,954				870				1,045
Waycross	1,960	380	650	2,990	435	263	606	1,304								
Idaho:																
Boise	24,313		18,641	42,954	6,745		5,388	12,133	2,874		1,546	4,420	46,833		7,591	66,608
Pocatello	15,087	5,683	6,322	27,092	3,139	583	2,908	6,630	467	168	431	1,066	4,758	4,987	4,469	14,214
Illinois:																
Alton				32,225				5,909				7,904				35,920
Belleville				22,636				20,896				1,680				9,656
Berwyn—																
District No. 98	10,197			10,197	6,797			6,797					54,683			54,683
District No. 100	20,324			20,324	7,069			7,069	731			731	42,515			42,515
Bloomington				48,907				18,125								40,641
Blue Island				24,286				5,080				1,138				204,906
Cairo				18,963				10,388				3,895				174,959

[3] Fractional part of county system.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1925–26*—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.																
Canton				$8,513				$13,184				$1,600				$982
Centralia	$13,442			13,442	$7,813			7,813	$490			490	$687			687
Champaign	31,429		$14,615	46,043	16,184		$3,000	19,184				3,897	46,246		$8,785	55,031
Chicago Heights	21,665			21,665	11,630			11,630	4,538			4,538	56,936			56,936
Elgin	30,999		15,669	46,668	4,876		12,715	17,591	4,080		$2,046	6,126	4,526		4,247	8,773
Forest Park	9,540			9,540	2,500			2,500	6,784			6,784				
Freeport				26,780				25,000				3,600			500,000	500,000
Galesburg				36,247				14,335				8,003				52,253
Granite City	18,292	$6,098	14,326	38,716	9,796	$3,265	9,448	22,509	4,650	$1,533		6,183	62,342	$2,029	12,492	76,863
Herrin	[1] 25,000			25,000	5,265			5,265								
Jacksonville				22,950				6,250				2,940				7,635
Kankakee	18,324		7,362	25,686	2,090		1,750	3,840	3,761		1,450	5,211			241,669	241,669
Kewanee	15,794		9,543	25,337	15,502		13,505	29,007	1,650		987	2,637	1,536		1,200	2,736
La Salle	15,860			15,860	5,731			5,731					45,832			45,832
Lincoln	14,828			14,828	5,523			5,523	834			834	40,701			40,701
Mattoon				16,137				1,350	857	351	269	1,477		5,681		5,681
Maywood	} 15,251			15,251	19,155			19,155					5,529			5,529
Melrose Park																
Murphysboro	4,300			4,300	500			500	5,300			5,300	45,000			45,000
Ottawa	13,333			13,333	10,429			10,429	1,580			1,580	23,878			23,878
Pekin	12,914	2,702	4,500	20,116	1,654	1,719	2,500	5,873	1,202	252	14,500	15,954	75,017	205	18,000	93,232
Streator	23,237			23,237	10,853			10,853	1,131			1,131	639			639
Urbana	9,971	2,939	10,912	23,822	2,575	1,392	7,664	11,631	1,584	566	2,120	4,270	1,740	2,326		4,066
Waukegan	37,660			37,660	29,434			29,434	1,263			1,263	84,294			84,294
Indiana:																
Anderson	25,434	6,207	12,443	47,570	7,949	1,063	4,066	14,616	1,735			5,335				65,475
Bloomington	8,035	6,228	6,363	20,626	1,276		1,298	2,574	294	1,957	1,957	4,208				95,441
Clinton				14,586				5,924				4,099				
Crawfordsville	9,914	5,108	5,384	20,406	3,977	2,499	2,434	8,910				709	18,559	5,324	6,062	31,307
Elkhart	24,492	6,099	16,951	47,542	6,440	2,073	10,549	19,062	22,426	2,077	15,649	40,152			58,895	58,895
Elwood	8,542	2,169	5,001	15,712	4,183	1,575	1,404	7,162	1,725	936	2,745	5,406				6,510
Frankfort	16,170		8,377	24,547	4,832		4,638	9,470	10,794		6,009	16,803	2,417		99,445	101,862
Huntington	16,767		10,346	27,113	15,079		2,783	17,862	8,503		5,163	13,666	68,337			68,337

Jeffersonville				12,904				5,951							175
La Fayette	23,477		12,241	35,718	2,978		3,923	6,901							99,334
Laporte	15,176	8,485	13,104	36,765	6,613	932	876	8,421				32,274			14,355
Logansport	18,362	9,724	5,704	33,833	2,915	1,784	1,811	6,510	1,177	97	98	1,372	59,069	5,236	3,825	68,130
Marion	20,201	10,183	9,454	39,838	5,048	832	1,151	7,031	433	236	84	753				48,527
Michigan City	22,921	10,618	13,799	47,561	7,395	5,463	2,449	15,307	1,745	1,960	2,037	5,742				156,796
Mishawaka	24,113		17,551	41,664				10,774				3,125				116,856
New Albany	20,346		5,086	25,432	6,358		1,272	7,630	9,004		1,801	10,805	4,562		867	5,429
Newcastle	12,217	4,302	6,488	23,007	3,899	1,512	1,120	6,531	687	864	2,657	4,208				5,527
Peru	14,247		8,356	22,603	3,893		1,645	5,538					9,627		4,688	14,315
Richmond	27,601	14,133	12,024	53,758	8,150	3,879	2,017	14,046				3,176	114,700	785	849	116,334
Vincennes	16,537		5,930	22,467	5,269		1,038	6,307	1,918		401	2,319				26,022
Whiting	17,454	8,496	10,336	36,286	1,075	350	2,302	3,727	29	12	17	58				5,081
Iowa:																
Boone				26,634				6,760								11,304
Burlington	49,733		15,662	65,395	15,597		14,922	30,519				5,626	2,127		67,538	69,665
Clinton				48,699				17,292				6,273				1,999
Fort Dodge				52,607				8,092								
Fort Madison				16,000	3,500	1,000	500	5,000				1,500				2,000
Iowa City	11,470	3,512	10,145	25,127	3,502	944	2,270	6,716	568	117	365	1,232	25,866	2,300	1,187	29,353
Keokuk				28,566				25,123				1,037		106,781		106,781
Marshalltown				31,000				12,500				1,500				6,800
Mason City	33,142	9,000	15,000	57,142	18,257	2,000	6,000	26,257				1,331	4,462		1,500	5,962
Muscatine	13,248		7,500	20,748	5,058		2,000	7,058				3,000				1,916
Ottumwa	31,192		27,299	58,491	7,827		1,849	9,676	1,444		2,390	3,834	1,555		2,186	3,741
Kansas:																
Arkansas City	9,000	5,938	5,425	21,491	1,663	1,246	447	3,356				4,861	139	347	534	2,151
Atchison				19,532				6,721				5,899				123,322
Chanute	7,323	3,376	3,830	14,529	3,528	1,951	1,838	7,317	782	639	837	2,258	101	631	1,105	1,837
Coffeyville				26,098				5,345				416				
Eldorado	12,200	5,002	5,070	22,272	2,000	1,041	900	3,941	638	5,000	600	6,238	1,433	2,000	2,205	5,638
Emporia				28,209				6,808				2,238				96,777
Fort Scott				18,521				6,649	200	300	242	742	1,000	1,000	5,877	8,796
Hutchinson				47,936				11,887				14,463				10,627
Independence				42,437				3,311				2,984				26,165
Lawrence	11,764	8,294	12,259	32,317	2,628	4,034	3,838	10,500	762	596	612	1,970	2,644	2,685	763	6,092
Leavenworth	17,324	5,003	4,857	27,184	2,179	631	603	3,413	2,091	606	598	3,295				52,823
Parsons	10,404	5,222	8,057	23,683	1,312	460	2,264	4,036				8,012				291,393
Pittsburg	13,017	4,162	8,396	25,575	7,834	2,455	1,537	11,826	2,973		87	3,060	48,292	111	120	48,524
Salina				36,095				8,457				4,476				103,710
Kentucky:																
Ashland				24,416				5,392				132				4,254
Henderson	8,795	1,478	2,631	12,904	3,036	924	939	4,899	1,638	616	1,717	3,971		32,922		32,922
Newport	12,618	2,100	2,118	16,836	10,314	574	316	11,204	736	124	140	1,000	40,152	312	529	40,993
Owensboro	14,489		4,777	19,266	1,151		625	1,776	2,945		321	3,266	4,855		2,406	7,261
Paducah	10,918	1,494	3,498	15,910				14,746				4,836				10,104
Louisiana:																
Alexandria	5,943		3,794	9,737	5,657		3,182	8,839				1,718				253,412
Baton Rouge				13,600				4,819				3,500				119,254
Lake Charles	7,984		2,846	10,830	2,806		971	3,777	2,631		687	3,318	7,857		774	8,631
Monroe	4,943		1,075	6,018	2,483		707	3,190					2,807		2,213	5,020

[1] Estimated.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1925–26*—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	$17,013		$2,109	$19,122	$9,068		$584	$9,652				$3,952	$15,224		$525	$15,749
Augusta	26,031		12,569	38,600	8,646		2,417	11,063	$420			420				
Bangor	23,160		14,774	37,934	18,001		2,571	20,572				7,853	21,436			21,436
Bath	9,358		3,144	12,502	5,743		1,029	6,772					696		895	1,591
Biddeford	11,984		4,339	16,323	2,035		903	2,938					4,374		263,936	268,310
Sanford	12,256		3,505	15,761				8,578				3,600				
Waterville				19,690				11,729				1,033				6,084
Maryland:																
Annapolis	3,162		3,690	6,852	975		534	1,509				824	1,232		460	1,692
Cumberland	16,112	$3,649	7,102	26,863	6,288	$1,016	4,953	12,257	3,360	$1,008	$1,792	6,150	23,898		25,232	49,130
Frederick	5,866		3,767	9,633	578		767	1,345	342		452	794	136		111	247
Hagerstown	13,348		3,102	16,450	2,383		278	2,661	3,534		1,419	4,953	428		209,939	210,367
Massachusetts:																
Adams				22,420				5,017								560
Amesbury	6,793	1,949	7,029	15,771	2,331	453	1,260	4,044	357	140	996	1,493	5,109	$93	2,129	7,331
Arlington	31,592	7,782	6,115	45,489	13,481	4,614	3,626	21,721								266,704
Attleboro	27,625		5,247	33,846	8,995		1,344	10,489	2,210		642	2,852	141,532		369	141,901
Belmont				28,613				8,875								4,809
Beverly	38,891		19,873	59,645	9,758		2,557	12,315					6,115		290,750	297,864
Braintree	15,699		2,903	18,602	13,686		1,993	15,679					158,731			158,731
Clinton	15,585		5,972	22,751	4,088		1,935	6,251					1,809		175	2,099
Danvers	14,120		160	14,280	6,704		159	6,863			1,800	1,800	2,058		402	2,460
Dedham				23,751				8,764				1,014				1,598
Easthampton	14,546		3,830	18,376	2,484		2,237	4,721								1,719
Framingham				43,176				18,745								3,195
Gardner	14,067		5,115	19,182	2,606		997	3,603					50			50
Gloucester	32,921		9,376	42,297	7,014		3,507	10,521	931		871	1,802			214	214
Greenfield	27,748		13,371	41,119	6,356		2,087	8,443					2,000		474	2,474
Leominster	18,059		7,567	25,761	6,625		1,486	8,111	235		317	552				3,520
Marlboro	4,135	1,033	2,585	7,753	5,494	118	471	6,083	965		482	1,447	139,391	95,008	35,000	269,399
Melrose	24,825		9,390	34,215	9,026		2,920	11,946			500	500	62,318			62,318
Methuen	23,547	6,903	4,772	35,519	6,636	1,921	753	9,310					1,528	1,353	479	3,360

Milford	14,938		3,971	19,213	5,061		2,162	7,227								1,209
Natick	17,965		4,943	22,908	14,219		1,753	15,972	1,873		379	2,252	564		445	1,009
Newburyport	11,849		3,047	14,896	1,849		937	2,786	432		51	483	121		16	137
North Adams	21,048		8,935	29,983	9,916		2,240	12,156	2,632		2,295	4,927	16,645		680	17,325
Northampton	23,536		4,889	29,488	8,771		1,897	10,687					2,808		33,958	47,301
Northbridge				17,576				4,831								5,244
Norwood				30,286				10,432			8,500	8,500				267,049
Peabody	27,613		13,512	41,125	10,262		1,700	11,962	3,003		2,615	5,618	603			603
Plymouth				22,860				16,713								3,007
Revere				84,517				32,842				500				83,800
Saugus				19,809				10,494								37,379
Southbridge	9,669		4,192	14,078	3,277		1,234	4,793					946		541	2,622
Wakefield	21,712		14,864	36,576	6,396		1,767	8,163					1,176		749	1,925
Watertown				45,998				14,316								421,117
Webster	10,260		3,899	14,999	2,339		920	3,286					381			632
Westfield	23,546		7,179	30,725	4,560		5,463	10,023								
West Springfield	24,813	5,460	5,831	36,104	16,069	3,040	2,305	21,414					165,068			165,068
Weymouth	13,848		8,875	22,723	24,558		5,653	30,211					100,989		5,989	106,978
Winchester	13,506		5,207	18,713	3,298		3,420	6,718								21,829
Winthrop	12,990	3,077	8,602	24,669	3,127		371	3,498	2,628		1,800	4,428				
Woburn	12,099	2,800	3,690	18,589	8,972	500	1,187	10,659					968			968
Michigan:																
Adrian	10,820	9,618	9,618	30,056	2,815	2,502	2,503	7,820				2,459				51,555
Alpena	10,783		7,234	18,017	2,603		3,711	6,314	867		876	1,743				13,484
Ann Arbor				64,255				18,891				9,323				80,482
Benton Harbor				23,472				20,466								9,925
Calumet				41,108				13,487				19,958				7,900
Escanaba				22,775				5,612								7,977
Holland				26,929				4,557				3,397				40,743
Ironwood	24,652	18,562	18,743	61,957	4,948	306	501	5,755	1,024	1,892	1,963	4,879	4,311		230,531	234,842
Ishpeming	14,322		13,150	27,472	12,877		2,000	14,877	3,200		3,054	6,254	450		737	1,187
Marquette				23,896				2,771				3,808				888
Monroe				31,744				2,893				22,263				17,730
Owosso	20,240		5,214	25,454	5,194		1,299	6,493	3,012		1,353	4,365	4,913		3,516	8,429
Port Huron				64,823				7,094				3,729				70,726
Sault Ste. Marie	15,222	3,806	11,417	30,445				6,195	1,985	1,323	1,985	5,293	47,796	6,019	1,823	55,638
Traverse City				19,962				6,305				3,053				2,846
Wyandotte				49,933				6,877				439				13,908
Minnesota:																
Austin				26,640				5,540				3,593	33		2,385	2,418
Faribault				20,027				5,314				2,096	2,307		7,500	16,089
Hibbing				97,876				73,889								301,048
Mankato				28,223				4,839				3,589				7,830
Rochester				38,134				13,113								265,135
St. Cloud				25,002				7,765				8,596				16,201
Virginia				121,969				52,524				12,542				218,711
Winona	19,625	4,605	7,936	32,166	2,438	1,075	1,419	4,932	320	1,320	14	1,654	1,029	259,751	1,117	261,897
Mississippi:																
Biloxi				8,040				2,768								
Columbus				4,831				1,575				2,945				
Greenville				6,225				1,000								3,315
Hattiesburg	3,000	2,565	2,000	7,565	1,000	1,000	1,053	3,053					133,000	18,000		151,000

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges and capital outlay in city public schools, 1925–26*—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.																
Jackson	$9,656	$2,400	$1,800	$13,856	$5,025	$1,900	$1,398	$8,323	$1,991	$500	$500	$2,991			$400,000	$400,000
Laurel				14,274				2,183				715				985
Meridian				17,349				2,456				8,267				2,943
Natchez				4,100												
Vicksburg				18,912				1,153								
Missouri:																
Cape Girardeau	7,183		4,836	12,019	7,033		1,721	8,754	3,733		506	4,239	$48,347		5,936	54,283
Carthage	10,759		4,621	15,380	6,448		1,950	8,398								871
Columbia	12,390		7,313	19,703	6,613		2,725	9,338	1,962		654	2,616	15,724		28,500	44,224
Hannibal				16,878				17,205					422,000			422,000
Independence				32,865				3,884				6,188				95,195
Jefferson City	10,185		5,610	15,795	2,160		2,359	4,519				2,320				238,053
Joplin	25,773		10,708	36,481	4,027		2,778	6,805	4,275		1,289	5,564	46,330		1,333	47,663
Moberly	11,075		5,384	16,459	7,500		3,003	10,503	2,160		1,715	3,875	16,000		689	16,689
Sedalia	21,659		11,140	32,799	10,373		875	11,248	2,680		1,600	4,280	2,500		18,447	20,947
Montana:																
Anaconda	20,580		5,706	26,286	3,996		687	4,683	2,851		1,376	4,227	963		590	1,553
Billings	27,613		8,075	35,689	3,363		1,121	4,484	5,259		1,752	7,011	3,839		400	4,239
Great Falls				48,027				10,645	1,568			1,568				4,031
Helena	15,807		11,427	27,234	3,871		2,902	6,773	3,046		1,523	4,569	719		442	1,161
Missoula	26,032			26,032	3,968			3,968	9,592			9,592	5,182			5,182
Nebraska:																
Grand Island				34,656				3,999				3,898				226,480
Hastings				23,570				6,238				680				61,096
North Platte				24,209				2,184				595				13,191
Nevada:																
Reno	15,522	5,868	4,353	25,743	7,136	1,992	2,768	11,896	372	50	60	482	447	$249	83	779
New Hampshire:																
Berlin				23,773				1,687				260				1,377
Concord	20,322	7,268	5,937	33,527	3,695	946	988	5,629	4,932	1,228	2,135	8,295	530	350		880
Dover	8,132		5,458	13,590	66		130	196				554				3,879

Keene				20,476				10,525				1,050				16,693
Laconia				12,276				5,555				504				3,265
Nashua				55,736				31,755								34,799
Portsmouth				15,499				3,160				355				31,778
New Jersey:																
Asbury Park				24,063				10,625				1,932				424,980
Belleville	28,269		8,235	36,504	12,535		4,272	16,807	1,788		600	2,388				
Bloomfield				69,387				26,608				4,593				298,029
Bridgeton				19,334				18,457				1,129				
Carteret				28,587				9,912				1,451				172,039
Clifton	55,878		9,926	65,804	8,344		1,482	9,826	10,184		1,998	12,182				414,971
Englewood				45,407				15,663				4,312	244,839			244,839
Garfield	38,123		6,173	45,666	15,494		859	16,353	3,276		139	3,415	253,598			253,598
Gloucester City				22,119				12,150				1,150				222
Hackensack	44,125		13,294	57,419	35,853		13,284	49,137	2,143		918	3,061				62,674
Harrison				25,611				9,406				1,201				37,627
Irvington	44,143		5,495	50,285	20,339		544	20,883	164			584	254,295		728,409	982,704
Kearny	53,303		19,557	72,860	43,580		8,558	52,138	2,631		1,411	4,042				
Long Branch				32,247				16,304				4,227			222,916	222,916
Millville	15,127		7,974	23,101	8,613		1,060	9,673	259		1,955	2,214		68,430		68,430
Montclair	63,259	29,323	17,243	109,825	18,253	8,461	4,975	31,689	1,943	901	530	3,374	33,995	189,371	144,319	367,685
Morristown				18,599								2,781				1,571
North Bergen	95,765			95,765	59,952			59,952	79,131			79,131	775,247			775,247
Phillipsburg	21,892		1,800	23,692	6,071		1,000	7,071	625		200	825			28,500	28,500
Plainfield	49,791		19,054	69,671	26,654		9,764	36,418	1,939		2,075	4,014				
Rahway				20,252				4,536	2,807		69	2,876				169,842
South Orange				64,537				75,659				5,851				505,993
Summit	16,745	3,627	9,780	30,152	11,844	2,564	1,626	16,034	1,510	179	309	1,998	138,331			138,331
Weehawken	22,778			22,778	33,036			33,036	458			458	283,411			283,411
West New York	71,911		15,118	88,047	13,899		2,922	16,940	1,987		289	2,285			61,539	61,539
West Orange	27,207	8,210	8,920	45,633	17,852	5,237	2,500	26,089	150	51	732	2,445				21,501
New Mexico:																
Albuquerque	11,718	5,578	7,142	24,438	2,689	961	890	4,540	1,633	1,760	1,032	4,425				32,447
New York:																
Batavia				31,908				7,951				11,954				25,402
Beacon				16,866				6,623				5,411				4,811
Cohoes				18,804				6,618				8,032				1,793
Corning—																
District No. 9				14,142				7,258				6,420				2,448
District No. 13				5,801				1,781				3,473				64,691
Cortland				18,609				3,013				9,208				32,833
Dunkirk				37,243				12,403				14,453				121,032
Fulton				22,331				10,141				6,913				12,475
Geneva				26,148				5,432				15,603				213,135
Glens Falls				25,077				10,369				13,179				16,654
Gloversville				38,811				18,125				16,223				24,283
Herkimer				16,105				4,724				7,971				5,756
Hornell	21,929		14,080	36,009	17,006		5,668	22,674				11,242				78,572
Hudson				14,742				6,268				6,905				1,881
Ilion				13,769				4,134				8,154				208,736
Ithaca				39,559				12,715				13,256				182,552
Johnstown				21,572				4,132				6,458				2,461

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1925–26*—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.																
Kingston				$30,219				$11,711				$14,983				$25,049
Lackawanna				32,509				2,935				10,653				63,846
Little Falls				16,699				5,991				8,257				6,333
Lockport				48,499				9,786				21,798				93,438
Middletown				36,253				8,242				13,961				51,666
North Tonawanda				27,278				11,343				13,272				432,930
Ogdensburg	$9,000		$3,352	12,352	$1,500		$1,624	3,124	$5,000		$2,076	7,076	$1,364			1,364
Olean				44,699				22,568				26,837				198,218
Oneida				13,651				5,717				1,636				693
Oneonta				17,480				14,012				7,370				55,222
Ossining				19,147				12,128				7,986				55,638
Oswego				38,589				24,562				15,923				2,784
Peekskill				23,203				10,614				11,270				98,714
Plattsburg				21,120				6,519				7,656				3,885
Port Chester				41,077				8,389				19,691				29,560
Port Jervis				18,381				2,159				9,815				17,472
Rensselaer				14,318				4,673				6,066				4,237
Rome				28,429				14,994				15,394				243,676
Saratoga Springs	21,193		4,238	25,431	1,773		355	2,128				10,976				201,240
Tonawanda				23,015				3,479				10,880				443,689
Watervliet				18,377				5,219				7,567				458
White Plains	38,511	$18,259	14,772	72,924	10,747	$1,544	1,967	15,210	7,974	$1,618	3,381	15,223	418,096	$45,241	$5,620	471,478
North Carolina:																
Asheville				35,743				32,318								523,463
Durham	29,402	1,695	6,280	37,377	3,000	500	1,500	5,000	616	100	200	916	21,873	103,231	4,000	129,104
Gastonia				17,187				3,484				2,901	95,794		80,009	175,803
Goldsboro				12,443				2,120				1,636				1,850
Greensboro				49,561				7,011				8,615				45,374
High Point				17,876				3,926				777				212,166
New Bern				6,119				2,018								1,022
Raleigh				40,615				8,648				2,392				311,781
Rocky Mount				16,032												64,315

Salisbury				16,197				7,639							315,039
Wilson				14,934								354			
North Dakota:															
Fargo				54,563				3,375				11,237			13,543
Grand Forks	22,932	6,932	10,132	39,996	3,188	454	240	3,882					153	6,780	6,933
Minot				23,905				6,501				18,977			3,000
Ohio:															
Alliance				49,612				8,988				7,315			18,781
Ashtabula				21,471				16,750				5,054			68,453
Barberton	18,800		9,088	27,888	1,000		412	1,412	5,123		900	6,023	3,002	1,200	4,202
Bellaire				21,214				2,613				6,966			168,854
Bucyrus				17,513				1,981				5,721			1,581
Cambridge	17,557		7,524	25,081				1,999				26,309	668		668
Campbell				45,485				8,534				6,891			76,221
Chillicothe				20,992				10,059				7,406			1,776
Cleveland Heights				103,603				74,293				19,621			1,667,333
Coshocton				20,000								1,800			30,000
Cuyahoga Falls	9,764		4,388	14,152	3,000		710	3,710	2,169		1,700	3,869	1,378	3,000	4,378
East Cleveland				99,740				75,886				16,695			22,152
East Liverpool				33,643				7,488				6,943			6,879
Elyria				46,482				13,588				10,004			2,077
Findlay				47,973				7,435				12,071			127,001
Fremont				25,740				8,454							
Ironton				38,527				3,736				7,190			3,421
Kenmore				23,772				4,302				5,658			16,616
Lancaster	13,700		4,500	18,200	1,700		500	2,200	950		250	1,200	235		235
Mansfield				155,381				117,957				11,717			289,508
Marietta	17,603	13,470	12,260	43,333	610		328	938	2,754	2,543	2,230	7,527			183,400
Marion				42,541				9,786				14,197			6,543
Martins Ferry [5]				18,737				5,141				13,321			
Massillon				47,035				19,405				9,534			45,671
Middletown				47,767				22,261				8,502			239,629
Newark				36,248				2,659				12,686			51,363
New Philadelphia				17,751				5,041				3,532	211,384		211,384
Niles				34,297				3,894				5,335			238,502
Norwood				39,215				39,720				13,142			212,951
Piqua	11,544	6,000	5,500	23,044	4,142	1,500	2,000	7,642	3,206	1,500	1,500	6,206			33,663
Salem				12,909								3,356			39,168
Sandusky	29,412		9,928	39,340	13,899		8,764	22,663	8,881		7,912	16,793	23,545		23,545
Steubenville				57,500				6,400				20,400			589,954
Tiffin				16,488				3,160				4,003			
Warren	43,611	22,851	19,116	85,578	12,415	5,263	1,700	19,378	8,360	11,716	9,000	29,076			59,385
Zanesville				46,873				12,142				11,055			
Oklahoma:															
Ardmore	7,168	4,964	5,584	17,716	6,103	1,100	1,536	8,739	1,187	254	1,820	3,261	6,200	300	2,705	9,205
Bartlesville	3,136	2,120	11,025	16,281	7,311	2,910	2,107	12,328	1,905	940	655	3,500	2,255	763	609	3,627
Chickasha	11,890	2,916	5,187	19,993	1,467	236	1,050	2,753	1,875	794	1,586	4,255	914	235	1,383	2,532
Enid				27,359				4,026				3,600			
Guthrie	6,221	6,191	3,770	16,182	553	612	265	1,430	600	350	250	1,200	4,463	500	4,963
McAlester	6,066		5,694	11,760	728		855	1,583	2,219		886	3,105			
Okmulgee				26,356				10,289				8,372			11,732

[5] Data of 1923–24.

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1925–26*—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
Oklahoma—Continued.																
Sapulpa	$11,368		$10,551	$21,919	$1,976		$3,250	$5,226	$3,333		$2,942	$6,275	$200		$1,500	$1,700
Shawnee				10,500				4,368				3,054				2,000
Oregon:																
Astoria				20,987				5,453				3,008				176,304
Eugene	20,000	$5,509	5,000	30,509	500	$2,194	1,500	4,194								88,571
Salem	20,940	15,000	16,409	52,349	5,526	4,000	4,290	13,816	9,151	$6,775	6,951	22,877				
Pennsylvania:																
Ambridge				37,398				7,641				9,712				183,471
Beaver Falls				22,346				7,269				6,839				17,096
Berwick				20,387				7,052				5,460				129,386
Braddock				25,555				13,970				5,345				9,285
Bradford	18,039	8,317	8,657	35,013	1,430	2,234	2,325	5,989	1,853	2,587	2,693	7,133			30,704	30,704
Bristol				13,637				4,261				2,315				17,669
Butler				40,503				16,484	3,309	880	2,060	6,249	4,400			4,400
Cannonsburg	12,116		3,600	15,716	4,603		830	5,433	6,592		1,090	7,682	3,398		3,228	6,626
Carbondale				46,842				13,526				4,486				10,250
Carlisle	6,362		4,233	10,595	1,541		1,548	3,089	2,558		1,491	4,049	5,977		10,705	16,682
Carnegie				25,789				4,374				5,564				917
Carrick				23,872				10,494				2,128				17,063
Chambersburg	10,970		4,229	15,199	4,212		2,583	6,795				7,483				111
Charleroi				19,431				3,604				18,438				7,692
Clairton				37,418				7,195				15,398				268,993
Coatesville				22,014				3,236				8,731				3,069
Columbia				10,755				24,892				6,340				
Connellsville				25,507				7,154				5,498				4,940
Dickson City				16,888				7,675				7,587				9,348
Donora				22,707				7,458				3,924				26,344
Du Bois				16,609				11,091				8,353				1,481
Dunmore	31,155	2,687	2,687	36,529	8,287	581	581	9,449	3,479	349	349	4,177				
Duquesne				38,723				20,581				5,439				60,513
Farrell				25,676				4,518								12,443
Greensburg	19,027		14,875	33,902	7,459		2,204	9,663				5,513				323,614

Homestead	15,322	5,000	11,346	31,668	5,808	700	2,044	8,552				7,871	2,913	345	2,027	5,482
Jeannette				17,964				4,473				4,203				2,044
Kingston				47,237				13,887				6,752				86,588
Lebanon				31,730				11,477				16,650				93,509
KcKees Rocks				21,654				6,877				6,213				11,502
Mahoney City	14,688		4,403	18,731	8,501		2,416	10,917	3,506		1,750	5,256	84		1,987	2,171
Meadville	12,758		9,299	22,057	2,830		2,938	5,768	7,854		3,697	11,551	7,651		3,712	11,363
Monessen				41,250				411				16,227				892
Mount Carmel				19,115				2,862				4,281				903
Nanticoke				52,572				33,198				3,936				90,017
New Kensington	8,077		8,334	16,411	1,591		832	2,423				2,912				97,234
North Braddock				38,321				14,324				8,514				6,958
Oil City				61,316				15,329				6,781				161,089
Old Forge				15,883				2,822				7,972				926
Olyphant				20,234				4,230				8,780				82,215
Phoenixville	9,262		3,185	12,447	4,244		1,431	5,675				5,732				24,619
Pittston				40,903				11,478				5,679				
Plymouth	18,557		4,378	22,935	6,385		1,127	7,512	5,612		1,714	7,326			595	595
Pottstown				26,114				4,888				5,655				3,216
Pottsville				37,634				22,984				6,588				92,387
Punxsutawney				8,798				5,987				4,174				314
Shamokin				23,471				24,645				3,943				77,790
Sharon	25,074		19,908	44,982	8,185		4,092	12,277				9,285	5,074		1,277	6,351
Shenandoah				26,065				6,908				3,909				259
Steelton				19,050				27,380				3,079				2,998
Sunbury				23,561				9,789				3,917				30,504
Swissvale				31,843				7,857				8,124				86,713
Tamaqua				16,046				5,513				6,946				5,650
Uniontown	19,762	15,063	8,654	43,479	4,000		2,832	6,832	4,000	3,000	1,064	8,064				
Warren	21,389		17,639	39,028				7,491				13,326				2,579
Washington	24,687		6,172	30,859				14,806				6,902				568
West Chester				21,295				8,559				7,919				7,509
Wilkinsburg	34,284	12,922	10,227	57,433	13,354	6,721	3,400	23,475				11,960				107,805
Woodlawn	26,549		10,468	37,017	6,035		833	6,868	6,223		807	7,030	22,245		62,968	85,213
Rhode Island:																
Bristol	11,229		3,445	14,999	4,127		1,929	6,093	100			200	147,776			147,776
Central Falls				21,886				12,493								
Cranston	40,010		5,492	45,502	14,671		287	14,958	35			35	242,617		426,301	668,918
Cumberland	14,630		2,527	17,384	8,121		1,000	9,121					28,419			28,419
East Providence	29,385		4,774	34,159	11,015		4,131	15,146								
Warwick	22,860		2,662	25,522	19,531		982	20,513								500,000
West Warwick	10,946		4,429	15,375	5,838		4,528	10,366					2,131			2,131
South Carolina:																
Anderson				69,136				3,480				3,426	5,197		234	5,431
Florence				4,248				2,395				2,775				629
Greenville				15,229				17,578				2,845				113,122
Spartanburg	12,000		4,166	16,166	5,880		275	6,155	1,832		240	2,072	90,907		273,893	364,800
South Dakota:																
Aberdeen	14,373	5,133	6,734	26,240	5,791	1,921	4,554	12,266				372	13,556		2,773	16,329
Sioux Falls	49,020		23,139	73,011	3,856		1,435	5,702	7,782		1,863	9,690	17,121		1,843	19,807
Tennessee:																
Jackson	6,933		1,125	8,058	2,852			2,852	1,710			1,710				
Johnson City				12,000				2,500				1,045				500

TABLE 13.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1925–26*—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:																
Abilene				$10,332				$5,005				$3,218				$18,074
Amarillo	$15,622	$4,000	$4,000	23,622	$5,580	$1,400	$1,400	8,380	$4,595	$1,300	$1,300	7,195	$172,053	$1,500	$1,500	175,053
Brownsville				12,150				3,250				2,100				102,326
Cleburne	10,923		4,682	15,605	1,425		611	2,036	2,283		979	3,262			523	523
Corpus Christi				7,800				2,500				3,500				42,500
Corsicana	5,130	2,500	6,500	14,130	720	200	700	1,620	1,450	200	1,000	2,650	1,050	965	700	2,715
Del Rio				4,680				150				1,315			3,000	3,000
Denison	7,068		3,000	10,068	1,200		520	1,720	10,000		3,384	13,384	8,860			8,860
Greenville				6,996				8,000				1,400				
Laredo				8,800				500				1,000				300
Marshall	5,500		3,000	8,500	2,000		1,500	3,500	1,340		1,000	2,340				
Palestine	7,479		1,328	8,807	4,250		851	5,101	2,162		643	2,805	2,577		515	3,092
Paris				12,054				3,374				4,267				934
Port Arthur	30,721		15,253	45,974	20,155		4,099	24,254	1,698		609	2,307	21,655		1,734	23,389
Ranger	4,925		1,642	6,567	1,185		395	1,580					1,425			1,425
San Angelo				5,956				3,490				2,637				
Sherman	12,850		10,013	22,863			2,541	2,541				2,960				
Temple				13,060				2,122				3,280				126,880
Texarkana				6,856				3,411				1,210				10,626
Tyler				6,275				3,565				1,124				1,304
Utah:																
Provo	6,753	2,278	6,678	15,709	3,435	387	987	4,809	230	58	238	526	3,191	50	2,646	5,887
Vermont:																
Barre	12,983		5,136	18,119	6,102		323	6,425	1,244			1,244				
Burlington				27,571				11,455				2,449				2,022
Rutland				16,406				8,962				2,153				
Virginia:																
Alexandria				13,886												
Charlottesville				11,379				18,189				2,248				59,681
Danville				11,268				5,767								70,982
Staunton				9,773				2,058								245,000

Washintgon:																
Aberdeen	14,041	3,312	7,206	24,559	4,499	1,478	3,459	9,436		450	450	900	35,519	12,520	2,012	50,051
Bellingham	19,975		16,248	36,243	7,271		1,502	8,773								39,451
Everett	25,200	9,644	15,522	50,366	6,081	1,159	2,740	9,980								9,233
Hoquiam	7,578	1,233	6,156	14,967	4,038	166	2,700	6,904					3,786		1,458	5,244
Vancouver	11,676		6,000	17,676	2,111		1,083	3,194	994		497	1,491	3,001		377	3,378
Walla Walla				30,339				8,349								18,504
Yakima	22,055	3,871	9,861	35,787	3,778	644	2,013	6,435					12,124	2,156	7,936	22,216
West Virginia:																
Bluefield	22,046		5,864	27,910	15,637		2,000	17,637	7,663		3,510	11,173	387,534		285,000	672,534
Clarksburg—																
City district				40,049				50,682				320				16,935
Coal district				10,863				11,869				1,553				29,485
Fairmont	21,758		10,847	32,605	4,186		2,155	6,341	2,654		1,255	3,909	15,467		33,643	49,110
Martinsburg	8,193		1,622	9,815	2,182		67	2,249	32		109	141	580		1,010	1,590
Morgantown	33,582		11,283	44,865	11,044		1,297	12,341	1,517		3,420	4,937	64,665		384,207	448,872
Moundsville	8,918		9,387	18,305	1,395		2,657	4,052	515		2,214	2,729			16,772	16,772
Parkersburg	23,600	5,367	11,533	40,500	15,000	10,000	28,000	53,000	5,000	350	650	6,000				
Wisconsin:																
Appleton	25,364	19,188	9,919	70,921	13,587	1,372	3,853	18,812	7,636	3,037	4,867	15,540	8,523	8,403	3,874	23,696
Ashland	10,189		11,653	21,843	1,851		2,422	4,273	1,873		2,269	4,142	95		81	176
Beloit	26,728	11,862	8,189	46,779	6,109	1,555	4,631	12,295	2,493	182	970	3,645	43,414	6,388	1,649	51,451
Eau Claire	23,470		9,182	32,652	7,134		5,021	12,155				2,541				
Fond du Lac	19,700	12,995	15,645	48,340	10,230	2,708	706	13,644	6,096	3,669	3,922	13,687	1,541	191,055	260,972	453,568
Janesville				35,430				14,598				3,695				4,842
Manitowoc	19,975	1,909	20,096	40,071	30,061		10,242	40,303	5,308		5,054	10,362	67,169		39,007	106,176
Marinette	11,145	6,784	7,896	25,825	1,516	608	959	3,083				6,065				5,297
Stevens Point	11,083		9,625	20,708	8,162		4,124	12,286	1,752		1,639	3,391	399		1,738	2,137
Waukesha				28,206				2,581				5,478				29,137
Wausau	26,775	3,465	10,598	51,412	12,300	250	2,862	15,412	2,532	500	1,000	4,032				166,764
West Allis				57,630				7,536				52				103,350
Wyoming:																
Casper	40,905			40,905	6,051			6,051	6,475			6,475	82,043			82,043
Cheyenne	21,799	3,931	8,828	34,588	6,306	1,113	1,484	8,903	4,200	741	988	5,929	9,295	2,543	2,501	14,339

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1925–26*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)
	School-tax rate (mills)			Property assessment (thousands of dollars)	Per cent asessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking funds	Redemption of bonds			Payments to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Alabama:															
Birmingham	14.00	6.50	20.50	178,945	40	7,398	.....	767	.....	$70,000	.....	.....	.....	.....	8,710
California:															
Los Angeles	12.50	2.90	15.40	1,648,125	.....	62,266	.....	3,942	.....	1,833,250	.....	.....	.....	$11,898	93,280
Oakland	10.90	2.40	13.30	233,000	50	10,046	.....	.....	$155,000	.....	.....	.....	.....	76	14,541
San Francisco	9.05	1.09	10.14	733,694	50	16,675	.....	.....	400,000	.....	.....	.....	.....	.....	25,922
Colorado:															
Denver	.....	.....	12.56	422,096	100	10,379	328	.....	11,000	.....	.....	.....	.....	4,075	18,582
Connecticut:															
Bridgeport	.....	.....	[1] 6.83	292,411	80	4,121	.....	.....	.....	.....	.....	.....	$13,000	.....	9,870
Hartford	.....	.....	[1] 9.43	300,766	80	9,364	.....	810	100,000	.....	.....	$124,439	894,143	.....	15,448
New Haven	.....	.....	[1] 11.53	288,207	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	6,507
Delaware:															
Wilmington	.....	.....	6.00	303,841	60	1,380	39	.....	55,000	.....	.....	.....	10,500	.....	3,938
District of Columbia:															
Washington	.....	.....	[1] 5.29	1,484,389	100	.....	.....	.....	.....	.....	.....	.....	.....	.....	22,885
Georgia:															
Atlanta	.....	.....	[1] 6.79	355,459	65	3,838	43	171	.....	.....	.....	.....	.....	.....	7,858
Illinois:															
Chicago	20.10	10.30	30.40	1,873,922	50	24	.....	.....	3,500	.....	.....	.....	.....	.....	129,268
Indiana:															
Indianapolis	.....	.....	11.00	643,000	100	10,873	.....	238	129,660	92,692	.....	330,365	.....	2,410	15,617
Iowa:															
Des Moines	.....	.....	63.23	46,202	25	7,445	.....	.....	70,000	.....	.....	.....	.....	.....	9,704
Kansas:															
Kansas City	.....	.....	16.00	133,446	100	2,966	.....	159	.....	.....	.....	.....	.....	.....	4,854
Kentucky:															
Louisville	6.00	.....	6.00	369,000	80	.....	.....	.....	.....	.....	.....	.....	.....	129	6,211
Louisiana:															

New Orleans	7.00		7.00	583,000	85	1,500	1,290						3,780,309	25,870	6,741
Maryland:															
Baltimore			[1] 8.35	1,084,854		19,653			621,700						22,160
Massachusetts:															
Boston	8.60		8.60	1,862,800	100	14,866		7,809	248,500			138,242			37,048
Cambridge			7.92	166,652	100	770			34,000	40,950					3,762
Fall River			8.57	206,578	100	2,780		187	164,500						5,412
Lowell			[1] 8.68	145,412		606	1,604	254				4,000			4,604
New Bedford			6.54	220,193	100	2,720		14	349,000						5,999
Springfield	9.94	.60	10.54	289,266	100	3,758			262,500	396,000					9,923
Worcester			8.65	306,137	100	1,012		110	166,500						8,820
Michigan:															
Detroit	4.72	1.39	6.11	2,757,664	100	58,164		5,336		2,198,495			3,495,907		71,127
Grand Rapids	9.35	4.56	13.91	255,275	100	5,839			172,200					20,441	11,058
Minnesota:															
Minneapolis	20.60		20.60	298,598	33	20,270									23,735
St. Paul	14.78		14.78	260,151	40	8,546									14,644
Missouri:															
Kansas City	9.00	2.50	11.50	575,840	70	18,372		4,757	851,500	131,000		1,261,909			23,785
St. Louis	8.50	.20	8.70	1,107,439	75	2,254		582	55,611			111,942			31,341
Nebraska:															
Omaha	13.00		13.00	325,000	100	10,895		867		62,250	$1,000,000	241,000		102	17,810
New Jersey:															
Camden	10.22		10.22	176,132	100	3,731		399	68,250			21,304			6,273
Jersey City			[1] 11.35	516,910	77	12,869		1,365		288,500		56,519			17,065
Newark	10.82		10.82	788,859	100	15,493		2,797	175,000		1,000,000	112,734			16,514
Paterson			20.05	191,575	80	6,629		968	119,000	75,000	866,000	18,528	290,000		8,986
Trenton	6.90		6.90	204,483	100	5,483		681	64,000			32,124			6,629
New York:															
Albany	5.65		[1] 5.65	158,253	95	3,656			182,040						3,785
Buffalo	8.27	1.85	10.12	1,003,879	75	24,338			840,000						29,704
New York			7.79	13,256,569	100	263,074	15,350		4,348,339	50,000					335,151
Rochester			11.79	499,689	80	9,822	1,126	749	329,190			27,000	2,125,000	267	19,596
Syracuse			10.10	268,729	80	7,761			471,988						9,628
Yonkers			11.82	245,819	90	7,761			284,390						9,351
Ohio:															
Akron	7.85	2.57	10.42	323,859	65	7,074		266	473,032			31,374			12,686
Cincinnati	14.83	6.33	21.16	1,038,639	100	11,831		2,069	276,272				240,343	22,551	20,307
Cleveland	7.46	1.78	9.24	2,195,000	85	30,168		2,904	1,305,000	350,000		151,042		1,873	45,183
Columbus	5.76	1.87	7.63	580,606	100	10,720		3,123	205,250	150,000		446,300		2,008	14,169
Dayton	6.72	1.42	8.14	343,580	75	5,005	1,500		180,000					650	8,029
Toledo	6.54	2.21	8.75	573,317	100	12,033		1,463		761,000		317,200			16,028
Youngstown			9.56	348,000	80	4,290		1,007	338,000			25,205		45	8,459
Oregon:															
Portland			12.74	330,904	55	6,887			149,000				150,000	51	16,429
Pennsylvania:															
Philadelphia	7.81	1.69	9.50	2,769,737	85	40,411	6,490	7,157	405,774					94,414	81,000
Pittsburgh	9.70	1.80	11.50	1,014,117	100	19,651		1,558		911,700				84,129	34,203
Reading			13.00	107,647	50	5,603	75	243				294,262	265,000	464	7,818
Scranton	16.50	1.50	18.00	123,368	80	2,391	250	299		59,000			350,000	750	5,730

[1] Estimated.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1925–26*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)
	School-tax rate (mills)			Property assessments (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking funds	Redemption of bonds			Payments to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Rhode Island:															
Providence			[1] 6.17	574,921	100	6,200	533	2,182				$107,000			9,605
Tennessee:															
Memphis			10.62	229,150	60	5,163		440		$70,000					5,691
Nashville	5.40	0.57	5.97	131,664	100	1,183			$22,000						2,420
Texas:															
Dallas	7.50	2.20	9.70	230,750	67	6,202	172	22						$1,326	10,565
Fort Worth	7.53	2.47	10.00	157,000	55	4,401	54	615	27,500			143,349	$67,141		4,488
Houston			10.60	255,000	60	7,098		619		327,733	$542,000	199,563		33,600	15,000
San Antonio	7.20	1.30	8.50	190,526	75	3,555		507		64,250		2,023	750,000	2,900	5,094
Utah:															
Salt Lake City	6.00	2.60	8.60	186,255	85	3,616	75	415	4,735			80,933			7,275
Virginia:															
Norfolk			[1] 6.94	170,014	60										4,151
Richmond			7.50	325,481	75									5,268	7,333
Washington:															
Seattle	10.00	4.32	14.32	273,736	50	8,774	293		753,000						15,402
Spokane	20.00	2.10	22.10	89,925	50	1,627		925		28,000		238,658			6,479
Wisconsin:															
Milwaukee			9.51	810,510	85	8,501		375	572,000						18,337

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:															
Mobile			10.08	48,689	60				$42,000				$69,617		1,767

Montgomery			9.00	34,000	60	925	72						45,000	$3,415	1,857
Arkansas:															
Little Rock	15.00		15.00	59,637	35	818			42,500						2,271
California:															
Berkeley	21.93	2.81	24.74	83,193	70	2,595			97,250						4,865
Fresno	17.45	3.00	20.45	51,580	40	4,255			45,000						4,829
Long Beach	11.80	2.50	14.30	192,606	50	7,210			256,964						10,631
Pasadena	16.30	3.80	20.10	131,082	50	5,174		296		$98,000	$1,000,000	$352,233			7,719
Sacramento	15.60	4.70	20.30	82,651	60	5,131		260	120,000						7,087
San Diego			27.40	75,195	45	3,166			66,000						6,462
San Jose	12.12		12.12	34,635	[2] 60	1,578			94,000						3,719
Stockton	20.80	4.10	24.90	41,579	60	1,534			79,000						3,319
Colorado:															
Colorado Springs	15.87	4.16	20.03	45,643	100	1,227			49,000					137	2,476
Pueblo—															
District No. 1	18.05	1.55	19.60	23,087	100	434	171	12		20,000				3,496	1,305
District No. 20	19.60		19.60	32,300	100	796		18		46,000				889	2,006
Connecticut:															
Meriden			11.40	47,848	65	965			25,000						1,552
New Britain	7.84	1.77	9.61	119,657	80	3,041		123	99,000			5,000			5,340
Stamford			16.00	104,500		2,868		134	93,000			9,305			2,684
Waterbury			10.20	153,000	75	2,270			58,000						6,192
Florida:															
Jacksonville	17.00	6.50	23.50	63,890	50	4,698	59	43		135,000		63,465	366,300	1,257	3,278
Pensacola	19.00	5.00	24.00	11,127	50	450	158	56		10,000		55,633	360		773
Tampa			28.00	45,063	20	1,600	12	100		50,000		184,623	140	72,762	3,181
Georgia:															
Augusta	11.90	1.10	13.00	43,954	67	349			21,000					2,519	1,634
Columbus			24.00	43,000	60	435			15,000						1,713
Macon			[1] 13.56	47,497	67										1,633
Savannah			5.00	58,264	60										1,334
Illinois:															
Aurora—															
East side			34.50	11,676	25	400			25,000						1,785
West side			33.90	6,544	25	300			20,000						864
Cicero	30.00	10.00	40.00	13,441	40	467	122		42,000				93,134		2,700
Danville	22.50	10.00	32.50	16,826	50	734			31,500					2.42	2,115
Decatur	28.50	10.00	38.50	20,213	50	1,023		280	32,500			10,000			2,593
East St. Louis			35.70	30,107	33	579			125,000						2,577
Evanston—															
District No. 75			37.00	18,537	10	556	192		18,000						1,851
District No. 76			35.00	8,980	20	373	14		10,000				108,500		1,435
Joliet			27.50	21,416	50	950			40,000					1,230	2,301
Moline			40.00	12,190	50	241			30,000						1,349
Oak Park	30.00	10.00	40.00	21,500	25	814			40,000				7,623	38	3,178
Peoria	20.00	10.00	30.00	44,829	50	682			57,000						3,857
Quincy			27.50	18,685	50	105			22,500						4,893
Rockford			27.50	44,018	50	1,140	848		75,000				869,800		4,288
Rock Island			40.00	12,056	20	300			100,000						1,457
Springfield			31.70	31,276	50	525	124		47,500				96,316	12	4,728

[1] Estimated.

[2] Data of 1923–24

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1925–26*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)
	School-tax rate (mills)			Property assessments (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking funds	Redemption of bonds			Payments to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Indiana:															
East Chicago	8.00	1.50	9.50	75,694	70	1,321				$32,000					2,350
Evansville			9.60	129,000	100	2,179	22		$112,100						5,329
Fort Wayne	6.87	1.63	8.50	228,410	80	3,902			118,000		$872,000				5,529
Gary	11.40	1.80	13.20	138,063	50	2,294		33		105,000	175,000				3,558
Hammond			13.70	78,534	100	1,254			80,760				$151,460	$22,076	1,979
Kokomo			8.58	40,871	75	364	4		143,000						1,461
Muncie	14.06		14.06	60,540	100	924				20,000	400,000				1,622
South Bend			9.52	147,378	85	3,413			228,000					5,510	5,811
Terre Haute	12.75	1.45	14.20	89,715	100	1,660		65		55,000	900,000				4,487
Iowa:															
Cedar Rapids	63.00	17.80	80.80	12,956	25	1,931		343	5,000					39	4,753
Council Bluffs	90.90	8.50	99.40	7,000	10	835			19,000						2,060
Davenport	51.70	7.39	59.09	16,926	25	1,170		133	102,000			$14,593			3,468
Dubuque			14.70	46,877	70	1,316		85	164,000					8,373	2,066
Sioux City	60.90	3.64	64.54	24,151	15	2,125		104	40,000						5,051
Waterloo—															
East side	95.47		95.47	3,943	10	600								15,568	1,615
West side	93.00	10.00	103.00	[2] 3,637	[2] 25	887	114		22,000						[2] 1,705
Kansas:															
Topeka	9.27	3.23	12.50	83,176	100	291	179	39				39,398			1,976
Wichita	10.95	5.05	16.00	116,760	100	1,966		82		147,000				20,720	4,347
Kentucky:															
Covington	7.50	1.00	8.50	44,634	70	761	151	38	12,000					2,155	1,288
Lexington	7.50	.22	7.72	49,434	75	78		20	19,000				47,000	348	1,082
Louisiana:															
Shreveport	6.00	2.00	8.00	120,000	50	1,923			105,000					1,701	3,232
Maine:															

Lewiston			[1] 7.52	[2] 30,800	[2] 66	85									610
Portland			9.29	111,763	75	2,445				7,000					5,235
Massachusetts:															
Brockton			11.59	71,031	100										2,091
Brookline			4.07	136,797	100	873			67,400						2,925
Chelsea			9.98	52,702	100	1,325		234	30,750						2,202
Chicopee			9.01	50,058	100	583			56,000		110,000				1,434
Everett			9.76	55,639	100	808			73,500						2,064
Fitchburg			8.41	59,532	100	571		1	38,000	50,000		2,500			1,731
Haverhill			8.72	66,416	100	492		54	51,000	225,000					1,866
Holyoke			7.60	117,057	100				30,365					39,363	1,594
Lawrence			[1] 9.61	129,229	100	1,940			115,000						3,426
Lynn			8.98	119,838	100	1,891			150,000						3,976
Malden			9.51	62,773	100	843			62,200						3,130
Medford	9.71		9.71	59,059	100	1,295		128	99,800				478	11,465	3,197
Newton	7.61		7.61	117,921	100										6,599
Pittsfield			10.36	54,736	100	466			80,000						2,501
Quincy			6.46	109,172	100										4,003
Salem			8.14	52,406	100	425			49,000						2,122
Somerville			8.41	104,782	100	862			63,000						3,216
Taunton			7.67	40,470	100	662		31	39,423		200,000	950			1,137
Waltham			8.49	48,961	100										1,429
Michigan:															
Battle Creek			14.11	55,742	75	810	10		35,000		475,000			979	2,989
Bay City			14.90	48,197	100	2,060		266	285,000						7,500
Flint			13.09	154,286	100	6,769									10,250
Hamtramck			8.25	111,833	55	3,038		115		58,051				1,145	3,647
Highland Park	6.55	1.04	7.59	197,924	70	4,847		978		45,000		167,791		1,173	5,737
Jackson			7.31	83,881	75	2,118			46,000						2,830
Kalamazoo			21.65	79,901	80	2,619	48		120,000				72,000		5,295
Lansing			9.52	147,378	83									852	4,654
Muskegon			13.80	61,956	75	1,895	12		50,000		900,000			49	3,347
Pontiac			17.43	52,190	100	2,241		166	10,000			43,000	20,000	219	3,205
Saginaw—															
East side	10.74	.70	11.44	57,339	90	1,100		126				30,000			2,185
West side	11.74	3.31	15.05	31,232	100	1,016			47,000						1,862
Minnesota:															
Duluth	18.05	8.11	26.16	81,126	38	4,075			50,000					885	7,381
Missouri:															
St. Joseph	10.00	2.25	12.25	89,000	80	1,143		103	201,208						4,091
Springfield			14.00	42,299	80	603		36	500					129	1,688
Montana:															
Butte	20.20	2.00	22.20	97,020	80	375		67							2,059
Nebraska:															
Lincoln	10.76	4.24	15.00	97,858	100	4,034		5	100,000						6,200
New Hampshire:															
Manchester			[1] 9.92	115,659	100	2,261			146,833						3,813
New Jersey:															
Atlantic City			6.73	305,324	100	4,113			66,000						5,424
Bayonne			12.61	152,603	60	4,709		955	98,500			50,580			6,560
East Orange	10.20		10.20	95,819	75	1,870	52		34,000			7,579			2,844

[1] Estimated.

[2] Data of 1923–24.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1925–26*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)
	School-tax rate (mills)			Property assessments (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking funds	Redemption of bonds			Payments to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
New Jersey—Continued.															
Elizabeth			[1] 14.32	125,618	100	3,130	1,305	245	$69,000	$4,000	$680,600	$7,718			4,293
Hoboken			[1] 13.41	95,595	100	3,719		478	70,000	24,293					4,572
New Brunswick			12.90	34,766	60	1,355		15	53,000			761			2,604
Orange			14.12	33,710	100	1,657		204		10,000		9,960			2,030
Passaic			[1] 15.46	89,959	100	1,926		538	33,500			26,731	$7,500		3,061
Perth Amboy	24.59		24.59	39,774	40	1,377		224	13,500	26,000		14,876			2,251
Union City			14.86	54,648	100	1,702		6	70,000			14,022			3,955
New York:															
Amsterdam			19.78	30,260	85	1,490		11	45,150						2,813
Auburn			11.25	27,944	85	104			19,000					$138	1,278
Binghamton			7.81	114,467	90	2,870			126,225						4,865
Elmira			11.23	66,077	69	364			7,000						[2] 1,516
Jamestown			13.39	59,147	60	1,403			62,500					645	2,834
Mount Vernon	8.93	$1.51	10.44	119,151	100	2,767			82,000						3,975
Newburgh	11.50		11.50	37,737	77	290		30	9,760			7,134		212	1,016
New Rochelle			7.73	125,795	100	2,758				101,000	1,098,000				5,828
Niagara Falls			11.17	124,608	75	3,989			20,000						7,221
Poughkeepsie			7.40	44,749	80	818		4	11,000						1,836
Schenectady			[1] 12.14	186,356	100	2,882			23,080					440	6,883
Troy—															
Lansingburg district			14.33	9,622	90	90	8	4	8,000			2,500			534
Union district			11.72	56,314	90	872			74,160						1,879
Utica			10.23	120,403	85	2,344								25	5,038
Watertown			10.60	44,261	93	726						63,750			1,712
North Carolina:															
Charlotte	3.00	1.10	4.10	118,609	75	2,018		20	38,000			4,978	4,600		2,384

Wilmington [3]	7.45	1.11	8.56	45,600	85	528	294	114	5,000	41,153			277,600		957
Winston-Salem	5.36	1.44	6.80	130,811	100	2,515	2		63,000					6,238	4,868
Ohio:															
Canton			12.15	165,374	60	7,592		187		237,000			40,000	2,117	9,279
Hamilton			5.93	105,600	100	761			47,100					710	1,600
Lakewood	8.29	3.25	11.54	142,137	70	4,484			209,000				213,870		7,271
Lima	7.51	2.41	9.92	81,305	80	1,189	336		95,100						3,615
Lorain	8.36	3.18	11.54	62,186	[2] 60	1,748		18	85,000						2,700
Portsmouth			9.45	74,142	80	1,419		114	59,500					20,974	2,448
Springfield	9.94	.31	10.25	97,950	100	1,641		103	82,000						2,544
Oklahoma:															
Muskogee	11.82	3.07	14.89	31,572	60	1,255		583		75,000		129,367			1,625
Oklahoma City	14.10	3.67	17.77	125,791	100	5,146		1,342		90,400					7,832
Tulsa	16.23	2.50	18.73	114,902	60	4,824		769		155,000					7,305
Pennsylvania:															
Allentown			15.00	75,173	65	3,681	80	367		192,700		316,205	136,000		5,337
Altoona	12.00		12.00	65,607	75	2,135		197	65,000			10,823		5,962	3,761
Bethlehem	13.00		13.00	61,075	70	4,001		582		109,320		136,389			3,836
Chester			12.00	63,603	70	1,802	33	532	15,278			95,894	420,000		3,394
Easton			17.00	37,296	60	2,064		104		15,800		178,236	44,845	177	3,718
Erie			14.00	130,250	75	3,648	80		107,000					9,007	8,400
Harrisburg			18.00	81,838	60	4,264		178		66,000		129,600		8,094	5,415
Hazleton	19.50	.50	20.00	25,147	80	1,332			35,000						2,255
Johnstown	10.36	4.14	14.50	74,597	65	3,847		430		144,000		331,872		10,937	6,771
Lancaster			16.00	37,613	33	2,000	267	251	10,000			63,159		71	3,316
McKeesport			16.50	42,689	50	1,190		197	27,000			47,595		67	3,828
New Castle			13.00	54,059	95	1,595		3	65,000					5,501	2,542
Norristown			17.00	21,546	33	948		219				31,248		11	1,841
Wilkes-Barre			15.00	100,000	80	525			49,500						4,559
Williamsport	14.30	2.30	16.60	31,568	80	1,113		95		8,500		89,650			2,225
York			[1] 16.00	48,646	75	914	63	28		44,500				2,926	3,606
Rhode Island:															
Newport			24.50	14,213	25	1,001			36,000			2,220			1,209
Pawtucket			[1] 19.30	126,049	100	2,554		187	21,000						2,510
Woonsocket			[1] 4.77	81,819	100	950		53				8,000			1,202
South Carolina:															
Charleston	18.00	2.00	20.00	24,302	42	558	116	91				20,058			1,844
Columbia	24.00	3.00	27.00	18,500	25	654	100	166				50,528	25,000		1,198
Tennessee:															
Chattanooga			[1] 7.20	89,302	100										4,636
Knoxville			[1] 10.00	112,110	90	757									2,305
Texas:															
Austin			6.00	39,522	60	924								19	1,584
Beaumont	7.00	1.66	8.66	48,389	70	1,122		259		25,500		86,766			1,343
El Paso	10.53	1.56	12.09	100,720	70	2,492									3,078
Galveston	6.10	1.16	7.26	56,271	75	[1] 1,440			30,000						1,702
Waco	10.00	1.90	11.90	58,094	65	1,250			19,600						1,839
Wichita Falls	9.33	3.30	[1] 12.63	43,756	70	1,770		29		57,000					2,309
Utah:															
Ogden	9.83	1.67	11.50	39,316	100	888	5	8		80,000		20,160			1,834

[1] Estimated.

[2] Data of 1923–24.

[3] Estimated part of county system.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1925–26*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)
	School-tax rate (mills)			Property assessments (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking funds	Redemption of bonds			Payments to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Virginia:															
Lynchburg			8.00	53,824	68										1,417
Newport News	9.30	2.20	11.50	28,807	60	940		112				$15,778			1,087
Petersburg			[1] 4.50	[2] 44,793	78										899
Portsmouth	10.40		10.40	44,238	60	1,270									1,208
Roanoke			[1] 931	61,000	60	1,900									2,650
Washington:															
Tacoma	10.50	4.00	14.50	62,640	50	2,744	50		$221,000						6,209
West Virginia:															
Charleston	9.10	1.70	10.80	105,661	100	2,111		250		$60,000		92,815			6,210
Huntington			10.90	139,477	75	1,771		200	64,500				$950	$11	4,135
Wheeling	11.25	.15	11.40	85,151	100	60			10,000					430	2,454
Wisconsin:															
Green Bay			9.89	51,390	85	858			48,000						1,930
Kenosha			[1] 13.86	52,296	58	2,379									3,986
La Crosse			7.80	41,889	93	707									1,870
Madison	6.86	1.29	8.15	132,629	98	1,585	23		108,849						3,061
Oshkosh	11.60	2.18	13.78	44,496	100	572			9,000						2,372
Racine			11.19	87,999	75	1,397			15,000						4,110
Sheboygan			11.47	43,282	100	638	1								2,750
Superior			11.39	47,942	75	1,240									2,526
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION															
Alabama:															
Anniston			7.00	11,500	60	475		11	$7,000			$7,000			650
Bessemer			11.50	9,250	30	557								$14	920

Dothan			5.45	5,500	25									50	548
Florence			7.00	7,000	50	430									515
Gadsden			5.50	9,500	30	395					$60,000	4,000			505
Phenix City			[1] 20.75	1,920	30	5	8	1				500			67
Selma			11.80	11,500	60								$7,000		297
Tuscaloosa			15.00	15,000	25	760		16				10,500			1,202
Arizona:															
Phoenix			5.80	40,000	60	1,560		100							2,125
Tucson			9.00	26,256	80	1,339		86	41,029						1,710
Arkansas:															
Fort Smith			12.00	23,258	30	463	144		13,000				70,000	913	1,235
Hot Springs			12.00	13,500	25	634			16,000						776
North Little Rock			15.00	8,714	35	270			10,000						489
Pine Bluff			15.00	12,274	40	496	175		12,000						932
California:															
Alameda			17.60	22,354	55	1,071			23,000						1,976
Alhambra			[1] 16.32	39,113	50	1,489			66,000					694	1,976
Bakersfield			13.00	17,356	50	641			90,000						1,647
Eureka			11.11	15,755	50	531			35,000						1,021
Glendale			10.00	56,391	40	2,002									2,559
Pomona			13.54	14,958	50										1,352
Richmond			[1] 29.13	35,056	60	921									2,595
Riverside			29.85	18,685	33	687				$18,500					1,893
San Bernardino			27.45	17,587	30										1,489
Santa Ana			17.00	26,000	35	1,055			51,000						1,967
Santa Barbara			23.10	27,542	50	1,101		58	63,125						1,941
Santa Cruz			14.00	18,370		186									789
Santa Monica			11.80	41,791		2,015								428	3,455
Vallejo			[1] 33.06	6,907	60	454		16	14,000						756
Colorado:															
Boulder			23.35	14,260	100	284			40,000					3,562	806
Greeley			10.90	[2] 16,560	100	466			6,000				1,500	2,151	593
Trinidad			20.60	10,986	50	298			12,791						658
Connecticut:															
Ansonia			[1] 12.37	[2] 22,250	100				3,000					135	750
Bristol			[1] 7.50	48,395	80	850		75	22,500	36,900	90,000			7,680	3,423
Danbury			[1] 10.25	27,608	100										535
Derby						249			7,000						508
East Hartford			[1] 13.84	[2] 15,000	85	423									890
Enfield			[1] 11.00	17,866	85		485	33						5,101	608
Greenwich			[1] 8.15	[2] 65,512	70	1,695			30,000						2,955
Manchester—															
District Nos. 1–8			[1] 4.13	[2] 35,099		265									425
District No. 9			[1] 5.83	53,851	80		470		226,000				136,271		1,462
Middletown			8.00	20,495	75	238			17,500					684	760
Milford			6.55	24,677	72	146									6
Naugatuck			12.00	17,350	75		10								858
New London			[1] 8.40	[2] 40,590	90	657			22,000						1,284
Norwalk			7.70	44,230	50										1,067
Norwich			12.75	22,632	75	324									674
Stonington			[1] 13.01	8,305		50									333

[1] Estimated.

[2] Data of 1923–24.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)
	School-tax rate (mills)			Property assessments (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking funds	Redemption of bonds			Payments to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Connecticut—Continued.															
Stratford			14.20	[2] 18,000	[2] 90	408				$18,000					907
Torrington			[1] 11.11	[2] 28,272	[2] 75										1,724
Wallingford			9.58	18,944	75	246				10,200					600
Windham			7.00	18,000	50	350	17								52
Florida:															
Key West			15.00	14,429	50	75	35						$8,157	$618	251
Miami			27.50	34,000	10	3,500	650	190	$26,000	5,000	$2,500,000		100,000		5,200
St. Petersburg			21.00	20,000	90	1,858	8		3,250				2,723		3,720
Gerogia:															
Albany			6.50	12,000	60										375
Athens			10.00	14,000	60	350									486
Brunswick			6.00	12,445	75										347
Lagrange			6.70	16,000											579
Rome			3.50	13,360	60	150									409
Valdosta			6.00	9,998	33	[2] 140	6								280
Waycross			8.00	8,500	60	155		20							325
Idaho:															
Boise			16.50	21,787	60	977	7	38	3,000					179	1,428
Pocatello			20.50	11,557	33	608		117		8,005			125,900	17	899
Illinois:															
Alton			40.00	8,600	16	368			40,000						1,598
Belleville			27.50	8,210	50	173		39	20,000						960
Berwyn—															
District No. 98			40.00	3,000	10	117			3,000						262
District No. 100			40.00	5,001	10	188			10,200						475
Bloomington			27.50	14,454	40	140	45		20,000				21,000		2,065
Blue Island			[1] 96.86	2,275	10	17			6,750						734

Cairo			30.00	6,369	50	272							17,000	790
Canton			30.20	4,424	60	66				9,000				400
Centralia			[1] 26.99	3,500	50	100								460
Champaign			40.00	8,221	50	243			11,000					231 1,689
Chicago Heights			40.00	4,947	10	232			6,000		65,000			720
Elgin			31.70	14,375	50	210			15,000					1,648
Forest Park			40.00	2,112	17	100					20,000			440
Freeport			30.00	9,219	50	465								256 1,161
Galesburg			27.50	12,227	50									1,042
Granite City			67.50	7,094	10	515			21,000					1,529
Herrin			[2] 40.00	[2] 2,815	[2] 20				7,000					215
Jacksonville			27.50	6,393	50	270			15,000					1,038
Kankakee			22.50	7,870	20	329			19,200					702
Kewanee			40.00	4,765	33	180			10,000					759
La Salle			26.00	4,000	50	156			4,000					335
Lincoln			24.00	3,609	50		40							295
Mattoon			40.00	3,808	10	184	35		10,000					11 1,087
Maywood Melrose Park			40.00	5,000	10	207			10,500					1,040
Murphysboro			27.50	1,866	50	1	54		1,000					460
Ottawa			20.00	4,770	50	3			3,000					346
Pekin			[1] 62.93	4,942	10	417			22,000					1,040
Streator			28.00	4,758	50	35			5,000					445
Urbana			40.00	4,857	50	174			16,000					471
Waukegan			40.00	10,070	50	469			20,000				179,283	1,375
Indiana:														
Anderson			9.80	33,169	100	555	1		45,000					1,094
Bloomington			14.00	18,810	100	335	13		12,100					1,035
Clinton			13.50	7,394	100	102			13,000					399
Crawfordsville			12.20	14,036	100	164			17,500					717
Elkhart			11.20	39,150	100	654	34			50,000			24,000	1,378
Elwood			15.50	9,302	[2] 65	127		8		3,000	75,000			431
Frankfort			15.00	14,844	100	248	10	41		17,500				389 1,200
Huntington			11.50	21,712	100	275		10		16,500				855
Jeffersonville			10.60	8,053	100	38			6,500					322
La Fayette			9.30	35,496	100	50				30,000				1,260
Laporte			13.80	20,252	80	362		2		20,000		$38,484	50,000	1,016
Logansport			13.30	24,577	100	8	2		30,000					922
Marion			12.40	29,000	100	532	3		17,000					1,322
Michigan City			15.70	22,033	90	419				17,500		39,891		1,752
Mishawaka			11.20	34,114	100	667	7		107,500					1,625
New Albany			11.80	20,129	100	132	17	8	7,000					916
Newcastle			10.40	15,448	100	307			7,000					809
Peru			14.10	13,840	100	192	6		35,000					651
Richmond			12.40	38,952	100	772	50		50,000		130,000			1,961
Vincennes			10.20	22,391	100	250			25,220					739
Whiting			8.20	26,600	50	459		33		27,000		25,000		925
Iowa:														
Boone			106.50	1,718	13	300			15,000					580
Burlington			70.00	[2] 5,820	10	358			12,000					1,748
Clinton			94.00	3,299	20	580			20,000					1,369

[1] Estimated.

[2] Data of 1923–24.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued.

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)
	School-tax rate (mills)			Property assessments (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking funds	Redemption of bonds			Payments to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Iowa—Continued.															
Fort Dodge			68.00	4,925	25	824		10	$11,000	$5,000				$49	2,402
Fort Madison			74.30	2,000	25	360		40		4,500					1,000
Iowa City			17.36	10,820	34	207		29	14,000					54	549
Keokuk			68.90	3,922	25	518	80		20,000				$25,000		1,684
Marshalltown			[1] 24.72	[2] 10,516	[2] 67				27,000						1,250
Mason City			20.90	23,403	50	726			89,000					1,879	2,575
Muscatine			76.00	2,718	25	75			1,000						550
Ottumwa			93.30	4,827	25	718	139		306,000		$300,000				1,862
Kansas:															
Arkansas City			16.00	15,500	75	403		36		8,000					1,500
Atchison			10.98	18,737	70	493		4		21,026	125,000				1,000
Chanute			12.00	11,646	50	110		[3] 40	15,000					249	596
Coffeyville			17.00	16,994	100	379	30	1		45,039			97,676		940
Eldorado			18.00	[1] 12,654		172	75		20,000				35,774		604
Emporia			16.40	16,020	100	492				20,000					1,000
Fort Scott			19.25	9,799	60	263		6	9,500			$6,000			550
Hutchinson			14.50	33,243	85	774	127	88		14,000					1,216
Independence			17.00	15,485	65	490			19,000						1,358
Lawrence			16.81	17,626	100	668		11		12,000					1,000
Leavenworth			16.00	14,963	100	404			37,621						805
Parsons			19.90	15,696	50	400	174			40,050					1,263
Pittsburg			18.00	19,441	60	403		60	13,000						843
Salina			12.00	28,606	70	607		11		11,500					1,176
Kentucky:															
Ashland			10.00	23,614	60	397				31,869			2,000	52	864
Henderson			11.50	8,063	60										407
Newport			9.00	20,000	85	349	22	16		3,532			31,200		765

Owensboro			12.70	14,179	80	290		9		5,000				894
Paducah			7.84	[1] 19,603	60						175,000		75,400	60	822
Louisiana:															
Alexandria [3]			16.13	18,748	33	1,738	4		11,904					1,877	1,619
Baton Rouge			8.67	33,179	70	1,011			63,000						1,217
Lake Charles			9.50	12,658	75	380			12,500						689
Monroe			3.00	24,908	75										630
Maine:															
Auburn			9.10	19,141	67	305	6		8,000				2,000		525
Augusta			12.00	11,613	50	35		16	6,600			600			490
Bangor			[1] 11.91	28,748	100	315			5,000						1,133
Bath			8.69	9,195	67										247
Biddeford			[1] 8.52	12,440	60										665
Sanford			8.78	9,638	67	185									371
Waterville			10.61	13,786	50	50	200								631
Maryland:															
Annapolis			9.60	8,313	100										186
Cumberland			7.10	40,000	100										1,336
Frederick			13.00	14,000	100								14,000		367
Hagerstown			7.30	36,513	100										479
Massachusetts:															
Adams			8.47	14,736	100	278			18,000					10,733	1,022
Amesbury			9.05	10,968	100	69	2								511
Arlington			8.63	42,296	100	569			46,000						1,397
Attleboro			11.52	23,226	100	377			31,468						1,143
Belmont			9.38	28,990	100				37,500		243,000				1,255
Beverly			8.01	45,687	75	1,297			67,000		463,000				1,880
Braintree			12.50	16,674	75	242			13,000						952
Clinton			7.27	16,230	100	15			3,000						487
Danvers			8.79	11,177	100										259
Dedham			9.65	19,729	100	254			20,375						978
Easthampton			8.90	13,011	100	106								4,200	373
Framingham			10.02	28,012	100	698			57,500						1,511
Gardner			7.51	22,868	100										598
Gloucester			8.89	33,752	100										885
Greenfield			11.16	21,800	100	435			26,000						1,202
Leominster			9.51	21,765	100										531
Marlboro			13.20	16,005	75	343					35,000		38,800		950
Melrose			9.00	29,000	75										1,066
Methuen			10.69	19,716	100	635			54,500						1,969
Milford			10.33	14,723	100	37			6,000						715
Natick			15.89	10,812	100	97			11,400						601
Newburyport			8.77	13,543	100	153			9,000						394
North Adams			9.20	26,093	100	264			25,667						1,468
Northampton			9.06	27,301	100	90			10,600						1,165
Northbridge			14.33	9,166	100										471
Norwood			10.12	24,090	100										1,272
Peabody			12.54	22,183	100	594			44,000						1,182
Plymouth			8.45	24,382	100										1,237
Revere			14.97	38,029	100	1,023			87,750						2,762
Saugus			12.74	11,898	100										452

[1] Estimated.

[3] Data of 1923–24.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)
	School-tax rate (mills)			Property assessments (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking funds	Redemption of bonds			Payments to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Massachusetts—Continued.															
Southbridge			8.13	12,219											517
Wakefield			11.32	19,987	100										1,416
Watertown			8.19	38,703	100										2,479
Webster			8.27	12,112	100										348
Westfield			11.03	19,612	100										776
West Springfield			10.51	25,124	100	482			$31,500						1,271
Weymouth			7.19	30,774	100	348		5	19,000	$5,000	$9,500			$966	1,227
Winchester			6.59	26,249	100	613			32,000						805
Winthrop			15.40	21,124	100										1,139
Woburn			10.70	18,725	100										1,099
Michigan:															
Adrian			9.50	18,000	85	300							$10,000		550
Alpena			9.90	11,402		200									409
Ann Arbor			15.00	44,365	80	1,725			53,000				15,000		2,500
Benton Harbor			15.52	20,104	50	418			5,000			$3,000			931
Calumet			14.00	11,372	80										385
Escanaba			16.50	8,494	50	70		5	12,000	6,000			10,000		611
Holland			12.52	17,189		472			5,000						900
Ironwood			13.75	25,530	100	1,100		54	25,000						2,413
Ishpeming			11.39	14,538	75	107			7,500						582
Marquette			9.91	11,904	75	475									381
Monroe			[1] 11.41	16,654	50	328			27,000						606
Owosso			14.92	12,677	60	196			14,000				14,000		695
Port Huron			11.40	41.639	90	773	36		33,006						2,081
Sault Ste. Marie			11.25	15,847	75	135			13,000				9,055		[2] 1,280
Traverse City			15.40	8,432	80	261		16		9,000			8,000		798
Wyandotte			12.40	44,780	80	1,619		278	15,000			94,007			2,614

Minnesota:															
Austin			43.40	5,064	40	837			18,000						1,250
Faribault			33.50	4,378	25	123							29,328	3	763
Hibbing			14.24	121,572	40	900	1,266		250,000						6,292
Mankato			28.50	9,644	33	560		27		5,006		423			895
Rochester			34.67	9,179	40	543			29,021						2,080
St. Cloud			28.70	6,604	40	339			19,000						673
Virginia			10.00	43,757			50								3,233
Winona			35.89	9,474	40	165		32				75,000			408
Mississippi:															
Biloxi			7.00	10,181	40	247									1,050
Columbus			11.50	7,228	75	194			3,000						534
Greenville			7.00	11,625	85	12			11,000						308
Hattiesburg			5.25	13,750	90	415					140,000				800
Jackson			5.30	26,645	70	1,460									2,250
Laurel			12.00	10,005	60	449									525
Meridian			10.00	22,700	60	732			17,200						1,650
Natchez			5.50	9,340	50	75									670
Vicksburg			4.00	17,657	60	44									558
Missouri:															
Cape Girardeau			15.00	10,582		482	1	1		13,504					568
Carthage			16.00	6,975	100	230		9		18,022					732
Columbia			14.00	13,395	75	615		40		32,500	418,861				660
Hannibal			10.00	[2] 14,500	60	653		62		19,000					1,500
Independence			13.50	13,977	80	403		5							500
Jefferson City			8.00	13,750	50	464		1		18,023					515
Joplin			13.50	23,061	50	0	4		238,230						1,576
Moberly			10.00	11,129	50	65		48		35,370					687
Sedalia			12.70	21,683	100	641	20	4		48,028					1,399
Montana:															
Anaconda			18.00	28,000	30	20		4		8,000					375
Billings			26.00	10,000	30	591		36		30,000					937
Great Falls			20.50	[2] 21,955	30	325		7		31,000				185	1,073
Helena			[1] 26.89	[1] 8,000	[2] 30	495		15		20,000					838
Missoula			21.00	7,881	30	262		14		15,000				60	552
Nebraska:															
Grand Island			23.00	16,697	100	637		2	30,000						1,470
Hastings			15.00	15,607	100	630		30							823
North Platte			17.50	7,689	100	205			20,000						669
Nevada:															
Reno			10 20	19,000	80	335			12,000						905
New Hampshire:															
Berlin			[2] 32.00	[2] 5,938	37	590			31,000					3,810	655
Concord			11.50	26,084	100	226			17,000					118	1,685
Dover			[1] 8.33	14,694		2			8,000					3,098	363
Keene			[2] 10.00	[2] 16,025		145	21								380
Laconia			8.00	15,935	100	180	30		16,250					3,043	410
Nashua			[1] 9.83	[2] 39,686	100	798		102	54,000					9,330	830
Portsmouth						93			12,500						264

[1] Estimated.

[2] Data of 1923–24.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)
	School-tax rate (mills)			Property assessments (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking funds	Redemption of bonds			Payments to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
New Jersey:															
Asbury Park			9.62	26,025	67	1,052		91				$91,047		$47,188	1,459
Belleville			14.70	21,246	75	976		98	$26,500	$3,000		13,369			1,801
Bloomfield			15.09	46,397	75	1,204		9		356,000		54,009		1,009	2,621
Bridgeton			9.41	14,352	72	240		6	4,353						521
Carteret			20.40	11,056	100	684		23	16,000	2,000					864
Clifton			[1] 13.84	40,000	80	1,725		72							2,997
Englewood			12.20	20,086	60	593	134	193	6,000			7,811	$1,296		1,559
Garfield			16.20	20,004	60	847			13,000	4,000		6,739			1,338
Gloucester City			10.26	8,774	70	217			18,000			11,693			345
Hackensack			17.32	29,334	70	803		94	19,500	12,000	$27,500	16,113			2,205
Harrison			6.70	24,295	100	374			18,000		11,693				745
Irvington			[2] 11.06	[2] 33,038	[2] 75	1,750		51	207,500		860,000		53,781		3,170
Kearny			7.76	63,437	60	2,211		278	34,000	7,000					3,166
Long Branch			12.70	18,691	50	1,163		82							932
Millville			12.55	12,376	80	514		73	20,000						923
Montclair			9.60	81,266	100	3,554	495	563	76,000	32,166					4,044
Morristown			13.50	14,000	50	239		19	6,000			1,202	11,270		877
North Bergen			14.70	39,694		1,708		105	21,000			3,957			2,927
Phillipsburg			10.60	16,987	[2] 75	356		28		6,500					779
Plainfield			[2] 16.00	[2] 47,287	[2] 75	1,385	5		34,000		78,000				2,286
Rahway			10.00	16,000	60	595		14							937
South Orange			11.98	62,298	70	2,097	285	100	58,000			2,879	15,537		2,870
Summit			12.05	[2] 16,917	100	1,032		75	24,000			42,169			1,512
Weehawken			[1] 17.34	30,518		155	310	68		3,000					901
West New York			15.14	43,058	50	1,836			66,000						2,282
West Orange			14.69	22,287	100	1,013	28	136	18,500	10,000		13,118			1,881

New Mexico:														
Albuquerque			24.03	19,124	[2] 50	965		79						915
New York:														
Batavia			20.50	14,491	60	545	6		26,000				92,919	671	953
Beacon			12.54	9,755		104			4,945						228
Cohoes			[1] 6.32	21,445											415
Corning—															
District No. 9			[1] 22.30	[2] 9,807	80	539			2,000					126	735
District No. 13			14.07	4,371	75	497			2,000						147
Cortland			14.50	11,811											754
Dunkirk			21.68	16,096	50	758		2	33,000			1,000		1,049	1,406
Fulton			13.70	14,774	74	462			19,000						974
Geneva			10.22	18,156	75	470			10,000					17	861
Glens Falls			15.83	13,229	65	410	35		17,500				140,500	25	751
Gloversville			13.40	22,589		147	4		5,000				1,300		1,134
Herkimer			12.52	11,550	86	484	4		16,000					8	828
Hornell			27.84	10,093	50	526	52		17,000						1,201
Hudson			30.00	6,789	50	252			27,650						[2] 399
Ilion			9.97	12,826	85	363			8,600						692
Ithaca			14.00	22,330		350			15,000					11,929	2,003
Johnstown			16.40	8,170	100	18			5,000					30	251
Kingston			12.00	21,460		163			14,500					2,451	1,309
Lackawanna			14.37	17,000	35	493			36,160						500
Little Falls			10.57	11,537		226			9,000						605
Lockport			15.41	19,909		403			41,500						1,894
Middletown			11.06	24,278		321			5,000						1,155
North Tonawanda			12.32	20,307	80	843			16,000					91	1,561
Ogdensburg			18.19	6,633	60	135							35,000		677
Olean			18.04	19,332	48	1,063			23,800					4,814	2,241
Oneida			17.70	6,092	60	31			6,000						443
Oneonta			17.38	9,119	50	283			10,500						423
Ossining			12.06	14,552		267			18,000				11,600		778
Oswego			13.00	16,844	80	400			20,000						968
Peekskill			14.06	15,089	60	374			10,000				9,175		1,429
Plattsburg			24.67	5,034	38				8,000						421
Port Chester			17.67	21,785	75	621			48,000				10,000		1,322
Port Jervis			14.68	10,589	100	552			4,000						798
Rensselaer			[1] 12.04	[2] 9,235	[2] 50	78									290
Rome			15.60	22,644	71	798			19,000						1,191
Saratoga Springs			5.91	29,929	110	364			18,000						1,451
Tonawanda			14.28	15,804	75	927			19,000				30,000		1,243
Watervliet			12.40	10,177		17									427
White Plains			8.63	83,099	85	1,220	31		52,000					22,953	2,730
North Carolina:															
Asheville			[1] 7.04	76,976	60	1,564			16,000						4,028
Durham			[1] 7.05	57,000	75	750			18,478				100.000		1,337
Gastonia			11.50	25,643	100	850			25,000				25,000		909
Goldsboro			[1] 9.10	19,184	60	744	15	8		11,000		22,254			480
Greensboro			10.10	58,000	25	1,650	300		22,000					1,591	1,555
High Point			8.40	32,316	50	1,260							282,500		520
New Bern			9.00	13,990	25	200	30	6				402	1,367		500

[1] Estimated.

[2] Data of 1923–24.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)
	School-tax rate (mills)			Property assessments (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking funds	Redemption of bonds			Payments to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
North Carolina—Contd.															
Raleigh [2]			[1] 6.86	50,000		1,153		72					$210,640		1,432
Rocky Mount			[1] 7.60	19,901		212			$6,000			$1,296	750	$11,750	510
Salisbury			[1] 8.06	22,000	67	786	34	4		$9,000			147,942	1,866	[1] 935
Wilson			[1] 4.91	24,985	60										540
North Dakota:															
Fargo			16.01	25,071	30	405		6		40,000					2,450
Grand Forks			18.86	11,918	75	176		8	3,000						814
Minot			18.00	8,000	75	330		75							883
Ohio:															
Alliance			11.64	[2] 38,000	100	1,156	29			79,000		11,000			2,300
Ashtabula			9.38	37,000		1,138			40,000						[2] 2,068
Barberton			11.95	27,664	60	846			85,000						1,600
Bellaire			14.00	17,807	70	749			61,100						1,245
Bucyrus			11.55	15,832	80	794			33,500				6,750		1,172
Cambridge			10.05	19,992	65	346	14	19		17,000					1,103
Campbell			10.50	32,029	80	1,016		12		33,500					1,700
Chillicothe			9.16	22,500	80	173						32,808			336
Cleveland Heights			11.22	148,598	90	6,781			93,000						6,794
Coshocton			11.05	16,800	60	400									1,450
Cuyahoga Falls			11.59	15,980	70	566			24,000						820
East Cleveland			12.47	93,701	75	2,680			208,000						4,041
East Liverpool			10.93	34,079	50	651			48,000						1,065
Elyria			[1] 12.00	43,000		1,593		120	40,000						2,353
Findlay			[1] 8.33	[2] 43,145	25	758	2			67,000					1,595
Fremont			9.48	23,468		299			27,000						845
Ironton			9.42	22,000	100	981	20	128		14,523	$13,041				2,550

Kenmore			12.60	16,473	75	911		18	10,300						1,040
Lancaster			8.80	23,070	70	177		8		14,000					1,535
Mansfield			9.65	[2] 48,436	70	1,535			72,773					54	2,835
Marietta			8.85	34,130	90	492			20,000						890
Marion			8.79	51,000	85	872			56,000						1,595
Martins Ferry			14.25	13,501	60	465			18,500						775
Massillon			9.25	54,000	80	1,296			60,000						3,000
Middletown			6.27	85,322	100	3,091		25	89,000						2,225
Newark			8.77	42,466	80	403		12		40,000					1,504
New Philadelphia			8.63	18,442	50	495			26,000						1,000
Niles			12.42	27,600	100	1,025		25		27,375					1,255
Norwood			7.11	58,170	100	1,209			31,000						1,877
Piqua			9.23	24,102	75	542		20		30,700					1,100
Salem			[1] 11.40	[2] 14,896	100	348		62	49,460						905
Sandusky			8.42	41,000	65			34	28,800			3,500			2,455
Steubenville			6.10	78,482	80	850			70,000						2,486
Tiffin			6.20	21,000	60	300			19,000						816
Warren			8.50	85,051	60	2,620		93	101,700						3,233
Zanesville			10.75	39,830	100	1,063		198		50,500	27,241				1,980
Oklahoma:															
Ardmore			16.09	11,858	50	474		24		30,000					790
Bartlesville			18.00	12,084	60	600		147							854
Chickasha			14.50	9,961	35	439		183							657
Enid			21.26	14,767	33	936		212		50,000				20	1,058
Guthrie			19.62	6,483	60	304	46	28		2,100		1,103			390
McAlester			15.87	8,526	40	445		133				12,551		11,906	976
Okmulgee			20.00	20,190	50	904	15	284		45,000					895
Sapulpa			26.11	9,178	40	738		202		36,969					910
Shawnee			22.50	9,086	68	641	200	223	190,045	66,750					836
Oregon:															
Astoria			16.90	11,223	80	450	49		15,000						778
Eugene			17.80	11,229	53	376	102	2		18,000			292,827		615
Salem			13.40	20,376	50	343	59					1,462	179,200	5,750	650
Pennsylvania:															
Ambridge			25.00	9,667	50	544	125	43.		16,000		40,403			990
Beaver Falls			21.00	9,300	65	163			16,000						1,050
Berwick			17.50	8,976	100	456							15,000	250	725
Braddock			17.00	16,872	80	316	20	6	15,500			2,135	30,000		1,039
Bradford			22.00	9,520	50	421		18		15,000					796
Bristol			15.00	6,420	50	149				4,000		7,900			286
Butler			9.00	30,803	75	686		130		21,500					2,596
Cannonsburg			26.00	4,592	30	245	4	6	6,000			3,500	11,500	154	618
Carbondale			24.00	11,500	100	426	46	47		25,000		36,132	123,000	447	614
Carlisle			16.00	5,511	70	50			20,500						371
Carnegie			17.00	9,158	75	441		26	4,000	2,000		26,680	13,000	1,578	503
Carrick			20.00	12,439	80	671		75	7,000			20,355	94,000	29	811
Chambersburg			18.00	6,500	66	209		19	8,000	2,000		3,687	10,000		650
Charleroi			32.00	4,736	50	276		47		3,500		9,680	31,000	80	869
Clairton			16.50	20,097	50	891		27		14,000				173	1,486
Coatesville			14.00	13,574	67	391	21	40		9,500		31,900	21.500	19	501
Columbia			25.00	3,810	30	51			2,400			1,750	5,382		230

[1] Estimated.

[2] Data of 1923–24.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)
	School-tax rate (mills)			Property assessments (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking funds	Redemption of bonds			Payments to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Pennsylvania—Continued															
Connellsville			30.00	7,092	70	324	22	60		$7,000			$35,000		740
Dickson City			25.00	6,172	100	196	35	61				$24,939	10,000		635
Donora			18.00	12,062	50	540	20	34		6,000		36,755	10,000	$4,927	633
Du Bois			39.00	4,543	30	203	3	2		11,000		21,193	20,600		695
Dunmore			23.50	12,021	70	351	4			17,000			58,000		793
Duquesne			15.00	19,393	80	610	8	37	$10,000			12,045		6	1,747
Farrell			22.00	9,483	40	636	25	1		12,000		42,418			1,305
Greensburg			22.00	13,727	50	994		179		70,000		15,350			1,408
Homestead			22.00	11,320	40	515		96	7,000			8,000		3,111	1,054
Jeannette			29.00	6,115	60	335		25	500			29,536	27,500		595
Kingston			19.00	19,244	40	239	64		17,500				7	981	1,398
Lebanon			13.50	22,258	80	582		16		38,500					2,319
McKees Rocks			17.00	10,941	70	463		10	25,000			5,000		2	726
Mahanoy City			26.00	5,435	30	125	100		1,500				54	655	320
Meadville			23.50	8,000	40	339			3,500			18,210	12,000	30	915
Monessen			24.00	11,708	40	800				52,295			160,000		1,170
Mount Carmel			25.00	3,500	50	138	31	16	4,000	3,570		5,819			500
Nanticoke			22.50	14,856	100	742		62		19,000					1,285
New Kensington			20.00	8,598	27	447	40	64	100			33,942			879
North Braddock			11.00	15,766	50	255			10,000				70,000		776
Oil City			23.00	14,500	67	462			10,000						969
Old Forge			33.00	3,684	85	101	49	3			$2,650	739	63,440		280
Olyphant			25.00	6,949	75	200	101	30				15,000	15,000		734
Phoenixville			15.00	5,788	65	71		18	1,300			6,200			460
Pittston			21.00	9,466	100	358	70	14	9,000				10,000	40	888
Plymouth			24.00	6,460	100	183		1		16,500		25,655			593

Pottstown			19.00	10,886	13	504	47	46		22,000		44,900	45,000		855
Pottsville			18.00	15,980	40	213	40	10		7,100			79,000		650
Punxsutawney			20.85	6,950	75	64	4	12	1,000				12,000		250
Shamokin			31.00	6,444	33	168	183	3					36,800		711
Sharon			20.00	15,768	50	894		184				30,000			1,320
Shenandoah			25.00	8,514	42	116	161		12,300				107,000		565
Steelton			22.00	7,580	40	115		72				3,833		520	760
Sunbury			32.00	5,540	40	324	25	5		13,500			8,500		1,049
Swissvale			19.00	13,421	80	668			39,000					1,964	1,047
Tamaqua			22.00	5,436	33			58	100	11,725			5,500		410
Uniontown			13.50	21,314	33	1,050		177	13,000	5,000		14,868			1,164
Warren			21.50	12,500	40	181	3			2,495			20,150		[2] 1,011
Washington			10.00	24,000	50	207	0	2	8,000			2,000			1,000
West Chester			15.00	9,573	50	208	50	2	17,000			2,058	37,000	191	813
Wilkinsburg			17.00	34,152	80	861		83	36,000						2,127
Woodlawn			23.00	12,303	30	847		79		8,000					965
Rhode Island:															
Bristol			9.41	13,590	67										487
Central Falls			[1] 8.20	[2] 19,789	100										750
Cranston			[1] 8.01	45,909	100	817	675	337	5,000		400,000	6,009			1,158
Cumberland			9.40	12,203	75	120			5,000		25,000				345
East Providence			9.67	29,017	100	423		44	8,475						640
Warwick			7.70	27,170	100	422									487
West Warwick			[1] 8.25	17,499	100		60								615
South Carolina:															
Anderson			37.00	6,250	10	402		55				37,275		96	656
Florence			42.00	4,521	15	356	126	72		2,000		45,255			1,144
Greenville			[1] 30.00	9,300	10	775			10,000						1,135
Spartanburg			21.50	12,659	20	610		71	221,813	30,000		23,026	7,000		1,434
South Dakota:															
Aberdeen			16.13	18,302	100	512	99	211		25,000					888
Sioux Falls			17.58	39,894	100	1,382		350		75,000					2,360
Tennessee:															
Jackson			8.10	[2] 11,000	70										606
Johnson City			8.50	12,500	30	516									842
Texas:															
Abilene			8.00	14,966	60	645		48		25,000					763
Amarillo			9.20	38,270	67	1,005		103		5,000	240,000	37,961	25,000		1,353
Brownsville			13.50	15,084	65	430		15				21,761			536
Cleburne			11.10	10,933	80	280		55	6,000			44,393			1,112
Corpus Christi			10.00	14,750	60	294		73							393
Corsicana			10.60	13,057	50	833		37				43,159			1,010
Del Rio			11.00	5,000	60	100						10,687			284
Denison			9.35	12,300	80	275									396
Greenville			6.47	12,049	75	311		13		9,000		97			605
Laredo			[1] 10.55	13,864	50	235		42				15,943			571
Marshall			6.60	9,141	50	320			2,000			2,500	3,450		632
Palestine			10.30	7,842	75	299		43		1,000		15,086			616
Paris			9.60	15,184	50	553		87		10,153					926
Port Arthur			5.00	90,000	80	1,279		60		21,000					1,701
Ranger			10.00	6,475	70	410			6,250				7,000		475

[1] Estimated.

[2] Data of 1923-24.

TABLE 14.—*Bonds, taxation, property values, and valuation, city school systems, 1925–26*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Taxation					Bonds and sinking funds (thousands of dollars)			Expenses of debt service						Value of school properties (thousands of dollars)
	School-tax rate (mills)			Property assessments (thousands of dollars)	Per cent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking funds	Redemption of bonds			Payments to sinking funds	Redemption of short-term loans	Refunds and other expenses of debt service	
	For maintenance	For other purposes	Total						From current funds	From sinking funds	From new bond issue				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Texas—Continued.															
San Angelo			8.75	8,750	67	219		20		$2,000		$33,000			448
Sherman			9.60	12,316	40										900
Temple			11.08	11,131	60	350				15,000		28,377			579
Texarkana			7.40	12,657	75	209		72						$22	349
Tyler			10.17	10,541	50	322			$7,000		$30,000				518
Utah:															
Provo			10.50	9,358	65	122		8	8,000			6,800			635
Vermont:															
Barre			13.50	8,398	75	115									410
Burlington			80.00	2,481	6	469									854
Rutland			10.50	13,045	50	119			2,000						256
Virginia:															
Alexandria															[2] 365
Charlottesville			8.30	10,167	66										530
Danville			[2] 5.00	[2] 25,679	[2] 75	[1] 397									525
Staunton			9.00	[1] 5,973		340									181
Washington:															
Aberdeen			18.73	8,831	33	353	83		34,500		28,000				832
Bellingham			16.00	15,840	40	234		68	25,000						1,075
Everett			18.10	17,345	50	636	204	114		68,000					1,392
Hoquiam			16.00	5,915	50	273			21,750						643
Vancouver			18.00	6,643	50	253		51		27,800		49,958			575
Walla Walla			13.20	11,810	50	327		58							890
Yakima			15.00	14,500	50	464		24	43,700						1,076

West Virginia:															
Bluefield			13.00	26,000	50	699		45		30,000					1,387
Clarksburg—															
City district			8.60	48,323	67	135						12,485			1,964
Coal district			18.50	7,031	50	16						3,348			153
Fairmont			11.10	29,363	80	139								47	954
Martinsburg			11.50	12,913	50	400						27,118			414
Morgantown			10.00	47,742	65	790		13							867
Moundsville			12.30	12,489	80	160			5,500						394
Parkersburg			11.00	50,002	100	730		50		35,500		52,716			2,041
Wisconsin:															
Appleton			11.73	31,716	75	670							$2,250	684	1,419
Ashland			[1] 12.70	11,423											604
Beloit			8.00	33,500	85	494			44,500						1,400
Eau Claire			12.20	24,046	80	58			5,500						571
Fond du Lac			11.00	31,445	85	670			85,000						1,576
Janesville			11.80	28,000	70	607			40,500						1,500
Manitowoc			8.13	36,878	100	564			33,500						1,380
Marinette			10.55	13,315	90	75			36,000						1,262
Stevens Point			15.00	10,495	90				1,000						665
Waukesha			11.49	14,969	33										1,075
Wausau			[1] 12.20	24,656	65	625									2,100
West Allis			10.39	38,277	65	1,048				69,500					2,287
Wyoming:															
Casper			[1] 4.15	88,375	75	573			44,000						1,606
Cheyenne			13.55	18,600	70	620			10,000					20	990

[1] Estimated.

[2] Data of 1923–24.

CHAPTER XXI

STATISTICS OF UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS, 1925–26

This report contains statistics of 975 universities, colleges, and professional schools for the year 1925–26. The principal items included are institutions, faculty, students, degrees, property, receipts, and some comparisons with previous reports.

Of the 975 institutions reporting, 154 are under public control and 821 are under private control. Rutgers University, formerly classed as an institution under private control, is now listed with those under public control. Indiana Dental College, formerly listed as an independent professional school under private control, has been absorbed by Indiana University. Independent professional schools, included above, number 156. Including both the independent professional schools and those which are departments of universities, there are 180 schools of theology, 136 schools of law, 77 schools of medicine, 43 schools of dentistry, 67 schools of pharmacy, 5 schools of osteopathy, and 12 schools of veterinary medicine.

In 1924, reports were received from 913 institutions. The addition of 62 reports in 1926 is due partly to reports from new junior colleges. The 1924 report includes 31 junior colleges under public control and 89 under private control. The 1926 report includes 47 under public control and 106 under private control, an increase over 1924 of 33 junior colleges. Eleven institutions, which have been organized in recent years, reported in 1926 for the first time.

The total number of professors and instructors in these 975 institutions is 62,224, of which number 48,649 are men and 13,575 are women. In institutions under public control, 16,815 professors and instructors are men and 4,075 are women; in institutions under private control, 31,834 are men and 9,500 are women. This makes a total of 20,890 professors and instructors in institutions under public control and 41,334 under private control.

The total number of students enrolled in all the institutions reporting is 822,895, of which number 509,732 are men and 313,163 are women. These totals include 33,185 men and 22,447 women in

preparatory departments; 347,665 men and 247,793 women in collegiate departments; 20,159 men and 12,341 women in graduate departments; 92,591 men and 5,822 women in professional departments; and 23,211 men and 30,355 women registered as unclassified and special students. Schools of theology enrolled 13,655 students; schools of law, 40,359; schools of medicine, 19,682; schools of dentistry, 11,777; schools of pharmacy, 10,815; schools of osteopathy, 1,588; and schools of veterinary medicine 537. Schools of engineering enrolled 59,315 students. Institutions under public control enrolled 186,136 men and 104,757 women, and those under private control enrolled 323,596 men and 208,406 women. In addition to those included above, these institutions enrolled 209,454 students in summer schools, 3,772 in winter short courses, and 268,481 in extension and correspondence courses.

DEGREES

During the school year 1925–26 the universities and colleges conferred 41,106 baccalaureate degrees upon men and 30,423 upon women. These institutions and the professional schools conferred 7,700 graduate degrees upon men and 3,751 upon women. The professional schools conferred 20,096 first professional degrees, distributed as follows: Schools of theology, 1,357; schools of law, 7,938; schools of medicine, 4,122; schools of dentistry, 2,666; schools of pharmacy, 3,497; schools of osteopathy, 393; and schools of veterinary medicine, 123. In all, 1,214 honorary degrees were conferred, 3 of which were doctor of philosophy degrees. Included above in the graduate degrees are 1,302 Ph. D. degrees, 1,115 being conferred upon men and 187 upon women.

PROPERTY

In 1926 the value of grounds belonging to universities, colleges, and professional schools is reported as $225,721,958; of buildings as $911,498,850; of libraries, scientific apparatus, machinery, furniture, and other contents of buildings as $219,073,684; productive funds as $978,012,929; making a total belonging to these 975 institutions of $2,334,307,421. The total of benefactions received during the year is $118,144,084. The number of volumes in their libraries is reported as 37,549,463.

RECEIPTS

The total receipts of universities, colleges, and professional schools for 1925–26 are reported as $479,774,664, including receipts for additions to endowments. If receipts for additions to endowments are excluded, the total is $407,400,056. The following amounts were received from the sources indicated: Student fees, $101,499,120; room rent, $10,274,048; board, $32,072,876; productive funds, $49,748,999; State or city for increase of plant, $18,355,836; State or city for current expenses, $81,522,432; United States Government,

$16,144,147; private benefactions for increase of plant, $29,473,324; private benefactions for additions to endowment, $72,374,608; private benefactions for current expenses, $16,396,853; all other sources, $51,912,421. The total income for the year for public institutions, including additions to endowments, is $176,205,020, and for private institutions, $303,569,644.

JUNIOR COLLEGES

Table 31 gives a summary of the statistics of 153 junior colleges located in 31 States. The schools under public control number 47, with 953 instructors and 13,850 students. Those under private control number 106 in 25 States, with 1,809 instructors and 22,660 students. In all these institutions the faculties number 2,762, and the students number 36,510. These schools do not include those which offer less than two years of college work.

COMPARATIVE STATISTICS

A study of Table 1 shows that, excluding preparatory students, 121,942 students were enrolled in higher institutions in 1890; 167,999 in 1900; 266,654 in 1910; 462,445 in 1920; 664,266 in 1924; and 767,263 in 1926. The annual rate of increase from 1890 to 1900 is approximately 4,600; from 1900 to 1910 it is 9,900; from 1910 to 1920, 19,600; and from 1924 to 1926 it is 51,438. The average annual increase in the number of strictly college students during the past six years is 50,786. Both the actual increase and the percentage increase have fallen off slightly since 1924. The increase of the 1922 enrollment over that of 1920 is 19 per cent, 1924 over 1922 is 21 per cent, and 1926 over 1924 is 15.5 per cent.

Enrollments in preparatory departments have been decreasing since 1922, the 1926 enrollment being less than that for 1900. Enrollments in graduate departments increased 47 per cent from 1920 to 1922, 25 per cent from 1922 to 1924, and 13 per cent from 1924 to 1926. Increases in the number of faculty members have not been quite as large as increases in the number of students. In 1920 the ratio of students to professors and instructors was 12.2; in 1922, 12.4; in 1924, 12.9; and in 1926, 13.2.

The number of first degrees and first professional degrees granted increased from 47,326 in 1920 to 59,873 in 1922, then to 79,582 in 1924, and to 91,625 in 1926. This is an increase of 27 per cent for the first two-year period, 33 per cent for the second, and 15 per cent for the third. The number of pupils enrolled for each one graduated was 9.8 in 1920, 9.2 in 1922, and 8.4 in both 1924 and 1926. The number of graduate degrees increased 51 per cent from 1920 to 1922, 26 per cent from 1922 to 1924, and 24 per cent from 1924 to 1926.

From 1924 to 1926 the total receipts increased from $388,242,587 to $479,774,664; receipts, excluding additions to endowments, increased from $341,515,910 to $407,400,056. Student fees increased from $81,171,612 to $101,499,120, and productive funds from $814,718,813 to $978,012,929 during the two periods. Excluding additions to endowments, student fees are 24.9 per cent of all college and university receipts for the year. Including additions to endowments, student fees are 21 per cent of all receipts.

TABLE 1.—*Review of statistics of universities, colleges, and professional schools, by decades, 1890–1926*

Items	1890	1900	1910	1920	1924	1926
PROFESSORS AND INSTRUCTORS						
Preparatory departments:						
Men	----------	2,572	2,807	2,714	2,615	2,189
Women	----------	1,506	1,741	1,568	1,757	1,728
Total	2,803	4,078	4,548	4,282	4,372	3,917
Collegiate departments:						
Men	----------	9,014	14,051	21,644	28,872	32,605
Women	----------	2,205	3,230	6,469	9,153	10,721
Total	6,198	11,219	17,281	28,113	38,025	43,326
Professional departments:						
Men	----------	----------	12,886	10,603	13,381	14,152
Women	----------	----------	399	312	422	581
Total	3,995	8,277	13,285	10,915	13,803	14,733
Total, excluding duplicates:						
Men	10,676	18,343	28,477	34,111	44,345	48,649
Women	2,889	3,791	5,154	8,771	11,934	13,575
Total	13,565	22,134	33,631	[1] 42,882	[2] 56,279	[3] 62,224
STUDENTS						
Preparatory departments:						
Men	29,530	34,814	42,616	38,398	38,825	33,185
Women	22,219	21,471	23,426	20,911	23,033	22,447
Total	51,749	56,285	66,042	59,309	61,858	55,632
Collegiate departments:						
Men	44,650	68,047	113,074	212,405	289,817	347,665
Women	20,624	36,051	61,139	128,677	196,482	247,793
Total	65,274	104,098	174,213	341,082	486,299	595,458
Graduate departments:						
Men	1,973	4,112	6,504	9,837	18,444	20,159
Women	409	1,719	2,866	5,775	10,355	12,341
Total	2,382	5,831	9,370	15,612	28,799	32,500
Professional departments: [4]						
Men	32,034	55,926	65,569	53,295	85,865	92,591
Women	977	2,144	5,688	3,836	5,651	5,822
Total	33,011	58,070	71,257	67,131	91,516	98,413
Total number, excluding duplicates:						
Men	119,860	162,899	227,995	334,226	457,701	509,732
Women	53,831	61,385	104,701	187,528	268,423	313,163
Total	173,691	224,284	332,696	[5] 521,754	[6] 726,124	[7] 822,895
Students in certain engineering courses:						
General engineering	----------	----------	----------	10,231	12,360	12,788
Civil engineering	1,195	3,140	7,889	8,859	10,024	10,829
Mechanical engineering	----------	4,459	6,377	11,789	10,637	9,743
Electrical engineering	----------	2,555	5,450	9,469	14,002	15,666
Mining engineering	----------	1,261	2,656	3,048	2,771	1,664
Chemical engineering	----------	----------	869	5,743	4,141	4,238

[1] Includes 982 men and 1,239 women teaching in other departments.
[2] Includes 1,073 men and 1,255 women teaching in other departments.
[3] Includes 550 men and 885 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 33,144 men and 39,859 women in other departments.
[7] Includes 23,211 men and 30,355 women in other departments.

TABLE 1.—*Review of statistics of universities, colleges, and professional schools, by decades, 1890–1926*—Continued

Items	1890	1900	1910	1920	1924	1926
DEGREES CONFERRED						
Baccalaureate:						
Men		9,547	15,267	23,272	36,258	41,106
Women		4,471	7,420	15,280	25,027	30,423
Total	6,853	14,018	22,687	38,552	61,285	71,529
Professional: [8]						
Men				8,272	17,357	19,047
Women				502	940	1,049
Total	8,686	13,392	14,512	8,774	18,297	20,096
Graduate:						
Men		1,628	1,939	3,457	6,447	7,700
Women		324	602	1,396	2,814	3,751
Total	1,135	1,952	2,541	4,853	9,261	11,451
Honorary	735	702	679	989	1,096	1,214
Ph. D. degree, on examination:						
Men		332	365	439	914	1,115
Women		20	44	93	150	187
Total	126	342	409	532	1,064	1,302

[8] First degrees in theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 2.—*Degrees of doctor of philosophy conferred in course in 1926*

State	Institution	Men	Women
California	University of California	53	4
Do	California Institute of Technology	15	0
Do	Leland Stanford Junior University	21	8
Colorado	University of Colorado	2	1
Connecticut	Hartford Seminary Foundation	1	0
Do	Yale University	55	7
District of Columbia	American University	5	0
Do	Catholic University of America	19	7
Do	Georgetown University	6	2
Do	George Washington University	8	1
Do	Robert Brookings Graduate School	10	2
Illinois	University of Chicago	111	32
Do	Northwestern University	6	2
Do	University of Illinois	58	2
Indiana	Indiana University	8	0
Iowa	Iowa State College of Agriculture and Mechanic Arts	14	0
Do	University of Dubuque	2	0
Do	State University of Iowa	40	8
Kansas	University of Kansas	6	2
Maryland	Johns Hopkins University	39	14
Do	University of Maryland	6	0
Massachusetts	Massachusetts Agricultural College	1	0
Do	Boston University	6	1
Do	Harvard University	77	0
Do	Massachusetts Institute of Technology	4	0
Do	Radcliffe College	0	8
Do	Clark University	6	0
Michigan	University of Michigan	45	3
Do	Michigan State College of Agriculture and Applied Science	4	0
Minnesota	University of Minnesota	36	4
Missouri	University of Missouri	6	1
Do	Washington University	5	1
Nebraska	University of Nebraska	3	0
New Hampshire	Dartmouth College	1	0
New Jersey	Rutgers University	2	0
Do	Princeton University	20	0
New York	University of Buffalo	1	0
Do	Cornell University	69	2
Do	Columbia University	123	39
Do	Fordham University	6	11
Do	New York University	28	3
Do	New York State College of Forestry	1	0
Do	Syracuse University	1	0
Do	Rensselaer Polytechnic Institute	1	0

TABLE 2—*Degrees of doctor of philosophy conferred in course in 1926*—Contd.

State	Institution	Men	Women
North Carolina	University of North Carolina	11	0
Do	North Carolina State College of Agriculture and Engineering	1	0
Ohio	University of Cincinnati	8	2
Do	Ohio State University	29	2
Do	University of Dayton	1	0
Oregon	University of Oregon	1	0
Pennsylvania	Bryn Mawr College	0	4
Do	Dropsie College	4	0
Do	University of Pennsylvania	34	3
Do	Duquesne University	1	0
Do	University of Pittsburgh	5	1
Do	Pennsylvania State College	1	0
Rhode Island	Brown University	5	0
Texas	University of Texas	2	0
Do	Rice Institute	1	0
Virginia	University of Virginia	8	0
Washington	University of Washington	5	0
Wisconsin	University of Wisconsin	67	10
Total		1,115	187

BENEFACTIONS

The total amount of gifts and bequests, excluding grants by the United States, by the several States, and by the municipalities, reported for the year 1925–26 is $118,144,084. Of this amount, $29,473,324 was for increase of plant, $16,296,152 for current expenses, and $72,374,608 for increase of endowments. Gifts of more than $100,000 each, received during the year, were reported by 176 universities, colleges, and professional schools, the total for these institutions being $103,428,659. A list of these 176 institutions follows:

TABLE 3.—*Benefactions of $100,000 or more*

State	Institution	Amount	State	Institution	Amount
Alabama	Birmingham-Southern College.	$131,415	Illinois	University of Chicago.	$4,490,698
Arkansas	Galloway Woman's College.	116,364	Do	Northwestern University.	5,992,176
California	University of California.	3,318,889	Do	Lake Forest College	300,000
Do	Pomona College	415,174	Do	McKendree College	114,870
Do	Loyola College	112,000	Do	North Central College.	102,082
Do	Mills College	484,866	Do	Rosary College	256,385
Do	California Institute of Technology.	139,667	Do	Bradford Polytechnic Institute.	520,000
Do	Leland Stanford Junior University.	653,872	Do	Rockford College	235,617
Do	University of Redlands.	428,520	Do	Wheaton College	115,721
Colorado	University of Colorado.	101,000	Indiana	Indiana University	305,473
Do	Colorado College	574,300	Do	Wabash College	139,077
Do	University of Denver	233,434	Do	Earlham College	228,824
Connecticut	Wesleyan University	257,776	Do	De Pauw University	840,984
Do	Yale University	4,742,896	Do	Taylor University	174,082
D. Columbia	Catholic University of America.	906,417	Iowa	Coe College	271,846
Do	George Washington University.	161,583	Do	University of Dubuque.	112,234
Do	Howard University	113,444	Do	Graceland College	191,400
Do	Robert Brookings Graduate School.	121,000	Kansas	Washburn College	274,437
Georgia	Georgia School of Technology.	130,000	Do	Southwestern College	158,776
Do	Paine College	105,000	Kentucky	Transylvania College	287,000
Do	Agnes Scott College	115,000	Do	Presbyterian Theological Seminary.	112,551
Do	Emory University	484,449	Do	Southern Baptist Theological Seminary.	651,300
Do	Brenau College	325,000	Do	Asbury College	123,126
Do	Reinhardt College	133,000	Louisiana	Tulane University of Louisiana.	256,834
Illinois	Illinois Wesleyan University.	248,615	Do	Centenary College	242,755
Do	Armour Institute of Technology.	179,872	Maine	Bates College	105,900
Do	Chicago Theological Seminary.	208,000	Maryland	Goucher College	686,419
			Do	Johns Hopkins University.	4,053,617
			Do	Woodstock College	375,000
			Massachusetts	Amherst College	348,420
			Do	Boston University	417,642

TABLE 3.—*Benefactions of $100,000 or more*—Continued

State	Institution	Amount
Massachusetts	Gordon College of Theology.	$130,000
Do	Harvard University	9,146,323
Do	Massachusetts Institute of Technology.	596,000
Do	Radcliffe College	166,000
Do	Smith College	920,711
Do	Mount Holyoke College.	274,643
Do	Tufts College	3,007,216
Do	Wellesley College	752,335
Do	Williams College	145,725
Michigan	Alma College	214,734
Do	University of Michigan.	506,443
Do	Kalamazoo College	142,966
Do	Olivet College	180,000
Minnesota	University of Minnesota.	100,000
Do	Concordia College, Moorhead.	109,672
Do	Carleton College	1,119,735
Do	St. Olaf College	179,494
Do	College of St. Catherine.	131,200
Do	Concordia College, St. Paul.	113,063
Do	Gustavus Adolphus College.	300,000
Mississippi	Mississippi State College for Women.	100,000
Do	Belhaven College	260,061
Missouri	University of Missouri.	112,732
Do	Central College	103,575
Do	William Jewell College.	144,048
Do	Park College	230,500
Do	St. Louis University	600,000
Do	Washington University.	1,311,435
Nebraska	Cotner College	117,024
Do	Hastings College	136,000
N. Hampshire	Dartmouth College	1,415,605
New Jersey	Rutgers University	862,983
New York	St. Stephens College	157,926
Do	Wells College	124,712
Do	Adelphi College	218,833
Do	Polytechnic Institute of Brooklyn.	318,394
Do	St. Francis College	188,648
Do	University of Buffalo	275,273
Do	St. Lawrence University.	250,898
Do	Hamilton College	227,456
Do	Cornell University	478,423
Do	College of Mt. St. Vincent.	170,039
Do	College of the City of New York.	151,800
Do	Columbia University	4,007,014
Do	New York University.	720,999
Do	Rabbi Isaac Elchanan Theological Seminary.	185,074
Do	The Biblical Seminary in New York.	153,224
Do	Union Theological Seminary.	567,014
Do	Niagara University	109,467
Do	Vassar College	484,249
Do	University of Rochester.	1,717,001
Do	Union University	198,715
Do	Rensselaer Polytechnic Institute.	227,689
N. Carolina	Davidson College	247,524
Do	Elon College	197,804
Do	Greensboro College for Women.	136,335
Do	Guilford College	169,720
Do	Louisburg College	134,932
Ohio	Baldwin-Wallace College.	167,080
Ohio	Hebrew Union College.	$250,000
Do	St. Xavier College	272,022
Do	University of Cincinnati.	673,273
Do	Case School of Applied Science.	1,174,993
Do	Western Reserve University.	119,529
Do	Capital University	304,480
Do	Kenyon College	188,795
Do	Hiram College	179,000
Do	Marietta College	102,010
Do	Muskingum College	202,751
Do	Oberlin College	10,505,883
Do	Lake Erie College	163,926
Do	Wittenberg College	313,723
Do	Heidelberg College	261,303
Do	Otterbein College	124,173
Do	Antioch College	150,324
Oklahoma	Phillips University	206,587
Oregon	Pacific College	114,408
Do	Reed College	234,307
Do	Willamette University.	215,660
Pennsylvania	Geneva College	251,000
Do	Bryn Mawr College	179,000
Do	Dickinson College	135,000
Do	Lafayette College	244,165
Do	Grove City College	170,373
Do	Juniata College	120,663
Do	Franklin and Marshall College.	493,000
Do	Bucknell University	286,765
Do	Drexel Institute	178,112
Do	Jefferson Medical College.	295,184
Do	University of Pennsylvania.	601,683
Do	University of Pittsburgh.	1,912,966
Do	Swarthmore College	170,000
S. Carolina	Limestone College	275,000
S. Dakota	Huron College	374,096
Do	Yankton College	191,544
Tennessee	Lincoln Memorial University.	134,083
Do	Maryville College	153,354
Do	Southwestern College	197,767
Do	Vanderbilt University.	3,733,040
Do	University of the South.	130,710
Texas	Simmons College	324,612
Do	Southern Methodist University.	691,104
Do	Texas Christian College.	150,550
Do	Southwestern Baptist Theological Seminary.	243,371
Do	Baylor University	568,473
Vermont	Middleburg College	113,992
Virginia	Protestant Episcopal Theological Seminary.	215,000
Do	Randolph-Macon College.	390,181
Do	University of Virginia.	102,844
Do	Virginia Military Institute.	130,000
Do	Randolph-Macon Woman's College.	138,499
Do	Roanoke College	132,838
Washington	College of Puget Sound.	194,910
Do	Whitman College	184,492
Wisconsin	Northland College	195,625
Do	Beloit College	296,764
Do	University of Wisconsin.	164,576
Do	Marquette University.	162,911
Total		103,428,659

TABLE 4.—*Professors and instructors in universities, colleges, and professional schools in 1925–26*

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 U. S.	975	2,189	1,728	32,605	10,721	14,152	581	550	885	48,649	13,575
Alabama	12	44	22	308	132	32	0	8	12	378	166
Arizona	2	------	------	105	33	7	0	------	------	112	33
Arkansas	11	20	21	169	64	74	0	7	29	270	114
California	44	61	87	1,791	560	1,009	100	22	15	2,865	762
Colorado	10	47	33	432	128	183	1	4	4	615	141
Connecticut	8	8	0	540	79	171	8	------	------	713	87
Delaware	1	------	------	58	18	------	------	------	------	58	18
District of Columbia	13	13	8	498	94	525	12	0	1	1,026	109
Florida	6	11	9	168	94	17	0	7	15	199	118
Georgia	30	56	65	448	259	322	2	6	20	829	346
Idaho	4	------	------	154	53	6	0	4	2	164	55
Illinois	56	192	82	1,793	657	1,343	59	42	52	3,360	850
Indiana	26	25	42	846	279	162	1	13	6	1,044	322
Iowa	32	105	54	1,045	485	178	13	15	18	1,343	567
Kansas	28	60	37	693	327	99	14	28	32	864	410
Kentucky	26	66	78	336	129	234	8	1	25	608	234
Louisiana	11	21	31	328	170	321	13	0	5	670	217
Maine	5	------	------	205	29	8	0	------	------	213	29
Maryland	19	79	21	695	221	595	15	4	9	1,336	257
Massachusetts	31	53	16	2,025	576	894	31	22	14	2,913	623
Michigan	25	46	45	1,168	234	335	10	13	13	1,547	300
Minnesota	28	138	101	771	306	247	10	12	16	1,134	432
Mississippi	16	12	37	190	166	12	0	2	23	210	221
Missouri	46	55	78	806	380	818	26	18	50	1,642	520
Montana	5	9	0	143	44	7	0	------	------	155	44
Nebraska	14	61	28	440	186	262	2	33	37	770	237
Nevada	1	------	------	56	16	------	------	------	------	56	16
New Hampshire	3	12	0	304	14	18	0	------	------	318	14
New Jersey	15	32	6	514	65	96	4	7	3	635	78
New Mexico	4	15	0	71	19	------	------	------	------	86	19
New York	63	205	112	4,204	1,037	2,181	83	38	41	6,585	1,266
North Carolina	31	42	95	640	329	66	1	1	15	738	434
North Dakota	4	46	25	199	74	33	4	9	2	262	91
Ohio	52	98	49	1,996	694	634	12	16	29	2,732	781
Oklahoma	13	24	26	397	170	121	4	9	27	512	219
Oregon	14	21	21	401	140	139	7	3	8	559	176
Pennsylvania	66	135	67	2,783	553	1,500	89	60	49	4,458	741
Rhode Island	4	------	------	196	13	------	------	------	------	196	13
South Carolina	22	5	14	370	237	21	0	0	13	396	255
South Dakota	9	16	13	221	84	20	1	7	9	240	100
Tennessee	29	42	57	398	162	453	2	15	48	897	268
Texas	57	77	127	1,067	535	290	20	28	87	1,454	749
Utah	7	19	20	232	82	18	0	3	4	254	106
Vermont	4	7	0	193	34	51	0	------	------	251	34
Virginia	31	18	63	577	230	258	9	16	44	821	342
Washington	8	47	5	439	119	32	2	3	5	520	131
West Virginia	11	19	30	239	91	25	0	0	18	282	137
Wisconsin	17	66	23	856	263	330	18	53	45	1,289	347
Wyoming	1	2	9	57	37	5	0	------	------	64	46
Outlying parts											
Alaska	1	------	------	13	4	------	------	------	------	13	4
Hawaii	1	------	------	41	10	------	------	------	------	41	10
Porto Rico	1	10	21	56	15	18	0	------	------	56	31

[1] Including engineering.
[2] Includes theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 5.—*Students in universities, colleges, and professional schools in 1925–26*

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.	33, 185	22, 447	347, 665	247, 793	20, 159	12, 341	92, 591	5, 822	23, 211	30, 355	509, 732	313, 163
Alabama	482	286	4, 258	2, 681	38	17	356	2	170	521	5, 260	3, 208
Arizona			944	670	72	60	62	2	100	62	1, 178	794
Arkansas	337	352	1, 913	1, 545	7	8	293	1	144	718	2, 610	2, 142
California	1, 359	723	15, 892	14, 130	1, 519	1, 313	4, 930	415	482	821	24, 046	17, 375
Colorado	338	182	4, 276	2, 374	142	106	877	79	151	123	5, 636	2, 739
Connecticut	28	0	4, 539	954	471	129	890	33	74	74	5, 907	1, 190
Delaware			376	293	6	0			4	0	376	293
District of Columbia	65	87	5, 162	3, 416	610	304	3, 651	255	171	26	9, 530	4, 081
Florida	85	46	1, 962	2, 051	37	16	331	11	104	189	2, 456	2, 281
Georgia	980	1, 087	5, 392	4, 418	167	44	1, 650	32	84	467	8, 270	5, 985
Idaho	14	7	1, 653	1, 385	49	21	54	2	107	143	1, 793	1, 531
Illinois	3, 041	867	21, 206	18, 887	3, 310	2, 239	8, 427	647	4, 450	2, 862	39, 509	25, 135
Indiana	410	335	10, 793	7, 203	288	112	1, 961	94	262	344	13, 705	8, 015
Iowa	1, 108	236	9, 886	8, 929	608	350	1, 667	94	413	1, 202	13, 544	10, 582
Kansas	807	382	7, 946	6, 600	265	191	625	71	711	1, 858	9, 975	8, 671
Kentucky	1, 422	1, 637	3, 468	2, 813	95	60	1, 287	53	80	299	6, 262	4, 804
Louisiana	423	492	3, 375	2, 794	78	89	1, 222	61	53	133	5, 140	3, 552
Maine			2, 209	788	50	32	37	4	15	5	2, 311	828
Maryland	987	274	6, 219	3, 998	385	189	2, 438	67	176	234	10, 170	4, 702
Massachusetts	1, 304	243	19, 390	11, 952	1, 464	833	8, 140	810	401	215	30, 693	14, 037
Michigan	746	599	12, 963	6, 919	709	270	3, 043	126	164	385	17, 410	8, 226
Minnesota	2, 101	986	8, 264	6, 717	831	311	2, 308	138	551	1, 044	13, 771	8, 875
Mississippi	293	571	2, 665	2, 912	17	4	207	3	85	312	3, 264	3, 737
Missouri	843	861	8, 724	6, 975	403	223	5, 122	247	407	1, 449	15, 231	9, 423
Montana	74	0	1, 641	1, 011	61	29	89	12	56	139	1, 921	1, 151
Nebraska	1, 035	805	5, 568	5, 184	230	195	1, 545	51	395	705	8, 325	6, 860
Nevada			575	338	14	9			24	11	575	338
New Hampshire	150	0	3, 259	375	25	2	47	0	44	7	3, 525	375
New Jersey	275	31	3, 943	1, 214	236	21	2, 457	196	52	69	6, 963	1, 531
New Mexico	334	0	638	243	6	6			14	25	985	274
New York	3, 494	1, 750	47, 437	28, 983	2, 424	1, 944	15, 705	1, 003	3, 552	2, 889	71, 202	36, 568
North Carolina	652	1, 037	6, 822	5, 481	280	71	591	7	365	718	8, 575	6, 992
North Dakota	241	103	1, 629	1, 233	53	8	183	13	159	144	2, 236	1, 426
Ohio	1, 954	635	20, 474	16, 684	869	482	4, 197	255	2, 254	2, 613	29, 363	20, 373
Oklahoma	393	434	5, 267	5, 047	164	102	667	109	285	616	6, 592	6, 151
Oregon	230	328	4, 497	3, 287	125	82	1, 250	159	171	260	6, 142	4, 019
Pennsylvania	2, 080	844	28, 996	14, 022	1, 820	1, 179	7, 470	346	4, 222	3, 188	44, 558	19, 478
Rhode Island			2, 290	630	121	76	143	15	30	4	2, 575	720
South Carolina	170	644	3, 958	4, 392	92	70	371	12	101	615	4, 473	5, 683
South Dakota	346	147	1, 763	1, 288	31	20	196	9	180	370	2, 600	1, 756
Tennessee	791	1, 202	4, 704	4, 082	77	41	1, 892	54	459	804	7, 640	5, 983
Texas	1, 020	2, 184	12, 617	13, 662	396	285	2, 055	138	660	1, 739	16, 508	17, 698
Utah	200	215	2, 948	2, 676	123	41	136	5	274	214	3, 493	2, 967
Vermont	72	0	1, 280	679	18	8	97	8	5	11	1, 456	691
Virginia	298	1, 001	6, 669	4, 043	137	43	1, 564	32	166	429	8, 748	5, 508
Washington	747	123	6, 484	4, 497	355	224	428	69	50	247	8, 033	5, 072
West Virginia	276	427	2, 272	1, 720	157	127	280	10	101	252	3, 037	2, 380
Wisconsin	1, 132	199	7, 916	5, 176	697	342	1, 628	72	182	737	71, 547	6, 436
Wyoming	48	85	543	442	27	13	22	0	51	63	613	527
Outlying parts												
Alaska			40	28					12	20	40	28
Hawaii			328	132	15	13			46	149	389	294
Porto Rico	304	417	336	339			98	22	100	46	838	824

[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 leading to a collegiate degree.

TABLE 6.—*Students pursuing certain professional courses in universities, colleges, and professional schools in 1925–26*

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	180	12,201	1,454	136	38,175	2,184	77	18,690	992	43	11,626	151	67	10,005	810	5	1,359	229	12	535	2
Alabama	2	28	0	1	148	1	1	101	1	----	----	----	1	64	0	----	----	----	1	15	0
Arizona				1	62	2															
Arkansas	2	92	0	1	27	0	1	155	1				1	19	0						
California	8	364	110	13	2,271	133	3	566	86	3	1,101	12	3	461	30	1	167	44			
Colorado	1	90	28	3	306	16	1	157	13	1	179	1	2	94	21	----	----	----	1	51	0
Connecticut	3	304	11	1	397	15	1	189	7	----	----	----	----	----	----	----	----	----	----	----	----
Delaware																					
District of Columbia	3	132	2	6	2,440	219	3	757	15	2	227	2	2	87	17	----	----	----	1	8	0
Florida	1	6	0	2	282	11							1	43	0						
Georgia	6	393	5	3	349	11	2	327	4	1	364	1	2	203	11	----	----	----	1	14	0
Idaho				1	33	0							1	21	2						
Illinois	15	1,580	337	9	2,995	119	5	2,215	132	3	1,075	11	1	458	29	1	104	19			
Indiana	4	197	45	5	589	18	1	375	10	1	371	2	4	429	19						
Iowa	5	183	25	2	325	8	1	390	13	1	248	1	2	180	12	1	245	35	1	96	0
Kansas	2	97	41	2	203	9	1	167	12	----	----	----	1	99	9	----	----	----	1	59	0
Kentucky	6	593	36	3	244	10	1	247	5	1	103	1	1	100	1	----	----	----	----	----	----
Louisiana				3	435	22	1	541	16	2	145	4	2	101	19						
Maine	1	37	4																		
Maryland	4	542	1	1	575	21	2	612	32	1	485	3	1	224	10						
Massachusetts	9	769	148	5	5,249	554	4	1,259	62	2	465	11	1	398	35						
Michigan	4	115	10	3	1,582	33	2	772	43	1	400	19	2	141	21	----	----	----	1	33	0
Minnesota	6	358	18	5	953	54	1	487	35	1	375	3	1	135	28						
Mississippi	1	3	0	1	91	1	1	63	1				1	50	1						
Missouri	8	938	49	6	1,389	69	4	938	21	3	899	3	2	368	11	1	590	94			
Montana				1	46	1							1	43	11						
Nebraska	3	51	1	3	450	7	2	462	18	2	318	2	2	264	23	----	----	----	----	----	----
Nevada																					
New Hampshire	1	12	0				1	35	0												

New Jersey	5	554	86	1	1,647	95							1	256	15					
New Mexico																				
New York	19	1,572	156	10	8,569	525	9	2,130	166	3	1,019	18	5	2,328	136				1	87 2
North Carolina	5	82	3	3	272	1	2	118	2				1	119	1					
North Dakota				1	64	1	1	48	2				1	71	0					
Ohio	11	643	58	7	1,497	104	4	901	41	4	494	3	4	606	49				1	56 0
Oklahoma	1	76	84	2	315	7	1	167	10				1	109	8					
Oregon	2	168	102	3	248	8	1	205	9	1	402	0	2	227	40					
Pennsylvania	18	851	8	5	1,439	39	6	1,715	129	3	1,865	37	4	1,289	96	1	253	37	1	58 0
Rhode Island													1	143	15					
South Carolina	4	77	0	2	119	4	1	149	7				1	26	1					
South Dakota				1	93	2	1	35	1				1	68	6					
Tennessee	6	231	16	4	603	15	3	601	6	3	321	5	2	136	12					
Texas	5	608	70	4	517	17	2	473	30	2	304	8	2	140	13				1	13 0
Utah				1	62	1	1	44	0				1	30	4					
Vermont							1	97	8											
Virginia	4	276	0	5	537	8	2	570	18	1	78	0	1	103	6					
Washington	1	4	0	2	153	4							2	226	65				1	45 0
West Virginia				1	123	3	1	117	2				1	40	5					
Wisconsin	4	175	0	2	454	16	2	505	34	1	388	4	1	106	18					
Wyoming				1	22	0														
Outlying part																				
Porto Rico				1	53	3							1	45	19					

TABLE 7.—*Students in engineering courses in universities, colleges, and professional schools in 1925–26*

State	General engineering	Chemical	Civil	Electrical	Mechanical	Mining	Metallurgical	Architectural	Ceramic	Agricultural	Industrial	Textile	Total engineering students
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental U. S.	12,788	4,238	10,829	15,666	9,743	1,663	222	1,142	451	108	414	462	59,315
Alabama [1]	------	98	232	421	142	24	1	35	-----	-----	14	-----	972
Arizona	21	------	65	82	48	56	-----	-----	-----	-----	-----	-----	272
Arkansas	247	6	21	24	8	------	-----	-----	-----	-----	-----	-----	306
California [2]	179	62	415	227	742	195	-----	-----	-----	-----	-----	-----	1,827
Colorado	681	105	224	330	150	------	-----	-----	-----	-----	-----	-----	1,490
Connecticut [3]	------	47	53	41	84	------	-----	-----	-----	-----	-----	-----	406
Delaware	------	26	35	69	22	------	-----	-----	-----	-----	-----	-----	152
District of Columbia	------	78	157	183	100	------	-----	-----	-----	-----	-----	-----	518
Florida	136	7	60	50	20	------	-----	-----	-----	-----	-----	-----	273
Georgia	685	54	229	236	113	22	-----	------	9	-----	-----	94	1,442
Idaho [4]	39	26	39	132	30	24	7	-----	-----	-----	-----	-----	305
Illinois [5]	702	194	459	751	487	38	-----	172	89	-----	-----	-----	2,942
Indiana	141	222	626	919	699	13	-----	7	-----	-----	-----	-----	2,627
Iowa	336	145	228	483	184	8	-----	97	34	35	-----	-----	1,550
Kansas [6]	------	90	329	631	174	24	-----	26	-----	32	41	-----	1,359
Kentucky	79	------	138	------	251	27	-----	-----	-----	-----	-----	-----	495
Louisiana [7]	247	79	94	143	77	------	-----	-----	-----	-----	-----	-----	725
Maine	4	87	103	170	77	------	-----	-----	-----	-----	-----	-----	441
Maryland	457	------	39	18	12	------	-----	-----	-----	-----	-----	-----	526
Massachusetts [8]	265	455	830	1,485	744	72	-----	92	-----	-----	-----	58	4,539
Michigan [9]	614	211	410	437	446	117	18	63	-----	-----	-----	-----	2,445
Minnesota [10]	618	206	164	249	120	77	-----	90	-----	1	-----	-----	1,526
Mississippi	400	------	111	52	14	------	-----	-----	-----	-----	-----	-----	577
Missouri	613	100	202	225	102	127	18	10	-----	8	-----	-----	1,405
Montana	------	28	43	179	36	107	-----	27	-----	-----	35	-----	455
Nebraska	19	41	159	292	93	1	-----	57	-----	5	-----	-----	667
Nevada	------	------	35	92	30	31	-----	-----	-----	-----	-----	-----	188
New Hampshire	22	52	12	108	36	------	-----	30	-----	-----	53	-----	313
New Jersey [11]	218	------	32	36	472	------	-----	-----	-----	-----	-----	-----	762
New Mexico [12]	122	10	13	28	10	35	1	-----	-----	-----	-----	-----	235
New York [13]	2,003	314	1,410	1,614	1,289	21	8	-----	155	-----	68	-----	6,894
North Carolina	------	31	237	348	82	------	-----	69	26	-----	-----	118	911
North Dakota	75	8	54	64	85	11	-----	21	-----	-----	-----	-----	318
Ohio [14]	250	346	804	1,110	736	85	44	130	121	-----	4	-----	3,890
Oklahoma [15]	253	55	155	302	104	------	-----	96	-----	6	19	-----	1,061
Oregon	226	85	96	191	83	44	-----	-----	-----	-----	-----	-----	725
Pennsylvania [16]	1,021	363	764	1,088	668	285	108	79	17	-----	180	-----	4,780
Rhode Island	246	15	30	55	30	------	-----	-----	-----	-----	-----	-----	376
South Carolina	328	------	182	33	15	------	-----	-----	-----	-----	-----	47	605
South Dakota	201	26	71	113	8	18	17	-----	-----	-----	-----	-----	454
Tennessee	133	19	100	146	50	------	-----	-----	-----	1	-----	-----	449
Texas	147	208	482	836	412	------	-----	4	-----	-----	-----	145	2,234
Utah	520	------	------	------	------	------	-----	-----	-----	-----	-----	-----	520
Vermont	------	12	93	146	45	------	-----	-----	-----	-----	-----	-----	296
Virginia	5	82	240	371	139	28	-----	-----	-----	20	-----	-----	885
Washington [17]	451	63	85	413	137	81	-----	37	-----	-----	-----	-----	1,270
West Virginia	------	44	92	147	50	45	-----	-----	-----	-----	-----	-----	378
Wisconsin	65	138	352	541	270	23	-----	-----	-----	-----	-----	-----	1,389
Wyoming	19	------	25	55	17	24	-----	-----	-----	-----	-----	-----	140
Outlying parts													
Alaska	------	------	4	------	------	10	-----	-----	-----	-----	-----	-----	14
Hawaii [18]	------	------	42	------	------	------	-----	-----	-----	-----	-----	-----	68
Porto Rico [19]	------	------	77	4	22	------	-----	-----	-----	-----	-----	-----	121

[1] Commercial, 5.
[2] Petroleum engin., 7.
[3] Administrative, 181.
[4] Geology, 8.
[5] Engin., gas 4; railway, 46.
[6] Flour-mill eng., 12.
[7] Petroleum engin., 28; sugar technology, 57.
[8] Administrative, 412; sanitary and municipal, 28; naval arch. and marine, 44; electrochemical, 54.
[9] Aeronautical, 102; naval arch. and marine, 19; geodesy and surveying, 8.
[10] Commercial, 1.
[11] Sanitary eng., 4.
[12] Geology, 16.
[13] Administrative, 12.
[14] Commercial, 258; geology, 2.
[15] Geology, 33; petroleum engin., 38.
[16] Sanitary, 10; electrochemical, 46; milling, 5; railway mechanical, 13; commercial, 97; administrative, 36.
[17] Management, 1; automobile, 2.
[18] Sugar technology, 26.
[19] Sugar chemistry, 18.

TABLE 8.—*Students in summer schools, short winter courses, extension courses, and correspondence courses in universities, colleges, and professional schools in 1925–26*

State	Summer school (1925)		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	79,715	129,739	3,120	652	61,228	107,947	51,706	47,600
Alabama	1,470	2,330			323	1,921	216	271
Arizona	123	150			67	258	141	243
Arkansas	409	680	0	12	150	548	436	510
California	5,544	10,203	117	8	11,994	23,135	2,201	4,402
Colorado	1,855	3,235			592	1,185	771	611
Connecticut	154	30			317	903	519	13
Delaware	17	372			0	7		
District of Columbia	739	1,085			0	48	76	99
Florida	1,015	501			1,252	0	5,472	0
Georgia	1,741	3,345	351		924	276		
Idaho	192	387	90	33			137	156
Illinois	7,386	7,825			39	515	2,834	6,327
Indiana	2,417	3,507	93	15	10,653	21,051	800	1,058
Iowa	2,810	4,649	169	105	53	329	591	1,039
Kansas	1,612	3,302	81	12	197	693	1,063	1,561
Kentucky	718	1,045	8	0	1,029	1,236	651	506
Louisiana	1,347	3,579			401	858	72	401
Maine	249	273			31	147	14	0
Maryland	419	1,210	11	0	326	314		
Massachusetts	3,550	2,836	79	10	423	2,027	538	250
Michigan	2,585	2,005	261	4	634	1,165		
Minnesota	2,165	2,858	166	50	2,882	2,836	1,023	1,006
Mississippi	419	679						
Missouri	1,833	2,356	89	5	2,165	1,643	615	1,283
Montana	135	285	32	0	173	305		
Nebraska	1,361	4,165	68	0	347	976	531	1,581
Nevada	20	145						
New Hampshire	121	112	7	2				
New Jersey	286	737	117	6	610	885	232	11
New Mexico	77	215			9	12		
New York	11,825	16,443	141	15	10,866	18,057	3,865	2,613
North Carolina	2,213	4,942	88	0	610	1,011	2,390	1,112
North Dakota	209	514	107	5			264	87
Ohio	4,269	7,530	71	2	1,515	2,912	180	476
Oklahoma	1,468	3,502	166	0	119	722	892	1,752
Oregon	589	1,279	132	125	1,261	2,042	832	1,416
Pennsylvania	4,893	7,331	83	0	3,668	9,752	5,869	1,595
Rhode Island	0	110			170	591		
South Carolina	400	2,156			50	77		
South Dakota	492	672	29	3			106	155
Tennessee	747	1,421	50	174	79	106	186	179
Texas	3,962	9,037	144	0	621	1,231	2,161	4,042
Utah	856	1,439			1,443	1,347	540	782
Vermont	75	636	14	1				
Virginia	811	1,083	16	1	276	830		
Washington	1,057	2,052	80	64	823	2,729	913	1,273
West Virginia	548	859	22	0	796	124		
Wisconsin	2,218	3,546	238	0	3,329	3,099	14,337	9,863
Wyoming	314	1,086			11	44	238	927
Outlying parts								
Alaska			69	49				
Hawaii			204	212				
Porto Rico	328	783						

TABLE 9.—*First degrees conferred on men by universities and colleges, 1925–26*

State	Arts and sciences	Agriculture	Architecture	Commerce	Education	Fine arts	Forestry	Journalism	Music	General engin.	Architectural engin.	Chemical engin.	Civil engin.	Electrical engin.	Mechanical engin.	Mining engin.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental U. S.	23,775	2,049	280	4,972	1,391	56	252	167	59	193	113	741	1,866	2,246	1,809	408
Alabama [1]	252	22	4	35	46						1	13	28	53	18	2
Arizona	30	14		8	23								10	8	6	10
Arkansas	182	12			14				1			1	6	7	5	
California	1,290	95	9	252	37				1	17		14	81	66	156	46
Colorado [2]	194	47		54			18					13	33	54	31	43
Connecticut [3]	757	43	15			7	14		2						7	
Delaware	31	4										3	7	13	1	
District of Columbia [4]	309		7		7				1			9	11	13	11	
Florida	42	19		4	13							6	12	5	1	
Georgia [5]	298	26	23	146	10		6	7		18		16	47	48	32	1
Idaho [6]	54	10		17	37		10					3	4	10	5	3
Illinois [7]	1,344	95	29	545	155	4		11	9	18	16	35	80	94	80	6
Indiana [8]	843	84	2	168	25		3		3		2	31	81	112	130	1
Iowa [9]	843	114		108	27		16	2	2	7	12	23	63	89	27	1
Kansas [10]	599	58	13	53	6			6	4		2	8	41	53	23	6
Kentucky	289	21		25	17								24		37	5
Louisiana [11]	151	33	10	18	28		1			8		16	12	16	17	
Maine	265	20			9		22					12	15	16	14	
Maryland	313	35		28	15					52		7	14	7	4	
Massachusetts [12]	1,504	88	22	206	27					33	12	91	161	230	158	16
Michigan [13]	978	91	16	19	38		22				11	49	116	84	107	47
Minnesota	575	40		103	61		22		1		15	17	43	76	29	16
Mississippi	174	45		29	44								25	23	6	
Missouri [14]	459	40	10	110	21			39	1		4	21	39	49	17	24
Montana [15]	52	24		21	7		12	8			2	2	6	17	4	1
Nebraska [16]	361	38		110	22	4		5	1		5	4	21	19	11	2
Nevada	39	4											5	14	7	4
New Hampshire [17]	417	24					1				2	3		15	6	
New Jersey [18]	529	13											9	13	99	
New Mexico [19]	23	12		6	2							2	3	9	7	6
New York [20]	2,413	129	26	938	93	5	40	31	7			76	234	232	252	8
North Carolina [21]	495	23		98	38						4		47	44	14	
North Dakota	92	14		38	37					2			15	12	11	3
Ohio [22]	1,586	99	7	239	145	1			9	4	6	46	93	119	92	23
Oklahoma [23]	206	57	4	65	22	2			3		1	7	19	19	11	1
Oregon [24]	183	77	4	116	24		15	5	2			13	15	40	24	5
Pennsylvania [25]	1,842	100	57	830	101	12	33		5		7	86	169	170	155	76
Rhode Island	314	3		1	3					22		3	4	11	9	
South Carolina [26]	361	44	4	10	21			3					25	27	11	
South Dakota [27]	130	27		3				6	1			2	21	15	2	4
Tennessee	408	17		17	7							17	9	15	4	
Texas [28]	622	114	14	140	37			4	1		11	25	49	66	47	4
Utah [29]	128	22		88	46					1		2	7	17	2	10
Vermont	145	13										1	17	24	8	
Virginia [30]	468	28	3	77	26	20				1		15	50	57	21	1
Washington [31]	367	36	1	120	87	1	17	10	4	10		19	21	56	23	15
West Virginia	225	22										4	19	9	5	11
Wisconsin [32]	580	47		118	9			30	1			26	51	93	62	7
Wyoming	13	6		9	4								4	7		
Outlying parts																
Alaska																1
Hawaii	25			2	4								2			
Porto Rico [33]	3	8			2								7			

[1] Indus. mngt. eng., 3.
[2] Petroleum, 9; geol., 12; metallurgy, 3.
[3] Religious educ., 1.
[4] Foreign service, 38.
[5] Textile engin., 26.
[6] Geology, 1.
[7] Engin.: ceramic, 11; fire protection, 20; municipal and sanitary, 6; railway, 14; soc. service admin., 1; library science, 2.
[8] Religious educ., 1.
[9] Engin.: agri., 5; ceramic, 7.
[10] Engin.: agri., 4; indus., 4.
[11] Petroleum engin., 1; sugar technology, 13.
[12] Engin.: sanitary and munic., 2; naval arch. and marine, 14; admin., 91; textile, 13; electrochem., 13; social science, 2; rel. educ., 18.
[13] Engin.: aeronautical, 12, naval arch. and marine, 4; metallurgy, 10; geodesy and surveying, 3.
[14] Agri. eng., 3; metallurgy, 3.
[15] Indus. eng., 3; metallurgy, 2.
[16] Agri. eng., 3.
[17] Indus. eng., 15.
[18] Ceramics, 4.
[19] Geol. eng., 1.
[20] Engin.: indus. 10; ceramic, 6; admin., 1; library science, 4; hotel mngt., 16.
[21] Textile eng., 29.
[22] Engin.: ceramic, 12; indus, 4.; commercial, 21; metallurgy, 11; applied optics, 7.
[23] Engin.: indus., 1.
[24] Industrial arts, 13.
[25] Engin.: admin., 11; electrochem., 6; indus., 25; milling, 1; ceramic, 1; commer., 22; works mngt., 11; bldg. construc., 12; railway mech., 4; printing, 6; metallurgy, 17.
[26] Textile eng., 8.
[27] Metallurgy, 3.
[28] Religious educ., 1; textile eng., 4.
[29] Engin.: geolog., 3; agri., 6; mech. arts, 3; metallurgy, 1.
[30] Agri. eng., 4.
[31] Library science, 37; mngt. eng., 1; phys. educ., 2.
[32] Phys. educ., 7.
[33] Sugar chemistry, 2.

TABLE 10.—*Graduate degrees conferred on men by universities, colleges, and professional schools in 1925–26*

State	A. M.	M. B. A.	M. F.	M. S.	M. S. in Agri.	M. Education	M. A. in Educ.	M. S. in Educ.	M. S. in Engin.	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		10	11	12	13	14	15	16	17	18	19	20
Continental U. S.	3,352	365	22	1,029	253	85	138	91	348	66	178	15	112	82	10	63	1,115	25	48
Alabama	6			8	6								1	1					
Arizona	1			2	5			7	6				1						
Arkansas	5													2					
California [1]	166	6		42			40		33	4	4		1	7		1	89		1
Colorado [2]	37			15	2			3	5			1	3	3	1		2		
Connecticut [3]	44		11	18	2				9		5		1			2	56	3	6
Delaware					1														
D. of Columbia [4]	104	1		37							70			1		1	48		
Florida	2			1	1								2						
Georgia [5]	33			14	2									1		1			
Idaho	4			5	3			5	3										
Illinois [6]	304	18		148	12		14	10	15		6		5	7			175	2	11
Indiana	67			10	3			3	14			1	5	8		4	8		
Iowa [7]	74			62	45			8	22				11	7		2	56		
Kansas [8]	41			15	16			8	2				4	6	1	4	6		
Kentucky	22			9	3		3			7			1	2		2			
Louisiana	15			3	3		1	2	9										
Maine	9			3				1	1					3					
Maryland [9]	62			8	12		10		1					1		2	45		
Massachusetts [10]	303	223	3	30	7	83			145		24		1	1		1	94	17	15
Michigan [11]	124	24	1	70	20				24		2	1	1	1		2	49		
Minnesota [12]	38			45					3								36		
Mississippi	1			1															
Missouri	76			20			22		4	5	15	3	2		3		11		
Montana	3												1						
Nebraska	33			12					1								3		
Nevada	2								1						1				
New Hampshire [13]	2			5	1								4				1		
New Jersey [14]	86				8					42			6	1		2	22		
New Mexico													1						
New York [15]	825	59	3	160	6		8	6	6	2	52	5	17	16		20	230	3	6
North Carolina	59	8		24	2			3	5				1				12		
North Dakota	7			6	2		3		1										
Ohio [16]	139			64		2	12	4								3	38		7
Oklahoma	27			15	5			5					1	2					
Oregon [17]	14			2	4		4	1	1								1		
Pennsylvania [18]	216	18		62	5		2	20	2	6		2	22	3	2	11	45		2
Rhode Island [19]	16			10													5		
South Carolina	16																		
South Dakota	6			2	2				1						1				
Tennessee	28			6	2			1											
Texas	97	3		5	14			4	6								3		
Utah	17			6										1		1			
Vermont	8			3	6		2												
Virginia	32			14	6								5	6	1	2	8		
Washington	49	5	4	22	4		16		7			1	6	1		1	5		
West Virginia	15			6					2										
Wisconsin [20]	115			45	37				19			1	7	1		1	67		
Wyoming	2						1						2						
Outlying part																			
Hawaii [21]					1														

[1] Doctor of ed., 2; graduate in arch., 2.
[2] Doctor of opthalmology, 1.
[3] Doctor of pub. health, 2; certificate of pub. health, 1.
[4] Doctor of civil law, 4; of canon law, 7; of science, 1; master of patent law, 34; of foreign service, 10; of literature, 1.
[5] Pharmaceutical chemist, 11.
[6] Doctor of civil law, 2; of divinity, 2; of sacred theol. 4; master of music, 1.
[7] Agri. engineer, 1.
[8] Doctor of theology, 3.
[9] Doctor of sacred theol., 2; of science in hygiene, 7; of pub. health, 12; certificate in pub. health, 9.
[10] Doctor of science, 16; of education, 13; of pub. health, 1; master of relig. ed., 7; of architecture, 13; landscape arch., 12; public health, 4; pharm. chemist, 4.
[11] Doctor of science, 1; of pub. health, 1; master of agri., 1; of landscape design, 2.
[12] Master of science in medicine, 18.
[13] Master of commercial science, 23.
[14] Doctor of theol., 8; master of fine arts, 7.
[15] Doctor of science, 2; of engineering, 1; of Hebrew literature, 1; master of science in arch., 1.
[16] Doctor of literature, 1; master of music, 4.
[17] Doctor of divinity, 1; of sacred music, 1.
[18] Doctor of sacred theol., 1; of med. science, 1; of pharm, 1; of pub. health, 1; master of med. science, 15; of arch., 6.
[19] Doctor of pharm., 1.
[20] Master of philosophy, 15.
[21] Doctor of science, 1.

TABLE 11.—*Degrees conferred on women by universities, colleges, and professional schools in 1925–26*

State	First degrees in—											Graduate degrees				
	Arts and sciences	Agriculture	Architecture	Commerce	Education	Engineering	Fine arts	Home economics	Journalism	Music	Nursing	A. M.	M. S.	Ph. D.	M. A. in education	M. S. in education
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental U. S.	22,863	70	16	463	3,927	13	234	1,727	171	704	33	3,051	268	187	80	51
Alabama	334				33			33		14		2				
Arizona	31			1	53			3				1	2			4
Arkansas	160				18			17		6						
California [1]	1,482	2		22	181					19	10	157	2	12	47	
Colorado [2]	249			4		1		42		3	1	35	3	1		1
Connecticut [3]	76	1			11		2			6	2	16		7		
Delaware	24				4			13								
District of Columbia [4]	314				56			1		7		117	1	12		
Florida	121			2	37		1	15		3		3	3			
Georgia [5]	379			1	65		7	19	10	11		14	2			
Idaho	95			7	34			18		1		3	2			3
Illinois [6]	1,521	5	1	29	241		34	89	11	77		236	47	36		
Indiana [7]	776			14	6			52		20		27				
Iowa	874	3		11	40			160		32	3	72	38	8		3
Kansas	647	1		3	24	1	6	84	9	27		39	17	2		3
Kentucky	320				41			20		3		11	1		1	
Louisiana [8]	179	1	2	1	65			27		7		15	1		2	1
Maine	141				2			5				6				
Maryland [9]	422			3	12			2		1	5	22	3	14		
Massachusetts [10]	1,778	14	1	28	92	1						199	42	9		
Michigan [11]	747		1		134			71		3		87	5	3		
Minnesota	563			19	306	1		77		5	7	24	7	4		
Mississippi	398							21		13		1				
Missouri [12]	397	3		15	139				26	9	1	54	6	2	11	
Montana [13]	94	1		11	3		12	14	6	2		1	1		1	
Nebraska	348			6	137		17	41	5	20		41				
Nevada	44							6				1				
New Hampshire	52							10								
New Jersey	172							14		5		6	1			
New Mexico	24			2	2			6		1		1				
New York [14]	2,240	31	4	99	697	2	20	120	22	41		1,224	16	55		25
North Carolina	550				5			33		48		18	1		1	
North Dakota	82			4	101			15				2	1			
Ohio [15]	1,538	2	3	34	612	1	8	76		71	4	110	20	4	6	1
Oklahoma	297			6	71		22	77		25		14	4			3
Oregon	221	4	2	45	81		11	67	11	13		15	3		2	2
Pennsylvania [16]	1,144	1	1	26	334		15	111		30		166	14	8		5
Rhode Island	100				5			11				16				
South Carolina	605			3	4	1		20		28		16				
South Dakota	137			4				25		4		3				
Tennessee	352				7			21		5		14	1			
Texas [17]	1,068			27	22	4	32	107	13	56		91				
Utah	87			7	79		10	18				5	1			
Vermont	114							14				6	2			
Virginia	372				12							12	2			
Washington [18]	328		1	14	135		36	56	5	52		39	4		9	
West Virginia	159							19		12		6				
Wisconsin [19]	686	1		12	14	1	1	69	53	23		100	15	10		
Wyoming	21			3	12			8		1		3				
Outlying parts																
Hawaii	9	1			10			1				2				
Porto Rico	18				4											

[1] Doctor of educ., 1; master of law, 1; engin., 1; graduate in arch., 17.
[2] Master of sacred theol., 1.
[3] Bachelor relig. educ., 4.
[4] Master of law, 9; of music, 2; of patent law, 2.
[5] Pharmaceutical chemist, 1.
[6] Social service admin., 5; library science, 9; master of bus. admin., 1; of music, 1.
[7] Bachelor of relig. educ., 1.
[8] Bachelor of design, 9.
[9] Doctor of science in hygiene, 4; of public health, 1.
[10] Bach. of relig. educ., 36; social science, 2; doctor of science, 1; of educ., 2; of relig. educ., 1; master of educ., 47; of relig. educ., 5.
[11] Doctor of pub. health, 1; master of bus. admin., 1.
[12] Master of law, 2.
[13] Secretarial studies, 2.
[14] Library science, 37; relig. educ., 5; hotel management, 2; master of laws, 1; master of library science, 2; of relig. educ., 1.
[15] Applied optics, 1; master of music, 1.
[16] Library science, 5; secretarial studies, 26; social work, 8.
[17] Physical educ., 14; relig. educ., 9.
[18] Physical educ., 3.
[19] Phys. educ., 24; master of philos., 7.

TABLE 12.—*First degrees in certain professional courses conferred on men and on women by universities, colleges, and professional schools in 1925–26*

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 U. S.	1,324	33	7,510	428	3,902	220	2,634	32	3,227	270	327	66	123
Alabama	2	0	32	0	------	------	------	------	9	0	------	------	5
Arizona	------	------	13	0	------	------	------	------	------	------	------	------	------
Arkansas	7	0	------	------	24	0	------	------	8	0	------	------	------
California	35	6	317	19	130	15	262	7	203	27	18	5	------
Colorado	7	0	92	2	32	5	36	0	10	6	------	------	11
Connecticut	59	2	72	2	47	2	------	------	------	------	------	------	------
District of Columbia	115	1	571	43	143	2	47	1	13	3	------	------	4
Florida	------	------	44	2	------	------	------	------	4	0	------	------	------
Georgia	31	0	129	6	83	1	88	0	81	5	------	------	6
Idaho	------	------	6	0	------	------	------	------	------	------	------	------	------
Illinois	149	5	611	22	370	22	222	6	88	11	23	2	------
Indiana	4	2	159	0	90	3	84	0	190	12	------	------	------
Iowa	2	1	66	1	71	2	59	1	68	5	43	7	15
Kansas	6	0	50	1	33	4	------	------	7	0	------	------	11
Kentucky	123	2	79	1	59	0	33	0	54	0	------	------	------
Louisiana	------	------	56	3	82	3	31	0	46	8	------	------	------
Maine	2	0	------	------	------	------	------	------	------	------	------	------	------
Maryland	15	0	113	6	130	7	115	0	74	3	------	------	------
Massachusetts	107	13	723	90	280	16	76	0	70	9	------	------	------
Michigan	31	0	265	3	153	9	69	1	10	2	------	------	11
Minnesota	18	0	206	15	190	14	94	0	21	7	------	------	------
Mississippi	------	------	25	0	------	------	------	------	6	0	------	------	------
Missouri	75	0	229	11	269	3	184	1	173	9	181	34	------
Montana	------	------	15	1	------	------	------	------	17	4	------	------	------
Nebraska	6	0	79	3	103	1	61	1	71	8	------	------	------
New Jersey	89	0	190	12	------	------	------	------	121	9	------	------	------
New York	121	0	1,966	132	447	36	293	5	748	32	------	------	20
North Carolina	2	0	23	1	------	------	------	------	69	0	------	------	------
North Dakota	------	------	14	0	------	------	------	------	25	2	------	------	------
Ohio	73	0	336	24	206	11	74	0	188	10	------	------	20
Oklahoma	4	0	45	2	36	3	------	------	9	2	------	------	------
Oregon	17	1	54	2	46	2	105	0	29	3	------	------	------
Pennsylvania	77	0	250	9	402	41	388	6	536	59	62	18	10
Rhode Island	------	------	------	------	------	------	------	------	49	3	------	------	------
South Carolina	8	0	39	0	35	3	------	------	1	0	------	------	------
South Dakota	------	------	25	0	------	------	------	------	5	1	------	------	------
Tennessee	20	0	230	8	145	1	121	1	55	5	------	------	------
Texas	63	0	94	2	103	5	67	1	58	3	------	------	4
Utah	------	------	19	0	------	------	------	------	1	0	------	------	------
Vermont	------	------	------	------	24	2	------	------	------	------	------	------	------
Virginia	46	0	90	3	120	6	16	0	35	0	------	------	------
Washington	2	0	49	0	------	------	------	------	59	20	------	------	6
West Virginia	------	------	26	0	------	------	------	------	5	1	------	------	------
Wisconsin	8	0	104	2	49	1	109	1	11	1	------	------	------
Wyoming	------	------	4	0	------	------	------	------	------	------	------	------	------
Outlying part													
Porto Rico	------	------	24	2	------	------	------	------	4	2	------	------	------

TABLE 13.—*Honorary degrees conferred by universities, colleges, and professional schools in 1925–26*

States	D. D.	LL. D.	L. H. D.	Litt. D.	Ph. D.	Sc. D.	Eng. D.	Ped. D.	Ed. D.	Mus. D.	D. C. L.	S. T. D.	A. M.	M. S.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental United States	397	374	33	74	3	106	17	7	4	17	5	10	96	12
Alabama	4	7	2											
Arkansas	7	2											3	
California [1]	11	22		3		1							3	
Colorado	1	4				4				1				
Connecticut	9	11	1	1		4				2			19	
District of Columbia	1	7		2		1						1	2	1
Florida	1	1												
Georgia [2]	8	4				3		1					1	
Illinois	22	20	2	3		2				1			3	1
Indiana [3]	11	13	3			3	1			1				1
Iowa	15	9		2		2				1				
Kansas	9	4	1	1		2			1				1	
Kentucky	14	3	1			2								
Louisiana	2	1												
Maine	2	7	2	2		3	2			1			6	
Maryland	6	4		1									1	
Massachusetts [4]	3	20	8	5		10	6						18	1
Michigan [5]	12	7	1	3		6	1			2	1		1	2
Minnesota	7	1		1		2								
Mississippi	2													
Missouri	7	14				2	2						4	
Nebraska	10	3	1	2										
New Hampshire [6]	1	4				3							4	2
New Jersey [7]	4	6	1	3		2	1						4	2
New Mexico		1												
New York [8]	15	32	4	8		9	2	2		1		8	2	1
North Carolina	11	13		1		2		1					2	
Ohio [9]	34	36	5	7	1	8		1	1	1			5	
Oklahoma		2												
Oregon	5	2											1	
Pennsylvania [10]	59	52		13	1	22	2	1		5	1	1	8	
Rhode Island		2		1		2			2	1			1	
South Carolina	9	10		2		1								
South Dakota	4	1												
Tennessee	24	11		4		2					2		1	
Texas	13	7		1										
Vermont [11]	5	4	1	1		1							4	1
Virginia	36	16		3		2		1						
Washington	3	3												
West Virginia	3	1												
Wisconsin [12]	7	7		4	1	5					1		2	
Outlying part														
Porto Rico				1		3								

[1] Doctor of jurisprudence, 4; dental surg., 1; master of bus. admin., 1.
[2] Bach. of science in home economics, 1.
[3] Bachelor of science, 1.
[4] Bachelor of laws, 2.
[5] Master of com. science, 1; of pedagogy, 1.
[6] Doctor of commercial science, 1.
[7] Master of philanthropy, 1.
[8] Bach. of laws, 3; civil engineer, 7; elec. engineer, 5; mechan. engineer, 6; doctor Hebrew lit., 1; fine arts, 1; com. science, 1; bus. admin., 1; master of lit., 1.
[9] Doctor of com. science, 1; master of music, 1.
[10] Bach. of science, 2; doctor of humanities, 1; fine arts, 1; master of pharm., 5; literature, 3; aeronautical science, 1; civil engineer, 2.
[11] Master of military science, 1.
[12] Doctor of humanities, 1.

TABLE 14.—*Summary of degrees conferred by universities, colleges, and professional schools in 1925–26*

State	Baccalaureate degrees			Professional degrees			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 U. S.	41,106	30,423	71,529	19,047	1,049	20,096	7,700	3,751	11,451	1,214
Alabama	477	414	891	48	0	48	22	2	24	13
Arizona	109	88	197	13	0	13	22	7	29	
Arkansas	228	201	429	39	0	39	7	0	7	12
California	2,064	1,716	3,780	965	79	1,044	398	238	636	46
Colorado	511	300	811	188	13	201	73	41	114	10
Connecticut	846	102	948	178	6	184	160	23	183	47
Delaware	59	41	100				1	0	1	
District of Columbia	406	378	784	893	50	943	319	143	462	15
Florida	102	179	281	48	2	50	6	6	12	2
Georgia	704	492	1,196	418	12	430	62	17	79	18
Idaho	154	155	309	6	0	6	20	8	28	
Illinois	2,575	2,022	4,597	1,463	68	1,531	736	321	1,057	54
Indiana	1,486	869	2,355	527	17	544	123	27	150	34
Iowa	1,346	1,123	2,469	324	17	341	288	121	409	29
Kansas	880	802	1,682	107	5	112	106	61	167	19
Kentucky	418	384	802	348	3	351	49	13	62	20
Louisiana	324	291	615	215	14	229	33	19	52	3
Maine	373	148	521	2	0	2	17	6	23	25
Maryland	475	445	920	447	16	463	171	44	215	12
Massachusetts	2,701	1,952	4,653	1,256	128	1,384	1,017	306	1,323	73
Michigan	1,607	956	2,563	539	15	554	324	97	421	38
Minnesota	998	978	1,976	529	36	565	140	35	175	11
Mississippi	346	432	778	31	0	31	2	1	3	2
Missouri	840	590	1,430	1,111	58	1,169	161	75	236	29
Montana	161	145	306	32	5	37	4	3	7	
Nebraska	606	574	1,180	320	13	333	49	41	90	16
Nevada	73	50	123				4	1	5	
New Hampshire	483	62	545				36	0	36	15
New Jersey	667	191	858	400	21	421	182	7	189	24
New Mexico	71	35	106				1	1	2	1
New York	4,521	3,320	7,841	3,595	205	3,800	1,429	1,324	2,753	110
North Carolina	792	636	1,428	94	1	95	114	20	134	30
North Dakota	224	202	426	39	2	41	19	3	22	
Ohio	2,524	2,350	4,874	897	45	942	274	142	416	101
Oklahoma	418	498	916	94	7	101	55	21	76	2
Oregon	536	455	991	251	8	259	29	22	51	8
Pennsylvania	3,759	1,701	5,460	1,725	133	1,858	443	193	636	180
Rhode Island	370	116	486	49	3	52	32	16	48	9
South Carolina	514	661	1,175	83	3	86	16	16	32	22
South Dakota	214	170	384	30	1	31	12	3	15	5
Tennessee	494	385	879	571	15	586	37	15	52	44
Texas	1,139	1,352	2,491	389	11	400	132	91	223	21
Utah	336	201	537	20	0	20	25	6	31	
Vermont	208	128	336	24	2	26	19	8	27	18
Virginia	771	384	1,155	307	9	316	74	14	88	58
Washington	827	630	1,457	116	20	136	121	52	173	6
West Virginia	295	190	485	31	1	32	23	6	29	4
Wisconsin	1,031	884	1,915	281	5	286	308	132	440	28
Wyoming	43	45	88	4	0	4	5	3	8	
Outlying parts										
Alaska	1	0	1							
Hawaii	33	21	54				2	2	4	
Porto Rico	22	22	44	28	4	32				4

TABLE 15.—*Property of universities, colleges, and professional schools in 1925–26*

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 U. S.	37,549,463	$219,073,684	$225,721,958	$911,498,850	$159,305,603	$978,012,929
Alabama	257,674	1,402,982	1,385,228	6,870,649	2,059,336	4,463,647
Arizona	70,000	538,750	515,000	1,634,500	475,500	10,000
Arkansas	138,985	886,273	515,523	3,520,135	1,479,449	2,076,733
California	1,847,482	12,596,053	10,034,581	35,746,291	4,895,515	53,995,283
Colorado	438,722	2,613,793	1,473,926	10,521,843	461,000	3,882,781
Connecticut	2,162,330	8,015,353	1,402,038	45,064,463	13,398,614	53,311,831
Delaware	32,297	543,190	310,685	1,403,342	362,500	535,249
District of Columbia	786,111	2,083,554	1,923,613	19,876,458	628,480	5,825,459
Florida	137,759	2,648,905	2,599,300	3,858,930	1,366,174	2,539,770
Georgia	423,709	2,787,383	3,727,498	12,983,617	3,198,292	9,727,657
Idaho	112,567	827,734	279,750	1,922,100	410,000	2,408,619
Illinois	2,696,196	13,156,924	16,948,889	53,176,368	5,850,220	75,135,998
Indiana	902,469	4,632,518	4,020,317	22,238,477	4,748,473	15,755,339
Iowa	972,628	8,355,964	5,286,703	22,050,012	4,119,047	13,538,967
Kansas	570,976	5,453,586	2,970,237	13,266,676	2,007,241	6,415,381
Kentucky	358,168	2,727,310	2,986,296	9,678,598	3,101,660	7,909,102
Louisiana	244,711	2,388,295	1,961,419	11,708,831	1,483,646	8,406,003
Maine	347,602	3,497,903	177,104	5,012,195	666,914	8,242,484
Maryland	691,606	4,215,728	4,426,417	48,040,556	3,436,517	27,117,632
Massachusetts	4,020,795	11,292,949	17,208,372	65,363,606	17,879,458	159,694,222
Michigan	1,071,931	10,766,545	9,823,145	28,874,152	4,362,896	9,202,231
Minnesota	879,471	6,624,091	8,874,179	25,415,985	4,099,729	15,501,668
Mississippi	196,225	2,108,840	1,487,970	7,040,412	2,518,635	3,443,330
Missouri	1,084,224	8,925,600	4,468,781	26,807,449	5,105,013	26,708,872
Montana	153,930	977,959	676,423	4,261,174	506,301	2,369,029
Nebraska	387,255	2,651,806	3,256,187	9,866,665	662,766	4,996,793
Nevada	44,725	298,951	110,000	653,406	172,516	358,439
New Hampshire	292,876	1,154,000	920,000	6,100,000	2,435,000	8,685,415
New Jersey	1,152,167	2,346,857	4,139,736	10,654,368	2,454,817	26,611,058
New Mexico	65,017	614,656	296,000	1,580,135	418,500	1,247,630
New York	4,308,562	19,253,239	37,578,993	112,910,151	13,465,096	146,461,780
North Carolina	520,288	4,131,825	4,061,022	21,315,549	8,061,418	13,549,825
North Dakota	144,248	1,415,799	356,246	3,116,931	394,644	4,146,316
Ohio	2,226,858	12,325,896	14,880,079	46,308,196	8,694,523	55,905,247
Oklahoma	178,250	2,172,567	724,284	6,717,371	1,286,795	5,988,262
Oregon	362,304	2,149,056	1,913,319	6,897,100	1,015,633	4,566,637
Pennsylvania	2,666,757	20,124,419	19,652,623	74,915,478	9,212,165	78,395,013
Rhode Island	390,000	342,000	1,133,000	5,199,000	1,000,000	8,669,880
South Carolina	364,391	2,531,160	4,363,345	12,439,372	2,793,308	3,988,998
South Dakota	168,025	1,338,484	1,047,648	4,276,287	677,381	2,854,637
Tennessee	428,353	2,861,733	4,384,578	15,440,206	2,626,632	17,052,088
Texas	841,664	8,031,537	9,188,609	26,994,430	6,927,301	32,554,216
Utah	197,755	1,224,598	185,873	4,018,550	64,500	697,660
Vermont	208,716	738,251	170,195	3,646,628	1,044,028	4,789,975
Virginia	638,403	3,685,636	2,748,184	18,747,003	3,729,004	13,743,966
Washington	407,411	2,121,455	2,221,840	8,045,274	503,945	9,115,847
West Virginia	179,151	1,562,581	2,555,398	7,333,809	1,074,878	3,022,191
Wisconsin	716,389	5,407,196	4,123,405	15,820,122	1,770,143	10,597,698
Wyoming	61,330	521,800	218,000	2,166,000	200,000	1,796,071
Outlying parts						
Alaska	7,279	108,318	2,338	180,665	25,000	----
Hawaii	38,447	325,622	827,247	536,346	43,315	5,500
Porto Rico	16,300	257,000	55,900	356,350	----	12,000

TABLE 16.—*Receipts of universities, colleges, and professional schools in 1925–26*

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	$101,499,120	$10,274,048	$32,072,876	$49,748,999	$18,355,836	$81,522,432	$16,144,147	$29,473,324	$72,374,608	$16,396,853	$51,912,421	$479,774,664	$407,400,056
Alabama	961,466	120,757	587,328	238,179	----------	620,465	299,921	161,870	159,780	85,500	465,303	3,700,569	3,540,789
Arizona	122,418	25,584	63,175	39,400	165,000	651,449	132,761	----------	----------	1,254	45,167	1,246,208	1,246,208
Arkansas	378,611	45,601	293,593	89,311	325,000	636,000	253,887	122,040	4,215	91,982	76,295	2,316,535	2,312,320
California	5,331,307	291,684	799,953	2,484,095	354,787	5,445,771	243,841	3,718,137	1,565,207	713,868	1,962,938	22,911,588	21,346,381
Colorado	865,552	19,112	83,781	193,636	363,325	1,794,712	170,564	10,238	625,535	293,275	696,305	5,118,035	4,492,500
Connecticut	1,778,422	466,479	251,967	3,115,285	104,979	348,507	138,062	1,029,363	3,384,512	886,208	477,492	11,981,276	8,596,764
Delaware	52,556	22,960	94,729	25,786	----------	180,537	121,292	----------	----------	3,800	35,785	537,445	537,445
Dist. Columbia	2,313,115	71,819	181,543	423,249	----------	----------	504,371	680,498	304,941	343,366	228,890	5,051,792	4,746,851
Florida	340,986	39,831	481,926	134,539	793,507	1,003,939	214,812	----------	18,701	67,232	290,325	3,385,798	3,367,097
Georgia	1,540,976	166,990	1,000,237	401,949	201,000	940,547	286,128	747,914	656,502	435,695	605,959	6,983,897	6,327,395
Idaho	93,744	47,383	102,356	128,251	314,500	880,968	143,770	11,000	10,972	32,335	92,128	1,857,407	1,846,435
Illinois	7,436,479	546,157	1,256,263	3,814,260	441,891	4,251,798	343,103	1,756,064	10,783,223	1,039,274	1,703,520	33,372,032	22,588,809
Indiana	2,837,641	277,827	552,314	662,947	496,685	2,998,624	314,373	1,068,367	739,276	275,625	1,149,376	11,373,055	10,633,779
Iowa	2,719,368	326,495	785,507	648,772	1,041,288	4,209,662	321,826	140,480	553,868	395,795	2,377,676	13,520,737	12,966,869
Kansas	1,508,324	117,464	467,315	363,661	443,600	2,415,433	240,081	131,270	658,659	185,010	806,023	7,336,840	6,678,181
Kentucky	714,029	96,342	512,723	399,593	----------	1,122,927	301,595	765,674	845,455	263,035	683,124	5,704,497	4,859,042
Louisiana	690,395	51,378	238,196	546,691	1,033,098	880,829	249,130	193,017	16,400	375,563	424,129	4,698,826	4,682,426
Maine	454,452	98,826	239,589	374,328	60,000	430,626	161,877	103,350	11,379	24,929	104,052	2,063,408	2,052,029
Maryland	1,890,042	312,649	804,124	1,235,750	225,000	714,676	2,107,055	697,211	4,141,840	420,314	1,114,130	13,662,791	9,520,951
Massachusetts	8,965,357	1,335,150	3,788,080	8,075,073	14,581	992,275	131,234	3,154,656	11,828,223	1,201,118	2,094,713	41,580,460	29,752,237
Michigan	2,590,708	138,064	254,322	559,767	1,674,923	5,450,868	270,919	162,176	871,728	483,916	2,497,684	14,955,075	14,083,347
Minnesota	2,150,543	272,476	986,164	966,010	654,510	3,907,916	347,985	437,387	1,514,503	404,233	1,483,390	13,125,117	11,610,614
Mississippi	564,527	80,190	598,588	218,868	500,000	759,779	261,143	236,662	423,800	93,489	485,089	4,222,135	3,798,335
Missouri	3,542,874	143,275	1,230,912	1,557,417	10,724	1,539,615	342,941	1,278,955	1,293,684	368,406	1,327,334	12,636,137	11,342,453
Montana	145,747	41,892	117,299	110,065	144,886	620,439	154,772	24,681	50,000	31,085	97,321	1,538,187	1,488,187

TABLE 16.—*Receipts of universities, colleges, and professional schools in 1925–26*—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	$1,075,117	$67,935	$250,831	$330,970	$450,000	$1,819,523	$203,621	$154,626	$223,694	$190,716	$863,022	$5,630,055	$5,406,361
Nevada	54,065	13,010	35,162	17,065	40,185	223,188	127,872			23,050	114,988	648,585	648,585
New Hampshire	811,815	293,440	275,550	390,498	170,441	399,851	129,099	170,825	1,078,800	165,980	261,436	4,147,735	3,068,935
New Jersey	1,795,056	306,613	388,869	1,271,949	250,221	783,470	207,014	677,714	488,089	197,007	593,776	6,959,778	6,471,689
New Mexico	50,563	5,134	103,547	125,615	13,100	283,929	141,719			279	106,435	830,321	830,321
New York	16,263,145	904,492	2,403,555	7,495,512	742,171	4,214,761	2,903,931	5,369,087	4,705,025	2,140,547	12,881,484	60,023,710	55,318,685
North Carolina	1,402,390	376,918	1,367,517	540,817	1,453,613	1,732,856	318,356	250,287	791,426	330,327	774,757	9,339,264	8,547,838
North Dakota	124,049	24,430	125,076	219,984	88,321	944,524	185,870	3,000	65,074	20,140	125,984	1,926,452	1,861,378
Ohio	5,507,228	546,632	1,315,615	2,906,176	2,122,400	4,722,607	281,362	1,404,704	13,391,458	1,075,194	1,825,476	35,098,852	21,707,394
Oklahoma	464,108	35,529	139,792	351,167	724,750	1,857,637	261,423	12,500	211,752	122,851	611,951	4,793,460	4,581,708
Oregon	777,396	24,225	350,430	225,152		2,386,297	159,330	53,574	567,347	168,325	251,930	4,964,006	4,396,659
Pennsylvania	10,707,975	779,980	2,309,817	3,742,193	172,618	2,516,902	490,757	1,925,105	2,878,632	1,083,430	4,288,917	30,896,326	28,017,694
Rhode Island	820,441	97,212	151,135	448,102	8,500	142,945	119,269		3,035		812,318	2,602,957	2,599,922
South Carolina	714,103	119,123	1,204,199	256,480	98,611	1,601,667	240,382	53,527	372,747	86,015	409,841	5,156,695	4,783,948
South Dakota	301,915	50,638	133,303	158,330	295,100	954,270	172,494	189,152	315,266	294,775	202,770	3,068,013	2,752,747
Tennessee	1,303,199	209,710	562,496	847,509	668,690	841,586	332,141	498,594	3,784,272	487,630	514,476	10,050,303	6,266,031
Texas	2,756,780	459,233	2,322,546	1,494,966	358,370	4,025,347	443,812	1,186,435	870,149	506,754	1,150,519	15,574,911	14,704,762
Utah	373,012		21,604	84,461	30,000	720,935	139,395	35,691	5,850	183,784	511,006	2,105,738	2,099,888
Vermont	453,750	68,776	128,175	239,726		177,947	148,577	50,811	151,643	18,875	121,291	1,559,571	1,407,928
Virginia	1,973,824	368,942	1,730,259	677,328	230,705	1,187,297	269,740	303,083	1,036,303	323,254	1,519,395	9,620,130	8,583,827
Washington	853,025	92,959	258,230	314,496	307,684	2,125,808	199,146	70,015	352,973	46,870	583,592	5,204,798	4,851,825
West Virginia	398,002	86,988	156,397	156,632	161,000	1,232,000	231,015	69,822	78,530	80,141	339,605	2,990,132	2,911,602
Wisconsin	2,468,964	166,078	523,762	553,641	337,824	3,433,021	255,979	363,762	538,980	332,602	1,607,940	10,582,553	10,043,573
Wyoming	59,559	19,666	43,025	93,348	268,248	395,702	124,400		1,160		115,364	1,120,472	1,119,312
Outlying parts													
Alaska	1,118	807				204,432	50,000				860	257,217	257,217
Hawaii	14,330	24,120			7,575	248,990	50,000	540	2,500	2,579	44,371	395,005	392,505
Porto Rico	36,173			1,003	100,000	580,392	50,297				17,859	785,724	785,724

TABLE 17.—*Professors and instructors in publicly controlled universities, colleges, and professional schools in 1925–26*

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 U. S.	154	393	328	13,390	3,599	3,295	186	44	29	16,815	4,075
Alabama	3	1	4	172	62	24	0	5	0	193	66
Arizona	2			105	33	7	0			112	33
Arkansas	1	2	3	95	20	61	0			158	23
California	12	11	15	936	330	352	68	12	11	1,311	424
Colorado	3	33	21	276	70	89	0			347	66
Connecticut	1	8	0	57	8					59	8
Delaware	1			58	18					58	18
District of Columbia	1	10	5	10	5					10	5
Florida	2	0	4	119	70	9	0			124	74
Georgia	5	5	6	224	69	71	0			298	75
Idaho	2			133	40	6	0			139	40
Illinois	3	6	9	673	148	241	23			920	180
Indiana	2			397	64	81	0			478	64
Iowa	4	28	20	620	203	131	11			779	232
Kansas	8	5	3	429	168	70	6			504	177
Kentucky	2	1	4	198	39	178	3			354	46
Louisiana	2	3	4	126	64	5	0			134	68
Maine	1			106	22					106	22
Maryland	2	7	1	311	30	314	1			610	32
Massachusetts	2	19	2	90	6					109	8
Michigan	9	10	11	837	102	242	10			1,089	123
Minnesota	6	38	47	461	112	102	8			601	167
Mississippi	3			103	78	11	0			113	79
Missouri	3			297	92	20	1			314	93
Montana	3			123	35	7	0			130	35
Nebraska	1	12	10	194	75	129	2	18	16	341	93
Nevada	1			56	16					56	16
New Hampshire	1			90	14					90	14
New Jersey	1	8	1	115	18					123	19
New Mexico	4	15	0	71	19					86	19
New York	5	57	64	739	166					796	230
North Carolina	3			316	84	30	0			335	84
North Dakota	3	46	25	180	55	33	4	9	2	243	72
Ohio	6	2	2	985	226	300	8			1,287	236
Oklahoma	5	14	4	300	134	89	4			372	141
Oregon	2			298	99	33	0			328	99
Pennsylvania	2			292	29					292	29
Rhode Island	1			37	10					37	10
South Carolina	5	2	8	199	71	8	0			209	79
South Dakota	3	2	3	159	46	20	1			159	47
Tennessee	1			98	20	157	0			255	20
Texas	12	20	14	545	232	64	11			624	250
Utah	2			158	54	18	0			158	54
Vermont	1			113	25	51	0			164	25
Virginia	5			326	16	211	9			494	25
Washington	2	9	4	341	85	20	2			370	91
West Virginia	3	5	7	168	41	25	0			198	48
Wisconsin	1	12	18	597	139	81	14			684	170
Wyoming	1	2	9	57	37	5	0			64	46
Outlying parts											
Alaska	1			13	4					13	4
Hawaii	1			41	10					41	10
Porto Rico	1	10	21	56	15	18	0			56	31

[1] Including engineering.
[2] Includes law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 18.—*Students in publicly controlled universities, colleges, and professional schools in 1925–26*

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.	6,080	4,376	148,085	90,363	8,663	4,458	19,800	929	7,828	6,609	186,136	104,757
Alabama	29	61	2,834	1,245	38	17	328	2	78	26	3,263	1,336
Arizona			944	670	72	60	62	2	100	62	1,178	794
Arkansas	78	88	953	591	7	8	182	1	42	10	1,213	676
California	189	238	8,166	9,580	1,007	889	1,043	67	174	521	10,579	11,295
Colorado	112	32	2,714	1,300	101	57	351	27	106	0	3,333	1,389
Connecticut	28	0	337	125	10	1			8	7	383	133
Delaware			376	293	6	0			4	0	376	293
Dist. of Columbia	28	19	48	29					1	2	77	50
Florida	6	31	1,566	1,393	33	3	240	0	78	16	1,860	1,427
Georgia	31	139	3,046	1,268	37	9	259	8	12	41	3,385	1,465
Idaho	14	7	1,418	1,024	49	21	54	2	81	63	1,532	1,090
Illinois	105	80	8,381	3,520	619	165	1,335	75	93	64	10,440	3,840
Indiana			4,133	2,244	222	95	960	26	59	95	5,374	2,460
Iowa	300	103	4,734	3,214	590	309	1,030	29	70	127	6,603	3,607
Kansas	45	37	4,691	3,024	249	182	440	22	54	35	5,417	3,297
Kentucky	81	32	1,842	1,033	86	57	474	9	56	81	2,518	1,212
Louisiana	30	32	1,445	1,022	40	11	71	3	26	24	1,605	1,092
Maine			964	265	43	30			15	5	1,022	300
Maryland	32	27	2,655	275	99	14	1,652	38	140	49	4,562	403
Massachusetts	168	21	645	96	42	5					855	122
Michigan	82	129	9,479	4,458	709	264	1,904	96	19	39	11,985	4,947
Minnesota	1,010	472	5,263	3,780	828	309	1,281	77	437	640	8,600	5,030
Mississippi			1,699	1,357	17	4	204	3	63	31	1,983	1,395
Missouri	50	51	3,680	2,097	210	143	187	5	83	65	4,125	2,287
Montana			1,467	902	61	29	89	12	56	139	1,673	1,042
Nebraska	557	646	3,264	2,746	205	151	487	35	58	88	4,453	3,586
Nevada			575	338	14	9			24	11	575	338
New Hampshire			998	375	16	2			43	7	1,057	375
New Jersey	108	0	868	697	33	6			9	0	1,018	703
New Mexico	334	0	638	243	6	6			14	25	985	274
New York	1,216	1,212	12,792	6,836	91	0			2,000	850	14,883	8,898
North Carolina			3,322	1,605	224	40	323	4	203	133	4,003	1,768
North Dakota	241	103	1,448	982	53	8	183	13	159	144	2,055	1,175
Ohio	76	64	10,430	6,636	736	396	1,578	77	1,937	1,930	14,395	8,829
Oklahoma	229	98	4,216	3,350	143	99	535	20	188	188	5,127	3,628
Oregon			3,658	2,394	112	80	447	47	119	83	4,255	2,559
Pennsylvania			3,251	430	126	29			61	68	3,438	527
Rhode Island			422	96	6	1					423	96
South Carolina	89	83	2,352	1,994	92	70	273	10	54	230	2,646	2,337
South Dakota	228	61	1,202	680	31	18	196	9	83	126	1,730	874
Tennessee			1,105	546	23	19	409	8	210	54	1,534	576
Texas	177	115	6,256	4,975	226	134	554	29	275	88	7,443	5,336
Utah			1,990	1,585	107	36	136	5	257	152	2,315	1,636
Vermont			611	403	11	4	97	8	5	11	708	411
Virginia			3,730	583	135	37	1,028	27	145	32	4,957	660
Washington	63	26	5,510	3,801	264	224	365	69	26	88	6,202	4,120
West Virginia	112	157	1,548	994	136	78	280	10	12	29	2,068	1,151
Wisconsin	184	127	3,876	2,827	671	316	541	54	40	67	5,312	3,391
Wyoming	48	85	543	442	27	13	22	0	51	63	613	527
Outlying parts												
Alaska			40	28					12	20	40	28
Hawaii			328	132	15	13			46	149	389	294
Porto Rico	304	417	336	339			98	22	100	46	838	824

[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 19.—*Property of publicly controlled universities, colleges, and professional schools in 1925–26*

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	9,854,484	$96,317,200	$79,034,744	$291,484,971	$31,479,462	$96,816,750
Alabama	123,514	638,855	461,000	3,436,140	1,021,173	2,495,915
Arizona	70,000	538,750	515,000	1,634,500	475,500	10,000
Arkansas	65,000	470,000	135,000	675,000	125,000	122,667
California	898,441	7,332,841	6,276,837	13,050,705	----	10,506,506
Colorado	247,607	1,851,860	884,450	7,117,604	----	414,606
Connecticut	35,000	443,984	108,295	2,053,130	613,500	135,000
Delaware	32,297	543,190	310,685	1,403,342	362,500	535,249
District of Columbia	7,000	----	----	1,000,000	----	14,000
Florida	72,987	2,390,000	1,891,400	2,925,150	1,096,825	185,800
Georgia	107,000	1,305,474	1,420,600	4,129,700	1,133,000	552,202
Idaho	99,067	781,000	248,000	1,692,600	410,000	1,868,114
Illinois	687,345	5,249,096	1,445,424	12,426,924	584,196	1,032,662
Indiana	267,525	2,529,646	1,007,817	7,614,059	567,299	1,753,779
Iowa	426,789	5,649,944	2,938,458	10,783,528	1,257,221	981,295
Kansas	260,014	3,775,361	1,170,322	5,530,390	270,500	725,545
Kentucky	97,302	802,940	926,334	1,573,721	270,000	452,549
Louisiana	73,961	759,494	675,000	5,385,000	590,000	318,863
Maine	70,602	417,685	26,247	961,216	163,487	650,508
Maryland	107,791	1,783,299	2,298,900	27,735,801	240,500	117,644
Massachusetts	76,622	1,211,516	311,531	1,876,638	193,808	240,667
Michigan	741,259	9,521,128	5,686,393	22,404,994	2,916,971	3,698,265
Minnesota	472,000	4,737,120	6,493,455	12,621,115	773,518	7,415,911
Mississippi	114,026	1,605,191	464,020	3,916,844	1,242,135	1,106,430
Missouri	314,868	2,539,585	887,193	4,994,088	34,000	1,689,448
Montana	139,559	730,197	649,248	3,546,737	426,301	1,841,529
Nebraska	201,590	1,726,172	2,348,446	4,782,246	19,165	937,800
Nevada	44,725	298,951	110,000	653,406	172,516	358,439
New Hampshire	54,876	404,000	170,000	2,100,000	935,000	1,030,000
New Jersey	157,524	1,282,497	1,614,116	3,633,092	802,817	2,093,434
New Mexico	65,017	614,656	296,000	1,580,135	418,500	1,247,630
New York	235,108	1,865,618	11,574,449	23,356,905	10,000	94,465
North Carolina	217,462	2,547,509	1,329,562	11,424,044	4,262,431	1,580,569
North Dakota	135,248	1,336,379	307,146	2,763,431	296,644	3,560,825
Ohio	569,041	4,950,099	7,126,959	14,374,825	1,579,423	7,059,758
Oklahoma	129,504	1,854,131	296,128	5,231,988	1,041,795	4,599,287
Oregon	240,674	1,656,010	1,017,666	4,832,360	567,621	366,504
Pennsylvania	97,746	2,016,971	426,186	3,036,098	770,834	517,000
Rhode Island	24,600	282,000	18,000	700,000	----	50,000
South Carolina	171,728	1,854,417	2,970,806	5,689,408	1,283,000	576,440
South Dakota	104,900	1,146,426	645,532	2,175,225	461,000	836,454
Tennessee	78,556	901,875	1,627,485	2,475,459	261,900	400,000
Texas	358,751	4,496,508	3,291,947	9,368,843	833,338	16,480,463
Utah	123,800	820,843	56,100	2,843,700	----	367,625
Vermont	118,716	361,205	100,000	1,920,000	303,000	1,314,210
Virginia	273,000	1,525,694	1,184,118	7,452,973	1,278,536	4,170,379
Washington	329,361	1,731,698	1,618,817	5,300,011	269,508	7,225,176
West Virginia	109,651	1,146,003	1,833,437	4,798,946	445,000	115,000
Wisconsin	344,000	3,367,582	1,622,235	8,336,950	500,000	1,164,067
Wyoming	61,330	521,800	218,000	2,166,000	200,000	1,796,071
Outlying parts						
Alaska	7,279	108,318	2,338	180,665	25,000	----
Hawaii	38,447	325,622	827,247	536,346	43,315	5,500
Porto Rico	16,300	257,000	55,900	356,350	----	12,000

TABLE 20.—*Receipts of publicly controlled universities, colleges, and professional schools in 1925–26*

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	$19,722,553	$1,720,050	$6,862,882	$4,991,172	$17,608,047	$78,346,145	$15,395,130	$4,682,441	$1,724,358	$1,117,186	$24,035,056	$176,205,020	$174,480,662
Alabama	429,895	42,266	197,617	158,300		620,465	299,921	34,240		15,727	223,565	2,021,996	2,021,996
Arizona	122,418	25,584	63,175	39,400	165,000	651,449	132,761			1,254	45,167	1,246,208	1,246,208
Arkansas	97,096			6,633	325,000	636,000	253,887			900	23,506	1,343,022	1,343,022
California	1,615,729	14,780	22,735	432,055	354,787	5,445,771	243,841	2,743,408	338,711	236,770	1,256,757	12,705,344	12,366,633
Colorado	265,905			25,175	363,325	1,794,712	170,564			101,000	626,101	3,346,782	3,346,782
Connecticut	71,643	30,223	108,951	13,907	104,979	348,507	138,062			1,122	238,028	1,055,422	1,055,422
Delaware	52,556	22,960	94,729	25,786		180,537	121,292			3,800	35,785	537,445	537,445
Dist. Columbia	4,845						112,240					117,085	117,085
Florida	173,403		351,416	10,082	793,507	1,003,939	214,812		2,500		259,153	2,808,812	2,806,312
Georgia	445,764	21,411	76,315	38,703	201,000	940,547	286,128	130,000		39,457	420,197	2,599,522	2,599,522
Idaho	39,389	39,437	97,656	108,655	314,500	880,968	143,770				82,048	1,706,423	1,706,423
Illinois	801,031	51,397	86,375	38,851	441,891	4,251,798	343,103			62,885	752,941	6,830,272	6,830,272
Indiana	790,504	2,938		71,467	496,685	2,998,624	314,373	292,690		12,783	979,328	5,959,392	5,959,392
Iowa	974,695	172,229	79,954	55,356	1,041,288	4,209,662	321,826	20,000		16,700	2,072,165	8,963,875	8,963,875
Kansas	557,974	15,914	107,795	42,653	443,600	2,415,433	240,081			500	475,010	4,298,960	4,298,960
Kentucky	297,675		58,302	32,042		1,122,927	301,595			4,266	387,038	2,203,845	2,203,845
Louisiana	78,306		50,600	14,556	1,033,098	880,829	249,130	36,293			265,742	2,608,554	2,608,554
Maine	159,387		125,867	33,603	60,000	430,626	161,877				100,988	1,072,348	1,072,348
Maryland	503,592	28,060	96,562	6,832	125,000	530,676	2,107,055			3,413	700,506	4,101,696	4,101,696
Massachusetts	58,051	15,048	137,099	10,029	14,581	992,275	114,568				146,966	1,488,617	1,488,617
Michigan	1,664,705	27,823		249,553	1,674,923	5,450,868	270,919		329,051	180,514	2,110,902	11,959,258	11,630,207
Minnesota	1,056,815	167,070	240,038	588,480	654,510	3,907,916	347,985		100,000		1,257,742	8,320,556	8,220,556
Mississippi	241,435	34,684	356,127	66,384	500,000	759,779	261,143	100,000			417,084	2,736,636	2,736,636
Missouri	504,443	3,929	69,101	91,479	10,724	1,539,615	342,941	99,409	8,733	4,590	965,351	3,640,315	3,631,582
Montana	113,564	32,028	78,543	109,065	144,886	620,439	154,772	24,681		26,227	82,321	1,386,526	1,386,526

Nebraska	448,190	11,874	102,739	52,389	450,000	1,819,523	203,621				695,215	3,783,551	3,783,551
Nevada	54,065	13,010	35,162	17,065	40,185	223,188	127,872			23,050	114,988	648,585	648,585
New Hampshire	152,165	52,205	56,665	39,208	170,441	399,851	129,099				197,886	1,197,520	1,197,520
New Jersey	307,858	117,669	188,139	101,063	250,221	783,470	207,014	580,214	261,426	21,343	396,802	3,215,219	2,953,793
New Mexico	50,563	5,134	103,547	125,615	13,100	283,929	141,719			279	106,435	830,321	830,321
New York	302,675			9,044	142,000	2,569,880	2,583,931	150,000	1,000	800	8,504	5,767,834	5,766,834
North Carolina	464,962	129,395	575,223	91,756	1,453,613	1,732,856	318,356				676,690	5,442,851	5,442,851
North Dakota	84,130	16,373	100,082	193,945	88,321	944,524	185,870			11,025	123,874	1,748,144	1,748,144
Ohio	1,415,028	102,835	263,797	434,056	2,122,400	4,715,357	281,362	189,478	443,951	104,963	1,228,826	11,302,053	10,858,102
Oklahoma	101,550	13,185	61,185	277,002	724,750	1,857,637	261,423		1,000		542,460	3,840,192	3,839,192
Oregon	447,384		260,475	20,220		2,386,297	159,330	10,000		7,210	159,801	3,450,717	3,450,717
Pennsylvania	716,255	62,163	78,084	26,020	125,000	1,221,846	470,537			19,174	464,358	3,183,437	3,183,437
Rhode Island	18,763	7,782	91,630	2,500	8,500	142,945	119,269				60,495	451,884	451,884
South Carolina	127,749	27,257	544,335	19,696	98,611	1,601,667	240,382	6,843	15,000		273,170	2,954,710	2,939,710
South Dakota	127,449	22,534	37,099	82,178	295,100	954,270	172,494			98,926	188,693	1,978,743	1,978,743
Tennessee	156,304	19,091	43,266	20,000	668,690	841,586	332,141		1,775	7,309	263,092	2,353,254	2,351,479
Texas	584,498	84,664	808,202	560,069	358,370	4,025,347	443,812	76,621	2,720		806,449	7,750,752	7,748,032
Utah	267,395			67,255	30,000	720,935	139,395			1,700	118,590	1,345,270	1,345,270
Vermont	217,797	20,419	37,422	50,816		132,847	148,577		94,487	2,850	112,050	817,265	722,778
Virginia	689,792	116,730	522,355	194,793	230,705	1,187,297	269,740	100,000	122,844	10,000	1,390,909	4,835,165	4,712,321
Washington	651,116	63,987	119,886	217,288	307,684	2,125,808	199,146	14,862		5,775	291,545	3,997,097	3,997,097
West Virginia	188,755	66,296	33,000	4,950	161,000	1,232,000	231,015				262,518	2,179,534	2,179,534
Wisconsin	967,731		258,607	21,850	337,824	3,433,021	255,979	73,702		90,874	1,511,951	6,951,539	6,951,539
Wyoming	59,559	19,666	43,025	93,348	268,248	395,702	124,400		1,160		115,364	1,120,472	1,119,312
Outlying parts													
Alaska	1,118	807				204,432	50,000				860	257,217	257,217
Hawaii	14,330	24,120			7,575	248,990	50,000	540	2,500	2,579	44,371	395,005	392,505
Porto Rico	36,173			1,003	100,000	580,392	50,297				17,859	785,724	785,724

TABLE 21.—*Professors and instructors in privately controlled universities, colleges, and professional schools in 1925–26*

State	Institutions	Preparatory departments[1]		Collegiate departments[2]		Professional departments[3]		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 U. S.	821	1,796	1,400	19,215	7,122	10,857	395	506	856	31,834	9,500
Alabama	9	43	18	136	70	8	0	3	12	185	100
Arkansas	10	18	18	74	44	13	0	7	29	112	91
California	32	50	77	855	230	657	32	13	5	1,554	338
Colorado	7	14	12	156	58	94	1	4	4	268	75
Connecticut	7	-------	-------	483	71	171	8	-------	-------	654	79
District of Columbia	12	3	3	488	89	525	12	0	1	1,016	104
Florida	4	11	5	49	24	8	0	7	15	75	44
Georgia	25	53	59	224	190	251	2	6	20	531	271
Idaho	2	-------	-------	21	13	-------	-------	4	2	25	15
Illinois	53	188	85	1,120	509	1,102	36	47	61	2,440	670
Indiana	24	25	42	447	212	81	1	17	24	566	258
Iowa	28	63	19	445	298	47	2	16	20	564	335
Kansas	20	58	34	264	159	29	8	31	34	360	233
Kentucky	24	65	76	138	90	56	5	1	25	254	188
Louisiana	9	20	27	202	106	316	13	0	5	536	149
Maine	4	-------	-------	99	7	8	0	-------	-------	107	7
Maryland	17	78	20	384	191	281	14	6	12	732	225
Massachusetts	29	34	14	1,935	570	894	31	22	14	2,804	615
Michigan	16	36	40	331	132	93	0	13	13	458	177
Minnesota	22	105	54	310	194	145	2	15	16	533	265
Mississippi	13	12	37	87	88	1	0	2	23	97	142
Missouri	43	55	82	509	288	798	25	18	50	1,328	427
Montana	2	9	0	20	9	-------	-------	-------	-------	25	9
Nebraska	13	49	18	246	111	133	0	15	21	429	144
New Hampshire	2	12	0	214	0	18	0	-------	-------	228	0
New Jersey	14	24	5	399	47	96	4	7	6	512	59
New York	58	148	48	3,465	871	2,181	83	38	41	5,789	1,036
North Carolina	28	44	102	324	243	36	1	1	17	403	350
North Dakota	1	-------	-------	19	19	-------	-------	-------	-------	19	19
Ohio	46	96	55	1,011	468	334	4	16	29	1,445	545
Oklahoma	8	11	29	97	36	32	0	9	27	140	78
Oregon	12	25	21	118	41	106	7	3	8	231	77
Pennsylvania	64	149	76	2,491	524	1,500	89	60	49	4,166	712
Rhode Island	3	-------	-------	159	3	-------	-------	-------	-------	159	3
South Carolina	17	3	6	171	166	13	0	0	13	187	176
South Dakota	6	16	10	64	38	-------	-------	7	9	81	53
Tennessee	28	42	66	300	151	296	2	15	48	642	248
Texas	45	69	130	527	303	226	9	28	87	830	499
Utah	5	19	20	80	28	-------	-------	3	4	96	52
Vermont	3	8	0	80	9	-------	-------	-------	-------	87	9
Virginia	26	18	63	251	214	47	0	16	44	327	317
Washington	6	43	1	92	34	12	0	3	5	150	40
West Virginia	8	14	23	71	50	-------	-------	0	18	84	89
Wisconsin	16	66	5	259	124	249	4	53	45	605	177

[1] Including secondary schools.
[2] Including engineering.
[3] Includes theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 22.—*Students enrolled in privately controlled universities, colleges, and professional schools in 1925–26*

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.	27,105	18,071	199,580	157,430	11,496	7,883	72,791	4,893	15,383	23,746	323,596	208,406
Alabama	453	225	1,424	1,436	------	------	28	0	92	495	1,997	1,872
Arkansas	259	264	960	954	------	------	111	0	102	708	1,397	1,466
California	1,170	485	7,726	4,550	512	424	3,887	348	308	300	13,467	6,080
Colorado	226	150	1,562	1,074	41	49	526	52	45	123	2,303	1,350
Connecticut	------	------	4,202	829	461	128	890	33	66	67	5,524	1,057
Dist. Columbia	37	68	5,114	3,387	610	304	3,651	255	170	24	9,453	4,031
Florida	79	15	396	658	4	13	91	11	26	173	596	854
Georgia	949	948	2,346	3,150	130	35	1,391	24	72	426	4,885	4,520
Idaho	------	------	235	361	------	------	------	------	26	80	261	441
Illinois	2,936	787	12,825	15,367	2,691	2,074	7,092	572	4,357	2,798	29,069	21,295
Indiana	410	335	6,660	4,959	66	17	1,001	68	203	249	8,331	5,555
Iowa	808	133	5,152	5,715	18	41	637	65	343	1,075	6,941	6,975
Kansas	762	345	3,255	3,576	16	9	185	49	657	1,823	4,558	5,374
Kentucky	1,341	1,605	1,626	1,780	9	3	813	44	24	218	3,744	3,592
Louisiana	393	460	1,930	1,772	38	78	1,151	58	27	109	3,535	2,460
Maine	------	------	1,245	523	7	2	37	4	------	------	1,289	528
Maryland	955	247	3,564	3,723	286	175	786	29	36	185	5,608	4,299
Massachusetts	1,136	222	18,745	11,856	1,422	828	8,140	810	401	215	29,838	13,915
Michigan	664	470	3,484	2,461	0	6	1,139	30	145	346	5,425	3,279
Minnesota	1,091	514	3,001	2,937	3	2	1,027	61	114	404	5,171	3,845
Mississippi	293	571	966	1,555	------	------	3	0	22	281	1,281	2,342
Missouri	793	810	5,044	4,878	193	80	4,935	242	324	1,384	11,106	7,136
Montana	74	0	174	109	------	------	------	------	------	------	248	109
Nebraska	478	159	2,304	2,438	25	44	858	16	337	617	3,872	3,274
New Hampshire	150	0	2,261	0	9	0	47	0	1	0	2,468	0
New Jersey	167	31	3,075	517	203	15	2,457	196	43	69	5,945	828
New York	2,278	538	34,645	22,147	2,333	1,944	15,705	1,003	1,552	2,039	56,319	27,670
North Carolina	652	1,037	3,500	3,876	56	31	268	3	162	585	4,572	5,224
North Dakota	------	------	181	251	------	------	------	------	------	------	181	251
Ohio	1,878	571	10,044	10,048	133	86	2,619	178	317	683	14,968	11,544
Oklahoma	164	336	1,051	1,697	21	3	132	89	97	428	1,465	2,523
Oregon	230	328	839	893	13	2	803	112	52	177	1,887	1,460
Pennsylvania	2,080	844	25,745	13,592	1,694	1,150	7,470	346	4,161	3,120	41,120	18,951
Rhode Island	------	------	1,868	534	115	75	143	15	30	4	2,152	624
South Carolina	81	561	1,606	2,398	------	------	98	2	47	385	1,827	3,346
South Dakota	118	86	561	608	0	2	------	------	97	244	870	882
Tennessee	791	1,202	3,599	3,536	54	22	1,483	46	249	750	6,106	5,407
Texas	843	2,069	6,361	8,687	170	151	1,501	109	385	1,651	9,065	12,362
Utah	200	215	958	1,091	16	5	------	------	17	62	1,178	1,331
Vermont	72	0	669	276	7	4	------	------	------	------	748	280
Virginia	298	1,001	2,939	3,460	2	6	536	5	21	397	3,791	4,848
Washington	684	97	974	696	91	0	63	0	24	159	1,831	952
West Virginia	164	270	724	726	21	49	------	------	89	223	969	1,229
Wisconsin	948	72	4,040	2,349	26	26	1,087	18	142	670	6,235	3,045

[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 23.—*Property of privately controlled universities, colleges, and professional schools in 1925–26*

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 U. S.	27, 694, 979	$122,756,484	$146,687,214	$620,013,879	$127,826,141	$881, 196, 179
Alabama	134, 160	764, 127	924, 228	3, 434, 509	1, 038, 163	1, 967, 732
Arkansas	73, 985	416, 273	380, 523	2, 845, 135	1, 354, 449	1, 944, 066
California	949, 041	5, 263, 212	3, 757, 744	22, 695, 586	4, 895, 515	43, 488, 777
Colorado	191, 115	761, 933	589, 476	3, 404, 239	461, 000	3, 468, 175
Connecticut	2, 127, 330	7, 571, 369	1, 293, 743	43, 011, 333	12, 785, 114	53, 176, 831
District of Columbia	779, 111	2, 083, 554	1, 933, 613	18, 876, 458	628, 480	5, 811, 459
Florida	64, 772	258, 905	707, 900	933, 780	269, 349	2, 353, 970
Georgia	316, 709	1, 481, 909	2, 306, 898	8, 853, 917	2, 065, 292	9, 175, 455
Idaho	13, 500	46, 734	31, 750	229, 500		540, 505
Illinois	2, 008, 851	7, 907, 828	15, 503, 465	40, 749, 444	5, 266, 024	74, 103, 336
Indiana	634, 944	2, 102, 872	3, 012, 500	14, 624, 418	4, 181, 174	14, 001, 560
Iowa	545, 839	2, 706, 020	2, 348, 245	11, 266, 484	2, 861, 826	12, 557, 672
Kansas	310, 962	1, 678, 225	1, 799, 915	7, 736, 286	1, 736, 741	5, 689, 836
Kentucky	260, 866	1, 924, 370	2, 059, 962	8, 104, 877	2, 831, 660	7, 456, 553
Louisiana	170, 750	1, 628, 801	1, 286, 419	6, 323, 831	893, 646	8, 087, 140
Maine	277, 000	3, 080, 218	150, 857	4, 050, 979	503, 427	7, 591, 976
Maryland	583, 815	2, 432, 429	2, 127, 517	20, 304, 755	3, 196, 017	26, 999, 988
Massachusetts	3, 944, 173	10, 081, 433	16, 896, 841	63, 486, 968	17, 685, 650	159, 453, 555
Michigan	330, 672	1, 245, 417	4, 136, 752	6, 469, 158	1, 445, 925	5, 503, 966
Minnesota	407, 471	1, 886, 971	2, 380, 724	12, 794, 870	3, 326, 211	8, 085, 757
Mississippi	82, 199	503, 649	1, 023, 950	3, 123, 568	1, 276, 500	2, 336, 900
Missouri	769, 356	6, 386, 015	3, 581, 588	21, 813, 361	5, 071, 013	25, 019, 424
Montana	14, 371	247, 762	27, 175	714, 437	80, 000	527, 500
Nebraska	185, 665	925, 634	907, 741	5, 084, 419	643, 601	4, 058, 993
New Hampshire	238, 000	750, 000	750, 000	4, 000, 000	1, 500, 000	7, 655, 415
New Jersey	994, 643	1, 064, 360	2, 525, 620	7, 021, 276	1, 652, 000	24, 517, 624
New York	4, 073, 454	17, 387, 621	26, 004, 544	89, 553, 246	13, 455, 096	146, 367, 315
North Carolina	302, 826	1, 584, 316	2, 731, 460	9, 891, 505	3, 798, 987	11, 969, 256
North Dakota	9, 000	79, 420	49, 100	353, 500	98, 000	585, 491
Ohio	1, 657, 817	7, 375, 797	7, 753, 120	31, 933, 371	7, 115, 100	48, 845, 489
Oklahoma	48, 746	318, 436	428, 156	1, 485, 383	245, 000	1, 388, 975
Oregon	121, 630	493, 046	895, 653	2, 064, 740	448, 012	4, 200, 133
Pennsylvania	2, 569, 011	18, 107, 448	19, 226, 437	71, 879, 380	8, 441, 331	77, 878, 013
Rhode Island	365, 400	60, 000	1, 115, 000	4, 499, 000	1, 000, 000	8, 619, 880
South Carolina	192, 663	676, 743	1, 392, 539	6, 749, 964	1, 510, 308	3, 412, 558
South Dakota	63, 125	192, 058	402, 116	2, 101, 062	216, 381	2, 018, 183
Tennessee	349, 797	1, 959, 858	2, 757, 093	12, 964, 747	2, 364, 732	16, 652, 088
Texas	482, 913	3, 535, 029	5, 896, 662	17, 625, 587	6, 093, 963	16, 073, 753
Utah	73, 955	403, 755	129, 773	1, 174, 850	64, 500	330, 035
Vermont	90, 000	377, 046	70, 195	1, 726, 628	741, 028	3, 475, 765
Virginia	365, 403	2, 159, 942	1, 564, 066	11, 294, 030	2, 450, 468	9, 573, 587
Washington	78, 050	389, 757	603, 023	2, 745, 263	234, 437	1, 890, 671
West Virginia	69, 500	416, 578	721, 961	2, 534, 863	629, 878	2, 907, 191
Wisconsin	372, 389	2, 039, 614	2, 501, 170	7, 483, 172	1, 270, 143	9, 433, 631

TABLE 24.—*Receipts of privately controlled universities, colleges, and professional schools, 1925–26*

State	From student fees			From productive funds	From United States, State, or city	Private benefactions			From 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 endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	$81,776,567	$8,553,998	$25,209,994	$44,757,827	$4,673,093	$24,790,883	$70,650,250	$15,279,669	$27,877,365	$303,569,644	$232,919,394
Alabama	531,571	78,491	389,711	79,879		127,630	159,780	69,773	241,738	1,678,573	1,518,793
Arkansas	281,515	45,601	293,593	82,678		122,040	4,215	91,082	52,789	973,513	969,298
California	3,715,578	276,904	777,218	2,052,040		974,729	1,226,496	477,098	706,181	10,206,244	8,979,748
Colorado	599,647	19,112	83,781	168,461		10,238	625,535	194,275	70,204	1,771,253	1,145,718
Connecticut	1,706,779	436,256	143,016	3,101,378		1,029,363	3,384,512	885,086	239,464	10,925,854	7,541,342
District of Columbia	2,308,270	71,819	181,543	423,249	[1] 392,131	680,498	304,941	343,366	228,890	4,934,707	4,629,766
Florida	167,583	39,831	130,510	124,457			16,201	67,232	31,172	576,986	560,785
Georgia	1,095,212	145,579	923,922	363,246		617,914	656,502	396,238	185,762	4,384,375	3,727,873
Idaho	54,355	7,946	4,700	19,596		11,000	10,972	32,335	10,080	150,984	140,012
Illinois	6,635,448	494,760	1,169,888	3,775,409		1,756,064	10,783,223	976,389	950,579	26,541,760	15,758,537
Indiana	2,047,137	274,889	552,314	591,480		775,677	739,276	262,842	170,048	5,413,663	4,674,387
Iowa	1,744,673	154,266	705,553	593,416		120,480	553,868	379,095	305,511	4,556,862	4,002,994
Kansas	950,350	101,550	359,520	321,008		131,270	658,659	184,510	331,013	3,037,880	2,379,221
Kentucky	416,354	96,342	454,421	367,551		765,674	845,455	258,769	296,086	3,500,652	2,655,197
Louisiana	612,089	51,378	187,596	532,135		156,724	16,400	375,563	158,387	2,090,272	2,073,872
Maine	295,065	98,826	113,722	340,725		103,350	11,379	24,929	3,064	991,060	979,681
Maryland	1,386,450	284,589	707,562	1,228,918	[2] 284,000	697,211	4,141,840	416,901	413,624	9,561,095	5,419,255
Massachusetts	8,907,306	1,320,102	3,650,981	8,065,044	[1] 16,666	3,154,656	11,828,223	1,201,118	1,947,747	40,091,843	28,263,620
Michigan	926,003	110,241	254,322	310,214		162,176	542,677	303,402	386,782	2,995,817	2,453,140
Minnesota	1,093,728	105,406	746,126	377,530		437,387	1,414,503	404,233	225,648	4,804,561	3,390,058
Mississippi	323,092	45,506	242,461	152,484		136,662	423,800	93,489	68,005	1,485,499	1,061,699
Missouri	3,038,431	139,346	1,161,811	1,465,938		1,179,546	1,284,951	363,816	361,983	8,995,822	7,710,871
Montana	32,183	9,864	38,756	1,000			50,000	4,858	15,000	151,661	101,661
Nebraska	626,927	56,061	148,092	278,581		154,626	223,694	190,716	167,807	1,846,504	1,622,810
New Hampshire	659,650	241,235	218,885	351,290		170,825	1,078,800	165,980	63,550	2,950,215	1,871,415

[1] From United States Government.

[2] From State.

TABLE 24.—*Receipts of privately controlled universities, colleges, and professional schools, 1925–26*—Continued

State	From student fees			From productive funds	From United States, State, or city	Private benefactions			From 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 endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
New Jersey	$1,487,198	$188,944	$200,730	$1,170,886		$97,500	$226,663	$175,664	$196,974	$3,744,559	$3,517,896
New York	15,960,470	904,492	2,403,555	7,486,468	[3] $2,565,052	5,219,087	4,704,025	2,139,747	12,872,980	54,255,876	49,551,851
North Carolina	937,428	247,523	792,294	449,061		250,287	791,426	330,327	98,067	3,896,413	3,104,987
North Dakota	39,919	8,057	24,994	26,039		3,000	65,074	9,115	2,110	178,308	113,234
Ohio	4,092,200	443,797	1,051,818	2,472,120	[2] 7,250	1,215,226	12,947,507	970,231	596,650	23,796,799	10,849,292
Oklahoma	362,558	22,344	78,607	74,165		12,500	210,752	122,851	69,491	953,268	742,516
Oregon	330,012	24,225	89,955	204,932		43,574	567,347	161,115	92,129	1,513,289	945,942
Pennsylvania	9,991,720	717,817	2,231,733	3,716,173	[4] 1,362,894	1,925,105	2,878,632	1,064,256	3,824,559	27,712,889	24,834,257
Rhode Island	801,678	89,430	59,505	445,602			3,035		751,823	2,151,073	2,148,038
South Carolina	586,354	91,866	659,864	236,784		46,684	357,747	86,015	136,671	2,201,985	1,844,238
South Dakota	174,466	28,104	96,204	76,152		189,152	315,266	195,849	14,077	1,089,270	774,004
Tennessee	1,146,895	190,619	519,230	827,509		498,594	3,782,497	480,321	251,384	7,697,049	3,914,552
Texas	2,172,282	374,569	1,514,344	934,897		1,109,814	867,429	506,754	344,070	7,824,159	6,956,730
Utah	105,617		21,604	17,206		35,691	5,850	182,084	392,416	760,468	754,618
Vermont	235,953	48,357	90,753	188,910	[2] 45,100	50,811	57,156	16,025	9,241	742,306	685,150
Virginia	1,284,032	252,212	1,207,904	482,535		203,083	913,459	313,254	128,486	4,784,965	3,871,506
Washington	201,909	28,972	138,344	97,208		55,153	352,973	41,095	292,047	1,207,701	854,728
West Virginia	209,247	20,692	123,397	151,682		69,822	78,530	80,141	77,087	810,598	732,068
Wisconsin	1,501,233	166,078	265,155	531,791		290,060	538,980	241,728	95,989	3,631,014	3,092,034

[2] From State.

[3] $320,000 from United States Government; $2,245,052 from State.

[4] $20,220 from United States Government; $1,342,674 from State.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*

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	9	1,433	117	202	24	10		0
	Arts and sciences		36	4	263	12	30	1			
	Graduate				14	3			2		
	Special		5		34	7					
	Agriculture		20		83		22		6		
	Architecture		5	2	54	3	4				
	Architectural engineering.		5		35		1				
	Chemical engineering		8		49		7				
	Civil engineering		4		173		23		1		
	Electrical engineering		6		350		49		1		
	Mechanical engineering		8		109		16				
	Education		3		190	49	36	12			
	Home economics			3		43		11			
	Pharmacy		2		64		9				
	Veterinary medicine		5		15		5				
	Summer school (1925)		37	12	442	374					
	Extension courses				59	277					
	Military drill				1,150						
Montevallo	Alabama College	1896	9	53	29	747		63			0
	High school		1	4	29	61					
	Arts and sciences		7	31		386		36			
	Special					4					
	Home economics			10		244		22			
	Music		1	8		52		5			
	Summer school (1925)		7	19	4	444					
	Extension courses		3	8	30	443					
University	University of Alabama	1831	77	4	1,801	472	175	84	8	2	4
	Arts and sciences		37	4	829	403	76	63			
	Graduate				24	14			8	2	
	Special				44	15					
	Commerce		14	0	424	7	35	0			
	Education		6	0	19	46	10	21			
	Chemical engineering		2	0	49	0	6	0			
	Civil engineering		2	0	59	0	5	0			
	Electrical engineering		2	0	71	0	4	0			
	Mechanical engineering		2	0	33	0	2	0			
	Mining engineering		3	0	25	0	2	0			
	Commercial engineering.				5	0					
	Industrial management		1	0	14	0	3	0			
	Law		5	0	148	1	32	0			
	Medicine		12	0	101	1					
	Summer school (1925)		42	14	582	739					
	Extension courses		22	0	202	1,358					
	Correspondence courses		15	0	216	271					
	Military drill				920	0					
ALASKA											
Fairbanks	Alaska Agricultural College and School of Mines.	1922	13	4	40	28	1				0
	Arts and sciences		4	1	18	5					
	Special				12	20					
	Agriculture		3		2						
	Commerce		1	1	6	17					
	Civil engineering		2		4						
	Mining engineering		4		10		1				
	Home economics			2		6					
	Short courses				69	49					
	Military drill				13						
ARIZONA											
Phoenix	Junior College (arts and sciences).	1920	10	9	125	81					

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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—con.											
Tucson	University of Arizona	1891	102	24	1,053	713	122	88	24	7	0
	Arts and sciences		42	13	346	352	30	31			
	Graduate				72	60			3	2	
	Special				100	62					
	Agriculture		21		97		14		5		
	Commerce		6		163	19	8	1			
	Education		4		109	264	23	53	7	4	
	Civil engineering		2		65		10		1		
	Electrical engineering		2		82		8				
	Mechanical engineering		4		48		6				
	Mining engineering				56		10				
	General engineering				21						
	Home economics			8		59		3		1	
	Law		7		62	2	13		2		
	Music		4	3	4	17					
	Summer school (1925)		21		123	150					
	Extension courses				65	241					
	Correspondence courses				141	243					
	Millitary drill				894						
ARKANSAS											
Fayetteville	University of Arkansas	1872	158	23	1,213	676	89	67	2		2
	High school		2	3	78	88					
	Arts and sciences		44	10	420	224	19	30			
	Graduate				7	8					
	Special				42	10					
	Agriculture		26		91		12				
	Education		6	5	134	246	14	18			
	Chemical engineering		4		6		1				
	Civil engineering		3		21		6				
	Electrical engineering		3		24		7		2		
	Mechanical engineering		5		8		5				
	Engineering, unclassified				247						
	Home economics			4		118		17			
	Music		4	1	2	3	1	2			
	Law		3		27						
	Medicine		58		155	1	24				
	Summer school (1925)		40	14	301	602					
	Short courses					12					
	Extension courses				150	548					
	Correspondence courses		25	6	436	510					
	Military drill				560						
CALIFORNIA											
Bakersfield	Junior College (arts and sciences)	1913	13	8	61	69					
	Extension courses		1	0	2	17					
Berkeley	University of California	1869	1,160	309	9,307	9,662	1,291	1,050	182	111	4
	Noncollegiate		11	15	189	238					
	Arts and sciences		591	193	4,389	5,415	537	860			
	Graduate				1,007	889			126	91	
	Special				114	119					
	Agriculture		152	6	343	15	95	2	25		
	Commerce		18	7	1,012	119	181	19			
	Education		23	19	323	2,881	27	134	30	20	
	Civil engineering		12		199		23				
	Mechanical engineering		23		636		109		1		
	Mining engineering		6		149		23				
	Music		3	1	10	31					
	Home economics					112					
	Law		26	1	318	16	80	4			
	Medicine		193	58	192	45	41	7			
	Nursing					9		10			
	Dentistry		114	7	271		69	2			
	Pharmacy		19	2	262	6	106	12			
	Summer school (1925)		204	30	3,744	7,475					
	Short courses				117	[2] 8					
	Extension courses				29,576						
	Correspondence courses				16,603						
	Military drill				2,269						

[1] Men and women.

[2] Included in preceding column.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Eureka	Junior College (arts and sciences).	1913	1	3	6						
Fullerton	Junior College	1913	15	14	57	105					
	Arts and sciences		15	14	47	72					
	Special		1	2	10	33					
Hollister	Junior College (arts and sciences).	1919	5	6	128	108					
Ontario	Chaffey Junior College	1916	22	16	119	165					
	Arts and sciences		11	7	90	106					
	Special		11	9	29	59					
Pasadena	Junior College (arts and sciences).	1924	22	17	253	201					
	Extension courses				10	308					
Pomona	Junior College (arts and sciences).	1915	12	13	58	83					
Riverside	Junior College (arts and sciences).	1916	27	10	152	162					
Sacramento	Junior College	1916	19	11	283	564					
	Arts and sciences		19	11	262	254					
	Special				21	310					
Santa Ana	Junior College (arts and sciences).	1915	8	12	142	142					
Santa Maria	Junior College (arts and sciences).	1920	7	5	13	34					
COLORADO											
Boulder	University of Colorado	1877	232	36	1,927	1,032	244	110	39	27	5
	Noncollegiate			1	12	4					
	Arts and sciences		124	35	928	874	88	95			
	Graduate				92	52			30	27	
	Chemical engineering				30		8		1		
	Civil engineering		7		82	1	16	1	3		
	Electrical engineering		7		175		37		3		
	Mechanical engineering		12		55	1	19		1		
	Engineering, unclassified.				250	1					
	Music				3	41		2			
	Law		9		100	3	36				
	Medicine		73		157	13	32	5	1		
	Nursing					31		1			
	Pharmacy				43	11	8	6			
	Summer school (1925)		157	68	[1] 3,520						
	Extension courses				[1] 1,057						
	Correspondence courses		49	16	[1] 1,382						
Fort Collins	Colorado Agricultural College.	1881	76	30	976	357	118	47	11	3	
	Secondary		33	20	100	28					
	Science		35	17	139	84	11	12			
	Graduate				9	5			8	3	
	Special				[1] 106						
	Agriculture		15	2	253		47		2		
	Civil engineering		[2] 34	[2] 8	115		14				
	Electrical engineering				81		7				
	Mechanical engineering				94		12		1		
	Forestry		3		79		16				
	Home economics			8		267		35			
	Veterinary medicine		7		51		11				
	Summer school (1925)		36	22	192	213					
	Military drill				512						
Golden	Colorado School of Mines (engineering).	1874	39	0	430	0	67	0	2	0	1
	Summer school (1925)		12		104						
	Military drill				300						

[1] Men and women.

[2] Engineering faculty.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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
CONNECTICUT											
Storrs	Connecticut Agricultural College.	1881	59	8	383	133	51	12	3		
	Secondary		8		28						
	Graduate				10	1			1		
	Special				8	7					
	Agriculture		48	2	277	30	43	1	2		
	Education		2	6	1	95		11			
	Forestry		2		10		1				
	Mechanical engineering		5		49		7				
	Military drill				231						
DELAWARE											
Newark	University of Delaware	1834	58	18	376	293	59	41	1		
	Arts and sciences		32	12	196	138	31	24			
	Graduate				6						
	Special				4						
	Agriculture		12		28		4		1		
	Chemical engineering		4		26		3				
	Civil engineering		2		35		7				
	Electrical engineering		2		69		13				
	Mechanical engineering		4		22		1				
	Education		2	3		105		4			
	Home economics			3		50		13			
	Summer school (1925)		19	1	17	372					
	Extension courses					7					
	Military drill				365						
DISTRICT OF COLUMBIA											
Washington	Gallaudet College (Columbia Institution for the Deaf).	1864	10	5	77	50	12	3		1	
	Preparatory		10	5	28	19					
	Arts and sciences		10	5	48	29	12	3		1	
	Special				1	2					
FLORIDA											
Gainesville	University of Florida	1884	105		1,853		118		5		
	Arts and sciences		53		663		25				
	Graduate				33				2		
	Special				77						
	Agriculture		20		113		19		1		
	Commerce		4		372		4				
	Chemical engineering		1		7		6				
	Civil engineering		3		60		12		2		
	Electrical engineering		6		50		5				
	Mechanical engineering		2		20		1				
	Engineering, unclassified.		1		90						
	Architecture		2		36						
	Education		8		155		13				
	Law		5		197		29				
	Pharmacy		4		43		4				
	Summer school (1925)		44	17	247	740					
	Extension courses				[1] 1,252						
	Correspondence courses				[1] 5,472						
	Military drill				900						
Tallahassee	Florida State College for Women.	1905	19	74	7	1,427		134		1	
	Noncollegiate			4	6	31					
	Arts and sciences		16	24		475		76			
	Graduate					3				1	
	Special				1	16					
	Education		3	18		577		37			
	Commerce			3		97		2			
	Home economics			8		141		15			
	Art			2		18		1			
	Music			15		85		3			
	Summer school (1925)		18	22	28	501					

[1] Men and women.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees m		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											
Athens	University of Georgia	1801	80	15	1,192	304	158	67	11	5	9
	Noncollegiate		2	2	18	20					
	Arts and sciences		33	1	324	73	39	13			
	Graduate				24	9			9	5	
	Special				6	1					
	Agriculture		15		166		26		2		
	Commerce		5		366	8	28				
	Education		5	1	22	74	3	29			
	Civil engineering		2		52		11				
	Electrical engineering		1		13						
	Forestry		2		22		6				
	Home economics			11		102		19			
	Journalism		2		48	13	6	4			
	Law		5		90	3	30	2			
	Pharmacy		2		27	1	3				
	Veterinary medicine		6		14		6				
	Summer school (1925)		81	38	543	1,248					
	Short courses				351						
	Extension courses				91	163					
	Correspondence courses				89	186					
	Military drill				612						
Atlanta	Georgia School of Technology.	1888	140		1,934		284		4		
	Graduate				13				2		
	Special				6						
	General engineering		56		685		18				
	Chemical engineering		15		54		16				
	Civil engineering		10		177		36				
	Electrical engineering		15		223		48		1		
	Mechanical engineering		15		113		32		1		
	Ceramic engineering		2		9						
	Textile engineering				94		26				
	Architecture		8		151		23				
	Commerce		14		353		70				
	General science		5		56		15				
	Summer school (1925)		33		458						
	Extension courses [3]				718						
	Military drill				1,465						
Augusta	Medical College of Georgia	1830	58		128	4	23	1			
Dahlonega	North Georgia Agricultural College.	1872	12	2	131	32	11	2			
	Preparatory		3		13	14					
	Arts and sciences		7	1	31	10	7	1			
	Mining engineering		1		22		1				
	Agriculture		1		12						
	Commerce		2	1	53	8	3	1			
	Military drill				112						
Milledgeville	Georgia State College for Women.	1891	8	58		1,125		62			
	High school			4		105					
	Arts and sciences		8	54		980		62			
	Special					40					
	Summer school (1925)		9	27	24	990					
HAWAII											
Honolulu	University of Hawaii	1907	41	10	389	294	39	21	2	2	
	Arts and sciences		41	9	167	43	25	9			
	Graduate				15	13				2	
	Special				46	149					
	Agriculture		20	4	16	1		1	2		
	Commerce		16	3	60	3	2				
	Education		41	9	18	72	4	10			
	Civil engineering		16	3	41	1	2				
	Sugar technology		18	3	26		6				
	Home economics		9	6		12		1			
	Short courses				204	212					
	Military drill				210						

[3] The evening schools of commerce and of applied science.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
Moscow	University of Idaho	1892	114	26	1,229	703	135	120	20	8	---
	Arts and sciences	---	49	15	268	340	29	60	---	---	---
	Graduate	---	---	---	49	21	---	---	9	4	---
	Special	---	---	---	33	15	---	---	---	---	---
	Agriculture	---	29	---	96	2	10	---	3	---	---
	Architecture	---	2	---	23	2	---	---	---	---	---
	Commerce	---	6	1	276	55	17	7	---	---	---
	Education	---	2	1	177	204	37	34	5	3	---
	Chemical engineering	---	[2]15	---	25	---	3	---	---	---	---
	Civil engineering	---	---	---	37	---	4	---	---	---	---
	Electrical engineering	---	---	---	120	---	10	---	---	---	---
	Mechanical engineering	---	---	---	22	---	5	---	---	---	---
	Mining engineering	---	---	---	24	---	3	---	---	---	---
	Metallurgy	---	---	---	7	---	---	---	3	---	---
	Geology	---	---	---	8	---	1	---	---	---	---
	Forestry	---	3	---	115	---	10	---	---	---	---
	Home economics	---	---	5	---	91	---	18	---	1	---
	Law	---	4	---	33	---	6	---	---	---	---
	Music	---	4	4	1	12	---	1	---	---	---
	Summer school (1925)	---	91	21	84	149	---	---	---	---	---
	Short courses	---	---	---	90	33	---	---	---	---	---
	Correspondence courses	---	---	---	137	156	---	---	---	---	---
	Military drill	---	---	---	622	---	---	---	---	---	---
Pocatello	Idaho Technical Institute [4]	1915	25	14	303	387	---	---	---	---	---
	Noncollegiate	---	---	---	14	7	---	---	---	---	---
	Arts and sciences	---	6	5	46	36	---	---	---	---	---
	Special	---	---	---	48	48	---	---	---	---	---
	General engineering	---	2	---	39	---	---	---	---	---	---
	Chemical engineering	---	2	---	1	---	---	---	---	---	---
	Civil engineering	---	1	---	2	---	---	---	---	---	---
	Electrical engineering	---	1	---	12	---	---	---	---	---	---
	Mechanical engineering	---	2	---	8	---	---	---	---	---	---
	Commerce	---	3	2	53	67	---	---	---	---	---
	Education	---	2	3	22	119	---	---	---	---	---
	Home economics	---	---	2	---	18	---	---	---	---	---
	Music	---	4	2	77	90	---	---	---	---	---
	Pharmacy	---	2	---	21	2	---	---	---	---	---
	Summer school (1925)	---	10	9	100	224	---	---	---	---	---
ILLINOIS											
Chicago	Crane Junior College	1911	50	24	1,576	437	---	---	---	---	---
	Arts and sciences	---	50	24	981	403	---	---	---	---	---
	General engineering	---	---	---	340	---	---	---	---	---	---
	Commerce	---	---	---	255	34	---	---	---	---	---
	Summer school (1925)	---	25	2	325	83	---	---	---	---	---
Joliet	Junior College (arts and sciences)	1902	15	6	108	86	---	---	---	---	---
Urbana	University of Illinois	1868	855	150	8,756	3,317	1,210	548	245	55	---
	High school	---	6	9	105	80	---	---	---	---	---
	Arts and sciences	---	334	79	1,599	1,917	253	268	---	---	---
	Graduate	---	---	---	619	165	---	---	144	53	---
	Special	---	---	---	93	64	---	---	---	---	---
	Agriculture	---	68	---	500	41	95	5	15	---	---
	Commerce	---	55	---	2,007	139	306	20	46	---	---
	Education	---	19	10	675	220	126	135	25	2	---
	Architecture	---	---	---	144	6	11	1	1	---	---
	Architectural engineering	---	[2]118	---	172	---	16	---	---	---	---
	Chemical engineering	---	---	---	122	---	21	---	---	---	---
	Civil engineering	---	---	---	292	---	54	---	3	---	---
	Electrical engineering	---	---	---	471	---	48	---	4	---	---
	General engineering	---	---	---	111	---	18	---	---	---	---
	Ceramic engineering	---	---	---	88	1	11	---	1	---	---
	Mechanical engineering	---	---	---	233	---	45	---	2	---	---
	Mining engineering	---	---	---	38	---	6	---	---	---	---
	Municipal and sanitary engineering	---	---	---	15	---	6	---	---	---	---
	Gas engineering	---	---	---	4	---	---	---	---	---	---
	Railway engineering	---	---	---	46	---	14	---	---	---	---

[2] Engineering faculty.

[4] Junior college.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Urbana	University of Illinois—Con.										
	Home economics			19		421		81			
	Journalism		5		149	94					
	Library science		1	6	7	52	2	9			
	Music		8	4	24	106		12			
	Law		8		269	12	40				
	Medicine		189	10	466	26	26	1	2		
	Dentistry		29	10	142	8	24	5	2		
	Pharmacy		15	3	458	29	88	11			
	Summer school (1925)		112	19	1,496	916					
	Military drill				2,962						
INDIANA											
Bloomington	Indiana University	1824	226	44	2,602	1,901	496	252	64	23	
	Arts and sciences		131	34	1,403	1,170	219	226			
	Graduate				125	84			64	23	
	Commerce		5	1	176	31	78	14			
	Education		8	1	47	264	2	1			
	Home economics			7		115		6			
	Fine arts		2		2	8					
	Music		5	2	7	72		2			
	Law		6		96	1	23				
	Medicine		36		375	10	90	3			
	Nursing			6		144					
	Dentistry		35		371	2	84				
	Summer school (1925)		87	27	915	888					
	Extension courses		110	13	2,109	3,867					
	Correspondence courses		57	21	612	919					
	Military drill				911						
La Fayette	Purdue University	1874	252	20	2,772	559	448	85	41		4
	General science		131	8	260	176	37	35			
	Graduate				97	11			9		
	Special				50	15					
	Agriculture		45		311		82		3		
	Education		3		5		5				
	Chemical engineering		2		171		21		1		
	Civil engineering		13		490		67		8		
	Electrical engineering		14		689		85		11		
	Mechanical engineering		40		569		105		9		
	Forestry				12		3				
	Short courses				93	115					
	Home economics			12		344		43			
	Pharmacy		4		118	13	43	7			
	Summer school (1925)		43	9	257	147					
	Extension				122	6					
	Military drill				1,480						
IOWA											
Ames	Iowa State College of Agriculture and Mechanic Arts.	1869	361	105	3,010	1,203	378	183	119	21	2
	Secondary		18	8	164						
	General science		170	42	306	146	38	20			
	Graduate				302	79			54	5	
	Special				25	32					
	Agriculture		62		678	7	114	3	45	1	
	Education		10	7	94	14	20		7	2	
	Agricultural engineering		9		35		5		1		
	Architectural engineering.		6	1	96	1	12				
	Chemical engineering		4		116		15				
	Civil engineering		18		228		46		6		
	Electrical engineering		12		482	1	63		5		
	Mechanical engineering		24		184		20		1		
	Mining engineering		1		8		1				
	Ceramic engineering		2	1	34		7				
	Industrial arts				26		2				
	Trades and industries		5		3		2				
	Forestry		4		115		16				
	Home economics			48		922		160		13	

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Ames	Iowa State College of Agriculture and Mechanic Arts—Continued.										
	Journalism		3		34	1	2				
	Veterinary medicine		13		96		15				
	Summer school (1925)		212	54	822	602					
	Short courses				169	105					
	Military drill				1,543						
Burlington	Junior College (arts and sciences).	1920	4	4	23	48					
Iowa City	State University of Iowa	1855	412	121	3,523	2,310	601	380	162	94	
	High school		10	12	136	103					
	Arts and sciences		230	76	1,681	1,566	241	355			
	Graduate				288	230			154	94	
	Special				45	95					
	Engineering		26		242		50		8		
	Chemical engineering				29		8				
	Commerce		28	2	221	26	83	11			
	Music				52	161		3			
	Law		10		220	6	48	1			
	Medicine		76	9	390	13	71	2			
	Nursing			20		275		3			
	Dentistry		28		248	1	59	1			
	Pharmacy		4	2	76	9	41	4			
	Summer school (1925)				1,188	1,483					
	Correspondence courses				591	1,039					
	Military drill				1,299						
Mason City	Junior College (arts and sciences).	1918	2	2	47	46					
KANSAS											
Arkansas City	Junior College (arts and sciences).	1922	3	3	61	49					
Coffeyville	do	1919	4	4	34	63					
Fort Scott	do		3	5	52	78					
Garden City	do	1919	3	2	44	70					
Iola	do		4	5	61	67					
Lawrence	University of Kansas	1866	252	74	2,858	1,755	402	260	67	45	
	High school		2	1	28	37					
	Arts and sciences		122	48	1,603	1,113	215	212			
	Graduate				127	122			46	42	
	Chemical engineering				47	1	7				
	Civil engineering		8		144		24		1		
	Electrical engineering		4		191	1	20		6		
	Mechanical engineering		4		60		7		4		
	Mining engineering		2		24		6		1		
	Industrial engineering		1		41		4	1			
	Architecture		3		71	4	9				
	Commerce		12		124	10	31	2	1		
	Education		20	9	17	72	6	24	8	3	
	Fine arts (music included).		14	10	62	320	2	17			
	Law		7		115	1	31				
	Medicine		50	6	167	12	33	4			
	Nursing					56					
	Pharmacy		3		99	9	7				
	Summer school (1925)		74	22	714	861					
	Extension courses				167	478					
	Correspondence courses				554	1,038					
	Military drill				317						
Manhattan	Kansas State Agricultural College.	1863	230	78	2,241	1,122	212	129	35	16	
	Noncollegiate		3	2	17						
	Arts and sciences		120	56	306	275	35	28			
	Graduate				122	60			19	5	
	Special				54	35					
	Agriculture		43	1	368	2	58	1	16		
	Commerce		4		261	36	21	1			
	Agricultural engineering		35		32		4				

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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—contd.											
Manhattan	Kansas State Agricultural College—Continued.										
	Architectural engineering		17		26						
	Chemical engineering		24		42		1				
	Civil engineering		28		185		17				
	Electrical engineering		36		439		33				
	Mechanical engineering		32		114		16				
	Flour-mill engineering		26		12						
	Landscape architecture		11		10						
	Architecture		13		76	2	6				
	Home economics			24		531		84		11	
	Industrial chemistry		21	2	36		2				
	Journalism		5	1	70	78	6	9			
	Music		6	9	12	103	2	6			
	Veterinary medicine		10		59		11				
	Summer school (1925)		102	27	410	537					
	Short courses				81	12					
	Extension courses				4	53					
	Correspondence courses		5	3	510	537					
	Military drill				1,389						
Parsons	Junior College (arts and sciences).		5	6	66	93					
KENTUCKY											
Lexington	University of Kentucky	1865	151	30	1,619	821	214	152	29	8	
	High school		1	4	81	32					
	Arts and sciences		79	11	560	433	68	91	21	8	
	Graduate				72	43					
	Special				42	51					
	Agriculture		23		119		21		3		
	Commerce		4		201	9	25				
	Education		11	7	59	149	17	41			
	Civil engineering		8	1	138		24		1		
	Mechanical and electrical engineering.		15	1	251		37		4		
	Mining and metallurgical engineering.		6		27		5				
	Home economics			6		104		20			
	Law		4		69		17				
	Summer school (1925)		61	10	454	502					
	Extension courses				1,029	1,236					
	Correspondence courses				340	500					
	Military drill				730						
Louisville	University of Louisville	1837	203	16	899	391	132	38	7	4	
	Arts and sciences		38	13	408	338	28	38			
	Graduate				14	14			7	4	
	Special				14	30					
	Engineering		14		79						
	Law		13		55	3	12				
	Medicine		117	3	247	5	59				
	Dentistry		44		103	1	33				
LOUISIANA											
Baton Rouge	Louisiana State University and Agricultural and Mechanical College.	1860	112	37	1,335	540	134	71	19	6	
	High school		3	4	30	32					
	Arts and sciences		50	18	472	273	38	34			
	Graduate				40	11			13	3	
	Special				26	24					
	Agriculture		32	5	175	1	30	1	3		
	Education		30	8	34	117	14	21	3	3	
	Chemical engineering		19	4	41		6				
	Civil engineering		17	4	42		4				
	Electrical engineering		19	4	93		16				
	Mechanical engineering		16	4	24		1				
	Petroleum engineering		16	4	28		1				
	Sugar engineering		27	4	57		13				
	Unclassified engineering		20	4	202						

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Baton Rouge	Lousiana State University and Agricultural and Mechanical College—Contd.										
	Home economics		10	12		58		12			
	Forestry				4		1				
	Law		5		71	3	10	1			
	Music		10	12	3	21		2			
	Summer school (1925)		60	16	536	798					
	Military drill				669						
La Fayette	Southwestern Louisiana Institute.	1901	22	31	270	552	33	45			
	Arts and sciences		17	14	129	80	8	9			
	Agriculture		1		11		3				
	Home economics			2		52		15			
	Commerce		2	2	70	51	1				
	Education		5	17	15	369	13	21			
	General engineering		2		45		8				
	Summer school (1925)		27	31	197	783					
	Extension courses				112	349					
	Correspondence courses				35	317					
MAINE											
Orono	University of Maine	1868	106	22	1,022	300	157	42	11	6	6
	Arts and sciences		64	17	263	210	49	35			
	Graduate				43	30			7	6	
	Special				15	5					
	Agriculture		21	4	91	1	20				
	Education		3	1	26		9	2	1		
	Chemical engineering		10	1	86	1	12				
	Civil engineering		7		103		15				
	Electrical engineering		6		170		16		3		
	Mechanical engineering		7		77		14				
	Unclassified engineering				4						
	Forestry		3		144		22				
	Home economics			4		53		5			
	Summer school (1925)		26	4	148	143					
	Military drill				460						
MARYLAND											
Annapolis	United States Naval Academy.	1845	183		1,755						
College Park	University of Maryland	1859	427	32	2,807	403	494	45	39	6	1
	Noncollegiate		7	1	32	27					
	Arts and sciences		41	7	364	94	29	12			
	Graduate				99	14			14	5	
	Special				140	49					
	Agriculture		36		122	3	35		14	1	
	Commerce		22		143	9	20	3			
	Education		6	3	59	59	15	12	10		
	Unclassified engineering				143						
	Civil engineering		5		39		14				
	Electrical engineering		2		18		7		1		
	Mechanical engineering		3		12		4				
	Home economics			3		34		2			
	Law		25		575	21	113	6			
	Medicine		207		368	4	68	2			
	Nursing		13	17		76		5			
	Dentistry		58		485	3	115				
	Pharmacy		24	1	224	10	74	3			
	Summer school (1925)		32	17	155	335					
	Extension courses				318	4					
	Military drill				385						
MASSACHUSETTS											
Amherst	Massachusetts Agricultural College.	1821	76	7	633	119	88	14	8	1	
	Noncollegiate		19	2	168	21					
	Graduate				42	5					
	Agriculture		57	5	423	93	88	14	8	1	
	Summer school (1925)		14	6	58	113					
	Correspondence courses				272	49					
	Military drill				221						

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Lowell	Lowell Textile School	1897	33	1	222	3	13				
	General textile courses		17	1	101	1					
	Textile engineering		8		58		6				
	Chemistry		8		63	2	7				
MICHIGAN											
Ann Arbor	University of Michigan	1841	632	27	7,375	2,759	1,208	566	274	95	11
	High school		10	11	82	129					
	Arts and sciences		299	5	3,514	1,710	573	421			
	Graduate				574	248			257	94	
	Unclassified engineering		[2] 140		369						
	Aeronautical engineering				62		10				
	Chemical engineering				136		37				
	Civil engineering				259		79				
	Electrical engineering				235		55				
	Mechanical engineering				265		69				
	Marine engineering				19		4				
	Geodesy and surveying				8		3				
	Architecture		19		306	25	27	1	2		
	Education		19	1	147	384	38	134			
	Commerce		15	1	58	1			10	1	
	Law		15		558	13	131	1	2		
	Medicine		80	2	510	39	105	7			
	Dentistry		27	3	400	19	69	1			
	Pharmacy		4		81	12	8	1	3		
	Nursing		4	4		218					
	Summer school (1925)		281	15	2,083	1,124					
	Short courses				96						
	Extension courses				259	753					
	Military drill				323						
Bay City	Junior College (arts and sciences).	1922	10	8	87	37					
Detroit	College of the City of Detroit	1917	70	23	1,841	1,072	60	32			
	Arts and sciences		67	23	1,762	1,024	58	31			
	Special				19	39					
	Pharmacy		3		60	9	2	1			
	Summer school (1925)		15	1	213	100					
	Evening courses				367	305					
Do	Detroit College of Medicine and Surgery.	1868	105	5	262	4	48	2			
East Lansing	Michigan State College of Agriculture and Applied Science.	1857	212	39	1,778	708	243	95	34	1	
	Applied science		119	22	677	314	39	24			
	Graduate				135	16			13	1	
	Agriculture		45		388	2	91		18		
	Unclassified engineering		[2] 36		180						
	Chemical engineering				33		11		1		
	Civil engineering				97		32		1		
	Electrical engineering				76		21		1		
	Mechanical engineering				96		22				
	Forestry		4		62		16				
	Home economics			17	1	376		71			
	Veterinary medicine		8		33		11				
	Summer school (1925)		38	11	236	210					
	Short courses				165	4					
	Extension courses					19					
	Military drill				954						
Grand Rapids	Junior College	1914	17	11	291	245					
	Arts and sciences		11	8	178	141					
	General engineering		3		47						
	Commerce		2	1	57	29					
	Education		1	1	1	28					
	Fine arts			1	8	25					
	Music					22					
	Summer school (1925)			1	6	18					

[2] Engineering faculty.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Highland Park	Junior College (arts and sciences).		12	7	145	101					
Houghton	Michigan College of Mines (engineering).	1886	27		153		57				
Port Huron	Junior College (arts and sciences).		4	3	53	21					
MINNESOTA											
Coleraine	Itasca Junior College (arts and sciences).	1922	5	4	30	14					
Eveleth	Junior College (arts and sciences).	1918	7	5	65	35					
Hibbing	Junior College	1916	20	14	119	86					
	Arts and sciences		11	7	45	62					
	Chemical engineering		[2] 12	1	9						
	Civil engineering				11						
	Electrical engineering				13						
	Mechanical engineering				8						
	Commerce		1		20	3					
	Home economics			2		17					
	Physical education		3	6	13	4					
Minneapolis	University of Minnesota	1869	549	130	8,226	4,799	982	558	138	33	
	Noncollegiate		38	47	1,010	472					
	Arts and sciences		151	32	2,589	1,726	203	129			
	Graduate				828	309			116	33	
	Special				432	632					
	Agriculture		98	9	201		40				
	Commerce		24	2	252	41	93	19			
	Education		17	6	225	1,029	61	306			
	Unclassified engineering		33		610	8					
	Architectural engineering.		9		85	5	15				
	Chemical engineering		24	1	186	11	17	1	1		
	Civil engineering		10		153		43		2		
	Electrical engineering		9		236		76				
	Mechanical engineering		13		112		29				
	Mining engineering		13		77		16				
	Forestry		8		168		22				
	Home economics			25		387		77			
	Law		7		284	11	62	5			
	Medicine		25	6	487	35	190	14	19		
	Nursing					350		7			
	Dentistry		63	2	375	3	94				
	Pharmacy		7		135	28	21	7			
	Summer school (1925)		511	78	2,165	2,347					
	Short courses				166	50					
	Extension courses				2,882	2,836					
	Correspondence courses				1,023	1,006					
	Military drill				2,003						
Rochester	Junior College	1916	6	7	75	55					
	Arts and sciences		6	7	70	47					
	Special				5	8					
Virginia	Junior College (arts and sciences).	1921	14	7	85	41					
MISSISSIPPI											
Agricultural College.	Mississippi Agricultural and Mechanical College.	1880	65		1,181	4	169		1		
	Arts and sciences		32		139		9				
	Graduate				9	1			1		
	Special				30	3					
	Agriculture		15		408		45				
	Commerce		1		23		23				
	Education		4		67		43				
	Civil engineering		[2] 13		39		20				
	Electrical engineering				52		23				
	Mechanical engineering				14		6				
	Unclassified engineering				400						
	Summer school (1925)		16		97	1					
	Military drill				787						

[2] Engineering faculty.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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
MISSISSIPPI—con.											
Columbus	Mississippi State College for Women.	1885	3	78		1,220		247			
	Arts and sciences		3	64		1,060		226			
	Special					13					
	Home economics			4		147		21			
	Music			10		198					
University	University of Mississippi	1848	45	1	802	171	87	28	1		
	Arts and sciences		29	1	460	150	44	28			
	Graduate				8	3			1		
	Special				33	15					
	Civil engineering		2		72		5				
	Commerce		2		134	5	6				
	Education		2		92	86	1				
	Law		3		91	1	25				
	Medicine		6		63	1					
	Pharmacy		2		50	1	6				
MISSOURI											
Columbia	University of Missouri	1847	278	61	3,180	1,438	376	244	73	41	7
	High school				50	51					
	Arts and sciences		119	30	1,308	670	117	64			
	Graduate				210	143			24	26	
	Special				83	65					
	Agriculture		52	13	299	34	40	3	11	2	
	Commerce		8		141	31	36	12			
	Education		15	19	48	406	21	139	25	11	
	Agricultural engineering		2		8		3				
	Chemical engineering		9		66		13		3		
	Civil engineering		10		151		28		1		
	Electrical engineering		7		151		23				
	Mechanical engineering		15		54		7				
	Mining engineering		5		127		24		3		
	Metallurgy		4		18		3		2		
	Unclassified engineering		7	1	215	15					
	Journalism		8	1	149	92	39	26	4	2	
	Law		6		112	2	22				
	Medicine		14	1	75	3					
	Summer school (1925)		114	24	824	1,149					
	Extension courses				164	450					
	Correspondence courses				615	1,283					
	Military drill				1,501						
Kansas City	Junior College	1915	32	19	779	679					
	Arts and sciences		29	19	594	678					
	General engineering		3		185	1					
St. Joseph	Junior College (arts and sciences).	1915	4	13	166	170					
MONTANA											
Bozeman	Montana State College of Agriculture and Mechanic Arts.	1893	56	18	674	298	66	33	1	1	
	Arts and sciences		22	9	82	40	2	7			
	Graduate				41	9					
	Special				9	40					
	Agriculture		14		127	1	24	1			
	Architectural engineering		[2] 18		27		2				
	Chemical engineering				28		2				
	Civil engineering				43		6		1		
	Electrical engineering				179		17				
	Mechanical engineering				36		4				
	Industrial engineering				35		3				
	Industrial chemistry				28		4				
	Home economics			5		86		14			
	Applied art			3	5	41		6			
	Education				2	10		2		1	
	Secretarial science		2	1	32	71	2	3			
	Military drill				392						

[2] Engineering faculty.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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
MONTANA—con.											
Butte	Montana State School of Mines.	1900	12	1	114	57	3				
	Engineering		12	1	101	6	3				
	Special				13	51					
Missoula	State University of Montana.	1895	62	16	885	687	110	102	3	2	
	Arts and sciences		41	14	466	496	32	72			
	Graduate				20	20			3	1	
	Special				34	48					
	Forestry		5		95	1	12				
	Commerce		2		63	29	19	8			
	Education		2		14	16	7	3		1	
	Journalism		2		91	47	8	6			
	Fine arts		1		11	24		6			
	Music		2	2	2	34		2			
	Law		5		46	1	15	1			
	Pharmacy		2		43	11	17	4			
	Summer school (1925)		27	6	132	246					
	Military drill				333						
NEBRASKA											
Lincoln	University of Nebraska	1871	341	93	4,453	3,586	576	391	46	23	1
	Noncollegiate		12	10	557	646					
	Arts and sciences		131	52	1,101	779	159	163			
	Graduate				205	151			45	23	
	Special				58	88					
	Agriculture		51		186		38				
	Commerce		44	2	757	87	102	6			
	Education		35	14	207	1,176	22	137			
	Agricultural engineering				5		3		1		
	Architectural engineering.		7		57		5				
	Chemical engineering		5		41		4				
	Civil engineering		5		159		21				
	Electrical engineering		7		292		19				
	Mechanical engineering		9		92	1	11				
	Mining engineering		2		1		2				
	Unclassified engineering				19						
	Home economics					211		41			
	Journalism		11		82	52	5	5			
	Fine arts		18	16	65	379	5	28			
	Law		8		177	2	42	3			
	Medicine		75		267	16	65	1			
	Dentistry		28		89	1	10	1			
	Pharmacy		18	2	154	16	63	6			
	Nursing			13		61					
	Summer school (1925)		80	51	1,035	2,455					
	Extension courses				295	578					
	Short courses				68						
	Correspondence courses				531	1,581					
	Military drill				1,854						
NEVADA											
Reno	University of Nevada	1886	56	16	575	338	73	50	4	1	
	Arts and sciences		37	10	351	263	39	44			
	Graduate				14	9			3	1	
	Special				24	11					
	Agriculture		5		34		4				
	Education		3	1	2	47					
	Civil engineering		2		35		5				
	Electrical engineering		2		92		14				
	Mechanical engineering		3		30		7				
	Mining engineering		4		31		1				
	Home economics			5		28		6			
	Summer school (1925)		9	5	20	145					
	Military drill				231						

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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 HAMPSHIRE											
Durham	University of New Hampshire.	1868	90	14	1,057	375	137	62	5	----	5
	Arts and sciences	----	43	9	550	360	71	52	----	----	----
	Graduate	----	----	----	16	2	----	----	4	----	----
	Special	----	----	----	43	7	----	----	----	----	----
	Agriculture	----	21	1	145	----	24	----	1	----	----
	Architectural engineering.	----	5	----	30	----	2	----	----	----	----
	Chemical engineering	----	9	----	52	----	3	----	----	----	----
	Electrical engineering	----	3	----	108	----	15	----	----	----	----
	Mechanical engineering	----	7	----	36	----	6	----	----	----	----
	Industrial engineering	----	----	----	53	----	15	----	----	----	----
	Unclassified engineering	----	----	----	22	----	----	----	----	----	----
	Forestry	----	2	----	2	----	1	----	----	----	----
	Home economics	----	----	4	----	16	----	10	----	----	----
	Summer school (1925)	----	25	3	121	112	----	----	----	----	----
	Military drill	----	----	----	505	----	----	----	----	----	----
NEW JERSEY											
New Brunswick	Rutgers University	1766	123	19	1,018	703	141	94	15	1	10
	Preparatory	----	8	1	108	----	----	----	----	----	----
	Arts and sciences	----	73	11	592	600	93	80	----	----	----
	Graduate	----	----	----	33	6	----	----	11	1	----
	Special	----	----	----	9	----	----	----	----	----	----
	Agriculture	----	28	----	84	----	13	----	----	----	----
	Civil engineering	----	5	----	32	----	9	----	2	----	----
	Electrical engineering	----	2	----	36	----	13	----	----	----	----
	Mechanical engineering	----	3	----	22	----	9	----	2	----	----
	Sanitary engineering	----	----	----	4	----	----	----	----	----	----
	Unclassified engineering	----	----	----	76	----	----	----	----	----	----
	Ceramics	----	4	----	22	----	4	----	----	----	----
	Home economics	----	----	7	----	97	----	14	----	----	----
	Summer school (1925)	----	39	15	272	719	----	----	----	----	----
	Short winter courses	----	----	----	117	6	----	----	----	----	----
	Extension courses	----	----	----	572	885	----	----	----	----	----
	Correspondence courses	----	----	----	232	11	----	----	----	----	----
	Military drill	----	----	----	469	----	----	----	----	----	----
NEW MEXICO											
Albuquerque	State University of New Mexico.	1891	20	10	255	172	28	21	----	1	1
	Arts and sciences	----	17	10	163	158	20	21	----	----	----
	Graduate	----	----	----	3	4	----	----	----	1	----
	Special	----	----	----	7	10	----	----	----	----	----
	General engineering	----	3	----	46	----	----	----	----	----	----
	Chemical engineering	----	2	----	6	----	----	----	----	----	----
	Civil engineering	----	1	----	11	----	3	----	----	----	----
	Electrical engineering	----	1	----	15	----	5	----	----	----	----
	Geological engineering	----	----	----	4	----	----	----	----	----	----
	Summer school (1925)	----	6	7	43	149	----	----	----	----	----
	Extension courses	----	----	----	9	12	----	----	----	----	----
Roswell	New Mexico Military Institute.[4]	----	27	----	467	----	----	----	----	----	----
	Preparatory	----	15	----	334	----	----	----	----	----	----
	Arts and sciences	----	12	----	133	----	----	----	----	----	----
Socorro	New Mexico School of Mines	1859	8	----	70	9	15	----	1	----	----
	Mining engineering	----	8	----	35	----	6	----	----	----	----
	Metallurgical engineering.	----	8	----	1	----	----	----	----	----	----
	Geological engineering	----	8	----	12	----	1	----	----	----	----
	Unclassified engineering	----	8	----	13	3	----	----	----	----	----
	General science	----	8	----	9	----	8	----	----	----	----
	Special	----	----	----	----	6	----	----	----	----	----
	Summer school (1925)	----	----	----	21	2	----	----	----	----	----

[4] Junior college.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
State College	New Mexico College of Agriculture and Mechanic Arts.	1890	31	9	193	93	28	14			
	Arts and sciences		3	6	20	36		6			
	Graduate				3	2					
	Special				7	9					
	Agriculture		15		47		12				
	Commerce		2	1	27	15	3	2			
	Unclassified engineering		3		60						
	Chemical engineering		2		4		2				
	Civil engineering		2		2						
	Electrical engineering		2		13		4				
	Mechanical engineering		2		10		7				
	Home economics			2		31		6			
	Summer school (1925)		5	1	13	64					
	Military drill				154						
NEW YORK											
Albany	New York State Library School.	1887	4	8	6	47	4	16		2	
	Summer school (1925)			4	1	59					
New York	College of the City of New York.	1849	550	11	13,503	4,450	546	10	34	3	
	Preparatory		57		1,216						
	Arts and sciences		364		7,193		507				
	Graduate				91						
	Special				2,000	850					
	Engineering		55		253				22		
	Commerce		91	1	2,400	450	28	3	6		
	Education		122	10	350	3,150	11	7	6	3	
	Summer school (1925)		79	2	2,701	368					
	Military drill				2,211						
Do	Hunter College of the City of New York.	1870	37	211		4,401		365		4	
	Preparatory			64		1,212					
	Arts and sciences		37	147		3,189		365		4	
	Summer school (1925)		31	43	97	1,662					
	Extension courses				302	7,259					
Syracuse	New York State College of Forestry.	1912	36		366		40		9		
	Forestry		36		326		40		9		
	Ranger school				40						
	Short courses				17						
	Forestry camp				44						
	Military drill				45						
West Point	United States Military Academy.	1802	169		1,008						
NORTH CAROLINA											
Chapel Hill	University of North Carolina	1795	175		2,409	101	310	26	57	12	7
	Arts and sciences		156		936	38	118	20			
	Graduate				146	37			57	12	
	Special				69	14					
	Civil engineering				81		12				
	Electrical engineering				87		14				
	Mechanical engineering				5						
	Commerce				537	1	70				
	Education				294	21	21	5			
	Law		8		126	1	6	1			
	Medicine		10		78	2					
	Pharmacy		12		119	1	69				
	Summer school (1925)		82	30	939	1,258					
	Extension courses				323	531					
	Correspondence courses				325	1,112					

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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	37	84		1,667		259		1	
	Arts and sciences		33	68		1,281		208			
	Graduate					3				1	
	Special					119					
	Home economics			7		153		33			
	Music		4	9		111		18			
	Summer school (1925)		20	44	25	1,884					
	Extension courses				20	233					
Raleigh	North Carolina State College of Agriculture and Engineering.	1889	123		1,594		180		30		1
	Graduate				78				1		
	Special				134						
	Business administration		59		300		28		8		
	Agriculture		26		259		23		10		
	Education		4		85		17		3		
	Architectural engineering.		2		69		4		1		
	Ceramic engineering		2		26						
	Chemical engineering		1		31						
	Civil engineering		6		156		35		1		
	Electrical engineering		6		261		30		1		
	Mechanical engineering		10		77		14		3		
	Textile engineering		7		118		29		2		
	Summer school (1925)		48	7	659						
	Short courses				88						
	Military drill				696						
NORTH DAKOTA											
State College	North Dakota Agricultural College.	1890	124	43	807	377	75	48	3		
	Noncollegiate		38	18	176	57					
	Arts and sciences		35	16	168	107	9	10			
	Graduate				25	1					
	Special				17	17					
	Agriculture		14		98		14		2		
	Architecture		2		4						
	Education		4		53	97	12	21			
	Chemistry				65		7		1		
	Architectural engineering.		13		20	1					
	Chemical engineering				8						
	Civil engineering				31		2				
	Mechanical engineering				71		6				
	Home economics			6		87		15			
	Pharmacy		18	3	71	10	25	2			
	Summer school (1925)		31	4	61	179					
	Short courses				107	5					
	Correspondence courses		12		263	87					
	Military drill				430						
University	University of North Dakota	1884	102	22	1,066	689	165	131	16	3	
	High school		4	4	51	31					
	Arts and sciences		63	16	497	379	53	47			
	Graduate				28	7			12	3	
	Special				26	75					
	Unclassified engineering		[2] 23	[2] 2	75		[5] 2				
	Civil engineering				23		13				
	Electrical engineering				50		12		1		
	Mechanical engineering				14		5				
	Mining engineering				11		3				
	Commerce				115	11	38	4			
	Education		18	10	90	258	25	80	3		
	Law		5		64	1	14				
	Medicine		10	1	48	2					
	Summer school (1925)		31	7	130	264					
	Correspondence courses				119	251					
	Military drill				548						

[2] Engineering faculty.

[5] In general engineering.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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—con.											
Wahpeton	North Dakota State School of Science.[4]	1903	17	7	182	109					
	Preparatory		4	3	14	15					
	Arts and sciences		4	3	34	15					
	Special		9	2	116	52					
	Electrical engineering		2		14						
	Commerce		1	2	4	25					
	Journalism		1		3	2					
OHIO											
Akron	University of Akron	1872	50	15	715	434	53	66	12	7	
	Arts and sciences		32	9	309	182	32	21			
	Graduate				6	8			2		
	Special				8	7					
	Civil engineering		3		71		7				
	Electrical engineering		3		72						
	Mechanical engineering		3		55						
	Industrial engineering		2		4		4				
	Commerce		3		132	19	6	1			
	Education		4	4	58	182	4	36	10	7	
	Home economics			2		36		8			
	Summer school (1925)		19	6	88	237					
	Evening courses		27	7	527	629					
	Extension courses		3		15	22					
	Military drill				379						
Athens	Ohio University	1808	79	34	908	1,069	119	161			3
	Arts and sciences		46	18	364	311	51	53			
	Special				31	70					
	Commerce		14	3	279	59	32	7			
	Education		9	4	146	605	29	96			
	Civil engineering		3		34						
	Electrical engineering				52		7				
	Music		7	9	2	24		5			
	Summer school (1925)				222	754					
	Extension courses				360	568					
	Correspondence courses				119	367					
Cincinnati	University of Cincinnati	1874	340	56	4,040	2,687	271	197	36	18	5
	Arts and sciences		68	15	459	551	78	[6] 91			
	Graduate				178	170			36	18	
	Special				1,621	1,592					
	General engineering		[2] 74	[2] 2	17						
	Chemical engineering				122	6	[7] 14				
	Civil engineering				247		15				
	Electrical engineering				334		9				
	Mechanical engineering				195		16				
	Commercial engineering				225	33	21	1			
	Geological engineering				2						
	Architecture		4		116	69		3			
	Commerce		([8])	([8])	61	14	2				
	Education		9	8	16	115	6	96			
	Home economics			3		13		2			
	Law		12		91	3	19				
	Medicine		145	3	241	15	51	4			
	Dentistry		26		115	1	40				
	Nursing		2	25		105					
	Summer school (1925)		27	4	[11] 479						
	Extension courses		10	4	[1] 339						
	Military drill				800						
Columbus	Ohio State University	1872	694	89	6,999	2,964	870	510	157	72	
	Arts and sciences		575	84	1,443	781	152	134			
	Graduate				552	218			156	72	
	Special				99	170					
	Agriculture				531	12	99	2			

[1] Men and women.
[2] Engineering faculty.
[4] Junior college.
[6] Includes 6 degrees in music.
[7] Includes 4 degrees in metallurgical engineering.
[8] Included with engineering.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.										
	Architecture				52	1	7				
	Commerce				1,532	317	184	26			
	Education				305	1,341	55	272			
	Architectural engineering.				128	2	6				
	Chemical engineering				113		13				
	Civil engineering				251		27				
	Electrical engineering				436		58		1		
	Ceramic engineering				121		12				
	Mechanical engineering				289		33				
	Mining engineering				39		10				
	Metallurgical engineering.				44		7				
	Unclassified engineering				13						
	Engineering physics				9	1	1				
	Home economics					333		66			
	Law		6		307	17	67	4			
	Medicine		80	5	309	11	73	3			
	Dentistry		16		194		18				
	Pharmacy		5		265	30	21	2			
	Applied optics		2		37	4	7	1			
	Veterinary medicine		10		56		20				
	Summer school (1925)		190	19	1,515	1,311					
	Short winter courses				71	2					
	Extension courses				306	48					
	Military drill				3,454						
Oxford	Miami University	1824	88	27	877	968	90	82			4
	High school		2	2	76	64					
	Arts and sciences		67	5	799	657	61	34			
	Education		19	20	2	247	29	48			
	Summer school (1925)		38	12	285	637					
	Extension courses				83	222					
Toledo	University of the City of Toledo.	1872	36	15	856	707	33	34	3	8	
	Arts and sciences		36	15	639	567	33	34			
	Graduate				39	49			3	8	
	Special				178	91					
	Summer school (1925)		12	2	59	163					
OKLAHOMA											
Chickasha	Oklahoma College for Women (arts and sciences).	1909	5	27		726		[9] 62			
Claremore	Oklahoma Military Academy.[4]	1921	10		190						
	Preparatory		10		150						
	Arts and sciences		9		40						
	Military drill				190						
Miami	Northeastern Oklahoma Junior College (arts and sciences).	1920	5	5	72	127					
Norman	University of Oklahoma	1892	240	68	3,080	1,717	298	240	30	18	
	High school		2	2	34	49					
	Arts and sciences		101	47	1,683	993	136	131			
	Graduate				109	84			27	18	
	Special				125	104					
	Unclassified engineering				242	1					
	Architectural engineering.		2		18		1				
	Chemical engineering		7		19		2				
	Civil engineering		3		67		15		1		
	Electrical engineering		3		86		9		2		
	Mechanical engineering		3		43		7				
	Engineering geology		14		33		1				
	Petroleum engineering		3		38						
	Commerce		10	1	167	12	36	4			
	Education		11	2	18	82	7	34			
	Home economics					156		38			

[4] Junior college.

[9] Includes 4 degrees bachelor of music.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Norman	University of Oklahoma—Continued.										
	Fine arts		2	5	12	60	2	17			
	Music		12	8	35	221	1	10			
	Law		5		259	2	36	1			
	Medicine		80	3	167	10	36	3			
	Pharmacy		4	1	109	8	9	2			
	Nursing					62					
	Summer school (1925)		83	16	679	1,405					
	Extension courses				20	255					
	Correspondence courses				574	1,074					
	Military drill				1,100						
Stillwater	Oklahoma Agricultural and Mechanical College.	1891	112	41	1,785	1,058	141	87	11	2	
	Noncollegiate		2	2	45	49					
	Arts and sciences		35	15	242	207	13	16			
	Graduate				34	15			5	1	
	Special				63	84					
	Agriculture		29		327	1	57		5		
	Commerce		6	3	387	75	29	2	1		
	Education		7	3	169	315	14	28			
	Agricultural engineering		2		6						
	Architectural engineering.		4		77	1	4				
	Chemical engineering		5		36		5				
	Civil engineering		4		87	1	4				
	Electrical engineering		4		216		10				
	Mechanical engineering		4		61		4				
	Industrial engineering		6		19		1				
	Unclassified engineering				10						
	Home economics			13		292		39		1	
	Music		4	5	6	18		2			
	Summer school (1925)		93	40	494	1,052					
	Short courses				166						
	Correspondence courses				304	648					
	Military drill				1,350						
OREGON											
Corvallis	Oregon State Agricultural College.	1870	195	57	2,410	1,183	315	150	6	4	
	Graduate				34	23			1		
	Special				81	53					
	Agriculture		45		307	8	77	4	4	1	
	Commerce		94	23	782	357	75	34			
	Education		8	5	137	229	15	42	1	2	
	Unclassified engineering				225	1					
	Chemical engineering		1		83	2	13				
	Civil engineering		5		96		15				
	Electrical engineering		7		191		40				
	Mechanical engineering		13		83		24				
	Mining engineering		3		44		5				
	Industrial arts		5		76		13				
	Forestry		5		147		15				
	Home economics			23		491		67		1	
	Music		4	6	4	17					
	Pharmacy		5		180	35	23	3			
	Military science and tactics.				8						
	Summer school (1925)		38	25	204	249					
	Short courses				132	125					
	Extension courses					193					
	Military drill				1,260						
Eugene	University of Oregon	1876	133	42	1,845	1,376	239	196	20	16	1
	Arts and sciences		54	21	760	603	103	89			
	Graduate				78	57			16	14	
	Special				38	30					
	Architecture		4		64	17	4	2			
	Commerce		10	1	432	75	41	11			
	Journalism		6		127	103	5	11			
	Education		9	5	34	155	9	39	4	2	

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Eugene	University of Oregon—Con.										
	Physical education		11	6	33	70	2	9			
	Fine arts		4	3	18	117		11			
	Music		7	6	12	111		12			
	Sociology		3		3	38	1	9			
	Law		6		62	3	28	1			
	Medicine		22		205	9	46	2			
	Summer school (1925)		80	25	236	776					
	Extension courses				1,261	1,849					
	Correspondence courses				725	1,405					
PENNSYLVANIA											
Mont Alto	Pennsylvania State Forest School.	1903	8		80		18				
State College	Pennsylvania State College	1855	284	29	3,358	527	538	96	37	6	
	Arts and sciences		104	15	603	96	94	17			
	Graduate				126	29			23	6	
	Special				61	68					
	Agriculture		73		601	3	115	1	5		
	Architecture		3		57	1	7				
	Commerce		8		401	9	75	2			
	Education		13	5	155	196	40	47			
	Architectural engineering		[2]83		79		7				
	Chemical engineering				51		20				
	Civil engineering				240		35		1		
	Electrical engineering				395		51		1		
	Mechanical engineering				209		31		5		
	Mining engineering				83		18		2		
	Sanitary engineering				10						
	Electro-chemical engineering				46		6				
	Industrial engineering				140		21				
	Milling engineering				5		1				
	Railway mechanical engineering				13		4				
	Ceramic engineering				17		1				
	Metallurgical engineering				49		8				
	Mining geology				17		4				
	Home economics			9		125		29			
	Summer school (1925)		107	48	644	1,614					
	Short winter courses				83						
	Extension courses				2,045	3,594					
	Correspondence courses				4,869	1,374					
	Military drill				1,549						
PORTO RICO											
Rio Piedras	University of Porto Rico	1903	56	31	838	824	50	26			4
	Noncollegiate		10	21	304	417					
	Arts and sciences		25	1	122	53	3	18			
	Special				100	46					
	Agriculture		11	1	49		8				
	Education		19	9	44	286	2	4			
	Civil engineering		12	1	77		7				
	Electrical engineering		10	1	4						
	Mechanical engineering		10	1	22						
	Sugar chemistry		7	1	18		2				
	Law		7		53	3	24	2			
	Pharmacy		11		45	19	4	2			
	Summer school (1925)		20	19	328	783					
	Military drill				375						

[2] Engineering faculty.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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
RHODE ISLAND											
Kingston	Rhode Island State College	1890	37	10	423	96	49	16			3
	Arts and sciences		19	3	88	20	18	4			
	Graduate				6	1					
	Agriculture		8		27		3				
	Commerce		3		84	3	1				
	Education		1			1		1			
	Chemical engineering		2		15		3				
	Civil engineering		1		30		4				
	Electrical engineering		1		55		11				
	Mechanical engineering		4		30		9				
	Unclassified engineering				93						
	Home economics			7		71		11			
	Extension courses				170	591					
	Military drill				256						
SOUTH CAROLINA											
Charleston	College of Charleston	1790	16		123	102	14	16			2
	Arts and sciences		16		114	90	14	16			
	Graduate				6	2					
	Special				3	10					
	Extension		5		44	75					
Do	Medical College of the State of South Carolina.	1823	60		149	7	35	3			
Do	The Citadel, the Military College of South Carolina (arts and sciences).	1842	23		438		48				
Clemson College	Clemson Agricultural College.	1893	72	2	1,032		121				
	Noncollegiate				44						
	General science		15	2	51		1				
	Agriculture		24		353		44				
	Architecture		3		29		4				
	Education		5		26		14				
	Civil engineering		3		85		8				
	Electrical engineering		3		33		25				
	Mechanical engineering		2		15		11				
	Textile engineering		5		47		8				
	Unclassified engineering		6		328						
	Chemistry		6		21		6				
	Summer school (1925)		16		55						
	Military drill				1,015						
Columbia	University of South Carolina.	1805	80	7	1,008	411	105	36	16	16	
	Arts and sciences		64	7	501	333	42	35			
	Graduate				86	68			16	16	
	Special				51	42					
	Civil engineering		4		96	1	17	1			
	Commerce		4		215	6	10				
	Law		6		98	2	35				
	Pharmacy		2		26	1	1				
	Summer school (1925)		37	9	184	342					
Rock Hill	Winthrop College	1886	18	70	45	1,824		256			
	High school		2	8	45	83					
	Arts and sciences		15	45		65		222			
	Special					178					
	Education					1,224					
	Home economics			6		129		20			
	Music		1	9		176		11			
	Commerce			2		148		3			
	Summer school (1925)		23	32	69	1,333					
SOUTH DAKOTA											
Brookings	South Dakota State College of Agriculture and Mechanic Arts.	1884	76	24	807	340	71	41	5		
	Noncollegiate				200	31					
	Arts and sciences		27	14	123	70	13	11			
	Graduate				19	4			3		
	Special				21	29					

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
Brookings	South Dakota State College of Agriculture and Mechanic Arts—Contd.	1884	76	24	807	340	71	41	5		
	Agriculture		33		112	1	27		2		
	Commerce		2	1	80	53	3	4			
	Civil engineering		2		18		7				
	Electrical engineering		2		31		9				
	Mechanical engineering		2		2		1				
	Unclassified engineering				116						
	Home economics			7		135		25			
	Music		4	2		10					
	Journalism		5		17	1	6				
	Pharmacy		2	1	68	6	5	1			
	Summer school (1925)		19	5	78	92					
	Short winter courses				29	3					
	Military drill				512						
Rapid City	South Dakota State School of Mines.	1885	19	1	220	11	22		1		
	Special				9	7					
	Graduate				2	1					
	Education		3	1	16	10					
	Chemical engineering		3		26		2				
	Civil engineering		3		43		10				
	Electrical engineering		2		72		3				
	Mining engineering		1		18		4		1		
	Metallurgical engineering.		1		17		3				
	Unclassified engineering		6		17						
Vermilion	University of South Dakota	1882	64	22	703	523	84	63	6	3	
	Preparatory		2	3	28	30					
	Arts and sciences		53	13	396	374	51	60			
	Graduate				10	13			6	3	
	Special				53	90					
	Civil engineering		[2] 9		10		4				
	Electrical engineering				10		3				
	Mechanical engineering				6		1				
	Unclassified engineering				68						
	Music		5	8	4	26		3			
	Law		7		93	2	25				
	Medicine		11		35	1					
	Summer school (1925)		16	6	57	137					
	Correspondence courses		22	4	106	155					
	Military drill				351						
TENNESSEE											
Knoxville	University of Tennessee	1794	255	20	1,534	576	202	81	6	3	
	Arts and sciences		69	14	370	294	29	50			
	Graduate				23	19			3	3	
	Special				210	54					
	Agriculture		14		139	4	17		2		
	Commerce				250	3	14				
	Education		4		32	141	7	7	1		
	Chemical engineering		[2] 11		19		1				
	Civil engineering				100		9				
	Electrical engineering				146		15				
	Mechanical engineering				50		4				
	Home economics			6		104		21			
	Law		5		49	1					
	Medicine		152		227	4	46	1			
	Dentistry				78		29				
	Pharmacy				55	3	31	2			
	Summer School (1925)		44	22	489	926					
	Short courses				50	174					
	Extension courses				79	106					
	Correspondence courses				162	167					
	Military drill				685						

[2] Engineering faculty.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
Arlington	North Texas Agricultural College.[4]	1917	24	8	218	191					
	Preparatory		5	7	33	13					
	Arts and sciences		10	8	59	69					
	Special				5	3					
	Architectural engineering		2		4						
	Chemical engineering		2		5						
	Civil engineering		3		6						
	Electrical engineering		2		20						
	Mechanical engineering		3		9						
	Agriculture		2		5						
	Home economics					1					
	Commerce		2	1	24	12					
	Education		3		40	74					
	Music			2	8	19					
	Summer school (1925)		19	5	45	88					
	Military drill				280						
Austin	University of Texas	1883	272	80	3,438	2,008	498	355	62	66	
	Arts and sciences		151	58	1,699	1,637	166	319			
	Graduate				179	134			58	66	
	Special				45	6					
	Chemical engineering				61		5				
	Civil engineering		7		130	1	13				
	Electrical engineering		6		218		18				
	Mechanical engineering		7		82		15		1		
	Mines and metallurgy		9	1	96	19	4				
	Architecture		5		102	15	11	4			
	Commerce		14	2	323	28	101	16	3		
	Education		15	4	7	67		9			
	Law		11	1	289	8	78	1			
	Medicine		41	7	211	15	66	3			
	Nursing			4		77					
	Pharmacy		6	3	41	6	21	3			
	Summer school (1925)		156	45	1,417	1,812					
	Extension courses				101	131					
	Correspondence courses				1,559	2,404					
Beaumont	South Park Junior College (arts and sciences).	1923	5	7	105	115					
College Station	Agricultural and Mechanical College of Texas.	1876	192		2,187		289		27		
	Noncollegiate				17						
	Arts and sciences		95		146		8				
	Graduate				47				27		
	Special				174						
	Agriculture		43		552		114				
	Architecture		5		143		13				
	Education		8		89		36				
	Chemical engineering				93		14				
	Civil engineering		9		211		29				
	Electrical engineering		9		398		39				
	Mechanical engineering		13		227		28				
	Textile engineering		4		77		4				
	Veterinary medicine		6		13		4				
	Summer school (1925)		69	1	449						
	Short courses				144						
	Extension courses				49						
	Military drill				1,773						
Denton	College of Industrial Arts	1903	31	84		1,809		250			
	Preparatory					30					
	Arts and sciences		31	84		1,779		250			
	Summer school (1925)		20	42		666					
El Paso	Junior College of the City of El Paso (arts and sciences).	1920	6	13	81	120					
	Summer school (1925)		6	4	8	112					
	Extension courses				14	260					
Gainesville	Junior College (arts and sciences).		3	5	19	23					

[4] Junior college.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Hillsboro	Junior College (arts and sciences).	1923	3	3	68	100					
Lubbock	Texas Technological College	1925	35	12	708	335					
	Arts and sciences		26	9	342	255					
	Agriculture		3		81						
	Architecture		1		43	2					
	Civil engineering		1		87						
	Electrical engineering		1		98						
	Mechanical engineering		2		49						
	Textile engineering		1		68						
	Home economics			3		78					
	Military drill				90						
Paris	Junior College (arts and sciences).	1924	5	5	80	120					
	Summer school (1925)		2	2	12	50					
	Extension courses		2	1	6	20					
Stephenville	John Tarleton Agricultural College.[4]	1917	42	23	434	374					
	Preparatory		15	7	127	72					
	Arts and sciences		27	16	256	223					
	Special				51	79					
	Summer school (1925)		25	11	158	280					
	Correspondence courses				71	119					
	Military drill				335						
Wichita Falls	Junior College (arts and sciences).	1922	6	10	107	141					
UTAH	Summer school (1925)		2		8	12					
Logan	Agricultural College of Utah	1890	56	7	694	347	83	39	10		
	Arts and sciences		27		202	195	30	19			
	Graduate				35	3			2		
	Special				82	10					
	Agriculture		18		120		22		5		
	Commerce		7	1	159	42	22	2	3		
	Mechanic arts		4		96		9				
	Home economics			6		97		18			
	Summer school (1925)		61	17	363	432					
	Extension courses				94	123					
	Correspondence courses				220	252					
	Military drill				260						
Salt Lake City	University of Utah	1850	102	47	1,621	1,289	206	116	12	5	
	Arts and sciences		56	29	475	356	68	41			
	Graduate				72	33					
	Special				175	142					
	Engineering		21		414		43				
	Commerce		13	1	402	71	50	4			
	Education		17	28	122	824	25	71			
	Law		7		62	1	19				
	Medicine		10		44						
	Pharmacy		1		30	4	1				
	Summer school (1925)		39	13	335	704					
	Extension courses				1,234	1,096					
	Correspondence courses				247	443					
	Military drill				448						
VERMONT											
Burlington	University of Vermont and State Agricultural College.	1880	164	25	708	411	120	76	10	2	5
	Arts and sciences		70	19	242	269	53	60			
	Graduate				11	4			2	2	
	Special				5	11					
	Agriculture		24	6	47	2	13		6		
	Commerce				138	54					
	Education				20	9			2		
	Civil engineering		19		47		8				
	Electrical engineering				72		14				
	Mechanical engineering				45		8				
	Home economics					69		14			
	Medicine		51		97	8	24	2			
	Summer school (1925)		17	6	75	636					
	Military drill				485						

[4] Junior college.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
Blacksburg	Virginia Agricultural and Mechanical College and Polytechnic Institute.	1872	98	4	1,146	42	132	1	15	----	----
	Arts and sciences	----	38	----	76	25	4	1	----	----	----
	Graduate	----	----	----	41	2	----	----	----	----	----
	Special	----	----	----	44	----	----	----	----	----	----
	Agriculture	----	22	----	79	----	28	----	6	----	----
	Commerce	----	4	----	201	2	13	----	----	----	----
	Education	----	5	----	71	----	17	----	----	----	----
	Agricultural engineering	----	4	----	20	----	4	----	----	----	----
	Chemical engineering	----	2	----	42	----	3	----	----	----	----
	Civil engineering	----	4	----	150	----	13	----	2	----	----
	Electrical engineering	----	4	----	279	----	31	----	4	----	----
	Mechanical engineering	----	12	----	115	----	18	----	2	----	----
	Mining engineering	----	3	----	28	----	1	----	1	----	----
	Home economics	----	----	4	----	13	----	----	----	----	----
	Summer school (1925)	----	29	----	185	43	----	----	----	----	----
	Military drill	----	----	----	1,018	----	----	----	----	----	----
Charlottesville	University of Virginia	1825	139	----	1,991	89	236	17	44	13	----
	Arts and sciences	----	96	----	1,229	4	110	1	----	----	----
	Graduate	----	----	----	90	30	----	----	44	13	----
	Special	----	----	----	66	19	----	----	----	----	----
	General engineering	----	19	----	5	----	1	----	----	----	----
	Chemical engineering	----	14	----	15	----	1	----	----	----	----
	Civil engineering	----	2	----	32	----	7	----	----	----	----
	Electrical engineering	----	3	----	47	----	11	----	----	----	----
	Mechanical engineering	----	2	----	24	----	3	----	----	----	----
	Education	----	16	----	53	45	9	12	----	----	----
	Law	----	8	----	262	3	52	1	----	----	----
	Medicine	----	35	----	234	7	42	3	----	----	----
	Summer school (1925)	----	89	31	902	1,936	----	----	----	----	----
	Extension courses	----	----	----	64	256	----	----	----	----	----
Lexington	Virginia Military Institute	1839	50	----	674	----	67	----	8	----	----
	Liberal arts	----	39	----	546	----	20	----	3	----	----
	Chemical engineering	----	4	----	25	----	10	----	----	----	----
	Civil engineering	----	4	----	58	----	24	----	4	----	----
	Electrical engineering	----	3	----	45	----	13	----	1	----	----
	Summer school (1925)	----	12	----	50	----	----	----	----	----	----
	Military drill	----	----	----	674	----	----	----	----	----	----
Richmond	Medical College of Virginia	1832	168	9	517	61	129	3	----	----	----
	Medicine	----	141	3	336	11	78	3	----	----	----
	Dentistry	----	37	----	78	----	16	----	----	----	----
	Pharmacy	----	18	----	103	6	35	----	----	----	----
	Nursing	----	17	6	----	44	----	----	----	----	----
Williamsburg	College of William and Mary	1693	39	12	629	468	61	65	1	1	5
	Arts and sciences	----	37	12	575	450	61	65	----	----	----
	Law	----	2	----	15	----	----	----	----	----	----
	Graduate	----	----	----	4	5	----	----	1	1	----
	Special	----	----	----	35	13	----	----	----	----	----
	Summer school (1925)	----	29	19	286	540	----	----	----	----	----
	Extension courses	----	----	----	231	633	----	----	----	----	----
WASHINGTON											
Pullman	State College of Washington	1892	159	49	1,959	1,103	238	161	16	5	----
	Noncollegiate	----	9	4	63	26	----	----	----	----	----
	Arts and sciences	----	57	18	761	511	72	76	----	----	----
	Graduate	----	----	----	25	11	----	----	6	5	----
	Agriculture	----	26	----	214	4	36	----	4	----	----
	Education	----	8	1	150	146	44	44	4	----	----
	Architectural engineering	----	3	----	35	2	----	----	----	----	----
	Civil engineering	----	5	----	54	1	4	----	1	----	----
	Electrical engineering	----	13	----	218	----	20	----	1	----	----
	Mechanical engineering	----	----	----	61	----	5	----	----	----	----
	Mining and geology	----	2	----	36	1	6	----	----	----	----
	Unclassified engineering	----	----	----	70	----	----	----	----	----	----
	Fine arts	----	2	1	22	40	----	2	----	----	----
	Home economics	----	----	12	1	169	----	22	----	----	----
	Music	----	7	5	16	101	2	8	----	----	----

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
Pullman	State College of Washington—Continued.										
	Pharmacy		3	1	123	22	40	6			
	Veterinary medicine		5		45		6				
	Physical education		6	5	56	39	2	3			
	Speech		1	2	7	30					
	Military science and tactics.		12		2		1				
	Summer school (1925)		16	7	147	165					
	Short winter courses				74	64					
	Extension courses				88	307					
	Correspondence courses				208	376					
	Military drill				978						
Seattle	University of Washington	1861	211	42	4,243	3,017	560	428	73	47	
	Arts and sciences		99	16	1,488	1,635	155	196			
	Graduate				239	213			29	38	
	Special				26	88					
	Unclassified engineering		[2] 36		379	2	10		[10] 1		
	Chemical engineering				63		19		1		
	Civil engineering				31		18		6		
	Electrical engineering				195		36		1		
	Mechanical engineering				76		18		3		
	Mining engineering		5		43	1	9		2		
	Fisheries		3		66	1	2				
	Library science		2	3	1	39	37				
	Forestry		5		175	1	17		4		
	Commerce		20	2	1,062	202	120	14	9		
	Journalism		5		18	30	10	5			
	Education		8		51	113	43	91	12	9	
	Fine arts		16	11	159	537	4	74			
	Law		7		94	4	43				
	Pharmacy		5	1	103	43	19	14	5		
	Home economics			9		196		34			
	Summer school (1925)				829	1,660					
	Extension courses				735	2,422					
	Correspondence courses				705	817					
	Military drill				1,800						
WEST VIRGINIA											
Keyser	Potomac State School [4]	1902	7	8	141	116					
	Preparatory		5	3	46	61					
	Arts and sciences		2	5	95	55					
Montgomery	New River State School [4]	1907	12	7	148	180					
	Preparatory			4	66	96					
	Arts and sciences		11	2	65	44					
	Music		1	1	17	40					
	Summer school (1925)		15	4	140	299					
Morgantown	West Virginia University	1868	179	33	1,779	855	242	120	23	6	
	Arts and sciences		85	18	877	617	141	88			
	Graduate				136	78			15	6	
	Special				12	29					
	Agriculture		34		97		22		6		
	Chemical engineering		5		43	1	4		2		
	Civil engineering		7		91	1	19				
	Electrical engineering		4		146	1	9				
	Mechanical engineering		14		50		5				
	Mining engineering		2		45		11				
	Home economics			7		118		19			
	Music		3	8	22	202		12			
	Law		6		123	3	26				
	Medicine		16		117	2					
	Pharmacy		3		40	5	5	1			
	Summer school (1925)		99	12	504	508					
	Extension courses				927						
	Military drill				676						

[2] Engineering faculty. [4] Junior college. [10] M. S. in ceramic engineering.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
Madison	University of Wisconsin	1848	684	170	5,312	3,391	709	606	296	124	6
	Noncollegiate		12	18	184	127					
	Arts and sciences		366	87	1,659	1,154	319	457			
	Graduate				671	316			215	114	
	Special				40	67					
	Agriculture		78	3	249	4	47	1	52	10	
	Commerce		10	2	526	50	83	10			
	Education		23	4	284	943					
	Chemical engineering		[2] 91		109		23		2		
	Civil engineering				239		43		12		
	Electrical engineering				373		56		6		
	Mechanical engineering				190	1	42		2		
	Mining engineering				22	1	7	1	7		
	Home economics			18		311		69			
	Journalism		5	1	154	142	22	27			
	Law		12		238	10	48	1			
	Medicine		63	12	197	26					
	Pharmacy		6	2	106	18	11	1			
	Music		9	7	11	107	1	15			
	Physical education		15	17	60	114	7	24			
	Summer school (1925)		189	51	2,009	2,906					
	Extension courses				3,310	2,823					
	Correspondence courses				14,336	9,863					
	Short winter courses				238						
	Military drill				1,795						
WYOMING											
Laramie	University of Wyoming	1867	64	46	613	527	47	45	5	3	
	High school		2	9	48	85					
	Arts and sciences		30	11	212	154	13	21			
	Graduate				27	13			2	2	
	Special				51	63					
	Agriculture		12		66		6				
	Commerce		3	1	84	57	9	3			
	Education		4	18	23	146	4	11	1	1	
	Civil engineering		2		25		4		2		
	Electrical engineering		1		55		7				
	Mechanical engineering		2		17						
	Mining engineering		1		24						
	Unclassified engineering				19						
	Home economics			4		46		9			
	Law		5		22		4				
	Music		2	3	18	33		1			
	Nursing					6					
	Summer school (1925)		36	27	314	1,086					
	Extension courses				14	48					
	Correspondence courses				238	927					
	Military drill				303						

[2] Engineering faculty.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Property, 1925–26*

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)	Productive funds
1	2	3	4	5	6	7
Alabama Polytechnic Institute	37,000	$325,000	$154,000	$1,346,000	$161,000	$253,500
Alabama College	11,514	132,000	16,000	912,512	597,173	582,722
University of Alabama	75,000	181,855	291,000	1,177,628	263,000	1,659,693
Alaska Agricultural College and School of Mines	7,279	108,318	2,338	180,665	25,000	----
University of Arizona	70,000	538,750	515,000	1,634,500	475,500	559,958
University of Arkansas	65,000	470,000	135,000	675,000	125,000	132,667
University of California	898,441	7,332,841	6,276,837	13,050,705	----	10,506,506
University of Colorado	173,800	958,392	429,875	4,844,097	----	75,000
Colorado Agricultural College	54,564	402,645	346,272	1,801,540	----	339,606
Colorado School of Mines	19,243	490,823	108,303	471,967	----	----
Connecticut Agricultural College	35,000	443,984	108,295	2,053,130	613,500	135,000
University of Delaware	32,297	543,199	310,685	1,403,342	362,500	535,249
Gallaudet College (D. C.)	7,000	----	----	1,000,000	----	14,000
University of Florida	50,487	2,110,000	900,000	1,210,000	296,825	185,800
Florida State College for Women	22,500	289,000	991,400	1,715,150	800,000	----
University of Georgia	60,500	543,083	998,000	2,038,050	333,000	327,202
Georgia School of Technology	21,500	559,000	297,800	892,300	240,000	200,000
Medical College of Georgia	6,000	46,642	----	100,000	----	25,000
North Georgia Agricultural College	5,000	16,749	4,800	99,350	35,000	----
Georgia State College for Women	14,000	140,000	120,000	1,000,000	525,000	----
University of Hawaii	38,447	325,622	827,247	536,346	43,315	5,500
University of Idaho	90,000	591,000	128,000	1,192,600	250,000	1,868,114
Idaho Technical Institute	9,067	190,000	120,000	500,000	160,000	----
University of Illinois	687,345	5,249,096	1,445,424	12,426,924	584,196	1,032,662
Indiana University	183,325	1,162,283	543,986	4,448,792	567,299	1,413,779
Purdue University (Ind.)	84,200	1,367,363	463,831	3,165,267	----	[1] 340,000
Iowa State College of Agriculture and Mechanic Arts	133,064	2,808,737	723,218	5,349,039	644,025	694,982
State University of Iowa	293,725	2,841,207	2,215,240	5,434,489	613,196	286,313
University of Kansas	175,687	2,337,433	483,000	3,140,390	175,000	220,036
Kansas State Agricultural College	84,327	1,437,928	687,322	2,390,000	95,500	505,509
University of Kentucky	71,068	586,641	321,876	1,573,721	270,000	184,075
University of Louisville (Ky.)	26,234	216,299	604,458	[2]	----	268,474
Louisiana State University and Agricultural and Mechanical College	61,461	675,294	575,000	4,900,000	470,000	318,863
Southwestern Louisiana Institute	12,500	84,200	100,000	485,000	120,000	----
University of Maine	70,602	417,685	26,247	961,216	163,487	650,508
United States Naval Academy (Md.)	64,000	1,000,000	2,000,000	26,000,000	1,500,000	----
University of Maryland	43,791	783,299	298,900	1,735,801	240,500	117,644
Massachusetts Agricultural College	75,066	859,016	201,892	1,545,788	193,808	240,667
Lowell Textile School (Mass.)	1,556	352,500	109,639	330,850	----	----
University of Michigan	619,508	7,436,296	3,542,610	16,639,526	2,755,971	2,687,770
College of the City of Detroit (Mich.)	17,000	200,000	1,500,000	1,500,000	----	----
Detroit College of Medicine (Mich.)	20,000	50,000	150,000	600,000	----	----
Michigan State College of Agriculture and Applied Science	51,760	1,417,773	389,758	3,040,500	161,000	1,010,495
Michigan College of Mines	32,991	417,059	104,025	624,968	----	----
University of Minnesota	472,000	4,737,120	6,493,455	12,621,115	773,518	7,415,911
Mississippi Agricultural and Mechanical College	48,726	942,741	157,520	1,616,344	321,135	239,788
Mississippi State College for Women	20,300	179,450	150,000	1,209,500	596,000	156,489
University of Mississippi	45,000	483,000	156,560	1,091,000	325,000	710,153
University of Missouri	314,868	2,539,585	887,193	4,994,088	34,000	1,689,448
Montana State College of Agriculture and Mechanic Arts	30,659	367,573	205,306	1,539,901	65,000	774,567
Montana State School of Mines	10,000	77,624	193,942	474,578	----	536,980
State University of Montana	98,900	[3] 285,000	250,000	1,532,258	361,301	529,982
University of Nebraska	201,590	1,726,172	2,348,446	4,782,246	19,165	937,800
University of Nevada	44,725	298,951	110,000	653,406	172,516	358,439
University of New Hampshire	54,876	404,000	170,000	2,100,000	935,000	1,030,000
Rutgers University (N. J.)	157,524	1,282,497	1,614,116	3,633,092	802,817	2,093,434
State University of New Mexico	37,000	237,956	185,000	365,000	38,500	400,000
New Mexico School of Mines	1,550	71,500	16,000	155,825	30,000	330,000
New Mexico College of Agriculture and Mechanic Arts	22,622	260,000	45,000	320,000	50,000	517,630
New Mexico Military Institute	3,845	45,200	50,000	739,310	300,000	----
College of the City of New York	85,000	865,618	3,399,119	4,235,000	----	94,465

[1] In addition there are bonds and other securities to the amount of $120,786.
[2] Included in preceding column.
[3] 1924 figures.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
Hunter College of the City of New York	35,608	$300,000	$3,000,000	$100,000	----------	----------
New York State College of Forestry	6,500	200,000	50,000	275,000	$10,000	----------
United States Military Academy (N. Y.)	108,000	500,000	5,125,330	18,746,905	----------	----------
University of North Carolina	167,000	1,235,562	327,549	4,388,128	1,398,055	$1,455,569
North Carolina College for Women	33,231	547,166	836,999	4,162,000	1,816,099	----------
North Carolina College of Agriculture and Engineering	17,231	764,781	165,014	2,873,916	1,048,277	125,000
North Dakota Agricultural College	40,248	574,413	143,710	1,152,505	197,091	1,415,512
University of North Dakota	90,000	677,988	153,436	1,313,491	----------	1,694,203
North Dakota State School of Science	5,000	83,978	10,000	297,435	99,553	451,110
University of Akron (Ohio)	23,000	174,309	336,000	450,000	----------	69,521
Ohio University	48,880	616,072	2,194,785	(2)	----------	72,273
University of Cincinnati (Ohio)	118,000	1,054,753	778,348	2,755,682	272,320	5,680,252
Ohio State University	276,161	2,632,465	3,241,826	8,236,143	264,103	1,120,212
Miami University (Ohio)	85,000	422,500	276,000	2,483,000	1,043,000	106,500
University of the City of Toledo (Ohio)	18,000	50,000	300,000	450,000	----------	11,000
Oklahoma College for Women	12,500	174,885	48,007	844,996	350,000	----------
Oklahoma Military Academy	1,800	11,761	2,537	189,820	90,000	----------
Northeastern Oklahoma Junior College	3,000	10,000	5,000	100,000	----------	----------
University of Oklahoma	75,000	871,140	109,882	2,408,602	214,795	3,200,000
Oklahoma Agricultural and Mechanical College	37,204	786,345	130,702	1,688,570	387,000	1,399,287
Oregon State Agricultural College	70,534	979,953	578,945	2,515,933	365,178	203,504
University of Oregon	170,140	676,057	438,721	2,316,427	202,443	163,000
Pennsylvania State Forest School	1,840	29,000	240,000	256,000	94,000	----------
Pennsylvania State College	95,906	1,987,971	186,186	2,780,098	676,834	517,000
University of Porto Rico	16,300	257,000	55,900	356,350	----------	12,000
Rhode Island State College	24,600	282,000	18,000	700,000	----------	50,000
College of Charleston (S. C.)	23,469	75,000	150,000	175,000	15,000	322,000
The Citadel, the Military College of South Carolina	10,000	140,808	947,700	1,211,500	----------	----------
Clemson Agricultural College (S. C.)	23,188	463,113	362,329	1,346,958	281,000	254,440
University of South Carolina	86,200	552,020	1,024,254	1,168,950	387,000	----------
Winthrop College (S. C.)	28,871	623,476	486,523	1,787,000	600,000	----------
South Dakota State College of Agriculture and Mechanic Arts	34,500	564,470	95,480	895,500	231,000	752,785
South Dakota State School of Mines	10,400	276,956	495,052	329,725	----------	83,669
University of South Dakota	60,000	305,000	55,000	950,000	230,000	----------
University of Tennessee	78,556	901,875	1,627,485	2,475,459	261,900	400,000
North Texas Agricultural College	4,112	85,686	52,299	262,031	38,712	----------
University of Texas	286,707	2,707,286	2,048,955	4,024,134	195,875	16,167,272
Agricultural and Mechanical College of Texas	38,000	1,318,726	821,002	3,662,271	533,751	209,000
College of Industrial Arts (Tex.)	22,500	(4)	(4)	(4)	(4)	----------
Texas Technological College	2,432	253,790	250,000	1,005,660	----------	----------
John Tarleton Agricultural College (Tex.)	5,000	131,020	119,691	414,747	65,000	104,191
Agricultural College of Utah	36,000	220,843	56,100	1,193,700	----------	292,280
University of Utah	87,800	600,000	----------	1,650,000	----------	75,345
University of Vermont and State Agricultural College	118,716	361,205	100,000	1,920,000	303,000	[5] 1,314,210
Virginia Agricultural and Mechanical College and Polytechnic Institute	39,000	698,500	252,700	2,104,620	278,400	344,312
University of Virginia	150,000	463,247	600,000	2,274,059	96,500	3,672,677
Virginia Military Institute	30,000	34,534	161,183	1,124,294	353,636	98,000
Medical College of Virginia	6,000	177,413	70,235	832,000	----------	----------
College of William and Mary (Va.)	48,000	152,000	100,000	1,118,000	550,000	55,390
State College of Washington	117,000	571,787	259,077	1,673,603	221,410	2,325,976
University of Washington	212,361	1,159,911	1,359,740	3,626.408	48,098	4,899,200
Potomac State School (W. Va.)	3,500	43,275	100,000	296,500	180,000	----------
New River State School (W. Va.)	14,000	125,000	100,000	250,000	65,000	----------
West Virginia University	92,151	977,728	[6] 1,633,437	4,252,446	200,000	115,000
University of Wisconsin	344,000	3,367,582	1,622,235	8,336,950	500,000	1,164,067
University of Wyoming	61,330	521,800	218,000	2,166,000	200,000	1,796,071

[2] Included in preceding columns.
[4] Value of all property, $2,500,000.
[5] In addition there are funds to the amount of $358,331.
[6] Other property includes one-half interest in coal lands, $212,468.

TABLE 27.—*Publicly controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*

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 non-educational 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	$131,089	$14,105	$13,998	$20,280		$379,129	$292,346	$15,000		$15,727	$140,984	$1,022,658	$1,022,658
Alabama College	82,172		141,835	32,156		67,482	3,482	19,240			61,764	408,131	408,131
University of Alabama	216,634	28,161	41,784	105,864		173,854	4,093				20,817	591,207	591,207
Alaska Agricultural College and School of Mines	1,118	807				[1] 204,432	50,000				860	257,217	257,217
University of Arizona	122,418	25,584	63,175	39,400	$165,000	651,449	132,761			1,254	45,167	1,246,208	1,246,208
University of Arkansas	97,096			6,633	325,000	636,000	253,887			900	23,506	1,343,022	1,343,022
University of California	1,615,729	14,780	22,735	432,055	354,787	5,445,771	243,841	2,743,408	$338,711	236,770	1,256,757	12,705,344	12,366,633
University of Colorado	186,552			4,000	199,229	1,035,699				101,000	490,898	2,017,378	2,017,378
Colorado Agricultural College	35,976			21,175	144,096	539,195	170,564				127,319	1,038,325	1,038,325
Colorado School of Mines	43,377				20,000	219,818					7,884	291,079	291,079
Connecticut Agricultural College	71,643	30,223	108,951	13,907	104,979	348,507	138,062			1,122	238,028	1,055,422	1,055,422
University of Delaware	52,556	22,960	94,729	25,786		180,537	121,292			3,800	35,785	537,445	537,445
Gallaudet College (D. C.)	4,845						112,240					117,085	117,085
University of Florida	84,720		96,463	10,082	594,257	716,662	213,737		2,500		253,403	1,971,824	1,969,324
Florida State College for Women	88,683		254,953		199,250	287,277	1,075				5,750	836,988	836,988
University of Georgia	147,949	21,411	62,233	28,244	6,000	449,037	286,128			39,457	350,524	1,390,983	1,390,983
Georgia School of Technology	244,365			6,720		247,500		130,000			14,415	643,000	643,000
Medical College of Georgia	11,090			1,739		69,510					55,258	137,597	137,597
North Georgia Agricultural College	3,499		14,082	2,000		27,000						46,581	46,581
Georgia State College for Women	38,861				195,000	147,500						381,361	381,361
University of Hawaii	14,330	24,120			7,575	248,990	50,000	540	2,500	2,579	44,371	395,005	392,505
University of Idaho	39,389	29,437	72,656	108,655	254,500	681,870	142,868				65,148	1,394,523	1,394,523
Idaho Technical Institute		10,000	25,000		60,000	199,098	902				16,900	311,900	311,900
University of Illinois	801,031	51,397	86,375	38,851	441,891	4,251,798	343,103			62,885	752,941	6,830,272	6,830,272
Indiana University	539,776			54,467	175,000	1,370,174		292,690		12,783	372,973	2,817,863	2,817,863
Purdue University (Ind.)	250,728	2,938		17,000	321,685	1,628,450	314,373				606,355	3,141,529	3,141,529
Iowa State College of Agriculture and Mechanics Arts	364,821	85,708		41,000		2,373,887	291,520			200	389,788	3,546,924	3,546,924
State University of Iowa	609,874	86,521	79,954	14,356	1,041,288	1,835,775	30,306	20,000		16,500	1,682,377	5,416,951	5,416,951
University of Kansas	330,895	15,914	54,758	13,026	185,000	1,215,900	399				180,363	1,996,255	1,996,255
Kansas State Agricultural College	227,079		53,037	29,627	258,600	1,199,533	239,682			500	294,647	2,302,705	2,302,705

[1] Includes column 6.

TABLE 27.—*Publicly controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 non-educational 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 Kentucky	$142,121		$58,302	$10,345		$973,288	$301,595			$4,266	$361,475	$1,851,392	$1,851,392
University of Louisville (Ky.)	155,554			21,697		[1] 149,639					25,563	352,453	352,453
Louisiana State University and Agricultural and Mechanical College	60,843			14,556	$1,033,098	705,829	249,130	$36,293			213,178	2,312,927	2,312,927
Southwestern Louisiana Institute	17,463		50,600			175,000					52,564	295,627	295,627
University of Maine	159,387		125,867	33,603	60,000	430,626	161,877				100,988	1,072,348	1,072,348
United States Naval Academy (Md.)							1,933,968					1,933,968	1,933,968
University of Maryland	503,592	$28,060	96,562	6,832	125,000	530,676	173,087			3,413	700,506	2,167,728	2,167,728
Massachusetts Agricultural College	18,586	15,048	137,099	10,029	14,581	873,422	114,568				144,859	1,328,192	1,328,192
Lowell Textile School (Mass.)	39,465					118,853					2,107	160,425	160,425
University of Michigan	1,198,251			178,889	1,347,628	3,711,005	11,005		$325,929	180,514	1,690,396	8,643,617	8,317,688
College of the City of Detroit (Mich.)	175,000					150,000						325,000	325,000
Detroit College of Medicine (Mich.)	45,530					92,431						137,961	137,961
Michigan State College of Agriculture and Applied Science	245,924	27,823		70,664	299,492	1,335,000	259,914		3,122		420,506	2,662,445	2,659,323
Michigan College of Mines					27,803	162,432						190,235	190,235
University of Minnesota	1,056,815	167,070	240,038	588,480	654,510	3,907,916	347,985		100,000		1,257,742	8,320,556	8,220,556
Mississippi Agricultural and Mechanical College	52,617		189,375	14,387		477,963	258,827				395,266	1,388,435	1,388,435
Mississippi State College for Women	78,414		149,161	9,389	500,000	174,266	2,316	100,000			6,282	1,019,828	1,019,828
University of Mississippi	110,404	34,684	17,591	42,608		107,550					15,536	328,373	328,373
University of Missouri	504,443	3,929	69,101	91,479	10,724	1,539,615	342,941	99,409	8,733	4,590	965,351	3,640,315	3,631,582
Montana State College of Agriculture and Mechanic Arts	31,942	5,043	10,325	42,741	111,591	268,180	154,522				70,924	695,268	695,268
Montana State School of Mines	4,979			32,359	12,156	41,300					112	90,906	90,906
State University of Montana	76,643	26,985	68,218	33,965	21,139	310,959	250	24,681		26,227	11,285	600,352	600,352
University of Nebraska	448,190	11,874	102,739	52,389	450,000	1,819,523	203,621				695,215	3,783,551	3,783,551
University of Nevada	54,065	13,010	35,162	17,065	40,185	223,188	127,872			23,050	114,988	648,585	648,585
University of New Hampshire	152,165	52,205	56,665	39,208	170,441	399,851	129,099				197,886	1,197,520	1,197,520
Rutgers University (N. J.)	307,858	117,669	188,139	101,063	250,221	783,470	207,014	580,214	261,426	21,343	396,802	3,215,219	2,635,005
State University of New Mexico	19,871	5,134	20,834	50,115	13;100	97,500				279	11,527	218,360	218,360
New Mexico School of Mines	9,457		11,036	22,027		30,000					5,719	78,239	78,239

New Mexico College of Agriculture and Mechanic Arts	7,635		18,477	32,505		122,064	141,719				88,619	411,019	411,019
New Mexico Military Institute	13,600		53,200	20,968		34,365					570	122,703	122,703
College of the City of New York	255,336			9,044	100,000	1,197,523		150,000	1,000	800		1,713,703	1,712,703
Hunter College of the City of New York	19,366					1,142,727						1,162,093	1,162,093
New York State College of Forestry	27,973				42,000	229,630					8,504	308,107	308,107
United States Military Academy (N. Y.)							2,583,931					2,583,931	2,583,931
University of North Carolina	278,049	[2] 84,005	[2] 126,565	84,256	547,102	712,500					22,384	1,854,861	1,854,861
North Carolina College for Women	80,044		296,686		350,000	382,000	2,000				331,666	1,442,396	1,442,396
North Carolina College of Agriculture and Engineering	106,869	45,390	151,972	7,500	556,511	638,356	316,356				322,640	2,145,594	2,145,594
North Dakota Agricultural College	27,194	4,532	20,878	94,011	33,100	403,600	178,613			11,025	106,290	879,243	879,243
University of North Dakota	52,434	10,506	66,607	74,134	47,221	504,772					17,584	773,238	773,238
North Dakota State School of Science	4,302	1,335	12,597	25,800	8,000	36,172	7,257					95,663	95,663
University of Akron (Ohio)	65,541		1,242	4,287		174,671					5,347	251,088	251,088
Ohio University	142,411			8,224	286,500	468,666					167,269	1,073,070	1,073,070
University of Cincinnati (Ohio)	520,461	23,835		350,508	150,015	488,263		187,478	401,591	84,204	39,564	2,245,919	1,844,328
Ohio State University	524,650		99,315	64,237	1,423,825	2,960,832	278,775		39,860	14,759	942,139	6,348,392	6,308,532
Miami University (Ohio)	118,600	79,000	163,240	6,400	262,060	475,877	2,587	2,000	2,500	6,000	21,477	1,139,741	1,137,241
University of the City of Toledo (Ohio)	43,365			400		147,048					53,030	243,843	243,843
Oklahoma College for Women	1,553				50,000	145,599						197,152	197,152
Oklahoma Military Academy	3,150		24,382		15,000	42,500						85,032	85,032
Northeastern Oklahoma Junior College	1,995					34,000						35,995	35,995
University of Oklahoma	81,685			145,002	206,000	907,538					301,000	1,641,225	1,641,225
Oklahoma Agricultural and Mechanical College	13,167	13,185	36,803	132,000	453,750	728,000	261,423		1,000		241,460	1,880,788	1,879,788
Oregon State Agricultural College	159,212		136,957	11,820		1,406,093	159,330			7,210	113,316	1,993,938	1,993,938
University of Oregon	288,172		123,518	8,400		[1] 980,204		10,000			46,485	1,456,779	1,456,779
Pennsylvania State Forest School	1,800	3,000	12,000		125,000	54,820						196,620	196,620
Pennsylvania State College	714,455	59,163	66,084	26,020		1,167,026	470,537			19,174	464,358	2,986,817	2,986,817
University of Porto Rico	36,173			1,003	100,000	[3] 580,392	50,297				17,859	785,724	785,724
Rhode Island State College	18,763	7,782	91,630	2,500	8,500	142,945	119,269				60,495	451,884	451,884
College of Charleston (S. C.)	2,310			10,430		56,610			15,000			84,350	69,350
The Citadel, the Military College of South Carolina	24,093		96,373		9,923	151,767		6,843			10,442	299,441	299,441
Clemson Agricultural College (S. C.)	19,923	17,083	169,559	9,266		549,399	231,014				223,390	1,219,634	1,219,634
University of South Carolina	36,121	10,174			72,500	410,108						528,903	528,903
Winthrop College (S. C.)	45,302		278,403		16,188	433,783	9,368				39,338	822,382	822,382
South Dakota State School of Agriculture and Mechanic Arts	50,379	15,451		64,293	283,500	495,520	172,494			98,926	91,414	1,271,977	1,271,977
South Dakota State School of Mines	9,817				11,600	45,800					97,279	164,496	164,496
University of South Dakota	67,253	7,083	37,099	17,885		412,950						542,270	542,270
University of Tennessee	156,304	19,091	43,266	20,000	668,690	841,586	332,141		1,775	7,309	263,092	2,353,254	2,351,479
North Texas Agricultural College	18,529	5,779	31,488		25,470	147,578	2,111				27,449	258,404	258,404
University of Texas	311,079			522,425		1,674,719		76,621				2,584,844	2,584,844
Agricultural and Mechanical College of Texas	120,011		463,406	10,450	78,650	1,357,890	437,057				718,461	3,185,925	3,185,925
College of Industrial Arts (Tex.)	84,102	70,467	249,838		155,000	371,800	3,500				46,261	980,968	980,968
Texas Technological College	34,869					274,390					14,278	323,537	323,537
John Tarleton Agricultural College (Tex.)	15,908	8,418	63,470	27,194	99,250	198,970	1,144		2,720			417,074	414,354
Agricultural College of Utah	57,486			21,748		282,503	137,640			1,700	91,658	592,735	592,735

[1] Includes column 6.

[2] Figures for 1924.

[3] Includes some funds for permanent improvements.

TABLE 27.—*Publicly controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 non-educational 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 Utah	$209,909			$45,507	$30,000	$438,432	$1,755				$26,932	$752,535	$752,535
University of Vermont and State Agricultural College	217,797	$20,419	$37,422	50,816		132,847	148,577		$94,487	$2,850	112,050	817,265	722,778
Virginia Agricultural and Mechanical College and Polytechnic Institute	61,796	32,596	172,117	20,659	100,475	482,775	269,740				469,091	1,609,249	1,609,249
University of Virginia	338,914	14,937	54,681	163,940	40,000	315,635			92,844	10,000	224,990	1,255,941	1,163,097
Virginia Military Institute	73,770	18,000	150,000	6,129		103,720		$100,000	30,000		269,844	751,463	721,463
Medical College of Virginia	122,974					97,167					233,513	453,654	453,654
College of William and Mary (Va.)	92,338	51,197	145,557	4,065	90,230	188,000					193,471	764,858	764,858
State College of Washington	131,199	50,009		108,852	207,834	[3] 838,866	199,146				224,238	1,760,144	1,760,144
University of Washington	519,917	13,978	119,886	108,436	99,850	1,286,942		14,862		5,775	67,307	2,236,953	2,236,953
Potomac State School (W. Va.)	9,000		17,000			80,000	1,000					107,000	107,000
New River State School (W. Va.)	8,100	5,200	16,000		61,000	90,000					1,200	181,500	181,500
West Virginia University	171,655	61,096		4,950	100,000	1,062,000	230,015				261,318	1,891,034	1,891,034
University of Wisconsin	967,731		258,607	21,850	337,824	3,433,021	255,979	73,702		90,874	1,511,951	6,951,539	6,951,539
University of Wyoming	59,559	19,666	43,025	93,348	268,248	395,702	124,400		1,160		115,364	1,120,472	1,120,472

[3] Includes some funds for permanent improvements.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*

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 Women	1843	5	19	0	196	0	6	----	----	0
	Preparatory	------	0	4	0	55	----	----	----	----	----
	Arts and sciences	------	5	15	0	92	0	6	----	----	----
	Special	------	----	----	0	49	----	----	----	----	----
Birmingham	Birmingham-Southern College (arts and sciences).	1897	43	6	625	332	69	66	4	0	6
	Summer school (1925)	------	28	5	284	517	----	----	----	----	----
	Extension courses	------	16	1	42	216	----	----	----	----	----
Do	Howard College (arts and sciences).	1841	29	9	472	237	60	51	----	----	3
	Summer school (1925)	------	31	10	147	700	----	----	----	----	----
	Extension courses	------	6	1	20	70	----	----	----	----	----
Marion	Judson College	1839	7	18	0	281	0	46	----	----	0
	Arts and sciences	------	4	12	0	262	0	38	----	----	----
	Special	------	----	----	0	19	----	----	----	----	----
	Education	------	1	1	0	160	----	----	----	----	----
	Home economics	------	0	1	0	65	----	----	----	----	----
	Fine arts	------	0	1	0	28	----	----	----	----	----
	Music	------	2	3	0	92	0	8	----	----	----
Do	Marion Institute [1]	1842	13	0	201	0	----	----	----	----	0
	Preparatory	------	6	0	47	0	----	----	----	----	----
	Arts and sciences	------	7	0	62	0	----	----	----	----	----
	Special	------	----	----	92	0	----	----	----	----	----
	Summer school (1925)	------	3	0	25	0	----	----	----	----	----
	Military drill	------	----	----	186	0	----	----	----	----	----
Montgomery	Woman's College of Alabama.	1910	9	35	0	624	0	64	----	----	0
	Preparatory	------	0	5	0	42	----	----	----	----	----
	Arts and sciences	------	6	19	0	439	0	64	----	----	----
	Special	------	----	----	0	80	----	----	----	----	----
	Music	------	3	11	0	347	----	----	----	----	----
St. Bernard	St. Bernard College	1892	25	0	170	0	----	----	----	----	0
	Preparatory	------	14	0	135	0	----	----	----	----	----
	Arts and sciences	------	11	0	32	0	----	----	----	----	----
	Theology	------	5	0	3	0	----	----	----	----	----
Spring Hill	Spring Hill College	1830	39	0	336	0	9	0	----	----	0
	Preparatory	------	19	0	183	0	----	----	----	----	----
	Arts and sciences	------	20	0	153	0	9	0	----	----	----
Talladega	Talladega College [2]	1869	15	13	193	202	10	10	----	----	0
	Preparatory	------	4	9	88	128	----	----	----	----	----
	Arts and sciences	------	11	5	80	74	8	9	----	----	----
	Music	------	1	1	18	53	0	1	----	----	----
	Theology	------	3	0	25	0	2	0	----	----	----
ARKANSAS											
Arkadelphia	Henderson-Brown College	1890	9	11	116	167	11	31	----	----	1
	Preparatory	------	0	2	8	11	----	----	----	----	----
	Arts and sciences	------	8	5	106	144	11	27	----	----	----
	Music	------	1	4	11	94	0	4	----	----	----
Do	Ouachita College	1886	13	5	184	147	35	21	----	----	0
	Arts and sciences	------	10	4	184	147	35	21	----	----	----
	Fine arts	------	----	----	0	6	----	----	----	----	----
	Music	------	3	1	6	100	----	----	----	----	----
	Military drill	------	----	----	175	0	----	----	----	----	----
Batesville	Arkansas College	1872	11	9	112	156	12	11	----	----	3
	Arts and sciences	------	11	4	108	98	12	11	----	----	----
	Special	------	0	5	4	58	----	----	----	----	----
Clarksville	College of the Ozarks	1891	12	14	207	214	4	4	----	----	4
	Preparatory	------	3	4	45	44	----	----	----	----	----
	Arts and sciences	------	8	5	94	73	4	4	----	----	----
	Special	------	1	5	68	122	----	----	----	----	----
	Summer school (1925)	------	4	2	51	47	----	----	----	----	----
Conway	Central College [1]	1892	3	15	10	243	----	----	----	----	0
	Preparatory	------	0	3	0	27	----	----	----	----	----
	Arts and sciences	------	1	8	0	124	----	----	----	----	----
	Education	------	1	0	0	42	----	----	----	----	----
	Home economics	------	0	1	0	22	----	----	----	----	----
	Fine arts	------	0	1	1	20	----	----	----	----	----
	Music	------	2	3	10	85	----	----	----	----	----

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Conway	Hendrix College (arts and sciences).	1884	17	3	296	90	72	27	----	----	0
	Summer school (1925)	----	8	1	57	31	----	----	----	----	----
Little Rock	Arkansas Baptist College [2]	1886	12	7	200	133	6	0	----	----	0
	Preparatory	----	5	4	141	122	----	----	----	----	----
	Arts and sciences	----	6	1	32	5	6	0	----	----	----
	Special	----	1	2	2	6	----	----	----	----	----
	Theology	----	2	0	25	0	----	----	----	----	----
Do	Little Rock College	1908	25	0	205	0	31	0	5	0	2
	Preparatory	----	10	0	65	0	----	----	----	----	----
	Arts and sciences	----	15	0	140	0	23	0	5	0	----
	Pharmacy	----	2	0	19	0	8	0	----	----	----
Do	St. John's Theological Seminary.	----	9	0	67	0	7	0	----	----	0
Searcy	Galloway Woman's College	1889	1	27	0	316	0	40	----	----	0
	Preparatory	----	0	5	0	60	----	----	----	----	----
	Arts and sciences	----	1	10	0	209	0	40	----	----	----
	Special	----	0	12	0	47	----	----	----	----	----
	Education	----	0	2	0	106	----	----	----	----	----
	Home economics	----	0	1	0	29	----	----	----	----	----
	Music	----	0	8	0	170	----	----	----	----	----
CALIFORNIA											
Angwin	Pacific Union College	1888	17	16	230	167	13	12	----	----	0
	Preparatory	----	9	8	60	53	----	----	----	----	----
	Arts and sciences	----	14	14	170	112	11	12	----	----	----
	Commerce	----	1	2	9	12	----	----	----	----	----
	Education	----	0	5	5	24	----	----	----	----	----
	Theology	----	2	2	22	3	2	0	----	----	----
	Summer school (1925)	----	5	6	19	63	----	----	----	----	----
Bakersfield	Lincoln College of Law	----	5	0	16	0	----	----	----	----	0
Belmont	College of Notre Dame	1851	0	10	0	105	----	----	----	----	0
	Preparatory	----	0	10	0	75	----	----	----	----	----
	Arts and sciences	----	0	10	0	30	----	----	----	----	----
Berkeley	Berkeley Baptist Divinity School (theology).	1905	8	1	26	26	6	0	----	----	2
Do	Pacific School of Religion (theology).	----	11	0	51	25	9	0	3	1	0
Do	Pacific Unitarian School for the Ministry (theology).	----	4	1	10	4	1	0	----	----	0
Claremont	Pomona College	1888	62	12	458	458	58	93	7	5	1
	Arts and sciences	----	62	12	431	412	58	93	----	----	----
	Graduate	----	----	----	18	22	----	----	7	5	----
	Special	----	----	----	9	24	----	----	----	----	----
	Summer school (1925)	----	19	3	103	226	----	----	----	----	----
	Military drill	----	----	----	136	0	----	----	----	----	----
Loma Linda	College of Medical Evangelists (medicine).	1909	150	13	233	25	[3] 66	[3] 4	----	----	0
Los Angeles	California Christian College (arts and sciences).	1920	10	4	156	204	6	8	----	----	0
	Summer school (1925)	----	6	0	26	56	----	----	----	----	----
	Extension courses	----	1	0	5	16	----	----	----	----	----
Do	College of Osteopathic Physicians and Surgeons.	1905	38	2	167	44	18	5	----	----	0
Do	Loyola College	1911	48	0	826	0	50	0	----	----	8
	Preparatory	----	16	0	460	0	----	----	----	----	----
	Arts and sciences	----	24	0	180	0	24	0	----	----	----
	Law	----	16	0	200	0	26	0	----	----	----
Do	Occidental College	1887	47	8	346	289	57	63	3	1	7
	Arts and sciences	----	47	8	330	262	57	63	----	----	----
	Graduate	----	----	----	10	20	----	----	3	1	----
	Special	----	----	----	6	7	----	----	----	----	----
	Summer school (1925)	----	----	----	25	50	----	----	----	----	----
	Extension courses	----	----	----	150	300	----	----	----	----	----
Do	Southwestern University	1911	39	2	763	171	60	4	----	----	0
	Commerce	----	15	2	327	138	22	0	----	----	----
	Law	----	26	0	436	33	38	4	----	----	----

[2] Colored.
[3] 67 students are required to complete hospital interneship before receiving their M. D. degree.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
Los Angeles	University of Southern California.	1880	303	93	3,217	1,531	453	208	61	63	8
	Preparatory		10	30	145	80					
	Arts and sciences		96	33	1,019	737	68	132			
	Graduate				141	177			35	34	
	Special				45	50					
	Chemical engineering		2	0	14	0	3	0			
	Civil engineering		2	0	69	0	14	0			
	Electrical engineering		3	0	77	0	18	0			
	Mechanical engineering		2	0	4	0					
	Petroleum engineering		2	0	7	0					
	Architecture		10	0	113	11	9	0			
	Commerce		27	3	338	43	43	3	6	0	
	Education		22	7	42	66	10	47	16	28	
	Music		16	13	52	274	1	2			
	Theology		14	4	38	21	7	0			
	Law		22	0	365	36	54	4	4	1	
	Dentistry		67	0	549	12	129	5			
	Pharmacy		8	3	199	24	97	15			
	Summer school (1925)		74	21	800	1,611					
	Extension courses		75	10	1,980	3,102					
Menlo Park	St. Patrick's Seminary (theology).		8	0	125	0					0
Mills College	Mills College	1865	25	49	0	599	0	96	0	4	4
	Arts and sciences		25	49	0	572	0	96			
	Graduate				0	23			0	4	
	Special				0	4					
Oakland	St. Mary's College	1863	37	0	774	0	17	0	1	0	0
	Preparatory		12	0	458	0					
	Arts and sciences		10	0	115	0	11	0			
	Graduate				12	0			1	0	
	Special				10	0					
	Civil engineering		5	0	28	0					
	Commerce		7	0	82	0	6	0			
	Education		3	0	18	0					
	Music		1	0	31	0					
	Law		6	0	62	0					
Pasadena	California Institute of Technology.	1891	113	0	521	0	105	0	20	0	0
	College of science		[1] 113	0	155	0	16	0			
	Graduate				62	0			20	0	
	General engineering				153	0	17	0			
	Chemical engineering				22	0	11	0			
	Civil engineering				45	0	20	0			
	Electrical engineering				57	0	26	0			
	Mechanical engineering				27	0	15	0			
	Military drill				254	0					
Do	Pasadena College	1902	9	10	135	159	12	20			0
	Preparatory		3	7	47	58					
	Arts and sciences		6	3	38	51	8	14			
	Music		2	1	42	31					
	Theology		3	0	32	20	4	6			
Redlands	University of Redlands	1909	26	9	251	316	34	50			0
	Arts and sciences		26	9	233	281	34	47			
	Special				18	35					
	Music		3	3	9	25	0	3			
Sacramento	Sacramento College of Law		9	0	43	3	5	0			0
San Anselmo	San Francisco Theological Seminary.	1871	11	0	52	11	6	0	4	0	0
San Francisco	Church Divinity School of the Pacific.	1893	7	0	8	0					0
Do	College of Physicians and Surgeons (dentistry).	1896	76	1	281	0	64	0			0
Do	Golden Gate College—Y. M. C. A. (law).		18	0	57	2					0

[1] Faculty not listed by subject.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
San Francisco	St. Ignatius College	1855	31	0	438	0	63	0	----	----	0
	Arts and sciences	----	9	0	150	0	21	0	----	----	----
	Special	----	4	0	78	0	----	----	----	----	----
	Law	----	19	0	220	0	42	0	----	----	----
Do	San Francisco Law School	1908	13	0	194	34	11	5	----	----	0
	Summer school (1925)	----	4	1	29	2	----	----	----	----	----
San Rafael	Dominican College	1891	7	45	0	362	0	6	----	----	0
	Preparatory	----	0	22	0	219	----	----	----	----	----
	Arts and sciences	----	7	23	0	143	0	6	----	----	----
Santa Clara	University of Santa Clara	1851	34	0	280	0	56	0	8	0	8
	Arts and sciences	----	16	0	109	0	26	0	----	----	----
	Special	----	----	----	6	0	----	----	----	----	----
	Civil engineering	----	[5] 14	0	25	0	4	0	1	0	----
	Electrical engineering	----	----	----	41	0	9	0	7	0	----
	Mechanical engineering	----	----	----	10	0	1	0	----	----	----
	Commerce	----	20	0	62	0	----	----	----	----	----
	Law	----	12	0	42	0	16	0	----	----	----
Stanford University.	Leland Stanford Junior University.	1891	336	32	3,283	918	532	119	106	51	0
	Arts and sciences	----	177	26	1,962	525	377	113	----	----	----
	Graduate	----	----	----	269	182	----	----	106	51	----
	Special	----	----	----	18	4	----	----	----	----	----
	General engineering	----	----	----	26	0	----	----	----	----	----
	Chemical engineering	----	----	----	26	0	----	----	----	----	----
	Civil engineering	----	6	0	49	0	20	0	----	----	----
	Electrical engineering	----	6	0	51	1	13	0	----	----	----
	Mechanical engineering	----	13	0	65	0	31	0	----	----	----
	Mining engineering	----	6	0	46	0	23	0	----	----	----
	Business	----	3	0	15	0	----	----	----	----	----
	Journalism	----	3	0	15	9	----	----	----	----	----
	Education	----	16	0	275	150	----	----	----	----	----
	Fine arts	----	2	1	7	22	----	----	----	----	----
	Law	----	13	0	318	9	45	2	----	----	----
	Medicine	----	91	5	141	16	23	4	----	----	----
	Summer school (1925)	----	133	13	788	412	----	----	----	----	----
	Military drill	----	----	----	326	0	----	----	----	----	----
Stockton	College of the Pacific	1851	36	20	344	475	15	35	3	2	4
	Arts and sciences	----	27	12	304	297	15	25	3	2	----
	Special	----	----	----	20	23	----	----	----	----	----
	Fine arts	----	1	3	8	85	----	----	----	----	----
	Music	----	8	5	12	70	0	10	----	----	----
Whittier	Whittier College	1901	16	10	182	152	21	17	----	----	0
	Arts and sciences	----	16	10	172	137	21	17	----	----	----
	Special	----	----	----	10	15	----	----	----	----	----
COLORADO											
Colorado Springs	Colorado College	1874	52	22	361	348	45	39	1	2	4
	Arts and sciences	----	48	18	285	251	40	39	----	----	----
	Graduate	----	----	----	10	7	----	----	1	2	----
	Special	----	4	4	21	87	----	----	----	----	----
	Chemical engineering	----	1	0	2	0	----	----	----	----	----
	Civil engineering	----	1	0	24	2	3	0	----	----	----
	Electrical engineering	----	1	0	4	0	----	----	----	----	----
	Forestry	----	----	----	15	1	2	0	----	----	----
	Summer school (1925)	----	15	4	46	113	----	----	----	----	----
Denver	Colorado Woman's College	1909	3	14	0	71	----	----	----	----	0
	Preparatory	----	0	4	0	18	----	----	----	----	----
	Arts and sciences	----	3	10	0	53	----	----	----	----	----
Do	Iliff School of Theology	1892	7	0	90	28	7	0	0	1	0
Do	Regis College	1888	29	0	360	0	10	0	----	----	0
	Preparatory	----	13	0	226	0	----	----	----	----	----
	Arts and sciences	----	16	0	134	0	10	0	----	----	----

[5] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Denver	University of Denver	1864	152	21	1,369	666	175	104	20	8	0
	Arts and sciences		38	18	430	599	57	101			
	Graduate				31	42			20	8	
	Special				24	36					
	Chemical and electrical engineering.		(6)	(6)	138	3	15	0			
	Commerce		43	2	514	271	42	3			
	Law		27	0	99	6	23	0			
	Dentistry		44	1	179	1	36	0			
	Pharmacy		(6)	(6)	51	10	2	0			
	Summer school (1925)		33	11	197	655					
	Extension courses		19	5	93	605					
Do	Westminster Law School	1912	19	1	123	8	33	2			0
	Arts and sciences		6	1	16	1					
	Law		16	0	107	7	33	2			
Loretto	Loretto Heights College	1891	6	17	0	229	0	11			0
	Preparatory		1	8	0	132					
	Arts and sciences		6	13	0	164	0	10			
	Music		3	4	0	20	0	1			
	Summer (1925)		1	9	0	50					
	Extension		1	3	0	22					
CONNECTICUT											
Hartford	Hartford Seminary Foundation.	1834	25	4	105	97	17	6	11	3	0
	Religious education		11	4	45	86	1	4	6	3	
	Theology		14	0	60	11	16	2	5	0	
Do	Trinity College	1824	32	0	284	0	40	0	5	0	10
	Arts and sciences		32	0	263	0	40	0			
	Graduate				11	0			5	0	
	Special				10	0					
Middletown	Berkeley Divinity School (theology).	1854	9	0	21	0					2
	Summer school (1925)		5	2	0	25					
Do	Wesleyan University	1831	60	0	609	0	103	0	8	0	9
	Arts and sciences		60	0	594	0	103	0			
	Graduate				15	0			8	0	
New Haven	Albertus Magnus College (arts and sciences).	1925	9	10	0	73					0
Do	Yale University	1701	503	36	4,505	361	813	14	133	20	26
	Arts and sciences		317	0	3,048	0	614	0			
	Graduate school		227	8	435	128			101	20	
	Special				56	57					
	Chemical engineering				47	0					
	Civil engineering				53	0			1	0	
	Electrical engineering				41	0			4	0	
	Mechanical engineering				35	0			5	0	
	Administrative engineering.				181	0					
	Architecture		15	0	84	0	15	0			
	Forestry		13	0	39	0	13	0	11	0	0
	Fine arts		13	1	95	51	7	2			
	Music		12	0	32	64	2	6			
	Nursing		0	22	0	39	0	2			
	Theology		44	1	223	0	43	0			
	Law		16	0	397	15	72	2	8	0	
	Medicine		88	7	189	7	47	2	3	0	
	Summer school (1925)				154	5					
	Extension courses		6	6	53	375					
	Military drill				304	0					
New London	Connecticut College for Women.	1915	16	29	0	526	0	76			0
	Arts and sciences		16	29	0	516	0	76			
	Special				0	10					

[6] Included in arts and sciences.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
Washington	American University	1914	55	6	184	124	3	4	24	12	0
	Arts and sciences		20	6	43	38	3	4			
	Graduate		35	0	141	86			24	12	
Do	Catholic Sisters College (arts and sciences).	1911	30	4	0	105	0	60	0	29	0
	Summer school (1925)		31	6	0	448					
	Extension courses		1	0	0	48					
	Correspondence courses		5	0	0	99					
Do	Catholic University of America.	1889	112	0	830	33	173	0	98	43	1
	Arts and sciences		75	0	457	0	48	0			
	Graduate				186	33			88	43	
	Special				102	0					
	Chemical engineering		5	0	17	0	5	0			
	Civil engineering		4	0	23	0	3	0			
	Electrical engineering		3	0	39	0	4	0	1	0	
	Mechanical engineering		5	0	21	0	3	0	1	0	
	Architecture		3	0	26	0	3	0			
	Theology		18	0	70	0	[7] 106	0	7	0	
	Law		9	0	16	0	1	0	1	0	
Do	Georgetown University	1789	231	0	2,322	0	377	0	39	3	2
	Arts and sciences		42	0	702	0	81	0			
	Graduate		[8]		12	0			7	3	
	Law		40	0	610	0	195	0	22	0	
	Medicine		106	0	276	0	43	0			
	Dentistry				128	0	18	0			
	Foreign service		43	0	594	0	38	0	10	0	
	Military drill				405	0					
Do	George Washington University.	1821	310	20	3,367	2,370	331	153	79	34	0
	Arts and sciences		155	16	1,512	1,524	108	83			
	Graduate				238	178			59	32	
	Special				53	0					
	Chemical engineering		[6]		61	0	4	0			
	Civil engineering				123	0	8	0			
	Electrical engineering				136	0	6	0			
	Mechanical engineering				77	0	8	0			
	Architecture				44	11	2	0			
	Education		[6]		41	570	7	56			
	Law		21	1	791	77	141	13	20	2	
	Medicine		167	3	260	10	46	1			
	Pharmacy		9	0	31	0	1	0			
	Summer school (1925)		46	1	678	529					
Do	Howard University [2]	1867	134	18	1,468	669	160	81	2	0	7
	Arts and sciences		51	10	950	634	25	68	2	0	
	Civil engineering				11	0					
	Electrical engineering				8	0	3	0			
	Mechanical engineering				2	0					
	Architecture				12	0	2	0			
	Education				112	351					
	Home economics		0	1	0	23	0	1			
	Fine arts		0	1	5	11					
	Music		4	4	9	5	1	5			
	Theology		6	0	46	2	5	1			
	Law		12	0	87	4	29	1			
	Medicine		42	2	221	5	54	1			
	Dentistry		15	0	99	2	29	1			
	Pharmacy		4	0	56	17	12	3			
	Summer school (1925)				61	108					
	Correspondence courses		3	0	76	0					
	Military drill				420	0					
Do	National University	1869	68	2	928	127	200	14	57	6	3
	Arts and sciences		28	2	170	74	21	0	4	2	
	Law		43	0	781	54	179	14	53	4	

[2] Colored.
[6] Included in arts and sciences.
[7] Including degrees conferred by affiliated institutions.
[8] Included in medicine.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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	Robert Brookings Graduate School.	1924	15	1	33	7	----	----	10	2	0
Do	Trinity College (arts and sciences).	1900	17	38	0	365	0	92	0	8	2
Do	United States College of Veterinary Surgeons.	1894	10	0	8	0	4	0	----	----	0
Do	Washington College of Law	1896	20	6	155	84	26	15	10	5	0
Washington (Takoma Park)	Washington Missionary College.	1904	14	9	158	147	15	6	----	----	0
	Preparatory	----	3	3	37	68	----	----	----	----	----
	Arts and sciences	----	11	6	95	66	11	6	----	----	----
	Special	----	----	----	10	13	----	----	----	----	----
	Theology	----	3	0	16	0	4	0	----	----	----
FLORIDA											
De Land	John B. Stetson University	1887	26	21	280	346	21	25	1	5	1
	Preparatory	----	1	5	17	15	----	----	----	----	----
	Arts and sciences	----	16	9	121	248	6	23	----	----	----
	Graduate	----	----	----	3	13	----	----	1	5	----
	Special	----	----	----	5	23	----	----	----	----	----
	General engineering	----	3	0	46	0	----	----	----	----	----
	Music	----	3	7	3	36	----	----	----	----	----
	Law	----	3	0	85	11	15	2	----	----	----
Lakeland	Southern College	1902	13	8	135	299	3	10	----	----	1
	Arts and sciences	----	10	6	124	272	3	10	----	----	----
	Commerce	----	1	1	21	18	----	----	----	----	----
	Music	----	2	2	11	43	----	----	----	----	----
St. Leo	St. Leo College and Abbey	1889	15	0	72	0	1	0	----	----	0
	Preparatory	----	10	0	62	0	----	----	----	----	----
	Arts and sciences	----	4	0	4	0	1	0	----	----	----
	Theology	----	5	0	6	0	----	----	----	----	----
Winter Park	Rollins Park	1885	21	15	109	209	7	12	----	----	0
	Arts and sciences	----	19	9	101	138	7	12	----	----	----
	Graduate	----	----	----	1	0	----	----	----	----	----
	Music	----	2	6	4	60	----	----	----	----	----
	Special	----	----	----	3	11	----	----	----	----	----
GEORGIA											
Athens	Lucy Cobb Institute [1]	1858	0	25	0	185	----	----	----	----	0
	Preparatory	----	0	13	0	105	----	----	----	----	----
	Arts and sciences	----	0	12	0	80	----	----	----	----	----
Atlanta	Atlanta College of Pharmacy	1891	6	0	112	8	48	3	----	----	0
Do	Atlanta Law School	1908	13	1	124	8	68	4	----	----	0
Do	Atlanta Southern Dental College.	1887	35	0	364	1	88	0	----	----	0
Do	Atlanta Theological Seminary.	----	4	1	29	5	8	0	----	----	1
Do	Atlanta University [2]	1869	11	13	170	340	9	11	----	----	----
	Preparatory	----	3	7	78	138	----	----	----	----	----
	Arts and sciences	----	8	2	92	100	9	11	----	----	----
	Special	----	----	----	0	25	----	----	----	----	----
	Education	----	0	4	0	77	----	----	----	----	----
	Summer school (1925)	----	7	4	38	118	----	----	----	----	----
Do	Clark University [2]	1870	13	11	183	231	8	11	----	----	0
	Preparatory	----	3	7	83	105	----	----	----	----	----
	Arts and sciences	----	10	4	100	126	8	11	----	----	----
Do	Gammon Theological Seminary. [2]	1883	5	0	92	0	3	0	----	----	2
Do	Morehouse College [2]	1879	29	3	416	1	40	0	----	----	1
	Preparatory	----	11	2	157	0	----	----	----	----	----
	Arts and sciences	----	19	1	251	0	39	0	----	----	----
	Special	----	----	----	3	1	----	----	----	----	----
	Theology	----	3	0	8	0	1	0	----	----	----
	Summer school (1925)	----	13	8	16	362	----	----	----	----	----

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Atlanta	Morris Brown University [2]	1885	3	13	245	294	7	4			0
	Preparatory		1	9	115	210					
	Arts and sciences		2	10	100	84	7	4			
	Education		0	2	0	44					
	Theology		3	0	30	0					
	Extension courses		0	2	0	48					
Do	Southern School of Pharmacy.	1904	5	0	64	2	30	2	11	1	0
Augusta	Paine College [2]	1884	9	8	106	142	4	4			
	Preparatory		3	5	68	114					
	Arts and sciences		6	4	38	28	4	4			
Cuthbert	Andrew College [1]	1854	2	5	0	106					0
	Preparatory		0	2	0	21					
	Arts and sciences		2	3	0	85					
Decatur	Agnes Scott College (arts and sciences).	1890	8	43	0	553	0	80			0
Demorest	Piedmont College	1897	18	15	118	174	5	12			2
	Preparatory		4	3	32	33					
	Arts and sciences		14	12	80	127	5	12			
	Special				6	14					
	Summer school (1925)		11	5	29	75					
Emory University.	Emory University	1836	219	0	1,357	33	194	1	25	11	1
	Preparatory		14	0	180	0					
	Arts and sciences		49	0	578	2	89	1			
	Graduate				85	31			25	11	
	Commerce		4	0	147	0	10	0			
	Theology		10	0	104	0	16	0			
	Law		8	0	64	0	19	0			
	Medicine		139	0	199	0	60	0			
	Summer school (1925)				358	260					
	Extension courses				206	200					
Forsyth	Bessie Tift College (arts and sciences).	1849	9	15	0	315	0	37			0
Gainesville	Brenau College	1878	14	30	0	558	0	58			0
	Arts and sciences		7	22	0	498	0	40			
	Education		1	1	0	101					
	Home economics		0	4	0	177					
	Fine arts		1	2	0	59	0	7			
	Music		7	8	0	288	0	11			
	Summer school (1925)		0	4	0	40					
La Grange	La Grange College	1883	1	14	0	209	0	16			0
	Arts and sciences		1	7	0	127	0	16			
	Home economics		0	1	0	12					
	Fine arts		0	1	0	30					
	Music		0	5	0	75					
McRae	South Georgia College [1]	1892	6	7	49	113					0
	Preparatory		4	3	37	88					
	Arts and sciences		2	4	12	25					
Macon	Mercer University	1839	65	2	829	21	102	4	11	0	2
	Arts and sciences		62	2	384	3	72	1			
	Graduate				11	0			11	0	
	Special				63	17					
	Commerce		18	0	154	0	13	0			
	Journalism		4	1	16	1					
	Education		7	0	6	8	2	3			
	Theology		17	0	130	0	3	0			
	Law		3	0	71	0	12	0			
	Summer school (1925)		19	6	235	170					
	Extension courses		3	0	0	28					
Do	Wesleyan College	1839	13	38	0	666	0	74			0
	Arts and sciences		7	24	0	430	0	74			
	Special				0	26					
	Journalism		0	1	0	46					
	Education		0	2	0	151					
	Home economics		0	1	0	58					
	Fine arts		0	3	0	50					
	Music		6	11	0	188					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Oglethorpe University.	Oglethorpe University	1916	18	1	310	65	32	10	----	----	0
	Arts and sciences	------	12	1	40	9	4	1	----	----	----
	Graduate	------	----	----	34	4	----	----	----	----	----
	Commerce	------	3	0	175	20	22	0	----	----	----
	Journalism	------	1	0	52	21	1	6	----	----	----
	Education	------	2	0	25	15	5	3	----	----	----
Rome	Shorter College (arts and sciences).	1877	10	14	0	262	0	41	----	----	0
Waleska	Reinhardt College [1]	1883	6	8	72	56	----	----	----	----	0
	Preparatory	------	6	5	59	37	----	----	----	----	----
	Arts and sciences	------	2	3	13	19	----	----	----	----	----
	Summer school (1925)	------	1	1	13	14	----	----	----	----	----
Young Harris	Young Harris College [1]	1886	9	4	245	172	----	----	----	----	----
	Preparatory	------	4	3	140	97	----	----	----	----	----
	Arts and sciences	------	5	1	105	75	----	----	----	----	----
IDAHO											
Caldwell	College of Idaho	1891	19	7	198	339	19	31	----	----	0
	Arts and sciences	------	15	5	172	259	19	31	----	----	----
	Special	------	4	2	26	80	----	----	----	----	----
	Summer school (1925)	------	2	1	8	14	----	----	----	----	----
Wesleyan	Gooding College (arts and sciences).	1917	6	8	63	102	6	4	----	----	0
ILLINOIS											
Abingdon	Hedding College [1]	1856	3	9	53	50	----	----	----	----	0
	Arts and sciences	------	2	5	35	25	----	----	----	----	----
	General engineering	------	1	0	7	0	----	----	----	----	----
	Education	------	0	1	3	10	----	----	----	----	----
	Music	------	0	3	8	15	----	----	----	----	----
Alton	Shurtleff College	1827	12	6	94	143	11	28	----	----	2
	Arts and sciences	------	11	4	83	92	11	28	----	----	----
	Special	------	1	2	11	51	----	----	----	----	----
	Summer school (1925)	------	5	4	18	45	----	----	----	----	----
	Extension courses	------	5	0	24	14	----	----	----	----	----
Aurora	Aurora College	1893	12	8	66	72	10	6	----	----	1
	Preparatory	------	4	3	13	8	----	----	----	----	----
	Arts and sciences	------	8	5	50	54	7	5	----	----	----
	Special	------	----	----	0	8	----	----	----	----	----
	Theology	------	4	0	13	2	2	1	----	----	----
Bloomington	Illinois Wesleyan University	1850	30	18	448	386	66	44	----	----	1
	Arts and sciences	------	28	16	367	343	38	34	----	----	----
	Music	------	6	4	24	41	1	10	----	----	----
	Law	------	8	0	57	2	27	0	----	----	----
Bourbonnais	St. Viator College	1868	29	0	345	2	13	0	----	----	0
	Preparatory	------	16	0	221	0	----	----	----	----	----
	Arts and sciences	------	13	0	124	2	7	0	----	----	----
	Commerce	------	4	0	44	0	6	0	----	----	----
	Summer school (1925)	------	1	0	15	0	----	----	----	----	----
Carlinville	Blackburn College [1]	1859	8	7	98	98	----	----	----	----	0
	Preparatory	------	3	5	25	27	----	----	----	----	----
	Arts and sciences	------	6	6	68	69	----	----	----	----	----
	Special	------	----	----	5	2	----	----	----	----	----
Carthage	Carthage College	1872	21	16	154	201	25	21	0	1	9
	Preparatory	------	2	3	9	8	----	----	----	----	----
	Arts and sciences	------	15	10	145	157	25	21	0	1	----
	Music	------	4	3	20	92	----	----	----	----	----
	Summer school (1925)	------	4	0	20	46	----	----	----	----	----
Chicago	Armour Institute of Technology.	1893	[2] 73	0	790	0	116	0	10	0	1
	Graduate	------	----	----	2	0	----	----	2	0	----
	Chemical engineering	------	8	0	72	0	14	0	----	----	----
	Civil engineering	------	6	0	142	0	19	0	5	0	----
	Electrical engineering	------	6	0	197	0	25	0	3	0	----
	Mechanical engineering	------	18	0	141	0	20	0	----	----	----
	Fire protection engineering.	------	4	0	118	0	20	0	----	----	----
	Architecture	------	11	0	120	0	18	0	----	----	----
	Summer school (1925)	------	7	0	116	0	----	----	----	----	----
	Evening classes	------	32	0	1,022	0	----	----	----	----	----

[1] Junior college.

[2] Including 20 instructors not listed by subject.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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	Bethany Bible School	1905	12	6	72	113	5	0	----	----	0
	Music	------	2	2	7	30	----	----	----	----	----
	Theology	------	10	4	68	103	5	0	----	----	----
Do	Chicago College of Osteopathy.	1920	38	3	104	19	23	2	----	----	0
	Summer school (1925)	------	12	2	44	6	----	----	----	----	----
Do	Chicago-Kent College of Law.	1892	22	0	787	31	148	4	4	0	0
Do	Chicago Law School	1896	22	0	231	5	86	3	2	0	1
Do	Chicago Medical School	1919	110	0	184	12	44	4	----	----	0
Do	Chicago Theological Seminary.	1858	10	0	133	21	13	2	----	----	2
Do	De Paul University	1898	125	27	1,740	1,504	134	85	0	17	1
	Preparatory	------	41	0	846	115	----	----	----	----	----
	Arts and sciences	------	16	1	263	139	32	76	----	----	----
	Graduate	------	----	----	11	44	----	----	0	17	----
	Special	------	----	----	203	55	----	----	----	----	----
	Commerce	------	37	4	238	37	21	0	----	----	----
	Education	------	14	16	99	944	----	----	----	----	----
	Music	------	8	7	80	160	0	2	----	----	----
	Law	------	18	0	489	10	81	7	----	----	----
	Summer school (1925)	------	32	12	310	902	----	----	----	----	----
	Extension courses	------	----	----	2	198	----	----	----	----	----
	Correspondence courses	------	3	0	5	34	----	----	----	----	----
Do	John Marshall Law School	1899	27	0	307	20	61	2	----	----	0
	Arts and sciences	------	3	0	37	3	----	----	----	----	----
	Special	------	4	0	39	4	----	----	----	----	----
	Law	------	23	0	231	13	61	2	----	----	----
Do	Lewis Institute	1896	67	28	2,430	955	70	30	----	----	0
	Preparatory	------	17	9	293	79	----	----	----	----	----
	Arts and sciences	------	43	18	659	201	36	30	----	----	----
	Civil engineering	------	2	0	25	0	4	0	----	----	----
	Electrical engineering	------	4	0	83	0	15	0	----	----	----
	Mechanical engineering	------	6	0	113	0	15	0	----	----	----
	Home economics	------	0	8	0	66	----	----	----	----	----
	Evening school	------	53	21	1,257	609	----	----	----	----	----
	Summer school (1925)	------	23	8	356	134	----	----	----	----	----
Do	Loyola University	1869	271	14	2,980	1,230	294	37	4	3	4
	Preparatory	------	43	0	1,015	0	----	----	----	----	----
	Arts and sciences	------	46	7	382	1,177	84	29	4	3	----
	Commerce	------	13	2	152	22	----	----	----	----	----
	Law	------	18	0	259	14	39	4	----	----	----
	Medicine	------	112	5	461	17	46	4	----	----	----
	Dentistry	------	49	0	711	0	125	0	----	----	----
	Summer school (1925)	------	17	5	31	626	----	----	----	----	----
	Correspondence courses	------	18	17	120	1,040	----	----	----	----	----
Do	McCormick Theological Seminary.	1833	17	0	176	0	32	0	----	----	0
Do	Meadville Theological School.	1844	4	0	20	0	----	----	----	----	2
Do	St. Francis Xavier College (arts and sciences).	1847	2	14	0	119	0	8	----	----	0
	Summer school (1925)	------	0	9	0	87	----	----	----	----	----
	Extension courses	------	0	3	0	111	----	----	----	----	----
Do	University of Chicago	1892	515	97	6,908	7,564	631	490	336	189	1
	Arts and sciences	------	311	68	3,305	4,893	321	357	----	----	----
	Graduate	------	----	----	2,398	1,856	----	----	336	189	----
	Commerce	------	34	1	584	133	82	8	----	----	----
	Education	------	28	9	174	953	25	106	----	----	----
	Social service administration.	------	11	5	17	172	1	5	----	----	----
	Theology	------	64	0	454	94	4	0	----	----	----
	Law	------	9	0	434	24	70	1	----	----	----
	Medicine	------	226	19	574	77	128	13	----	----	----
	Summer school (1925)	------	----	----	3,219	3,358	----	----	----	----	----
	Correspondence courses	------	----	----	(7,726)		----	----	----	----	----
	Military drill	------	----	----	394	0	----	----	----	----	----

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Decatur	James Millikin University	1903	30	30	279	268	35	32			0
	Arts and sciences		15	10	122	139	22	16			
	Graduate				0	3					
	Special				10	12					
	General engineering		2	0	39	0					
	Commerce		4	0	70	3	8	1			
	Education		3	0	32	0	4	0			
	Home economics		0	4	0	61	0	8			
	Fine arts		1	2	3	11	1	5			
	Music		5	14	3	39	0	2			
	Extension courses				4	55					
Elmhurst	Elmhurst College	1871	18	0	171	0	3	0			0
	Preparatory		6	0	66	0					
	Arts and sciences		12	0	115	0	3	0			
Eureka	Eureka College	1848	17	9	160	176	21	23			1
	Arts and sciences		14	7	148	140	21	23			
	Special				0	7					
	Music		3	2	31	70					
Evanston	Garrett Biblical Institute (theology).	1854	35	0	381	63	68	2	18	2	
	Summer school (1925)		12	0	194	24					
Do	Northwestern University	1855	527	36	5,939	2,771	501	283	103	51	7
	Arts and sciences		127	15	813	1,270	91	198			
	Graduate		34	0	280	161			81	44	
	Special				3,609	1,209					
	General engineering		14	0	203	2	9	0			
	Commerce		192	1	323	25	122	0	18	1	
	Journalism		14	1	37	35	11	11	1	5	
	Music		13	6	35	185	7	43	1	1	
	Speech		15	8	33	217	3	29			
	Law		15	0	238	8	59	1	2	0	
	Medicine		202	5	530	0	126	0			
	Dentistry		55	0	222	3	73	1			
	Summer school (1925)		90	20	855	968					
	Military drill				180	0					
Do	Norwegian-Danish Theological Seminary.	1885	2	0	23	0					0
Do	Wesley Academy and Theological Seminary.	1885	4	1	17	0					0
	Preparatory		4	1	8	0					
	Special				5	0					
	Theology		1	0	4	0					
Ewing	Ewing College [10]	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					
Galesburg	Knox College (arts and sciences).	1836	33	10	375	281	63	47			4
	Military drill				195	0					
Do	Lombard College	1852	19	12	194	199	13	19			2
	Arts and sciences		15	10	176	156	13	19			
	Music		2	2	10	40					
	Theology		2	0	8	3					
	Summer school (1925)		7	5	37	76					
Godfrey	Monticello Seminary [1]	1838	0	22	0	160					0
	Preparatory		0	18	0	75					
	Arts and sciences		0	19	0	85					
Greenville	Greenville College	1893	16	17	177	283	17	19			0
	Preparatory		1	3	19	25					
	Arts and sciences		12	6	115	142	17	19			
	Commerce		1	1	21	38					
	Music		2	7	61	144					
Jacksonville	Illinois College	1829	20	11	317	221	25	22	0	2	1
	Arts and sciences		16	7	278	115	25	16			
	Graduate				0	2			0	2	
	Music		4	4	54	117	0	6			

[1] Junior college.

[10] Statistics of 1924.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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 Woman's College	1846	5	35	0	608	0	29			2
	Arts and sciences		1	26	0	302	0	29			
	Special		4	9	0	306					
La Grange	Broadview College	1910	26	7	160	164	8	3			0
	Preparatory		16	4	84	98					
	Arts and sciences		12	5	60	41	8	3			
	Special				12	5					
	Theology		4	0	49	29					
	Summer school (1925)		3	0	20	15					
Lake Forest	Ferry Hall [1]	1869	4	22	0	164					0
	Preparatory		0	15	0	120					
	Arts and sciences		4	7	0	44					
Do	Lake Forest College (arts and sciences).	1858	17	5	177	85	9	10			2
Lebanon	McKendree College	1828	14	6	179	137	18	8			
	Arts and sciences		14	6	147	85	18	8			
	Special				8	4					
	Music		1	1	34	69					
	Summer school (1925)		8	3	23	33					
Lincoln	Lincoln College	1866	12	7	119	197	5	10			1
	Arts and sciences		9	4	71	87	4	10			
	Music		2	2	39	57	1	0			
	Special		3	3	40	68					
	Summer school (1925)		3	0	4	26					
Lisle	St. Procopius College	1890	31	0	241	0	5	0			
	Preparatory		23	0	170	0					
	Arts and sciences		8	0	59	0	5	0			
	Theology		4	0	12	0					
Maywood	Theological Seminary of the Evangelical Lutheran Church.	1870	8	0	44	0	10	0	4	0	
Monmouth	Monmouth College	1856	24	14	257	222	40	32	0	1	5
	Arts and sciences		24	14	257	214	40	32			
	Graduate				0	8			0	1	
Mount Carroll	Frances Shimer School [1]	1853	1	20	4	237					
	Preparatory		0	19	0	99					
	Arts and sciences		1	19	0	108					
	Special		0	8	4	30					
Mount Morris	Mount Morris College	1840	11	4	63	102	15	5			0
	Arts and sciences		11	4	58	72	15	5			
	Special				8	34					
	Summer school (1925)		4	1	10	25					
Naperville	Evangelical Theological Seminary.	1887	5	0	70	22	15	0			0
	Summer school (1925)				18	5					
Do	North Central College	1861	23	17	312	266	57	46			0
	Preparatory		2	3	27	13					
	Arts and sciences		17	12	272	222	57	46			
	Music		4	3	13	31					
	Extension courses		1	0	9	67					
Oak Park	Rosary College (arts and sciences).	1852	3	33	0	263	0	29			0
	Summer school (1925)		1	6	0	127					
	Extension courses		0	5	0	70					
	Correspondence courses		0	5	0	60					
Peoria	Bradley Polytechnic Institute.	1897	34	34	521	454	53	42			0
	Arts and sciences		28	20	439	236	53	40			
	Music		6	14	82	218	0	2			
	Summer school (1925)		26	7	202	178					
	Correspondence courses		13	3	56	42					
	Evening courses		13	3	260	71					
Rockford	Rockford College	1849	13	32	0	602	0	57			0
	Arts and sciences		8	31	0	418	0	57			
	Special				0	77					
	Music		5	1	0	107					

[1] Junior College.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Rock Island	Augustana College	1860	37	16	492	508	36	23	10	0	2
	Preparatory		7	5	54	46					
	Arts and sciences		20	4	257	247	36	23			
	Fine arts		2	0	12	14					
	Music		8	8	96	191					
	Expression		0	2	31	34					
	Theology		5	0	125	0			10	0	
	Summer school (1925)		6	0	26	84					
Wheaton	Wheaton College	1860	14	13	220	235	28	34			2
	Preparatory		1	4	54	35					
	Arts and sciences		10	7	175	196	28	34			
	Special				69	58					
	Music		3	4	3	13					
	Summer school (1925)		4	3	47	61					
INDIANA											
Crawfordsville	Wabash College (arts and sciences).	1832	26	0	517	0	72	0			4
Earlham	Earlham College (arts and sciences).	1847	24	14	228	322	28	64			1
Evansville	Evansville College	1919	16	10	264	191	18	15	1	2	2
	Arts and sciences		10	6	103	97	8	13			
	Graduate				1	2			1	2	
	General engineering				4	0					
	Civil engineering		1	0	34	0	3	0			
	Electrical engineering		1	0	40	0	1	0			
	Mechanical engineering		1	0	18	0	1	0			
	Religious education				2	2	1	1			
	Education		2	4	20	90	4	1			
	Commerce		2	0	42	0					
	Summer school (1925)		13	9	99	102					
	Extension courses		6	4	29	117					
Franklin	Franklin College	1834	16	13	241	244	21	34			3
	Arts and sciences		16	13	239	213	21	34			
	Graduate				0	3					
	Music		0	2	2	28					
	Summer school (1925)		11	6	104	112					
	Extension courses		5	1	54	96					
Goshen	Goshen College	1903	15	6	124	141	4	2			0
	Preparatory		1	4	27	28					
	Arts and sciences		10	2	63	82	4	2			
	Special		4	1	34	31					
Greencastle	De Pauw University	1837	65	26	927	838	127	124	0	1	1
	Arts and sciences		59	16	923	832	127	111	0	1	
	Special				4	6					
	Music		6	10	15	176	0	13			
	Summer school (1925)		15	2	96	87					
	Extension courses		8	0	67	113					
	Military drill				572	0					
Hanover	Hanover College (arts and sciences).	1827	15	6	248	255	22	22			3
	Summer school (1925)		6	1	99	167					
Huntington	Huntington College	1897	11	5	86	88	7	5			0
	Preparatory		3	0	10	5					
	Arts and sciences		9	4	46	28	6	5			
	Special				7	10					
	Education				5	26					
	Music		1	2	3	11					
	Theology		3	0	15	8	1	0			
	Summer school (1925)				13	56					
Indianapolis	Benjamin Harrison Law School.	1914	19	0	136	12	42	0			0
Do	Butler College	1855	46	24	786	856	74	117	2	1	5
	Arts and sciences		40	23	728	840	72	117			
	Graduate				22	10			2	1	
	Theology		6	1	36	6	2	0			
	Summer school (1925)		17	4	155	202					
	Extension courses		18	3	55	621					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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—contd.											
Indianapolis	Indiana Central College	1905	18	11	179	214	25	18	----	----	0
	Preparatory		2	3	7	7			----	----	----
	Arts and sciences		18	11	164	191	25	18	----	----	----
	Special		0	2	8	16			----	----	----
Do	Indiana Law School	1894	14	0	101	1	33	0	----	----	0
Do	Indianapolis College of Pharmacy.	1904	10	0	170	2	83	2	----	----	0
Marion	Marion College	1919	14	9	153	296	12	10	----	----	0
	Preparatory		2	3	17	26			----	----	----
	Arts and sciences		8	2	58	107	11	8	----	----	----
	Education		1	2	39	154			----	----	----
	Music		0	2	19	51			----	----	----
	Theology		3	0	29	31	1	2	----	----	----
	Summer school (1925)		4	1	47	63			----	----	----
North Manchester.	Manchester College	1889	19	13	272	332	42	29	----	----	0
	Arts and sciences		16	6	232	190	42	29	----	----	----
	Education		1	4	40	142			----	----	----
	Music		2	3	38	51			----	----	----
	Summer school (1925)		22	10	174	351			----	----	----
	Extension		4	0	191	321			----	----	----
	Correspondence courses				28	29			----	----	----
Notre Dame	St. Mary's College and Academy.	1855	6	42	0	387	0	29	----	----	0
	Preparatory		0	14	0	106			----	----	----
	Arts and sciences		6	21	0	281	0	29	----	----	----
	Journalism		2	1	0	16			----	----	----
	Education		0	8	0	38			----	----	----
	Home economics		0	3	0	19			----	----	----
	Fine arts		0	3	0	42			----	----	----
	Music		1	9	0	54			----	----	----
Notre Dame	University of Notre Dame	1842	122	1	2,250	3	283	0	11	0	6
	Arts and sciences		73	0	1,036	0	102	0	----	----	----
	Graduate		5	0	43	2			11	0	----
	Special				41	0			----	----	----
	Chemical engineering		[5] 24	0	38	0	7	0	----	----	----
	Civil engineering		----	----	72	0	4	0	----	----	----
	Electrical engineering		----	----	122	0	9	0	----	----	----
	Mechanical engineering		----	----	83	0	19	0	----	----	----
	Mining engineering		----	----	13	0	1	0	----	----	----
	Agriculture		3	0	13	0	2	0	----	----	----
	Architecture		3	0	64	0	2	0	----	----	----
	Commerce		29	0	721	0	83	0	----	----	----
	Education		8	0	15	0			----	----	----
	Fine arts		1	1	13	0			----	----	----
	Music		5	0	13	1			----	----	----
	Law		6	0	193	0	52	0	----	----	----
	Pharmacy		2	0	36	0	2	0	----	----	----
	Physical education		3	0	15	0			----	----	----
	Summer school (1925)		95	6	344	451			----	----	----
Oakland City	Oakland City College	1891	17	8	281	317	28	23	----	----	0
	Arts and sciences		14	7	262	297	28	23	----	----	----
	Special		3	1	19	20			----	----	----
	Summer school (1925)		----	----	159	143			----	----	----
	Extension		----	----	115	118			----	----	----
	Correspondence courses		----	----	128	110			----	----	----
St. Mary of the Woods.	St. Mary of the Woods College.	1841	6	35	0	356	0	26	----	----	0
	Preparatory		0	13	0	111			----	----	----
	Arts and sciences		6	22	0	242	0	20	----	----	----
	Home economics		----	----	0	17	0	3	----	----	----
	Music		----	----	0	96	0	3	----	----	----
	Summer school (1925)		3	30	0	798			----	----	----
St. Meinrad	St. Meinrad Seminary	1857	25	0	354	0			----	----	0
	Preparatory		13	0	237	0			----	----	----
	Theology		12	0	117	0			----	----	----

[5] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Terre Haute	Rose Polytechnic Institute	1883	16	0	235	0	31	0	3	0	1
	Unclassified engineering		5	0	88	0					
	Chemical engineering		2	0	13	0	3	0			
	Civil engineering		3	0	30	0	4	0	1	0	
	Electrical engineering		2	0	68	0	17	0	1	0	
	Mechanical engineering		2	0	29	0	5	0	1	0	
	Architectural engineering		2	0	7	0	2	0			
	Military drill				153	0					
Upland	Taylor University	1846	12	13	180	195	16	22	1	0	4
	Arts and sciences		12	13	155	170	15	20	1	0	
	Special				25	25					
	Music		2	5	60	94	1	2			
Valparaiso	Valparaiso University	1907	29	18	549	390	101	7			0
	Preparatory		4	5	107	35					
	Arts and sciences		7	7	55	38	4	0			
	General engineering		4	0	49	0	3	0			
	Commerce		3	1	61	46	7	0			
	Education		3	2	87	212	14	4			
	Music		2	3	22	51	2	0			
	Law		3	0	63	4	9	0			
	Pharmacy		3	0	105	4	62	3			
Vincennes	Vincennes University [1]	1806	5	4	50	115					0
	Preparatory				5	17					
	Arts and sciences		5	4	26	34					
	Education				20	106					
	Music				15	50					
	Summer school (1925)				15	56					
IOWA											
Cedar Rapids	Coe College	1881	46	35	510	601	56	70			3
	Arts and sciences		46	35	477	442	56	70			
	Special				33	159					
	Summer School (1925)		22	8	100	286					
	Extension courses				13	139					
	Military drill				270	0					
Clinton	Wartburg College	1868	11	0	87	0	13	0			0
	Preparatory		7	0	36	0					
	Arts and sciences		8	0	51	0	13	0			
Davenport	St. Ambrose College	1882	25	0	367	0	8	0			0
	Preparatory		15	0	250	0					
	Arts and sciences		10	0	117	0	8	0			
Decorah	Luther College	1861	28	0	345	0	56	0			0
	Preparatory		9	0	38	0					
	Arts and sciences		26	0	305	0	56	0			
	Graduate				2	0					
	Education		5	0	148	0					
Des Moines	Des Moines University	1865	25	18	428	259	55	20			0
	Preparatory		1	0	11	5					
	Arts and sciences		13	9	140	105	21	14			
	General engineering		5	0	93	1	7	0			
	Education		1	2	75	94					
	Fine arts		2	7	5	51	0	5			
	Pharmacy		3	0	104	3	27	1			
Do	Des Moines Still College of Osteopathy	1898	17	2	245	35	43	7			0
Do	Drake University	1881	47	40	971	1,502	88	84	4	6	2
	Arts and sciences		23	11	356	358	40	48			
	Graduate				13	29			3	5	
	Commerce		6	1	294	7	23	0			
	Education		3	7	51	629	5	32	1	1	
	Music		7	22	88	452	2	3			
	Theology		4	0	64	25	0	1			
	Law		4	0	105	2	18	0			
	Summer school (1925)				148	465					
Do	Grand View College		9	3	38	32					0
	Preparatory		7	2	23	22					
	Arts and sciences		8	3	11	10					
	Theology		3	0	4	0					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Dubuque	Columbia College	1873	35	0	614	0	48	1			
	Preparatory		16	0	299	0					
	Arts and sciences		19	0	315	0	48	1			
	Summer school (1925)		16	0	10	276					
Do	Mount St. Joseph College (arts and sciences).	1843	0	26	0	230	0	26			0
	Summer school (1925)				0	206					
	Extension courses				0	97					
Do	University of Dubuque	1864	23	10	166	101	27	10	2	0	2
	Preparatory		1	4	26	2					
	Arts and sciences		15	6	98	70	25	10			
	Special				8	29					
	Theology		9	0	34	0	2	0	2	0	
	Summer school (1925)		2	4	10	44					
Do	Wartburg Theological Seminary.	1854	5	0	75	0					0
Fairfield	Parsons College	1875	24	16	272	325	27	31			3
	Arts and sciences		22	13	246	256	27	31			
	Music		2	3	26	69					
	Summer school (1925)				121	153					
	Extension courses				34	75					
Fayette	Upper Iowa University	1857	14	12	160	290	18	25			3
	Arts and sciences		9	7	128	121	18	25			
	Special		3	3	4	43					
	Commerce		1	0	21	18					
	Speech		0	1	31	51					
	Music		1	2	25	83					
	Summer school (1925)		10	7	38	98					
	Extension courses		6	5	6	18					
Grinnell	Grinnell College	1847	42	20	359	455	43	61			1
	Arts and sciences		36	13	344	414	43	59			
	Graduate				2	7					
	Special				8	10					
	Music		6	7	40	94	0	2			
Hopkinton	Lenox College (arts and sciences).	1856	6	5	42	30					0
Indianola	Simpson College	1860	28	16	352	472	34	31			4
	Preparatory				12	6					
	Arts and sciences		20	16	300	398	34	25			
	Special				6	17					
	Commerce		2	0	43	54					
	Music		6	3	75	168	0	6			
	Summer school (1925)		12	2	74	140					
Iowa Falls	Ellsworth College	1890	12	10	130	330	11	9			1
	Arts and sciences		9	7	78	160	11	9			
	Music		3	3	52	200					
	Summer school (1925)		6	8	39	197					
Lamoni	Graceland College	1895	11	9	96	129					0
	Preparatory		1	1	18	9					
	Arts and sciences		10	8	78	120					
	Agriculture		1	0	10	0					
	Education		3	1	48	61					
	Home economics		0	1	0	28					
	Music		1	2	22	54					
Le Mars	Western Union College	1890	13	5	115	131	11	7			0
	Preparatory				6	11					
	Arts and sciences		13	5	83	72	11	7			
	Special				36	72					
Mount Pleasant	Iowa Wesleyan College (arts and sciences).	1842	17	9	201	226	23	22			2
Mount Vernon	Cornell College	1853	32	15	335	364	39	55			3
	Arts and sciences		32	12	324	353	39	49			
	Graduate				1	5					
	Special				11	11					
	Music		4	4	11	79	0	6			
	Summer school (1925)		4	2	17	39					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Oskaloosa	Penn College	1873	18	16	263	418	22	46	1	0	0
	Arts and sciences		15	12	179	223	22	46			
	Commerce		1	2	51	38					
	Music		2	2	62	157					
	Summer school (1925)		6	6	89	233					
Pella	Central College	1853	11	11	138	137	17	10			0
	Preparatory		0	4	23	20					
	Arts and sciences		11	7	101	86	17	8			
	Music		2	2	35	59	0	2			
Sioux City	Morningside College	1890	32	26	349	538	32	40			0
	Preparatory		3	5	16	8					
	Arts and sciences		29	20	314	429	32	38			
	Expression		0	1	2	45					
	Music		7	5	41	150	0	2			
	Summer school (1925)		12	11	67	240					
Storm Lake	Buena Vista College	1891	10	6	90	93	14	5			0
	Arts and sciences		6	4	87	84	14	4			
	Agriculture		1	0	9	0					
	Commerce		1	0	32	4					
	Education		1	0	40	61					
	Home economics		0	1	0	10					
	Music		1	1	2	4	0	1			
	Summer school (1925)		3	1	20	35					
Tabor	Tabor College	1857	10	15	66	112	4	7			3
	Arts and sciences		8	10	55	70	4	7			
	Commerce		0	1	4	6					
	Home economics		0	1	0	6					
	Music		2	3	7	30					
University Park	John Fletcher College	1906	13	10	127	165	2	10			0
	Preparatory		3	3	50	50					
	Arts and sciences		6	5	61	95	2	9			
	Music		1	2	26	55	0	1			
	Theology		3	0	6	0					
	Summer school (1925)		1	5	17	25					
KANSAS											
Atchison	St. Benedict's College	1858	38	0	413	0	8	0			0
	Preparatory		19	0	240	0					
	Arts and sciences		20	0	141	0	8	0			
	Graduate				13	0					
	Theology		8	0	24	0					
	Summer school (1925)		10	1	10	222					
Baldwin City	Baker University	1858	22	13	267	341	40	49			4
	Arts and sciences		19	11	251	280	40	49			
	Fine arts		0	1	9	16					
	Music		3	1	13	61					
	Summer school (1925)		7	1	30	54					
Emporia	College of Emporia	1883	17	10	240	229	26	38			4
	Arts and sciences		15	7	239	208	26	38			
	Music		2	3	49	109					
Hesston	Hesston College [1]	1909	10	2	99	112					0
	Preparatory		10	2	62	78					
	Arts and sciences		7	0	25	22					
	Special		1	0	12	12					
	Correspondence courses		3	1	9	6					
Highland	Highland College [1] (arts and sciences).	1857	4	2	52	47					0
Kansas City	Kansas City Baptist Theological Seminary.	1902	8	8	73	41	6	0	3	0	0
Do	Kansas City University	1896	9	6	52	164	8	14			0
	Preparatory		0	2	10	13					
	Arts and sciences		9	4	30	40	8	14			
	Special				12	111					
	Summer school (1925)		7	3	32	182					
Leavenworth	St. Mary College and Academy.[1]	1866	0	23	0	168					0
	Preparatory		0	15	0	119					
	Arts and sciences		0	8	0	49					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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—contd.											
Lindsborg	Bethany College	1881	26	21	244	475	12	13			1
	Preparatory		1	4	32	32					
	Arts and sciences		14	7	127	125	12	13			
	Graduate				1	1					
	Music		11	10	84	317					
	Summer school (1925)				60	174					
McPherson	Central Academy and College.[1]	1914	9	14	114	97					0
	Preparatory		5	9	79	62					
	Arts and sciences		4	5	32	32					
	Special				3	3					
Do	McPherson College	1889	14	9	143	183	25	28			0
	Arts and sciences		12	6	134	168	25	28			
	Special		2	3	9	15					
	Summer school (1925)		3	2	24	89					
Newton	Bethel College	1893	20	5	174	257	7	14			0
	Preparatory		3	2	22	39					
	Arts and sciences		18	4	133	97	7	14			
	Special				19	50					
	Education		1	0	83	87					
	Home economics		0	1	0	36					
	Music		3	0	36	74					
	Summer school (1925)		10	3	32	111					
Ottawa	Ottawa University	1865	18	9	271	282	32	31			0
	Arts and sciences		16	5	201	204	32	31			
	Graduate				0	1					
	Music		2	4	92	116					
	Summer school (1925)				49	134					
St. Mary's	St. Mary's College	1848	30	0	494	0	14	0			0
	Preparatory		20	0	316	0					
	Arts and sciences		10	0	178	0	14	0			
Salina	Kansas Wesleyan University.	1886	21	13	382	647	12	25			5
	Arts and sciences		13	9	198	364	12	25			
	Special		3	2	44	81					
	Commerce		8	3	176	218					
	Music		3	2	73	133					
	Summer school (1925)		5	1	19	151					
Sterling	Sterling College	1886	11	9	156	272	13	12			0
	Preparatory				1	2					
	Arts and sciences		11	9	139	151	13	12			
	Graduate				0	2					
	Special				8	30					
	Journalism				5	85					
	Education				54	98					
	Home economics		0	1	0	43					
	Music		0	2	22	99					
Topeka	Washburn College	1865	39	16	516	712	49	51	1	0	4
	Arts and sciences		31	13	376	410	30	46	1	0	
	Fine arts		0	4	7	86					
	Music		5	3	45	208	0	4			
	Law		13	0	88	8	19	1			
	Summer school (1925)		13	2	67	210					
Wichita	Fairmount College	1895	16	15	227	343	43	39			1
	Arts and sciences		14	11	215	157	43	39			
	Music		2	4	12	86					
	Summer school (1925)				15	110					
	Extension courses				8	125					
	Military drill				163	0					
Do	Friends University	1898	17	18	326	498	25	25			0
	Arts and sciences		15	13	248	290	25	25			
	Graduate				2	5					
	Special				11	16					
	Music		2	5	80	187					
	Summer school (1925)		7	9	33	114					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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—contd.											
Winfield	Southwestern College	1886	31	40	315	506	53	79			0
	Arts and sciences		26	14	312	428	53	75			
	Special				62	221					
	Music		5	26	3	78	0	4			
	Summer school (1925)		9	8	103	269					
	Extension courses		2	0	20	23					
KENTUCKY											
Barbourville	Union College	1880	7	4	124	161	4	1			0
	Preparatory		2	2	75	134					
	Arts and sciences		5	1	49	25	4	1			
	Special			1	0	2					
Berea	Berea College	1855	45	27	915	930	25	30			3
	Preparatory		29	20	676	702					
	Arts and sciences		16	7	239	232	25	30			
	Summer school (1925)		19	8	152	188					
Bowling Green	Ogden College	1877	10	0	150	0	12	0			1
	Preparatory		4	0	65	0					
	Arts and sciences		6	0	85	0	12	0			
Covington	Villa Madonna College [1]		0	6	0	75					0
	Preparatory		0	2	0	34					
	Arts and sciences		0	4	0	41					
Danville	Centre College (arts and sciences).	1819	19	0	271	0	36	0			3
Georgetown	Georgetown College	1829	21	8	238	231	26	51			5
	Arts and sciences		21	8	226	204	26	51			
	Special				12	27					
	Summer school (1925)		10	0	54	77					
Hopkinsville	Bethel Woman's College [1]	1858	0	20	0	192					0
	Preparatory		0	4	0	70					
	Arts and sciences		0	11	0	75					
	Special		0	5	0	47					
Kingswood	Kingswood Holiness College	1907	2	9	43	66	3	2			0
	Preparatory		1	6	27	51					
	Arts and sciences		1	3	9	9	3	2			
	Theology		1	0	7	6					
Lexington	Hamilton College [1]	1869	0	17	0	191					0
	Preparatory		0	6	0	84					
	Arts and sciences		0	5	0	65					
	Special		0	6	0	42					
Do	Transylvania College and College of the Bible.	1798	25	5	168	229	17	33	6	1	0
	Arts and sciences		20	5	136	208	14	32			
	Graduate				9	3			6	1	
	Special				5	4					
	Theology		6	0	39	27	3	1			
	Summer school (1925)		8	1	30	31					
London	Sue Bennett Memorial School.[1]	1896	11	10	93	253					0
	Preparatory		7	6	68	182					
	Arts and sciences		4	4	25	71					
	Education		1	0	10	20					
	Home economics				0	9					
Louisville	Jefferson School of Law	1905	10	0	120	7	50	1			0
Do	Louisville College of Pharmacy.	1871	8	0	100	1	54	0			0
Do	Presbyterian Theological Seminary.	1893	10	0	84	0	13	0			0
Do	Sacred Heart Junior College (arts and sciences).		0	6	0	126					0
Do	Simmons University [2]	1879	10	8	129	91	10	4			3
	Preparatory		3	4	67	43					
	Arts and sciences		5	2	39	35	7	4			
	Special		0	2	0	13					
	Theology		2	0	23	0	3	0			
Do	Southern Baptist Theological Seminary.	1859	12	0	392	0	103	0	7	0	0
	Correspondence courses		6	0	308	0					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Nazareth	Nazareth Junior College	1814	0	21	0	190	----	----	----	----	0
	Preparatory	----	0	8	0	97	----	----	----	----	----
	Arts and sciences	----	0	12	0	69	----	----	----	----	----
	Education	----	----	----	0	16	----	----	----	----	----
	Home economics	----	0	1	0	3	----	----	----	----	----
	Music	----	----	----	0	5	----	----	----	----	----
Russellville	Bethel College [1]	1849	10	0	113	0	----	----	----	----	0
	Preparatory	----	4	0	65	0	----	----	----	----	----
	Arts and sciences	----	6	0	45	0	----	----	----	----	----
	Special	----	----	----	3	0	----	----	----	----	----
	Education	----	1	0	30	0	----	----	----	----	----
Do	Logan College [1]	1857	3	12	0	101	----	----	----	----	0
	Preparatory	----	0	8	0	33	----	----	----	----	----
	Arts and sciences	----	3	8	0	59	----	----	----	----	----
	Education	----	2	0	0	51	----	----	----	----	----
	Home economics	----	0	1	0	6	----	----	----	----	----
	Fine arts	----	0	1	0	8	----	----	----	----	----
	Music	----	0	3	0	39	----	----	----	----	----
St. Mary	St. Mary's College	1821	11	0	123	0	1	0	----	----	0
	Preparatory	----	8	0	108	0	----	----	----	----	----
	Arts and sciences	----	3	0	15	0	1	0	----	----	----
Williamsburg	Cumberland College [1]	1890	6	4	105	132	----	----	----	----	0
	Preparatory	----	1	4	70	89	----	----	----	----	----
	Arts and sciences	----	5	0	35	43	----	----	----	----	----
Wilmore	Asbury College	1890	22	21	397	411	43	53	----	----	5
	Preparatory	----	6	6	120	86	----	----	----	----	----
	Arts and sciences	----	13	16	277	325	42	49	----	----	----
	Home economics	----	0	1	0	8	----	----	----	----	----
	Fine arts	----	0	1	10	12	----	----	----	----	----
	Music	----	0	7	17	72	0	3	----	----	----
	Theology	----	7	0	48	3	1	1	----	----	----
	Summer school (1925)	----	3	2	28	50	0	0	----	----	----
Winchester	Kentucky Wesleyan College	1866	12	10	179	205	23	22	----	----	0
	Arts and sciences	----	10	4	166	155	23	22	----	----	----
	Special	----	1	4	4	31	----	----	----	----	----
	Journalism	----	0	1	12	16	----	----	----	----	----
	Education	----	1	0	52	68	----	----	----	----	----
	Home economics	----	0	1	0	16	----	----	----	----	----
	Correspondence courses	----	2	2	3	6	----	----	----	----	----
LOUISIANA											
Clinton	Silliman College [1]	1852	2	9	0	53	----	----	----	----	0
	Preparatory	----	0	1	0	8	----	----	----	----	----
	Arts and sciences	----	2	7	0	38	----	----	----	----	----
	Music	----	0	1	0	14	----	----	----	----	----
Convent	Jefferson College	1864	17	0	110	0	6	0	4	0	0
	Preparatory	----	10	0	86	0	----	----	----	----	----
	Arts and sciences	----	7	0	24	0	6	0	4	0	----
Mansfield	Mansfield Female College [1]	1854	0	10	0	132	----	----	----	----	0
	Preparatory	----	0	3	0	42	----	----	----	----	----
	Arts and sciences	----	0	7	0	90	----	----	----	----	----
New Orleans	Loyola University	1904	108	1	527	46	78	3	----	----	0
	Arts and sciences	----	24	1	104	0	9	0	----	----	----
	Graduate	----	----	----	2	20	----	----	----	----	----
	Law	----	39	0	282	15	28	1	----	----	----
	Dentistry	----	32	0	85	2	17	0	----	----	----
	Pharmacy	----	15	0	55	9	24	2	----	----	----
	Summer school (1925)	----	30	17	75	601	----	----	----	----	----
	Extension courses	----	13	3	30	251	----	----	----	----	----
Do	New Orleans College [2]	1873	11	18	259	444	7	12	----	----	0
	Preparatory	----	4	13	177	254	----	----	----	----	----
	Arts and sciences	----	7	1	76	164	7	12	----	----	----
	Special	----	0	4	6	26	----	----	----	----	----
Do	Straight College [2]	1869	7	11	171	230	4	1	4	0	0
	Preparatory	----	6	10	130	156	----	----	----	----	----
	Arts and sciences	----	6	1	37	54	4	1	----	----	----
	Graduate	----	----	----	4	10	----	----	4	0	----
	Special	----	----	----	3	10	----	----	----	----	----

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
New Orleans	Tulane University of Louisiana.	1834	354	84	1,833	1,067	237	135	6	13	0
	Arts and sciences		71	73	445	522	39	85			
	Graduate				32	48			6	13	
	Special				12	28					
	Chemical engineering		[3] 37	0	38	0	10	0			
	Civil engineering				52	0	8	0			
	Mechanical and electrical engineering.				103	0	16	0			
	Architecture				42	15	10	2			
	Commerce		14	0	372	37	17	1			
	Education				8	223	1	23			
	Fine arts				0	133	0	9			
	Music				0	39	0	5			
	Law		16	0	82	4	18	1			
	Medicine		155	9	541	16	82	3			
	Dentistry		40	2	60	2	14	0			
	Pharmacy		19	2	46	10	22	6			
	Summer school (1925)		47	29	495	1,256					
Pineville	Louisiana College (arts and sciences).	1853	16	8	352	286	19	18			0
Shreveport	Centenary College	1841	21	8	283	202	21	20			3
	Arts and sciences		21	8	277	171	21	20			
	Special				6	31					
	Summer school (1925)		12	2	44	141					
MAINE											
Bangor	Bangor Theological Seminary.	1816	8	0	37	4	2	0			0
Brunswick	Bowdoin College (arts and sciences).	1802	38	0	500	0	100	0			6
Lewiston	Bates College	1863	29	4	347	279	56	62	5	0	5
	Arts and sciences		29	4	344	279	56	62			
	Graduate				3	1			5	0	
	Summer school (1925)		15	3	101	130					
Waterville	Colby College	1881	32	3	405	245	60	44	1	0	8
	Arts and sciences		32	3	401	244	60	44			
	Graduate				4	1			1	0	
	Extension courses		6	0	31	147					
MARYLAND											
Annapolis	St. John's College (arts and sciences).	1789	25	0	169	0	18	0			0
	Military drill				47	0					
Baltimore	College of Notre Dame of Maryland.	1848	6	20	0	285	0	22			0
	Preparatory		0	9	0	165					
	Arts and sciences		6	11	0	120	0	22			
	Summer school (1925)		0	8	0	100					
Do	Goucher College (arts and sciences).	1888	24	61	0	1,060	0	212			0
Do	Johns Hopkins University	1876	453	34	2,861	1,468	218	18	87	36	0
	Arts and sciences		78	3	466	0	89	13			
	Graduate		62	0	278	172			57	31	
	Engineering		18	0	314	0	59	0	2	0	
	Business economics				420	286	8	0			
	Education		46	18	599	929					
	Social economics				0	25					
	Medicine		240	14	244	28	62	5			
	Hygiene and public health.		34	8	91	28			28	5	
	Night courses for technical workers.				449	0					
	Summer school (1925)		36	6	237	681					
	Military drill				264	0					

[3] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Baltimore	Loyola College	1852	28	0	475	0	14	0			0
	Preparatory		16	0	334	0					
	Arts and sciences		12	0	141	0	14	0			
	Extension courses		2	0	0	261					
Do	Morgan College [2]	1872	17	8	161	300	16	9	2	2	3
	Preparatory		3	4	35	28					
	Arts and sciences		14	4	118	269	16	9			
	Graduate				8	3			2	2	
	Summer school (1925)		14	3	27	94					
Do	St. Mary's Seminary and University.	1791	19	0	357	0	65	0	26	0	0
	Arts and sciences		10	0	114	0	57	0	26	0	
	Theology		16	0	243	0	8	0			
Catonsville	St. Charles College [1]	1848	28	0	375	0					0
	Preparatory		22	0	271	0					
	Arts and sciences		11	0	104	0					
Chestertown	Washington College (arts and sciences).	1873	15	2	136	45	20	4			2
Emmittsburg	Mount St. Mary's College	1808	52	0	502	0	22	0	10	0	3
	Preparatory		32	0	266	0					
	Arts and sciences		15	0	182	0	22	0	10	0	
	Theology		8	0	54	0					
Do	St. Joseph's College (arts and sciences).	1809	0	25	0	137	0	14			0
Frederick	Hood College	1893	7	35	0	571	0	78			0
	Arts and sciences		7	35	0	488	0	78			
	Special				0	83					
Lutherville	Maryland College for Women	1853	5	15	0	96	0	12			0
	Arts and sciences		5	10	0	75	0	12			
	Journalism		0	1	0	12					
	Home economics		0	2	0	15					
	Music		0	4	0	5					
New Windsor	Blue Ridge College	1899	16	10	117	101	6	3			1
	Preparatory		4	4	43	49					
	Arts and sciences		8	1	66	33	6	3			
	Special		4	5	27	79					
	Fine arts		0	1	0	19					
	Music		2	2	16	44					
Westminster	Western Maryland College	1867	20	15	210	235	42	44			2
	Preparatory		1	3	6	5					
	Arts and sciences		20	15	195	212	42	44			
	Special				9	18					
	Extension courses				8	49					
	Military drill				144	0					
Do	Westminster Theological Seminary.	1882	5	0	47	1	7	0	2	0	0
Woodstock	Woodstock College (theology).	1869	12	0	198	0			5	0	0
MASSACHUSETTS											
Amherst	Amherst College	1821	58	0	691	0	108	0	6	0	9
	Arts and sciences		58	0	678	0	108	0			
	Graduates				13	0			6	0	
Boston	Boston University	1873	370	61	5,200	4,248	499	343	91	106	0
	Arts and sciences		39	5	267	593	42	86			
	Graduate		90	3	172	293			39	85	
	Practical arts and letters		16	13	0	937	0	88			
	Religious education		20	17	131	309	20	38	6	6	
	Business administration		56	1	3,357	911	160	27	4	0	
	Education		9	14	222	1,118	27	90	9	15	
	Theology		14	0	244	27	80	0	11	0	
	Law		20	0	625	32	125	10	22	0	
	Medicine		106	8	182	28	45	4			
	Summer school (1925)		79	11	394	659					
	Extension courses		41	4	793	2,157					
	Correspondence courses		2	0	216	12					
	Military drill				676	0					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Boston	College of Physicians and Surgeons.	1880	27	4	112	6	7	2	----	----	0
Do	Emmanuel College (arts and sciences).	1919	7	19	0	216	0	46	----	----	0
	Summer school (1925)	------	0	8	0	90	------	------	----	----	----
	Correspondence courses	------	------	------	0	109	------	------	----	----	----
Do	Gordon College of Theology and Missions.	1889	11	3	112	104	12	13	----	----	0
Do	Massachusetts College of Pharmacy.	1867	15	0	398	35	70	9	4	0	0
Do	Northeastern University	1896	140	1	4,662	192	318	11	----	----	0
	Preparatory	------	30	1	1,073	66	------	------	----	----	----
	Chemical engineering	------	43	0	165	0	23	0	----	----	----
	Civil engineering	------	------	------	303	0	43	0	----	----	----
	Electrical engineering	------	------	------	458	0	49	0	----	----	----
	Mechanical engineering	------	------	------	243	0	41	0	----	----	----
	Administrative engineering.	------	------	------	48	0	------	------	----	----	----
	Evening polytechnic school.	------	11	0	286	0	------	------	----	----	----
	Commerce	------	35	0	727	27	46	1	----	----	----
	Automotive school	------	9	------	270	0	------	------	----	----	----
	Law	------	19	0	1,089	99	116	10	----	----	----
	Summer school (1925)	------	20	0	282	5	------	------	----	----	----
	Extension courses	------	4	0	96	0	------	------	----	----	----
Do	Portia Law School	1909	13	3	0	423	0	70	----	----	0
Do	St. John's Boston Ecclesiastical Seminary.	1884	12	0	168	0	------	------	----	----	0
Do	Simmons College	1902	34	83	0	1,531	0	281	0	34	0
	Arts and sciences	------	34	83	0	1,406	0	281	----	----	----
	Graduate	------	------	------	0	125	------	------	0	34	----
	Summer school (1925)	------	8	16	0	232	------	------	----	----	----
	Extension courses	------	0	7	0	69	------	------	----	----	----
Do	Suffolk Law School	1906	29	0	2,215	0	198	0	----	----	2
Bradford	Bradford Academy[1]	1803	3	29	0	172	------	------	----	----	0
	Preparatory	------	2	9	0	88	------	------	----	----	----
	Arts and sciences	------	1	20	0	84	------	------	----	----	----
Cambridge	Episcopal Theological Seminary.	1867	9	0	29	0	6	0	----	----	0
Do	Harvard University	1639	769	1	7,508	213	1,137	0	659	34	11
	Arts and sciences	------	325	0	3,238	0	652	0	----	----	----
	Graduate	------	------	------	767	0	------	------	274	0	----
	Special	------	------	------	52	0	------	------	----	----	----
	Industrial chemistry	------	3	0	27	0	2	0	3	0	----
	Civil engineering	------	6	0	70	0	10	0	2	0	----
	Electrical engineering	------	11	0	86	0	5	0	13	0	----
	Mechanical engineering	------	5	0	65	0	10	0	1	0	----
	Mining engineering and metallurgy.	------	5	0	14	0	1	0	5	0	----
	Sanitary engineering	------	3	0	15	0	------	------	4	0	----
	Applied biology	------	5	0	19	0	------	------	9	0	----
	Architecture	------	18	0	73	0	------	------	4	0	----
	Landscape architecture	------	------	------	37	0	------	------	12	0	----
	Forestry	------	2	0	3	0	------	------	3	0	----
	Business administration	------	47	0	688	0	------	------	219	0	----
	Education	------	16	0	223	209	------	------	84	34	----
	Theology	------	10	0	87	0	4	0	2	0	----
	Law	------	22	0	1,320	0	284	0	19	0	----
	Medicine	------	182	1	507	0	128	0	----	----	----
	Dentistry	------	86	0	188	0	41	0	----	----	----
	Public health	------	23	0	29	4	------	------	5	0	----
	Summer school (1925)	------	108	0	1,234	1,236	------	------	----	----	----
	Military drill	------	------	------	669	0	------	------	----	----	----
Do	Massachusetts Institute of Technology.	1865	341	3	2,783	30	556	3	163	3	0
	General science	------	129	3	127	11	32	1	----	----	----
	Graduate	------	------	------	342	6	------	------	33	2	----

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Cambridge	Massachusetts Institute of Technology—Continued.										
	Special				28	1					
	General engineering		30	0	81	0	33	0			
	Chemical engineering		35	0	226	1	59	1	26	0	
	Civil engineering		22	0	285	0	75	0	3	0	
	Electrical engineering		51	0	605	3	108	0	61	0	
	Mechanical engineering		54	0	345	0	80	0	6	0	
	Mining engineering and metallurgy.		11	0	58	0	15	0	4	1	
	Sanitary and municipal engineering.				13	0	2	0			
	Engineering administration.				364	0	91	0			
	Architectural engineering.		1	0	92	0	12	0	1	0	
	Electrochemical engineering.				54	0	13	0	2	0	
	Naval architecture and marine engineering.		7	0	44	0	14	0	18	0	
	Architecture		1	0	119	8	22	1	9	0	
	Summer school (1925)				1,514	94					
	Military drill				94	0					
Do	New Church Theological School.	1866	6	1	9	0					0
	Correspondence courses				15	10					
Do	Radcliffe College	1879	177	0	0	988	0	146	0	74	0
	Arts and sciences		177	0	0	695	0	146			
	Graduate				0	238			0	74	
	Special				0	55					
Chestnut Hill	Boston College	1864	55	0	1,158	10	221	0	41	2	0
	Arts and sciences		52	0	1,106	0	221	0			
	Graduate		10	0	52	10			41	2	
	Summer school (1925)		15	0	11	250					
	Extension courses		13	0	150	1,000					
Newton Centre	Newton Theological Institution.	1825	11	1	82	13	3	0	3	0	0
Northampton	Smith College	1875	66	138	0	2,158	0	479	0	19	3
	Arts and sciences		66	138	0	2,093	0	479			
	Graduate				0	59			0	19	
	Special				0	6					
	Summer school (1925)		3	5	0	72					
Norton	Wheaton College (arts and sciences).	1834	4	27	0	446	0	79			0
South Hadley	Mount Holyoke College	1837	13	87	0	1,024	0	193	0	5	7
	Arts and sciences		13	87	0	993	0	193			
	Graduate				0	28			0	5	
	Special				0	3					
South Lancaster	Atlantic Union College [1]	1882	9	10	111	153					0
	Preparatory		2	4	63	68					
	Arts and sciences		4	1	24	10					
	Special		2	5	14	73					
	Theology		1	0	10	2					
Tufts College	Tufts College	1854	370	14	1,868	297	246	49	6	2	11
	Arts and sciences		103	9	797	262	63	39			
	Graduate				14	5			5	2	
	Special				5	0					
	General engineering		[5] 40	0	8	0					
	Chemical engineering				30	0	2	0			
	Civil engineering				108	0	21	0	1	0	
	Electrical and mechanical engineering.				149	0	23	0			
	Theology		15	0	28	2	2	0			
	Medicine		146	5	458	28	100	10			
	Dentistry		140	5	277	11	35	0			

[1] Junior college.

[5] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Wellesley	Wellesley College	1875	26	129	0	1,599	0	340	0	18	0
	Arts and sciences		26	129	0	1,520	0	340			
	Graduate				0	43			0	18	
	Special				0	41					
Williamstown	Williams College	1793	67	0	768	0	141	0	4	0	7
	Arts and sciences		67	0	757	0	141	0			
	Graduate				11	0			4	0	
Worcester	Clark University	1889	35	1	319	57	41	2	23	8	2
	Arts and sciences		35	1	236	0	41	2			
	Graduate				51	21			23	8	
	Special				32	36					
	Summer school (1925)		13	1	57	87					
	Correspondence courses				50	55					
Do	Holy Cross College (arts and sciences).	1843	71	0	1,095	0	201	0			15
Do	Worcester Polytechnic Institute.	1868	56	0	550	0	92	0	3	0	6
	General science		1	0	2	0	1	0			
	Unclassified engineering		15	0	176	0					
	Chemical engineering		9	0	33	0	7	0	1	0	
	Civil engineering		5	0	64	0	12	0			
	Electrical engineering		8	0	184	0	55	0	1	0	
	Mechanical engineering		18	0	91	0	17	0	1	0	
MICHIGAN											
Adrian	Adrian College	1859	10	10	104	146	8	14			3
	Arts and sciences		8	8	100	86	8	11			
	Music		2	2	4	60	0	3			
Albion	Albion College	1861	26	15	400	318	58	45			4
	Arts and sciences		24	12	380	269	58	45			
	Music		2	3	20	49					
Alma	Alma College	1887	14	8	194	126	22	21			1
	Arts and sciences		13	7	193	102	22	21			
	Music		1	1	8	58					
Battle Creek	Battle Creek College	1880	10	29	25	550	0	36			0
	Arts and sciences		10	25	25	425	0	36			
	Home economics		0	5	0	125					
	Summer school (1925)		3	6	7	32					
Berrien Springs	Emmanuel Missionary College.	1875	22	15	295	367	23	17			0
	Preparatory		6	10	64	54					
	Arts and sciences		10	9	94	102	19	17			
	Graduate				0	6					
	Special		2	2	61	55					
	Commerce		3	0	10	13					
	Education		1	1	14	90					
	Home economics		2	2	0	20					
	Music		2	2	8	17					
	Theology		3	0	44	10	4	0			
Detroit	Detroit College of Law (Y. M. C. A.).	1891	39	0	823	0	103	0			0
Do	University of Detroit	1877	218	1	2,258	133	104	2	14	0	4
	Preparatory		22	0	532	0					
	Arts and sciences		22	0	242	0	24	0			
	Special				9	0					
	Chemical engineering		[1] 25	0	42	0	1	0			
	Civil engineering				65	0	5	0			
	Electrical engineering				126	0	8	0			
	Mechanical engineering				85	0	16	0			
	Architectural engineering.				63	0					
	Aeronautical engineering				40	0	2	0			
	Commerce		125	1	766	81	17	0	14	0	
	Journalism				22	10					
	Foreign trade				22	2					
	Commercial art				43	20					
	Law		37	0	201	20	31	2			
	Extension courses		10	0	8	88					

[1] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Grand Rapids	Theological School and Calvin College.	1876	23	0	237	112	36	4	----	----	0
	Arts and sciences	------	18	0	207	43	28	4	----	----	----
	Education	------	----	----	4	69	----	----	----	----	----
	Theology	------	5	0	26	0	8	0	----	----	----
Hancock	Suomi College and Theological Seminary.	1896	6	5	38	61	----	----	----	----	0
	Preparatory	------	3	5	30	52	----	----	----	----	----
	Arts and sciences	------	1	2	3	2	----	----	----	----	----
	Special	------	1	0	0	7	----	----	----	----	----
	Theology	------	3	0	5	0	----	----	----	----	----
Hillsdale	Hillsdale College	1856	21	16	224	279	36	29	----	----	5
	Arts and sciences	------	19	11	208	216	36	29	----	----	----
	Music	------	2	5	16	63	----	----	----	----	----
Holland	Hope College	1866	25	10	379	295	61	33	----	----	5
	Preparatory	------	4	3	38	28	----	----	----	----	----
	Arts and sciences	------	15	4	318	185	61	33	----	----	----
	Music	------	7	3	23	82	----	----	----	----	----
Do	Western Theological Seminary.	1866	6	0	40	0	19	0	----	----	0
Kalamazoo	Kalamazoo College (arts and sciences).	1833	20	8	232	163	29	31	1	1	3
Monroe	Marygrove College and Academy.	1845	1	44	0	408	0	9	----	----	0
	Preparatory	------	0	15	0	268	----	----	----	----	----
	Arts and sciences	------	1	29	0	125	0	9	----	----	----
	Special	------	----	----	0	15	----	----	----	----	----
	Summer school (1925)	------	1	35	0	475	----	----	----	----	----
Nazareth	Nazareth College	1897	1	7	0	103	----	----	----	----	0
	Preparatory	------	1	7	0	68	----	----	----	----	----
	Arts and sciences	------	1	7	0	35	----	----	----	----	----
Olivet	Olivet College (arts and sciences).	1844	16	9	176	218	31	35	1	0	2
MINNESOTA											
Collegeville	St. John's University	1857	52	0	429	0	2	0	----	----	0
	Preparatory	------	29	0	248	0	----	----	----	----	----
	Arts and sciences	------	23	0	159	0	2	0	----	----	----
	Theology	------	8	0	41	0	----	----	----	----	----
Duluth	College of St. Scholastica	1912	0	40	0	231	0	2	----	----	0
	Preparatory	------	0	18	0	134	----	----	----	----	----
	Arts and sciences	------	0	22	0	97	0	2	----	----	----
Faribault	Seabury Divinity School	1858	6	0	25	0	4	0	----	----	2
Minneapolis	Augsburg Seminary	1869	26	4	203	65	21	7	----	----	0
	Preparatory	------	10	1	54	4	----	----	----	----	----
	Arts and sciences	------	17	2	129	57	15	7	----	----	----
	Music	------	1	2	12	33	----	----	----	----	----
	Theology	------	7	0	17	0	6	0	----	----	----
Do	Minnesota College of Law	1913	22	0	239	31	56	7	----	----	0
Do	Northwestern College of Law.	1909	20	0	150	8	38	2	----	----	0
Moorhead	Concordia College	1891	18	12	198	206	39	24	----	----	0
	Preparatory	------	----	----	13	15	----	----	----	----	----
	Arts and sciences	------	18	12	185	179	39	24	----	----	----
	Special	------	----	----	0	12	----	----	----	----	----
Northfield	Carleton College	1867	52	25	392	421	71	70	0	1	1
	Arts and sciences	------	52	25	388	417	71	70	----	----	----
	Graduate	------	----	----	3	1	----	----	0	1	----
	Special	------	----	----	1	3	----	----	----	----	----
Do	St. Olaf College	1874	47	17	552	453	94	92	----	----	0
	Arts and sciences	------	43	13	545	437	93	88	----	----	----
	Music	------	4	4	79	185	1	4	----	----	----
St. Joseph	College of St. Benedict	1887	2	41	0	264	0	3	----	----	0
	Preparatory	------	1	25	0	178	----	----	----	----	----
	Arts and sciences	------	1	16	0	86	0	3	----	----	----
St. Paul	Bethel Institute	1871	14	9	160	181	8	0	----	----	0
	Preparatory	------	8	7	113	163	----	----	----	----	----
	Theology	------	6	2	47	18	8	0	----	----	----

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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	College of St. Catherine	1905	11	34	0	540	0	78	----	----	0
	Arts and sciences	----	11	34	0	423	0	78	----	----	----
	Fine arts	----	----	----	0	15	----	----	----	----	----
	Music	----	----	----	0	102	----	----	----	----	----
	Summer school (1925)	----	3	18	0	310	----	----	----	----	----
Do	College of St. Thomas	1885	87	0	846	0	54	0	----	----	0
	Preparatory	----	32	0	370	0	----	----	----	----	----
	Arts and sciences	----	34	0	446	0	35	0	----	----	----
	Commerce	----	6	0	100	0	10	0	----	----	----
	Education	----	4	0	53	0	----	----	----	----	----
	Music	----	3	0	45	0	----	----	----	----	----
	Law	----	35	0	50	0	9	0	----	----	----
	Military drill	----	----	----	380	0	----	----	----	----	----
Do	Concordia College [1]	1893	15	0	266	0	----	----	----	----	0
	Preparatory	----	15	0	198	0	----	----	----	----	----
	Arts and sciences	----	5	0	68	0	----	----	----	----	----
Do	Hamline University (arts and sciences).	1864	32	12	380	250	36	40	2	0	4
Do	Luther Seminary	1885	12	2	120	49	----	----	----	----	0
	Preparatory	----	4	0	48	0	----	----	----	----	----
	Arts and sciences	----	5	0	28	0	----	----	----	----	----
	Music	----	3	2	12	49	----	----	----	----	----
	Theology	----	3	0	32	0	----	----	----	----	----
Do	Macalester College	1885	27	23	319	370	24	48	----	----	2
	Arts and sciences	----	22	12	260	262	24	48	----	----	----
	Music	----	5	11	76	152	----	----	----	----	----
Do	St. Paul College of Law	1900	26	0	230	4	41	1	----	----	0
Do	St. Paul Seminary (theology)	1894	12	0	196	0	----	----	----	----	0
St. Peter	Gustavus Adolphus College	1862	20	8	283	235	47	33	0	1	2
	Preparatory	----	0	3	8	20	----	----	----	----	----
	Arts and sciences	----	17	4	262	176	47	33	----	----	----
	Graduate	----	----	----	0	1	----	----	----	----	----
	Music	----	3	1	13	38	----	----	----	----	----
Winona	College of St. Teresa (arts and sciences).	1910	15	38	0	537	0	42	----	----	0
	Summer school (1925)	----	12	----	39	----	0	----	----	----	----
Do	St. Mary's College	1912	17	0	0	201	----	----	----	----	----
	Preparatory	----	6	0	183	0	10	0	----	----	0
	Arts and sciences	----	11	0	39	0	----	----	----	----	----
MISSISSIPPI					144	0	10	0	----	----	----
Blue Mountain	Blue Mountain College	1873	6	15	0	314	0	24	----	----	0
	Arts and sciences	----	6	8	0	280	0	20	----	----	----
	Special	----	----	----	0	34	----	----	----	----	----
	Education	----	0	2	0	188	----	----	----	----	----
	Home economics	----	----	----	0	27	----	----	----	----	----
	Fine arts	----	0	1	0	11	----	----	----	----	----
	Music	----	0	4	0	69	0	4	----	----	----
	Summer school (1925)	----	----	----	31	110	----	----	----	----	----
Brookhaven	Whitworth College	1859	1	18	8	206	1	10	----	----	0
	Preparatory	----	0	4	0	35	----	----	----	----	----
	Arts and sciences	----	1	9	3	112	1	7	----	----	----
	Special	----	0	5	5	59	----	----	----	----	----
	Home economics	----	0	1	0	13	----	----	----	----	----
	Music	----	0	3	0	61	0	3	----	----	----
Clinton	Hillman College [1]	1853	3	11	0	100	----	----	----	----	0
	Preparatory	----	1	3	0	30	----	----	----	----	----
	Arts and sciences	----	2	7	0	65	----	----	----	----	----
	Special	----	1	4	0	70	----	----	----	----	----
Do	Mississippi College	1826	25	0	517	30	73	9	0	1	2
	Arts and sciences	----	25	0	508	25	73	9	0	1	----
	Special	----	----	----	9	5	----	----	----	----	----
	Summer school (1925)	----	12	0	174	145	----	----	----	----	----
Grenada	Grenada College	1852	1	16	0	215	0	20	----	----	0
	Arts and sciences	----	1	9	0	215	0	17	----	----	----
	Home economics	----	0	2	0	32	----	----	----	----	----
	Fine arts	----	0	1	0	11	----	----	----	----	----
	Music	----	0	4	0	76	0	3	----	----	----

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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
MISSISSIPPI—con.											
Hattiesburg	Mississippi Woman's College.	1912	8	16	0	366	0	37	----	----	0
	Arts and sciences		7	10	0	324	0	37	----	----	----
	Special		1	6	0	42	----	----	----	----	----
Holly Springs	Mississippi Synodical College.[1]	1883	1	12	0	112	----	----	----	----	0
	Preparatory		0	5	0	56	----	----	----	----	----
	Arts and sciences		1	4	0	49	----	----	----	----	----
	Music		0	3	0	7	----	----	----	----	----
Do	Rust College [2]	1872	11	9	176	251	7	4	----	----	0
	Preparatory		2	5	137	209	----	----	----	----	----
	Arts and sciences		9	4	39	35	7	4	----	----	----
	Special		----	----	0	7	----	----	----	----	----
Jackson	Belhaven College	1893	5	17	0	262	0	25	----	----	0
	Arts and sciences		3	12	0	160	0	22	----	----	----
	Special		----	----	0	40	----	----	----	----	----
	Music		2	5	0	62	0	3	----	----	----
Do	Jackson College [2]	1877	9	9	100	150	2	2	----	----	0
	Preparatory		4	8	76	127	----	----	----	----	----
	Arts and sciences		5	1	24	23	2	2	----	----	----
	Education		0	2	6	12	----	----	----	----	----
	Home economics		0	1	0	80	----	----	----	----	----
	Music		1	0	50	100	----	----	----	----	----
	Theology		1	0	3	0	----	----	----	----	----
Do	Millsaps College (arts and sciences).	1892	15	1	276	120	37	24	----	----	0
Newton	Clarke Memorial College [1]	1908	7	7	128	73	----	----	----	----	0
	Preparatory		1	1	23	8	----	----	----	----	----
	Arts and sciences		6	3	97	48	----	----	----	----	----
	Special		0	3	8	17	----	----	----	----	----
	Summer school (1925)		2	3	40	185	----	----	----	----	----
Tougaloo	Tougaloo College [2]	1869	5	11	76	143	1	2	----	----	0
	Preparatory		4	11	57	106	----	----	----	----	----
	Arts and sciences		4	3	19	37	1	2	----	----	----
MISSOURI											
Albany	Palmer College [1]	1865	7	13	79	251	----	----	----	----	0
	Preparatory		2	2	6	7	----	----	----	----	----
	Arts and sciences		5	8	46	104	----	----	----	----	----
	Special		1	4	15	125	----	----	----	----	----
	Music		1	2	12	113	----	----	----	----	----
	Summer school (1925)		5	7	25	119	----	----	----	----	----
Bolivar	Southwest Baptist College.[1 10]	1878	8	6	127	90	----	----	----	----	0
	Preparatory		5	4	80	41	----	----	----	----	----
	Arts and sciences		3	2	44	42	----	----	----	----	----
	Special		----	----	3	7	----	----	----	----	----
Camden Point	Missouri Christian College [1]	1848	1	7	0	67	----	----	----	----	0
	Preparatory		1	7	0	29	----	----	----	----	----
	Arts and sciences		1	7	0	25	----	----	----	----	----
	Special		0	2	0	13	----	----	----	----	----
Cameron	Missouri Wesleyan College	1883	14	11	206	345	15	14	----	----	3
	Arts and sciences		13	6	137	191	15	14	----	----	----
	Special		2	5	85	168	----	----	----	----	----
	Summer school (1925)		7	1	33	95	----	----	----	----	----
Canton	Culver-Stockton College	1856	13	9	137	133	15	13	----	----	2
	Arts and sciences		13	9	130	129	15	13	----	----	----
	Graduate		----	----	1	0	----	----	----	----	----
	Special		----	----	6	4	----	----	----	----	----
	Summer school (1925)		8	3	42	165	----	----	----	----	----
Carthage	Ozark Wesleyan College [1]	1924	9	7	100	73	----	----	----	----	0
	Preparatory		----	----	24	11	----	----	----	----	----
	Arts and sciences		9	7	76	62	----	----	----	----	----
	Summer school (1925)		5	1	30	62	----	----	----	----	----
Columbia	Christian College [1]	1851	6	22	0	341	----	----	----	----	0
	Preparatory		1	4	0	22	----	----	----	----	----
	Arts and sciences		3	11	0	218	----	----	----	----	----
	Special		2	7	0	176	----	----	----	----	----

[1] Junior college. [2] Colored. [10] Statistics of 1924.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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	Stephens College [1]	1856	10	46	0	556					0
	Preparatory		1	2	0	26					
	Arts and sciences		9	44	0	521					
	Special				0	69					
Fayette	Central College	1857	23	11	358	363	27	20			3
	Arts and sciences		21	4	340	251	27	20			
	Music		2	7	18	112					
	Summer school (1925)		8	1	51	78					
Fulton	Synodical College for Girls [1]	1871	1	14	3	94					0
	Preparatory				0	31					
	Arts and sciences		1	14	0	55					
	Special				3	8					
Do	Westminster College (arts and sciences).	1849	15	0	238	0	26	0			3
Do	William Woods College [1]	1890	2	22	0	241					0
	Preparatory		1	5	0	17					
	Arts and sciences		1	14	0	170					
	Special		0	6	0	54					
Kansas City	Kansas City College of Pharmacy and Natural Sciences.	1885	9	1	144	2	58	1			0
Do	Kansas City School of Law	1895	53	0	630	30	116	7			0
Do	Kansas City University of Physicians and Surgeons.	1904	11	2	32	2	16	1			0
Do	Kansas City Western Dental College.	1890	44	0	376	0	91	0			0
Do	Rockhurst College	1914	20	0	383	0	5	0			0
	Preparatory		13	0	290	0					
	Arts and sciences		9	0	93	0	5	0			
Do	St. Teresa College [1]		0	18	0	165					0
	Preparatory		0	8	0	80					
	Arts and sciences		0	15	0	47					
	Education		0	2	0	10					
	Home economics		0	1	0	8					
	Fine arts		0	2	0	17					
	Music		0	3	0	60					
	Summer school (1925)		0	4	0	60					
Kirksville	Kirksville College of Osteopathy and Surgery.	1892	23	1	593	94	203	36			0
	Applied science		7	0	91	21	22	2			
	Osteopathy		22	1	590	94	181	34			
La Grange	La Grange College [1]	1858	6	5	75	77					0
	Preparatory		2	3	24	20					
	Arts and sciences		5	4	44	55					
	Music		1	0	0	2					
	Theology		1	0	7	0					
Liberty	William Jewell College	1849	19	0	433	140	57	20			0
	Preparatory		2	0	20	0					
	Arts and sciences		17	0	413	140	57	20			
Marble Hill	Will Mayfield College [1]	1878	11	6	123	111					0
	Preparatory		6	3	64	43					
	Arts and sciences		4	3	30	45					
	Special				0	5					
	Music				5	18					
	Theology		1	0	24	0					
	Summer school (1925)		6	5	80	120					
Marshall	Missouri Valley College	1889	14	4	127	210	20	23			0
	Arts and sciences		12	4	126	203	20	23			
	Special		2	0	1	7					
	Summer school (1925)		8	3	43	116					
Mexico	Hardin College [1]	1873	5	26	0	298					0
	Preparatory		0	5	0	40					
	Arts and sciences		3	15	0	165					
	Special		0	7	0	93					
	Education		1	0	0	160					
	Home economics		0	2	0	15					
	Music		1	7	0	75					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Nevada	Cottey College [1]	1884	2	16	0	276					0
	Preparatory		0	2	0	56					
	Arts and sciences		1	8	0	104					
	Special		1	6	0	96					
	Education		1	0	0	50					
	Home economics		1	0	0	20					
O'Fallon	St. Marys College [1]		1	5	0	33					0
	Preparatory				0	8					
	Arts and sciences		1	5	0	25					
Parkville	Park College	1875	17	9	237	246	28	40			1
	Preparatory		0	2	28	25					
	Arts and sciences		17	7	209	221	28	40			
St. Charles	Lindenwood College	1831	5	33	0	505	0	25			0
	Preparatory		0	2	0	12					
	Arts and sciences		4	23	0	317	0	23			
	Special				0	60					
	Home economics		0	2	0	40					
	Music		1	7	0	113	0	2			
	Extension courses		0	1	0	13					
St. Louis	Benton College of Law	1897	14	0	114	11	30	2	5	1	0
	Summer school (1925)		4	0	59	5					
Do	City College of Law and Finance.	1908	41	0	441	14	38	2	15	1	0
	Preparatory		8	0	67	4					
	Commerce		8	0	150	6					
	Law		25	0	224	4	38	2	15	1	
Do	College of the Sacred Heart	1826	7	22	0	136	0	8			0
	Preparatory		1	9	0	60					
	Arts and sciences		6	13	0	75	0	8			
	Special				0	1					
Do	Concordia Theological Seminary.	1839	14	0	384	0	8	0			3
Do	St. Louis College of Pharmacy.	1863	11	0	224	9	115	8			0
Do	St. Louis University	1818	425	0	2,327	25	384	0	28	0	0
	Arts and sciences		110	0	300	0	43	0			
	Graduate				75	0			28	0	
	Special				50	0					
	Commerce		38	0	420	15	23	0			
	Education		25	0	291	0					
	Theology		30	0	148	0	39	0			
	Law		20	0	135	10	26	0			
	Medicine		235	0	497	0	180	0			
	Dentistry		67	0	411	0	73	0			
	Summer school (1925)				250	0					
Do	The Principia [1]	1898	14	20	193	216					
	Preparatory		10	17	145	144					
	Arts and sciences		7	8	48	72					
Do	Washington University	1857	366	34	2,218	1,134	289	103	35	32	5
	Arts and sciences		149	7	722	709	41	94			
	Graduate				117	80			32	32	
	Unclassified engineering				197	0					
	Chemical engineering				34	0	8	0			
	Civil engineering				51	0	11	0	1	0	
	Electrical engineering				74	0	26	0			
	Mechanical engineering				48	0	10	0			
	Architectural engineering				10	0	4	0			
	Architeclture				102	5	10	0			
	Commerce				133	8	51	3	2	0	
	Fine arts		7	6	110	141					
	Law		11	0	174	12	35	2			
	Medicine		172	7	334	16	73	2			
	Dentistry		24	0	112	3	20	1			
	Nursing		3	14	0	160	0	1			
	Summer school (1925)				268	339					
	Extension courses				2,001	1,180					
Do	Xenia Theological Seminary.	1794	7	0	60	2	8	0	5	0	0

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Springfield	Drury College	1873	20	12	234	227	23	45			1
	Arts and sciences		20	12	229	222	23	45			
	Special				5	5					
Tarkio	Tarkio College	1883	16	10	100	175	8	17			1
	Arts and sciences		15	8	89	106	8	14			
	Special				11	69					
	Music		1	2	9	28	0	3			
Warrenton	Central Wesleyan College	1864	15	9	148	204	13	8			0
	Preparatory		2	3	45	74					
	Arts and sciences		13	7	129	173	13	8			
	Theology		2	0	53	47					
	Summer school (1925)		11	4	128	48					
Webster Groves	Eden Evangelical School of Theology.	1850	10	0	70	0	20	0			
Do	Kenrick Theological Seminary.		12	0	192	0					0
Do	Webster College	1916	7	26	0	240	0	13			0
	Preparatory		0	4	0	60					
	Arts and sciences		7	22	0	180	0	13			
MONTANA											
Helena	Intermountain Union College (arts and sciences).	1889	9	9	87	109	8	15			0
Do	Mount St. Charles College	1910	16	0	161	0	6	0			0
	Preparatory		9	0	74	0					
	Arts and sciences		11	0	87	0	6	0			
	Summer school (1925)		10	1	3	39					
NEBRASKA											
Bethany	Cotner College	1889	22	14	127	196	13	17			1
	Preparatory		1	0	10	7					
	Arts and sciences		21	10	102	140	13	17			
	Special		0	4	15	49					
	Extension courses				6	15					
Blair	Dana College and Trinity Seminary.	1884	12	6	88	65	2	0			0
	Preparatory		6	3	34	18					
	Arts and sciences		7	4	45	38	2	0			
	Special		4	2	20	9					
	Theology		4	0	10	0					
Central City	Nebraska Central College	1899	7	5	49	71	3	5			0
	Preparatory		1	2	12	23					
	Arts and sciences		5	3	36	47	3	5			
	Special		1	0	1	1					
College View	Union College	1891	15	8	218	254	17	10			0
	Preparatory		4	1	34	50					
	Arts and sciences		11	7	184	204	17	10			
	Summer school (1925)		8	6	50	97					
Crete	Doane College	1872	12	7	124	130	10	8			2
	Arts and sciences		12	7	107	92	10	8			
	Special				17	38					
Fremont	Midland College	1887	19	8	267	293	17	13			0
	Preparatory		2	2	7	7					
	Arts and sciences		15	3	133	140	14	13			
	Special		3	3	126	146					
	Theology		4	0	11	0	3	0			
	Summer school (1925)		12	4	41	244					
	Extension courses		3	0	1	26					
Grand Island	Grand Island College (arts and sciences).	1892	9	4	90	95	10	9			2
	Summer school (1925)		5	1	35	60					
	Extension courses		4	1	25	77					
Hastings	Hastings College	1882	21	20	340	314	20	29	1	0	4
	Preparatory		1	3	16	10					
	Arts and sciences		17	14	263	211	20	29			
	Graduate				2	0			1	0	
	Special				5	26					
	Music		3	3	54	67					
	Summer school (1925)		10	5	34	137					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Omaha	Creighton University	1878	212	17	1,653	530	205	31	2	18	1
	Preparatory		27	0	303	0					
	Arts and sciences		49	12	445	105	67	29			
	Graduate		10	0	22	42			2	18	
	Commerce		24	0	193	37	8	0			
	Education		9	5	56	335					
	Law		13	0	199	1	33	0			
	Medicine		47	0	195	2	38	0			
	Dentistry		24	0	229	1	51	0			
	Pharmacy		9	0	110	7	8	2			
	Summer school (1925)		26	4	47	590					
	Military drill				387	0					
Do	Presbyterian Theological Seminary.	1891	8	0	30	1	3	0			0
Do	University of Omaha	1909	50	17	287	347	14	23			0
	Arts and sciences		20	14	133	233	10	16			
	Special				43	66					
	Commerce		2	2	38	62					
	Music		4	4	40	54	0	7			
	Law		24	0	74	4	4	0			
	Summer school (1925)		19	17	34	210					
	Extension courses		7	8	12	232					
University Place	Nebraska Wesleyan University.	1887	30	28	395	627	33	44			4
	Preparatory		2	2	36	14					
	Arts and sciences		24	17	285	381	33	44			
	Graduate				1	2					
	Special				18	45					
	Education				91	273					
	Fine arts		4	9	24	88					
	Summer school (1925)		10	8	55	271					
York	York College	1890	12	10	204	351	3	7			1
	Preparatory		5	5	26	30					
	Arts and sciences		7	5	89	151	3	7			
	Commerce		2	0	51	34					
	Home economics		0	1	0	5					
	Fine arts		0	1	5	45					
	Music		2	2	33	125					
	Summer school (1925)		7	3	30	101					
NEW HAMPSHIRE											
Hanover	Dartmouth College	1769	215	0	2,156	0	338	0	31	0	9
	Arts and sciences		187	0	2,013	0	338	0			
	Graduate				9	0			4	0	
	Special				1	0					
	Civil engineering		3	0	12	0			4	0	
	Commerce		14	0	86	0			23	0	
	Medicine		14	0	35	0					
Manchester	St. Anselm's College	1893	13	0	312	0	8	0			1
	Preparatory		12	0	150	0					
	Arts and sciences		13	0	150	0	8	0			
	Theology		4	0	12	0					
NEW JERSEY											
Bloomfield	Bloomfield Theological Seminary.	1869	15	0	64	0					0
	Preparatory		12	0	39	0					
	Arts and sciences		8	0	3	0					
	Theology		9	0	22	0					
Convent Station	College of St. Elizabeth (arts and sciences).	1899	6	29	0	327	0	65			0
East Orange	Upsala College	1893	18	2	186	148	10	4			1
	Preparatory		3	0	36	11					
	Arts and sciences		11	0	120	68	10	4			
	Special				1	4					
	Music		4	2	29	65					
	Summer school (1925)		6	0	14	18					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
Hoboken	Stevens Institute of Technology (mechanical engineering).	1871	53	0	450	0	90	0	----	----	1
Lakewood	Georgian Court College	1908	7	17	0	125	0	27	----	----	0
	Arts and sciences		4	13	0	110	0	27	----	----	----
	Graduate				0	15					
	Education		1	3	0	48					
	Home economics		0	2	0	20					
	Fine arts		0	2	0	10					
	Music		3	1	0	125					
Madison	Drew Theological Seminary	1867	26	4	233	84	36	0	14	6	0
Newark	New Jersey College of Pharmacy.	1891	14	0	256	15	121	9	----	----	0
Do	New Jersey Law School	1908	13	0	1,647	95	190	12	----	----	0
New Brunswick	Theological Seminary of the Reformed Church in America.	1784	8	0	19	0	8	0	----	----	0
	Extension courses				38	0					
Princeton	Princeton Theological Seminary.	1812	16	0	236	2	45	0	39	0	----
Do	Princeton University	1746	290	0	2,466	0	388	0	100	0	11
	Arts and sciences		290	0	2,108	0	388	0	----	----	----
	Graduate				203	0			100	0	----
	Special				13	0					
	General engineering				142	0					
	Military drill				568	0					
Do	St. Joseph's College		13	0	109	0	2	0	3	0	----
	Preparatory		7	0	67	0					
	Arts and sciences		6	0	42	0	2	0	3	0	----
South Orange	Seton Hall College	1856	27	0	246	0	35	0	11	0	1
	Arts and sciences		17	0	202	0	35	0	11	----	----
	Theology		10	0	44	0					
Zarephath	Alma College	1912	6	7	33	32	1	1	----	----	----
	Preparatory		2	5	25	20					
	Arts and sciences		4	2	8	12	1	1	----	----	----
NEW YORK											
Albany	College of St. Rose	1920	4	13	0	145	0	14	----	----	0
	Arts and sciences		3	11	0	139	0	14	----	----	----
	Music		1	2	0	6					
	Summer school		1	7	0	60					
Alfred	Alfred University	1836	34	14	358	265	21	35	2	0	3
	Arts and sciences		19	7	176	133	15	35	2	0	----
	Special		1	1	47	40					
	Ceramic engineering		3	2	115	40	6	0	----	----	----
	Agriculture (secondary)		10	3	44	37					
	Theology		1	1	25	15					
	Summer school (1925)		13	3	50	95					
Annandale	St. Stephen's College (arts and sciences).	1860	19	1	144	0	16	0	----	----	3
Auburn	Auburn Theological Seminary.	1819	14	7	55	38	11	5	0	1	0
	Religious education		9	7	5	38	0	5	0	1	----
	Theology		10	0	50	0	11	0	----	----	----
	Summer school (1925)		10	7	86	61					
Aurora	Wells College	1868	12	24	0	242	0	42	0	1	0
	Arts and sciences		12	24	0	239	0	42	----	----	----
	Graduate				0	2			0	1	----
	Special				0	1					
Brooklyn	Adelphi College (arts and sciences).	1896	15	14	0	521	0	107	----	----	0
	Summer school (1925)		7	0	0	97					
	Extension courses		8	2	0	94					
Do	Brooklyn College of Pharmacy.	1891	16	0	468	19	199	9	----	----	0
Do	Long Island College Hospital (medicine).	1859	158	1	379	12	88	2	----	----	0

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Brooklyn	Polytechnic Institute of Brooklyn.	1854	59	0	1,511	0	98	0			0
	General science		19	0	113	0	20	0			
	Chemical engineering		11	0	60	0	8	0			
	Civil engineering		9	0	238	0	9	0			
	Electrical engineering		7	0	420	0	22	0			
	Mechanical engineering		13	0	297	0	39	0			
	Unclassified engineering				383	0					
Do	St. Francis College (arts and sciences).	1859	17	0	118	0	18	0			3
Do	St. John's College	1870	108	3	1,999	418	40	14	9	9	1
	Preparatory		38	2	805	51					
	Arts and sciences		43	1	388	285	40	14			
	Graduate				15	50			9	9	
	Theology		9	0	87	0					
	Law		18	0	704	33					
	Summer school (1925)		2	0	24	32					
Do	St. Joseph's College for Women (arts and sciences)	1916	5	21	0	236	0	37			0
Buffalo	Canisius College	1870	47	2	558	326	25	19	7	16	0
	Arts and sciences		47	2	516	299	25	19			
	Graduate				11	27			7	16	
	Special				31	0					
	Summer school (1925)		16	1	35	322					
Do	De Lancey Divinity School	1856	9	0	13	0					
Do	D'Youville College (arts and sciences).	1908	5	14	0	206	0	35	0	1	1
Do	Martin Luther Theological Seminary.	1854	3	0	20	0					1
Do	University of Buffalo	1846	327	15	1,758	972	298	86	3	3	0
	Arts and sciences		43	9	426	423	37	67			
	Graduate				14	28			3	3	
	Evening courses		60	2	487	461					
	Law		32	0	250	18	69	5			
	Medicine		162	2	247	11	47	2			
	Dentistry		28	0	132	2	50	0			
	Pharmacy		18	2	202	29	95	12			
	Summer school (1925)		22	6	109	209					
	Military drill				105	0					
Canton	St. Lawrence University	1858	63	9	2,306	435	632	96	30	1	5
	Arts and sciences		27	4	317	232	48	39	2	0	
	Agriculture (secondary)		9	0	22	0					
	Home economics		0	5	0	52					
	Theology		4	0	14	2	2	0			
	Law		37	0	1,953	149	582	57	28	1	
	Summer school (1925)		17	1	63	39					
	Extension courses		2	0	23	125					
Clinton	Hamilton College (arts and sciences).	1812	36	0	416	0	57	0	1	0	4
Elmira	Elmira College (arts and sciences).	1853	9	39	0	564	0	108			0
Esopus	Mount St. Alphonsus Theological Seminary.	1867	13	0	155	0					0
Geneva	Hobart College (arts and sciences).	1822	29	5	259	154	55	27			4
Hamilton	Colgate University	1819	60	0	842	0	147	0	11	0	9
	Arts and sciences		54	0	787	0	134	0			
	Graduate				5	0			11	0	
	Theology		6	0	50	0	13	0			
Hartwick Seminary	Hartwick Seminary	1797	7	3	36	22					3
	Preparatory		4	1	36	22					
	Theology		3	2	8	0					
Houghton	Houghton College	1883	14	11	140	136	7	8			0
	Preparatory		2	6	49	51					
	Arts and sciences		10	2	72	61	7	8			
	Special				3	6					
	Music		1	2	3	12					
	Theology		1	1	13	6					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Ithaca	Cornell University	1868	857	61	4,430	1,388	769	236	174	39	0
	Arts and sciences		298	12	1,366	663	260	126			
	Graduate				530	132			148	39	
	Special				46	55					
	Civil engineering		34	0	344	1	78	0	5	0	
	Electrical engineering		66	0	371	0	63	0	4	0	
	Mechanical engineering		24	0	476	1	104	0	7	0	
	Agriculture		257	8	528	170	131	33	6	0	
	Architecture		16	0	167	20	12	3	1	0	
	Forestry				137	0			3	0	
	Home economics		1	44	114	364	0	59			
	Law		8	0	145	10	47	6			
	Medicine		209	12	240	41	54	9			
	Veterinary medicine		25	0	87	2	20	0			
	Summer school (1925)		155	19	1,390	1,296					
	Correspondence courses				(1,959)						
	Short winter courses				124	15					
	Military drill				2,064	0					
Keuka Park	Keuka College (arts and sciences).	1890	6	17	0	209	0	33			0
New Rochelle	College of New Rochelle	1904	21	25	0	622	0	109	0	1	0
	Arts and sciences		21	25	0	620	0	109			
	Graduate				0	2			0	1	
	Summer school (1925)		5	7	0	69					
New York	Barnard College (arts and sciences).	1889	31	56	0	1,049	0	215			0
Do	College of Mount St. Vincent.	1847	19	22	0	547	0	66			0
	Preparatory		0	8	0	125					
	Arts and sciences		19	14	0	422	0	66			
	Education		2	6	0	150					
	Fine arts		0	2	0	20					
	Music		2	8	0	40					
	Extension courses		0	6	0	100					
Do	College of the Sacred Heart (arts and sciences).	1847	8	16	0	153	0	29			0
Do	Columbia University	1754	1,186	230	7,130	5,397	999	669	881	1,136	9
	Arts and sciences		393	25	2,177	83	421	5			
	Graduate				1,148	1,122			879	1,136	
	Chemical engineering		[5] 95	0	30	0	9	0			
	Civil engineering				10	0	5	0			
	Electrical engineering				55	0	15	0			
	Mechanical engineering				48	0	6	0			
	Mining engineering				21	0	8	0			
	Metallurgical engineering.				8	0	0	0			
	Industrial engineering				11	0					
	Architecture		17	0	83	9	7	2			
	Business		50	2	306	84	72	19			
	Journalism		9	1	78	53	25	19			
	Education (including practical arts).		140	164	1,000	3,909	45	607			
	Law		25	0	725	0	153	0	2	0	
	Medicine		364	33	354	57	85	11			
	Dentistry		68	3	293	9	138	4			
	Pharmacy		25	2	783	71	10	2			
	Summer school (1925)		431	214	4,124	8,596					
	Extension courses		447	71	6,389	6,443					
	Home study courses		53	11	3,206	1,256					
Do	Cooper Union	1859	86	5	2,182	476	100	2			18
	Engineering		54	1	1,178	2	100	2			
	Fine arts		32	4	1,004	474					
Do	Fordham University	1841	241	9	4,212	1,303	726	57	25	42	4
	Preparatory		26	0	510	0					
	Arts and sciences		61	1	1,297	13	132	31			
	Graduate		53	4	150	300			24	41	
	Commerce		7	0	99	27					
	Education		39	3	180	720			1	1	
	Law		25	0	1,375	95	346	26			

[5] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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	Fordham University—Con.										
	Pharmacy		17	0	582	0	248	0			
	Social service		13	1	19	148					
	Summer school (1925)		87	5	312	700					
Do	General Theological Seminary of the Protestant Episcopal Church.	1817	21	0	119	0	7	0			1
Do	Jewish Theological Seminary of America.	1886	11	0	78	0	12	0	1	0	1
Do	Manhattan College	1853	40	0	839	0	64	0			3
	Preparatory		12	0	362	0					
	Arts and sciences		28	0	477	0	54	0			
	Civil engineering				127	0	10	0			
Do	New York Homeopathic Medical College and Flower Hospital.	1860	103	6	216	10	38	3			0
Do	NewYork Law School	1891	13	0	1,157	0	311	0			0
Do	New York University	1832	893	55	15,633	4,750	1,547	199	144	33	8
	Arts and sciences		287	18	4,090	1,849	259	80			
	Graduate				209	202			71	30	
	Chemical engineering		[5] 99	0	35	0	4	0			
	Civil engineering				95	0	10	0	1	0	
	Electrical engineering				92	0	7	0	4	0	
	Mechanical engineering				141	0	14	0	8	0	
	Industrial engineering				57	0	10	0			
	Commerce		210	6	7,490	1,271	678	37	31	0	
	Education		61	12	556	1,274	28	45			
	Fine arts		16	3	525	525					
	School of retailing		31	5	684	224			4	3	
	Law		18	0	1,833	202	350	30	25	0	
	Medicine		215	11	421	19	82	6			
	Dentistry		101	0	594	7	105	1			
	Summer school (1925)		117	15	2,098	1,539					
	Extension courses		86	11	2,472	3,563					
	Military drill				625	0					
Do	Rabbi Isaac Elchanan Theological Seminary.		37	0	385	0	19	0			0
	Preparatory		21	0	280	0					
	Theology		16	0	105	0	19	0			
Do	The Biblical Seminary in New York.	1901	14	3	106	131	1	0			0
	Religious education		4	3	23	89					
	Special				33	42					
	Theology		10	0	50	0	1	0			
	Summer school (1925)		9	0	41	36					
	Extension courses		2	3	(932)						
	Correspondence courses		1	1	6	51					
Do	Union Theological Seminary	1836	27	0	263	129	25	0	6	0	0
Niagara University	Niagara University	1856	45	0	432	0	35	0	3	0	3
	Preparatory		5	0	22	0					
	Arts and sciences		32	0	305	0	35	0	3	0	
	Theology		8	0	105	0					
North Chili	A. M. Chesbrough Seminary.[1]	1855	6	8	61	66					0
	Preparatory		3	5	50	51					
	Arts and sciences		3	3	11	15					
Potsdam	Clarkson College of Technology.	1896	18	0	279	0	42	0	4	0	0
	Graduate				1	0			1		
	Unclassified engineering		[5] 18	0	106	0					
	Chemical engineering				11	0	2	0			
	Civil engineering				62	0	17	0	1	0	
	Electrical engineering				60	0	11	0			
	Mechanical engineering				40	0	12	0	2	0	
Poughkeepsie	Vassar College (arts and sciences).	1865	28	101	0	1,149	0	250	0	3	0
Rochester	Rochester Theological Seminary.	1850	10	0	89	4	31	0	2	0	0

[1] Junior college.

[5] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Rochester	St. Bernard's Theological Seminary.	1893	14	0	197	0					0
Do	University of Rochester	1850	159	33	963	1,726	88	108	6	2	3
	Arts and sciences		71	8	458	458	82	89			
	Graduate				18	10			6	2	
	Special		26	17	349	1,003					
	Mechanical engineering		5	0	29	0	2	0			
	Music		20	7	89	253	4	19			
	Medicine		49	1	20	2					
	Summer school (1925)		32	5	157	438					
	Extension courses		6	8	359	841					
St. Bonaventure	St. Bonaventure's College	1859	54	0	509	99	45	15	25	3	0
	Preparatory		16	0	98	0					
	Arts and sciences		38	0	256	0	45	0	25	3	
	Education				33	99	0	15			
	Theology		16	0	131	0					
	Summer school (1925)				31	135					
Saratoga Springs	Skidmore College (arts and sciences).	1911	12	35	0	479	0	81			0
Schenectady	Union University	1795	201	3	1,511	37	418	16	10	0	10
	Arts and sciences		58	0	506	0	74	0			
	Graduate				94	0			5	0	
	Chemical engineering		[5] 49	0	26	0	6	0			
	Civil engineering				145	0	28	0			
	Electrical engineering				78	0	22	0	5	0	
	Law		17	0	279	16	76	7			
	Medicine		66	3	90	4	16	0			
	Pharmacy		13	0	293	17	196	9			
	Extension courses		9	0	88	53					
Syracuse	Syracuse University	1871	421	62	2,860	2,421	402	334	37	22	13
	Arts and sciences		142	12	950	858	78	180			
	Graduate				127	69			19	21	
	Unclassified engineering				81	0					
	Administrative engineering.		7	0	12	0	1	0			
	Chemical engineering		3	0	15	0	7	0	1	0	
	Civil engineering		6	0	34	0	6	0			
	Electrical engineering		4	0	65	0	18	0			
	Mechanical engineering		6	0	53	0	23	0			
	Agriculture		10	0	69	2	14	0			
	Architecture		8	0	60	1	7	0			
	Business administration		33	6	819	217	160	39	12	0	
	Journalism		4	0	42	28	6	3			
	Education		11	3	24	117	5	15	5	1	
	Home economics		0	9	0	237	0	42			
	Fine arts		8	8	174	432	5	19			
	Music		14	5	17	124	3	21			
	Oratory		6	3	7	106					
	Library science		0	5	0	68	0	11			
	Law		17	0	148	2	32	1			
	Medicine		142	3	163	10	37	3			
	Nursing		0	15	0	150					
	Summer school (1925)		82	10	506	620					
	Extension courses		59	5	1,215	1,292					
Tarrytown	Marymount College	1918	9	32	0	216	0	15	0	2	0
	Preparatory		0	12	0	114					
	Arts and sciences		9	20	0	100	0	15	0	2	
	Special				0	2					
Troy	Rensselaer Polytechnic Institute.	1824	104	0	1,251	0	135	0	5	0	2
	General science				62	0	2	0			
	Graduate				11	0			3	0	
	Special				10	0					
	Chemical engineering				137	0	19	0	1	0	
	Civil engineering				354	0	41	0	1	0	
	Electrical engineering				473	0	47	0			
	Mechanical engineering				204	0	26	0			

[5] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Troy	Russell Sage College (arts and sciences).	1917	1	32	0	347	0	53	----	----	0
White Plains	Good Council College	1923	10	29	0	133	----	----	----	----	----
	Preparatory	----	2	11	0	87	----	----	----	----	----
	Arts and sciences	----	8	18	0	46	----	----	----	----	----
NORTH CAROLINA											
Asheville	College of St. Genevieve of the Pines.	1909	4	39	0	243	0	3	----	----	0
	Preparatory	----	0	24	0	190	----	----	----	----	----
	Arts and sciences	----	3	15	0	53	0	3	----	----	----
	Education	----	1	2	0	26	----	----	----	----	----
	Home economics	----	0	3	0	15	----	----	----	----	----
	Fine arts	----	0	4	0	30	----	----	----	----	----
	Music	----	0	5	0	60	----	----	----	----	----
	Summer school (1925)	----	2	2	0	20	----	----	----	----	----
Belmont	Belmont Abbey College	1878	18	0	132	0	----	----	----	----	0
	Preparatory	----	14	0	95	0	----	----	----	----	----
	Arts and sciences	----	15	0	25	0	----	----	----	----	----
	Theology	----	8	0	12	0	----	----	----	----	----
Charlotte	Johnson C. Smith University.[2]	1868	21	0	313	0	17	0	----	----	3
	Preparatory	----	8	0	144	0	----	----	----	----	----
	Arts and sciences	----	10	0	159	0	17	0	----	----	----
	Theology	----	3	0	10	0	----	----	----	----	----
	Summer school (1925)	----	2	5	18	205	----	----	----	----	----
Do	Queens College	1867	0	30	0	347	0	19	----	----	0
	Arts and sciences	----	0	30	0	347	0	19	----	----	----
	Journalism	----	0	1	0	15	----	----	----	----	----
	Education	----	0	2	0	40	----	----	----	----	----
	Home economics	----	0	2	0	30	----	----	----	----	----
	Music	----	0	4	0	100	----	----	----	----	----
Davidson	Davidson College	1837	34	0	635	4	90	0	2	0	9
	Arts and sciences	----	34	0	626	0	90	0	----	----	----
	Graduate	----	----	----	2	0	----	----	2	0	----
	Special	----	----	----	7	4	----	----	----	----	----
	Military drill	----	----	----	452	0	----	----	----	----	----
Durham	Duke University	1859	105	4	1,162	382	105	57	22	6	0
	Arts and sciences	----	105	4	1,069	349	105	57	----	----	----
	Graduate	----	----	----	47	31	----	----	22	6	----
	Theology	----	9	0	20	2	----	----	----	----	----
	Law	----	3	0	26	0	----	----	----	----	----
Elon College	Elon College	1890	20	7	195	229	19	13	1	0	2
	Arts and sciences	----	19	3	184	199	19	13	----	----	----
	Graduate	----	----	----	1	0	----	----	1	0	----
	Special	----	1	4	10	30	----	----	----	----	----
	Commerce	----	1	0	38	88	----	----	----	----	----
	Education	----	2	1	102	170	----	----	----	----	----
	Home economics	----	0	1	0	105	----	----	----	----	----
	Fine arts	----	0	1	2	13	----	----	----	----	----
	Music	----	1	4	15	89	----	----	----	----	----
Greensboro	Greensboro College	1846	8	16	0	368	0	43	----	----	----
	Arts and sciences	----	8	16	0	318	0	43	----	----	----
	Special	----	----	----	0	50	----	----	----	----	----
	Extension courses	----	1	0	0	6	----	----	----	----	----
Guilford College	Guilford College	1837	14	7	144	160	11	19	----	----	0
	Arts and sciences	----	14	7	142	156	11	19	----	----	----
	Special	----	----	----	2	4	----	----	----	----	----
	Education	----	2	0	56	95	----	----	----	----	----
	Home economics	----	0	1	0	41	----	----	----	----	----
	Music	----	1	2	12	26	----	----	----	----	----
	Summer school (1925)	----	5	5	22	18	----	----	----	----	----
Hickory	Lenoir Rhyne College	1891	17	6	135	187	26	19	----	----	0
	Arts and sciences	----	17	3	127	137	26	19	----	----	----
	Music	----	0	3	8	50	----	----	----	----	----
	Summer school (1925)	----	13	4	127	621	----	----	----	----	----
	Extension courses	----	7	1	12	32	----	----	----	----	----

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Lenoir	Davenport College [1]	1858	0	14	0	85	----	----	----	----	0
	Preparatory	----	0	8	0	35	----	----	----	----	----
	Arts and sciences	----	0	13	0	50	----	----	----	----	----
Louisburg	Louisburg College [1]	1802	1	13	0	246	----	----	----	----	0
	Preparatory	----	0	2	0	39	----	----	----	----	----
	Arts and sciences	----	1	8	0	170	----	----	----	----	----
	Home economics	----	0	1	0	31	----	----	----	----	----
	Fine arts	----	0	2	0	30	----	----	----	----	----
	Music	----	0	4	0	101	----	----	----	----	----
Mars Hill	Mars Hill College [1]	1866	14	11	294	282	----	----	----	----	0
	Preparatory	----	8	8	119	103	----	----	----	----	----
	Arts and sciences	----	10	6	98	88	----	----	----	----	----
	Special	----	0	4	77	91	----	----	----	----	----
	Education	----	1	0	84	82	----	----	----	----	----
	Fine arts	----	0	1	3	16	----	----	----	----	----
	Music	----	0	5	18	75	----	----	----	----	----
	Summer school (1925)	----	5	6	48	69	----	----	----	----	----
Murfreesboro	Chowan College	1848	4	11	0	149	0	17	----	----	0
	Arts and sciences	----	4	6	0	140	0	16	----	----	----
	Education	----	0	1	0	76	----	----	----	----	----
	Home economics	----	0	1	0	12	----	----	----	----	----
	Fine arts	----	0	3	0	30	----	----	----	----	----
	Music	----	0	3	0	65	0	1	----	----	----
Raleigh	Meredith College	1899	6	34	0	474	0	80	----	----	0
	Arts and sciences	----	5	21	0	343	0	68	----	----	----
	Special	----	----	----	0	28	----	----	----	----	----
	Fine arts	----	0	2	0	15	----	----	----	----	----
	Music	----	1	11	0	88	0	12	----	----	----
Do	Peace Institute [1]	1858	0	17	0	227	----	----	----	----	0
	Preparatory	----	0	9	0	77	----	----	----	----	----
	Arts and sciences	----	0	13	0	99	----	----	----	----	----
	Special	----	0	1	0	51	----	----	----	----	----
Do	St. Mary's School [1]	1842	3	21	0	241	----	----	----	----	0
	Preparatory	----	0	16	0	161	----	----	----	----	----
	Arts and sciences	----	3	5	0	80	----	----	----	----	----
Do	Shaw University [2]	1865	11	11	152	193	20	9	----	----	4
	Preparatory	----	1	3	19	39	----	----	----	----	----
	Arts and sciences	----	7	7	98	111	18	9	----	----	----
	Special	----	----	----	6	43	----	----	----	----	----
	Theology	----	3	1	29	0	2	0	----	----	----
	Summer school (1925)	----	7	4	62	150	----	----	----	----	----
	Extension courses	----	1	0	0	60	----	----	----	----	----
Red Springs	Flora Macdonald College	1896	3	23	0	281	0	23	----	----	0
	Arts and sciences	----	2	14	0	263	0	19	----	----	----
	Education	----	0	1	0	83	----	----	----	----	----
	Home economics	----	0	2	0	95	----	----	----	----	----
	Music	----	1	7	0	88	0	4	----	----	----
Rutherford College.	Rutherford College [1] [10]	1871	15	1	166	29	----	----	----	----	0
	Preparatory	----	8	1	128	21	----	----	----	----	----
	Arts and sciences	----	7	0	36	8	----	----	----	----	----
Salisbury	Catawba College (arts and sciences).	1851	16	10	60	67	----	----	----	----	1
Do	Livingstone College [2]	1880	3	9	164	166	6	0	----	----	1
	Preparatory	----	3	9	65	111	----	----	----	----	----
	Arts and sciences	----	8	0	88	52	6	0	----	----	----
	Special	----	----	----	0	2	----	----	----	----	----
	Theology	----	2	0	11	1	----	----	----	----	----
	Summer school (1925)	----	2	4	18	136	----	----	----	----	----
	Extension	----	----	----	35	35	----	----	----	----	----
Statesville	Mitchell College [1]	1856	2	12	0	162	----	----	----	----	0
	Preparatory	----	0	5	0	46	----	----	----	----	----
	Arts and sciences	----	0	7	0	92	----	----	----	----	----
	Commerce	----	1	0	0	10	----	----	----	----	----
	Education	----	0	1	0	40	----	----	----	----	----
	Home economics	----	0	2	0	16	----	----	----	----	----
	Music	----	1	2	0	41	----	----	----	----	----

[1] Junior college. [2] Colored. [10] Statistics for 1924.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Wake Forest	Wake Forest College	1834	44	0	716	0	92	0	2	0	2
	Arts and sciences		31	0	548	0	75	0			
	Graduate				6	0			2	0	
	Special				2	0					
	Law		6	0	120	0	17	0			
	Medicine		7	0	40	0					
	Summer school (1925)		31	7	226	491					
Weaverville	Weaver College [1]	1872	7	8	106	91					0
	Preparatory		2	3	37	36					
	Arts and sciences		7	8	41	40					
	Special				6	0					
	Home economics		0	1	0	8					
	Music		1	0	9	20					
	Commerce				32	19					
	Art				4	6					
	Summer school (1925)				18	30					
Wilson	Atlantic Christian College (arts and sciences).	1902	7	7	65	77	10	8			0
Wingate	Wingate College [1]	1897	8	7	133	146					0
	Preparatory		5	4	45	59					
	Arts and sciences		7	6	78	87					
Winston-Salem	Salem College	1772	8	32	0	388	0	42			0
	Preparatory		0	10	0	120					
	Arts and sciences		6	15	0	214	0	30			
	Music		2	9	0	54	0	12			
	Business		0	1	0	19					
	Summer school (1925)		3	6	0	60					
	Extension courses		3	4	0	104					
NORTH DAKOTA											
Jamestown	Jamestown College (arts and sciences).	1883	19	19	181	251	23	25			0
	Summer school (1925)		8	3	18	71					
OHIO											
Ada	Ohio Northern University	1871	48	13	858	243	172	18			11
	Arts and sciences		13	2	191	84	16	11			
	Special				28	7					
	Chemical engineering		4	0	14	0	8	0			
	Civil engineering		5	0	74	0	14	0			
	Electrical engineering		4	0	73	0	12	0			
	Mechanical engineering		3	0	43	0	2	0			
	Commerce		4	2	25	24	3	0			
	Education		8	6	53	99	5	5			
	Music		3	4	3	13					
	Expression		1	1	1	8	1	0			
	Law		5	0	180	4	39	1			
	Pharmacy		7	0	173	4	72	1			
	Summer school (1925)		8	8	64	200					
Alliance	Mount Union College	1846	26	15	316	331	35	33			5
	Arts and sciences		23	8	287	223	35	32			
	Special				18	44					
	Music		4	7	42	152	0	1			
	Summer school (1925)				67	101					
Ashland	Ashland College	1876	17	8	191	309	23	12	0	1	0
	Arts and sciences		14	2	145	168	21	12			
	Graduate				2	1			0	1	
	Music		0	6	20	110					
	Theology		3	0	26	30	2	0			
	Summer school (1925)		18	8	21	276					
Berea	Baldwin-Wallace College	1864	43	8	751	294	163	37			3
	Arts and sciences		21	3	182	142	33	22			
	Special				4	7					
	Music		6	5	30	87	1	0			
	Law		21	0	528	57	129	15			
	Theology				7	1					
	Summer school (1925)		4	1	34	8					
	Extension courses		2	0	3	22					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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—contd.											
Bluffton	Bluffton College	1900	17	6	186	170	27	14	3	0	0
	Arts and sciences		17	6	136	109	27	14	3	0	
	Special				50	61					
	Summer school (1925)		7	0	51	58					
Cedarville	Cedarville College	1894	7	3	70	98	10	8			5
	Preparatory		1	1	3	7					
	Arts and sciences		6	3	61	45	10	8			
	Music		1	1	6	46					
Cincinnati	Cincinnati College of Dental Surgery.	1893	14	0	28	0	4	0			0
Do	Cincinnati College of Pharmacy.	1850	13	0	59	4	59	4			
Do	College and Academy of the Sacred Heart.	1869	10	13	0	156	0	5			0
	Preparatory		0	10	0	93					
	Arts and sciences		7	10	0	63	0	5			
	Education		1	1	0	4					
	Music		2	2	0	10					
Do	Eclectic Medical College	1845	45	1	143	1	37	1			
Do	Hebrew Union College (theology).	1875	12	0	110	1	11	0			2
Do	Lane Theological Seminary	1832	5	0	41	0	1	0			0
Do	Mount St. Mary's Seminary of the West (theology).	1829	10	0	196	0					0
Do	St. Xavier College	1840	57	0	1,011	8	52	0			0
	Preparatory		30	0	652	0					
	Arts and sciences		19	0	307	0	38	0			
	Law		8	0	52	8	14	0			
	Summer school (1925)		16	7	15	320					
Cleveland	Case School of Applied Science.	1880	59	0	660	0	117	0	5	0	0
	General science		5	0	10	0	3	0			
	Graduate				11	0			5	0	
	Chemical engineering		7	0	57	0	11	0			
	Civil engineering		4	0	87	0	26	0			
	Electrical engineering		5	0	107	0	28	0			
	Mechanical engineering		8	0	122	0	36	0			
	Mining engineering		4	0	46	0	13	0			
	Unclassified engineering		26	0	220	0					
	Summer school (1925)		16	0	153	0					
Do	John Carroll University (arts and sciences).	1886	21	0	339	0	39	0			0
	Summer school (1925)		21	1	10	140					
Do	Seminary of Our Lady of the Lake (arts and sciences).		6	0	132	0	27	0			0
Do	Ursuline College	1922	6	9	0	96	0	17			0
	Arts and sciences		6	9	0	90	0	17			
	Special				0	6					
	Summer school (1925)		2	8	0	175					
	Extension courses		2	6	0	165					
Do	Western Reserve University.	1826	241	77	1,632	1,433	252	176	13	16	6
	Arts and sciences		68	30	809	796	109	164			
	Graduate		33	1	65	42			13	16	
	Special				30	63					
	Applied social science		2	13	6	173					
	Library science		1	11	1	63					
	Law		9	0	247	10	50	2			
	Medicine		106	1	208	14	45	3			
	Dentistry		15	0	157	2	12	0			
	Pharmacy		6	2	109	11	36	3			
	Nursing		1	19	0	259	0	4			
	Extension courses		10	3	25	350					
Columbus	Capital University	1850	31	4	276	183	28	5			3
	Preparatory		7	0	46	16					
	Arts and sciences		19	3	154	71	28	5			
	Graduate				3	0					
	Special				12	22					
	Education		1	1	6	74					
	Theology		4	0	56	0					
	Correspondence courses				13	0					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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—contd.											
Dayton	Bonebrake Theological Seminary.	1871	6	0	52	15	12	0	----	----	0
Do	Central Theological Seminary of the Reformed Church in the United States.	1848	8	0	31	3	9	0	----	----	0
Do	University of Dayton	1850	71	0	1,040	140	59	16	3	2	2
	Preparatory	------	23	0	523	0	------	------	----	----	----
	Arts and sciences	------	24	0	138	107	11	0	3	2	----
	Chemical engineering	------	[5] 13	0	34	0	4	0	----	----	----
	Civil engineering	------	------	----	40	0	4	0	----	----	----
	Electrical engineering	------	------	----	36	0	5	0	----	----	----
	Mechanical engineering	------	------	----	32	0	5	0	----	----	----
	Commerce	------	12	0	113	0	12	0	----	----	----
	Education	------	5	0	32	28	0	14	----	----	----
	Law	------	15	0	92	5	18	2	----	----	----
	Summer school (1925)	------	9	0	90	46	------	------	----	----	----
	Extension courses	------	4	0	7	45	------	------	----	----	----
	Military drill	------	------	----	527	0	------	------	----	----	----
Defiance	Defiance College	1885	16	11	141	192	21	14	1	0	0
	Arts and sciences	------	15	8	130	108	21	14	1	0	----
	Special	------	1	3	11	84	------	------	----	----	----
	Summer school (1925)	------	9	4	52	152	------	------	----	----	----
Delaware	Ohio Wesleyan University	1844	98	41	800	1,008	122	211	5	2	8
	Arts and sciences	------	98	41	774	905	122	195	----	----	----
	Graduate	------	------	----	11	12	------	------	5	2	----
	Special	------	------	----	15	24	------	------	----	----	----
	Fine arts	------	------	----	0	30	0	8	----	----	----
	Music	------	------	----	0	37	0	8	----	----	----
Findlay	Findlay College	1882	19	8	234	236	6	10	1	0	0
	Preparatory	------	2	1	18	8	------	------	----	----	----
	Arts and sciences	------	12	2	83	89	5	8	1	0	----
	Special	------	------	----	1	21	------	------	----	----	----
	Commerce	------	1	1	44	55	------	------	----	----	----
	Music	------	4	4	102	91	1	2	----	----	----
Gambier	Kenyon College	1824	29	0	299	0	46	0	9	0	3
	Arts and sciences	------	25	0	264	0	38	0	6	0	----
	Theology	------	5	0	35	0	8	0	3	0	----
Glendale	Glendale College [1]	1854	1	11	0	50	------	------	----	----	0
	Preparatory	------	0	10	0	28	------	------	----	----	----
	Arts and sciences	------	1	7	0	22	------	------	----	----	----
Granville	Denison University	1831	46	17	574	587	45	64	2	1	4
	Preparatory	------	3	3	78	21	------	------	----	----	----
	Arts and sciences	------	44	15	511	576	45	64	----	----	----
	Graduate	------	------	----	5	2	------	------	2	1	----
	Military drill	------	------	----	172	0	------	------	----	----	----
Hiram	Hiram College (arts and sciences).	1850	15	12	186	191	28	33	----	----	0
Marietta	Marietta College	1800	20	3	217	134	35	17	----	----	2
	Arts and sciences	------	20	3	216	134	35	17	----	----	----
	Graduate	------	------	----	1	0	------	------	----	----	----
	Extension courses	------	------	----	6	21	------	------	----	----	----
Mount St. Joseph	College of Mount St. Joseph	------	4	26	0	191	0	5	----	----	0
	Preparatory	------	0	11	0	107	------	------	----	----	----
	Arts and sciences	------	4	15	0	84	0	5	----	----	----
	Summer school (1925)	------	0	9	0	76	------	------	----	----	----
	Extension courses	------	0	8	0	74	------	------	----	----	----
New Concord	Muskingum College	1836	40	33	550	958	76	70	----	----	3
	Preparatory	------	5	7	77	107	------	------	----	----	----
	Arts and sciences	------	28	17	393	491	63	58	----	----	----
	Education	------	3	4	15	75	13	10	----	----	----
	Music	------	4	5	65	285	0	2	----	----	----
	Summer school (1925)	------	29	22	243	797	------	------	----	----	----
	Extension courses	------	------	----	26	114	------	------	----	----	----

[1] Junior college.

[5] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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—contd.											
Oberlin	Oberlin College	1833	97	39	749	1,038	123	164	16	13	9
	Arts and sciences		64	27	630	670	99	129			
	Graduate				25	20			11	12	
	Special				3	14					
	Music		25	12	54	328	6	35	4	1	
	Theology		8	0	37	6	18	0	1	0	
	Summer school (1925)		15	0	81	99					
Oxford	Oxford College for Women	1890	3	17	0	198	0	18			0
	Arts and sciences		2	12	0	136	0	15			
	Special				0	15					
	Home economics		0	2	0	34					
	Music		1	3	0	13	0	3			
Do	Western College for Women (arts and sciences).	1855	2	40	0	377	0	38			1
Painesville	Lake Erie College (arts and sciences).	1859	2	25	0	201	0	31			0
Rio Grande	Rio Grande	1876	14	7	95	137	19	11			2
	Preparatory		4	2	32	33					
	Arts and sciences		14	7	63	104	19	11			
	Summer school (1925)		14	7	219	305					
	Extension courses		3	0	17	32					
	Correspondence courses		3	0	7	4					
Springfield	Wittenberg College	1845	65	24	653	590	69	69	7	2	7
	Preparatory		4	2	39	24					
	Arts and sciences		48	19	468	374	57	63			
	Graduate				7	6			4	2	
	Special				14	6					
	Music		4	3	22	86	0	6			
	Theology		9	0	52	2	12	0	3	0	
	Saturday school (collegiate).				51	102					
	Summer school (1925)		26	13	145	401					
	Extension courses		17	0	62	333					
	Correspondence courses				37	0					
Tiffin	Heidelberg College	1850	29	8	270	234	35	39			0
	Arts and sciences		24	5	236	168	34	36			
	Music		5	2	39	108	1	3			
	Fine arts		0	1	9	19					
Toledo	St. John's University	1898	25	6	404	56	12	17			0
	Preparatory		12	0	279	0					
	Arts and sciences		13	6	125	56	12	17			
	Summer school (1925)		11	4	0	367					
	Extension courses		5	2	0	163					
	Correspondence courses		7	2	0	105					
Westerville	Otterbein College	1847	22	10	303	303	48	43			2
	Arts and sciences		20	4	266	250	48	43			
	Fine arts		0	2	7	45					
	Music		2	4	75	118					
Wilberforce	Wilberforce University [1]	1856	17	7	235	239	25	17			4
	Preparatory		2	5	115	110					
	Arts and sciences		15	2	119	128	25	17			
	Special				1	1					
	Summer school (1925)		15	4	48	88					
	Extension courses		1	3	156	229					
	Military drill				119	0					
Wilmington	Wilmington College (arts and sciences).	1870	18	12	226	407	40	31			2
	Summer school (1925)				168	372					
	Extension courses				236	263					
Wooster	College of Wooster	1868	48	16	425	543	72	86	1	0	5
	Arts and sciences		42	11	404	497	72	86			
	Music		6	5	21	46					
	Summer school (1925)		10	1	43	54					
Yellow Springs	Antioch College	1853	42	15	485	189	32	11			0
	Preparatory		3	3	16	17					
	Arts and sciences		39	12	433	156	32	11			
	Graduate				3	3					
	Special				33	13					

[1] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
Bethany	Bethany-Peniel College [1]	1899	9	7	150	253	----	----	----	----	0
	Preparatory	----	4	4	88	129	----	----	----	----	----
	Arts and sciences	----	5	2	38	66	----	----	----	----	----
	Special	----	2	4	24	58	----	----	----	----	----
Cordell	Oklahoma Christian College.[1]	1921	5	4	70	80	----	----	----	----	0
	Preparatory	----	2	2	34	36	----	----	----	----	----
	Arts and sciences	----	3	2	36	44	----	----	----	----	----
Durant	Oklahoma Presbyterian College for Girls.[1]	1910	2	15	0	191	----	----	----	----	0
	Preparatory	----	2	9	0	110	----	----	----	----	----
	Arts and sciences	----	2	9	0	62	----	----	----	----	----
	Home economics	----	0	1	0	27	----	----	----	----	----
	Music	----	0	5	0	97	----	----	----	----	----
Enid	Phillips University	1907	29	6	381	631	11	26	14	1	0
	Arts and sciences	----	25	2	202	325	5	8	----	----	----
	Graduate	----	----	----	21	3	----	----	14	1	----
	Education	----	11	2	47	51	1	9	----	----	----
	Fine arts	----	----	----	1	7	----	----	----	----	----
	Music	----	3	3	26	117	1	4	----	----	----
	Expression	----	----	----	8	44	0	5	----	----	----
	Theology	----	8	0	76	84	4	0	----	----	----
	Summer school (1925)	----	----	----	100	283	----	----	----	----	----
Guthrie	Catholic College of Oklahoma for Women.	1892	0	15	0	95	0	2	----	----	0
	Preparatory	----	0	9	0	35	----	----	----	----	----
	Arts and sciences	----	0	8	0	52	0	2	----	----	----
	Special	----	0	4	0	30	----	----	----	----	----
	Education	----	0	3	0	15	----	----	----	----	----
	Summer school (1925)	----	0	10	0	65	----	----	----	----	----
	Extension courses	----	----	----	0	40	----	----	----	----	----
Oklahoma City	Oklahoma City University	1881	31	6	290	384	18	41	----	----	0
	Arts and sciences	----	25	5	290	364	17	36	----	----	----
	Fine arts	----	6	1	12	160	1	5	----	----	----
	Summer school (1925)	----	14	3	28	270	----	----	----	----	----
	Extension courses	----	10	2	50	272	----	----	----	----	----
	Correspondence courses	----	11	2	12	25	----	----	----	----	----
Shawnee	Oklahoma Baptist University.	1911	20	14	329	434	24	29	----	----	2
	Preparatory	----	3	5	42	26	----	----	----	----	----
	Arts and sciences	----	15	2	226	259	24	29	----	----	----
	Special	----	----	----	14	10	----	----	----	----	----
	Fine arts	----	2	9	63	316	----	----	----	----	----
	Summer school (1925)	----	----	----	130	173	----	----	----	----	----
	Correspondence courses	----	----	----	2	5	----	----	----	----	----
Tulsa	University of Tulsa	1894	44	11	245	455	20	18	----	----	0
	Arts and sciences	----	15	8	161	187	11	17	----	----	----
	Education	----	2	0	17	79	----	----	----	----	----
	Fine arts	----	1	2	3	36	----	----	----	----	----
	Music	----	4	3	8	148	----	----	----	----	----
	Law	----	24	0	56	5	9	1	----	----	----
	Summer school (1925)	----	10	7	37	254	----	----	----	----	----
	Extension courses	----	12	8	49	155	----	----	----	----	----
OREGON											
Albany	Albany College (arts and sciences).	1867	11	2	69	43	5	2	----	----	0
Eugene	Eugene Bible University	1895	11	7	167	196	18	2	2	0	3
	Graduate	----	3	0	13	2	----	----	----	----	----
	Special	----	0	1	4	54	----	----	----	----	----
	Music	----	3	5	44	94	2	1	1	0	----
	Theology	----	7	1	135	75	16	1	1	0	----
	Correspondence courses	----	1	0	107	11	----	----	----	----	----
Forest Grove	Pacific University	1854	17	8	148	125	11	13	----	----	0
	Arts and sciences	----	15	5	130	87	11	13	----	----	----
	Music	----	2	3	30	54	----	----	----	----	----
McMinnville	Linfield College	1857	16	7	136	155	15	27	----	----	3
	Arts and sciences	----	16	5	132	127	15	27	----	----	----
	Music	----	0	2	18	67	----	----	----	----	----

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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—contd.											
Newberg	Pacific College	1885	9	8	77	108	3	4			0
	Preparatory		1	4	29	36					
	Arts and sciences		7	2	35	38	3	4			
	Special		1	2	26	57					
Portland	Columbia University [1]	1901	19	0	248	0					0
	Preparatory		19	0	201	0					
	Arts and sciences		19	0	45	0					
	Commerce				31	0					
Do	North Pacific College	1893	60	5	449	5	111	0			0
	Dentistry		43	3	402	0	105	0			
	Pharmacy		17	2	47	5	6	0			
Do	Northwestern College of Law.	1915	26	0	130	5	15	1			0
Do	Reed College (arts and sciences).	1911	20	6	133	164	12	18	0	1	0
Do	St. Mary's College [1]	1859	6	22	0	320					0
	Preparatory		5	17	0	292					
	Arts and sciences		1	10	0	28					
	Fine arts		0	8	0	22					
	Music		0	4	0	10					
	Summer school (1925)		0	7	0	60					
	Extension courses				0	75					
Salem	Kimball School of Theology	1908	5	1	33	27	1	0			0
Do	Willamette University	1844	31	11	297	312	42	51	1	1	1
	Arts and sciences		23	9	249	247	31	50	1	1	
	Music		3	2	33	65	0	1			
	Law		8	0	56	0	11	0			
	Summer school (1925)		11	1	58	64					
PENNSYLVANIA											
Allentown	Cedar Crest College	1866	7	20	0	178	0	21			0
	Preparatory		1	3	0	34					
	Arts and sciences		6	17	0	134	0	21			
	Commerce				0	31					
	Education				0	20					
	Home economics				0	44					
	Fine arts				0	8					
	Music				0	10					
	Summer school (1925)				38	50					
	Extension courses				33	167					
Do	Muhlenburg College	1867	41	0	642	0	99	0			8
	Preparatory		13	0	242	0					
	Arts and sciences		28	0	400	0	99	0			
	Summer school (1925)		23	3	180	269					
	Extension courses		23	0	249	589					
Annville	Lebanon Valley College	1866	16	5	236	194	40	20	1	2	5
	Arts and sciences		13	3	194	113	40	20			
	Graduate				3	2			1	2	
	Special				9	2					
	Music		3	2	30	77					
	Summer school (1925)		8	2	52	47					
	Extension courses		8	1	57	86					
Beatty	St. Vincent College and Ecclesiastical Seminary.	1846	67	0	542	0	23	0			3
	Preparatory		33	0	296	0					
	Arts and sciences		19	0	138	0	17	0			
	Theology		15	0	108	0	6	0			
	Extension courses		2	0	0	53					
Beaver Falls	Geneva College	1848	16	10	301	339	32	40			8
	Arts and sciences		13	8	255	193	32	38			
	Special				2	15					
	Music		3	2	54	131	0	2			
	Summer school (1925)				60	275					
	Extension courses				200	500					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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	118	0	1,496	8	198	0	3	1	5
	Arts and sciences		67	0	326	0	33	0			
	Graduate				32	8			3	1	
	Chemical engineering		16	0	109	0	20	0			
	Civil engineering		7	0	176	0	28	0			
	Electrical engineering		8	0	250	0	12	0			
	Mechanical engineering		9	0	153	0	27	0			
	Mining engineering		2	0	64	0	26	0			
	Metallurgical engineering		4	0	28	0	6	0			
	Industrial engineering				40	0					
	Business administration		5	0	318	0	46	0			
	Summer school (1925)				246	30					
	Extension courses		5	0	82	5					
	Military drill				767	0					
Do	Moravian College and Theological Seminary.	1807	8	0	103	0	12	0			0
	Arts and sciences		8	0	84	0	9	0			
	Graduate				1	0					
	Theology		5	0	18	0	3	0			
Do	Moravian Seminary and College for Women.	1742	10	17	0	146	0	12			0
	Preparatory		0	9	0	63					
	Arts and sciences		8	5	0	72	0	12			
	Special		2	3	0	11					
Bryn Athyn	Academy of the New Church	1876	17	11	58	61					2
	Preparatory		13	10	38	40					
	Arts and sciences		13	6	14	13					
	Special				0	8					
	Theology		5	0	6	0					
Bryn Mawr	Bryn Mawr College	1885	33	48	0	526	0	101	0	20	0
	Arts and sciences		33	48	0	406	0	101			
	Graduate				0	120			0	20	
	Education		0	2	0	33					
	Music		2	0	0	41					
Carlisle	Dickinson College	1783	34	3	687	150	118	44	25	1	5
	Arts and sciences		25	3	395	142	62	41	25	1	
	Law		9	0	292	8	56	3			
Chambersburg	Wilson College	1870	5	32	0	416	0	59			0
	Arts and sciences		5	32	0	401	0	59			
	Music				0	15					
Chester	Crozer Theological Seminary.	1868	12	0	60	3	7	0	4	0	0
	Correspondence courses		8	0	1,000	63					
Do	Pennsylvania Military College.	1862	20	2	179	0	27	0			7
	Preparatory		18	1	88	0					
	Arts and sciences		20	1	91	0	22	0			
	Civil engineering				40	0	5	0			
	Military drill				155	0					
Collegeville	Ursinus College (arts and sciences).	1870	18	5	174	129	36	15			5
Easton	Lafayette College	1832	85	0	1,082	0	204	0	16	0	7
	Arts and sciences		54	0	697	0	137	0			
	Graduate				27	0			10	0	
	Unclassified engineering		[5] 40	0	118	0					
	Chemical engineering				30	0	3	0			
	Civil engineering				51	0	15	0	4	0	
	Electrical engineering				53	0	16	0			
	Mechanical engineering				50	0	17	0	2	0	
	Mining engineering				20	0	5	0			
	Administrative engineering.				36	0	11	0			
	Military drill				184	0					

[5] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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	1900	15	5	225	293	12	6			0
	Preparatory		3	2	26	32					
	Arts and sciences		12	3	156	235	12	6			
	Special				43	26					
	Summer school (1925)		10	1	37	67					
	Extension courses		6	1	50	48					
Gettysburg	Gettysburg College	1827	38	0	586	82	95	22	13	2	10
	Arts and sciences		38	0	545	75	95	22			
	Graduate				18	2			13	2	
	Special				23	5					
	Summer school (1925)		15	3	102	85					
	Extension courses		4	0	30	30					
	Military drill				133	0					
Do	Theological Seminary of the General Synod of Evangelical Lutheran Church.	1826	7	0	51	1	4	0			0
Greensburg	Seton Hill College	1883	12	45	0	399	0	39			0
	Preparatory		2	15	0	163					
	Arts and sciences		10	30	0	236	0	39			
Greenville	Thiel College	1870	17	7	158	187	16	22			3
	Arts and sciences		15	4	138	121	16	22			
	Special		2	3	20	66					
	Summer school (1925)		7	7	31	125					
	Extension courses		6	0	27	65					
Grove City	Grove City College	1876	24	7	370	490	58	44	3	0	5
	Arts and sciences		19	4	222	198	41	36			
	Graduate				18	18			3	0	
	Special				25	127					
	Commerce		3	1	92	60	17	6			
	Fine arts		0	1	1	6					
	Music		2	2	12	81	0	2			
	Summer school (1925)		21	6	101	183					
Haverford	Haverford College	1833	31	0	259	3	50	0	7	1	0
	Arts and sciences		25	0	249	3	50	0			
	Graduate		6	0	10	3			7	1	
Huntingdon	Juniata College (arts and sciences).	1876	17	10	197	190	25	29			3
	Summer school (1925)		10	5	117	281					
Immaculata	Villa Maria College	1920	8	20	0	146	0	13			0
	Preparatory		0	12	0	81					
	Arts and sciences		8	20	0	65	0	13			
	Summer school (1925)		3	18	0	307					
	Extension courses		3	20	0	325					
	Correspondence courses		0	4	0	158					
Jenkintown	Beaver College	1853	14	32	0	358	0	6			0
	Preparatory		1	10	0	37					
	Arts and sciences		14	32	0	315	0	6			
	Special				0	13					
Lancaster	Franklin and Marshall College (arts and sciences).	1836	33	0	656	0	106	0	11	0	11
Do	Theological Seminary of the Reformed Church.	1825	6	0	41	1	6	0			0
Lewisburg	Bucknell University	1846	51	16	720	392	110	55	4	9	4
	Arts and sciences		48	9	703	330	110	55			
	Graduate				7	6			4	9	
	Special		3	7	10	56					
	Summer school (1925)		18	6	153	140					
	Extension courses		16	3	81	285					
Lincoln University.	Lincoln University [1]	1857	20	0	314	0	64	0			2
	Arts and sciences		14	0	294	0	61	0			
	Theology		6	0	20	0	3	0			
Loretto	St. Francis College	1845	21	0	151	0	8	0	1	0	3
	Preparatory		5	0	51	0					
	Arts and sciences		10	0	70	0	8	0	1	0	
	Theology		6	0	30	0					
	Summer school (1925)		6	0	80	0					
	Extension courses		5	0	35	0					

[1] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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 (arts and sciences).	1815	27	12	369	238	54	54	1	3	3
Mechanicsburg	Irving College	1856	6	11	0	139	0	9	----	----	----
	Preparatory	----	----	----	0	16	----	----	----	----	----
	Arts and sciences	----	3	6	0	37	0	6	----	----	----
	Special	----	0	3	0	49	----	----	----	----	----
	Music	----	3	2	0	46	0	3	----	----	----
Myerstown	Albright College	1894	14	7	159	108	22	22	1	1	1
	Arts and sciences	----	14	7	151	80	22	22	----	----	----
	Graduate	----	----	----	9	5	----	----	1	1	----
	Fine arts	----	0	1	2	18	----	----	----	----	----
	Music	----	0	3	19	37	----	----	----	----	----
New Wilmington	Westminster College	1852	16	9	227	234	26	36	----	----	5
	Arts and sciences	----	16	9	204	181	26	36	----	----	----
	Music	----	----	----	23	53	----	----	----	----	----
Philadelphia	Divinity School of the Protestant Episcopal Church.	----	13	0	73	0	11	0	----	----	0
Do	Drexel Institute	1892	43	25	554	407	30	17	----	----	0
	Library science	----	0	5	2	16	----	----	----	----	----
	Engineering	----	15	0	498	0	30	0	----	----	----
	Commerce	----	4	2	45	101	0	3	----	----	----
	Home economics	----	0	15	0	206	0	14	----	----	----
	Special	----	[11] 24	[11] 3	9	84	----	----	----	----	----
	Summer school (1925)	----	----	----	0	35	----	----	----	----	----
	Military drill	----	----	----	293	0	----	----	----	----	----
Do	Dropsie College	1909	6	0	29	4	----	----	4	0	0
	Graduate	----	6	0	24	0	----	----	4	0	----
	Special	----	----	----	5	4	----	----	----	----	----
	Extension courses	----	2	0	17	17	----	----	----	----	----
Do	Hahnemann Medical College and Hospital.	1848	122	0	244	0	39	0	----	----	0
Do	Jefferson Medical College	1825	180	0	579	0	144	0	----	----	1
Do	La Salle College	1867	19	0	275	0	7	0	----	----	0
	Preparatory	----	9	0	207	0	----	----	----	----	----
	Arts and sciences	----	8	0	35	0	7	0	----	----	----
	Special	----	2	0	33	0	----	----	----	----	----
	Summer school (1925)	----	12	0	70	0	----	----	----	----	----
Do	Lutheran Theological Seminary at Philadelphia.	1864	13	0	113	0	6	0	----	----	0
Do	Philadelphia College of Osteopathy.	1899	49	2	253	37	62	18	----	----	0
Do	Philadelphia College of Pharmacy and Science.	1821	42	1	587	43	247	24	3	0	5
Do	St. Charles Seminary [10]	----	20	0	280	0	----	----	----	----	0
	Arts and sciences	----	20	0	207	0	----	----	----	----	----
	Theology	----	20	0	73	0	----	----	----	----	----
Do	St. Joseph's College (arts and sciences).	1851	19	0	161	0	21	0	----	----	0
Do	Temple University	1884	412	74	5,225	3,354	375	130	20	4	4
	Preparatory	----	16	7	397	225	----	----	----	----	----
	Arts and sciences	----	36	5	487	212	19	13	----	----	----
	Graduate	----	----	----	80	37	----	----	----	----	----
	Commerce	----	64	16	2,012	822	29	5	----	----	----
	Education	----	70	49	438	1,628	32	87	19	4	----
	Music	----	29	3	335	322	1	0	----	----	----
	Theology	----	12	0	66	0	----	----	1	0	----
	Law	----	18	0	430	8	51	3	----	----	----
	Medicine	----	126	1	222	3	51	0	----	----	----
	Dentistry	----	55	3	474	12	92	1	----	----	----
	Pharmacy	----	33	0	284	28	100	21	----	----	----
	Nursing	----	21	22	0	69	----	----	----	----	----
	Summer school (1925)	----	66	9	197	601	----	----	----	----	----
	Extension courses	----	----	----	61	437	----	----	----	----	----
Do	University of Pennsylvania	1740	1,260	21	9,176	1,747	1,125	211	205	102	19
	Arts and sciences	----	281	3	1,791	1,028	202	19	----	----	----
	Graduate	----	186	0	861	531	----	----	144	102	----

[10] Statistics of 1924.

[11] Common to all courses.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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—Continued.										
	Special				2,519	238					
	Chemical engineering		[5] 175	0	32	0	12	0	2	0	
	Civil engineering				56	0	20	0	15	0	
	Electrical engineering				93	0	17	0			
	Mechanical engineering				63	0	24	0	3	0	
	Architecture				318	1	30	0	6	0	
	Commerce		193	0	2,720	0	499	0	18	0	
	Education		10	4	272	1,233	20	178			
	Fine arts		42	1	5	31	1	1			
	Music				13	22	2	2			
	Law		22	0	331	10	59	2			
	Medicine		234	5	455	17	126	7	16	0	
	Dentistry		84	4	517	14	103	2			
	Hygiene		7	4	1	0			1	0	
	Veterinary medicine		26	0	58	0	10	0			
	Summer school (1925)		16	14	1,161	1,069					
	Extension courses		132	0	145	901					
	Evening school		81	0	640	117					
	Military drill		7	0	753	0					
Do	Woman's Medical College of Pennsylvania.	1850	22	50	0	96	0	29			0
Pittsburgh	Carnegie Institute of Technology.	1905	187	38	1,698	1,201	151	121	16	0	0
	Arts and sciences		84	17	31	201	0	4			
	Graduate				22	3			16	0	
	Special				436	471					
	Unclassified engineering				353	0					
	Chemical engineering		8	0	33	0	9	0			
	Civil engineering		6	0	58	0	19	0			
	Electrical engineering		5	0	118	0	22	0			
	Mechanical engineering		5	0	59	0	9	0			
	Mining engineering		6	0	31	0	3	0			
	Metallurgical engineering.		6	0	31	0	3	0			
	Commercial engineering		3	0	97	0	22	0			
	Architecture		11	0	176	2	20	1			
	Home economics		0	9	0	149	0	49			
	Fine arts		10	1	122	187	11	14			
	Music		20	4	40	112	2	14			
	Library work				0	17	0	5			
	Secretarial studies		1	3	0	103	0	26			
	Social work		0	4	0	34	0	8			
	Industrial education		1	0	3	0	2	0			
	Works management		13	0	131	0	11	0			
	Building construction		10	0	136	0	12	0			
	Printing		6	0	41	0	6	0			
	Summer school (1925)				344	158					
	Night courses				3,062	189					
	Military drill				309	0					
Do	Duquesne University of the Holy Ghost.	1878	94	1	2,140	592	115	23	5	8	8
	Preparatory		31	0	720	0					
	Arts and sciences		14	0	221	0	28	19			
	Graduate				6	25			5	8	
	Special		2	0	132	179					
	Commerce		41	1	782	380	50	4			
	Music		2	0	54	0					
	Law		16	0	180	5	37	0			
	Pharmacy		4	0	45	3					
	Summer school (1925)		15	0	159	187					
	Extension courses		5	3	15	298					
Do	Pennsylvania College for Women.	1870	5	31	0	346	0	49	0	1	0
	Arts and sciences		5	31	0	340	0	49	0	1	
	Special				0	6					

[5] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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	Pittsburgh Theological Seminary.	1825	9	0	49	0	11	0	2	0	0
Do	Reformed Presbyterian Theological Seminary [10].	1850	3	0	9	0	----	----	----	----	0
Do	University of Pittsburgh	1786	532	59	7,581	4,471	845	232	48	24	8
	Arts and sciences	----	162	34	3,156	1,345	186	209	----	----	----
	Graduate	----	----	----	487	370	----	----	48	24	----
	Special	----	----	----	691	1,199	----	----	----	----	----
	Chemical engineering	----	2	0	78	0	9	0	----	----	----
	Civil engineering	----	5	0	98	0	16	0	----	----	----
	Electrical engineering	----	5	0	128	0	15	0	----	----	----
	Mechanical engineering	----	5	0	102	0	13	0	----	----	----
	Industrial engineering	----	2	0	[12]	----	4	0	----	----	----
	Mining engineering	----	8	0	87	0	20	0	----	----	----
	Commerce	----	30	1	617	47	111	0	----	----	----
	Education	----	36	14	469	1,456	----	----	----	----	----
	Law	----	15	1	206	8	47	1	----	----	----
	Medicine	----	154	6	215	13	42	5	----	----	----
	Dentistry	----	101	2	874	11	193	3	----	----	----
	Pharmacy	----	20	1	373	22	189	14	----	----	----
	Summer school (1925)	----	108	10	936	1,189	----	----	----	----	----
	Extension courses	----	19	6	478	1,843	----	----	----	----	----
	Military drill	----	----	----	382	0	----	----	----	----	----
Do	Western Theological Seminary.	1827	11	0	68	1	11	0	2	0	0
Reading	Schuylkill College	1881	19	8	151	82	5	3	----	----	0
	Preparatory	----	4	2	15	12	----	----	----	----	----
	Arts and sciences	----	14	4	112	38	3	3	----	----	----
	Special	----	----	----	1	14	----	----	----	----	----
	Music	----	1	2	11	18	----	----	----	----	----
	Theology	----	3	0	12	2	2	0	----	----	----
	Extension courses	----	6	2	18	70	----	----	----	----	----
Rosemont	Rosemont College (arts and sciences).	1922	7	9	0	57	0	8	----	----	0
Scranton	Marywood College	1883	5	27	0	393	0	81	0	1	0
	Preparatory	----	0	5	0	141	----	----	----	----	----
	Arts and sciences	----	5	23	0	252	0	52	----	----	----
	Graduate	----	----	----	0	15	----	----	0	1	----
	Commerce	----	0	4	0	50	----	----	----	----	----
	Education	----	2	4	0	180	0	14	----	----	----
	Home economics	----	0	6	0	80	0	11	----	----	----
	Fine arts	----	0	3	0	100	----	----	----	----	----
	Music	----	0	6	0	200	0	4	----	----	----
	Summer school (1925)	----	4	13	0	500	----	----	----	----	----
	Extension courses	----	4	19	0	325	----	----	----	----	----
Selinsgrove	Susquehanna University	1858	26	7	316	223	58	44	----	----	12
	Arts and sciences	----	18	6	241	127	51	44	----	----	----
	Graduate	----	2	1	19	2	----	----	----	----	----
	Special	----	----	----	27	94	----	----	----	----	----
	Theology	----	6	0	29	0	7	0	----	----	----
	Summer school (1925)	----	17	5	223	103	----	----	----	----	----
Swarthmore	Swarthmore College	1869	60	14	284	272	62	54	4	0	2
	Arts and sciences	----	60	14	284	272	49	54	2	0	----
	General engineering	----	----	----	27	0	----	----	----	----	----
	Chemical engineering	----	----	----	8	0	3	0	----	----	----
	Civil engineering	----	----	----	5	0	3	0	1	0	----
	Electrical engineering	----	----	----	16	0	4	0	----	----	----
	Mechanical engineering	----	----	----	7	0	3	0	1	0	----
Villanova	Villanova College	1842	61	0	557	0	49	13	1	4	5
	Arts and sciences	----	25	0	106	0	24	13	----	----	----
	Graduate	----	----	----	60	0	----	----	1	4	----
	General engineering	----	[5] 18	0	25	0	----	----	----	----	----
	Chemical engineering	----	----	----	22	0	1	0	----	----	----
	Civil engineering	----	----	----	40	0	10	0	----	----	----
	Electrical engineering	----	----	----	35	0	5	0	----	----	----
	Mechanical engineering	----	----	----	25	0	9	0	----	----	----
	Commerce	----	14	0	184	0	----	----	----	----	----
	Education	----	10	0	35	0	----	----	----	----	----

[5] Engineering faculty. [10] Statistics of 1924. [12] Included in mining engineering.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
Villanova	Villanova College—Contd.										
	Theology		14	0	25	0					
	Summer school (1925)		20	0	25	225					
	Extension courses		21	0	0	130					
Washington	Washington and Jefferson College.	1870	33	0	500	3	93	0	6	3	4
	Arts and sciences		33	0	490	0	93	0			
	Graduate				10	3			6	3	
	Summer school (1925)		9	2	88	194					
	Extension courses		4	0	2	40					
Waynesburg	Waynesburg College	1850	10	11	175	211	9	12			7
	Arts and sciences		9	5	147	80	9	12			
	Special		1	6	57	182					
	Summer school (1925)		6	3	40	122					
	Extension courses		3	0	19	38					
RHODE ISLAND											
Providence	Brown University	1765	129	3	1,492	609	267	100	31	16	6
	Arts and sciences		129	3	1,187	459	242	96			
	Graduate				115	75			31	16	
	Special				30	4					
	Engineering				153	0	22	0			
	Education				11	75	3	4			
Do	Providence College (arts and sciences).	1919	19	0	517	0	54	0			0
	Summer school (1925)		7	0	0	110					
Do	Rhode Island College of Pharmacy and Allied Sciences.	1902	11	0	143	15	49	3	1	0	
SOUTH CAROLINA											
Anderson	Anderson College [10]	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	16	0	268	0	32	0			4
	Military drill				245	0					
Columbia	Benedict College [2]	1871	13	9	127	234	6	4			0
	Preparatory		3	4	81	187					
	Arts and sciences		7	3	40	47	6	4			
	Home economics		0	2	0	84					
	Theology		3	0	6	0					
Do	Chicora College for Women (arts and sciences).	1893	8	12	0	244	0	35			0
Do	Columbia College	1854	7	20	0	382	0	44			0
	Arts and sciences		7	20	0	336	0	44			
	Special				0	46					
Do	Columbia Theological Seminary.	1828	8	0	33	0	2	0			0
Do	Lutheran Theological Southern Seminary.	1830	4	0	33	0	4	0			0
Due West	Erskine College	1837	14	0	113	41	27	7			4
	Arts and sciences		11	0	108	39	25	7			
	Special				5	2					
	Theology		3	0	5	0	2	0			
Do	Woman's College of Due West.	1859	1	15	0	204	0	29			0
	Arts and sciences		1	15	0	176	0	29			
	Special				0	28					
Gaffney	Limestone College (arts and sciences).	1845	5	14	0	305	0	28			0

[2] Colored.

[10] Statistics of 1924.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Greenville	Furman University	1852	34	0	560	2	85	0			4
	Arts and sciences		31	0	522	0	81	0			
	Special				17	0					
	Law		3	0	21	2	4	0			
	Summer school (1925)		7	17	92	481					
	Extension courses				6	2					
Do	Greenville Woman's College	1854	3	33	0	558	0	30			0
	Preparatory		0	1	0	30					
	Arts and sciences		3	32	0	355	0	30			
	Special				0	173					
Greenwood	Lander College	1873	5	19	0	309	0	36			0
	Arts and sciences		5	11	0	255	0	35			
	Home economics		0	2	0	12					
	Fine arts		0	2	0	14					
	Music		0	5	0	103	0	1			
Hartsville	Coker College (arts and sciences).	1908	7	14	0	252	0	30			0
Newberry	Newberry College (arts and sciences).	1856	14	0	194	83	29	12			5
Spartanburg	Converse College	1890	17	22	0	438	0	66			0
	Arts and sciences		13	19	0	346	0	58			
	Music		4	3	0	92	0	8			
Do	Wofford College	1854	26	0	499	0	89	0			3
	Arts and sciences		26	0	474	0	89	0			
	Special				25	0					
SOUTH DAKOTA											
Huron	Huron College	1883	19	12	229	225	18	14			1
	Preparatory		4	5	33	32					
	Arts and sciences		17	10	174	142	17	13			
	Music		1	2	50	125	1	1			
	Summer school (1925)		14	4	40	115					
Mitchell	Dakota Wesleyan University.	1885	13	15	183	203	23	30			3
	Preparatory		1	2	14	11					
	Arts and sciences		11	11	152	174	23	30			
	Graduate				0	2					
	Special				3	16					
	Music		1	2	14	58					
	Summer school (1925)				40	148					
Sioux Falls	Columbus College	1921	19	1	149	0	6	0			0
	Preparatory		10	1	37	0					
	Arts and sciences		13	0	112	0	6	0			
Do	Sioux Falls College	1883	10	6	53	90	1	8			1
	Arts and sciences		9	6	45	69	1	8			
	Special		1	1	8	21					
	Summer school (1925)		3	2	11	40					
Wessington Springs	Wessington Springs Junior College.	1887	5	6	47	104					0
	Preparatory		1	2	34	43					
	Arts and sciences		3	3	11	30					
	Special		1	1	8	31					
	Summer school (1925)		2	2	2	34					
Yankton	Yankton College	1881	15	13	209	260	19	15			0
	Arts and sciences		11	8	145	142	19	15			
	Music		4	5	64	118					
	Summer school (1925)		7	3	34	97					
TENNESSEE											
Bristol	King College (arts and sciences).	1867	12	0	120	0	13	0			6
Chattanooga	Chattanooga College of Law	1899	26	1	75	3	22	0			0
Do	University of Chattanooga (arts and sciences).	1867	15	4	216	166	28	29			6

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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—continued											
Cleveland	Centenary College [1]	1885	1	14	0	137					0
	Preparatory		0	4	0	56					
	Arts and sciences		0	7	0	50					
	Special				0	31					
	Home economics		0	1	0	18					
	Fine arts		0	1	0	21					
	Music		1	2	0	64					
Fayetteville	Bryson College	1919	7	4	68	80	7	2			0
	Arts and sciences		7	4	65	70	7	2			
	Special				3	10					
	Home economics		0	1	0	6					
	Music		0	2	2	8					
Greeneville	Tusculum College (arts and sciences).	1794	12	6	69	78	14	13			2
Harrogate	Lincoln Memorial University.	1897	10	9	234	138	13	7			5
	Preparatory		4	5	111	87					
	Arts and sciences		6	4	123	51	13	7			
Henderson	Freed-Hardeman College [1]		7	6	76	59					0
	Preparatory		3	1	26	24					
	Arts and sciences		3	2	30	20					
	Special		1	1	20	15					
	Music		0	2	10	20					
Jackson	Lane College [2]	1891	14	8	224	218	13	4	1	0	2
	Preparatory		4	3	102	136					
	Arts and sciences		6	5	75	82	10	4	1	0	
	Theology		4	0	47	0	3	0			
Do	Union University	1845	25	17	530	752	34	31			3
	Arts and sciences		21	11	450	560	34	31			
	Special		4	6	100	192					
Jefferson City	Carson and Newman College.	1851	14	11	221	335	34	43			0
	Arts and sciences		14	11	208	314	34	43			
	Special				13	21					
Kimberlin Heights	Johnson Bible College	1894	12	2	132	18	9	0			1
	Preparatory		8	1	66	9					
	Arts and sciences		4	1	49	4					
	Theology		4	1	51	5	9	0			
	Correspondence courses		3	1	15	6					
Knoxville	Knoxville College [2]	1875	8	11	142	267	11	13			0
	Preparatory		1	6	52	101					
	Arts and sciences		6	2	54	74	11	13			
	Special				0	4					
	Music		1	3	38	88					
Lebanon	Cumberland University	1842	30	10	524	235	184	20			2
	Preparatory		3	4	40	55					
	Arts and sciences		18	4	100	93	11	12			
	Commerce		3	0	50	38	1	0			
	Journalism		1	0	5	2					
	Home economics		0	1	0	24					
	Music		2	1	9	15					
	Law		3	0	320	8	172	8			
McKenzie	Bethel College	1850	12	13	123	162	9	8			0
	Preparatory		4	3	27	14					
	Arts and sciences		5	3	53	80	9	8			
	Business		1	2	19	18					
	Education		0	2	22	53					
	Home economics		0	1	0	40					
	Music		0	2	6	41					
	Theology		2	0	18	5					
	Summer school (1925)		3	2	22	37					
	Correspondence courses				9	6					
Madisonville	Hiwassee College [1]	1849	8	5	98	82					0
	Preparatory		3	1	60	39					
	Arts and sciences		5	0	37	28					
	Special		0	4	1	15					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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
TENNESEE—con.											
Maryville	Maryville College (arts and sciences).	1819	19	26	266	440	28	40			5
Memphis	Le Moyne Junior College [2]		6	12	175	325					0
	Preparatory		4	10	150	250					
	Arts and sciences		2	2	25	75					
	Summer school (1925)		2	0	20	30					
Do	Southwestern College	1875	15	1	302	104	26	6			5
	Arts and sciences		15	1	293	101	26	6			
	Special				9	3					
Milligan College	Milligan College	1882	13	5	118	96	6	7			0
	Arts and sciences		13	5	113	78	6	7			
	Special				5	18					
Monteagle	Du Bose Memorial Church Training School.		4	0	36	0					0
Murfreesboro	Tennessee College	1907	7	11	4	195	0	17			0
	Arts and sciences		6	8	0	169	0	17			
	Music		1	3	4	38					
Nashville	Fisk University [2]	1886	16	22	299	363	32	36			0
	Preparatory		1	5	55	56					
	Arts and sciences		14	12	225	256	32	36			
	Graduate				3	2					
	Special		1	5	16	49					
	Summer school (1925)		9	8	79	147					
Do	Meharry Medical College [2]	1876	69	0	420	12	109	3			0
	Medicine		45	0	190	1	46	0			
	Dentistry		33	0	149	2	39	0			
	Pharmacy		15	0	81	9	24	3			
Do	Vanderbilt University	1875	236	2	1,167	258	229	40	30	12	0
	Arts and sciences		64	2	503	190	68	39			
	Graduate				47	20			30	12	
	Engineering		21	0	133	0	16	0			
	Theology		7	0	54	6	4	0			
	Law		8	0	159	3	36	0			
	Medicine		130	0	184	1	52	0	0	0	
	Dentistry		33	0	94	3	53	1			
	Nursing				0	43					
Do	Ward-Belmont School [1] [10]	1865	9	33	6	782					0
	Preparatory		0	18	0	324					
	Arts and sciences		5	19	0	458					
	Special		4	14	6	129					
Pulaski	Martin College [1]	1870	1	15	0	102					0
	Preparatory		0	5	0	51					
	Arts and sciences		1	5	0	31					
	Special				0	20					
	Education				0	13					
	Home economics		0	1	0	8					
	Fine arts		0	1	0	9					
	Music		0	3	0	32					
Sewanee	University of the South	1868	34	0	461	0	41	0			7
	Preparatory		7	0	102	0					
	Arts and sciences		22	0	337	0	37	0			
	Graduate				4	0					
	Theology		6	0	25	0	4	0			
TEXAS											
Abilene	Abilene Christian College	1906	21	18	231	371	21	28			0
	Preparatory		4	8	51	70					
	Arts and sciences		14	6	180	304	21	28			
	Special		3	4	88	111					
	Summer school (1925)		7	5	56	155					
	Extension courses		3	0	16	38					
	Correspondence courses		12	3	168	253					
Do	McMurry College	1922	9	17	182	214	5	1			3
	Preparatory		1	5	31	30					
	Arts and sciences		7	6	121	140	5	1			
	Special		1	6	30	44					
	Summer school (1925)		4	7	36	64					

[1] Junior college. [2] Colored. [10] Statistics of 1924.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Abilene	Simmons University	1891	29	30	542	636	44	49	0	1	0
	Preparatory		2	2	53	27					
	Arts and sciences		23	20	465	536	44	49			
	Graduate				5	11			0	1	
	Special		4	8	19	62					
	Summer school (1925)		10	9	127	274					
	Correspondence courses				20	65					
Austin	Austin Presbyterian Theological Seminary.	1902	5	0	27	0	14	0			0
Do	St. Edward's University (arts and sciences).	1881	28	0	248	0	5	0			2
Belton	Baylor College for Women	1846	13	52	0	2,235	0	113			0
	Preparatory		0	16	0	683					
	Arts and sciences		13	36	0	1,552	0	113			
	Summer school				0	1,060					
	Correspondence courses				0	536					
Brownwood	Daniel Baker College	1889	7	12	92	183	3	10			
	Arts and sciences		7	7	80	120	3	10			
	Fine arts		0	5	12	63					
	Summer school (1925)				50	113					
Do	Howard Payne College	1889	19	9	292	288	20	18			1
	Preparatory		5	1	47	32					
	Arts and sciences		11	5	208	184	20	18			
	Special		3	3	37	72					
	Summer school (1925)		9	4	121	278					
	Correspondence courses				27	37					
Cisco	Randolph Junior College [1]	1924	4	2	10	21					0
	Preparatory		1	2	0	4					
	Arts and sciences		4	1	10	17					
Clarendon	Clarendon College [1]	1897	8	7	144	212					0
	Preparatory		4	3	27	35					
	Arts and sciences		6	4	107	128					
	Special		1	3	10	49					
	Summer school (1925)		5	4	81	92					
Dallas	St. Mary's College [1]	1889	0	17	0	71					0
	Preparatory		0	13	0	47					
	Arts and sciences		0	8	0	24					
Do	Southern Methodist University.	1913	96	30	1,150	941	78	93	25	13	0
	Arts and sciences		72	28	783	763	47	78			
	Graduate				86	59			25	13	
	Special				68	55					
	Unclassified engineering		9	0	126	0					
	Music		6	8	4	137	0	15			
	Commerce				29	8	18	0			
	Theology		13	0	207	45	13	0			
	Law		2	0	24	0					
	Summer school (1925)				331	370					
	Extension courses				122	219					
	Correspondence courses				76	148					
Do	University of Dallas	1906	18	0	194	0	1	0			0
	Preparatory		10	0	143	0					
	Arts and sciences		8	0	51	0	1	0			
	Summer school (1925)		5	2	0	35					
Do	Jefferson School of Law		3	0	78	4					0
Decatur	Decatur Baptist College [1]	1898	5	1	80	65					0
	Preparatory		5	1	20	17					
	Arts and sciences		5	1	60	48					
	Summer school (1925)		3	1	40	26					
	Correspondence courses				15	13					
Fort Worth	Texas Christian University	1873	37	14	609	721	56	62			0
	Arts and sciences		37	14	580	595	45	56			
	Graduate				19	26					
	Special				10	100					
	Commerce		3	1	322	28	9	1			
	Education		14	6	217	630	1	3			
	Home economics		0	1	0	40					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*

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.											
Fort Worth	Texas Christian University—Continued.										
	Fine arts		1	0	3	76					
	Music		6	1	19	229	1	2			
	Theology		7	0	66	19					
	Summer school		18	5	108	163					
Do	Texas Woman's College	1891	9	20	0	515	0	30			0
	Preparatory		0	2	0	36					
	Arts and sciences		9	18	0	382	0	30			
	Special				0	97					
	Summer school (1925)				0	99					
	Extension courses				0	20					
	Correspondence courses				0	49					
Georgetown	Southwestern University	1873	25	10	276	278	34	27	2	2	6
	Arts and sciences		25	4	269	264	34	24			
	Expression		0	1	0	12					
	Music		0	5	22	63	0	3			
	Summer school (1925)		11	1	102	118					
	Correspondence courses		13	0	97	119					
Greenville	Burleson College [1]	1895	15	7	302	181					0
	Preparatory		3	2	101	89					
	Arts and sciences		12	5	201	92					
	Home economics				0	10					
	Fine arts				20	31					
	Music				16	21					
	Summer school (1925)		6	4	72	80					
	Correspondence courses				28	52					
Do	Wesley College [1]	1905	6	14	153	112					0
	Preparatory		6	4	44	14					
	Arts and sciences		6	10	101	83					
	Special		0	4	8	15					
Houston	Rice Institute	1912	79	1	847	425	92	70	5	0	0
	Arts and sciences		79	1	499	406	65	70			
	Graduate				27	11			5	0	
	Chemical engineering				48	1	6	0			
	Civil engineering				47	0	7	0			
	Electrical engineering				102	0	9	0			
	Mechanical engineering				45	0	4	0			
	Unclassified engineering				21	0					
	Architecture				58	7	1	0			
Do	South Texas School of Law	1923	8	0	49	4					0
Do	Texas Dental College	1905	26	0	123	6	37	1			0
Jacksonville	Jacksonville College [1]	1899	5	7	69	91					0
	Preparatory		4	6	65	83					
	Arts and sciences		1	1	4	8					
	Education				42	36					
	Fine arts				14	40					
	Music				8	28					
	Summer school (1925)		2	3	18	22					
Do	Lon Morris College [1]	1873	7	8	111	93					0
	Preparatory		2	3	20	20					
	Arts and sciences		5	5	91	73					
	Summer school (1925)		5	4	80	88					
	Extension courses		2	3	10	14					
Marshall	Bishop College [2]	1881	12	13	195	306	16	20			0
	Preparatory		3	3	68	101					
	Arts and sciences		6	6	103	180	16	20			
	Music		2	3	3	116					
	Theology		1	1	39	0					
	Summer school (1925)		4	5	19	46					
	Extension courses		2	3	2	8					
Do	College of Marshall [1]	1917	5	7	88	112					0
	Preparatory		0	2	29	16					
	Arts and sciences		4	4	56	83					
	Fine arts		1	1	3	13					
	Summer school (1925)		8	3	40	74					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Meridian	Meridian College [1]	1909	4	8	53	38					0
	Preparatory				16	4					
	Arts and sciences		4	8	37	34					
	Fine arts		0	3	0	8					
	Music		0	2	0	3					
Milford	Texas Presbyterian College	1902	2	18	0	138	0	17			0
	Preparatory		0	5	0	38					
	Arts and sciences		2	8	0	100	0	16			
	Home economics		0	1	0	15					
	Fine arts		0	1	0	15					
	Music		0	3	0	45	0	1			
Plainview	Wayland Baptist Junior College.[1]	1910	8	7	167	198					0
	Preparatory		2	3	30	35					
	Arts and sciences		6	4	137	163					
	Summer school (1925)				55	51					
Round Rock	Trinity Junior College [1]	1906	4	3	23	39					0
	Preparatory		2	1	16	19					
	Arts and sciences		2	1	6	6					
	Special		0	1	1	14					
Rusk	Rusk College	1895	6	6	44	62					0
	Preparatory		3	1	22	28					
	Arts and sciences		5	3	22	28					
	Special		1	3	0	6					
San Antonio	Incarnate Word College	1881	3	24	0	484	0	17	0	4	0
	Preparatory		0	8	0	160					
	Arts and sciences		3	16	0	294	0	17	0	4	
	Special				0	30					
	Summer school (1925)		5	23	0	600					
Do	Our Lady of the Lake College.	1896	3	26	0	432	0	18			0
	Preparatory		0	9	0	181					
	Arts and sciences		3	17	0	212	0	17			
	Graduate				0	21					
	Special		0	4	0	18					
	Education		1	1	0	117					
	Home economics		0	1	0	25					
	Music		0	3	0	56	0	1			
	Summer school (1925)		11	37	0	626					
Do	Westmoorland College [1]	1894	4	16	0	366					0
	Preparatory		4	9	0	155					
	Arts and sciences		4	10	0	170					
	Special		1	7	0	41					
Seminary Hill	Southwestern Baptist Theological Seminary.	1908	20	8	367	219	37	10			0
	Religious education		4	2	38	89	1	9			
	Home economics		0	2	0	14					
	Music		7	4	60	110	0	1			
	Theology		9	0	269	6	36	0			
	Summer school (1925)		13	1	119	66					
	Extension courses				(916)						
Sherman	Austin College	1849	16	0	259	127	19	14	5	1	3
	Arts and sciences		16	0	253	123	19	14			
	Graduate				6	4			5	1	
	Summer school (1925)		6	0	55	67					
Do	Carr-Burdette College [1]	1894	1	11	0	73					0
	Preparatory		1	7	0	15					
	Arts and sciences		1	7	0	17					
	Special		0	4	0	41					
Do	Kidd-Key College [1]	1871	6	20	6	422					0
	Preparatory		1	6	0	52					
	Arts and sciences		2	9	0	151					
	Special		4	12	0	281					
Tehuacana	Westminster College [1]	1896	4	5	50	80					0
	Preparatory		1	1	22	31					
	Arts and sciences		3	2	23	27					
	Special		0	2	5	22					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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.											
Terrell	Texas Military College [1] (arts and sciences).	1915	12	2	140	0					0
Thorp Spring	Thorp Spring Christian College.[1]	1910	4	6	62	78					0
	Preparatory		2	5	30	35					
	Arts and sciences		4	6	32	38					
	Special				0	5					
	Summer school (1925)		2	1	30	45					
Waco	Baylor University	1845	212	23	1,491	1,020	228	124	6	4	4
	Arts and sciences		56	15	794	727	108	119			
	Graduate				27	19			6	4	
	Special		4	2	51	101					
	Music		4	2	6	40	0	2			
	Law		4	0	77	1	16	1			
	Medicine		106	7	262	15	37	2			
	Dentistry		33	1	181	2	30	0			
	Pharmacy		13	0	99	7	37	0			
	Nursing				0	148					
	Summer school (1925)		29	7	294	382					
	Correspondence courses				98	241					
Waxahachie	Trinity University	1869	16	12	210	326	31	36			2
	Arts and sciences		15	9	204	279	31	36			
	Special		1	3	6	47					
	Summer school (1925)		5	3	31	72					
Weatherford	Weatherford College [1]	1889	6	8	101	175					
	Preparatory		3	2	8	12					
	Arts and sciences		4	2	68	72					
	Special		2	5	34	100					
UTAH											
Ephraim	Snow College [1]	1888	10	7	69	83					0
	Arts and sciences		9	4	58	78					
	Special		1	0	3	1					
	Commerce		1	0	10	28					
	Education		3	1	31	72					
	Home economics		0	1	5	68					
	Fine arts		0	1	3	12					
	Music		2	0	25	50					
Logan	Brigham Young College	1878	17	8	122	196					0
	Preparatory		7	3	35	26					
	Arts and sciences		14	3	43	15					
	Special				4	8					
	Education		6	6	40	147					
	Extension courses		1	0	7	6					
	Correspondence courses		1	0	6	32					
Ogden	Weber College [1]	1889	14	8	167	214					0
	Arts and sciences		9	6	96	96					
	General engineering		1	0	10	0					
	Commerce		3	1	31	28					
	Education		1	1	30	90					
Provo	Brigham Young University	1875	47	18	716	703	67	46	3	1	0
	Preparatory		7	9	97	104					
	Arts and sciences		19	5	316	159	30	27			
	Graduate				16	5			3	1	
	Commerce		7	2	170	56	16	1			
	Education		9	3	100	325	21	8			
	Fine arts		5	2	27	54	0	10			
	Summer school (1925)		48	8	158	303					
	Extension courses		3	1	108	122					
	Correspondence courses		10	3	67	55					
Salt Lake City	Westminster College [1]	1875	8	11	104	135					0
	Preparatory		5	8	68	85					
	Arts and sciences		3	0	29	39					
	Special		0	3	10	53					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*

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
VERMONT											
Middlebury	Middlebury College	1800	39	9	315	280	65	54	7	6	6
	Arts and sciences		39	9	310	276	65	54			
	Graduate				5	4					
	Summer school (1925)				68	273					
Northfield	Norwich University	1819	34	0	292	0	43	0			7
	Arts and sciences		26	0	160	0	23	0			
	Chemical engineering		8	0	12	0	1	0			
	Civil engineering				46	0	9	0			
	Electrical engineering				74	0	10	0			
	Military drill				292	0					
	Summer school (1925)		0	3	20	0					
Winooski	St. Michael's College	1914	14	0	141	0	4	0	2	0	0
	Preparatory		8	0	72	0					
	Arts and sciences		8	0	67	0	4	0			
	Graduate				2	0			2	0	
VIRGINIA											
Abingdon	Martha Washington College.[1 10]	1859	3	11	0	130					0
	Preparatory				0	14					
	Arts and sciences		2	5	0	76					
	Special		1	6	0	40					
Do	Stonewall Jackson College [1]	1868	1	15	0	151					0
	Preparatory		0	6	0	41					
	Arts and sciences		1	9	0	110					
Ashland	Randolph-Macon College (arts and sciences).	1832	23	0	250	0	26	0			3
Blackstone	Blackstone College for Girls [1]	1894	0	10	0	248					0
	Preparatory		0	5	0	179					
	Arts and sciences		0	5	0	69					
Bridgewater	Bridgewater College	1880	12	2	102	85	14	8			0
	Arts and sciences		12	2	95	77	14	8			
	Special				7	8					
Bristol	Sullins College [1]	1870	4	34	0	363					0
	Preparatory		2	8	0	102					
	Arts and sciences		2	26	0	261					
	Journalism		0	1	0	50					
	Education		0	1	0	52					
	Home economics		0	2	0	60					
	Fine arts		0	3	0	90					
	Music		0	6	0	150					
Do	Virginia Intermont College [1]	1883	4	19	0	370					0
	Preparatory		0	6	0	108					
	Arts and sciences		2	5	0	143					
	Education		1	0	0	40					
	Home economics		0	2	0	35					
	Fine arts		0	1	0	20					
	Music		2	5	0	100					
Danville	Averett College [1]	1859	3	14	0	204					0
	Preparatory		0	9	0	67					
	Arts and sciences		1	6	0	76					
	Education		1	0	0	12					
	Home economics		0	1	0	12					
	Fine arts		0	1	0	11					
	Music		2	3	0	102					
Dayton	Shenandoah College	1875	11	11	99	142					0
	Preparatory		5	4	54	79					
	Arts and sciences		4	3	33	46					
	Special		2	4	12	17					
Emory	Emory and Henry College (arts and sciences).	1838	17	0	271	58	38	9			1
	Summer school (1925)		11	1	99	145					
Hampden-Sidney	Hampden-Sidney College (arts and sciences).	1776	13	0	232	0	31	0			29
Hollins	Hollins College	1842	8	26	0	347	0	45			0
	Arts and sciences		8	26	0	333	0	45			
	Special				0	14					

[1] Junior college.

[10] Statistics of 1924.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*

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.											
Lexington	Washington and Lee University.	1749	54	0	90	0	111	0	4	0	5
	Arts and sciences		49	0	587	0	56	0	4	0	
	Commerce				221	0	42	0			
	Law		5	0	93	0	13	0			
Lynchburg	Lynchburg College	1903	10	11	132	112	23	17			0
	Arts and sciences		8	8	130	109	23	17			
	Special		2	3	2	3					
Do	Randolph-Macon Woman's College.	1893	16	38	0	841	0	140			
	Arts and sciences		16	38	0	827	0	140			
	Graduate				0	6					
	Special				0	8					
	Education				0	213					
	Fine arts				0	68					
	Music				0	251					
Do	Virginia Theological Seminary and College [2] [10]	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	14	0	175					0
	Preparatory		0	4	0	65					
	Arts and sciences		0	3	0	65					
	Special		0	7	0	45					
Petersburg	Southern College [1] (arts and sciences).	1863	2	10	0	50					0
Richmond	Union Theological Seminary	1812	9	0	157	0	19	0			0
Do	University of Richmond	1832	46	15	709	318	84	63	1		3
	Arts and sciences		35	15	500	313	58	61	1	0	
	Commerce		5	0	70	0	8	0			
	Law		11	0	149	5	18	2			
	Summer school (1925)		13	1	90	114					
Do	Virginia Union University [2]	1865	29	4	426	137	43	11	1	0	5
	Preparatory		4	3	106	0					
	Arts and sciences		14	1	271	137	32	11	1	0	
	Theology		6	0	36	0	4	0			
	Law		5	0	18	0	7	0			
	Summer school (1925)		9	5	30	135					
	Extension courses		5	0	21	104					
Roanoke	Virginia College [1]	1893	6	18	0	159					0
	Preparatory		0	4	0	51					
	Arts and sciences		2	9	0	84					
	Special		0	4	0	24					
	Journalism		0	1	0	15					
	Home economics		0	2	0	20					
	Fine arts		0	1	0	30					
	Music		4	1	0	85					
Salem	Roanoke College	1843	22	0	257	0	39	0			1
	Arts and sciences		22	0	255	0	39	0			
	Graduate				2	0					
	Summer school (1925)		18	0	71	106					
	Extension courses		7	0	24	93					
Staunton	Mary Baldwin College [1]	1842	3	28	0	361	0	10			0
	Preparatory		0	11	0	194					
	Arts and sciences		0	9	0	110	0	10			
	Special		3	8	0	57					
	Education		0	1	0	46					
	Home economics		0	1	0	37					
	Fine arts		0	2	0	56					
	Music		2	3	0	189					
Sweet Briar	Sweet Briar College (arts and sciences).	1906	7	30	0	437	0	68			0
Theological Seminary.	Protestant Episcopal Theological Seminary [10].	1823	8	0	70	0	15	0			3

[1] Junior college. [2] Colored. [10] Statistics of 1924.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
College Place	Walla Walla College	1892	18	16	237	287	21	10			0
	Preparatory		4	1	80	94					
	Arts and sciences		14	11	145	160	19	10			
	Special		0	4	12	33					
	Theology				4	0	2	0			
	Summer school (1925)		3	4	10	61					
Lacey	St. Martin's College [1]	1895	21	0	232	0					0
	Preparatory		16	0	200	0					
	Arts and sciences		5	0	32	0					
Spokane	Gonzaga University	1887	60	0	785	0	54	0	32	0	0
	Preparatory		23	0	398	0					
	Arts and sciences		18	0	238	0	48	0			
	Graduate				91	0			32	0	
	Commerce		4	0	27	0					
	Journalism		1	0	34	0					
	Education		1	0	65	0					
	Music		1	0	30	0					
	Law		12	0	59	0	6	0			
	Summer school (1925)		12	1	33	81					
Do	Whitworth College	1859	6	6	40	33	0	2			1
	Preparatory				6	3					
	Arts and sciences		6	6	34	30	0	2			
Tacoma	College of Puget Sound	1903	17	9	193	368	20	16			2
	Arts and sciences		15	8	181	242	20	16			
	Music		2	1	12	126					
	Summer school (1925)		10	1	38	85					
Walla Walla	Whitman College (arts and sciences).	1866	28	9	344	264	50	33			3
WEST VIRGINIA											
Barboursville	Morris Harvey College	1888	5	10	76	99	5	6			0
	Preparatory		2	2	31	39					
	Arts and sciences		5	3	49	45	5	6			
	Special		0	6	15	29					
Bethany	Bethany College	1841	19	9	184	130	24	20			0
	Arts and sciences		19	9	174	127	24	20			
	Graduate				4	1					
	Special				6	2					
Buckhannon	West Virginia Wesleyan College.	1890	19	9	212	211	29	30			0
	Arts and sciences		19	9	178	165	29	30			
	Graduate				2	3					
	Special				32	43					
	Summer school (1925)		12	5	109	166					
	Extension courses				1	15					
Elkins	Davis and Elkins College	1904	10	10	172	126	12	4			3
	Preparatory		1	3	17	9					
	Arts and sciences		9	7	140	97	12	4			
	Graduate				15	45					
Harpers Ferry	Storer College [1 2]	1867	7	9	77	122					0
	Preparatory		4	5	64	90					
	Arts and sciences		3	4	13	32					
Lewisburg	Greenbrier College for Women.	1812	0	16	0	130					0
	Preparatory		0	5	0	82					
	Arts and sciences		0	5	0	32					
	Special		0	6	0	16					0
Philippi	Broaddus College [1]	1871	9	12	102	96					
	Preparatory		4	4	27	14					
	Arts and sciences		6	3	55	41					
	Special		0	6	20	41					
	Summer school (1925)		2	2	29	37					
	Extension courses		2	1	5	9					
Salem	Salem College	1892	15	14	146	315	14	11			1
	Preparatory		3	4	25	36					
	Arts and sciences		12	10	115	187	14	11			
	Music				16	92					
	Summer school (1925)				180	252					
	Extension courses				30	100					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1925–26*—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											
Appleton	Lawrence College	1849	44	27	593	708	48	73	1	2	4
	Arts and sciences		34	16	439	447	48	71	1	2	
	Music		10	12	180	353	0	2			
Ashland	Northland College	1892	25	14	142	102	8	5			0
	Preparatory		7	5	32	20					
	Arts and sciences		15	8	90	59	8	5			
	Music		3	1	20	23					
Beloit	Beloit College	1847	38	10	325	250	46	29	2	0	4
	Arts and sciences		38	10	323	249	46	29			
	Graduate				2	1			2	0	
Milton	Milton College	1867	14	6	106	116	17	11			2
	Arts and sciences		14	4	94	79	17	11			
	Music		1	3	48	74					
Milwaukee	College of Electrical Engineering.	1905	16	0	300	0	22	0			
Do	Marquette University	1881	345	36	3,313	763	352	47	4	6	4
	Preparatory		21	0	489	0					
	Arts and sciences		54	3	671	153	49	13			
	Graduate				24	25			4	6	
	Special		43	29	89	437					
	Unclassified engineering				65	0					
	Chemical engineering		4	0	29	0	3	0			
	Civil engineering		4	0	113	0	8	0			
	Electrical engineering		3	0	168	0	15	0			
	Mechanical engineering		3	0	79	0	20	0			
	Commerce		30	0	584	83	35	2			
	Journalism		4	0	88	28	8	26			
	Music		6	4	2	19	0	3			
	Law		19	0	216	6	56	1			
	Medicine		153	2	308	8	49	1			
	Dentistry		51	2	388	4	109	1			
	Summer school (1925)		40	5	109	520					
	Extension courses		20	1	19	276					
Do	Milwaukee-Downer College (arts and sciences).	1851	0	42	0	472	0	38			0
Mount Calvary	St. Lawrence College [1]	1856	13	0	160	0					
	Preparatory		11	0	118	0					
	Arts and sciences		11	0	42	0					
	Music		2	0	35	0					
Nashotah	Nashotah House	1842	9	0	62	0					
	Preparatory		4	0	32	0					
	Theology		5	0	30	0					
Plymouth	Mission House College	1862	15	0	79	3	14	0			4
	Arts and sciences		10	0	61	3	6	0			
	Theology		5	0	18	0	8	0			
Prarie du Chien	St. Mary's College	1872	2	14	0	155	0	9			0
	Arts and sciences		2	9	0	105	0	9			
	Special		0	5	0	50					
	Summer school (1925)		0	6	0	120					
Ripon	Ripon College	1850	20	16	294	184	37	46			2
	Arts and sciences		20	16	294	184	37	46			
	Music		2	3	27	58					
	Military drill				202	0					
St. Francis	St. Francis Seminary	1856	21	0	322	0	17	0	5	0	0
	Preparatory		15	0	149	0					
	Arts and sciences		7	0	87	0	17	0	5	0	
	Theology		11	0	86	0					
Watertown	Northwestern College	1865	18	0	240	60	13	0			0
	Preparatory		8	0	128	52					
	Arts and sciences		10	0	112	8	13	0			
	Military drill				225	0					
Waukeska	Carroll College	1846	20	12	258	232	29	25			2
	Arts and sciences		18	8	245	149	29	25			
	Special				3	8					
	Music		2	4	18	115					
Wauwatosa	Evangelical Lutheran Theological Seminary.	1865	5	0	41	0					0

[1] Junior college.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*

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)	Productive funds
1	2	3	4	5	6	7
ALABAMA						
Athens College for Young Women	8,000	$64,000	----------	$457,800	----------	----------
Birmingham-Southern College	20,000	160,000	$500,000	500,000	$150,000	$600,000
Howard College	20,000	66,035	108,075	247,190	97,000	450,000
Judson College	11,000	134,618	58,500	495,395	265,000	308,462
Marion Institute	5,000	65,000	75,000	275,000	90,000	150,000
Woman's College of Alabama	8,160	48,474	57,653	442,469	238,763	190,976
St. Bernard College	11,000	52,000	50,000	200,000	----------	----------
Spring Hill College	25,000	120,000	75,000	200,000	----------	50,000
Talladega College [1]	26,000	54,000	----------	616,655	197,400	218,294
ARKANSAS						
Henderson-Brown College	8,000	32,240	63,700	236,927	----------	235,000
Ouachita College	8,000	66,308	37,272	284,622	175,000	532,219
Arkansas College	8,200	55,215	60,451	219,650	175,000	150,000
College of the Ozarks	8,000	28,137	44,500	200,500	----------	204,064
Central College	4,000	35,000	19,500	244,449	154,449	10,000
Hendrix College	21,500	59,373	26,100	292,987	----------	597,783
Arkansas Baptist College [1]	3,500	25,000	60,000	85,000	----------	----------
Little Rock College	1,500	40,000	40,000	750,000	500,000	----------
St. John's Ecclesiastical Seminary	5,000	----------	----------	----------	----------	----------
Galloway Woman's College	6,285	75,000	29,000	531,000	350,000	215,000
CALIFORNIA						
Pacific Union College	8,550	43,953	25,589	254,986	85,674	----------
Lincoln College of Law	1,200	3,500	----------	----------	----------	----------
College of Notre Dame	4,000	15,000	40,000	185,000	25,000	----------
Berkeley Baptist Divinity School	7,500	18,400	26,000	123,768	----------	189,553
Pacific School of Religion	25,000	76,806	96,000	257,000	50,000	911,819
Pacific Unitarian School for the Ministry	19,105	23,448	----------	99,089	4,089	459,442
Pomona College	51,000	290,413	333,269	1,282,214	395,923	1,975,452
College of Medical Evangelists	6,558	42,333	41,420	166,619	49,936	----------
California Christian College	2,807	60,000	85,228	492,833	444,700	229,656
College of Osteopathic Physicians and Surgeons	1,000	14,734	15,077	35,138	----------	----------
Loyola College	8,000	65,000	120,000	500,000	----------	----------
Occidental College	25,000	107,150	219,098	711,094	201,305	786,552
Southwestern University	1,700	29,878	150,000	140,000	----------	----------
University of Southern California	85,000	392,146	----------	2,500,000	140,010	600,000
St. Patrick's Seminary	20,000	50,000	50,000	700,000	----------	----------
Mills College	38,000	280,056	219,853	930,078	486,061	1,309,380
St. Mary's College	17,845	77,875	1,250,000	150,000	----------	----------
California Institute of Technology	17,885	439,137	185,000	1,200,587	29,562	5,500,000
Pasadena College	3,500	8,679	83,875	32,892	16,000	----------
University of Redlands	18,366	181,845	179,135	793,193	350,684	1,471,016
Sacramento College of Law	60	400	----------	----------	----------	----------
San Francisco Theological Seminary	19,700	----------	----------	240,524	----------	851,532
Church Divinity School of the Pacific	40,000	----------	----------	65,000	----------	125,000
College of Physicians and Surgeons (dental)	3,500	54,354	35,000	85,000	----------	----------
Golden Gate College	500	2,000	----------	----------	----------	----------
St. Ignatius College	18,000	35,000	350,000	450,000	----------	----------
San Francisco Law School	2,500	8,423	----------	----------	----------	----------
Dominican College	15,000	----------	----------	----------	----------	----------
University of Santa Clara	70,000	265,000	----------	1,250,000	----------	----------
Leland Stanford Junior University	390,000	2,473,768	----------	8,950,965	2,403,718	28,394,129
College of the Pacific	17,000	148,502	145,000	890,373	150,000	329,000
Whittier College	10,765	55,412	108,200	209,233	62,853	356,246

[1] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
COLORADO						
Colorado College	90,000	$214,400	$265,000	$711,160	$176,000	$2,137,000
Colorado Woman's College	3,115	28,638	78,726	131,434		2,713
Iliff School of Theology	11,000	20,000	50,000	280,000	30,000	320,000
Regis College	25,000	150,000	100,000	500,000	225,000	
University of Denver	51,000	193,895	95,750	781,645	30,000	1,008,462
Westminster Law School	3,000	5,000				
Loretto Heights College	8,000	150,000		1,000,000		
CONNECTICUT						
Hartford Seminary Foundation	123,608					
Trinity College	100,000	269,153	162,000	945,914	425,000	2,024,850
Berkeley Divinity School	33,000		250,000	150,000		400,000
Wesleyan University	151,000	257,996	194,743	1,472,140	314,775	4,148,268
Albertus Magnus College	2,400	6,500	300,000	200,000	150,000	
Yale University	1,697,322	6,752,720		39,488,279	11,335,339	45,603,713
Connecticut College for Women	20,000	285,000	387,000	755,000	555,000	1,000,000
DISTRICT OF COLUMBIA						
American University	50,000	50,000	860,000	1,368,000		756,000
Catholic Sisters College	7,100					
Catholic University of America	300,000	822,000	129,239	3,783,558	468,480	2,903,642
Georgetown University	260,000			8,424,187		
George Washington University	65,000	253,890		1,582,481		847,509
Howard University [1]	42,511	277,146	744,097	1,036,026	160,000	592,532
National University Law School	6,000					
Robert Brookings Graduate School	3,500	10,000		194,000		689,776
Trinity College	32,000	620,000	179,818	2,165,206		
Washington College of Law	3,000	5,000		100,000		22,000
Washington Missionary College	10,000	45,518	20,459	223,000		
FLORIDA						
John B. Stetson University	35,000	121,112		374,077		1,023,000
Southern College	7,000	90,000	500,000	325,000	175,000	750,000
St. Leo College and Abbey	12,000	15,600	150,000	100,000	50,000	
Rollins College	10,772	32,793	57,900	134,703	44,349	580,970
GEORGIA						
Lucy Cobb Institute	5,280	10,000		100,000		20,000
Atlanta College of Pharmacy		7,500				
Atlanta Law School	1,000	1,000				
Atlanta-Southern Dental College	1,000	110,937	41,200	210,135		
Atlanta Theological Seminary	7,000	10,000	25,000	55,000	25,000	
Atlanta University [1]	16,263	20,006	95,660	172,100	81,475	265,587
Clark University [1]	5,500	100,000	100,000	345,000		200,000
Gammon Theological Seminary [1]	18,000		17,000	219,000	40,000	600,000
Morehouse College [1]	6,500	58,900	46,200	450,901	185,000	322,918
Morris Brown University [1]	3,000	10,000	50,350	191,020		
Southern College of Pharmacy	300	5,000				
Paine College [1]	5,611	13,690	110,000	113,146	123,000	30,375
Andrew College	3,000	19,500	4,500	160,000		33,000
Agnes Scott College	17,500	114,095	164,055	608,234		1,031,378
Piedmont College	17,000	25,000	139,294	208,670	160,000	98,000
Emory University	98,000	429,008	337,839	3,464,167	263,817	4,366,995
Bessie Tift College	10,000	64,246	23,800	207,272	150,000	79,000
Brenau College	10,000	70,000	77,000	325,000	195,000	325,000
La Grange College	7,960	35,000	50,000	252,000	177,000	161,102
South Georgia College	3,000	31,750	15,000	193,000	45,000	25,000
Mercer University	30,780	75,576	400,000	425,000	200,000	873,100
Wesleyan College	11,015	105,201	300,000	330,426		559,000
Oglethorpe University	17,000	100,000	200,000	100,000	350,000	10,000
Shorter College	12,000			488,846		
Reinhardt College	5,000	50,000	80,000	160,000	20,000	50,000
Young Harris College	5,000	15,500	30,000	75,000	50,000	125,000
IDAHO						
College of Idaho	7,000	24,734	21,750	104,500		340,505
Gooding College	6,500	22,000	10,000	125,000		200,000

[1] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
ILLINOIS						
Hedding College	7,400			$225,000		
Shurtleff College	18,608	$37,500	$108,750	258,000	$125,000	$437,477
Aurora College	9,569	31,852	24,785	344,761	171,191	201,451
Illinois Wesleyan University	26,068	125,900	96,630	533,000		1,264,442
St. Viator College	19,626	98,000	9,000	282,000	212,000	
Blackburn College	4,000	31,518	24,000	223,567	126,210	654,559
Carthage College	16,008	72,000	13,457	221,855	128,293	369,466
Armour Institute of Technology	31,327	269,551		538,000		
Bethany Bible School	4,980	27,789	37,768	134,461		57,928
Chicago College of Osteopathy	1,300	25,793	100,000	188,467		
Chicago-Kent College of Law	5,000					
Chicago Law School	3,500	10,500				
Chicago Medical School	1,000	25,000	10,000	100,000		
Chicago Theological Seminary	50,000	50,000	100,000	330,000	300,000	1,178,319
De Paul University	15,000	120,000	200,000	850,000		
John Marshall Law School	4,100	6,000				
Lewis Institute	2,800	365,590	119,010	443,333	50,000	1,260,190
Loyola University	107,000	250,000	3,195,000	2,200,000		110,000
McCormick Theological Seminary	55,040			548,190		2,484,645
Meadville Theological School	40,000	44,459	10,000	225,000	63,000	
St. Francis Xavier College	17,890	61,200		1,113,349	22,000	
University of Chicago	739,213	2,476,649	5,091,618	11,232,815	681,899	35,303,567
James Millikin University	19,618	145,853	215,000	718,200	74,200	1,772,220
Elmhurst College	12,000	81,707	135,000	435,000	235,000	77,058
Eureka College	18,000	116,000	56,200	262,000	56,600	797,021
Garrett Biblical Institute	129,756	215,000		4,310,360	145,447	548,856
Northwestern University	232,313	803,396	3,040,000	1,984,500	269,947	14,138,677
Norwegian-Danish Theological Seminary	6,000					10,700
Wesley Academy and Theological Seminary	5,000	12,500	150,000	75,000		40,000
Ewing College	1,200	6,000	1,000	65,000	15,000	18,000
Knox College	30,000	88,441	206,400	658,733	366,611	1,673,032
Lombard College	17,222	60,917	50,000	282,639	78,125	465,840
Monticello Seminary	7,000			2,000,000		100,000
Greenville College	6,000	31,968	47,655	143,127	70,000	115,000
Illinois College	25,000	69,625	112,735	210,300	74,600	1,105,869
Illinois Woman's College	14,000	130,887	60,453	688,933	275,000	600,000
Broadview College	12,000	46,926	45,488	213,720	156,073	
Ferry Hall	6,500	500,000		400,000		
Lake Forest College	37,000	146,719	1,000,000	823,950	328,500	1,511,819
McKendree College	8,000	25,000	15,000	198,000	100,000	368,962
Lincoln College	7,000	28,100	87,100	156,712	12,000	300,000
St. Procopius College	24,000	161,681	101,000	820,107		
Theological Seminary of the Evangelical Lutheran Church	15,000	29,346	94,600	313,194	71,274	323,391
Monmouth College	18,000	86,600	77,100	702,100	185,000	1,069,000
Frances Shimer School	6,065	33,253	29,365	360,688	187,688	130,000
Mount Morris College	20,000	27,075	80,000	205,000	65,000	226,133
Evangelical Theological Seminary	5,248	10,000	7,376		181,328	
North Central College	20,000	102,423	103,660	735,564	118,268	613,485
Rosary College	14,000	146,288	71,846	1,956,757		202,223
Bradley Polytechnic Institute	20,000	225,000	400,000	600,000	7,750	2,745,000
Rockford College	15,000	117,862	50,000	461,159		915,142
Augustana College	40,500	277,946	55,581	606,299	240,040	521,675
Wheaton College	18,000	52,014	70,888	370,604	72,980	392,189
INDIANA						
Wabash College	65,000	115,847	125,000	332,000		1,484,593
Earlham College	32,000	75,044	80,000	238,915	106,100	1,121,503
Evansville College	11,000	83,844	109,021	400,419		143,575
Franklin College	28,000	91,550	108,027	275,000	65,000	748,047
Goshen College	8,166		10,000	110,000	17,000	25,549
De Pauw University	62,733	148,500	108,035	946,312	359,312	4,509,989
Hanover College	30,000	45,389	3,000	217,600	30,000	628,738
Huntington College	7,000	14,664	18,050	71,000	6,000	116,000
Benjamin Harrison Law School	1,000					
Butler College	25,000	75,000	500,000	475,000	25,000	1,000,000
Indiana Central College	8,000	50,618	61,491	433,000	285,000	5,590

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
INDIANA—continued						
Indiana Law School	2,500	$5,000				
Indianapolis College of Pharmacy	2,200	25,000	$25,000	$100,000		$500
Marion College	3,900	20,000	10,000	190,000	$90,000	124,812
Manchester College	14,000	51,500	23,327	324,304	115,249	518,795
St. Mary's College and Academy	15,658		893,600	3,800,000	1,600,000	
University of Notre Dame	200,000	915,363	274,848	2,994,014	1,053,778	1,000,000
Oakland City College	8,400	43,201	123,898	29,100	19,100	615,421
St. Mary-of-the-Woods College	28,387	115,794	198,000	2,272,239		148,055
St. Meinrad Seminary	35,000					
Rose Polytechnic Institute	15,000	123,000	30,600	345,000		1,500,000
Taylor University	9,000	80,675	58,923	483,115	259,635	225,539
Valparaiso University	18,000		80,280	486,400	150,000	82,354
Vincennes University	5,000	22,883	161,400	101,000		2,500
IOWA						
Coe College	27,000	268,596	150,000	449,208	161,178	1,210,404
Wartburg College	7,000	28,000	18,000	225,000	60,000	31,796
St. Ambrose College	10,000	73,000	100,000	450,000	150,000	585,000
Luther College	37,000	247,414	20,372	567,537	200,000	304,599
Des Moines University	23,000	175,000	125,000	367,460	183,860	168,000
Des Moines Still College of Osteopathy	50	13,545	81,000	75,000		
Drake University	40,000	172,967		1,000,000		866,770
Grand View College	7,000	10,000	50,000	45,000	25,000	135,000
Columbia College	20,000	50,000	430,000	729,004	300,000	1,000,000
Mount St. Joseph College	11,000	344,000	50,000	1,250,000	750,000	360,000
University of Dubuque	13,169	103,467	91,837	385,518	98,546	645,025
Wartburg Theological Seminary	12,000	30,000	10,000	280,000	40,000	47,277
Parsons College	16,000	146,630	41,650	380,217	28,346	36,848
Upper Iowa University	10,480	37,800	111,750	249,000	12,000	425,000
Grinnell College	78,000	337,945	223,254	807,124		1,558,000
Lenox College	10,000	3,000	7,000	250,000	30,000	75,000
Simpson College	20,000	85,620	75,000	408,992	75,000	668,920
Ellsworth College	10,500	25,000	200,000	200,000	120,000	400,000
Graceland College	13,000	38,000	30,000	218,000	60,000	200,000
Western Union College	8,500	43,988	32,000	373,500	125,000	65,560
Iowa Wesleyan College	22,764	100,000	100,000	400,000	125,000	500,000
Cornell College	58,000	117,801	70,268	517,203	76,221	1,696,327
Penn College	12,935	73,069	43,928	376,882	116,675	324,156
Central College	12,000	25,000	51,000	307,000	85,000	207,631
Morningside College	28,000	89,374	105,420	262,966		601,015
Buena Vista College	10,441	28,590	35,066	179,673		201,000
Tabor College	17,000	10,000	32,000	300,000	40,000	40,000
John Fletcher College	11,000	28,214	63,700	212,200		204,335
KANSAS						
St. Benedict's College	40,000	225,000	97,000	1,000,000	550,000	136,000
Baker University	41,821	143,390	47,976	383,640	14,223	826,081
College of Emporia	11,975	149,440	51,542	418,000	201,500	412,530
Hesston College	3,100	13,000	11,810	67,000	18,600	3,000
Highland College	3,000	14,900	14,000	71,800		100,430
Kansas City Baptist Theological Seminary	8,500	10,000	45,000	155,000	25,000	125,000
Kansas City University	8,000	20,000	50,000	125,000	75,000	20,000
St. Mary College and Academy	6,600	16,550	250,000	750,000		
Bethany College	11,000	77,489		157,307	25,000	335,922
Central Academy and College	4,000	20,000	13,000	210,000	85,000	13,000
McPherson College	7,000	83,502	29,000	297,000	95,000	400,025
Bethel College	10,500	40,000	10,000	235,000	55,000	228,312
Ottawa University	13,100	66,183	44,184	317,119	10,000	570,745
St. Mary's College	28,500	302,449	204,108	1,323,694	150,913	
Kansas Wesleyan University	9,060	62,507	50,958	240,000	50,000	235,263
Sterling College	8,500	39,332	33,222	287,277	85,720	207,113
Washburn College	30,000	178,292	648,265	701,439	157,775	1,092,580
Fairmount College	40,000	120,607	88,450	203,962	46,010	106,283
Friends University	9,306	37,984	35,000	294,048	20,000	356,348
Southwestern College	17,000	57,600	76,400	499,000	72,000	521,204

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
KENTUCKY						
Union College	5,000	$14,000	$50,000	$147,000	$80,000	$359,555
Berea College	45,567	159,394	335,098	538,526	112,623	788,645
Ogden College	6,000	7,000	50,000	150,000	----	200,000
Centre College	34,464	99,203	84,000	402,405	70,724	1,151,756
Georgetown College	25,000	44,975	88,574	208,164	32,500	638,476
Bethel Woman's College	3,000	10,000	----	240,000	----	11,000
Kingswood Holiness College	350	----	----	----	----	----
Hamilton College	1,425	----	80,000	155,000	95,000	----
Transylvania College and College of the Bible	30,000	150,000	578,000	750,000	228,000	1,163,977
Sue Bennett Memorial School	3,000	50,000	30,000	325,000	125,000	----
Jefferson Law School	1,000	1,000	----	----	----	----
Louisville College of Pharmacy	1,500	35,000	----	100,000	----	----
Presbyterian Theological Seminary [2]	21,305	10,000	----	307,203	228,286	718,286
Simmons University [1]	2,500	9,601	30,000	174,552	112,487	----
Southern Baptist Theological Seminary	33,000	100,000	250,000	1,800,000	1,150,000	1,750,000
Nazareth Junior College	10,710	1,058,410	200,000	1,000,000	----	----
Bethel College	8,000	29,476	32,000	150,715	84,040	85,000
Logan College	2,600	11,250	10,000	155,000	100,000	----
St. Mary's College	6,500	27,000	75,000	100,000	50,000	----
Cumberland College	5,553	----	75,000	350,000	202,000	431,953
Asbury College	8,392	78,061	45,415	668,312	----	905
Kentucky Wesleyan College	6,000	30,000	46,875	383,000	161,000	157,000
LOUISIANA						
Silliman College [2]	1,400	10,000	7,500	132,500	----	40,000
Jefferson College	2,000	----	----	----	----	----
Mansfield Female College	2,200	16,000	40,000	175,000	----	----
Loyola University	23,000	232,300	----	2,500,000	----	----
New Orleans College [1]	4,650	20,000	250,000	150,000	100,000	105,000
Straight College [1]	5,000	20,500	275,000	190,000	90,000	----
Tulane University of Louisiana	112,000	1,179,340	526,530	2,571,710	431,636	6,992,453
Louisiana College	8,000	88,863	19,304	348,832	107,583	298,074
Centenary College	12,500	61,798	168,085	255,789	164,427	651,613
MAINE						
Bangor Theological Seminary	36,000	35,000	30,000	117,013	34,500	595,616
Bowdoin College	125,000	2,894,958	----	3,000,000	305,000	4,259,000
Bates College	50,000	103,966	120,857	558,345	163,927	1,500,000
Colby College	66,000	46,294	----	375,621	----	1,237,360
MARYLAND						
St. John's College	13,200	56,606	150,000	469,953	187,000	151,300
College of Notre Dame of Maryland	13,000	50,000	1,000,000	1,300,000	450,000	435,000
Goucher College	40,000	478,039	203,362	1,718,306	804,093	2,357,694
Johns Hopkins University	283,242	897,404	----	6,581,603	509,549	23,105,547
Loyola College	25,000	----	----	----	----	----
Morgan College [1]	5,800	65,000	85,000	497,300	99,516	65,110
St. Mary's Seminary and University	34,673	----	----	----	----	----
St. Charles College	25,000	25,000	80,000	2,000,000	426,000	----
Washington College	6,200	38,658	35,000	396,571	110,653	16,366
Mount St. Mary's College	22,000	----	----	1,500,000	----	----
St. Joseph's College [2]	7,600	300,000	40,000	2,500,000	----	----
Hood College	9,100	89,662	100,155	764,252	374,206	203,882
Maryland College for Women [2]	5,000	75,000	50,000	375,000	175,000	260,000
Blue Ridge College	4,500	18,000	4,000	128,000	60,000	58,135
Western Maryland College	16,500	89,060	350,000	873,770	----	346,954
Westminister Theological Seminary	2,500	----	----	200,000	----	----
Woodstock College	70,500	250,000	30,000	1,000,000	----	----

[1] Colored.

[2] Statistics of 1924.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
MASSACHUSETTS						
Amherst College	130,000	$309,239	$221,299	$2,087,113	$399,866	$9,469,715
Boston University	147,000	256,574	921,334	2,348,994	373,729	3,396,326
Emmanuel College	14,200	558,000	----------	1,250,000	----------	----------
Gordon College of Theology and Missions	17,000	45,000	56,000	275,000	145,000	100,000
Massachusetts College of Pharmacy	6,600	91,000	117,200	700,000	----------	708,562
Northeastern University	10,631	156,522	----------	----------	----------	89,672
Portia Law School	3,200	10,000	----------	50,000	----------	----------
St. John's Boston Ecclesiastical Seminary	20,000	----------	----------	----------	----------	----------
Simmons College	39,550	186,820	657,008	902,054	305,677	3,286,747
Suffolk Law School	5,000	10,000	----------	700,000	----------	1,000
Bradford Academy	9,500	----------	----------	417,122	----------	134,000
Episcopal Theological Seminary	25,000	26,673	----------	603,630	158,216	1,515,006
Harvard University	2,416,500	----------	----------	----------	----------	76,022,426
Massachusetts Institute of Technology	170,000	2,466,863	3,400,705	7,208,460	553,562	28,016,724
New Church Theological School	14,000	----------	----------	100,000	----------	283,965
Radcliffe College	50,000	245,000	1,000,000	1,782,000	904,000	3,510,000
Boston College	70,000	500,000	1,000,000	2,000,000	----------	353,650
Newton Theological Institution	40,000	50,000	53,200	129,971	90,650	1,012,283
Smith College	125,050	827,168	901,378	4,386,459	2,097,739	4,653,786
Wheaton College	16,000	165,082	----------	1,346,567	----------	780,000
Mount Holyoke College	91,469	554,360	120,096	3,023,575	1,759,764	2,249,169
Atlantic Union College	4,800	21,508	17,605	70,835	19,478	----------
Tufts College	90,000	306,000	417,962	1,457,888	310,492	6,631,775
Wellesley College	113,673	1,163,974	433,120	4,498,577	----------	5,230,998
Williams College	110,000	999,348	140,734	2,972,485	917,477	5,160,641
Clark University [2]	115,000	275,000	----------	600,000	----------	4,253,100
College of the Holy Cross	70,000	264,000	150,000	2,179,272	1,350,000	----------
Worcester Polytechnic Institute	20,000	593,302	289,200	1,396,966	----------	2,594,010
MICHIGAN						
Adrian College	9,000	69,445	10,000	250,000	90,000	54,346
Albion College	31,551	125,114	65,000	941,643	230,000	618,724
Alma College	35,821	87,092	44,700	389,500	149,000	725,912
Battle Creek College	12,500	85,000	----------	105,000	----------	827,500
Emmanuel Missionary College	11,900	81,969	53,536	217,264	87,825	----------
Detroit College of Law (Y. M. C. A.)	5,700	40,000	----------	----------	----------	----------
University of Detroit	45,000	290,125	3,250,900	1,974,402	----------	60,000
Theological School and Calvin College	12,000	50,000	100,000	500,000	200,000	75,000
Suomi College and Theological Seminary	7,200	10,599	13,843	26,897	----------	----------
Hillsdale College	30,000	54,073	43,773	571,100	171,100	754,190
Hope College	30,000	50,000	125,000	653,600	150,000	850,000
Western Theological Seminary	15,000	50,000	25,000	175,000	60,000	200,000
Kalamazoo College	20,000	50,000	55,000	369,752	228,000	1,088,294
Marygrove College	18,000	57,000	350,000	70,000	----------	----------
Nazareth College	12,000	----------	----------	----------	----------	----------
Olivet College	35,000	145,000	----------	225,000	80,000	250,000
MINNESOTA						
St. Johns University	44,000	125,000	150,000	806,500	150,000	65,000
College of St. Scholastica	10,000	77,600	32,000	750,000	----------	----------
Seabury Divinity School	20,000	10,312	1,300	102,000	90,000	452,912
Augsburg Seminary	10,000	25,972	----------	125,000	----------	65,466
Minnesota College of Law	3,200	3,600	----------	----------	----------	----------
Northwestern College of Law	----------	1,270	----------	----------	----------	----------
Concordia College	15,000	47,360	71,000	337,000	122,000	186,259
Carleton College	85,500	327,986	182,831	677,327	----------	2,264,347
St. Olaf College	25,321	119,502	61,220	684,374	121,500	302,424
St. Benedict's College	15,500	150,000	60,000	1,500,000	316,390	----------
Bethel Institute	18,000	40,689	----------	129,887	----------	64,611
College of St. Catherine	20,100	58,000	162,966	1,120,010	420,000	499,150

[2] Statistics of 1924.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
MINNESOTA—continued						
College of St. Thomas	15,000	$80,000	$175,000	$770,000	$225,000	$300,000
Concordia College	4,000	20,000	300,000	500,000	250,000	
Hamline University	26,000	90,991	123,000	497,621	231,207	1,198,030
Luther Theological Seminary	2,800	15,000	60,000	250,000	120,000	15,000
Macalester College	17,300	82,178	217,201	598,929	167,614	1,467,070
St. Paul College of Law	2,600	3,806				
St. Paul Theological Seminary	30,150	142,000	175,000	342,000	180,000	650,000
Gustavus Adolphus College	15,000	75,000	483,320	450,000	35,000	505,488
College of St. Teresa	22,000	350,705	95,886	2,179,222	647,500	
St. Mary's College	6,000	40,000	30,000	975,000	250,000	50,000
MISSISSIPPI						
Blue Mountain College	9,100	45,000	18,000	190,018	165,000	81,000
Whitworth College	7,000	60,000	100,000	300,000	150,000	35,000
Hillman College	3,000	10,370	15,000	38,000		
Mississippi College	10,000	127,353	3,500	650,000	260,000	624,054
Grenada College	7,000	32,000	30,000	300,000	200,000	150,000
Mississippi Woman's College	8,949	27,551	19,950	312,500	179,000	303,462
Mississippi Synodical College	1,200	20,000	7,000	98,000		13,000
Rust College [1]	6,700	17,375	300,000	250,000		32,000
Belhaven College	4,000	25,000	250,000	150,000	100,000	300,000
Jackson College [1]	2,500	20,000	50,000	130,000	65,000	
Millsaps College	15,000	45,000	200,000	315,000		786,184
Clark Memorial College	2,750	14,000	5,500	112,000	52,000	
Tougaloo College [1]	5,000	60,000	25,000	278,050	105,500	12,200
MISSOURI						
Palmer College	3,900	17,800	8,000	275,000	60,000	110,700
Southwest Baptist College [2]	2,800	13,180		178,000		6,100
Missouri Christian College	3,284	10,000	10,000	50,000	25,000	47,000
Missouri Wesleyan College	11,000	48,100	75,000	100,000	76,000	240,000
Culver-Stockton College	16,000	72,304	20,566	377,801	170,000	1,006,251
Ozark Wesleyan College	3,230	9,000	40,000	250,000	10,000	15,000
Christian College	6,125	55,442	75,000	535,064	325,335	44,570
Stephens College	6,000	100,644	133,000	819,552	510,864	31,361
Central College	20,167	100,000	75,000	561,000	308,000	927,420
Synodical College for Girls	4,040	19,614		150,000		15,500
Westminster College	11,400	49,449	67,646	258,199	36,431	627,636
William Woods College	6,700		25,000	444,435	166,465	532,090
Kansas City College of Pharmacy and Natural Sciences	500	35,000				
Kansas City School of Law	6,000	15,000				
Kansas City University of Physicians and Surgeons	500	3,000	15,000	60,000		
Kansas City Western Dental College	791	128,600		316,543		
Rockhurst College	10,950	40,500	73,000	200,000		
St. Teresa Junior College	8,000					
Kirksville College of Osteopathy and Surgery	1,500	70,000		430,000		
La Grange College	6,000	21,713	85,240	100,748	28,000	122,000
William Jewell College	35,000	48,078	81,669	525,355	192,500	1,000,594
Will Mayfield College	3,000	8,580	5,000	155,000	50,000	98,650
Missouri Valley College	23,000	176,143	15,000	330,337	68,000	561,413
Hardin College	4,522	35,000	30,000	505,613	327,708	
Cottey College	3,500	50,543	20,000	260,000	210,000	20,000
Park College	30,000	253,500	126,225	642,000	188,500	1,438,594
Lindenwood College	6,500	116,142	150,000	1,350,000	682,110	1,707,216
Benton College of Law	1,900	4,000				
City College of Law and Finance [2]	750	10,000				
College of the Sacred Heart	10,500	47,970	400,000	627,000		
Concordia Theological Seminary	15,000			250,000		
St. Louis College of Pharmacy		10,000		60,000		
St. Louis University	130,000	1,600,000	300,000	1,950,000		1,500,000
The Principia	7,507	207,171	275,074	740,351	303,482	7,000
Washington University	246,144	2,428,254	571,518	5,344,533	694,258	12,877,852
Xenia Theological Seminary	17,000	55,000	49,700	100,000	60,000	150,989

[1] Colored.

[2] Statistics of 1924.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
MISSOURI—continued						
Drury College	40,000	$90,000	$500,000	$750,000	$175,000	$1,074,915
Tarkio College	11,246	81,443	36,950	238,319	83,360	495,265
Central Wesleyan College	13,000	47,900	50,000	196,000	50,000	276,308
Eden Theological Seminary	11,300	200,000	93,000	664,511	270,000	85,000
Kendrick Theological Seminary	20,000	60,000	150,000	1,000,000	----------	----------
Webster College	10,000	41,945	----------	980,000	----------	----------
MONTANA						
Intermountain Union College	10,936	25,000	17,175	197,200	80,000	125,000
Mount St. Charles College	3,435	222,762	10,000	517,237	----------	402,500
NEBRASKA						
Cotner College	6,700	88,469	45,000	328,000	67,000	86,612
Dana College and Trinity Seminary	2,000	15,000	10,000	127,000	70,000	146,000
Nebraska Central College	1,800	6,500	18,000	75,000	25,000	50,000
Union College	9,200	30,000	50,351	274,235	124,000	----------
Doane College	15,000	42,998	104,100	248,281	59,002	384,704
Midland College	12,000	40,060	55,000	490,000	56,000	134,512
Grand Island College	11,000	24,400	20,000	354,707	130,000	61,827
Hastings College	10,000	37,136	82,690	230,000	82,599	400,842
Creighton University	78,500	535,774	367,600	2,297,000	30,000	2,317,488
Presbyterian Theological Seminary	10,000	8,380	20,000	69,500	----------	170,146
University of Omaha	5,500	26,354	20,000	82,845	----------	206,842
Nebraska Wesleyan University	18,765	54,573	115,000	394,851	----------	----------
York College	5,200	15,990	----------	113,000	----------	100,020
NEW HAMPSHIRE						
Dartmouth College	225,000	750,000	750,000	4,000,000	1,500,000	7,655,415
St. Anselm's College	13,000	----------	----------	----------	----------	----------
NEW JERSEY						
Bloomfield Theological Seminary	6,514	7,432	100,000	130,000	100,000	509,874
College of St. Elizabeth	15,000	271,925	39,000	1,224,355	927,000	60,000
Stevens Institute of Technology	15,000	200,000	735,000	1,025,000	75,000	2,800,000
Upsala College	4,500	30,000	250,000	275,000	150,000	150,000
Georgian Court College	8,500	131,000	1,000,000	1,000,000	250,000	150,000
Drew Theological Seminary	144,000	250,000	150,000	1,300,000	----------	1,100,000
New Jersey College of Pharmacy	500	25,000	25,000	225,000	----------	----------
New Jersey Law School	6,000	14,003	26,620	244,273	----------	----------
Theological Seminary of the Reformed Church in America	60,000	100,000	150,000	450,000	150,000	740,000
Princeton Theological Seminary	122,126	----------	----------	747,648	----------	3,982,750
Princeton University	579,503	----------	----------	----------	----------	15,000,000
St. Joseph's College	10,000	35,000	50,000	400,000	----------	25,000
Seton Hall College	20,000	----------	----------	----------	----------	----------
Alma College	3,000	----------	----------	----------	----------	----------
NEW YORK						
St. Rose's College	4,500	12,027	45,700	281,650	----------	----------
Alfred University	36,000	110,300	42,500	514,700	75,000	760,771
St. Stephen's College	34,653	152,319	93,000	869,750	400,981	211,605
Auburn Theological Seminary	44,222	45,000	45,000	310,000	65,000	1,171,907
Wells College	50,200	273,430	45,751	610,478	317,222	1,354,114
Adelphi College	18,022	44,966	169,402	[3]	----------	702,360
Brooklyn College of Pharmacy	7,000	16,100	----------	38,500	----------	----------
Long Island College Hospital	3,000	125,000	135,000	1,061,500	----------	----------
Polytechnic Institute of Brooklyn	16,800	300,125	525,000	515,400	----------	1,110,998
St. Francis College	7,350	26,555	155,000	787,000	----------	----------
St. John's College	10,000	167,800	500,000	2,000,000	200,000	392,000
St. Joseph's College for Women	9,525	56,895	175,000	203,000	----------	----------
Canisius College	23,000	330,000	250,000	600,000	----------	----------
De Lancey Divinity School	5,800	----------	----------	15,000	----------	64,820
D'Youville College	10,200	133,100	175,000	260,000	----------	----------

[3] Rented.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
NEW YORK—continued						
Martin Luther Theological Seminary	2,000	$1,500	$8,000	$15,500		
University of Buffalo	52,390	237,900	412,522	1,551,236		$4,409,310
St. Lawrence University	42,247	89,417	37,515	148,000		1,756,167
Hamilton College	114,989	138,500	150,121	1,342,408	$170,000	3,519,869
Elmira College	2,800	159,174	82,680	866,202	289,091	462,369
Mount St. Alphonsus Theological Seminary	28,000		100,000	800,000		
Hobart College	80,000	120,000	71,361	406,764	132,000	1,196,102
Colgate University	110,000	170,000	130,000	2,000,000		3,531,281
Hartwick Seminary	5,000	33,100	2,500	40,000		
Houghton College	5,300	15,000	14,000	130,000	40,000	115,000
Cornell University	742,723	3,859,345	525,379	10,793,361	1,201,283	19,584,693
Keuka College	8,515	66,726	22,500	710,000	435,652	144,479
College of New Rochelle	13,835	150,293	123,057	842,881		16,000
Barnard College	22,917	194,852	2,425,000	1,861,930	986,930	3,481,001
College of Mount St. Vincent	14,700	81,000		1,529,349		
College of the Sacred Heart	8,806	74,900	962,000	250,000		
Columbia University	1,055,198	2,424,454	7,657,484	15,875,315	3,328,387	50,389,375
Cooper Union	56,028			1,419,834		3,739,812
Fordham University	115,000	300,000	2,373,000	2,161,625	300,000	106,040
General Theological Seminary of the Protestant Episcopal Church	79,609	248,584	900,000	1,018,349	478,087	2,557,704
Jewish Theological Seminary of America	75,000	1,030,833	125,000			1,494,933
Manhattan College	15,581	359,000	350,000	1,800,000		
New York Homeopathic Medical College and Flower Hospital	14,000	108,757		954,194		218,445
New York Law School	11,234	12,100				
New York University	225,974	674,139	1,509,139	4,373,982	281,322	3,741,867
Rabbi Isaac Elchanan Theological Seminary	18,500	23,124	40,000	61,500		
The Biblical Seminary in New York	15,000	59,915	530,059	575,271		
Union Theological Seminary	167,820	260,273	1,234,592	1,612,858	309,042	7,485,329
Niagara University	16,000	355,000	500,000	1,200,000	700,000	
A. M. Chesbrough Seminary	4,000	132,287		55,500		
Clarkson College of Technology	6,760	64,500	23,178	134,169		
Vassar College	141,325	561,689		4,421,215	1,150,000	6,620,897
Rochester Theological Seminary	52,996	152,335	70,200	213,362		
St. Bernard's Seminary	21,500	48,000	40,000	500,000		107,000
University of Rochester	143,380	728,249	1,466,472	10,758,102	219,291	15,204,910
St. Bonaventure's College	18,143	441,167	112,800	805,800	360,000	33,050
Skidmore College	17,197	231,907	166,246	844,132	631,119	464,665
Union University	75,500	243,104	235,000	856,000	400,000	3,102,314
Syracuse University	157,376	923,268	333,337	4,280,077	366,226	2,379,180
Marymount College	10,000	125,000	400,000	1,090,000		
Rensselaer Polytechnic Institute	17,313	585,086	205,049	2,126,752	378,463	3,885,316
Russell Sage College	4,448	86,172	65,000	463,600		772,082
Good Council College	4,078	23,354	245,000	597,000	240,000	89,550
NORTH CAROLINA						
College of St. Genevieve of the Pines	12,000	15,850	81,000	142,000		204,000
Belmont Abbey College [2]	7,000	100,000	250,000	175,000	40,000	
Johnson C. Smith College [1]	13,550	62,601	270,000	471,668	182,953	1,440,000
Queens College	8,395		125,000	402,400	150,000	
Davidson College	22,675	185,202	46,389	677,738	265,524	872,396
Duke University [2]	65,400	160,716	711,089	886,590	440,013	2,715,907
Elon College	4,110	85,500	45,000	1,250,000	350,000	515,282
Greensboro College for Women	10,500	104,585	123,556	335,984		301,808
Guilford College	10,000	15,000	45,000	277,500	175,000	553,000
Lenoir-Rhyne College	8,000	35,000	75,866	206,475	75,000	467,000
Davenport College	5,000	24,000	25,000	100,000		150,000
Louisburg College	2,000	40,000	25,000	285,000	250,000	180,000
Mars Hill College	5,000	30,275	26,500	256,751	160,000	43,685
Chowan College	8,275	40,000	2,500	250,000	100,000	12,000

[1] Colored.

[2] Statistics of 1924.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
NORTH CAROLINA—continued						
Meredith College	12,582	$107,495	$200,000	$998,747	$546,247	$465,602
Peace Institute	4,000	80,546	75,000	228,000		
St. Mary's School	5,000			450,000		200,000
Shaw University [1]	9,560	25,000	200,000	400,000	180,000	354,700
Flora Macdonald College	8,000	56,063	35,309	149,860		161,355
Rutherford College [2]	1,500	8,000	30,000	81,000	46,000	
Catawba College	16,000	43,221	28,251	310,144	150,000	220,000
Livingstone College	8,665	100,000	65,000	400,000	100,000	500,000
Mitchell College	2,650	45,000	50,000	150,000	135,000	4,000
Wake Forest College	31,364	113,836	46,000	366,250	187,250	2,070,927
Weaver College	3,000	12,600	100,000	90,000	60,000	
Atlantic Christian College	7,000	10,000	50,000	70,000	50,000	116,587
Wingate Junior College	2,600	25,000			156,000	1,500
Salem College	9,000	58,886		480,398		419,507
NORTH DAKOTA						
Jamestown College	9,000	79,420	49,100	353,500	98,000	585,491
OHIO						
Ohio Northern University	12,000	190,000	85,000	525,000		304,228
Mount Union College	39,000	202,705	143,922	503,278	174,565	744,948
Ashland College	8,000	42,500	54,000	350,000	75,000	300,000
Baldwin-Wallace College	34,000	157,005	150,000	876,500	235,000	1,156,654
Bluffton College	8,000	55,745	190,823	198,343	96,342	225,000
Cedarville College	6,000	12,000	10,000	190,000		183,000
Cincinnati College of Dental Surgery	550	15,000	22,000	20,000		
Cincinnati College of Pharmacy	3,000	15,000	25,000	12,000		
College of the Sacred Heart	8,000	126,000	150,000	150,000		
Eclectic Medical College	1,500	5,000	7,500	56,000		60,000
Hebrew Union College	68,000	1,200,759		606,818	297,018	679,231
Lane Theological Seminary [2]	24,000	19,489		481,975	50,000	538,186
Mount St. Mary's Seminary of the West	20,000	100,000	50,000	1,000,000		
St. Xavier College	57,000	120,000	300,000	1,025,000	175,000	201,100
Case School of Applied Science	19,544	348,354	423,308	525,000		3,416,483
John Carroll University	40,000	150,000	750,000	150,000		
Seminary of Our Lady of the Lake	40,000	150,000	200,000	1,000,000		
Ursuline College	6,000	66,000	100,000	50,000		
Western Reserve University	290,000	912,735	1,759,386	5,789,777	234,200	7,638,955
Capital University	10,000	75,628	213,000	561,500	400,000	546,105
Bonebrake Theological Seminary	8,000	36,237	167,151	647,135	400,000	
Central Theological Seminary of the Reformed Church in United States	18,000	18,000	45,000	105,000	50,000	187,625
University of Dayton	13,500	255,000	327,000	2,025,500	402,000	
Defiance College	11,351	61,924	27,500	335,000	125,000	440,733
Ohio Wesleyan University	110,000	396,705	125,431	1,731,099	730,575	1,957,570
Findlay College	9,000	12,000	20,000	147,000	9,000	277,100
Kenyon College	45,000	94,000	64,000	1,193,250	290,000	1,547,811
Glendale College	2,500	10,000	45,000	70,000	40,000	10,000
Denison University	60,000	337,605		1,781,003		3,159,570
Hiram College	27,000	95,876	31,680	451,680	182,852	1,357,394
Marietta College	90,000	177,000	125,000	254,069	51,069	1,253,017
College of Mount St. Joseph	20,000					
Muskingum College	12,500	182,379	236,422	733,295	245,000	557,790
Oberlin College	274,244	516,491	496,285	2,341,639	420,883	13,952,842
Oxford College for Women	7,277	76,000	60,000	146,374		125,000
Western College for Women	25,372	139,835	50,405	610,750	235,250	589,185
Lake Erie College	19,500	99,508	132,000	555,550	150,000	728,204
Rio Grande College	5,000	12,314	3,000	109,746	6,946	89,400
Wittenberg College	36,475	142,668	315,268	773,512	355,332	1,589,043
Heidelberg College	25,000	66,661	110,000	700,000	280,000	954,028
St. John's University	25,000	84,000	350,000	190,000		24,000
Otterbein College	27,097	83,323	68,934	519,887	86,871	955,093
Wilberforce University [1]	10,311	225,000	25,000	600,000	595,000	14,373
Wilmington College	7,000	94,310	77,500	256,232	153,162	256,202
College of Wooster	55,000	120,845	161,248	1,172,876	332,025	2,685,125
Antioch College	19,096	74,196	55,357	411,583	237,010	140,494

[1] Colored.

[2] Statistics of 1924.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
OKLAHOMA						
Bethany-Peniel College	3,500	$10,000	$20,000	$75,000	$10,000	
Oklahoma Christian College	2,000			50,000		
Oklahoma Presbyterian College for Girls	2,423	22,000	25,000	275,000		
Phillips University	10,500	87,000	126,550	283,500	60,000	$392,174
Catholic College of Oklahoma for Women	11,323	42,000	8,000	100,000		
Oklahoma City University	5,000	59,735	54,623	250,058		141,466
Oklahoma Baptist University	5,000	58,000	60,000	228,000	120,000	5,335
University of Tulsa	9,000	39,701	133,983	223,825	55,000	850,000
OREGON						
Albany College	11,099	40,895	41,700	120,987	20,000	223,842
Eugene Bible University	7,500	20,352	133,783	156,528	34,211	543,294
Pacific University	22,000	59,500		336,500		197,446
Linfield College	10,000	27,982	40,000	100,300	1,500	478,187
Pacific College	6,500	11,949	11,500	58,964	12,500	238,176
Columbia University	4,000	35,850	176,000	140,000	67,580	
North Pacific College	1,450	89,892	30,000	209,500		
Reed College	30,581	124,951	197,670	533,461	192,221	1,597,303
St. Mary's College	6,000					
Kimball School of Theology	6,500	11,000	15,000	25,000		33,000
Willamette University	16,000	70,675	250,000	383,500	120,000	888,885
PENNSYLVANIA						
Cedar Crest College	8,500	53,606	110,776	267,815	175,378	13,564
Muhlenberg College	40,300	89,371	500,000	808,984		838,926
Lebanon Valley College	8,000	49,285	34,500	237,700	103,000	543,483
St. Vincent College and Ecclesiastical Seminary	55,000	250,000	80,000	1,500,000	250,000	
Geneva College	14,000	37,525	191,000	700,000	250,000	644,000
Lehigh University	115,784	990,946	353,417	1,928,692	147,713	4,431,631
Moravian College and Theological Seminary	22,000	81,000	75,000	376,500		202,841
Moravian Seminary and College for Women	6,000	23,508	51,550	357,050	238,030	38,800
Academy of the New Church	41,000	107,197	21,568	291,490	100,000	1,916,461
Bryn Mawr College	112,136	330,000	300,000	1,890,000	641,016	6,400,000
Dickinson College	40,000	70,000	101,095	534,262	214,250	729,000
Wilson College	20,826	141,723	49,767	426,901		515,935
Crozer Theological Seminary	45,000	150,000	50,000	300,000	150,000	1,595,786
Pennsylvania Military College	2,500	25,000	200,000	150,000	100,000	
Ursinus College	19,500	110,287	101,665	495,844	171,248	315,016
Lafayette College	64,939	348,152	247,885	2,202,985		2,699,298
Elizabethtown College	5,100	46,459	46,381	151,484	137,375	122,800
Gettysburg College	47,000	85,964	150,000	608,542	195,000	799,218
Theological Seminary of the General Synod of Evangelical Lutheran Church	42,000		150,000	325,000	100,000	490,000
Seton Hill College	12,500	195,771	168,000	1,476,338		500,000
Thiel College	15,000	48,040	33,850	321,800	28,200	115,042
Grove City College	25,300	56,820	85,438	475,887	271,027	
Haverford College	101,500	325,000	1,250,000	1,850,000	410,000	4,025,653
Juniata College	76,000	175,000	68,000	407,500	180,000	657,122
Villa Maria College	30,000	45,925	126,650	2,872,424		
Beaver College	8,000	60,000	180,000	320,000	220,000	
Franklin and Marshall College	50,000	160,000	200,000	1,009,000	190,000	881,000
Theological Seminary of the Reformed Church	23,000			300,000		600,000
Bucknell University	40,000	289,320	131,400	737,100	263,500	1,011,101
Lincoln University [1]	40,000	34,316	30,800	292,882		670,080
St. Francis College	7,000	60,000	300,000	250,000	60,000	500,000
Allegheny College	47,000	239,025	213,650	1,550,980	482,000	1,259,507
Irving College	1,000	2,500		150,000		
Albright College	14,600	51,600	45,000	455,324		431,739
Westminster College [2]	13,000	49,976	75,655	550,300	145,000	670,730
Divinity School of the Protestant Episcopal Church	50,000	100,000	500,000	650,000	50,000	500,000
Drexel Institute	40,000	1,125,000	281,000	756,000		2,299,218
Dropsie College	29,163	60,000		101,430		800,000

[1] Colored.

[2] Statistics of 1924.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
PENNSYLVANIA—continued						
Jefferson Medical College	12,000	$800,000	----------	$5,710,655	----------	$1,675,000
La Salle College	10,000	100,000	$500,000	200,000	----------	----------
Lutheran Theological Seminary	39,952	100,000	250,000	400,000	$75,000	520,441
Philadelphia College of Osteopathy	800	60,000	----------	----------	----------	----------
Philadelphia College of Pharmacy and Science	13,000	100,000	150,000	200,000	----------	60,000
St. Charles Seminary [2]	75,000	----------	----------	2,000,000	----------	----------
St. Joseph's College	40,000	150,000	350,000	785,000	----------	25,000
Temple University	37,019	242,971	----------	1,786,692	139,916	----------
University of Pennsylvania	615,099	6,413,783	4,736,155	13,673,865	1,550,589	14,366,074
Woman's Medical College of Philadelphia	2,035	47,570	----------	479,143	----------	572,131
Carnegie Institute of Technology	(4)	1,009,243	----------	5,113,016	441,536	15,114,252
Duquesne University of the Holy Ghost	35,000	842,300	585,000	865,000	30,000	----------
Pennsylvania College for Women	10,000	103,603	275,000	382,243	----------	425,503
Pittsburgh Theological Seminary	16,000	21,518	30,000	90,000	----------	----------
Reformed Presbyterian Theological Seminary [2]	6,000	15,000	40,000	40,000	----------	60,000
University of Pittsburgh	105,000	1,214,466	2,559,432	4,262,099	----------	1,358,550
Western Theological Seminary	43,000	----------	----------	517,139	----------	788,236
Schuylkill College	4,264	31,930	400,000	363,000	----------	300,000
Rosemont College	7,000	104,213	200,000	750,000	125,000	----------
Marywood College	17,500	60,000	695,000	930,000	----------	----------
Susquehanna University	20,000	30,000	40,000	600,000	275,000	300,000
Swarthmore College	64,000	350,000	828,803	1,335,198	400,000	3,500,000
Villanova College	15,000	110,000	850,000	2,750,000	----------	----------
Washington and Jefferson College	38,194	67,285	151,700	391,116	86,553	1,441,128
Waynesburg College	10,500	65,250	81,300	325,000	45,000	153,747
RHODE ISLAND						
Brown University	350,000	----------	900,000	3,664,000	1,000,000	8,570,380
Providence College	15,000	40,000	200,000	750,000	----------	45,000
Rhode Island College of Pharmacy and Allied Sciences	400	20,000	15,000	85,000	----------	4,500
SOUTH CAROLINA						
Anderson College [2]	3,100	32,319	32,000	196,624	60,000	1,511
Presbyterian College of South Carolina	8,000	75,975	96,521	536,554	189,000	296,662
Benedict College [1]	7,600	45,940	100,000	221,530	70,000	133,000
Chicora College for Women	8,000	40,000	125,000	113,000	80,000	110,000
Columbia College	4,860	----------	----------	601,083	----------	15,000
Columbia Theological Seminary	31,000	25,000	54,500	98,313	----------	280,696
Lutheran Theological Southern Seminary	6,400	8,000	6,000	90,000	20,000	72,323
Erskine College	10,000	28,200	35,500	172,900	59,900	313,000
Woman's College of Due West	8,100	40,376	25,000	167,735	106,408	80,000
Limestone College	8,005	29,250	20,000	600,000	275,000	325,000
Furman University	20,000	93,486	236,452	923,758	----------	490,383
Greenville Woman's College	7,803	----------	125,000	513,676	----------	52,684
Lander College	6,500	41,652	56,566	256,996	----------	19,211
Coker College	8,500	50,000	100,000	700,000	500,000	440,785
Newberry College	11,000	----------	----------	435,000	----------	160,000
Converse College	20,000	124,954	180,000	687,795	----------	612,303
Wofford College	23,795	41,591	200,000	435,000	150,000	10,000
SOUTH DAKOTA						
Huron College	13,733	37,630	160,900	370,671	33,000	789,687
Dakota Wesleyan University	19,192	53,726	46,856	421,776	103,836	385,055
Columbus College	7,200	18,500	60,000	771,500	----------	6,000
Sioux Falls College	7,000	21,169	37,000	150,810	30,000	228,000
Wessington Springs Junior College	4,000	11,984	5,400	80,000	40,000	9,000
Yankton College	12,000	49,049	91,960	306,305	9,545	600,441

[1] Colored.
[2] Statistics of 1924.
[4] Use is made of the adjacent Carnegie Library of Pittsburgh, which contains 450,000 volumes.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
TENNESSEE						
King College	5,000	$14,900	$16,000	$137,000	$90,000	$122,324
Chattanooga College of Law	13,000					
University of Chattanooga	15,000	83,500	600,000	525,000	25,000	802,700
Centenary College	3,000	4,100	2,000	15,000		
Bryson College	3,000	10,000	28,000	150,000	75,000	
Tusculum College	10,000	69,500	52,200	298,607	159,100	697,645
Lincoln Memorial University	10,000	58,983	150,160	262,303	137,096	750,295
Freed-Hardeman College	1,700	6,000	3,000	150,000		
Lane College [1]	5,000	22,000	16,000	200,000		
Union University	12,000	26,554	47,237	561,945		140,000
Carson and Newman College	11,000	29,655	45,201	307,132	113,282	375,782
Johnson Bible College	6,000	25,000	25,000	200,000	45,000	114,233
Knoxville College [1]	7,600	49,477	53,669	460,231	153,077	421,734
Cumberland University	15,500	80,380	57,300	215,752	85,000	165,271
Bethel College	7,500	12,513	70,000	190,000	100,000	350,000
Hiwassee College	3,000	15,541	5,000	88,604	40,000	
Maryville College	27,297	83,916	101,386	529,500	165,000	1,263,151
Le Moyne Junior College [1]	10,000	25,000		100,000		
Southwestern College	20,000	78,185	225,494	1,196,246	150,000	229,323
Milligan College	6,000	43,000	30,000	390,000	177,000	15,000
Du Bose Memorial Church Training School	6,500		20,000	113,571	107,071	
Tennessee College	6,500	40,423	101,999	214,217		31,295
Fisk University [1]	12,000	94,572	76,651	406,926	202,000	291,546
Meharry Medical College [1]	1,200	150,000		500,000		716,435
Vanderbilt University	80,000	683,144	424,592	4,506,000		8,773,000
Ward-Belmont School [2]	7,500	25,000	460,000	390,000		
Martin College	2,500	16,000	25,000	90,000	75,000	30,000
University of the South	42,000	212,515	121,204	766,713	466,106	1,362,354
TEXAS						
Abilene Christian College	12,000		150,000	250,000	120,000	
McMurry College	8,000	310,750	60,000	231,750	85,000	10,000
Simmons College	21,000	87,589	132,000	562,268	210,758	450,000
Austin Presbyterian Theological Seminary	6,000	15,000	50,000	125,000	50,000	280,000
St. Edward's University	17,500	168,000	250,000	500,000	150,000	210,000
Baylor College for Women	23,000	202,478	50,000	933,579	750,000	412,376
Daniel Baker College	8,000	34,000	52,000	165,000		
Howard Payne College	11,042	80,650	136,240	322,983	95,000	40,000
Randolph Junior College	2,966	8,000	20,000	95,000	23,000	
Clarendon College	9,000	25,000	20,000	350,000	160,000	
St. Mary's College	4,733	30,000	225,000	271,500	125,000	17,000
Southern Methodist University	45,000	349,476	814,012	1,343,723	261,432	1,558,563
University of Dallas	8,300	26,700	600,000	300,000		
Decatur Baptist College	2,000	7,000	60,000	140,000	80,000	25,000
Texas Christian College	35,000	179,161	112,209	793,336	400,166	350,851
Texas Woman's College	13,000	72,500	151,038	266,868	97,150	
Southwestern University	28,000	157,299	120,050	544,000	150,000	417,914
Burleson College	8,000	12,000	48,000	200,000	140,000	
Wesley College	3,870	29,125	15,150	130,117	60,000	168,000
Rice Institute	50,000	834,700	577,000	2,306,000	577,000	10,000,000
South Texas School of Law		6,000				
Texas Dental College		35,000	15,000	65,000		
Jacksonville College	3,100	7,156	24,000	78,685	67,217	8,336
Lon Morris College	5,000	29,704	11,000	164,560	70,366	152,752
Bishop College [1]	4,880	53,300	100,000	257,500	170,000	13,000
College of Marshall	4,000	33,235	150,594	119,142	30,000	
Meridian College	5,000	18,000	10,000	109,000	49,000	
Texas Presbyterian College	8,000	50,000	10,000	300,000		150,000
Wayland Baptist College	3,500	113,310	125,000	175,000	30,000	
Rusk College	2,839	6,000	21,482	122,000	75,000	
Incarnate Word College	10,480		475,000	1,052,500		
Our Lady of the Lake College	12,000	156,247	32,500	1,262,500		
Westmoorland College	4,000	46,737	52,938	246,410	237,410	
Southwestern Baptist Theological Seminary	12,661	57,658	352,489	1,150,010	500,000	432,608
Austin College	10,000	41,582	390,046	197,511	95,000	21,617

[1] Colored.

[2] Statistics of 1924.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
TEXAS—continued						
Carr-Burdette College	3,000	$39,200	$20,000	$52,000	$40,000	----------
Kidd-Key College	3,240	40,750	40,000	300,000	260,000	----------
Westminster College	5,935	15,000	20,000	108,000	8,000	----------
Texas Military College	2,500	10,000	100,000	200,000	100,000	$100,000
Thorp Spring Christian College	4,135	25,275	13,000	107,000	52,000	----------
Baylor University	47,932	78,713	224,290	1,267,645	613,464	628,736
Trinity University	8,500	34,734	16,624	225,000	162,000	542,000
Weatherford University	3,200	5,000	----------	110,000	----------	85,000
UTAH						
Snow College	8,643	44,000	5,000	150,000	----------	----------
Brigham Young College	10,412	56,815	----------	209,000	----------	1,885
Weber College	9,000	18,508	----------	125,650	----------	----------
Brigham Young University	41,900	250,000	40,000	425,000	----------	196,000
Westminster College	4,000	34,432	84,773	265,200	64,500	132,150
VERMONT						
Middlebury College	50,000	247,046	30,995	1,105,128	516,028	2,900,065
Norwich University	25,000	100,000	24,200	371,500	150,000	575,700
St. Michael's College	15,000	30,000	15,000	250,000	75,000	----------
VIRGINIA						
Martha Washington College [2]	1,500	28,881	30,000	162,500	----------	----------
Stonewall Jackson College	2,500	27,204	25,000	311,350	----------	----------
Randolph-Macon College	15,000	26,795	----------	396,440	233,000	935,828
Blackstone College for Girls	2,570	13,850	25,000	450,000	----------	10,000
Bridgewater College	12,000	32,077	41,830	190,377	61,065	377,842
Sullins College	5,000	70,000	50,000	350,000	250,000	----------
Virginia Intermont College	5,250	25,000	50,000	450,000	----------	150,000
Averett College	2,050	30,000	35,000	145,000	----------	6,000
Shenandoah College	4,000	20,000	10,000	65,000	40,000	75,000
Emory and Henry College	12,000	45,921	----------	330,083	----------	337,802
Hampden-Sidney College	15,500	60,000	23,178	441,125	185,000	170,799
Hollins College	12,000	233,920	59,856	914,415	----------	----------
Washington and Lee University	60,000	253,141	50,000	1,341,706	199,000	1,317,970
Lynchburg College	9,644	51,099	120,868	327,644	----------	244,647
Randolph-Macon Woman's College	27,240	247,350	100,000	1,005,000	675,000	522,147
Virginia Theological Seminary and College [1 2]	6,000	35,000	20,000	266,000	140,000	54,000
Marion Junior College	2,500	25,000	50,000	150,000	----------	----------
Southern College [2]	6,000	10,000	25,000	65,000	----------	----------
Union Theological Seminary	38,495	71,611	60,899	598,344	----------	836,853
University of Richmond	35,000	128,002	301,034	1,343,313	----------	2,156,824
Virginia Union University [1]	14,000	30,000	250,000	750,000	200,000	400,000
Virginia College [2]	3,500	40,000	150,000	25,000	----------	----------
Roanoke College	18,000	455,182	31,548	330,506	125,000	313,167
Mary Baldwin College	8,000	----------	----------	----------	----------	----------
Sweet Briar College	12,654	134,909	29,853	585,227	267,403	324,708
Protestant Episcopal Theological Seminary [2]	35,000	65,000	25,000	300,000	75,000	1,340,000
WASHINGTON						
Walla Walla College	7,000	57,328	48,000	134,056	26,800	----------
St. Martin's College	6,250	37,000	50,000	400,000	----------	----------
Gonzaga College	10,000	67,000	100,000	1,500,000	170,000	----------
Whitworth College	6,500	21,400	39,000	179,000	----------	30,000
College of Puget Sound	8,300	52,229	141,023	343,487	9,837	672,886
Whitman College	40,000	154,800	225,000	188,720	27,800	1,187,785
WEST VIRGINIA						
Morris Harvey College	6,000	31,000	300,000	217,000	85,000	109,000
Bethany College	17,800	91,000	107,000	525,000	68,000	1,743,600
West Virginia Wesleyan College	15,000	76,647	74,961	224,043	26,878	627,687

[1] Colored. [2] Statistics of 1924.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1925–26*—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)	Productive funds
1	2	3	4	5	6	7
WEST VIRGINIA—continued						
Davis and Elkins College	8,500	$40,931	$85,000	$540,820	$125,000	$180,688
Storer College [1]	8,000	5,000	25,000	150,000	100,000	100,000
Greenbrier College for Women	3,200	61,000	65,000	360,000	225,000	----
Broaddus College	5,000	100,000	50,000	350,000	----	15,000
Salem College	6,000	11,000	15,000	168,000	----	131,216
WISCONSIN						
Lawrence College	45,000	215,574	127,901	926,534	314,332	1,572,181
Northland College	11,000	48,940	22,744	204,000	100,000	153,285
Beloit College	75,000	300,000	150,000	600,000	----	2,211,110
Milton College	12,000	35,000	8,000	100,000	10,000	275,008
College of Electrical Engineering	1,500	75,000	----	----	----	----
Marquette University	46,150	792,250	1,182,809	2,420,821	----	2,604,761
Milwaukee-Downer College	22,547	116,797	336,260	470,964	209,026	1,133,509
St. Lawrence College	15,000	10,000	5,000	150,000	40,000	----
Nashotah House	22,000	25,000	25,680	192,120	----	250,000
Mission House College	12,000	29,000	15,100	235,000	150,000	80,143
St. Mary's College	8,000	30,622	45,000	442,139	----	----
Ripon College	31,602	138,431	62,676	336,594	196,785	394,634
St. Francis Seminary	35,000	100,000	200,000	500,000	----	----
Northwestern College	12,890	58,000	280,000	360,000	160,000	102,000
Carroll College	16,200	55,000	40,000	470,000	90,000	657,000
Evangelical Lutheran Theological Seminary	6,500	10,000	----	75,000	----	----

[1] Colored.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*

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 endowment
	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	$10,543		$30,006			$5,726	$25,000	$637	$10,753	$82,665	$57,665
Birmingham-Southern College	98,772	$7,265	28,693	$21,581		51,664	66,466	13,285	76	287,802	221,336
Howard College	83,668	6,035		30,609				16,000	33,057	169,369	169,369
Judson College	60,368	3,747	73,120	16,627		50,000	175	17,984	1,848	223,869	223,694
Marion Institute	103,441						25,000			128,441	103,441
Woman's College of Alabama	100,491	51,944	85,434	11,062		20,240	43,139		31,500	343,810	300,671
St. Bernard College	7,500		36,000						20,225	63,725	63,725
Spring Hill College	53,500	9,500	102,000							165,000	165,000
Talladega College [1]	13,288		34,458					21,867	144,279	213,892	213,892
ARKANSAS											
Henderson-Brown College	45,684	6,350	40,662	2,640					14,746	110,082	110,082
Ouachita College	45,731		51,374	22,759					2,958	122,822	122,822
Arkansas College	14,756	4,688	18,865	5,101		30,040	4,215		30,935	108,600	104,385
College of the Ozarks	23,884			3,418				32,906		60,208	60,208
Central College	29,438	6,880	33,845					6,000		76,163	76,163
Hendrix College	57,661	18,018	49,325	40,010				8,198	3,130	176,342	176,342
Arkansas Baptist College [1]	4,579		8,974					9,074	1,020	23,647	23,647
Little Rock College	22,202		28,321					10,540		61,063	61,063
Galloway Woman's College	37,580	9,665	62,227	8,750		92,000		24,364		234,586	234,586
CALIFORNIA											
Pacific Union College	53,098	12,565	46,148						17,954	129,765	129,765
Lincoln College of Law	1,600									1,600	1,600
College of Notre Dame	7,500	15,000	23,750						5,884	52,134	52,134
Berkeley Baptist Divinity School	180	2,772				16,669	30,899	2,992	8,316	61,828	30,929
Pacific School of Religion	305	386		42,791		17,234		1,700		62,416	62,416
Pacific Unitarian School for the Ministry	56	926		22,082			900	410		24,374	23,474
Pomona College	256,925	9,346		86,287		50,099	259,784	105,291	27,000	794,732	534,948
College of Medical Evangelists	63,955	8,676				13,624		16,117		102,372	102,372

California Christian College	12,720	28,042	36,716	30,415		17,500	3,350	9,000	12,047	149,790	146,440
College of Osteopathic Physicians and Surgeons	49,504								14,475	63,979	63,979
Loyola College	32,506					112,000				144,506	144,506
Occidental College	125,586	15,795		46,832				34,032	6,867	229,112	229,112
Southwestern University	79,535								4,235	83,770	83,770
University of Southern California	1,116,024	10,069	27,689	25,463				20,595	50,686	1,250,526	1,250,526
St. Patrick's Seminary	22,000								41,000	63,000	63,000
Mills College	212,280	80,295	185,093	49,412		31,919	423,108	29,839	58,754	1,070,700	647,592
St. Mary's College	32,436	5,324	125,567	2,345						165,672	165,672
California Institute of Technology	116,986	4,797	14,796	167,478		70,500	30,000	39,167	31,604	475,328	445,328
Pasadena College	21,495	2,933	6,200					5,967	1,580	38,175	38,175
University of Redlands	76,248	20,777	34,977	86,627		208,933	197,890	21,697	14,041	661,190	463,300
Sacramento College of Law	4,971									4,971	4,971
San Francisco Theological Seminary				45,700			14,370	10,079	6,382	76,531	62,161
Church Divinity School of the Pacific				5,500			1,000	1,200		7,700	6,700
College of Physicians and Surgeons (dental)	66,087			4,375					72,820	143,282	143,282
Golden Gate College	13,709								3,985	17,694	17,694
St. Ignatius College	38,480					97,530			34,000	170,010	170,010
San Francisco Law School	24,233									24,233	24,233
Dominican College	209,806		104,829						38,645	353,280	353,280
University of Santa Clara	31,360	17,600	98,469	3,377					97,096	247,902	247,902
Leland Stanford Junior University	854,503	24,355	13,499	1,388,462		252,918	242,188	158,766	31,940	2,966,631	2,724,443
College of the Pacific	129,889	13,212	48,038	25,000		85,803	8,007		115,470	425,419	417,412
Whittier College	61,601	4,034	11,447	19,894			15,000	20,246	11,400	143,622	128,622
COLORADO											
Colorado College	111,935	15,917	44,300	102,700			392,700	181,600	31,800	880,952	488,252
Colorado Woman's College	12,253	3,195	12,481	100		10,238	6,001	6,075	163	50,506	44,505
Iliff School of Theology				20,000					8,000	28,000	28,000
Regis College	41,355									41,355	41,355
University of Denver	386,104			45,661			226,834	6,600	30,241	695,440	468,606
Westminster Law School	12,000									12,000	12,000
Loretto Heights College	36,000		27,000							63,000	63,000
CONNECTICUT											
Trinity College	43,686	10,259		125,856			33,774	18,515	3,686	235,776	202,002
Berkeley Divinity School	6,927			20,622					16,591	44,140	44,140
Wesleyan University	124,155	28,480	8,736	320,979		121,145	113,394	23,237	49,506	789,632	676,238
Albertus Magnus College	15,000		12,900			15,000				42,900	42,900
Yale University	1,355,712	335,811		2,587,745		663,218	3,237,344	842,334	111,414	9,133,578	5,896,234
Connecticut College for Women	161,299	61,706	121,380	46,176		230,000		1,000	58,267	679,828	679,828
DISTRICT OF COLUMBIA											
American University	25,647	5,126	12,000	63,547				10,000		116,320	116,320
Catholic University of America	141,073	33,805	113,232	85,293		609,498	48,199	248,720	32,545	1,312,365	1,264,166
Georgetown University	1,046,631			178,912						1,225,543	1,225,543
George Washington University	603,513			22,492			154,909	6,674	5,000	792,588	637,679

[1] Colored.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 endowment
	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
DISTRICT OF COLUMBIA—continued											
Howard University [1]	$187,476	$1,622		$30,961	[2] $392,131		$101,833	$11,611	$89,936	$815,570	$713,737
Robert Brookings Graduate School	12,000	13,000	$15,000	41,027		$71,000		50,000		202,027	202,027
Trinity College	234,982		11,108						91,351	337,441	337,441
United States College of Veterinary Surgeons	1,280								148	1,428	1,428
Washington College of Law	22,102			1,017						23,119	23,119
Washington Missionary College	33,566	18,266	30,203					16,361	9,910	108,306	108,306
FLORIDA											
John B. Stetson University	67,242	15,022	56,533	72,284				4,000		215,081	215,081
Southern College	46,120	12,500	46,000	2,000					11,000	117,620	117,620
St. Leo College and Abbey								22,000	20,000	42,000	42,000
Rollins College	54,221	12,309	27,977	50,173			16,201	41,232	172	202,285	186,084
GEORGIA											
Lucy Cobb Institute	36,000						4,000		10,000	50,000	46,000
Atlanta College of Pharmacy	9,132									9,132	9,132
Atlanta Law School	10,650									10,650	10,650
Atlanta Southern Dental College	83,840								37,677	121,517	121,517
Atlanta University [1]	26,159	11,379	27,599	13,955			16,834	24,483	149	120,558	103,724
Clark University [1]	13,387	3,138	28,439	11,000				31,012		86,976	86,976
Gammon Theological Seminary [1]			5,525	27,020						32,545	32,545
Morehouse College [1]	20,135		56,517	13,562		11,914		26,615	2,457	131,200	131,200
Morris Brown University [1]	10,711		20,811					58,816		90,338	90,338
Southern School of Pharmacy	9,855									9,855	9,855
Paine College [1]	5,016	5,908	18,539	1,749		105,000		37,231	88	173,531	173,531
Andrew College	26,448			1,670				10,000		38,118	38,118
Agnes Scott College	127,536		148,892	49,158			115,000			440,586	325,586
Piedmont College	14,994	5,698	24,977					71,601		117,270	117,270
Emory University	177,887	33,632	81,559	182,887		400,000	21,000	63,449	19,786	980,200	959,200
Bessie Tift College	40,929		55,401	5,000				28,131		129,461	129,461

Brenau College	133,000	37,000	120,000				325,000		17,000	632,000	307,000
La Grange College	24,950	2,240	28,476	3,285					2,502	61,453	61,453
South Georgia College	6,000	1,800	5,000	1,000			22,000	3,000		38,800	16,800
Mercer University	107,653	18,000	70,000	20,872			28,000	35,000		279,525	251,525
Wesleyan College	74,319		100,141	24,166				3,900	79,434	281,960	281,960
Oglethorpe University	61,257	4,584	32,881						13,669	112,391	112,391
Shorter College	56,893	19,700	46,920	7,922			29,668			161,103	131,435
Reinhardt College	7,461		4,995			100,000	30,000	3,000		145,456	115,456
Young Harris College	11,000	2,500	47,250			1,000	65,000		3,000	129,750	64,750
IDAHO											
College of Idaho	43,530	4,255		19,596		11,000	10,972	11,545	3,840	104,738	93,766
Gooding College	10,825	3,691	4,700					20,790	6,240	46,246	46,246
ILLINOIS											
Shurtleff College	26,102	3,698	6,087	22,995			33,734	53,171	11,922	157,709	123,975
Aurora College	13,091	5,718	16,194	10,216		2,705	21,073	5,918		74,915	53,842
Illinois Wesleyan University	164,370			34,831			232,912	15,703	9,496	457,312	224,400
St. Viator College	38,658	43,821	62,739						17,017	162,235	162,235
Blackburn College	51,855			32,948		15,487	14,253	22,756	3,203	140,502	126,249
Carthage College	48,854	7,858	25,875				27,500	8,159		118,246	90,746
Armour Institute of Technology	232,244							179,872	33,358	445,474	445,474
Bethany Bible School		2,480		2,613		6,812	3,449	28,008	6,572	49,934	46,485
Chicago College of Osteopathy	26,424					1,000		800	14,400	42,624	42,624
Chicago Law School	25,220									25,220	25,220
Chicago Medical School	40,000									40,000	40,000
Chicago Theological Seminary	100	16,000		40,000		102,000	100,000	6,000		264,100	164,100
De Paul University	362,364									362,364	362,364
John Marshall Law School	20,000									20,000	20,000
Lewis Institute	169,464			93,091					10,381	272,936	272,936
Loyola University	579,000			10,000					106,000	695,000	695,000
McCormick Theological Seminary				114,740					8,223	122,963	122,963
Meadville Theological School		400		47,000				1,592		48,992	48,992
St. Francis Xavier College	15,528								10,194	25,722	25,722
University of Chicago	1,994,963	125,333	339,699	1,889,197		630,663	3,554,063	305,972	257,112	9,097,002	5,542,939
James Millikin University	130,866	5,624	13,000	59,119				877		209,486	209,486
Elmhurst College	4,200	6,142	22,601	4,852		6,000	2,204	288	75,107	121,394	119,190
Eureka College	37,752	5,614	23,093	33,006				20,949	18,568	138,982	138,982
Garrett Biblical Institute	9,135			200,566		350	3,000	35,290	2,660	251,001	248,001
Northwestern University	1,387,614	126,932		539,211		745,431	5,091,432	155,313	200,850	8,246,783	3,155,351
Norwegian-Danish Theological Seminary		1,032		739				3,362	1,200	6,333	6,333
Wesley Academy and Theological Seminary		1,118				500	10,000			11,618	1,618
Ewing College [3]	3,444		6,888							10,332	10,332
Knox College	101,708	24,501	76,530	88,528		8,500	47,997		3,820	351,584	303,587
Lombard College	49,599		22,581	26,614					14,255	113,049	113,049
Greenville College	32,447	6,083	7,033	4,370			42,000	923	1,050	93,906	51,906
Illinois College	58,260	1,769	13,975	59,769			94,247		11,960	239,980	145,733
Illinois Woman's College	81,192	8,000	86,831	37,835					4,570	218,428	218,428

[1] Colored. [2] From United States Government. [3] Statistics of 1924.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 endowment
	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
ILLINOIS—continued											
Broadview College	$26,578	$10,657	$23,134			$5,050		$5,693		$71,112	$71,112
Ferry Hall	170,000									170,000	170,000
Lake Forest College	36,312	34,218	33,172	$85,370			$300,000		$1,200	490,272	190,272
McKendree College	28,841	7,314	21,274	10,089			99,145	15,725	12,647	195,035	95,890
Lincoln College	10,000			10,882			4,788	5,280	3,319	34,269	29,481
St. Procopius College	6,827		65,536			50,000			44,236	166,599	166,599
Theological Seminary of the Evangelical Lutheran Church			4,737	16,299			3,000	5,300		29,336	26,336
Monmouth College	61,075		30,560	39,354				19,173	3,070	153,232	153,232
Frances Shimer School	116,504			8,971		33,000	3,960			162,435	158,475
Mount Morris College	16,513	4,551	10,875	4,300				18,178	6,239	60,656	60,656
Evangelical Theological Seminary	750			11,000					7,000	18,750	18,750
North Central College	76,708	1,087		33,144		67,542	32,012	2,528	14,250	227,271	195,259
Rosary College	56,027	20,573	71,808	10,000			256,385		15,000	429,793	173,408
Bradford Polytechnic Institute	105,352	940	9,500	110,000			520,000			745,792	225,792
Rockford College	96,317		114,745	26,083		3,638	231,960	19	20,560	493,322	261,362
Augustana College	86,333	9,139	34,064	28,036		6,748	21,939	46,627		232,886	210,947
Wheaton College	36,857	14,158	27,357	29,641		70,638	32,170	12,913	1,140	224,874	192,704
INDIANA											
Wabash College	53,058			90,364		352	137,945	780	1,000	283,499	145,554
Earlham College	105,784		99,580	54,674		139,467	89,357		28,258	517,120	427,763
Evansville College	65,059	1,459	2,626	6,559				81,045	3,381	160,129	160,129
Franklin College	51,921	4,976	11,817	43,276		23,551	2,254	9,938		147,733	145,479
Goshen College	16,685	5,391	19,299	2,971			5,625	12,681	1,940	64,772	59,147
De Pauw University	217,931	32,179	95,123	119,382		500,000	281,116	59,868		1,305,599	1,024,483
Hanover College	33,723			38,649		4,869	22,770	4,749	1,133	105,893	83,123
Huntington College	13,987			4,652		1,000	4,000	2,391	21,905	47,935	43,935
Benjamin Harrison Law School	15,000									15,000	15,000
Butler College	205,336			49,285					3,250	257,871	257,871
Indiana Central College	43,736		19,180	154				27,760	2,409	93,239	93,239
Indiana Law School	12,500									12,500	12,500

Indianapolis College of Pharmacy	37,000							1,000		38,000	38,000
Marion College	29,050	2,300	10,400	4,000				4,450		50,200	50,200
Manchester College	105,922		22,567	25,075		4,595		2,275		160,434	160,434
St. Mary's College and Academy	230,500									230,500	230,500
University of Notre Dame	532,845	168,887	159,977	11,016					92,639	965,364	965,364
Oakland City College	34,453			56,163					443	91,059	91,059
St. Mary-of-the-Woods College	59,336	41,658	71,352				42,412			214,758	172,346
Rose Polytechnic Institute	29,736			71,634					3,688	105,058	105,058
Taylor University	48,006	16,454	39,163	12,135		76,843	71,443	25,796	2,220	292,060	220,617
Valparaiso University	94,986	1,585	1,230	1,491		25,000	82,354	30,109	5,045	241,800	159,446
Vincennes University	10,403								2,737	13,140	13,140
IOWA											
Coe College	139,170	21,516	29,988	62,403			255,572	16,274	47,482	572,405	316,833
Wartburg College	3,350	1,800	11,367	1,578			3,900	23,800	4,675	50,470	46,570
St. Ambrose College	17,000	6,000	25,000	28,000			25,000		25,000	126,000	101,000
Luther College	33,913	11,034		10,500				35,054		90,501	90,501
Des Moines University	196,043	21,332	34,973	12,000			3,000	35,000		302,348	299,348
Des Moines Still College of Osteopathy	50,708								5,464	56,172	56,172
Drake University	320,455			26,740					61,700	408,895	408,895
Grand View College	18,415			7,253				7,749		33,417	33,417
Columbia College	55,455	13,711	80,571	50,000			10,000			209,737	199,737
Mount St. Joseph College	45,000	13,800	52,025	18,000						128,825	128,825
University of Dubuque	23,919	7,788	26,514	89,285		33,350	17,100	61,784	14,167	273,907	256,807
Wartburg Theological Seminary			7,189					19,000	2,784	28,973	28,973
Parsons College	86,369		24,917	33,876			18,057	48,613	590	212,422	194,365
Upper Iowa University	44,257		750	23,047			3,095	3,208	8,613	82,970	79,875
Grinnell College	145,200		247,300	47,000				33,400		472,900	472,900
Lenox College	300		1,500					1,200	6,500	9,500	9,500
Simpson College	63,500	3,336	5,328	30,000				2,539	32,917	137,620	137,620
Ellsworth College	23,000	3,300	10,500	15,000				10,000		61,800	61,800
Graceland College	38,000	8,000	28,000	3,000		9,400	180,000	2,000	23,000	291,400	111,400
Western Union College	24,554	9,643		3,584				8,612		46,393	46,393
Iowa Wesleyan College	45,000			12,000					18,000	75,000	75,000
Cornell College	131,444	13,589	45,618	67,229		17,730	3,205	7,662		286,477	283,272
Penn College	57,659	9,789	29,950	15,758			26,215	100	7,775	147,246	121,031
Central College	17,086	3,712	15,310	8,568		60,000	1,024	19,840		125,540	124,516
Morningside College	107,487			16,563				10,353	11,115	145,518	145,518
Buena Vista College	18,298			6,633				10,849	14,630	50,410	50,410
Tabor College	7,552	1,664	8,000	283				10,995	8,308	36,802	36,802
John Fletcher College	31,539	4,252	20,753	5,116			7,700	11,063	12,791	93,214	85,514
KANSAS											
St. Benedict's College	12,585	3,500	55,000							71,085	71,085
Baker University	79,685	5,194	1,772	51,189			85,371	11,679		234,890	149,519
College of Emporia	62,002	13,830	47,965	19,067			11,993	63,835		218,692	206,699
Hesson College	11,465	4,853	10,000	150			1,250	11,220	6,000	44,938	43,688
Highland College	6,582			4,560		2,700	56,126		5,368	75,336	19,210
Kansas City Baptist Theological Seminary			3,500	3,307		2,609		1,328	24,750	35,494	35,494
Kansas City University	12,915	1,258	2,280						21,338	37,791	37,791

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 endowment
	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
KANSAS—continued											
St. Mary College and Academy	$15,748	$3,190	$13,930			$6,000	$5,000		$154,596	$198,464	$193,464
Bethany College	72,731	6,962	1,224	$14,261					11,534	106,712	106,712
Central Academy and College	16,679	4,134	15,274	640		15,000	7,000	$1,850		60,577	53,577
McPherson College	51,814	9,691	25,342	11,122				1,109	2,146	101,224	101,224
Bethel College	26,173	6,512	20,289	9,175		18,026	10,000	5,519	13,009	108,703	98,703
Ottawa University	51,380		3,659	22,184		1,568	6,995	17,494	820	104,100	97,105
St. Mary's College	55,298	16,556	115,446			38,380	10,000	17,027	67,783	320,490	310,490
Kansas Wesleyan University	79,849	4,003	13,736	91,108		9,394	8,877	11,112	2,041	220,120	211,243
Sterling College	20,444	4,805		9,152			8,424	6,780	5,397	55,002	46,578
Washburn College	137,006	10,536	13,542	38,788		6,807	267,630		16,231	490,540	222,910
Fairmount College	58,706	4,636	12,184	7,431			31,936			114,893	82,957
Friends University	58,030	1,890	4,377	19,359		8,786	37,057	9,781		139,280	102,223
Southwestern College	121,258			19,515		22,000	111,000	25,776		299,549	188,549
KENTUCKY											
Union College	13,620	3,197	9,197	17,141		5,000		2,805	1,548	52,508	52,508
Berea College	9,519	7,813	38,036	35,489			404,551	22,878	30,616	548,902	144,351
Ogden College	7,500			22,500					30,000	60,000	60,000
Centre College	31,791	2,608		58,727			55,919			149,045	93,126
Georgetown College	48,834	20,651	59,656	36,467		12,216	29,217	21,228	1,971	230,240	201,023
Bethel Woman's College	17,775		34,145					11,595		63,515	63,515
Hamilton College	20,650		48,172						1,876	70,698	70,698
Transylvania College and College of the Bible	25,789	11,295		68,232			245,000	42,000		392,316	147,316
Sue Bennett Memorial School	17,000	2,700	11,700	18,500					75,000	124,900	124,900
Jefferson Law School	12,000									12,000	12,000
Louisville College of Pharmacy	17,134									17,134	17,134
Presbyterian Theological Seminary [3]			1,167				100,128	12,423	38,183	151,901	51,773
Simmons University [1]	10,305		13,965					31,674	3,903	59,847	59,847
Southern Baptist Theological Seminary	2,500	1,250	20,000	65,000		627,000	10,000	14,300	70,000	810,050	800,050
Nazareth Junior College	16,000		47,000						37,000	100,000	100,000
Bethel College	7,150	1,200	10,800	5,000		8,000		10,000		42,150	42,150

Logan College	39,724	267				410	640	4,500	455	45,996	45,356
St. Mary's College	5,600	3,500	17,500							26,600	26,600
Cumberland College	10,734	2,000	29,000	30,495				288		72,517	72,517
Asbury College	92,579	30,321	78,083			38,048		85,078	5,534	329,643	329,643
Kentucky Wesleyan College	10,150	9,540	36,000	10,000		75,000				140,690	140,690
LOUISIANA											
Silliman College [3]	3,300	1,800	10,000	2,000					5,000	22,100	22,100
Mansfield Female College	21,042		19,967						2,865	43,874	43,874
Loyola University	60,000			30,000				20,000		110,000	110,000
New Orleans College [1]	17,236	6,574		5,578					17,561	46,949	46,949
Straight College [1]	11,783		11,556			5,823		1,693	41,331	72,186	72,186
Tulane University of Louisiana	360,670	24,532	88,158	448,933		150,901	16,400	89,533	46,280	1,225,407	1,209,007
Louisiana College	79,726	10,542	23,000	18,000				21,582	2,125	154,975	154,975
Centenary College	58,332	7,930	34,915	27,624				242,755	43,225	414,781	414,781
MAINE											
Bangor Theological Seminary				29,458			3,379		1,474	34,311	30,932
Bowdoin College	102,000	25,000		180,000			8,000	4,000		319,000	311,000
Bates College	105,940	38,331	75,000	69,195		97,000		8,900		394,366	394,366
Colby College	87,125	35,495	38,722	62,072		6,350		12,029	1,590	243,383	243,383
MARYLAND											
St. John's College	16,792	14,049	26,600	4,510	[4] $150,000		50,072		1,554	263,577	213,505
College of Notre Dame of Maryland	22,500	6,750	27,000	25,900						82,150	82,150
Goucher College	283,834	72,574	220,251	90,258			668,419	18,000	21,860	1,375,196	706,777
Johns Hopkins University	434,558	80,089		1,075,218	[4] 75,000	663,473	3,390,144		191,174	5,909,656	2,519,512
Morgan College [1]	21,624	4,070		3,467	[4] 7,000			20,000	6,968	63,129	63,129
St. Mary's Seminary and University	115,775									115,775	115,775
St. Charles College	121,816					10,000			13,400	145,216	145,216
Washington College	13,006	9,839	3,744	154	[4] 45,000	398		2,295	10,309	84,745	84,745
Mount St. Mary's College	50,000		180,000						23,000	253,000	253,000
St. Joseph's College [3]	80,000									80,000	80,000
Hood College	115,178	43,122	128,856	9,844		23,340	29,254	338	15,773	365,705	336,451
Maryland College for Women [3]	35,000	25,000	35,000						5,000	100,000	100,000
Blue Ridge College	19,202	5,518	17,852	1,074	[4] 7,000			1,268		51,914	51,914
Western Maryland College	39,759	23,578	68,259	15,245					26,215	173,056	173,056
Westminster Theological Seminary	17,406			3,248			3,951		2,371	26,976	23,025
Woodstock College								375,000	96,000	471,000	471,000
MASSACHUSETTS											
Amherst College	141,353	25,580		368,808		304,867	15,000	28,553		884,161	869,161
Boston University	1,302,113		38,693	121,617		174,464	194,159	49,019	909	1,880,974	1,686,815
Emmanuel College	48,200		4,000							52,200	52,200
Gordon College of Theology and Missions		9,000				100,000	30,000			139,000	109,000
Massachusetts College of Pharmacy	61,658			23,833			120		195	85,806	85,686

[1] Colored.

[3] Statistics of 1924.

[4] From State.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 endowment
	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
MASSACHUSETTS—continued											
Northeastern University	$620,930			$950				$1,362	$90,241	$713,483	$713,483
Portia Law School	42,032									42,032	42,032
Simmons College	265,289		$131,423	172,181			$23,639	26,380	9,066	627,978	604,339
Suffolk Law School	190,000									190,000	190,000
Bradford Academy	65,774		166,655	7,600		$8,800	25,800			274,629	248,829
Episcopal Theological Seminary	1,605	$687	1,021	72,598			1,000	512	8,932	86,355	85,355
Harvard University	2,228,743	519,388	1,136,836	3,963,970		1,541,683	6,684,662	919,978	715,577	17,710,837	11,026,175
Massachusetts Institute of Technology	935,000	20,000	136,600	1,531,015	[2] $16,666		596,000		315,600	3,550,881	2,954,881
New Church Theological School				9,998				399	10,913	21,310	21,310
Radcliffe College	254,000	60,000	123,000	187,000			116,000	50,000		790,000	674,000
Boston College	206,837			21,040		81,832	13,000		244,507	567,216	554,216
Newton Theological Institution		333	6,300	46,801				20,772	53,443	129,649	129,649
Smith College	720,904		716,099	247,849		499,459	395,932	25,320	60,705	2,666,268	2,270,336
Wheaton College	115,763	74,189	164,314	74,026				1,388		429,680	429,680
Mount Holyoke College	329,770	439,684	20,400	145,287			274,643		110,685	1,320,469	1,045,826
Atlantic Union College	28,694	6,013	13,821						17,176	65,704	65,704
Tufts College	241,305	22,785	39,439	172,545		392,889	2,613,857	470		3,483,290	869,433
Wellesley College	509,717		702,718	261,064			744,460	7,875	202,880	2,428,714	1,684,254
Williams College	226,209	66,743	4,932	253,064		28,423	99,951	17,351	17,547	714,220	614,269
Clark University [3]	24,403		17,630	200,000						242,033	242,033
College of the Holy Cross	242,281	75,700	227,100	31,875		22,239		2,506	87,371	689,072	689,072
Worcester Polytechnic Institute	104,726			151,923				49,233		305,882	305,882
MICHIGAN											
Adrian College	27,315	4,548	16,707	11,653		3,834		3,447	1,970	69,474	69,474
Albion College	101,375			30,245		24,000	42,000		39,240	236,860	194,860
Alma College	33,314	7,880	26,806	32,788			196,098	18,636	2,483	318,005	121,907
Battle Creek College	50,000	15,000		50,000		10,000		50,000		175,000	175,000
Emmanuel Missionary College	62,188	22,583	43,395			25,273		9,950	206,517	369,906	369,906
Detroit College of Law (Y. M. C. A.)	70,000									70,000	70,000
University of Detroit	301,107						21,203	67,649	69,649	459,508	438,305
Theological School and Calvin College	16,700	4,700	12,300	6,000		12,000	4,700	74,000		130,400	125,700

Suomi College and Theological Seminary	5,347		4,377					14,262	2,650	26,636	26,636
Hillsdale College	68,844	24,505		55,817		45,253	14,486	8,753	903	218,561	204,075
Hope College	35,160	1,172		46,643			14,530	5,715		103,220	88,690
Western Theological Seminary				10,000			6,000	13,500	200	29,700	23,700
Kalamazoo College	43,903	19,853	23,197	57,068		41,816	93,660	7,490	43,270	330,257	236,597
Marygrove College	54,000		122,540						20,000	196,540	196,540
Olivet College	56,750	10,000	5,000	10,000			150,000	30,000		261,750	111,750
MINNESOTA											
St. John's University	30,000	4,000	100,000	20,000			5,000			159,000	154,000
College of St. Scholastica	4,850	3,000	44,000					2,270		54,120	54,120
Seabury Divinity School	1,016			27,385				179	155	28,735	28,735
Augsburg Seminary	14,345	5,858	13,649	2,910				3,935	25,464	66,161	66,161
Minnesota College of Law	23,964								951	24,915	24,915
Northwestern College of Law	9,226									9,226	9,226
Concordia College	51,524	11,353	47,674	4,176			87,172	22,500		224,399	137,227
Carleton College	237,441			77,147		2,750	873,800	243,185	32,250	1,466,573	592,773
St. Olaf College	135,636	21,465	89,855	9,003		111,165	329	68,000		435,453	435,124
St. Benedict's College	24,000	5,000	41,000	20,000					5,620	95,620	95,620
Bethel Institute	13,126	1,426	491	5,502		28,593	85		213	49,436	49,351
College of St. Catherine	81,943	23,397	67,526	17,519		107,000	12,500	11,700		321,585	309,085
College of St. Thomas	100,000		115,000						68,000	283,000	283,000
Concordia College	1,104		22,144	119		80,763		32,000	369	136,799	136,799
Hamline University	93,000	8,500	5,275	64,985			79,067	6,889		257,716	178,649
Luther Seminary	5,629			2,600			28,000		2,500	38,729	10,729
Macalester College	71,811	12,072	35,819	71,927		107,116	28,550	13,275	3,312	343,882	315,332
St. Paul College of Law	25,948								912	26,860	26,860
St. Paul Theological Seminary	19,160		54,218	31,746					542	105,666	105,666
Gustavus Adolphus College	54,445	3,335	20,000	19,011			300,000			396,791	96,791
College of St. Teresa	78,560		60,475						72,360	211,395	211,395
St. Mary's College	17,000	6,000	29,000	3,500					13,000	68,500	68,500
MISSISSIPPI											
Blue Mountain College	41,401	11,009	5,024	1,163		586	74,800			133,983	59,183
Whitworth College	17,000	4,800	28,000	940		2,000	40,000	3,500	4,000	100,240	60,240
Hillman College	12,689		16,012							28,701	28,701
Mississippi College	55,833		7,186	35,788						98,807	98,807
Grenada College	18,782	4,000	5,300	30,010			50,000	2,000	16,000	126,092	76,092
Mississippi Woman's College	48,262		56,650	16,285				10,000		131,197	131,197
Mississippi Synodical College	14,500		24,000	288			9,000	5,250		53,038	44,038
Rust College [1]	15,428	3,131	18,757	1,866					2,881	42,063	42,063
Belhaven College	39,985	12,054	16,315	36			250,000	10,061	180	328,631	78,631
Jackson College [1]								10,200	40,863	51,063	51,063
Millsaps College	30,825	5,439	21,545	65,741		89,179		6,974		219,703	219,703
Clark Memorial College	20,610	5,073	15,398			774		5,000		46,855	46,855
Tougaloo College [1]	7,777		28,274	367		44,123		40,504	4,081	125,126	125,126

[1] Colored.

[2] From United States Government.

[3] Statistics of 1924.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 endowment
	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											
Palmer College	$12,496	$642	$3,305	$3,451		$1,720	$3,740	$15,083	$1,948	$42,385	$38,645
Missouri Christian College	10,135	1,500	4,500	3,734				3,776		23,645	23,645
Missouri Wesleyan College	44,786	415		11,813				27,452	2,032	86,498	86,498
Culver-Stockton College	28,748	2,918		60,051		9,206	69,598	200		170,721	101,123
Ozark Wesleyan College	20,728			3,671					8,271	32,670	32,670
Christian College	71,730		120,713			4,427			2,269	199,139	199,139
Stephens College	164,225	57,480	163,484	4,292				25,915		415,396	415,396
Central College	65,924	29,361	47,020	50,359			99,847	3,728	57,473	353,712	253,865
Synodical College for Girls	13,724		17,850	750				7,343		39,667	39,667
Westminster College	26,033	2,711	8,513	36,012		1,675	8,750	16,012	1,578	101,284	92,534
William Woods College	29,652		69,340	24,613					3,526	127,131	127,131
Kansas City College of Pharmacy and Natural Sciences	24,808									24,808	24,808
Kansas City School of Law	55,000									55,000	55,000
Kansas City University of Physicians and Surgeons	7,000									7,000	7,000
Kansas City Western Dental College	86,667								70,085	156,752	156,752
Rockhurst College	22,000									22,000	22,000
Kirksville College of Osteopathy and Surgery	94,185								82,439	176,624	176,624
La Grange College	19,614			3,483				14,978	892	38,967	38,967
William Jewell College	48,259	8,716	24,800	52,796		101,000	40,269	2,779		278,619	238,350
Will Mayfield College	10,799	2,403	10,982					3,500		27,684	27,684
Missouri Valley College	25,435	3,074	12,100	30,865			12,560	20,086		104,120	91,560
Hardin College	140,067					4,277				144,344	144,344
Cottey College	29,272		26,369							55,641	55,641
Park College	25,950		32,000	79,657		179,500	15,000	36,000	15,339	383,446	368,446
Lindenwood College	117,129	7,789	211,119	82,831					14,758	433,626	433,626
Benton College of Law	27,195									27,195	27,195
City College of Law and Finance	39,292									39,292	39,292
Concordia Theological Seminary			40,000					40,000		80,000	80,000
St. Louis College of Pharmacy	39,940									39,940	39,940
St. Louis University	500,000			60,000		350,000	250,000			1,160,000	910,000

The Principia	155,142		291,417	3,670			42,899			493,128	450,229
Washington University	893,001	7,252	10,576	849,881		506,915	712,000	92,520		3,072,145	2,360,145
Xenia Theological Seminary							1,525	424	34,888	36,837	35,312
Drury College	42,000			62,500						104,500	104,500
Tarkio College	24,272	9,600	14,431	23,684		10,826	20,763	5,982	794	110,352	89,589
Central Wesleyan College	24,883		21,393	11,825			8,000	5,508		71,609	63,609
Eden Theological Seminary	2,440		6,999	6,000		10,000		42,530	7,265	75,234	75,234
Kendrick Theological Seminary	65,000									65,000	65,000
Webster College	12,088	5,485	24,900						58,426	100,899	100,899
MONTANA											
Intermountain Union College	22,114	4,512	13,691				50,000	4,858	15,000	110,175	60,175
Mount St. Charles College	10,069	5,352	25,065	1,000						41,486	41,486
NEBRASKA											
Cotner College	25,479	3,800	14,428				90,647	26,377	31,600	192,331	101,684
Dana College and Trinity Seminary	10,808	4,392	11,255	6,000		20,400	19,272	12,000		84,127	64,855
Nebraska Central College	10,383	1,154		1,341				2,788	787	16,453	16,453
Union College	62,648	24,751	39,260					14,032	50,940	191,631	191,631
Doane College	29,892	4,108	18,455	17,232			15,787	9,902	13,233	108,609	92,822
Midland College	38,511	4,104	2,562	7,530				23,416		76,123	76,123
Grand Island College	20,452	3,503	21,263	3,520		19,766		23,504		92,008	92,008
Hastings College	52,000	5,000	23,000	18,000		55,000	56,000	25,000	6,000	240,000	184,000
Creighton University	229,591	5,171	14,022	208,301			32,488		2,223	491,796	459,308
Presbyterian Theological Seminary	547	78		9,741			7,500	14,198	317	32,381	24,881
University of Omaha	51,491			3,141		59,460		647	1,225	115,964	115,964
Nebraska Wesleyan University	77,693								59,786	137,479	137,479
York College	17,432		3,847	3,775			2,000	38,852	1,696	67,602	65,602
NEW HAMPSHIRE											
Dartmouth College	584,650	241,235	218,885	351,290		170,825	1,078,800	165,980	63,550	2,875,215	1,796,415
St. Anselm's College [3]	75,000									75,000	75,000
NEW JERSEY											
Bloomfield Theological Seminary			9,001	15,822			56,490	22,269		103,582	47,092
College of St. Elizabeth	54,552	23,130	88,729							166,411	166,411
Stevens Institute of Technology	127,540			122,191			59,941		18,332	328,004	268,063
Upsala College	28,395	9,250	19,000	30,523		50,000			2,200	139,368	139,368
Georgian Court College	44,000	40,000	60,000	6,500		4,500	24,000	12,000	8,500	199,500	175,500
Drew Theological Seminary	9,000		24,000	54,000		17,000	46,000	20,000	44,000	214,000	168,000
New Jersey College of Pharmacy	45,000					21,000			500	66,500	66,500
New Jersey Law School	322,045								5,216	327,261	327,261
Theological Seminary of the Reformed Church in America		5,875		40,681		5,000		1,300	13,065	65,921	65,921
Princeton Theological Seminary	2,285			179,284			40,232	4,900	39,942	266,643	226,411
Princeton University	852,181	110,689		721,885				85,195	65,219	1,835,169	1,835,169
St. Joseph's College	2,200							30,000		32,200	32,200

[3] Statistics of 1924.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 endowment
	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											
St. Rose's College	$14,890		$16,650							$31,540	$31,540
Alfred University	70,335	$13,120		$39,522	[4] $72,846		$65,488	$1,124	$39,248	301,683	236,195
St. Stephen's College	69,815			10,518		$91,272	17,589	49,065	133,952	372,211	354,622
Auburn Theological Seminary	3,406	5,754	9,151	61,036			9,099	40,992	7,221	136,659	127,560
Wells College	79,593		183,063	54,353	[4] 2,500	32,450	90,077	2,185	21,507	465,728	375,651
Adelphi College	121,684			28,467			218,833			368,984	150,151
Brooklyn College of Pharmacy	104,720		1,647			14,456			7,484	128,307	128,307
Long Island College Hospital	164,363								12,099	176,462	176,462
Polytechnic Institute of Brooklyn	198,201			50,474			317,794	600	38,611	605,680	287,886
St. Francis College	12,860		2,668			188,648			1,433	205,609	205,609
St. John's College	235,355		26,925	38,123			14,615		124,354	439,372	424,757
St. Joseph's College for Women	40,392					61,473			1,349	103,214	103,214
Canisius College	85,083			21,232		15,872			129,373	251,560	251,560
De Lancey Divinity School				3,560					1,250	4,810	4,810
D'Youville College	26,900	2,500	17,763							47,163	47,163
Martin Luther Theological College			1,740			5,000	7,049			13,789	6,740
University of Buffalo	416,582			158,207			226,798	48,475		850,062	623,264
St. Lawrence University	69,402		15,799	65,984	[4] 49,930	104,287	146,611		4,800	456,813	310,202
Hamilton College	68,523	22,212	35,607	196,060	[4] 4,750	28,686	194,421	4,349	22,283	576,891	382,470
Elmira College	144,394	71,230	75,788	29,353					1,072	321,837	321,837
Mount St. Alphonsus Theological Seminary								50,000		50,000	50,000
Hobart College	91,374		47,900	156,410			65,526	15,500	24,981	401,691	336,165
Colgate University	131,212	18,062		187,488		375,000			75,000	786,762	786,762
Hartwick Seminary	5,031	2,954	10,527	21,800				11,000	16,764	68,076	68,076
Houghton College	22,421			9,226		3,000	7,000	12,000		53,647	46,647
Cornell University	1,442,122	173,315	425,957	957,674	[5] 2,435,026	30,000	116,068	332,355	1,385,319	7,297,836	7,181,768
Keuka College	37,173	11,140	44,561	19,250				12,960	57,737	182,821	182,821
College of New Rochelle	322,165								42,778	364,943	364,943
Barnard College	465,202			195,659		15,000	4,787	10,446	95,445	786,539	781,752
College of Mount St. Vincent	69,185		83,715					170,039		322,939	322,939
College of the Sacred Heart	18,864	11,075	35,526					30,532	55,141	151,138	151,138
Columbia University	3,431,683	320,547		2,146,240		2,282,876	984,155	739,983	8,542,818	18,448,302	17,464,147

Cooper Union	7,314			275,367					8,658	291,339	291,339
Fordham University	753,347	23,519	79,213					20,113	415,269	1,291,461	1,291,461
General Theological Seminary of the Protestant Episcopal Church			36,615	128,017			34,407	24,418	29,783	253,240	218,833
Jewish Theological Seminary of America				77,601				12,803	20,609	111,013	111,013
Manhattan College	139,453		54,475					71,624		265,552	265,552
New York Homeopathic Medical College and Flower Hospital	97,873			12,100				36,394		146,367	146,367
New York Law School	190,515									190,515	190,515
New York University	3,435,803	20,000		157,465		602,168	21,419	97,412	206,383	4,540,650	4,519,231
Rabbi Isaac Elchanan Theological Seminary	4,693			248			50,000	135,074	190,015	380,030	330,030
The Biblical Seminary in New York	24,564	58,132	41,245	2,147		89,590	8,075	55,559	17,444	296,756	288,681
Union Theological Seminary	38,429	7,379		394,154		564,878		2,136		1,006,976	1,006,976
Niagara University	39,911	6,713	94,353	7,358		109,467			32,208	290,010	290,010
A. M. Chesbrough Seminary [3]	5,136	2,892	13,043	7,431					6,811	35,313	35,313
Clarkson College of Technology	47,117			24,527				2,500	5,322	79,466	79,466
Vassar College	401,305		599,800	361,339		275,000	183,373	25,876	201,802	2,048,495	1,865,122
Rochester Theological Seminary				96,235			32,539		3,200	131,974	99,435
St. Bernard's Seminary			48,620	19,827			7,965		31,168	107,580	99,615
University of Rochester	376,568	21,970	30,707	862,778		259,000	1,455,364	2,637	288,829	3,297,853	1,842,489
St. Bonaventure's College	45,477	4,350	74,029	1,735					3,950	129,541	129,541
Skidmore College	146,478	57,357	216,269	21,990		18,408	48,045	159	1,987	510,693	462,648
Union University	351,361	16,382		191,991		27,556	113,902	57,257	420,080	1,178,529	1,064,627
Syracuse University	1,235,090	3,913	1,885	154,000			35,337	6,180	15,484	1,451,889	1,416,552
Marymount College	135,000							58,000	8,975	201,975	201,975
Rensselaer Polytechnic Institute	344,291	29,976	68,332	200,522			227,689		105,053	975,863	748,174
Russell Sage College	171,965			39,000					3,343	214,308	214,308
Good Council College	5,850		9,982			25,000			14,588	55,420	55,420
NORTH CAROLINA											
College of St. Genevieve of the Pines	6,890		9,000	10,000					1,275	27,165	27,165
Belmont Abbey College	48,000									48,000	48,000
Johnson C. Smith College [1]	9,852		24,757			5,264		74,061	842	114,776	114,776
Queens College [3]	21,314		43,500	1,120			17,000	6,190		89,124	72,124
Davidson College	90,470	40,478	15,022	48,836		42,662	204,862		10,520	452,850	247,988
Duke University [3]	64,536	45,751		85,612				100,701	2,165	298,765	298,765
Elon College	22,500	9,227	11,814	20,000		70,000	100,000	27,804		261,345	161,345
Greensboro College for Women	56,157	20,892	77,524	12,800			125,085	11,250	6,317	310,025	184,940
Guilford College	30,461	13,521	30,110	23,224			152,922	16,798	5,453	272,489	119,567
Lenoir-Rhyne College	32,648	6,776	24,874	21,055			25,000	1,800	6,155	118,308	93,308
Davenport College	7,716		20,020	9,219					6,019	42,974	42,974
Louisburg College	22,007	6,407	28,097	10,500		80,000	50,000	4,932	30,000	231,943	181,943
Mars Hill College	28,640	10,450	38,386					3,751		81,227	81,227
Chowan College	18,096	3,476	22,416	1,422			25,000			70,410	45,410
Meredith College	85,721		64,767	29,183			50,000			229,671	179,671
Peace Institute	27,250		37,750					5,500		70,500	70,500
St. Mary's School	36,000		90,000				25,000			151,000	126,000
Shaw University [1]	17,800		29,939	17,158				19,195		84,092	84,092
Flora Macdonald College	34,590	5,781	55,269	9,142				12,430	16,392	133,604	133,604

[1] Colored. [3] Statistics of 1924. [4] From State. [5] $320,000 from United States Government; $2,115,026 from State.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 endowment
	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
NORTH CAROLINA—continued											
Rutherford College [3]	$4,081	$1,994		$4,048					$4,407	$14,530	$14,530
Catawba College	17,398	5,744	$11,233	13,009		$52,361	$10,000	$800		110,545	100,545
Livingstone College [1]	12,694	6,000	16,510	600				21,058		56,862	56,862
Mitchell College	20,000	2,000	12,000	240			1,000	2,600		37,840	36,840
Wake Forest College	96,078	15,649		107,948					5,074	224,749	224,749
Weaver College	11,792	5,029	14,054				4,556	7,561		42,992	38,436
Atlantic Christian College	9,573	3,593	17,960	3,503			1,001	13,896	708	50,234	49,233
Wingate Junior College	20,646	4,371	18,059	80					2,740	45,896	45,896
Salem College	84,518	40,384	79,233	20,362						224,497	224,497
NORTH DAKOTA											
Jamestown College	39,919	8,057	24,994	26,039		3,000	65,074	9,115	2,110	178,308	113,234
OHIO											
Ohio Northern University	236,834			24,008			7,302	6,065		274,209	266,907
Mount Union College	78,957			35,076		5,231	40,913	685	11,365	172,227	131,314
Ashland College	35,000	4,300	19,000	10,000			70,000	8,000		146,300	76,300
Baldwin-Wallace College	45,312	6,999	3,253	44,814			160,800	6,280	38,324	305,782	144,982
Bluffton College	32,617	9,033	18,653	9,979			51,000		1,094	122,376	71,376
Cedarville College	9,163			7,409		17,039	5,676	2,176	1,406	42,869	37,193
Cincinnati College of Dental Surgery	6,720								6,500	13,220	13,220
Cincinnati College of Pharmacy	10,000									10,000	10,000
College and Academy of the Sacred Heart	30,000					3,000				33,000	33,000
Eclectic Medical College	26,000			7,500			40,000		2,000	75,500	35,500
Hebrew Union College								250,000		250,000	250,000
Lane Theological Seminary [3]				39,000			20,000	1,352		60,352	40,352
Mount St. Mary's Seminary of the West	20,000	20,000	40,000							80,000	80,000
St. Xavier College	45,205	32,156		14,320		250,000	3,000	19,022		363,703	360,703
Case School of Applied Science	165,921			186,932		610,500	563,993	500		1,527,846	963,853
John Carroll University	76,779								10,649	87,428	87,428
Seminary of Our Lady of the Lake	5,000							41,000		46,000	46,000
Ursuline College	22,000		2,755					1,500		26,255	26,255

Western Reserve University	680,958	29,803	91,121	544,318				119,529	52,458	1,518,187	1,518,187
Capital University	51,659			17,926			250,000	54,480	1,971	376,036	126,036
Bonebrake Theological Seminary	928		4,500					34,460	20,372	60,200	60,200
Central Theological Seminary of the Reformed Church in United States	1,244			10,490			6,400	1,130	24,304	43,568	37,168
University of Dayton	103,500	38,500	118,000						30,000	290,000	290,000
Defiance College	40,697	5,430		28,087			9,104	6,033	5,661	95,012	85,908
Ohio Wesleyan University	416,831	96,415	153,609	114,718			46,448	18,000	20,109	866,130	819,682
Findlay College	28,548	1,258	1,673	13,206		5,052	7,850	12,523	19,062	89,172	81,322
Kenyon College	43,988	13,981	34,992	103,088			181,295	7,500		384,844	203,549
Glendale College	32,750							1,000	5,000	38,750	38,750
Denison University	125,998		30,552	176,000					15,980	348,530	348,530
Hiram College	63,707	1,802		50,632			170,705	8,295	1,587	296,728	126,023
Marietta College	36,284		11,082	76,524		25,000	65,559	11,451	4,491	230,391	164,832
Muskingum College	122,492	2,897	4,354	27,959		92,283	102,918	7,550	11,560	372,013	269,095
Oberlin College	480,591		8,078	500,328		45,906	10,389,564	70,413	160,104	11,654,984	1,265,420
Oxford College for Women	83,092			7,500			11,560			102,092	90,592
Western College for Women	80,893	51,297	95,685	44,475			60,618		30,473	363,441	302,823
Lake Erie College	61,205		90,195	37,252			163,926		18,427	371,015	207,089
Rio Grande College	22,208	4,448	7,922			154		933	7,265	42,930	42,930
Wittenberg College	187,071	35,709	34,090	88,628		41,930	258,024	13,769	6,562	665,783	407,759
Heidelberg College	60,333	9,046	32,878	40,445		105,981	147,759	7,563	13,390	417,395	269,636
St. John's University	29,404			2,301		6,326	791		32,847	71,669	70,878
Otterbein College	76,884	8,025	30,954	48,869		924	112,362	10,887	25,074	313,979	201,617
Wilberforce University [1]	22,311	11,441	33,556		[4] $5,000			30,305		102,613	102,613
Wilmington College	49,518	5,865	18,024	12,930	[4] 2,250				9,306	97,893	97,893
College of Wooster	168,153	31,218	117,998	145,389				32,466	1,461	496,685	496,685
Antioch College	170,445	24,174	48,894	2,007		5,900		144,424	7,848	403,692	403,692
OKLAHOMA											
Bethany-Peniel College	18,500	1,000	4,500			12,500		2,000		38,500	38,500
Oklahoma Christian College	8,000							5,000	2,000	15,000	15,000
Oklahoma Presbyterian College for Girls	16,519		11,700						21,304	49,523	49,523
Phillips University	84,635	7,473		27,396			206,587		18,481	344,572	137,985
Catholic College of Oklahoma for Women	5,000	1,500	8,000						20,000	34,500	34,500
Oklahoma City University	81,396		8,197	3,975			4,165	76,029	4,668	178,430	174,270
Oklahoma Baptist University	90,744	8,018	32,335					37,465		168,562	168,562
University of Tulsa	57,764	4,353	13,875	42,794				2,357	3,038	124,181	124,181
OREGON											
Albany College	9,622	433	5,324	14,020		37,577	659	24,711		92,346	91,687
Eugene Bible University	14,348	1,639	194	20,759		5,997	21,976	56,436	337	121,686	99,710
Pacific University	20,371		16,203	10,000			5,000	15,000	28,926	95,500	90,500
Linfield College	30,884			29,306			9,135	13,472	169	82,966	73,831
Pacific College	7,729	1,302	2,260	11,597			80,610	33,798	1,258	138,554	57,944
Columbia University	15,600	2,880	18,768	240					4,806	42,294	42,294
North Pacific College	108,539								54,045	162,584	162,584
Northwestern College of Law	11,494								118	11,612	11,612
Reed College	55,543	13,931	29,156	83,921			234,307			416,858	182,551
Kimball School of Theology	522			1,589				17,698		19,809	19,809
Willamette University	55,360	4,040	18,050	33,500			215,660		2,470	329,080	113,420

[1] Colored.

[3] Statistics of 1924.

[4] From State.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 endowment
	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											
Cedar Crest College	$81,600	$17,820	$26,391				$3,798	$18,040	$19,530	$167,179	$163,381
Muhlenberg College	108,976			$46,778		$18,007			4,135	177,896	177,896
Lebanon Valley College	69,507	13,982	43,737	23,503			75,516	13,510	1,916	241,671	166,155
St. Vincent College and Ecclesiastical Seminary	51,510	1,571	121,764						30,973	205,818	205,818
Geneva College	44,643	7,925	24,800	20,713			250,000	1,000	84,015	433,096	183,096
Lehigh University	472,536	18,361	65,991	218,644				8,230	54,048	837,810	837,810
Moravian College and Theological Seminary	14,352			12,220		24,066	1,406	9,328		61,372	59,966
Moravian Seminary and College for Women	27,922		23,680	331		100	100	700	8,014	60,847	60,747
Academy of the New Church	4,100		13,120	118,353				34,849		170,422	170,422
Bryn Mawr College	145,567		289,755	244,975		74,000	45,000	60,000	12,000	871,297	826,297
Dickinson College	118,471			33,150			135,000		34,645	321,266	186,266
Wilson College	94,893	49,944	104,881	24,903				5,332	22,193	302,146	302,146
Crozer Theological Seminary			2,854	80,760					4,201	87,815	87,815
Pennsylvania Military College	219,410									219,410	219,410
Ursinus College	75,184	29,982	76,730	14,085		16,805	18,435	58,831		290,052	271,617
Lafayette College	309,486			150,057			244,165			703,708	459,543
Elizabethtown College	36,293	5,139	25,426	9,520				5,498	22,050	103,926	103,926
Gettysburg College	118,234	8,868		48,243		25,053		3,800	2,860	207,058	207,058
Theological Seminary of the General Synod of Evangelical Lutheran Church				35,640			15,000	2,975		53,615	38,615
Seton Hill College	180,093					48,600			63,078	291,771	291,771
Thiel College	47,535			8,689		4,935	290	22,794		84,243	83,953
Grove City College	96,070	28,840	18,411			25,000	141,197	4,176	12,792	326,486	185,289
Haverford College	54,076	27,712	62,250	182,381			31,648	4,889	9,866	372,822	341,174
Juniata College	51,778	18,888	69,909	30,024		1,017	110,739	8,907		291,262	180,523
Beaver College	40,000		200,000							240,000	240,000
Franklin and Marshall College	135,000	10,000		45,000		458,000	35,000			683,000	648,000
Theological Seminary of the Reformed Church		1,700	5,200	21,000					13,000	40,900	40,900
Bucknell University	290,715	68,585	78,284	40,571		49,000	232,929	4,836	5,362	770,282	537,353

Lincoln University [1]	44,206			38,822			9,079		2,823	94,930	85,851
St. Francis College	19,760	10,300	30,000			20,000		1,000		81,060	81,060
Allegheny College	126,328	19,594	58,420	77,223					3,097	284,662	284,662
Irving College	56,629								1,599	58,228	58,228
Albright College	58,548			18,708					8,991	86,247	86,247
Westminster College [3]	47,011	756	2,947	27,125			64,953	8,449		151,241	86,288
Divinity School of the Protestant Episcopal Church				28,000					20,000	48,000	48,000
Drexel Institute	313,249	33,138	35,402	120,865		50,000	128,112		6,389	687,155	559,043
Dropsie College				48,348				6,000		54,348	54,348
Jefferson Medical College	190,026			65,000	[4] $75,000		266,850	28,334	593,502	1,218,712	951,862
La Salle College	40,000									40,000	40,000
Lutheran Theological Seminary		3,286	14,773	23,914		23,800		26,200	31,170	123,143	123,143
Philadelphia College of Osteopathy	68,907									68,907	68,907
Philadelphia College of Pharmacy and Science	152,112								18,417	170,529	170,529
St. Charles Seminary [3]	46,500									46,500	46,500
St. Joseph's College	22,500			1,242				4,400	3,600	31,742	31,742
Temple University	769,541	12,136	50,702		[4] 135,000	26,265			48,930	1,042,574	1,042,574
University of Pennsylvania	2,386,967			532,824	[4] 717,392			601,683	2,381,611	6,620,477	6,620,477
Woman's Medical College of Philadelphia	27,988			35,714	[4] 21,220	3,829	6,468	100	446	95,765	89,297
Carnegie Institute of Technology	518,209	190,802	148,213	783,538			20,394	11,681	3,147	1,675,984	1,655,590
Duquesne University of the Holy Ghost	182,215	1,394	34,124						31,289	249,022	249,022
Pennsylvania College for Women	68,205	22,461	81,702	20,341				6,350		199,059	199,059
Pittsburgh Theological Seminary	99	1,447		25,131				2,350	312	29,339	29,339
Reformed Presbyterian Theological Seminary [3]		300		3,300		15,000			2,000	20,600	20,600
University of Pittsburgh	1,338,527		174,868	53,059	[6] 414,282	1,010,795	844,093	58,078	128,089	4,021,791	3,177,698
Western Theological Seminary		1,313		40,248			500		23,634	65,695	65,195
Schuylkill College	28,423	7,209	19,419	13,983				13,372		82,406	82,406
Rosemont College	15,000		40,000	500						55,500	55,500
Marywood College	40,420	1,200	24,850	75,000		29,000				170,470	170,470
Susquehanna University	56,250	12,500	41,130	16,800				3,750		130,430	130,430
Swarthmore College	152,000	81,000	142,000	176,000			150,000	20,000	30,000	751,000	601,000
Villanova College	219,458		80,000				38,000		43,521	380,979	342,979
Washington and Jefferson College	84,929	9,664		75,080				1,200	31,939	202,812	202,812
Waynesburg College	29,762			5,868		1,833	9,960	3,614	5,375	56,412	46,452
RHODE ISLAND											
Brown University	701,568	89,430	59,505	443,568					750,923	2,044,994	2,044,994
Providence College	79,000			2,034			2,600			83,634	81,034
Rhode Island College of Pharmacy and Allied Sciences	21,110						435		900	22,445	22,010
SOUTH CAROLINA											
Anderson College [3]	80,030						1,500			81,530	80,030
Presbyterian College of South Carolina	20,972	13,809	3,078	16,343				17,138	39	71,379	71,379
Benedict College [1]	11,885		33,679						54,766	100,330	100,330

[1] Colored. [3] Statistics of 1924. [4] From State. [6] $20,220 from United States Government; $394,062 from State.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 [4]
	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
SOUTH CAROLINA—continued											
Chicora College for Women	$34,000		$61,510	$2,309				$13,545	$3,584	$114,948	$114,948
Columbia College	35,994		75,067	7,000			$15,000		11,126	144,187	129,187
Columbia Theological Seminary				24,254			2,021	8,931	19,889	55,095	53,074
Lutheran Theological Southern Seminary		$660		7,204					3,105	10,969	10,969
Erskine College	14,735	3,872	16,818	12,255		$3,000		18,000		68,680	68,680
Erskine Theological Seminary [3]				3,359				2,200		5,559	5,559
Woman's College of Due West	22,003		37,365	4,986			1,616	5,000		70,970	69,354
Limestone College	22,465	8,560	41,118				275,000		3,450	350,593	75,593
Furman University	86,987	22,625	74,686	61,644				140	3,005	249,087	249,087
Greenville Woman's College	67,832		57,489	4,210				6,459	7,555	143,545	143,545
Lander College	35,634		49,694	899		8,057	192	439	11,945	106,860	106,668
Coker College	37,135		68,967	30,855		3,967		1,900	18,207	161,031	161,031
Converse College	79,269	42,340	85,936	39,647		31,660	44,789			323,641	278,852
Wofford College	37,413		54,457	21,819			17,629	12,263		143,581	125,952
SOUTH DAKOTA											
Huron College	49,316	3,741		38,298		183,673	137,014	53,409	4,442	469,893	332,879
Dakota Wesleyan University	55,417	10,135	33,446	15,568		2,750	27,720	17,318	1,917	164,271	136,551
Columbus College	15,281	5,230	25,167	300				45,000		90,978	90,978
Sioux Falls College	11,870	1,154	3,462	9,763				31,905	3,058	61,212	61,212
Wessington Springs Junior College	8,416	1,446	8,428	540		2,729		7,205	998	29,762	29,762
Yankton College	34,166	6,398	25,701	11,683			150,532	41,012	3,662	273,154	122,622
TENNESSEE											
King College	19,288			7,895		5,255		3,705	8,171	44,314	44,314
Chattanooga College of Law	7,020									7,020	7,020
University of Chattanooga	57,292	630	1,586	48,000					3,250	110,758	110,758
Centenary College	22,500	2,500	12,441							37,441	37,441
Bryson College	10,500	1,350	7,200					9,500		28,550	28,550
Tusculum College	9,160	6,008	16,195	39,099		2,500	2,000	12,257	3,877	91,096	89,096
Lincoln Memorial University	8,351	8,250	25,054	40,621		32,695	30,862	70,526	89,155	305,514	274,652

Freed-Hardeman College	12,000	1,000	6,000			500				19,500	19,500
Lane College [1]	22,000	38,500	3,000					10,000		73,500	73,500
Union University	62,002	11,282	33,056	9,450		2,500		18,896		137,186	137,186
Carson and Newman College	50,522		71,933	17,873				2,044	4,589	146,961	146,961
Johnson Bible College	6,966			4,500		11,347	8,270	11,069	2,235	44,387	36,117
Knoxville College [1]	13,358	7,200	27,000	18,000		10,000	18,446	36,817	936	131,757	113,311
Cumberland University	70,895	9,723	39,283	10,505				8,002	21,330	159,738	159,738
Bethel College	11,000	3,000	7,000	16,000					2,700	39,700	39,700
Hiwassee College	7,970	5,310	12,381			1,300		5,874	156	32,991	32,991
Maryville College	39,246	18,003		64,441		2,023	137,699	13,632	9,948	284,992	147,293
Le Moyne Junior College [1]	13,000							2,500	8,500	24,000	24,000
Southwestern College	50,342	10,406	42,051	6,530		58,389	91,834	47,544	33,719	340,815	248,981
Milligan College	6,000	4,000	20,000	100		50,000		44,900	5,000	130,000	130,000
Du Bose Memorial Church Training School	31,943									31,943	31,943
Tennessee College	22,007	7,781	46,841					14,660		91,289	91,289
Fisk University [1]	44,953	14,698	45,331	18,520			3,386	81,730	5,622	214,240	210,854
Meharry Medical College [1]	80,689	4,689		34,230				30,000	18,138	167,746	167,746
Vanderbilt University	296,339	8,162		422,943		240,000	3,465,000	28,040		4,460,484	995,484
Ward-Belmont School [3]	105,936									105,936	105,936
Martin College	12,800		12,200	1,800				5,000		31,800	31,800
University of the South	52,816	28,127	90,678	67,002		82,085	25,000	23,625	34,058	403,391	378,391
TEXAS											
Abilene Christian College	60,117	8,197	36,167						7,025	111,506	111,506
McMurry College	41,222	4,832	18,571	1,200		60,000	10,000	11,663	3,584	151,072	141,072
Simmons College	122,810	16,290	70,880	7,500		52,000	209,503	63,109		542,092	332,589
Austin Presbyterian Theological Seminary				17,000				5,000	4,000	26,000	26,000
St. Edward's University	51,680	7,550	100,320						17,400	176,950	176,950
Baylor College for Women	243,327	71,214	222,229							536,770	536,770
Daniel Baker College	36,000									36,000	36,000
Howard Payne College	56,325	6,979	55,226	2,400				5,679		126,609	126,609
Randolph Junior College	2,737		3,210			500		24,892		31,339	31,339
Clarendon College	16,531	5,400	14,941			5,000		2,000		43,872	43,872
St. Mary's College	25,000		19,481	1,875			500		9,875	56,731	56,231
Southern Methodist University	321,584	24,835	125,605	100,395		589,260	41,610	60,234	56,886	1,320,409	1,278,799
University of Dallas [3]	14,000	2,000	17,000							33,000	33,000
Decatur Baptist College	18,000		30,000				12,000			60,000	48,000
Texas Christian College	170,000	40,000	100,000	15,341				150,550		475,891	475,891
Texas Woman's College	55,957	22,355	62,640			15,000		10,000	20,896	186,848	186,848
Southwestern University	55,373	10,306	48,809	6,930					57,711	179,129	179,129
Burleson College	48,453	10,296	38,788	1,200		70,000		182		168,919	168,919
Wesley College	29,435	9,192	25,008			14,551			7,823	86,009	86,009
Rice Institute	22,568	31,899	89,403	686,123						829,993	829,993
South Texas School of Law	3,668									3,668	3,668
Texas Dental College	25,980									25,980	25,980
Jacksonville College	5,506	1,926	4,446	966		1,406	726	5,433	2,194	22,603	21,877
Lon Morris College	25,950	10,633	35,534	5,415		1,550		2,299	9,758	91,139	91,139
Bishop College [1]	19,602		57,000			7,901		26,310	7,268	118,081	118,081

[1] Colored.

[3] Statistics of 1924.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 endowment
	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
TEXAS—continued											
College of Marshall	$19,274	$3,819	$6,238					$11,000		$40,331	$40,331
Meridian College	10,690	2,100	4,798						$9,500	27,088	27,088
Texas Presbyterian College	25,000		35,000	$6,000		$8,000	$3,000			77,000	74,000
Wayland Baptist College	27,000	750	16,560			60,000		8,000		112,310	112,310
Trinity Junior College	2,839	573	4,083	606		3,100		4,947	1,310	17,458	17,458
Rusk College	13,047	3,652	13,018					2,704	6,132	38,553	38,553
Our Lady of the Lake College [3]	10,329	5,494	14,563							30,386	30,386
Westmoorland College	44,480	16,281	27,266			57,756		4,418	2,596	152,797	152,797
Southwestern Baptist Theological Seminary	10,120			18,155		150,010		93,361	75,944	347,590	347,590
Austin College	51,525		32,484				21,617	50	27,403	133,079	111,462
Carr-Burdette College	4,797		4,500					4,139	4,551	17,987	17,987
Kidd-Key College	40,275	11,250	84,066							135,591	135,591
Westminster College	10,000		810	1,200				5,000		17,010	17,010
Texas Military College	60,000									60,000	60,000
Thorp Spring Christian College	14,130	325	1,300			10,000				25,755	25,755
Baylor University	269,936	46,421	88,178	31,759			568,473			1,004,767	436,294
Trinity University	63,848		5,230	28,832					11,922	109,832	109,832
Weatherford University	13,667		992	2,000				5,277	142	22,078	22,078
UTAH											
Snow Hill College	5,400							32,800	1,860	40,000	40,000
Brigham Young College	19,585			101		7,120		54,000	1,602	82,408	82,408
Weber College	7,350							50,000	5,000	62,350	62,350
Brigham Young University	59,900								264,876	324,776	324,776
Westminster College	13,382		21,604	17,105		28,571	5,850	45,284	119,138	250,934	245,084
VERMONT											
Middlebury College	105,695	48,357	90,753	155,162	[4] $24,000	50,811	47,156	16,025	7,601	545,560	498,404
Norwich University	85,258			33,748	[4] 21,100		10,000		1,640	151,746	141,746
St. Michael's College	45,000									45,000	45,000

VIRGINIA											
Martha Washington College [3]	38,617									38,617	38,617
Stonewall Jackson College	20,850		27,458				2,000	6,000	400	56,708	54,708
Randolph-Macon College	41,940	8,105	1,065	36,926			244,141	146,040		478,217	234,076
Blackstone College for Girls	31,965		48,133					21,661	7,994	109,753	109,753
Bridgewater College	26,534		23,060	13,902		2,000		663	2,402	68,561	68,561
Sullins College	60,000	35,000	160,000						21,000	276,000	276,000
Virginia Intermont College	46,480	28,401	42,167	5,541						122,589	122,589
Averett College	16,000	12,000	16,000			4,500	6,000	3,000		57,500	51,500
Shenandoah College	18,400	4,000	13,000	11,000		10,000	3,000	2,000		61,400	58,400
Emory and Henry College	38,205	10,177	28,696	18,077				8,628	6,544	110,327	110,327
Hampden-Sidney College	22,313	12,604		11,595		45,529		53,473	1,362	146,876	146,876
Hollins College	100,330		175,865						23,355	299,550	299,550
Washington and Lee University	166,361	15,421		79,334		43,415			24,999	329,530	329,530
Lynchburg College	34,239	14,125	38,798	11,193			56,372	20,710	6,581	182,018	125,646
Randolph-Macon Woman's College	190,577		268,642	28,330			138,499			626,048	487,549
Virginia Theological Seminary and College [1 3]	16,741		29,834	3,180		31,594		25,440		106,789	106,789
Marion Junior College	12,350		25,000					3,500		40,850	40,850
Southern College [3]	16,250		18,750							35,000	35,000
Union Theological Seminary	130			36,540			87,140	2,500	19,774	146,084	58,944
University of Richmond	169,203	39,904	85,010	124,805		38,420	10,544		7,863	415,749	405,205
Virginia Union University [1]	23,050		29,986	17,420				12,564	6,212	89,232	89,232
Virginia College [3]	113,520									113,520	113,520
Roanoke College	40,997	6,132	33,557	11,774			125,763	7,075		225,298	99,535
Sweet Briar College	98,980	66,343	130,883	18,768		27,625	25,000			367,599	342,599
Protestant Episcopal Theological Seminary [3]			12,000	54,150			215,000			281,150	66,150
WASHINGTON											
Walla Walla College	36,436	5,146	26,136	4,887		5,404		9,402	2,685	90,096	90,096
St. Martin's College	15,690	11,385	34,155			1,200			6,200	68,630	68,630
Gonzaga College	19,330	10,000	50,000	3,000		30,000				112,330	112,330
Whitworth College	6,238		2,392	1,273				23,813	590	34,306	34,306
College of Puget Sound	46,317	876		40,468		18,549	168,936	7,425	282,572	565,143	396,207
Whitman College	77,898	1,565	25,661	47,580			184,037	455		337,196	153,159
WEST VIRGINIA											
Morris Harvey College	13,349	2,700	15,463	13,000				1,894	37,562	83,968	83,968
Bethany College	52,603	8,301	19,089	91,636				500	6,309	178,438	178,438
West Virginia Wesleyan College	41,166	3,024	15,310	35,462		1,248	58,216	9,300	3,215	166,941	108,725
Davis and Elkins College	38,085	1,885	6,521	5,890		68,574		8,205	1,124	130,284	130,284
Greenbrier College for Women	10,970		23,194					10,000	29	44,193	44,193
Storer College [1]	4,147		25,329				20,106		17,408	66,990	46,884
Broaddus College	18,361	4,682	18,491					29,580	550	71,664	71,664
Salem College	30,566	100		5,694			208	20,662	10,890	68,120	67,912

[1] Colored.

[3] Statistics of 1924.

[4] From State.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1925–26*—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 endowment
	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
WISCONSIN											
Lawrence College	$188,815	$43,966	$87,931	$102,731	----------	$15,442	$73,823	$150	$7,855	$520,713	$446,891
Northland College	13,543	2,436	13,008	6,870	----------	116,261	44,500	34,864	----------	231,482	186,982
Beloit College	116,997	1,215	7,275	107,870	----------	107,975	138,000	50,789	1,929	532,050	394,050
Milton College	17,579	1,620	1,630	15,765	----------	935	1,799	1,951	1,394	42,673	40,874
College of Electrical Engineering	105,628	----------	----------	----------	----------	----------	----------	----------	----------	105,628	105,628
Marquette University	718,508	----------	----------	148,614	----------	585	158,101	4,225	25,874	1,055,907	897,806
Milwaukee-Downer College	89,299	86,751	5,824	59,052	----------	667	36,136	2,315	19,788	299,832	263,696
St. Lawrence College	30,000	----------	----------	----------	----------	----------	----------	----------	1,500	31,500	31,500
Nashota House	6,000	----------	----------	26,000	----------	25,000	----------	5,500	430	62,930	62,930
Mission House College	21,973	----------	----------	2,363	----------	2,695	4,867	35,277	4,776	71,951	67,084
St. Mary's College	16,244	3,537	18,877	----------	----------	1,000	5,000	7,680	4,100	56,438	51,438
Ripon College	72,215	20,801	32,861	25,223	----------	----------	51,493	----------	11,141	213,734	162,241
St. Francis Seminary	35,000	----------	60,000	----------	----------	----------	----------	----------	13,500	108,500	108,500
Northwestern College	4,500	----------	22,000	6,000	----------	----------	1,000	46,500	1,200	81,200	80,200
Carroll College	64,932	5,752	15,749	31,303	----------	19,500	24,261	11,477	2,502	175,476	151,215
Evangelical Lutheran Theological Seminary	----------	----------	----------	----------	----------	----------	----------	41,000	----------	41,000	41,000

TABLE 31.—*Statistics of junior colleges, 1925–26*

(Included in other table)

State	Under public control			Under private control		
	Number	Instructors	Students	Number	Instructors	Students
1	2	3	4	5	6	7
Continental United States	47	953	13,850	106	1,809	22,660
Alabama				1	13	201
Arizona	1	19	206			
Arkansas				1	18	253
California	11	266	2,905			
Georgia				5	72	998
Idaho	1	39	690			
Illinois	2	95	2,207	5	96	864
Indiana				1	9	165
Iowa	2	12	164			
Kansas	6	47	738	4	64	689
Kentucky				7	99	1,255
Louisiana				2	21	185
Maryland				1	28	375
Massachusetts				2	51	436
Michigan	4	72	980			
Minnesota	5	89	605	1	15	266
Mississippi				3	41	413
Missouri	2	68	1,794	15	302	3,589
New York				1	14	127
North Carolina				9	154	2,208
North Dakota	1	24	291			
Ohio				1	12	50
Oklahoma	2	20	389	3	42	744
Oregon				2	47	568
Tennessee				5	99	1,344
Texas	8	168	2,296	20	276	4,092
Utah				3	58	772
Virginia				10	207	2,277
Washington				1	21	232
West Virginia	2	34	585	2	37	397
Wisconsin				1	13	160

CHAPTER XXII

STATISTICS OF TEACHERS COLLEGES AND NORMAL SCHOOLS, 1925–26

Statistics concerning the training of teachers are given in this report. The major items presented include total enrollments; enrollments in teacher-training courses; instructors; graduates; receipts, including sources of support; expenditures; and detailed information regarding demonstration schools and practice teaching. The greater portion of the report is given over to summary and detail tables showing the activities in 402 institutions engaged primarily in teacher training. Supplementary data are presented showing the extent of teacher training in secondary schools and in colleges.

Of the 402 teacher-training institutions, 101 are classified as teachers colleges, 102 as State normal schools, 27 as city normal schools, 108 as county normal schools, and 64 as private normal schools. Reports were received from every institution, but, when data were incomplete, information was taken from catalogues of the institutions and from the 1924 records. The following schools, formerly carried on the State normal school list, have been transferred to the teachers college list since 1924: The State Normal School and Teachers College at Murray, Ky.; the State Teachers Colleges at Moorhead and Winona, Minn.; the State Normal School at Buffalo, N. Y.; the State Teachers Colleges at Mayville and Minot, N. Dak.; the East Tennessee State Teachers College at Johnson City, Tenn.; the State Teachers College at Murfreesboro, Tenn.; the West Tennessee State Teachers College at Memphis, Tenn.; and the Humboldt State Teachers College at Arcata, Calif. The Cleveland School of Education, formerly on the list of city normal schools, is now on the teachers college list. The teachers college list includes those institutions which offer four years of work above high-school graduation and have authority to grant degrees, and do grant degrees corresponding to first degrees granted by colleges.

One striking change in the teacher-training situation is in the growth of teachers colleges. In 1920, 4 teachers colleges taken from the college and university list, 4 private normal schools, Brigham Young University, and 37 former State normal schools were included in the teachers college list, making a total of 46 in 1920. In 1922, the teachers college list was increased to include 80 institutions. In 1924, 88 institutions, and in 1926, 101 institutions were on the teachers college list.

At the present time eight institutions which have not yet been added to the teachers college list have the legal status of a teachers college.

In 1920, 40.4 per cent of the students in teacher-training courses in normal schools and teachers colleges were in teachers colleges, and in 1926, 62.1 per cent were in teachers colleges, including summer-school students and excluding duplicates.

A summary of statistics concerning teachers colleges and normal schools from 1900, by five-year periods, to date, is given in Table 3. In 1924 there were enrolled in teacher-training courses 245,669 students; in 1926 there were enrolled in such courses 270,206, or 92 per cent of the total enrollment, an increase of about 10 per cent over 1924. This is an increase of 27.6 per cent for men and of 6.3 per cent for women. The increase over 1920 is 99.5 per cent, which is 183.7 per cent for men and 85.7 per cent for women. Total receipts for 342 institutions amount to $64,693,494 for 1926. Forty-two county normal schools and 18 private normal schools did not report receipts.

The following tabulation shows the distribution of teacher-training students in the United States by sex and type of institution for 1894, 1910, and 1926. The record is quite complete for these years, and the periods happen to be 16 years apart, just the regular time required for a child to go through the elementary school, the high school, and the college. In 1894, there were 80,767 students of all kinds training for the profession of teaching, and there existed about 450,000 teaching positions of all kinds. One teacher was in training for every 5.6 positions. In 1910, students to the number of 113,685 were training for about 630,000 teaching positions, or one prospective teacher for every 5.5 teaching positions. In 1926, teacher-training students numbering 494,290 were preparing to take over about 960,000 positions, or one prospective teacher for every two positions. The period of training has increased somewhat during this time in the normal schools, but this has been offset slightly by the increase in teacher training in high schools where a one-year course predominates.

Distribution of teacher-training students in 1894, 1910, and 1926, by sex and type of institution attended

Institutions	1894			1910			1926		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10
Public normal schools [1]	11,606	26,293	37,899	16,969	62,251	79,220	51,105	201,802	252,907
Private normal schools [1]	14,176	13,819	27,995	2,777	6,564	9,341	3,116	14,183	17,299
Total normal schools [1]	25,782	40,112	65,894	19,746	68,815	88,561	54,221	215,985	270,206
Public high schools	1,390	3,651	5,041	2,165	11,476	13,641	7,113	40,442	47,555
Private high schools	2,000	2,332	4,332	1,120	2,890	4,010	491	2,521	3,012
Total high schools	3,390	5,983	9,373	3,285	14,366	17,651	7,604	42,963	50,567
Public colleges	----	----	833	----	----	2,818	20,722	58,378	79,100
Private colleges	----	----	4,667	----	----	4,145	24,855	69,562	94,417
Total colleges	----	----	5,500	2,792	4,681	[2] 7,473	45,577	127,940	173,517
Grand total	29,172	46,095	[3] 80,767	25,823	87,862	113,685	107,407	386,883	494,290

[1] Includes teachers colleges.
[2] Contains 510 women not distributed by public and private colleges.
[3] Contains 5,500 not distributed by sex.

A marked increase is noted in the 32-year period in the proportion of students taking teacher training in schools under public control. In 1894, of those taking teacher training in normal schools 57.5 per cent were in public normal schools; 89.5 per cent in 1910 were in public normal schools; and 93.6 per cent in 1926 were in normal schools and teachers colleges under public control. For those in training in high schools, 53.7 per cent were in public high schools in 1894, 77.3 per cent in 1910, and 94.1 per cent in 1926. In colleges and universities, 15.1 per cent were in publicly controlled institutions in 1894, 40.6 per cent in 1910, and 45.6 per cent in 1926.

Another marked change since 1894 is in the number of men among teacher-training students. In 1894, of the students in public normal schools 30.6 per cent were men, 21.4 per cent in 1910 were men, and 20.2 per cent in 1926 were men, although the percentage of men has been increasing since 1918. In private normal schools 50.6 per cent in 1894 were men, 29.7 per cent in 1910, and 18 per cent in 1926. In teacher-training courses in public high schools 27.6 per cent in 1894 were men, 15.9 per cent in 1910, and 14.8 per cent in 1926 were men. In similar courses in private high schools 46.2 per cent in 1894 were men, 27.9 per cent in 1910, and 16.3 per cent in 1926. Students in teacher-training courses in colleges in 1894 were not reported by sex, but the commissioner's report for that year says "but a large proportion of them were males." In 1910, 37.4 per cent were men, and in 1926, 26.3 per cent were men. In 1894 approximately 40 per cent of the teacher-training students were men; in 1910 this had dropped to 22.8 per cent, and in 1926 to 21.7 per cent, although the proportion of men has been increasing since the war period. In 1924 the men were 19.5 per cent of the total. For 1918, 1920, and 1922 complete data are lacking, but in the normal schools and teachers colleges 12 per cent in 1918 were men, 14.1 per cent in 1920, and 16.8 per cent in 1922.

The following table shows the number of public normal schools and teachers colleges and the number of students enrolled in teacher-training courses in these institutions by two-year periods from 1894 to 1926; the same information for private normal schools and teachers colleges, and the enrollment in all types of teacher-training institutions for the same period with the exception of the years 1918, 1920, and 1922.

The Iowa State Teachers College was transferred to the college and university list in 1911, the Colorado State Teachers College at Greeley was transferred in 1912, the State College for Teachers at Albany, N. Y., in 1913, and the George Peabody College for Teachers at Nashville, Tenn., in 1916. These institutions were all transferred to the teachers college list in 1920. The enrollments in these institutions during the years they were on the college and university list have been included in this tabulation.

Enrollments in teacher-training courses in public and in private normal schools and teachers colleges, and in all types of institutions

Year	Public normal schools and teachers colleges		Private normal schools and teachers colleges		Enrollment in all types of institutions training teachers
	Schools	Students	Schools	Students	
1926	334	252, 907	68	17, 299	494, 943
1924	311	229, 997	71	15, 672	418, 533
1922	313	182, 386	69	12, 148	----------
1920	310	129, 706	61	5, 712	----------
1918	254	108, 663	58	6, 700	----------
1916	235	106, 771	48	9, 475	198, 146
1914	236	92, 193	48	5, 856	122, 446
1912	219	85, 051	60	7, 331	113, 114
1910	191	79, 220	73	9, 341	113, 175
1908	183	63, 048	70	8, 819	92, 391
1906	174	58, 595	90	10, 342	97, 257
1904	166	50, 373	103	13, 254	87, 239
1902	163	48, 350	119	16, 718	94, 133
1900	158	46, 257	148	23, 304	98, 342
1898	167	46, 245	178	21, 293	89, 225
1896	160	40, 421	169	20, 777	84, 400
1894	160	37, 899	238	27, 995	80, 767

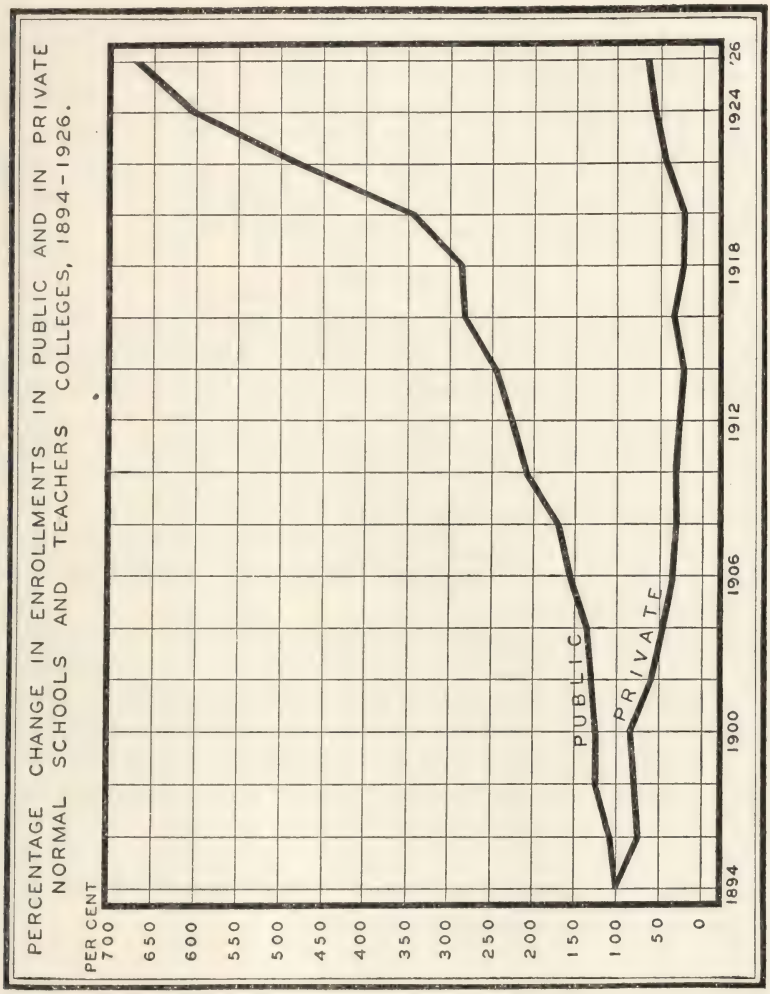
A greater part of the fluctuation in the number of private normal schools, and likewise in the enrollment during this 32-year period, is due to changes in classification at different times. There had been considerable fluctuation previous to 1894. The report of the Commissioner of Education for 1894 says, "Many of these schools again appear as normal schools."

The following graph shows the percentage change in enrollment in public normal schools and in private normal schools since 1894, taking the 1894 enrollments as bases.

Table 1 gives a summary by States of the number in teacher preparation in the various types of institutions. Table 2 gives a part of the same statistics for high schools and for colleges and universities classified as to public and private control and enumerates the enrollments by sex.

Students in teacher training in public high schools are reported from every State excepting New Hampshire. State laws recognizing such training are either lacking or not enforced in Alabama, Arizona, California, Colorado, Connecticut, Idaho, Illinois, Indiana, Kentucky, Louisiana, Maryland, Massachusetts, Mississippi, Nevada, New Jersey, New Mexico, North Dakota, Oregon, Rhode Island, South Carolina, Texas, Utah, Virginia, and Washington, yet the public high schools in those States reported about 21,000 students in teacher-training courses in 1926. While the States mentioned above do not grant teacher's certificates for work done in high schools, teacher-training courses are no doubt designed to enable prospective teachers to prepare for examinations offered to rural and other grade teachers. In many instances these courses are preparatory to entrance to State normal schools and other higher institutions

engaged in the preparation of teachers. In some schools there is a tendency to include review courses in grade subjects, elementary psychology, and cadet teaching, and call such courses teacher-training work. This latter tendency is not confined to those States that have no legal recognition of teacher-training courses in high schools. Teacher-training students were reported from 3,191 public high schools.



Public high schools report 17,750 graduates from teacher-training courses, 5,144 of these being in States that have not legally authorized the establishment of teacher-training courses in high schools. In Michigan, Minnesota, New York, North Carolina, Ohio, Vermont, and Wisconsin the teacher-training work is given after graduation from the high school.

No data were gathered in 1926 concerning teacher-training work in private commercial and business schools, but 85 schools in 1925 reported that 346 men and 1,488 women were taking work preparatory to teaching. Out of 81 of these schools, 5 have no entrance requirements, 6 require a common-school education, 69 require high-school graduation, and 1 college graduation. The average length of course is 12 months.

PROPERTY

The total value of all property belonging to normal schools and teachers colleges reporting is $202,630,512. Of this amount, $21,934,639 represents the value of libraries, apparatus, and machinery; $161,270,760 the value of grounds and buildings; and $19,425,113 the value of endowments. Teachers colleges have endowments amounting to $3,152,848, State normal schools to $882,027, and private normal schools to $15,390,238.

OTHER TABLES

Instructors are summarized by States for teachers colleges in Table 4, for State normal schools in Table 9, for city normal schools in Table 13, for county normal schools in Table 15, and for private normal schools in Table 17.

Students are likewise summarized in Tables 5, 10, 13, 15, and 18.

Property is summarized in Tables 6, 11, 14, 15, and 19.

Receipts are summarized in Tables 7, 11, 16, and 19. It is not possible to obtain a complete report concerning receipts of city normal schools, since the funds are collected as a part of the income of a city school system.

Expenditures are summarized in Tables 8, 12, 14, 16, and 20.

Table 21 gives, for each institution reporting, a compilation of the number of full-time deans of women, of part-time deans of women, of resident nurses, and of resident physicians employed by the institutions named. This information was requested by the American Association of Teachers Colleges and is submitted just as the items were reported to the bureau.

The remaining tables, 22 to 35, give information in detail for each of the 402 institutions known to be engaged chiefly in the business of training teachers for service.

TABLE 1.—*Number of students in teacher-training courses, 1925–26*

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 United States	79,100	161,655	75,185	13,243	47,555	379,562	94,417	11,092	3,012	494,290	303,759	793,169
Alabama	1,304	0	6,923	0	353	8,580	873	97	53	9,603	4,757	14,901
Arizona	506	1,428	0	0	47	1,981	0	0	40	2,021	1,361	2,373
Arkansas	913	1,510	14	0	717	3,154	408	0	151	3,713	2,553	12,183
California	430	8,844	0	0	1,305	10,579	2,509	222	145	13,455	9,009	32,293
Colorado	183	5,231	0	0	271	5,685	870	188	6	6,749	3,263	9,512
Connecticut	71	0	968	79	1,237	2,355	60	408	22	2,845	2,845	9,356
Delaware	627	0	0	0	38	665	0	0	4	669	292	1,397
Dist. Columbia	0	0	0	719	0	719	1,816	86	3	2,624	2,395	2,592
Florida	2,012	0	0	0	402	2,414	96	0	25	2,535	1,241	9,862
Georgia	163	1,029	780	114	398	2,484	1,014	10	115	3,623	2,639	17,013
Idaho	919	0	1,589	0	80	2,588	198	171	13	2,970	1,793	4,382
Illinois	2,250	12,282	0	3,754	1,530	19,816	5,681	1,276	162	27,484	14,004	44,572
Indiana	3,135	4,926	0	0	702	8,763	5,853	454	28	17,597	11,129	20,915
Iowa	2,675	7,654	0	68	5,112	15,509	4,057	24	60	19,650	9,508	25,866
Kansas	2,375	8,762	0	0	2,608	13,745	3,203	0	38	16,986	9,976	18,573
Kentucky	1,257	5,845	1,459	286	655	9,502	1,221	0	132	10,855	8,071	15,016
Louisiana	1,161	2,173	117	366	749	4,566	444	0	128	5,138	3,143	11,011
Maine	26	0	2,403	24	120	2,573	550	0	97	3,220	2,038	6,244
Maryland	484	0	1,650	97	65	2,296	970	40	8	3,314	2,508	7,834
Massachusetts	147	2,885	2,055	17	4,825	9,929	3,538	1,607	133	15,207	13,080	24,283
Michigan	1,229	13,338	0	0	743	16,080	659	0	168	16,907	11,040	28,780
Minnesota	2,978	1,855	4,532	0	1,004	10,369	1,833	212	39	12,453	8,148	21,958
Mississippi	803	1,439	375	0	333	2,950	721	0	98	3,769	2,818	15,152
Missouri	1,204	12,068	0	655	2,269	16,196	3,307	7	21	19,531	13,349	24,151
Montana	849	0	1,873	0	598	3,320	80	0	0	3,400	1,848	5,804
Nebraska	434	4,715	0	0	4,012	9,161	2,466	320	174	12,121	8,443	14,546
Nevada	306	0	0	0	9	315	0	0	0	315	282	779
New Hampshire	390	0	1,216	16	------	1,622	25	0	16	1,663	1,209	2,893
New Jersey	0	0	3,320	281	4,132	7,733	350	195	83	8,361	7,684	21,676
New Mexico	170	1,393	107	0	52	1,722	0	0	1	1,723	813	3,160
New York	6,863	3,462	6,796	5,124	3,086	25,331	10,151	806	309	36,597	27,107	66,434
North Carolina	4,827	1,321	1,835	0	354	8,337	3,301	1,802	99	13,539	5,160	28,128
North Dakota	858	4,107	1,001	0	679	6,645	194	0	7	6,846	3,638	8,273
Ohio	6,889	6,687	0	169	1,297	16,210	8,732	520	52	25,514	14,634	39,710
Oklahoma	3,345	13,657	755	0	287	18,044	1,139	0	9	19,192	8,235	18,411
Oregon	366	0	1,800	0	39	2,205	303	312	7	2,827	1,495	7,366
Pennsylvania	2,335	0	15,444	1,321	2,055	21,155	14,997	312	79	36,543	23,722	54,129
Rhode Island	71	793	0	0	47	911	0	0	16	927	612	3,393
South Carolina	3,945	140	0	0	93	4,178	1,507	25	15	5,625	3,484	12,846
South Dakota	690	3,420	0	0	908	5,018	441	300	91	5,850	3,598	8,502
Tennessee	1,651	4,101	1,307	0	1,540	8,599	1,942	327	127	14,154	6,914	16,691
Texas	5,107	16,366	499	0	511	22,483	4,841	0	138	27,462	17,084	28,829
Utah	1,856	0	0	0	107	1,963	529	38	4	2,534	1,651	4,082
Vermont	966	0	149	0	122	1,237	200	0	14	1,451	1,020	2,766
Virginia	2,441	5,089	1,131	153	317	9,131	1,070	1,230	18	11,449	4,857	17,055
Washington	3,109	0	4,965	0	244	8,318	303	103	16	8,740	5,570	9,967
West Virginia	445	4,304	1,490	0	423	6,662	1,303	0	4	7,969	3,634	14,358
Wisconsin	2,901	831	8,632	0	723	13,973	662	0	44	14,679	9,558	20,217
Wyoming	1,434	0	0	0	357	1,791	0	0	0	1,791	531	2,935

[1] Students in county normal schools as follows: 770 in Michigan; 1,168 in Ohio; and 886 in Wisconsin, included in columns 7, 11, and 12.

[2] Students in private teachers' colleges as follows: 549 in Illinois; 2,499 in Indiana; and 3,159 in Tennessee, included in column 11; and their regular students, 411 in Illinois; 1,272 in Indiana; and 908 in Tennessee, included in column 12.

[3] Number of students registered in education used in 11 institutions out of 91.

[4] Out of 549 institutions, 116 not reporting.

TABLE 2.—*Students in teacher-training courses in universities and colleges and in high schools, 1925–26*

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	20,722	58,378	24,855	69,562	7,113	40,442	491	2,521
Alabama	209	1,095	134	739	34	319	0	53
Arizona	152	354	0	0	7	40	0	40
Arkansas	296	617	102	306	246	471	72	79
California	65	365	1,371	1,138	277	1,028	29	116
Colorado	27	156	293	577	43	228	0	6
Connecticut	40	31	37	23	31	1,206	0	22
Delaware	27	600	0	0	2	36	0	4
District of Columbia	0	0	187	1,629	0	0	0	3
Florida	390	1,622	19	77	57	345	1	24
Georgia	71	92	89	925	104	294	30	85
Idaho	279	640	71	127	15	65	1	12
Illinois	1,550	700	1,221	4,460	334	1,196	6	156
Indiana	900	2,235	1,907	3,946	277	425	2	26
Iowa	1,112	1,563	969	3,088	386	4,726	2	58
Kansas	533	1,842	897	2,306	488	2,120	8	30
Kentucky	478	779	385	836	196	459	41	91
Louisiana	94	1,067	14	430	89	660	56	72
Maine	26	0	199	351	38	82	20	77
Maryland	147	337	148	822	16	49	0	8
Massachusetts	65	82	1,140	2,398	451	4,374	0	133
Michigan	437	792	223	436	126	617	22	146
Minnesota	557	2,421	411	1,422	66	938	1	38
Mississippi	217	586	96	625	111	222	19	79
Missouri	307	897	755	2,552	430	1,839	0	21
Montana	413	436	26	54	8	590	0	0
Nebraska	84	350	382	2,084	458	3,554	14	160
Nevada	30	276	0	0	5	4	0	0
New Hampshire	201	189	25	0	-------	-------	2	14
New Jersey	0	0	30	320	314	3,818	8	75
New Mexico	43	127	0	0	21	31	0	1
New York	2,339	4,524	2,415	7,736	387	2,699	14	295
North Carolina	875	3,952	761	2,540	49	305	2	97
North Dakota	304	554	58	136	97	582	1	6
Ohio	1,412	5,477	1,808	6,924	302	995	0	52
Oklahoma	1,003	2,342	233	906	91	196	0	9
Oregon	137	229	100	203	5	34	3	4
Pennsylvania	550	1,785	5,195	9,802	369	1,686	8	71
Rhode Island	40	31	0	0	-------	47	4	12
South Carolina	300	3,645	374	1,133	13	80	0	15
South Dakota	300	390	107	334	120	788	32	59
Tennessee	429	1,222	573	1,369	537	1,003	33	94
Texas	1,075	4,032	974	3,867	150	361	53	85
Utah	382	1,474	181	348	35	72	0	4
Vermont	139	827	50	150	6	116	0	14
Virginia	680	1,761	337	733	15	302	3	15
Washington	856	2,253	62	241	46	198	0	16
West Virginia	130	315	317	986	99	324	0	4
Wisconsin	750	2,151	179	483	124	599	4	40
Wyoming	271	1,163	0	0	38	319	0	0

TABLE 3.—*Review of statistics of all teachers colleges and normal schools, 1900–1926*

Items	1899–1900	1904–5	1909–10	1914–15	1919–20	1925–26
1	2	3	4	5	6	7
Schools reporting	305	268	264	273	371	402
Instructors:						
a. Total in all courses—						
Men	1,856	1,920	2,195	2,506	3,560	5,774
Women	2,511	3,131	3,719	4,370	6,027	8,457
Total	4,367	5,051	5,914	6,876	9,587	14,231
b. In normal courses—						
Men	1,466	1,540	1,360	1,740	[1]	5,005
Women	1,617	2,111	2,400	3,165	[1]	7,503
Total	3,083	3,651	3,760	4,905	[1]	12,508
Students enrolled:						
a. Total in all courses—						
Men	47,906	47,889	37,823	27,370	29,149	63,993
Women	68,778	83,496	94,615	91,590	133,647	230,071
Total	116,684	131,385	132,438	118,960	162,796	294,064
b. In normal courses—						
Men	24,157	15,954	19,746	19,978	19,110	54,221
Women	45,394	49,346	68,815	80,347	116,325	215,985
Total	69,551	65,300	88,561	100,325	135,435	270,206
Graduates from normal courses:						
Men	2,989	1,713	2,151	2,772	2,151	6,263
Women	8,370	8,647	13,279	19,172	18,861	41,047
Total	11,359	10,360	15,430	21,944	21,012	47,310
Enrollment in model schools	35,397	51,310	66,180	52,605	92,146	73,092
Volumes in libraries	807,963	1,156,715	1,521,528	1,672,462	2,385,238	3,225,994
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	$8,960,352
b. From State, city, and county for current expenses	$2,782,123	$4,149,908	$6,675,152	$8,769,258	$15,424,586	$27,634,814
c. Total receipts from State, city, and county	$3,500,630	$5,834,697	$9,310,990	$10,737,325	$19,670,253	[2]$36,595,166
Total receipts, all sources	$5,231,856	$7,962,299	$14,688,220	$15,875,438	$31,395,389	[3]$64,693,494
Average receipts per school [4]	$17,154	$37,382	$55,637	$67,844	$91,532	$189,162
Average number of students per school [4]	382	490	502	436	439	732
Average number of students in normal courses per school [4]	228	243	335	367	365	672
Average number of students per instructor [4]	26.7	26.0	22.4	17.3	17.0	20.7
Percentage of all students who were in normal courses	59.7	49.7	66.9	84.3	83.2	91.9

[1] No data.
[2] Usable data not obtained from city normal schools.
[3] Expenditure figures used for city normal schools.
[4] These averages include only the schools which report both items.

TABLE 4.—*Teachers colleges—Instructors and graduates, 1925–26*

[Including teacher-training institutions offering four years' work above the secondary school and granting degrees]

State	Schools reporting	Instructors in all courses, excluding duplicates		Instructors in normal courses						Certificates in teacher-training courses granted to—		Degrees conferred	
				In regular session		In summer session		Total, 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	101	3,445	3,977	2,046	2,750	2,553	2,466	3,128	3,658	3,653	20,155	1,783	3,548
Arizona	2	43	48	25	42	19	17	40	47	48	300	0	0
Arkansas	1	31	14	23	14	28	12	31	14	37	139	7	13
California	7	202	243	85	156	81	69	140	198	102	1,049	40	115
Colorado	2	170	130	72	68	116	77	168	129	29	370	31	105
Georgia	2	19	69	11	49	3	8	13	55	------	318	------	25
Illinois	6	209	285	118	186	165	181	178	243	237	1,144	98	112
Indiana	4	137	167	90	132	124	117	137	167	36	625	101	154
Iowa	1	124	171	80	91	114	160	124	171	57	613	55	132
Kansas	3	162	152	126	118	157	147	159	152	149	765	163	268
Kentucky	3	102	87	79	71	77	64	92	79	259	639	57	92
Louisiana	1	52	48	35	44	49	44	52	48	11	322	24	53
Massachusetts	6	74	140	53	130	9	3	58	131	5	607	33	198
Michigan	5	258	422	191	337	198	260	258	422	405	2,448	165	265
Minnesota	2	35	61	26	48	22	28	33	56	30	448	3	2
Mississippi	1	18	21	11	16	18	17	18	17	14	133	25	16
Missouri	7	253	232	153	157	200	198	209	210	407	1,941	267	548
Nebraska	4	86	123	71	93	82	112	86	123	106	588	58	74
New Mexico	2	36	32	8	20	17	16	17	21	5	35	11	26
New York	2	75	122	53	84	42	15	75	93	92	271	28	236
North Carolina	1	15	38	11	28	13	17	15	38	------	167	0	19
North Dakota	3	67	101	38	74	59	79	66	93	114	822	18	21
Ohio	3	99	128	58	93	72	82	99	127	55	1,311	73	72
Oklahoma	6	261	152	114	87	210	109	232	132	879	2,337	115	242
Rhode Island	1	12	63	8	23	9	6	12	23	3	142	4	20
South Carolina	1	44	41	8	7	7	10	15	17	7	53	------	------
South Dakota	4	101	117	66	88	77	68	97	112	62	680	28	35
Tennessee	4	157	126	93	50	157	126	157	126	15	69	91	230
Texas	8	411	345	226	225	313	244	375	328	372	921	203	240
Virginia	4	55	177	34	137	48	102	55	177	------	511	0	120
West Virginia	4	119	95	62	56	59	51	99	82	26	320	60	93
Wisconsin	1	18	27	18	26	18	27	18	27	91	67	25	22
Private teachers' colleges only (included above)													
Illinois	1	7	31	3	19	2	13	3	23	------	175	------	5
Indiana	2	25	50	12	44	25	45	25	50	22	371	41	23
Tennessee	1	103	68	53	13	103	68	103	68	------	------	52	186
Total	4	135	149	67	76	130	126	131	141	22	546	93	214
Colored only (included above)													
Missouri	1	14	10	2	1	3	2	4	2	0	44	4	4
South Carolina	1	44	41	8	7	7	10	15	17	7	53	------	------
Texas	1	41	31	38	28	41	31	41	31	120	235	22	28
West Virginia	1	32	18	4	5	13	8	13	8	2	15	16	10
Total	4	131	100	52	41	64	51	73	58	129	347	42	42

TABLE 5.—*Teachers colleges—Students, 1925–26*

State	Resident students in all courses, excluding duplicates		Resident students in normal courses						Students in extension and correspondence courses	Enrollment in model and practice schools
			In regular sessions		In summer sessions		Total, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Continental United States	43,575	134,241	21,848	61,800	22,271	72,960	39,406	128,456	40,076	29,647
Arizona	300	1,219	177	724	97	489	265	1,163	57	1,195
Arkansas	526	984	326	540	300	668	526	984	1,693	298
California	1,994	8,368	921	4,995	401	3,240	1,232	7,612	132	1,845
Colorado	756	4,612	375	1,871	458	2,934	668	4,563	2,104	0
Georgia	11	1,018	1	838	10	198	11	1,018	8	376
Illinois	2,987	10,752	922	3,045	1,227	6,324	2,662	10,169	849	3,635
Indiana	2,248	4,800	1,478	3,807	1,487	3,652	2,227	5,198	4,145	548
Iowa	1,211	6,443	0	0	0	0	1,211	6,443	684	1,649
Kansas	2,715	6,474	1,470	2,577	1,365	5,117	2,329	6,433	1,957	1,288
Kentucky	1,571	4,274	1,206	3,071	416	1,356	1,571	4,274	1,217	733
Louisiana	327	1,846	163	1,069	212	1,101	327	1,846	528	602
Massachusetts	244	2,949	111	2,573	51	150	162	2,723	0	1,214
Michigan	2,973	10,640	1,897	6,043	1,406	5,858	2,834	10,504	4,981	3,001
Minnesota	193	1,690	145	1,085	51	780	171	1,684	6	641
Mississippi	273	1,166	181	656	170	652	273	1,166	-------	54
Missouri	3,185	10,040	2,002	5,508	1,876	6,339	2,743	9,325	4,093	1,539
Nebraska	1,181	4,073	752	1,379	572	2,754	1,122	3,593	1,049	1,040
New Mexico	352	1,053	211	392	155	671	352	1,041	788	629
New York	487	3,035	265	1,988	201	1,436	427	3,035	1,453	542
North Carolina	5	1,316	0	729	5	675	5	1,316	0	263
North Dakota	593	3,639	331	1,482	271	2,156	568	3,539	385	720
Ohio	3,368	3,319	1,318	1,128	2,066	2,250	3,368	3,319	3,965	375
Oklahoma	3,883	11,225	1,464	3,869	2,384	7,351	3,385	10,272	5,116	1,793
Rhode Island	28	860	13	465	15	324	27	766	1,120	400
South Carolina	388	610	40	100	0	0	40	100	0	155
South Dakota	734	3,171	409	1,264	316	1,991	608	2,812	431	568
Tennessee	1,599	5,661	1,321	1,773	1,915	3,466	1,599	5,661	1,098	1,439
Texas	7,719	9,149	3,756	4,500	3,934	5,554	7,308	9,058	444	2,640
Virginia	150	5,363	0	2,654	145	2,951	145	4,944	504	302
West Virginia	1,109	4,126	327	1,391	495	2,367	775	3,529	1,269	163
Wisconsin	465	366	266	284	270	156	465	366	0	-------
Private teachers' colleges only (included above)										
Illinois	0	549	0	411	0	162	0	549	-------	85
Indiana	520	1,602	167	1,105	367	966	499	2,000	43	290
Tennessee	732	2,427	239	669	599	1,852	732	2,427	1,098	594
Total	1,252	4,578	406	2,185	966	2,880	1,231	4,976	1,141	969
Colored only (included above)										
Missouri	199	258	12	75	17	63	29	138	38	0
South Carolina	388	610	40	100	0	0	40	100	-------	155
Texas	438	1,322	291	560	119	710	410	1,270	-------	456
West Virginia	278	530	2	70	26	241	26	241	14	-------
Total	1,303	2,720	345	805	162	1,014	505	1,749	52	611

TABLE 6.—*Teachers' colleges—Property, 1925–26*

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	101	1,900,852	$11,659,392	$74,530,404	$3,152,848	$89,342,644
Arizona	2	31,642	310,000	1,400,000	0	1,710,000
Arkansas	1	10,000	51,000	500,000	0	551,000
California	7	155,246	586,399	3,387,730	0	3,974,129
Colorado	2	68,750	407,260	1,582,556	0	1,989,816
Georgia	2	22,328	172,687	1,109,175	15,000	1,296,862
Illinois	6	167,905	860,546	4,625,440	1,690	5,487,676
Indiana	4	137,700	519,425	3,189,998	25,728	3,735,151
Iowa	1	83,884	354,690	1,715,483	0	2,070,173
Kansas	3	90,624	636,340	4,356,100	250,000	5,242,440
Kentucky	3	38,280	399,979	2,265,746	0	2,665,725
Louisiana	1	26,706	360,002	757,221	0	1,117,223
Massachusetts	6	41,925	161,000	1,683,573	0	1,844,573
Michigan	5	159,389	898,938	4,809,914	0	5,708,852
Minnesota	2	30,846	32,500	1,424,855	0	1,457,355
Mississippi	1	6,700	82,353	678,043	----------	760,396
Missouri	7	186,262	516,838	5,745,558	----------	6,262,396
Nebraska	4	71,279	460,000	3,066,000	----------	3,526,000
New Mexico	2	21,963	167,734	484,163	----------	651,897
New York	2	20,288	148,000	1,590,000	----------	1,738,000
North Carolina	1	7,000	122,452	1,831,592	----------	1,954,044
North Dakota	3	42,671	299,939	2,128,862	----------	2,428,801
Ohio	3	61,374	329,300	3,905,000	0	4,234,300
Oklahoma	6	84,000	478,778	1,975,713	0	2,454,491
Rhode Island	1	27,739	200,000	1,800,000	0	2,000,000
South Carolina	1	3,000	135,209	629,100	----------	764,309
South Dakota	4	39,378	385,434	1,702,200	375,000	2,462,634
Tennessee	4	61,623	542,625	5,292,343	2,485,430	8,320,398
Texas	8	109,557	1,141,715	4,515,868	0	5,657,583
Virginia	4	39,055	392,500	3,040,000	0	3,432,500
West Virginia	4	40,238	201,500	2,591,000	----------	2,792,500
Wisconsin	1	13,500	304,249	747,171	----------	1,051,420
Private teachers' colleges only (included above)						
Illinois	1	3,550	53,277	687,600	1,690	742,567
Indiana	2	13,857	49,100	405,100	25,728	479,928
Tennessee	1	40,000	322,725	2,933,843	2,485,430	5,741,998
Total	4	57,407	425,102	4,026,543	2,512,848	6,963,493
Colored only (included above)						
Missouri	1	5,000	15,000	462,500	0	477,500
South Carolina	1	3,000	135,209	629,100	----------	764,309
Texas	1	5,829	201,942	761,829	----------	963,771
West Virginia	1	8,078	51,500	756,000	----------	807,500
Total	4	21,907	403,651	2,609,429	----------	3,013,080

TABLE 7.—*Teachers' colleges—Receipts, 1925–26*

State	Schools reporting	From productive funds	From public funds		From students' fees		From all other sources	Total receipts, including undistributed items
			For increase of plant	For current expenses	Tuition, etc.	Board, room, etc.		
1	2	3	4	5	6	7	8	9
Continental United States	101	$206, 539	$7, 165, 548	$17, 284, 038	$3, 189, 193	$3, 507, 365	$1, 671, 286	$33, 068, 364
Arizona	2	0	136, 488	287. 466	11, 220	120, 381	14, 519	570, 074
Arkansas	1	0	100, 000	124, 000	26, 367	27, 116	0	277, 483
California	7	0	477, 056	1, 036, 351	29, 381	1, 785	0	1, 544, 573
Colorado	2	0	134, 680	452, 763	154, 527	43, 345	7, 747	793, 062
Georgia	2	1, 000	0	172, 100	15, 661	124, 041	24, 912	337, 714
Illinois	6	102	702, 608	1, 220, 468	197, 972	311, 754	381, 457	2, 814, 361
Indiana	4	1, 369	125, 000	574, 818	337, 348	95, 727	43, 337	1, 177, 599
Iowa	1	0	10, 000	651, 750	233, 006	192, 270	57, 358	1, 144. 384
Kansas	3	16, 332	313, 123	782, 163	322, 174	180, 118	1, 000	1, 614, 910
Kentucky	3	0	300, 000	711, 414	102, 498	150, 279	152, 739	1, 416, 930
Louisiana	1	0	0	231, 000	35. 626	246, 182	18, 660	531. 468
Massachusetts	6	0	229, 171	532, 854	29, 326	189, 747	3, 959	985. 057
Michigan	5	0	1, 205, 071	2, 180, 340	102, 072	0	22, 347	3, 509, 830
Minnesota	2	0	8, 000	272, 000	21, 650	52, 900	7, 500	362. 050
Mississippi	1	0	0	93, 882	23, 314	0	12, 666	129, 862
Missouri	7	0	244, 043	1, 232, 914	313, 768	167. 241	7, 656	1, 965, 622
Nebraska	4	0	200, 000	695, 500	91, 571	50, 919	15, 364	1, 053, 354
New Mexico	2	0	10, 000	165, 485	16, 315	20, 841	16, 090	228. 731
New York	2	0	69, 256	365, 168	0	0	60, 017	494, 441
North Carolina	1	0	241, 164	131, 723	3, 272	146, 273	3, 809	526, 241
North Dakota	3	17, 709	89, 039	336, 412	133, 307	113, 082	38, 378	727, 927
Ohio	3	0	565, 065	495, 551	66, 318	57, 735	6, 711	1, 235, 775
Oklahoma	6	0	413, 000	757, 978	68, 594	0	14. 290	1, 253, 862
Rhode Island	1	0	360, 000	132, 000	15, 000	0	0	507, 000
South Carolina	1	0	1, 000	105, 625	9, 382	534	44, 704	161, 245
South Dakota	4	28, 321	353, 400	533, 580	103, 402	26, 008	23, 709	1, 068, 420
Tennessee	4	141, 706	0	288, 000	231. 139	174. 175	376, 510	1, 211, 530
Texas	8	0	483, 384	1, 804. 273	320, 095	223, 792	30, 887	2, 862, 431
Virginia	4	0	58, 300	301. 460	88, 894	593, 189	141, 309	1, 183, 152
West Virginia	4	0	276, 700	438, 000	71, 984	143, 367	135, 611	1, 065, 662
Wisconsin	1	0	60, 000	177, 000	14, 010	54, 564	8, 040	313, 614
Private teachers' colleges only (included above)								
Illinois	1	102	0	0	109, 000	120, 590	326, 151	555, 843
Indiana	2	1, 369	0	0	139, 413	45, 489	20, 129	206. 400
Tennessee	1	141, 706	0	0	189, 703	27, 821	376, 510	735, 740
Total	4	143, 177	0	0	438, 116	193, 900	722, 790	1, 497, 983
Colored only (included above)								
Missouri	1	-------	0	104, 706	6, 951	35, 589	5, 748	152, 994
South Carolina	1	-------	1, 000	105, 625	9, 382	534	44, 704	161, 245
Texas	1	-------	38, 700	161, 420	34, 458	219, 472	30, 764	484, 814
West Virginia	1	-------	125, 000	45, 000	4, 479	49, 096	129, 480	353, 055
Total	4	-------	164, 700	416, 751	55, 270	304, 691	210, 696	1, 152, 108

TABLE 8.—*Teachers colleges—Expenditures, 1925–26*

State	Schools reporting	Administration			Instruction		Operation of school plant	Maintenance	Auxiliary agencies and sundry activities	Fixed charges (rents, insurance, etc.)	Total current expenditures (including undistributed items)	Outlays (capital acquisition and construction)
		Business	Educational		Salaries of deans and teachers	Textbooks, supplies, etc.						
			Salary of president	Other expenditures								
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	101	$343,076	$518,725	$1,136,174	$12,751,292	$899,067	$4,069,325	$2,036,288	$1,941,829	$298,556	$24,501,325	$8,873,153
Arizona	2	4,339	11,000	5,791	178,081	41,340	148,065	21,608	8,373	7,336	425,913	134,000
Arkansas	1	0	5,000	10,570	80,360	0	22,467	63,814	----------	----------	182,211	100,000
California	7	24,537	41,800	47,225	793,011	64,830	127,654	6,327	16,905	16,541	1,138,830	723,400
Colorado	2	14,282	14,000	72,512	357,905	43,732	63,242	21,164	73,732	479	661,048	67,774
Georgia	2	5,450	5,000	6,500	150,680	12,492	135,142	14,019	6,253	1,360	336,896	----------
Illinois	6	14,175	37,000	48,965	920,454	48,343	351,415	65,835	50,253	32,360	1,568,800	575,775
Indiana	4	15,220	20,200	62,035	540,059	16,691	119,192	34,212	98,574	8,142	914,325	415,617
Iowa	1	6,000	8,000	51,295	486,374	14,000	251,674	22,850	241,679	----------	1,081,872	128,881
Kansas	3	24,549	18,000	16,200	691,183	3,733	259,365	197,538	107,470	----------	1,318,038	271,020
Kentucky	3	10,510	16,250	60,441	318,702	25,398	80,845	50,477	208,791	109,864	881,278	382,176
Louisiana	1	5,400	6,000	3,660	206,911	6,039	262,653	24,351	18,573	9,386	542,973	27,258
Massachusetts	6	----------	25,800	21,448	338,826	28,495	280,415	41,451	9,453	----------	745,888	232,834
Michigan	5	7,400	33,100	103,893	1,559,477	38,209	250,966	53,759	79,145	5,935	2,131,884	152,030
Minnesota	2	----------	11,000	17,425	193,024	34,396	40,760	16,600	48,700	----------	361,905	10,600
Mississippi	1	3,000	4,800	14,341	78,278	----------	43,030	3,377	3,444	----------	150,270	----------
Missouri	7	17,500	36,400	239,344	805,535	42,415	210,464	214,472	254,088	15,120	1,835,338	837,451
Nebraska	4	----------	16,100	21,980	330,306	52,260	109,997	57,041	47,302	----------	832,486	300,000
New Mexico	2	3,186	9,250	6,826	118,765	10,320	39,586	6,435	6,531	4,090	204,989	12,754
New York	2	2,000	12,250	13,198	305,952	19,713	39,780	21,337	7,217	3,738	425,185	69,256
North Carolina	1	9,228	6,500	16,640	92,122	8,243	147,340	3,003	1,941	60	285,077	241,164
North Dakota	3	8,200	14,000	37,084	279,441	9,251	95,861	190,820	69,346	15,550	719,553	97,488
Ohio	3	20,835	13,000	25,933	454,406	11,159	109,036	15,551	9,948	1,696	661,564	836,062
Oklahoma	6	3,000	30,000	29,670	566,273	32,486	41,964	92,321	61,595	----------	857,309	444,730
Rhode Island	1	----------	5,000	4,500	103,000	3,500	20,000	5,000	6,000	----------	147,000	360,000
South Carolina	1	----------	3,300	4,300	73,630	19,683	22,113	6,550	3,639	5,875	139,090	22,155

South Dakota	4	24,836	22,000	23,030	365,886	30,307	94,523	65,651	48,531	3,203	677,967	380,239
Tennessee	4	20,676	22,600	33,903	378,544	71,961	122,991	41,192	50,620	13,589	756,076	846,193
Texas	8	49,683	33,375	75,381	1,325,186	49,946	138,858	468,515	239,156	3,620	2,383,714	585,186
Virginia	4	31,820	18,200	42,602	321,153	50,902	290,991	114,241	150,196	39,112	1,059,217	166,050
West Virginia	4	15,050	13,800	10,920	222,361	94,118	52,890	90,286	14,374	1,500	824,812	411,700
Wisconsin	1	2,200	6,000	8,562	115,413	15,105	96,046	6,491			249,817	41,360
Private teachers colleges only (included above)												
Illinois	1	7,800	4,500	13,410	78,452	9,000	55,540	2,500	19,950	32,360	223,512	497,000
Indiana	2	6,500	6,600	8,000	101,701		14,261	3,715	1,682	1,190	143,649	230,000
Tennessee	1	11,289	10,000	19,536	198,042	59,637	13,457	20,133	31,069	10,084	373,247	829,717
Total	4	25,589	21,100	40,946	378,195	68,637	83,258	26,348	52,701	43,634	740,408	1,556,717
Colored only (included above)												
Missouri	1	3,000	4,200	9,260	46,921	4,265	57,877	9,138	4,873		139,534	
South Carolina	1		3,300	4,300	73,630	19,683	22,113	6,550	3,639	5,875	139,090	22,155
Texas	1	24,683	3,000		102,439			178,270	144,964		453,356	68,308
West Virginia	1	15,050	4,200	4,600	82,001	94,118	17,190	82,286	11,874		311,319	212,500
Total	4	42,733	14,700	18,160	304,991	118,066	97,180	276,244	165,350	5,875	1,043,299	302,963

TABLE 9.—*State normal schools—Instructors and graduates, 1925–26*

State	Schools reporting	Instructors in all courses, excluding duplicates		Instructors in normal courses						Graduates in 1926	
				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
Continental United States	102	1,420	2,623	910	1,885	913	1,224	1,271	2,333	1,878	13,881
Alabama	7	103	164	34	73	71	93	85	130	86	446
Arkansas	1	13	20	6	4	3	9	8	9	2	6
Connecticut	4	20	152	11	146	0	0	11	146	-------	372
Georgia	3	28	31	17	12	12	12	29	24	15	42
Idaho	2	30	48	20	37	28	39	29	46	48	311
Kentucky	2	32	32	20	30	20	19	23	21	32	91
Louisiana	1	16	18	1	4	1	4	1	4	1	19
Maine	6	30	89	22	60	14	34	28	77	66	469
Maryland	4	18	106	10	85	8	27	16	106	42	511
Massachusetts	5	49	127	29	91	31	32	47	110	38	417
Minnesota	4	42	111	34	97	39	86	42	106	84	897
Mississippi	2	24	16	9	8	9	2	14	8	3	24
Montana	1	40	60	13	14	24	30	39	45	13	179
New Hampshire	2	24	43	16	28	4	12	18	33	12	323
New Jersey	5	31	157	21	134	6	15	27	149	41	1,066
New Mexico	1	5	7	3	2	5	1	5	3	2	4
New York	9	122	294	71	206	74	80	111	258	83	752
North Carolina	5	54	82	21	28	28	41	41	55	11	140
North Dakota	2	27	36	16	23	24	23	25	37	22	130
Oklahoma	1	34	13	5	3	25	8	25	10	2	34
Oregon	1	17	66	13	44	17	66	17	66	41	761
Pennsylvania	14	250	472	180	362	178	256	235	445	384	3,301
Tennessee	1	27	20	19	14	23	20	27	20	41	126
Texas	1	20	13	15	17	19	13	19	13	-------	9
Vermont	1	2	8	2	8	-------	-------	2	8	1	53
Virginia	1	26	45	12	24	9	16	15	31	5	57
Washington	3	74	107	60	90	66	93	71	105	270	1,548
West Virginia	4	42	36	24	29	37	31	42	36	[1] 152	163
Wisconsin	9	220	250	206	212	138	162	219	232	381	1,630
Colored only (included above)											
Alabama	2	33	28	4	6	23	11	23	13	10	46
Arkansas	1	13	20	6	4	3	9	8	9	2	6
Georgia	1	11	14	8	4	7	6	15	10	4	20
Kentucky	1	19	17	8	15	7	4	10	16	14	47
Louisiana	1	16	18	1	4	1	4	1	4	1	19
Maryland	1	6	8	2	5	3	3	6	8	6	6
North Carolina	4	44	64	12	17	21	27	31	37	2	113
Oklahoma	1	34	13	5	3	25	8	25	10	2	34
Pennsylvania	1	5	10	2	6	-------	-------	2	6	1	18
Tennessee	1	27	20	19	14	23	20	27	20	41	126
Virginia	1	26	45	12	24	9	16	15	31	5	57
West Virginia	1	13	9	4	4	13	9	13	9	2	8
Total	16	247	266	83	106	135	117	176	173	90	500
Outlying parts of the United States											
Hawaii	1	19	41	8	16	12	11	20	27	27	128
Philippine Islands	1	26	38	26	38	-------	-------	26	38	193	233

[1] Includes women graduates of one school.

TABLE 10.—*State normal schools—Students, 1925–26*

State	Resident students in all courses, excluding duplicates		Resident students in normal courses						Students in extension and correspondence courses	Enrollment in model and practice schools
			In regular session		In summer session		Total, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Continental United States	14,259	67,618	7,183	35,688	5,434	33,353	11,848	63,337	11,174	28,433
Alabama	1,360	6,046	586	2,497	724	3,981	1,164	5,759	3,447	2,194
Arkansas	115	244	3	11			3	11		55
Connecticut	0	968	0	968			0	968		1,600
Georgia	610	481	96	289	293	102	389	391	60	671
Idaho	190	1,399	127	698	107	918	190	1,399		473
Kentucky	599	1,195	337	733	177	301	480	979	338	214
Louisiana	158	486	1	57		59	1	116		117
Maine	288	2,209	154	1,306	85	1,012	237	2,166		1,295
Maryland	154	1,582	115	1,208	24	325	129	1,521		918
Massachusetts	195	1,860	109	1,163	91	708	195	1,860	265	
Minnesota	375	4,157	258	2,287	183	2,232	375	4,157	20	1,054
Mississippi	292	303	120	169	12	74	132	243	2	99
Montana	163	1,710	82	583	94	1,310	163	1,710	1,081	
New Hampshire	60	1,156	42	807	18	359	60	1,156		
New Jersey	129	3,191	106	2,610	23	581	129	3,191	378	419
New Mexico	49	58	35	23	14	35	49	58		101
New York	1,120	6,209	501	3,826	408	2,215	894	5,902	332	3,844
North Carolina	543	2,990	31	403	125	1,303	151	1,684	488	893
North Dakota	342	955	121	350	103	561	183	818	20	293
Oklahoma	237	819	79	155	67	539	133	622	164	63
Oregon	102	1,698	80	996	31	1,140	102	1,698		553
Pennsylvania	2,896	12,942	1,338	7,175	1,554	7,168	2,793	12,651	3,134	8,475
Tennessee	203	1,104	91	190	115	1,031	203	1,104		279
Texas	119	423	75	209	25	190	100	399	30	
Vermont	4	145	4	145			4	145		
Virginia	328	1,448	60	230	54	816	113	1,018	11	1,085
Washington	870	4,139	579	2,385	317	2,394	843	4,122	637	1,077
West Virginia	471	1,276	242	425	220	894	385	1,105	449	265
Wisconsin	2,287	6,425	1,811	3,790	570	3,105	2,248	6,384	318	2,396
Colored only (included above)										
Alabama	281	1,261	99	286	99	861	185	1,083	1,154	357
Arkansas	115	244	3	11			3	11		55
Georgia	223	324	13	151	6	102	19	253		16
Kentucky	137	382	11	77	9	100	18	166	12	77
Louisiana	158	486	1	57	0	59	1	116		117
Maryland	46	121	21	60			21	60		28
North Carolina	463	2,578	4	273	86	1,030	90	1,303	403	593
Oklahoma	237	819	79	155	67	539	133	622	164	63
Pennsylvania	19	90	19	89	0	0	19	89	0	354
Tennessee	203	1,104	91	190	115	1,031	203	1,104		279
Virginia	328	1,448	60	230	54	816	113	1,018	11	1,085
West Virginia	109	342	15	27	30	184	45	211	14	43
Total	2,319	9,199	416	1,606	466	4,722	850	6,036	1,758	3,067
Outlying parts of the United States										
Hawaii	119	630	93	379	68	587	119	630	962	1,206
Philippine Islands	547	899	547	899			547	899		513

TABLE 11.—*State normal schools—Property and receipts, 1925–26*

State	Schools reporting	Property				Receipts					
		Bound volumes in the library	Value of property			From public funds		From students' fees		From all other sources	Total receipts
			Library, apparatus, furniture, etc.	Grounds and buildings	Total, including endowments	For increase of plant	For current expenses	Tuition, etc.	Board, room, etc.		
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	102	919,416	$7,759,948	$49,170,785	$57,812,760	$1,788,204	$9,880,421	$1,444,577	$3,795,477	$981,634	$18,030,180
Alabama	7	34,020	176,700	1,985,204	2,161,904		214,900	254,461	242,977	171,624	883,962
Arkansas	1	1,500	40,900	151,699	192,599		68,000	3,992	453	15,290	87,735
Connecticut	4	43,050	119,167	2,235,000	2,354,167	144,191	449,748				593,939
Georgia	3	6,200	33,000	452,000	485,000	15,000	32,500	1,242		45,756	94,498
Idaho	2	17,211	142,282	736,950	879,232	50,000	111,397	16,591	48,990	124,216	351,194
Kentucky	2	4,000	80,000	1,000,000	1,080,000	295,000	190,866	17,380	49,817	25,449	578,512
Louisiana	1	1,000	5,000	750,000	755,000		50,000	893	31,546	29,283	111,722
Maine	6	15,329	89,750	1,475,000	1,564,750		208,177				208,177
Maryland	4	36,116	462,229	1,418,730	1,880,959	80,000	363,134	40,538	98,932	30,969	613,573
Massachusetts	5	36,150	725,000	1,095,500	1,820,500		488,232	20,509	170,791	640	680,172
Minnesota	4	46,060	261,338	1,859,542	2,120,880	15,500	455,500	39,237	15,724	17,674	543,635
Mississippi	2	3,800	101,812	451,454	[1] 763,137	12,000	66,551	3,138	52,305	47,092	181,086
Montana	1	18,000	75,000	650,000	725,000	50,000	108,600	33,093	90,000		281,693
New Hampshire	2	9,500	228,000	871,000	1,099,000	94,500	168,500	36,334	132,335	2,082	433,751
New Jersey	5	69,418	395,296	3,437,866	3,833,162	10,000	809,997		97,441		917,438
New Mexico	1	700	13,420	39,500	52,920	16,000	6,100	540	9,178	4,255	36,073
New York	9	98,655	617,883	4,842,686	5,460,569	5,368	1,023,323	3,853		5,849	1,187,470
North Carolina	5	10,968	152,987	1,889,852	2,042,839	117,994	166,854	44,448	184,709	6,245	520,250
North Dakota	2	9,150	153,412	728,837	[2] 1,382,249	21,500	123,225	14,425	32,007	24,270	215,427
Oklahoma	1	2,798	96,500	239,795	317,075	10,000	73,950	9,210	56,598	32,067	172,615
Oregon	1	11,000	22,000	650,000	672,000	125,000	148,000	22,000			295,000
Pennsylvania	14	156,453	1,915,975	12,418,421	14,334,396	234,102	2,044,358	565,755	1,963,295	297,374	5,104,884
Tennessee	1	2,300	30,987	418,627	449,614		70,000	18,157	55,928	14,850	158,935
Texas	1	8,602	56,731	378,140	434,871		132,264	9,484		2,364	144,112
Vermont	1	2,000									

Virginia	1	7,340	131,575	585,134	[3] 888,865	62,546	57,895	17,477	113,697	78,448	330,063
Washington	3	75,206	398,149	1,405,167	1,803,316	52,041	588,562	152,396	252,069	4,800	1,049,868
West Virginia	4	24,242	107,543	1,506,500	1,614,043	27,507	196,750	21,205	71,077	1,037	317,576
Wisconsin	9	168,648	1,127,312	5,498,181	6,625,493	349,955	1,463,038	98,219	25,608	----------	1,936,820
Colored only (included above)											
Alabama	2	8,446	48,500	669,800	718,300	----------	56,000	54,392	39,382	49,379	199,153
Arkansas	1	1,500	40,900	151,699	192,599	----------	68,000	3,992	453	15,290	87,735
Georgia	1	1,500	4,000	100,000	104,000	15,000	17,500	----------	----------	5,741	38,241
Kentucky	1	500	60,000	400,000	460,000	----------	40,000	5,717	19,068	8,506	73,291
Louisiana	1	1,000	5,000	750,000	755,000	----------	50,000	893	31,546	29,283	111,722
Maryland	1	619	----------	179,000	179,000	----------	28,654	11,204	----------	----------	39,858
North Carolina	4	6,771	143,487	1,339,852	1,483,339	27,994	128,019	34,177	143,948	1,568	335,706
Oklahoma	1	2,798	96,500	239,795	336,295	10,000	73,950	9,210	56,598	32,067	172,615
Pennsylvania	1	5,600	52,509	288,383	340,892	----------	53,693	6,465	29,373	12,062	101,593
Tennessee	1	2,300	30,987	418,627	449,614	----------	70,000	18,157	55,928	14,850	158,935
Virginia	1	7,340	131,575	585,134	[3] 888,895	62,546	57,895	17,477	113,697	78,448	330,063
West Virginia	1	3,500	9,360	350,000	359,360	12,500	10,000	1,960	13,243	----------	37,703
Total	16	41,874	622,818	5,472,290	6,267,294	128,040	653,711	163,644	503,236	247,194	1,686,615
Outlying parts of United States											
Hawaii	1	8,770	40,409	311,327	351,736	179,500	148,150	5,450	6,375	----------	339,475
Philippine Islands	1	8,000	100,000	400,000	500,000	----------	113,400	----------	----------	----------	113,400

[1] Endowment fund $209,871.

[2] Endowment fund $500,000.

[3] Endowment fund $172,156.

TABLE 12.—*State normal schools—Expenditures, 1925–26*

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	101	$160,329	$469,857	$526,455	$7,341,351	$677,434	$3,697,454	$1,092,033	$943,183	$226,695	$15,134,791	$2,613,350
Alabama	7	4,050	28,933	32,922	254,532	46,661	103,071	34,293	201,650	25,857	731,969	77,868
Arkansas	1		3,250	2,000	32,530	11,050	17,550	3,200	1,300	3,000	73,880	5,405
Connecticut	4	4,807	19,000	11,895	342,521	10,016	30,123	10,012	5,941	15,435	449,750	144,191
Georgia	3	2,000	9,800	2,100	63,463	1,000	5,300	5,185	3,163	1,400	93,411	301,000
Idaho	2	5,097	8,075	14,044	120,172	8,199	51,292	1,925	46,545	4,699	260,048	133,827
Kentucky	2	4,199	8,600	17,586	94,584	10,636	18,284	10,144	16,742	26,070	206,845	335,341
Louisiana	1		3,000	4,808	36,158	3,549	18,794	39,140	189	1,678	107,316	
Maine	6		17,700	4,702	132,354	6,948	38,939	4,582	2,701	250	208,176	
Maryland	4	9,647	18,200	31,887	186,277	19,934	119,237	53,160	12,031	50,725	501,098	111,475
Massachusetts	5	17,168	23,600	13,156	247,979	26,009	176,382	51,432	3,770		559,496	
Minnesota	4	2,200	17,200	39,208	351,479	32,189	73,020	20,013	10,767	5,336	551,412	182,356
Mississippi	2	4,200	7,800	11,321	50,607	32,708	80,069	4,280	7,093		198,078	2,492
Montana	1		5,500	9,080	88,198	6,000	110,415	1,200	2,500	600	223,493	54,000
New Hampshire	2		8,000	5,540	120,452	11,673	153,418	48,493	4,215	27,797	379,588	70,000
New Jersey	5	4,700	36,500	28,390	416,998	90,480	128,041	52,488	21,426	4,976	783,999	31,108
New Mexico	1		3,208		10,809	331	9,081	5,271	7,476	589	36,765	
New York	9	1,960	39,250	33,160	899,624	70,495	109,673	81,695	6,411	2,951	1,245,159	14,512
North Carolina	5	7,813	15,000	21,986	149,141	9,414	195,450	16,043	7,252	786	422,885	110,546
North Dakota	2		8,000	6,105	77,112	5,917	45,325	3,081	6,242	3,070	154,852	
Oklahoma	1		4,000	2,400	51,400	1,000	13,820	2,959	2,461		78,040	10,000
Oregon	1		4,500	13,000	120,000	2,500	15,000	18,000	7,000		180,000	125,000
Pennsylvania	14	59,766	91,641	127,148	1,569,207	153,964	1,470,858	375,961	362,015	19,311	4,229,871	362,459
Tennessee	1	2,340	3,600	2,000	38,333	16,859	30,815	28,133	6,642	1,389	130,111	
Texas	1	4,199	4,500	5,534	74,889	4,568	5,913	3,519	4,372		107,494	34,161
Virginia	1	8,437	3,600	4,600	71,593	4,648	123,476	22,575	8,419	9,530	256,878	52,412
Washington	3	14,549	18,600	23,126	407,121	23,739	334,085	15,560	126,353	675	963,808	173,437
West Virginia	4		11,800	5,440	162,198	2,000	63,913	53,599	5,046	20,571	324,567	69,864

Wisconsin	9	3,257	47,000	53,317	1,171,620	64,947	156,110	126,090	53,461	----------	1,675,802	211,896
Colored only (included above)												
Alabama	2	4,050	4,800	5,972	34,574	6,875	12,245	8,684	56,948	16,620	150,768	8,669
Arkansas	1	----------	3,250	2,000	32,530	11,050	17,550	3,200	1,300	3,000	73,880	5,405
Georgia	1	2,000	3,000	----------	14,863	----------	800	3,000	500	1,400	25,563	----------
Kentucky	1	----------	3,600	1,800	44,029	----------	8,224	6,056	669	132	64,510	----------
Louisiana	1	----------	3,000	4,808	36,158	3,549	18,794	39,140	189	1,678	107,316	----------
Maryland	1	----------	2,200	3,803	6,500	2,520	7,219	16,271	925	420	39,858	----------
North Carolina	4	2,000	10,500	19,562	108,688	4,612	154,216	12,157	3,625	786	316,146	44,875
Oklahoma	1	----------	4,000	2,400	51,400	1,000	13,820	2,959	2,461	----------	78,040	10,000
Pennsylvania	1	1,900	5,000	6,833	24,883	2,566	49,430	10,957	4,286	----------	105,855	----------
Tennessee	1	2,340	3,600	2,000	38,333	16,859	30,815	28,133	6,642	1,389	130,111	----------
Virginia	1	8,437	3,600	4,600	71,593	4,684	123,476	22,575	8,419	9,530	256,878	52,412
West Virginia	1	----------	3,800	1,560	34,640	----------	8,500	----------	----------	----------	48,500	55,000
Total	16	20,727	50,350	55,338	498,191	53,715	445,089	153,132	85,964	34,955	1,397,425	176,361
Outlying parts of United States												
Hawaii	1	5,000	4,800	10,140	100,560	5,850	6,875	925	----------	----------	134,150	182,500
Philippine Islands	1	----------	3,000	1,660	75,000	20,000	4,000	5,000	3,000	1,740	113,400	225,000

TABLE 13.—*City normal schools—Sessions, teachers, students, graduates, 1925–26*

Location	Institution	Weeks in school year	Years in normal courses	Hours of practice teaching required	Teachers, including principal		Normal students		Graduates from normal courses	
					Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11
Bridgeport, Conn.	Bridgeport Normal School	40	2	600	-----	20	-----	79	-----	38
Washington, D. C.	J. Ormond Wilson Normal School.	36	2	90	-----	23	-----	307	-----	105
Do	Myrtilla Miner Normal School [1]	36	2	192	4	18	37	375	7	162
Atlanta, Ga.	Atlanta Normal Training School	36	2	180	2	27	-----	114	-----	[2] 49
Chicago, Ill.	Chicago Normal College	40	3	250	62	67	216	3,538	28	886
Sioux City, Iowa	Sioux City Normal School	38	3	------	1	11	-----	68	-----	[2] 17
Louisville, Ky.	Louisville Normal School	40	2	250	-----	9	-----	286	-----	133
New Orleans, La.	New Orleans Normal School	38	2	75	1	15	-----	366	-----	134
Lewiston, Me.	Dingley Normal Training School	37	2	185	-----	11	-----	24	-----	4
Baltimore, Md.	Colored Training School [1]	37	2	500	3	14	6	91	-----	------
Boston, Mass.	Training School for Teachers of Mechanic Arts.	----	1, 2	------	1	-----	17	-------	[2] 13	------
Kansas City, Mo.	Teachers College of Kansas City	40	2, 3	420	5	22	20	500	-----	103
St. Louis, Mo.	Sumner Teachers College	40	2, 4	500	7	4	-----	135	-----	28
Concord, N. H.	Dewey Training School	38	2	------	-----	5	-----	16	-----	8
Jersey City, N. J.	Teachers Training School	40	2	300	1	24	-----	281	-----	41
Brooklyn, N. Y.	Maxwell Training School for Teachers.	40	3	450	14	80	85	1,878	10	238
Jamaica, N. Y.	Jamaica Training School for Teachers.	40	3	------	12	58	96	1,308	3	124
New York, N. Y.	New York Training School for Teachers.	40	3	500	12	44	37	1,362	3	132
Rochester, N. Y.	Rochester City Normal School	40	3	500	2	30	-----	166	-----	24
Syracuse, N. Y.	Syracuse City Normal School	38	3	300	1	7	-----	192	-----	10
Columbus, Ohio	Columbus Normal School	40	2	500	3	16	-----	35	-----	[2] 17
Dayton, Ohio	Grace A. Greene Normal School	40	2	202	-----	15	-----	134	-----	46
McKeesport, Pa.	McKeesport Teachers Training School.	36	1	54	1	7	-----	49	-----	------
Philadelphia, Pa.	Philadelphia Normal School	40	2	------	7	45	149	925	24	218
Pittsburgh, Pa.	Baxter Training School	40	2	600	3	11	-----	198	-----	121
Richmond, Va.	Armstrong Normal School [1]	36	2	34	-----	3	-----	66	-----	------
Do	Richmond Normal School	36	2	270	3	21	-----	87	-----	43
Total		----	----	------	145	607	663	12,580	88	2,681

[1] Colored.

[2] 1924 figures.

TABLE 14.—*City normal schools—Property and expenditures, 1925–26*

Institution (for location see Table 13)	Property			Expenditures					
	Bound volumes in library	Value of library, apparatus, machinery, and furniture	Value of grounds and buildings	Salary of principal	Total salaries of other instructors	Other expenses of instruction and administration	Operation and maintenance of plant and miscellaneous	Total current expenditures	Outlays for sites, buildings, etc.
1	2	3	4	5	6	7	8	9	10
Bridgeport Normal School	5,000				$32,100			$32,100	
J. Ormond Wilson Normal School	10,000	$50,000	$250,000	$8,200	109,000	$8,240	$31,635	157,075	$314
Myrtilla Miner Normal School	6,632	20,000	700,000						
Atlanta Normal Training School	2,000	1,500	250,000	2,922	5,870	3	937	9,732	
Chicago Normal College	31,000	85,545	1,037,532	6,500	14,603	329,689	32,781	383,573	3,122
Sioux City Normal School	3,000	5,900	153,172	2,900	10,298	1,942	3,858	18,998	300
Louisville Normal School	9,204	14,410	71,781	2,750	30,055			32,805	
New Orleans Normal School	3,100	5,000	40,000	2,900	39,000	1,208		43,108	
Dingley Normal Training School	1,200	6,875	60,000	2,000	10,800			12,800	
Colored Training School	100		80,000	1,786	69,134	21,746	59	92,725	
Training School for Teachers of Mechanic Arts	400	1,875		3,371		1,749	4,091	9,211	3,244
Teachers College of Kansas City	2,302	10,000	500,000	4,700	62,333	3,700	6,216	76,949	
Sumner Teachers College									
Dewey Training School	450		100,000	1,950	5,600		1,000	8,550	
Teachers Training School	325				10,800	555		11,355	
Maxwell Training School for Teachers	9,715	38,877	767,453	26,267	456,511	35,246		518,024	
Jamaica Training School for Teachers	7,900		118,706						
New York Training School for Teachers	9,354	173,731	2,448,665	6,500	156,000	24,052	12,924	199,476	2,604,394
Rochester City Normal School	4,051	17,265	476,853	5,000	40,084	1,666	6,870	53,620	
Syracuse City Normal School	1,560	30,000	400,000	4,500	14,274			18,774	
Columbus Normal School	500	900		4,000	23,250	900	4,500	32,650	
Grace A. Greene Normal School				2,950	25,551	2,189	7,599	38,289	
McKeesport Teachers Training School					2,250	44	451	2,745	21,474
Philadelphia Normal School		75,000	700,000	5,418	161,927	10,777	32,031	210,153	
Baxter Training School			287,476	3,000	45,840	2,009	12,978	63,827	
Armstrong Normal School	441	9,513	300,000		5,952			5,952	
Richmond Normal School	2,000				7,323		37	7,360	301,461
Total	110,234	544,391	8,741,638	97,614	1,338,555	445,715	157,967	2,039,851	2,934,309

TABLE 15.—*County normal schools—Personnel and property, 1925–26*

State	Teachers and students							Property				
	Schools reporting	Number of teachers, including director		Normal students		Graduates from normal courses		Schools reporting	Bound volumes in 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	108	77	269	419	2,405	362	2,017	94	73,232	$184,609	$1,207,600	$1,392,209
Michigan	36	4	94	86	684	75	611	24	5,023	18,834	19,000	37,834
Ohio	43	42	91	215	953	181	716	41	21,550	17,675	3,600	21,275
Wisconsin	29	31	84	118	768	106	690	29	46,659	148,100	1,185,000	1,333,100
Outlying parts of United States												
Philippine Islands	2	22	26	505	752	-----	-----	1	3,500	7,000	275,000	282,000

TABLE 16.—*County normal schools—Receipts and expenditures, 1925–26*

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	66	$10,224	$6,600	$470,355	$14,278	95	$166,331	$290,715	$30,228	$92,815	$595,089	-----
Michigan	21	1,180	200	75,969	5,597	25	46,150	61,625	3,708	5,554	117,037	-----
Ohio	15	500	100	39,803	3,055	43	34,700	92,541	3,535	926	131,702	-----
Wisconsin	30	8,544	6,300	354,583	5,626	27	85,481	136,549	22,985	86,335	[1] 346,350	[2] $67,732
Outlying parts of United States												
Philippine Islands	1	-----	75,000	-----	-----	1	1,900	-----	-----	-----	1,900	-----

[1] Includes $15,000 undistributed.

[2] Includes debt service.

TABLE 17.—*Private teacher-training schools—Instructors and graduates, 1925–26*

State	Schools reporting	Instructors in all courses, excluding duplicates		Instructors in teacher-training courses						Graduates in 1926	
				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
Continental United States	64	687	981	273	495	156	202	384	636	282	2,313
Alabama	1	[1] 137	[1] 123	8	8	26	20	26	20	------	[1] 25
California	2	2	21	2	17	0	5	2	17	0	88
Colorado	1	[2] 12	[2] 20	6	8	6	12	[2] 12	[2] 20	------	------
Connecticut	4	12	30	6	10	0	0	6	10	8	127
District of Columbia	1	2	13	0	10	0	3	0	13	0	5
Georgia	1	0	7	0	7	0	0	0	7	0	4
Idaho	1	16	10	2	1	3	5	4	6	6	17
Illinois	6	52	51	18	25	9	19	20	33	67	415
Indiana [3]	2	[2] 37	[2] 17	27	12	14	5	[2] 37	[2] 17	33	68
Iowa	1	13	6	4	1	0	0	4	1	0	3
Maryland	1	10	0	6	0	4	0	10	0	16	0
Massachusetts	9	30	171	26	136	3	5	26	136	------	576
Minnesota	2	14	15	9	7	0	0	9	7	8	95
Missouri	1	------	4	0	4	0	0	0	4	0	0
Nebraska	2	12	12	12	7	0	5	12	12	9	11
New Jersey	2	30	13	16	11	12	8	16	11	56	65
New York	7	96	122	70	87	12	14	82	101	30	236
North Carolina	2	47	69	4	15	36	51	37	52	1	96
Ohio	4	6	64	1	32	------	10	1	42	------	88
Oregon	2	4	34	4	20	0	9	4	23	------	32
Pennsylvania	3	9	17	9	17	0	0	9	17	14	122
South Carolina	1	2	11	0	2	0	0	0	2	0	11
South Dakota	2	18	25	9	14	0	0	9	14	9	129
Tennessee	2	23	19	9	10	8	2	10	8	10	28
Utah	1	13	12	12	5	0	0	12	5	4	9
Virginia	1	89	75	13	14	23	29	36	43	11	23
Washington	2	1	20	0	15	0	0	0	15	0	40
Colored only (included above)											
Alabama	1	137	123	8	8	26	20	26	20	------	25
North Carolina	1	11	18	1	1	------	------	1	1	1	16
South Carolina	1	2	11	------	2	------	------	------	2	------	11
Tennessee	1	12	12	2	6	------	------	2	6	------	17
Virginia	1	89	75	13	14	23	29	36	43	11	23
Total	5	251	239	24	31	49	49	65	72	12	92

[1] 1924 figures.
[2] Duplicates probably included.
[3] Most of the faculty of one school are on a part-time basis.

TABLE 18.—*Private teacher-training schools—Students, 1925–26*

State	Resident students in all courses, excluding duplicates		Resident students in teacher-training courses						Students in extension and correspondence courses	Enrollment in model and practice schools
			In regular sessions		In summer sessions		Total, excluding duplicates			
	Men	Women	Men	Women	Men	Women	Men	Women		
1	2	3	4	5	6	7	8	9	10	11
Continental United States	5,077	13,227	1,578	6,025	376	3,582	1,885	9,207	334	4,524
Alabama	[1] 629	[1] 451	48	49	-------	-------	[1] 48	[1] 49	-------	378
California	0	222	0	222	0	0	0	222	-------	68
Colorado	[2] 53	[2] 135	28	35	25	100	[2] 53	[2] 135	-------	-------
Connecticut	30	378	30	378	0	0	30	378	62	185
District of Columbia	0	196	0	86	0	-------	0	86	-------	-------
Georgia	0	10	0	10	0	0	0	10	-------	-------
Idaho	186	277	15	39	31	88	46	125	15	80
Illinois	503	782	481	655	46	282	501	775	-------	193
Indiana	99	359	50	148	50	214	95	359	-------	132
Iowa	89	70	5	19	0	0	5	19	-------	-------
Maryland	40	0	30	0	40	0	40	0	-------	40
Massachusetts	2	1,607	0	1,607	0	126	0	1,607	-------	-------
Minnesota	156	284	17	195	0	0	17	195	-------	132
Missouri	0	7	0	7	0	0	0	7	-------	110
Nebraska	275	45	275	25	0	20	275	45	-------	110
New Jersey	798	937	117	78	0	0	117	78	7	150
New York	[2] 648	[2] 1,602	135	671	-------	-------	135	671	-------	259
North Carolina	153	2,002	1	296	50	1,550	51	1,751	-------	181
Ohio	-------	525	-------	400	-------	120	-------	520	11	455
Oregon	0	432	0	102	0	210	0	312	-------	505
Pennsylvania	55	257	55	257	0	0	55	257	13	467
South Carolina	125	125	0	25	0	0	0	25	-------	60
South Dakota	169	408	33	267	0	0	33	267	-------	24
Tennessee	264	384	90	148	26	83	108	219	-------	310
Utah	93	106	9	29	0	0	9	29	110	-------
Virginia	710	1,163	159	174	108	789	267	963	116	362
Washington	0	463	0	103	0	0	0	103	0	323
Colored only (included above)										
Alabama	629	451	48	49	-------	-------	48	49	-------	378
North Carolina	103	169	1	16	-------	-------	1	16	-------	181
South Carolina	125	125	0	25	-------	-------	0	25	-------	60
Tennessee	149	201	54	97	-------	-------	54	97	-------	238
Virginia	710	1,163	159	174	108	789	267	963	116	362
Total	1,716	2,109	262	361	108	789	370	1,150	116	1,219

[1] Regular session only.

[2] Duplicates probably included.

TABLE 19.—*Private teacher-training schools—Property and receipts, 1925–26*

State	Schools reporting	Bound volumes in the library	Value of library, apparatus, machinery, furniture	Value of grounds and buildings	Endowment	Receipts						
						Schools reporting	From private benefactions for—		From students' fees		From all other sources	Total receipts reported
							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
Continental United States	55	222,260	$1,786,299	$27,620,333	$15,390,238	46	$7,133,347	$438,157	$1,317,009	$1,000,505	$1,164,624	$11,053,642
Alabama	1	17,667	273,438	7,777,497	5,849,399	1	2,996,295	86,991	35,870	0	301,130	3,420,286
California	2	2,000	3,700	25,985		2	0	0	46,232	14,512	3,833	64,577
Connecticut	3	4,150	72,851	337,000	3,500	2	0	0	114,804	86,000	12,000	212,804
District of Columbia	1	1,000		260,000								
Georgia	1	1,000				1			550			550
Idaho	1	5,000	17,000	150,000		1	1,970	38,100	10,922	0	239	51,231
Illinois	6	16,300	150,938	1,320,000	5,000	6	106,616	11,248	186,982	171,522	40,266	516,634
Indiana	2	7,500	15,000	41,284	4,950	1		6,050	19,867	45,309	667	71,893
Iowa	1	3,573	62,500	455,511	5,511	1	96,188	26,700	9,769	20,504	4,619	157,780
Maryland	1	3,000	200,000	800,000		1	0	0	0	0	35,000	35,000
Massachusetts	7	5,916	22,216	211,000		6		235	151,926	56,569	4,936	213,666
Minnesota	2	5,735	38,363	350,000		2		33,000	30,360	17,000		80,360
Nebraska	2	12,000	36,800	508,529		2	175,000	12,734	800	1,200	0	189,734
New Jersey	2	1,300	43,503	371,000	1,000	2	0	0	148,201	0	16,890	165,091
New York	4	1,969	47,398	419,447	11,000	4			263,672	95,242	121,722	480,636
North Carolina	2	14,245	93,896	1,492,291	140,216	2	10,348	76,394	47,185	70,118	55,106	259,151
Ohio	3	5,300	47,858	446,952	132,119	1	3,000		35,964	74,727	481	114,172
Oregon	2	10,300	42,000	150,000								
Pennsylvania	3	3,500	1,515	45,546	17,022	3	0	0	82,098	13,173	6,827	102,098
South Carolina	1	1,500	7,655	60,000		1	3,000	5,540	5,064	0	2,500	16,104
South Dakota	2	8,130	39,350	441,650	219,701	1			37,562	125,591	30,795	193,948
Tennessee	2	12,000	13,000	637,569	30,000	2	5,000	19,548	30,583	3,740	39,701	98,572
Utah	1	5,423	26,167	200,000		1	0	35,609	4,313	0	1,226	41,148
Virginia	1	60,532	445,009	10,483,320	8,970,820	1	3,735,930	86,008	12,573	168,098	461,286	4,463,895
Washington	2	13,220	86,072	635,762		2	0	0	41,712	37,200	25,400	104,312

TABLE 19.—*Private teacher-training schools—Property and receipts, 1925–26*—Continued

State	Schools reporting	Bound volumes in the library	Value of library, apparatus, machinery, furniture	Value of grounds and buildings	Endowment	Receipts						
						Schools reporting	From private benefactions for—		From students' fees		From all other sources	Total receipts reported
							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
Colored only (included above)												
Alabama	1	17,667	$273,438	$7,777,497	$5,849,399	1	$2,996,295	$86,991	$35,870	----------	$301,130	$3,420,286
North Carolina	1	7,745	28,896	492,291	140,216	1	10,348	1,276	32,185	----------	48,106	91,915
South Carolina	1	1,500	7,655	60,000	----------	1	3,000	5,540	5,064	----------	2,500	16,104
Tennessee	1	7,000	5,000	505,000	30,000	1	5,000	19,548	16,287	$492	31,363	72,690
Virginia	1	60,532	445,009	10,483,320	8,970,820	1	3,735,930	86,008	12,573	168,098	461,286	4,463,895
Total	5	94,444	812,343	19,265,763	14,990,425	5	6,750,573	199,363	101,979	168,590	844,385	8,064,890

TABLE 20.—*Private teacher-training schools—Expenditures, 1925–26*

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	37	$114,350	$1,267,589	$393,054	$1,629,511	$3,428,879	$1,622,670
Alabama	1	(1)	218,547	87,885	287,658	594,090	109,849
California	1					19,875	
Connecticut	2	7,500	42,264	10,000	134,078	193,842	41,300
Idaho	1	3,400	31,855	1,669	12,974	49,898	2,720
Illinois	6	24,600	119,534	48,473	191,874	384,481	61,980
Indiana	1	4,800	18,313		51,812	74,925	570
Iowa	1	2,000	24,922	740	29,254	56,916	98,793
Massachusetts	5	19,200	57,699	32,947	67,846	177,692	4,712
Minnesota	2	2,400	40,917	1,365	28,726	73,408	45,000
Nebraska	1	2,700	29,200		13,500	45,400	175,000
New Jersey	2	4,000	55,343	30,586	50,646	140,575	382,000
New York	3	16,100	136,159	36,929	173,980	363,168	97,236
North Carolina	2	6,000	75,369	17,689	143,972	243,030	11,459
Ohio	1	2,600	18,834	4,964	55,624	82,022	218,070
Pennsylvania	2	5,000	11,368	4,537	13,971	[2] 39,376	1,098
South Carolina	1	1,500	6,700	1,364	3,850	13,414	3,000
South Dakota	1	3,050	45,000	3,050	146,243	197,343	310,650
Tennessee	2	6,500	53,692	2,722	64,595	127,509	4,155
Utah	1	3,000	24,806	561	12,816	41,183	2,683
Virginia	1	(1)	257,067	107,573	146,092	510,732	52,395
Colored only (included above)							
Alabama	1		218,547	87,885	287,658	594,090	109,849
North Carolina	1	2,400	21,431	5,689	50,274	79,794	7,459
South Carolina	1	1,500	6,700	1,364	3,850	13,414	3,000
Tennessee	1	3,500	31,329	1,300	41,881	78,010	987
Virginia	1		257,067	107,573	146,092	510,732	52,395
Total	5	7,400	535,074	203,811	529,755	1,276,040	173,690

[1] Included in column 5.

[2] Includes $4,500 undistributed.

TABLE 21.—*Number of deans of women, nurses, and physicians in teacher-training institutions, 1925–26*

TEACHERS COLLEGES—A

Location	Full-time deans of women	Part-time deans of women	Resident nurses	Resident physicians
Tempe, Ariz				1
Conway, Ark		1	1	
Chico, Calif		1	1	
Fresno, Calif	1			
San Diego, Calif	1			
San Francisco, Calif	1		1	1
San Jose, Calif	1	2		1
Santa Barbara, Calif	1			
Greeley, Colo	1	1		2
Gunnison, Colo		1		
Athens, Ga			1	
Valdosta, Ga	1	2	1	
Carbondale, Ill		1		1
Charleston, Ill			1	
De Kalb, Ill	1			
Evanston, Ill	2			
Macomb, Ill	1			
Normal, Ill		2		1
Danville, Ind.[1]	1			
Indianapolis, Ind.[1]	1	2		1
Muncie, Ind	1			1
Terre Haute, Ind	1			1
Cedar Falls, Iowa	1		2	1
Emporia, Kans	1		1	
Hays, Kans	1		1	1
Pittsburg, Kans	1			
Bowling Green, Ky	1	1	1	
Murray, Ky		1		
Richmond, Ky	1	1	1	1
Natchitoches, La	1	1	1	
Bridgewater, Mass	1		1	
Framingham Centre, Mass	1		1	
Detroit, Mich	1			
Kalamazoo, Mich	1		1	1
Marquette, Mich	1			1
Mount Pleasant, Mich	1			
Ypsilanti, Mich	1	1	3	1
Moorhead, Minn		1	1	
Winona, Minn	1	3	1	
Hattiesburg, Miss			1	
Cape Girardeau, Mo	1			
Jefferson City, Mo		1	1	
Kirksville, Mo	1		1	2
Maryville, Mo	1	1		
St. Louis, Mo				1
Springfield, Mo	1		1	2
Warrensburg, Mo	1			
Chadron, Nebr	1		1	
Kearney, Nebr	1		1	
Peru, Nebr	1		1	
Wayne, Nebr	1			
East Las Vegas, N. Mex		1		
Silver City, N. Mex	1			
Albany, N. Y	1			2
Mayville, N. Dak	1		1	
Minot, N. Dak	1			1
Valley City, N. Dak	1		1	
Bowling Green, Ohio	1			
Kent, Ohio	1		1	1
Ada, Okla	1			
Alva, Okla		1		
Durant, Okla	1			
Edmond, Okla	1	1		
Tahlequah, Okla	1			
Weatherford, Okla		1		
Providence, R. I				1
Orangeburg, S. C	1	2	1	1
Aberdeen, S. Dak	1			2
Madison, S. Dak	1	1		1
Spearfish, S. Dak		1	1	1
Springfield, S. Dak	1		1	
Johnson City, Tenn	1			
Nashville, Tenn.[1]			2	2
Alpine, Tex	1			
Canyon, Tex	1	1	1	
Commerce, Tex	2			
Denton, Tex	1	1	1	
Huntsville, Tex	1	1		
Nacogdoches, Tex	1		1	
Prairie View, Tex	2		3	1
San Marcos, Tex	1	1		
East Radford, Va	1		1	1
Farmville, Va			1	1
Fredericksburg, Va	1		1	1
Harrisonburg, Va	1		1	1
Athens, W. Va		1		
Fairmont, W. Va	1			
Huntington, W. Va	4			
Institute, W. Va		2	1	1
Menomonie, Wis			1	

[1] Private.

TABLE 21.—*Number of deans of women, nurses, and physicians in teacher-training institutions, 1925–26*—Continued

STATE NORMAL SCHOOLS—B

Location	Full-time deans of women	Part-time deans of women	Resident nurses	Resident physicians	Location	Full-time deans of women	Part-time deans of women	Resident nurses	Resident physicians
Daphne, Ala		1		1	Fredonia, N. Y	1		1	1
Florence, Ala		3		1	New Paltz, N. Y			1	
Jacksonville, Ala			1	1	Potsdam, N. Y	1		1	1
Livingstone, Ala		1	1		Cullowhee, N. C	1	1		1
Montgomery, Ala	2				Dickinson, N. Dak		1		
Troy, Ala				1	Ellendale, N. Dak	1			
Pine Bluff, Ark	1	1			Langston, Okla	1		1	
Arcata, Calif	1				Monmouth, Oreg	1	2	1	
Danbury, Conn		1			Bloomsburg, Pa	1	1	1	
New Britain, Conn		1			California, Pa	1		1	
Willimantic, Conn	1		1		Cheyney, Pa	1			
Albany, Ga	1			1	Clarion, Pa	1		1	
Bowdon, Ga		1		1	East Stroudsburg, Pa	1	1	1	
Statesboro, Ga	1	2			Edinboro, Pa	1		1	
Honolulu, Hawaii	1		1	2	Indiana, Pa	1		2	1
Albion, Idaho		2	1		Kutztown, Pa	1		1	
Lewiston, Idaho	1	1			Lock Haven, Pa	1			
Frankfort, Ky				1	Mansfield, Pa	1		2	1
Morehead, Ky	1			1	Millersville, Pa	1		1	
Scotlandville, La		1	1		Shippensburg, Pa	1	1	1	
Castine, Me	1				Slippery Rock, Pa	1		1	
Farmington, Me		2			Westchester, Pa	2		2	
Gorham, Me	2				Manila, P. I	2	2		
Machias, Me	1				Nashville, Tenn	1			
Salisbury, Md	2		1		Kingsville, Tex	1			
Towson, Md		1	1	1	Ettricks, Va	1		2	
Fitchburg, Mass	1		1		Bellingham, Wash	1		1	1
Lowell, Mass		1		1	Cheney, Wash	1		1	
Westfield, Mass		1			Ellensburg, Wash	1		1	
Bemidji, Minn	1				Bluefield, W. Va		1		
Duluth, Minn		1			Eau Claire, Wis		1		
Mankato, Minn	1		1		La Crosse, Wis	1		1	1
St. Cloud, Minn	1		1		Milwaukee, Wis	1		1	1
Alcorn, Miss			1	1	Oshkosh, Wis	1			
Dillon, Mont	1		1		Platteville, Wis		1		
Keene, N. H	1	1	1	1	River Falls, Wis	1			
Plymouth, N. H	2		1		Stevens Point, Wis	1			
Glassboro, N. J		2		1	Superior, Wis		1	1	1
Newark, N. J	1				Whitewater, Wis	1			
Paterson, N. J		1							
Trenton, N. J	1	2	1						

PRIVATE NORMAL SCHOOLS, GENERAL—C

Tuskegee Institute, Ala	1		4	4	Dayton, Ohio	1	1	2	
Denver, Colo	1			1	Canton, S. Dak	1			
Rexburg, Idaho	1				Martin, Tenn	1			
Waverly, Iowa	1				Morristown, Tenn	2		1	
Ammendale, Md			1		St. George, Utah		1		
Seward, Nebr				2	Hampton Institute, Va	1	1	2	1
Asheville, N. C	1		1		Seattle, Wash	3		1	
Raleigh, N. C	1	2							

PHYSICAL EDUCATION—D

New Haven, Conn	1	2	1	1	Cambridge, Mass	2		1	
Washington, D. C	2				Newark, N. J	1			1
Chicago, Ill	1	1	1	1	Ithaca, N. Y	4			
Do	1		1		New York, N. Y	1			
Do	3				Do	1		1	1
Boston, Mass		1		1					

KINDERGARTEN—E

Chicago, Ill	1				New York, N. Y			1	
Boston, Mass	1				Cincinnati, Ohio	1			
Minneapolis Minn	1				Oberlin, Ohio		1		

TABLE 22.—*Teachers colleges—Sessions, graduates, degrees conferred, etc., 1925–26*

[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 non-degree teacher-preparing curricula	Certificates in teacher-training courses granted to—		Degrees conferred		Model school [1]	Practice school [1]	Enrollment in model and practice schools	Hours of practice teaching received
					Men	Women	Men	Women				
1	2	3	4	5	6	7	8	9	10	11	12	13
Flagstaff, Ariz.	Northern Arizona State Teachers College	35	10	2	10	72	0	0	I	I	354	138
Tempe, Ariz.	Tempe State Teachers College	38	0	2	38	228	0	0	I, P	I, P	841	190
Conway, Ark.	Arkansas State Teachers College	36	12	2	37	139	7	13	I	I	298	150
Arcata, Calif.	Humboldt State Teachers College	36	6	3	12	58	-------	1	I, P	I, P	165	270
Chico, Calif.	State Teachers College	36	6	3	26	80	7	2	I	I	282	180
Fresno, Calif.	State Teachers College	36	6	3	6	139	6	35	I, P	I, P	227	179
San Diego, Calif.	State Teachers College	36	10	2½	5	168	5	35	I, P	I, P	272	330
San Francisco, Calif.	State Teachers College	36	6	2½	0	260	0	1	-------	I, P	410	270
San Jose, Calif.	State Teachers College	36	6	2½	35	297	19	29	I, P	I, P	429	360
Santa Barbara, Calif.	State Teachers College	36	8	3	[2] 18	[2] 47	[2] 3	[2] 12	I, P	I, P	60	180
Greeley, Colo.	Colorado State Teachers College	36	12	2	22	303	25	89	I	I	-------	-------
Gunnison, Colo.	Western State College of Colorado	36	11	2	7	67	6	16	P	P	0	180
Athens, Ga.	State Normal School	36	-------	2	-------	251	-------	15	I	I	171	72
Valdosta, Ga.	Georgia State Woman's College	36	6	2	-------	67	-------	10	I	I	205	90
Carbondale, Ill.	Southern Illinois State Normal University	36	12	2	83	244	26	20	I	I, P	1,472	180
Charleston, Ill.	Eastern Illinois State Teachers College	36	12	2	34	90	10	7	I	I	554	150
Evanston, Ill.	National Kindergarten and Elementary College [3]	36	6	2, 3	-------	175	-------	5	I, P	I, P	85	216
De Kalb, Ill.	Northern Illinois State Teachers College	36	12	2	36	194	7	1	-------	I, P	600	248
Macomb, Ill.	Western Illinois State Teachers College	36	12	2	15	112	25	32	I	I	432	135
Normal, Ill.	Illinois State Normal University	36	12	2	69	329	30	47	I	I	492	135
Danville, Ind.	Central Normal College [3]	[4] 36	12	2	22	61	41	18	-------	I, P	55	150
Indianapolis, Ind.	Teachers College of Indianapolis [3]	36	12	2, 3	0	310	0	5	I, P	I, P	235	128
Muncie, Ind.	Indiana State Normal School	36	12	2	7	183	31	76	P	P	0	64
Terre Haute, Ind.	Indiana State Normal School	36	12	2	7	71	29	55	I, P	P	258	120
Cedar Falls, Iowa.	State Teachers College	36	12	1–3	57	613	55	132	I, P	I, P	1,649	180
Emporia, Kans.	Kansas State Teachers College	36	12	2	21	244	53	94	I, P	I, P	598	30
Hays, Kans.	Kansas State Teachers College	36	9	2	35	232	26	56	P	P	0	216
Pittsburg, Kans.	Kansas State Teachers College	36	13	2	93	289	84	118	I	I	690	90
Bowling Green, Ky.	Western Kentucky State Teachers College and Normal School.	36	12	1, 2	220	444	50	77	I	I	317	90
Murray, Ky.	State Normal School and Teachers College	36	12	-------	0	0	4	7	I	I, P	231	72
Richmond, Ky.	Eastern Kentucky State Normal School and Teachers College.	36	12	2	39	195	3	8	I	I	185	90

Natchitoches, La	Louisiana State Normal College	36	12	2	11	322	24	53	I, P	I, P	602	120
Boston, Mass	Massachusetts School of Art	36					7	28	P	P	0	300
Boston, Mass	Teachers College of the City of Boston	38	6	3	0	134	6	69		P	0	524
Bridgewater, Mass	State Normal School	39	0	2, 3	2	136	12	26	I, P	I, P	387	410
Framingham Center, Mass.	State Normal School	38	0	2, 3	0	108	0	24	I, P	I, P	333	90
Salem, Mass	State Normal School	36	0	2, 3	3	140	8	31	I, P	I, P	414	450
Worcester, Mass	State Normal School	38	0	2	0	89	0	17	I, P	I, P	80	475
Detroit, Mich	Detroit Teachers College	36	6	2	9	330	26	50	P	P	0	180
Kalamazoo, Mich	Western State Normal School	36	6	2, 3	128	728	59	55	I	I	1,668	288
Marquette, Mich	Northern State Normal School	36	6	1, 2	56	259	8	9	I	I	405	90
Mount Pleasant, Mich	Central Michigan Normal School	36	6	1-3	110	217	23	29	I	I	390	240
Ypsilanti, Mich	Michigan State Normal College	36	6	2	102	914	49	122	I, P	I, P	538	180
Moorhead, Minn	State Teachers College	36	6	2	14	198	1	0	I, P	I, P	221	180
Winona, Minn	State Teachers College	36	6	2	16	250	2	2	I, P	I, P	420	170
Hattiesburg, Miss	State Teachers College	36	12	1, 3	14	133	25	16	I		54	
Cape Girardeau, Mo	Southeast Missouri State Teachers College	[5] 36	10	1-3	64	308	41	55	I	I	600	90
Jefferson City, Mo	Lincoln University [6]	38	9	1-3	0	44	4	4	P	P	0	36
Kirksville, Mo	Northeast Missouri State Teachers College	36	10	1-3	93	456	49	105	P	P		90
Maryville, Mo	Northwest Missouri State Teachers College	36	10	[2] 2	[2] 55	[2] 193	41	71	I, P			
St. Louis, Mo	Harris Teachers College	40	6	2	0	151	0	20	P	P	0	716
Springfield, Mo	Southwest Missouri State Teachers College	36	10	1-3	14	239	71	111	I	I	385	
Warrensburg, Mo	Central Missouri State Teachers College	36	10	1-3	181	550	61	182	I	I	554	180
Chadron, Nebr	Nebraska State Normal College	36	12	1, 2	13	83	10	3	I	I	307	120
Kearney, Nebr	Nebraska State Normal School and Teachers College	36	12	1, 2	28	172	8	32	P	I	178	240
Peru, Nebr	Nebraska State Normal School and Teachers College	36	12	1, 2	27	155	26	28	I	I	330	180
Wayne, Nebr	Nebraska State Normal School and Teachers College	36	12	1, 2	38	178	14	11	I	I	225	72
East Las Vegas, N. Mex	New Mexico Normal University	36	8	2, 3	2	22	5	12	I	I	256	180
Silver City, N. Mex	New Mexico State Teachers College	36	8	2, 3	3	13	6	14	I	I	373	360
Albany, N. Y	State College for Teachers	34	6				28	211	I, P	I, P	225	90
Buffalo, N. Y	State Normal School	39	6	1-3	92	271		25	I, P	I, P	317	200
Greenville, N. C	East Carolina Teachers College	36	12	2		167		19	I, P	I, P	263	50
Mayville, N. Dak	State Teachers College	36	12	1, 2	26	212	2	0	P	P		180
Minot, N. Dak	State Teachers College	36	12	2	36	219	3	1	I	I	421	120
Valley City, N. Dak	State Teachers College	36	12	2	52	391	13	20	I	I	299	180
Bowling Green, Ohio	State Normal College	[5] 36	12	2, 3	12	182	25	19	I, P	I, P		108
Cleveland, Ohio	Cleveland School of Education	38	6	2	0	202	0	16	P	P		360
Kent, Ohio	State Normal College	36	11	2	43	927	48	37	I, P	I, P	375	120
Ada, Okla	East Central State Teachers College	36	9	2	87	178	24	75	I	I	337	135
Alva, Okla	Northwestern State Teachers College	36	13	1, 2	115	292	19	41	I	I	293	180
Durant, Okla	Southeastern State Teachers College	36	14	2	235	669	12	4	I, P	I, P	278	135
Edmond, Okla	Central State Teachers College	36	9	2	63	312	15	43	I	I	229	90
Tahlequah, Okla	Northeastern State Teachers College	36	9	2	214	458	27	39	I, P	I, P	625	135
Weatherford, Okla	Southwestern State Teachers College	36	9	2	165	428	18	40	I, P	I, P	31	135
Providence, R. I	Rhode Island College of Education	40	6	2½	3	142	4	20	I, P	I, P	400	[7]
Orangeburg, S. C	State Agricultural and Mechanical College [6]	36	5	2	7	53			I	I	155	108
Aberdeen, S. Dak	Northern Normal and Industrial School	36	12	1, 2	27	384	16	30	I, P	I, P		90-270
Madison, S. Dak	Eastern State Teachers College	36	12	1, 2	12	167	8	2	I	I	409	120

[1] I, maintained by this institution; P, public school.
[2] Figures for 1924.
[3] Private institution.
[4] In addition there is a midspring term of 12 weeks.
[5] In addition there is a midspring term of 6 weeks.
[6] Colored.
[7] First year, 40 hours conference and observation; second year, 100 hours conference and observation; third year, 1 full half year in training school.

TABLE 22.—*Teachers colleges—Sessions, graduates, degrees conferred, etc., 1925–26*—Continued

Location	Institution	Weeks in year	Weeks in summer session	Years in non-degree teacher-preparing curricula	Certificates in teacher-training courses granted to—		Degrees conferred		Model school	Practice school	Enrollment in model and practice schools	Hours of practice teaching received
					Men	Women	Men	Women				
1	2	3	4	5	6	7	8	9	10	11	12	13
Spearfish, S. Dak	Spearfish Normal School	36	12	1, 2	12	78	3	3	I	I	159	150
Springfield, S. Dak	Southern State Normal School	36	12	1, 2	11	51	1	0	P	P	----------	180
Johnson City, Tenn	East Tennessee State Teachers College	36	12	2	15	65	2	7	I	I, P	214	[2] 45
Memphis, Tenn	West Tennessee State Teachers College	36	12	----------	----------	----------	8	18	I	I	531	180
Murfreesboro, Tenn	Middle Tennessee State Teachers College	36	12	2	----------	4	29	19	I	I	100	60
Nashville, Tenn	George Peabody College for Teachers [3]	36	12	----------	----------	----------	52	186	I	I	594	0
Alpine, Tex	Sul Ross State Teachers College	36	12	2	5	8	0	2	I, P	I, P	148	72
Canyon, Tex	West Texas State Teachers College	36	12	----------	----------	----------	22	36	I	I	586	120
Commerce, Tex	East Texas State Teachers College	36	12	2	16	50	16	12	I	I	167	120
Denton, Tex	North Texas State Teachers College	36	12	----------	----------	----------	81	78	I	I	384	60
Huntsville, Tex	Sam Houston State Teachers College	36	12	----------	230	486	19	18	I	I	242	120
Nacogdoches, Tex	Stephen F. Austin State Teachers College	36	12	2	0	23	8	8	I	I	103	180
Prairie View, Tex	Prairie View State Normal and Industrial College [6]	36	9	2	120	235	22	28	I	I	456	90
San Marcos, Tex	Southwest Texas State Teachers College	36	6	2	1	119	35	58	I	I	554	144
East Radford, Va	State Teachers College	36	12	2	----------	92	----------	13	P	P	----------	300
Farmville, Va	State Teachers College	34	11	2	----------	202	----------	42	P	P	----------	158
Fredericksburg, Va	State Teachers College	36	12	2	----------	75	----------	18	I, P	I, P	302	205
Harrisonburg, Va	State Teachers College	[4] 36	12	2	----------	142	----------	47	P	P	----------	108
Athens, W. Va	Concord State Normal School	[8] 36	9	2	15	94	14	9	P	P	----------	180
Fairmont, W. Va	State Normal School	[5] 36	9	2	7	111	17	25	P	P	----------	60
Huntington, W. Va	Marshall College	36	12	2	2	100	13	49	I, P	I, P	163	90
Institute, W. Va	The West Virginia Collegiate Institute [6]	36	9	2	2	15	16	10	I, P	I, P	----------	90
Menomonie, Wis	The Stout Institute	36	9	2	91	67	25	22	----------	P	----------	108

[2] Figures for 1924.
[3] Private institution.
[4] In addition there is a midspring term of 16 weeks.
[5] In addition there is a midspring term of 7 weeks.
[6] Colored.

TABLE 23.—*Teachers colleges—Instructors, 1925–26*

[Teacher-training institutions offering four years' work above secondary grade 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
Flagstaff, Ariz	26	26	10	21	19	17	25	26
Tempe, Ariz	17	22	15	21	-------	-------	15	21
Conway, Ark	31	14	23	14	28	12	31	14
Arcata, Calif	17	8	13	6	9	4	17	8
Chico, Calif	23	23	16	19	13	10	23	23
Fresno, Calif	37	30	17	23	15	5	22	26
San Diego, Calif	27	27	9	20	9	16	15	24
San Francisco, Calif	16	46	5	27	4	8	7	30
San Jose, Calif	40	62	13	43	15	10	28	53
Santa Barbara, Calif	42	47	12	18	16	16	28	34
Greeley, Colo	[1] 129	[1] 94	52	43	77	51	[1] 129	[1] 94
Gunnison, Colo	41	36	20	25	39	26	39	35
Athens, Ga	10	40	10	40	-------	-------	10	40
Valdosta, Ga	9	29	1	9	3	8	3	15
Carbondale, Ill	36	50	6	17	5	4	9	19
Charleston, Ill	31	43	20	28	25	30	31	40
Evanston, Ill.[2]	7	31	3	19	2	13	3	23
De Kalb, Ill	32	44	24	38	23	31	32	44
Macomb, Ill	32	29	25	28	32	29	32	29
Normal, Ill	71	88	40	56	68	74	71	88
Danville, Ill.[2]	25	13	12	7	25	13	25	13
Indianapolis, Ind.[2]	0	37	0	37	0	32	0	37
Muncie, Ind	42	54	37	48	32	28	42	54
Terre Haute, Ind	70	63	41	40	67	44	70	63
Cedar Falls, Iowa	124	171	80	91	114	160	124	171
Emporia, Kans	52	74	39	65	49	74	49	74
Hays, Kans	33	17	26	14	33	17	33	17
Pittsburg, Kans	77	61	61	39	75	56	77	61
Bowling Green, Ky	50	39	40	32	38	30	41	36
Murray, Ky	18	21	13	16	12	11	17	16
Richmond, Ky	34	27	26	23	27	23	34	27
Natchitoches, La	52	48	35	44	49	44	52	48
Boston, Mass. (School of Art)	20	12	6	4	-------	-------	6	4
Boston, Mass	19	35	14	34	9	3	19	35
Bridgewater, Mass	10	29	10	29	-------	-------	10	29
Framingham Center, Mass	8	35	8	35	-------	-------	8	35
Salem, Mass	10	15	8	15	-------	-------	8	15
Worcester, Mass	7	14	7	13	-------	-------	7	13
Detroit, Mich	19	65	8	51	19	27	19	65
Kalamazoo, Mich	79	124	69	110	48	62	79	124
Marquette, Mich	31	37	22	29	31	37	31	37
Mount Pleasant, Mich	46	47	27	29	46	47	46	47
Ypsilanti, Mich	83	149	65	118	54	87	83	149
Moorhead, Minn	18	33	11	21	13	20	17	28
Winona, Minn	17	28	15	27	9	8	16	28
Hattiesburg, Miss	18	21	11	16	18	17	18	17
Cape Girardeau, Mo	31	32	29	24	31	32	31	32
Jefferson City, Mo.[3]	14	10	2	1	3	2	4	2
Kirksville, Mo	38	34	27	25	32	28	35	34
Maryville, Mo	[4] 34	[4] 45	[4] 26	[4] 22	[4] 31	[4] 39	[4] 31	[4] 39
St. Louis, Mo	56	26	13	14	23	12	28	18
Springfield, Mo	33	42	32	42	33	42	33	42
Warrensburg, Mo	47	43	24	29	47	43	47	43
Chadron, Nebr	21	29	14	23	17	20	21	29
Kearney, Nebr	22	47	18	26	22	45	22	47
Peru, Nebr	21	26	19	24	21	26	21	26
Wayne, Nebr	22	21	20	20	22	21	22	21
East Las Vegas, N. Mex	18	16	8	12	15	13	15	13
Silver City, N. Mex	18	16	0	8	2	3	2	8
Albany, N. Y	51	54	40	49	31	11	51	54
Buffalo, N. Y	24	68	13	35	11	4	24	39
Greenville, N. C	15	38	11	28	13	17	15	38
Mayville, N. Dak	21	19	11	6	15	10	20	11
Minot, N. Dak	19	27	10	27	19	26	19	27
Valley City, N. Dak	27	55	17	41	25	43	27	55
Bowling Green, Ohio	31	38	24	34	29	21	31	37
Cleveland, Ohio	25	37	13	27	20	36	25	37

[1] Duplicates probably included.
[2] Private institution.
[3] Colored.
[4] Figures for 1924.

TABLE 23.—*Teachers colleges—Instructors, 1925–26*—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
Kent, Ohio	43	53	21	32	23	25	43	53
Ada, Okla	45	30	27	20	45	30	45	30
Alva, Okla	37	21	17	12	35	21	35	21
Durant, Okla	53	24	20	12	40	12	40	12
Edmond, Okla	40	41	22	23	18	18	40	41
Tahlequah, Okla	49	15	17	11	46	13	46	13
Weatherford, Okla	37	21	11	9	26	15	26	15
Providence, R. I.	12	63	8	23	9	6	12	23
Orangeburg, S. C.[3]	44	41	8	7	7	10	15	17
Aberdeen, S. Dak	46	27	36	21	37	27	46	27
Madison, S. Dak	20	42	13	28	11	20	20	42
Spearfish, S. Dak	13	31	8	26	10	14	10	28
Springfield, S. Dak	22	17	9	13	19	7	21	15
Johnson City, Tenn	19	22	15	15	19	22	19	22
Memphis, Tenn	19	13	13	10	19	13	19	13
Murfreesboro, Tenn	16	23	12	12	16	23	16	23
Nashville, Tenn.[2]	103	68	53	13	103	68	103	68
Alpine, Tex	13	13	10	12	13	13	13	13
Canyon, Tex	42	44	31	36	34	26	42	44
Commerce, Tex	96	83	29	35	43	41	72	76
Denton, Tex	86	66	48	38	78	54	74	56
Huntsville, Tex	34	34	30	34	34	29	34	34
Nacogdoches, Tex	28	33	15	24	24	27	28	33
Prairie View, Tex.[3]	41	31	38	28	41	31	41	31
San Marcos, Tex	[1] 71	[1] 41	25	18	46	23	[1] 71	[1] 41
East Radford, Va	22	38	8	18	21	26	22	38
Farmville, Va	9	49	8	41	5	25	9	49
Fredericksburg, Va	9	43	5	36	9	25	9	43
Harrisonburg, Va	15	47	13	42	13	26	15	47
Athens, W. Va	15	12	8	8	14	9	14	9
Fairmont, W. Va	18	16	13	14	15	14	18	16
Huntington, W. Va	54	49	37	29	17	20	54	49
Institute, W. Va.[3]	32	18	4	5	13	8	13	8
Menomonie, Wis	18	27	18	26	18	27	18	27

[1] Duplicates probabiy included. [2] Private institution. [3] Colored.

TABLE 24.—*Teachers colleges—Students, 1925–26*

[Teacher-training institutions offering four years' work above secondary grade 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
			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
Flagstaff, Ariz.	187	661	64	166	97	489	152	605	57
Tempe, Ariz.	113	558	113	558			113	558	
Conway, Ark.	526	984	326	540	300	668	526	984	1,693
Arcata, Calif.	93	300	56	183	38	170	72	285	37
Chico, Calif.	197	578	158	425	48	209	197	578	95
Fresno, Calif.	527	1,452	252	978	25	273	257	1,135	0
San Diego, Calif.	352	1,201	68	673	29	327	97	1,000	
San Francisco, Calif.	[1] 27	[1] 2,059	5	1,037	17	993	[1] 27	[1] 2,059	
San Jose, Calif.	462	2,026	137	1,171	153	1,044	246	1,803	
Santa Barbara, Calif.	[2] 336	[2] 752	245	528	91	224	[2] 336	[2] 752	
Greeley, Colo.	482	3,684	296	1,590	335	2,265	482	3,684	1,429
Gunnison, Colo.	274	928	79	281	123	669	186	879	675
Athens, Ga.	1	619	1	619			1	619	8
Valdosta, Ga.	10	399		219	10	198	10	399	0
Carbondale, Ill.	1,052	2,136					828	1,721	
Charleston, Ill.	516	1,418	211	397	328	1,184	516	1,418	
Evanston, Ill.[3]		549		411		162		549	
De Kalb, Ill.	203	1,603	140	592	97	1,199	190	1,591	0
Macomb, Ill.	433	1,760	190	542	296	1,150	345	1,604	849
Normal, Ill.	783	3,286	381	1,103	506	2,629	783	3,286	
Danville, Ind.[3]	520	660	167	163	367	466	499	558	
Indianapolis, Ind.[3]	0	942	0	942	0	500	0	1,442	43
Muncie, Ind.	916	1,437	547	1,028	427	994	916	1,437	1,740
Terre Haute, Ind.	812	1,761	764	1,674	693	1,692	812	1,761	2,362
Cedar Falls, Iowa	1,211	6,443					1,211	6,443	684
Emporia, Kans.	726	2,629	497	1,190	309	1,682	726	2,629	854
Hays, Kans.	327	1,069	210	328	129	830	327	1,069	78
Pittsburg, Kans.	1,662	2,776	763	1,059	927	2,605	1,276	2,735	1,025
Bowling Green, Ky.	[4] 516	[4] 1,468	516	1,468			[4] 516	[4] 1,468	
Murray, Ky.	333	788	250	570	134	371	333	788	
Richmond, Ky.	[2] 722	[2] 2,018	440	1,033	282	985	[2] 722	[2] 2,018	1,217
Natchitoches, La.	327	1,846	163	1,069	212	1,101	327	1,846	528
Boston, Mass. (School of Art)	102	305	20	79			20	79	
Boston, Mass.	51	[2] 853		703	51	150	51	[2] 853	
Bridgewater, Mass.	59	494	59	494	0	0	59	494	0
Framingham Center, Mass.	0	532	0	532	0	0	0	532	
Salem, Mass.	32	490	32	490	0	0	32	490	0
Worcester, Mass.	0	275	0	275	0	0	0	275	0
Detroit, Mich.	110	1,754	33	1,004	82	924	110	1,754	802
Kalamazoo, Mich.	1,235	3,132	771	1,778	409	1,500	1,096	2,996	1,818
Marquette, Mich.	301	1,297	188	542	141	810	301	1,297	149
Mount Pleasant, Mich.	428	726	289	626	397	709	428	726	625
Ypsilanti, Mich.	899	3,731	616	2,093	377	1,915	899	3,731	1,587
Moorhead, Minn.	85	889	69	528	25	448	85	889	
Winona, Minn.	108	801	76	557	26	332	86	795	6
Hattiesburg, Miss.	273	1,166	181	656	170	652	273	1,166	
Cape Girardeau, Mo.	469	1,146	270	439	284	879	469	1,146	334
Jefferson City, Mo.[5]	199	258	12	75	17	63	29	138	38
Kirksville, Mo.	426	1,623	304	723	426	1,287	426	1,623	318
Maryville, Mo.	[2] 539	[2] 1,535	280	526	259	1,009	[2] 539	[2] 1,535	
St. Louis, Mo.	29	1,336	19	990	20	446	29	1,336	945
Springfield, Mo.	811	2,005	416	652	350	1,094	539	1,410	1,209
Warrensburg, Mo.	712	2,137	701	2,103	520	1,561	712	2,137	1,249
Chadron, Nebr.	200	734	109	212	77	437	186	649	191
Kearney, Nebr.	305	1,909	197	523	160	1,217	305	1,604	412
Peru, Nebr.	346	480	239	309	135	520	346	480	348
Wayne, Nebr.	330	950	207	335	200	580	285	860	98
East Las Vegas, N. Mex.	171	665	79	169	106	506	171	653	468
Silver City, N. Mex.	[2] 181	[2] 388	132	223	49	165	[2] 181	[2] 388	320
Albany, N. Y.	241	1,525	127	1,048	141	646	241	1,525	253
Buffalo, N. Y.	246	1,510	138	940	60	790	186	1,510	1,200
Greenville, N. C.	5	1,316		729	5	675	5	1,316	0
Mayville, N. Dak.	132	707	65	234	59	414	107	607	143
Minot, N. Dak.	194	1,251	119	528	92	781	194	1,251	96
Valley City, N. Dak.	267	1,681	147	720	120	961	267	1,681	146

[1] Students in extra-hour classes are included.
[2] Duplicates probably included.
[3] Private institution.
[4] Regular session only; no record of summer session students.
[5] Colored.

TABLE 24.—*Teachers colleges—Students, 1925–26*—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
			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
Bowling Green, Ohio	297	1,602	203	678	110	983	297	1,602	166
Cleveland, Ohio	341	1,717	-------	450	341	1,267	341	1,717	2,249
Kent, Ohio	[6] 2,730	-------	[6] 1,115	-------	[6] 1,615	-------	[6] 2,730	-------	1,550
Ada, Okla	621	2,486	236	910	421	1,651	489	2,312	-------
Alva, Okla	589	1,093	297	404	306	614	457	869	204
Durant, Okla	756	2,483	271	768	497	1,888	675	2,337	893
Edmond, Okla	575	2,465	290	928	327	1,644	575	2,465	2,040
Tahlequah, Okla	[2] 918	[2] 1,482	275	513	614	897	[2] 889	[2] 1,410	781
Weatherford, Okla	424	1,216	95	346	219	657	300	879	1,198
Providence, R. I	28	860	13	465	15	324	27	766	1,120
Orangeburg, S. C.[5]	388	610	40	100	0	0	40	100	-------
Aberdeen, S. Dak	401	1,553	251	760	188	964	362	1,501	316
Madison, S. Dak	129	667	81	270	49	384	123	625	115
Spearfish, S. Dak	96	624	37	115	42	462	62	416	0
Springfield, S. Dak	108	327	40	119	37	181	61	270	-------
Johnson City, Tenn	235	1,028	[6] 690	-------	[6] 923	-------	235	1,028	0
Memphis, Tenn	182	1,152	137	509	81	751	182	1,152	-------
Murfreesboro, Tenn	450	1,054	255	595	312	863	450	1,054	-------
Nashville, Tenn.[3]	732	2,427	239	669	599	1,852	732	2,427	1,098
Alpine, Tex	127	385	88	156	54	228	127	346	52
Canyon, Tex	358	1,220	219	535	192	824	358	1,220	152
Commerce, Tex	1,074	2,083	568	1,043	506	1,040	1,074	2,083	-------
Denton, Tex	[6] 24,080	-------	[6] 1,585	-------	[6] 2,112	-------	[6] 23,697	-------	80
Huntsville, Tex	567	1,291	333	655	390	967	567	1,291	-------
Nacogdoches, Tex	441	856	338	660	261	684	441	856	0
Prairie View, Tex.[5]	[2] 438	[2] 1,322	291	560	119	710	[2] 410	[2] 1,270	-------
San Marcos, Tex	[2] 634	[2] 1,992	334	891	300	1,101	[2] 634	[2] 1,992	160
East Radford, Va	85	1,802	0	550	80	1,299	80	1,417	479
Farmville, Va	3	1,361	0	908	3	453	3	1,327	-------
Fredericksburg, Va	8	766	0	482	8	434	8	766	9
Harrisonburg, Va	54	1,434	0	714	54	765	54	1,434	16
Athens, W. Va	220	629	66	83	135	427	180	500	626
Fairmont, W. Va	345	1,046	196	554	173	641	345	1,046	408
Huntington, W. Va	[2 7] 266	[2 7] 1,921	63	684	161	1,058	[2] 224	[2] 1,742	221
Institute, W. Va.[5]	278	530	2	70	26	241	26	241	14
Menomonie, Wis	465	366	266	284	270	156	465	366	-------

[2] Duplicates probably included.
[3] Private institution.
[5] Colored.
[6] Men and women.
[7] Arts and science students in regular session not included.

TABLE 25.—*Teachers colleges—Property and receipts, 1925–26*

[Teacher-training institutions offering four years' work above secondary grade and granting degrees]

Location (for name of institution see Table 22)	Bound volumes in library	Value of library, apparatus, machinery, and furniture	Value of buildings and grounds	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
Flagstaff, Ariz.	11,642	$150,000	$860,000	0	$6,855	$30,750	0	$56,488	$151,081	0	$245,174
Tempe, Ariz.	20,000	160,000	540,000		4,365	89,631		80,000	136,385	$14,519	324,900
Conway, Ark.	10,000	51,000	500,000	0	26,367	27,116	0	100,000	124,000	0	277,483
Arcata, Calif.	6,658	32,394	291,671					22,500	75,730		98,230
Chico, Calif.	18,999	101,684	298,000		1,709	1,785		40,000	23,825		67,319
Fresno, Calif.	17,553	81,225	574,485					78,000	175,945		253,945
San Diego, Calif.	27,712	95,000	400,000					54,056	166,376		220,432
San Francisco, Calif.	50,274	91,096	660,574	0			0		189,110		189,110
San Jose, Calif.	26,050	131,000	865,000	0	22,376	0	0	122,500	295,675	0	440,551
Santa Barbara, Calif.	8,000	54,000	298,000		5,296			160,000	109,690		274,986
Greeley, Colo.	56,750	341,260	1,182,556	0	121,165		0	99,664	328,464	7,747	557,010
Gunnison, Colo.	12,000	66,000	400,000		33,362	43,345		35,016	124,299		236,022
Athens, Ga.	11,226	100,000	575,000	$15,000	9,341	82,112	$1,000		107,100	6,629	206,182
Valdosta, Ga.	11,102	72,687	534,175	0	6,320	41,923	0		65,000	18,283	131,532
Carbondale, Ill.	34,940	148,017	761,327		12,749	22,439		52,850	217,413	3,009	308,460
Charleston, Ill.	27,940	240,000	510,710		22,566	36,747		170,000	207,525	14,711	451,549
Evanston, Ill.[1]	3,550	53,277	687,600	1,690	109,000	120,590	102			326,151	555,843
De Kalb, Ill.	29,099	128,366	868,828	0	15,831	47,476	0	243,958	225,243	0	532,508
Macomb, Ill.	23,703	103,138	811,455		16,839	40,830		212,800	246,606		517,075
Normal, Ill.	48,673	187,748	985,520	0	20,987	43,672	0	23,000	323,681	37,586	448,926
Danville, Ind.[1]	4,415	18,100	155,100	14,500	57,677	[2] 2,275	751			65	60,768
Indianapolis, Ind.[1]	9,442	31,000	250,000	11,228	81,736	43,214	618			20,064	145,632
Muncie, Ind.	20,000	135,000	1,141,000	0	82,507	4,845	0	125,000	257,500	4,716	474,568
Terre Haute, Ind.	103,843	335,325	1,643,898	0	115,428	45,393	0		317,318	18,492	496,631
Cedar Falls, Iowa	83,884	354,690	1,715,483	0	233,006	192,270		10,000	651,750	57,358	1,144,384
Emporia, Kans.	59,000	260,000	2,217,100	250,000	133,810	88,591	16,332	122,000	314,000		674,733
Hays, Kans.	[3] 11,624	152,200	797,000		56,752	24,438		80,000	169,500	1,000	331,690
Pittsburg, Kans.	20,000	224,140	1,342,000		131,612	67,089		111,123	298,663		608,487
Bowling Green, Ky.	13,000	157,852	811,244		31,770	17,997		100,000	315,739	8,746	474,252
Murray, Ky.	7,260	90,924	650,000	0	4,428	17,209	0	200,000	182,243	78,993	482,873
Richmond, Ky.	18,020	151,203	804,502		66,300	115,073		[4]	213,432	65,000	459,805
Natchitoches, La.	26,706	360,002	757,221	0	35,626	246,182	0		231,000	18,660	531,468

[1] Private institution.

[2] Net profit.

[3] 1924 figures.

[4] Included in column 10.

TABLE 25.—*Teachers colleges—Property and receipts, 1925–26*—Continued

Location (for name of institution see Table 22)	Bound volumes in library	Value of library, apparatus, machinery, and furniture	Value of buildings and grounds	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
Boston, Mass. (School of Art)	3,500	$5,000	$225,000		[5] $10,185				$93,910		$104,095
Boston, Mass.											
Bridgewater, Mass.	4,500			0	5,500	$78,471	0	$224,834	128,398	$1,108	438,311
Framingham Center, Mass.	6,425	21,000	383,573		5,465	[5] 103,876		4,337	103,876	2,301	219,855
Salem, Mass.	12,000	75,000	850,000	0	[5] 5,366	0	0	0	114,670	0	119,976
Worcester, Mass.	15,500	60,000	225,000	0	2,870	7,400	0		92,000	550	102,820
Detroit, Mich.	30,000	75,000	600,000	0	[6] 48,500		0		210,340		258,840
Kalamazoo, Mich.	27,670	308,781	1,268,891	0	([5])		0	40,000	693,000	0	733,000
Marquette, Mich.	25,974	117,446	581,349	0	10,329	0	0	312,000	243,000		565,329
Mount Pleasant, Mich.	10,000	75,000	1,000,000	0	0	0	0	750,000	291,000	0	1,041,000
Ypsilanti, Mich.	65,745	322,711	1,359,674		[7] 43,243			103,071	743,000	22,347	911,661
Moorhead, Minn.	16,846	[3] 2,500	424,855	0	20,850	52,900	0	8,000	131,500		213,250
Winona, Minn.	14,000	30,000	1,000,000		800				140,500	7,500	148,800
Hattiesburg, Miss.	6,700	82,353	678,043		23,314				93,882	12,666	129,862
Cape Girardeau, Mo.	42,687	200,000	1,370,000		28,043	36,233		17,000	178,000	1,908	261,184
Jefferson City, Mo.[8]	5,000	15,000	462,500		6,951	35,589			104,706	5,748	152,994
Kirksville, Mo.	20,355	50,000	555,000		62,566				236,512		299,078
Maryville, Mo.	13,220	20,338	1,100,000		58,493	24,970		15,275	214,357		313,095
St. Louis, Mo.	20,000	50,000	243,058								
Springfield, Mo.	25,000	131,500	1,015,000	0	102,083	70,449	0	211,768	272,126		656,429
Warrensburg, Mo.	60,000	50,000	1,000,000		55,629				227,213		282,842
Chadron, Nebr.	8,372	75,000	600,000		19,284	23,576		0	154,000	15,364	212,224
Kearney, Nebr.	25,407	145,000	740,000		32,287	27,343		100,000	199,000		358,630
Peru, Nebr.	36,000	140,000	826,000		20,000	([9])			165,000		185,000
Wayne, Nebr.	1,500	100,000	900,000		20,000			100,000	177,500		297,500
East Las Vegas, N. Mex.	18,563	67,734	284,163		16,315	13,841		10,000	84,235	1,340	125,731
Silver City, N. Mex.	[3] 3,400	100,000	200,000	0		7,000	0		81,250	14,750	103,000
Albany, N. Y.	10,113	75,000	915,000					69,256	230,048		299,304
Buffalo, N. Y.	10,175	73,000	675,000						135,120	60,017	195,137
Greenville, N. C.	7,000	122,452	1,831,592		3,272	146,273		241,164	131,723	3,809	526,241
Mayville, N. Dak.	11,575	20,635	[3] 615,662	([10])	19,131	9,181	$17,709		67,360		113,381
Minot, N. Dak.	[3] 6,096	[3] 16,882	750,000	0	83,104	29,089	0	65,000	106,744	0	283,937
Valley City, N. Dak.	25,000	262,422	763,200	0	31,072	74,812	0	24,039	162,308	38,378	330,609
Bowling Green, Ohio	17,500	139,300	2,000,000	0	32,749	57,735	0	199,065	231,461	6,711	527,721
Cleveland, Ohio	13,374										44,395
Kent, Ohio	30,500	190,000	1,905,000		33,569			366,000	264,090		663,659
Ada, Okla.	18,000	87,000	415,000		19,000	0		140,000	144,400		303,400

Alva, Okla	12,000	65,000	294,726	0	22,294	0	0	15,000	108,945	0	146,239
Durant, Okla	11,000	150,000	450,000					25,000	144,783		169,783
Edmund, Okla	18,000	58,628	394,240	0	15,570	0	0	130,000	142,100		287,670
Tahlequah, Okla	11,000	50,150	201,262		11,730			63,000	102,500	14,290	191,520
Weatherford, Okla	14,000	68,000	220,485	0	0	0	0	40,000	115,250	0	155,250
Providence, R. I	27,739	200,000	1,800,000	0	15,000	0	0	360,000	132,000	0	507,000
Orangeburg, S. C.[8]	3,000	135,209	629,100		9,382	534		1,000	105,625	44,704	161,245
Aberdeen, S. Dak	13,621	75,000	620,000		58,292	12,176		3,400	214,380	11,767	300,015
Madison, S. Dak	10,500	150,000	300,000	([10])	16,500	7,000	10,785		125,200		159,485
Spearfish, S. Dak	7,200	75,000	500,000		14,838	2,592		350,000	118,500	11,942	497,872
Springfield, S. Dak	8,057	85,434	282,200	[11] 375,000	13,772	4,240	17,536	0	75,500	0	111,048
Johnson City, Tenn	4,623	44,900	708,500		10,991	7,428			90,000		108,419
Memphis, Tenn	9,000	75,000	750,000		15,065	87,885			108,000		210,950
Murfreesboro, Tenn	8,000	100,000	900,000		15,380	51,041			90,000		156,421
Nashville, Tenn.[1]	40,000	322,725	2,933,843	2,485,430	189,703	27,821	141,706			376,510	735,740
Alpine, Tex	8,025	15,000	215,000		10,288				107,300	123	117,711
Canyon, Tex	14,000	250,000	600,000	0	42,849		0	38,934	238,000	0	319,783
Commerce, Tex	11,513	175,000	555,900		53,858			69,000	249,285		372,143
Denton, Tex	20,824	210,000	895,000		83,925			39,000	410,000		532,925
Huntsville, Tex	22,000	150,000	450,000		21,800			34,750	235,320		291,870
Nacogdoches, Tex	8,666	59,623	367,639	0	34,413		0	113,000	158,750		306,163
Prairie View, Tex.[8]	5,829	201,942	761,829		34,458	219,472		38,700	161,420	30,764	484,814
San Marcos, Tex	[3] 18,700	80,150	670,500		38,504	4,320		150,000	244,198		437,022
East Radford, Va	6,600	72,500	455,000		23,350	86,256			85,130	32,446	227,182
Farmville, Va	13,235	150,000	1,300,000		16,700	211,815		48,025	88,320	44,599	409,459
Fredericksburg, Va	9,000	50,000	500,000	0	26,939	102,077	0	6,275	57,927	7,866	201,084
Harrisonburg, Va	10,220	120,000	785,000	0	21,905	193,041	0	4,000	70,083	56,398	345,427
Athens, W. Va	6,160	55,000	800,000		8,049	21,345		30,000	78,000		137,394
Fairmount, W. Va	9,000	25,000	850,000		20,000	19,000		41,700	105,000		185,700
Huntington, W. Va.[12]	17,000	[3] 70,000	[3] 185,000	0	39,456	53,926	0	80,000	210,000	6,131	389,513
Institute, W. Va.[8]	8,078	51,500	756,000		4,479	49,096		125,000	45,000	129,480	353,055
Menominee, Wis	13,500	304,249	747,171		14,010	54,564		60,000	177,000	8,040	313,614

[1] Private institution.
[3] 1924 figures.
[5] Turned over to State treasurer.
[6] Goes into city treasury.
[7] This sum and $395 in column 11 not used by college.
[8] Colored
[9] Included in preceding column.
[10] There is an endowment in lands.
[11] Plus school lands.
[12] Financial data includes college of arts and science.

TABLE 26.—*Teachers colleges—Expenditures, 1925–26*

[Teacher-training institutions offering four years' work above secondary grade 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 [1]	Capital acquisition and construction
	Business	Educational		Deans and teachers	Textbooks, supplies, etc.						
		Salary of president	Other expenditures								
1	2	3	4	5	6	7	8	9	10	11	12
Flagstaff, Ariz.	$4,200	$5,000	$800	$95,248	$21,319	$30,102	$14,837	$3,720	$5,328	$180,554	$56,488
Tempe, Ariz.	139	6,000	4,991	82,813	20,021	117,963	6,771	4,653	2,008	245,359	77,512
Conway, Ark.	0	5,000	10,570	80,360	0	22,467	63,814			182,211	100,000
Arcata, Calif.		5,100	2,621	46,117	1,536	5,107	2,362	1,020	997	64,860	19,653
Chico, Calif.	1,200	6,000	5,657	91,114	9,662	20,591	(2)			134,224	381,884
Fresno, Calif.	2,579	7,200	5,014	125,960	11,455	13,377				165,585	75,387
San Diego, Calif.	5,245	6,500	4,050	123,563	9,679	17,339				166,376	54,056
San Francisco, Calif.	8,438	5,500	5,580	120,355	13,017	19,650				172,540	157,071
San Jose, Calif.	5,475	5,500	16,386	200,987	12,326	30,115	3,965	15,885	15,544	306,183	19,849
Santa Barbara, Calif.	1,600	6,000	7,917	84,915	7,155	21,475	(2)			129,062	15,500
Greeley, Colo.	4,295	8,000	70,112	252,147	37,955	34,496	17,603	26,759	479	451,846	51,858
Gunnison, Colo.	9,987	6,000	2,400	105,758	5,777	28,746	3,561	46,973		209,202	15,916
Athens, Ga.	5,450	5,000	3,200	100,098	2,954	76,301	4,866	1,097	1,360	200,326	
Valdosta, Ga.	0		3,300	50,582	9,538	58,841	9,153	5,156		136,570	
Carbondale, Ill.	3,075	6,500	3,400	155,805		67,072	16,421			252,273	42,500
Charleston, Ill.	(3)	6,500	8,050	143,062	10,387	68,706	7,751	17,583		262,039	3,650
Evanston, Ill.[4]	7,800	4,500	13,410	78,452	9,000	55,540	2,500	19,950	32,360	223,512	497,000
De Kalb, Ill.		6,500	3,000	165,725	5,385	47,865	12,793	2,000	0	243,268	
Macomb, Ill.	3,300	6,500	1,440	151,661		64,032	11,994			238,927	8,925
Normal, Ill.		6,500	19,665	225,749	23,571	48,200	14,376	10,720		348,781	23,700
Danville, Ind.[4]	4,700	3,600		36,471	(2)	7,010	863	1,682	1,190	55,516	
Indianapolis, Ind.[4]	1,800	3,000	8,000	65,230		7,251	2,852			88,133	230,000
Muncie, Ind.	4,220	6,800	18,790	189,086	7,704	36,820	16,885	30,119	2,341	312,765	147,044
Terre Haute, Ind.	4,500	6,800	35,245	249,272	8,987	68,111	13,612	66,773	4,611	457,911	38,573
Cedar Falls, Iowa	6,000	8,000	51,295	486,374	14,000	251,674	22,850	241,679		1,081,872	128,881
Emporia, Kans.	24,549	6,000		271,022		67,571	78,000	105,317		552,459	110,000
Hays, Kans.		6,000	3,780	110,585	3,733	80,118	48,877	2,153		255,246	75,136
Pittsburg, Kans.		6,000	12,420	309,576		111,676	70,661			510,333	85,884
Bowling Green, Ky.	5,375	6,000	17,945	135,724	9,741	45,781	16,888	18,989	5,668	262,111	183,628
Murray, Ky.	5,135	5,000	5,450	63,623	13,937	29,936	1,025	15,988	10,196	150,290	198,548
Richmond, Ky.		5,250	37,046	119,355	1,720	5,128	32,564	173,814	94,000	468,877	
Natchitoches, La.	5,400	6,000	3,660	206,911	6,039	262,653	24,351	18,573	9,386	542,973	27,258

Boston, Mass. (School of Art)		6,000	2,895	59,256		10,202	15,206			93,559	
Boston, Mass.											
Bridgewater, Mass.		5,000	6,809	71,371	10,559	109,649	10,689	0	0	213,477	224,834
Framingham Center, Mass.		5,000	4,095	78,804	6,757	129,932	8,397	7,766		240,751	
Salem, Mass.		5,000	4,139	77,855	7,579	16,427	2,759	912		114,671	
Worcester, Mass.[5]		4,800	3,510	51,540	3,600	11,205	5,000	775		83,430	8,000
Detroit, Mich.		7,100	11,200	185,700	3,440			2,900		210,340	
Kalamazoo, Mich.	4,500	7,000	44,417	508,163	13,657	96,805	8,920		3,597	687,059	48,959
Marquette, Mich.	2,900	6,000	8,000	165,067	3,000	38,000	5,000	10,000	50	238,017	
Mount Pleasant, Mich.	0	6,000	11,000	195,000	0	21,000	27,000	15,000	0	275,000	0
Ypsilanti, Mich.		7,000	29,276	505,547	18,112	95,161	12,839	51,245	2,288	721,468	103,071
Moorhead, Minn.		5,500	11,575	102,100	8,618	30,200	10,600	44,500		213,093	10,600
Winona, Minn.		5,500	5,850	90,924	25,778	10,560	6,600	4,200		148,812	0
Hattiesburg, Miss.	3,000	4,800	14,341	78,278		33,030	3,377	3,144		150,270	
Cape Girardeau, Mo.		6,000	12,421	126,889	8,978	44,278	22,689	26,276	10,145	257,676	12,039
Jefferson City, Mo.[6]	3,000	4,200	9,260	46,921	4,265	57,877	9,138	4,873		139,534	
Kirksville, Mo.	4,500	6,000	14,000	190,000	5,000	32,000	9,500	25,400	605	287,005	616,870
Maryville, Mo.		6,500	13,879	136,473	5,177	33,337	58,784	37,281	1,370	292,801	15,275
St. Louis, Mo.		6,500	6,600	113,112	4,350	8,272	7,960	1,562		148,356	35,267
Springfield, Mo.	10,000	7,200	13,197	192,140	14,645	34,700	10,569	158,696	3,000	444,147	83,000
Warrensburg, Mo.	([3])	([3])	169,987	([3])		([7])	95,832			265,819	75,000
Chadron, Nebr.	0	5,600	10,140	92,894	3,738	45,947	16,971	34,562	0	209,852	100,000
Kearney, Nebr.		5,500	6,840	134,200	36,930	28,150	23,739	8,384		243,743	100,000
Peru, Nebr.		5,000	5,000	103,212	11,592	35,900	16,331	4,356		181,391	
Wayne, Nebr.										197,500	100,000
East Las Vegas, N. Mex.	3,186	4,250	4,826	55,765	8,320	24,586	2,435	2,531	3,090	108,989	12,754
Silver City, N. Mex.		5,000	2,000	63,000	2,000	15,000	4,000	4,000	1,000	96,000	
Albany, N. Y.		7,000	9,550	163,663	5,412	21,389	14,837	5,492	2,705	230,048	69,256
Buffalo, N. Y.	2,000	[8] 5,250	3,648	142,289	14,301	18,391	6,500	1,725	1,033	195,137	
Greenville, N. C.	[9] 228	6,500	16,640	92,122	8,243	147,340	3,003	1,941	60	285,077	241,164
Mayville, N. Dak.		4,000	8,494	58,040	1,599	25,661	45,182	6,609	6,593	156,178	
Minot, N. Dak.	5,200	5,000	16,024	85,971	([7])	([7])	111,644	([7])	([7])	223,839	65,000
Valley City, N. Dak.	3,000	5,000	12,566	135,430	7,652	70,200	33,994	62,737	8,957	339,536	32,488
Bowling Green, Ohio	3,250	6,500	7,148	157,230	3,659	79,036	2,205	9,948	1,696	270,672	191,987
Cleveland, Ohio	14,385	([2])	10,415	138,890	7,500		1,346			172,536	
Kent, Ohio	3,200	6,500	8,370	158,286		30,000	12,000			218,356	644,075
Ada, Okla.		5,000	7,500	108,000			19,400	19,000		158,900	140,000
Alva, Okla.	0	5,000	5,270	79,200	6,500	13,000	10,307	10,209	0	129,486	17,500
Durant, Okla.		5,000	3,000	126,783	5,186	10,714	9,214	17,386		177,283	25,000
Edmond, Okla.	3,000	5,000	4,900	96,000	0	6,300	26,900	15,000	0	157,100	150,000
Tahlequah, Okla.		5,000	4,000	91,290			26,500			126,790	64,730

[1] The following institutions report the amounts indicated paid out for debt service: Colorado State Teachers College, Greeley, $3,441; National Kindergarten and Elementary College, Evanston, Ill., $16,835; Central Normal College, Danville, Ind., $3,000; State Normal School and Teachers College, Murray, Ky., $127,792; Southeast Missouri State Teachers College, Cape Girardeau, $13,117; Southwest Missouri State Teachers College, Springfield, $1,500; State Teachers College, Farmville, Va., $11,062; West Virginia Collegiate Institute, Institute, $300. These amounts are not accounted for elsewhere.

[2] Included in preceding column.

[3] Included in column 4.

[4] Private institution.

[5] All expenditures estimated.

[6] Colored.

[7] Included in column 8.

[8] Includes house.

[9] Included in next column.

TABLE 26.—*Teachers colleges—Expenditures, 1925–26*—Continued

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 president	Other expenditures								
1	2	3	4	5	6	7	8	9	10	11	12
Weatherford, Okla		$5,000	$5,000	$65,000	$20,800	$11,950				$107,750	$47,500
Providence, R. I		5,000	4,500	103,000	3,500	20,000	$5,000	$6,000		147,000	360,000
Orangeburg, S. C.[6]		3,300	4,300	73,630	19,683	22,113	6,550	3,639	$5,875	139,090	22,155
Aberdeen, S. Dak	$6,610	7,000	14,456	155,806	20,795	41,132	30,859	6,657	0	283,315	9,026
Madison, S. Dak	3,000	6,000	3,000	80,000	3,000	25,200	3,000	29,000	2,500	154,700	
Spearfish, S. Dak	13,176	4,500	400	79,820	2,492	11,004	8,919	8,450		128,761	371,213
Springfield, S. Dak	2,050	4,500	5,174	50,260	4,020	17,187	22,873	4,424	703	111,191	
Johnson City, Tenn		4,200	5,811	57,648	969	15,421	8,338	11,313	1,868	105,568	6,349
Memphis, Tenn	6,747	4,200	4,776	70,158	11,355	69,752	10,473	5,635	887	183,983	10,127
Murfreesboro, Tenn	2,640	4,200	3,780	52,696		24,361	2,248	2,603	750	93,278	
Nashville, Tenn.[4]	11,289	10,000	19,536	198,042	59,637	13,457	20,133	31,069	10,084	373,247	829,717
Alpine, Tex	2,000	4,500	3,500	73,050		3,840	21,828	[2]		108,718	1,000
Canyon, Tex	8,000	4,500	7,000	190,000	4,000	35,000	33,000	20,000	0	301,500	21,000
Commerce, Tex	2,700	3,375	7,978	150,430	2,780	15,532	35,623	13,139	1,021	232,578	76,971
Denton, Tex	2,500	[8] 4,500	9,500	335,000	10,177	49,062	13,500	8,500	2,400	435,139	97,501
Huntsville, Tex	3,100	4,500	14,300	169,600	17,750	24,470	5,500	18,000		257,220	34,750
Nacogdoches, Tex	4,300	[8] 4,500	6,122	111,092	2,674	6,154		27,065	199	162,106	117,206
Prairie View, Tex.[6]	24,683	3,000	[9]	102,439	[7]	[7]	178,270	144,964		453,356	68,308
San Marcos, Tex	2,400	4,500	26,981	193,569	12,565	4,800	180,794	7,488		433,097	168,450
East Radford, Va	1,710	4,600	10,536	65,197	24,054	30,903	20,015	50,864	458	208,337	21,812
Farmville, Va	3,900	5,000	10,250	94,333	10,003	146,569	21,974	14,422	11,065	317,516	89,238
Fredericksburg, Va		4,600	9,905	71,558	12,954	25,658	13,451	55,136	8,922	202,184	5,000
Harrisonburg, Va	26,210	4,000	11,911	90,065	3,891	87,861	58,801	29,774	18,667	331,180	50,000
Athens, W. Va		4,500	2,000	54,360		27,500	3,000	2,500	1,000	94,860	42,500
Fairmont, W. Va		5,100	4,320	86,000		8,200	5,000		500	109,120	76,700
Huntington, W. Va.[10]										309,513	80,000
Institute, W. Va.[6]	15,050	4,200	4,600	82,001	94,118	17,190	82,286	11,874		311,319	212,500
Menomonie, Wis	2,200	6,000	8,562	115,413	15,105	96,046	6,491			249,817	41,360

[2] Included in preceding column.
[4] Private institution.
[6] Colored.
[7] Included in column 8.
[8] Included house.
[9] Included in next column.
[10] Financial data includes college of arts and science.

TABLE 27.—*State normal schools—Sessions, entrance requirements, graduates, etc.*

Location	Institution	Weeks in year	Weeks in summer session	Years in teacher-training course	Graduates from teacher-training course		Model school [1]	Practice school [1]	Hours of practice required in teacher-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	5	P	P	48	------
Florence	State Normal School	36	12	2	28	130	I	I	48	836
Jacksonville	State Normal School	36	12	2	18	72	I	I	180	579
Livingston	State Normal School	36	12	2	5	54	I	I	120	190
Montgomery [2]	State Normal School	36	12	2	8	38	I, P	I, P	60	167
Normal [2]	State Agricultural and Mechanical Institute.	32	6	2	2	8	P	P	120	------
Troy	State Normal School	36	11	2	23	139	I	I	72	422
Arkansas:										
Pine Bluff [2]	Agricultural, Mechanical, and Normal School.	36	6	2	2	6	I, P	I	34	55
Connecticut:										
Danbury	State Normal School	40	----	2	----	62	P	P	100	------
New Britain	State Normal School	37	----	2	----	100	P	P	------	------
New Haven	State Normal School	40	----	2	----	132	I	I	------	1,600
Willimantic	State Normal School	40	----	2	----	78	P	P	300	------
Georgia:										
Albany [2]	Georgia Normal and Agricultural College.	36	6	2	4	20	I	I	100	16
Bowdon	State Normal and Industrial College.	36	----	2	11	16	P	P	75	------
Statesboro	Georgia Normal School	36	6	2	----	6	I	I, P	90	655
Hawaii:										
Honolulu	Territorial Normal and Training School.	36	6	2	27	128	I, P	I, P	250	1,206
Idaho:										
Albion	State Normal School	36	9	2	36	186	I	I	135	156
Lewiston	State Normal School	36	9	2	12	125	I	I	135	317
Kentucky:										
Frankfort [2]	Kentucky State Industrial College.	40	6	2	14	47	I	I	30	77
Morehead	State Normal School	36	12	2	18	44	I	I	90	137
Louisiana:										
Scotlandville [2]	Southern University and Agricultural and Mechanical College.	36	6	2	1	19	I	I	369	117
Maine:										
Castine	Eastern State Normal School	38	----	2	6	61	I	I	90	111
Farmington	State Normal School	38	6	2	15	148	------	I, P	120	190
Fort Kent	Madawaska Training School [3]	36	----	4	8	27	I	I	150	220
Gorham	State Normal School	36	6	2, 3	14	123	I	I, P	238	243
Machias	Washington State Normal School.	38	6	2	21	51	I	I	54	131
Presque Isle	Aroostook State Normal School	38	6	2	2	59	I	I	311	400
Maryland:										
Bowie [2]	Maryland Normal School	36	6	2	6	6	I, P	I, P	262	28
Frostburg	State Normal School	36	6	2	14	71	I, P	I, P	180	245
Salisbury	Maryland State Normal School	36	----	2	----	28	I, P	I, P	------	340
Towson	Maryland State Normal School	36	6	2	22	406	I, P	I, P	180	305
Massachusetts:										
Fitchburg	State Normal School	39	6	2, 3	38	25	P	P	325	------
Hyannis	State Normal School	38	6	2	----	64	P	P	240	------
Lowell	State Normal School	38	----	2	----	156	P	P	162	------
North Adams	State Normal School	38	6	2	----	76	P	P	408	------
Westfield	State Normal School	36	----	2	----	96	I, P	I, P	300	------
Minnesota:										
Bemidji	State Teachers College	36	6	2	7	66	I	I	180	178
Duluth	State Teachers College	36	6	2	2	139	I, P	I, P	135	189
Mankato	State Teachers College	36	6	2	17	282	------	I	180	386
St. Cloud	State Teachers College	36	6	2, 3	58	410	I, P	I, P	180	301
Mississippi:										
Alcorn [2]	Alcorn Agricultural and Mechanical College.	36	6	2	----	1	I, P	I, P	500	99
Cleveland	Delta State Teachers College	36	----	2	3	23	------	------	248	------
Montana:										
Dillon	Montana State Normal College	37	9	2	13	179	P	P	96	----

[1] I, maintained by institution; P, public schools used.
[2] Colored.
[3] Completion of eighth grade required for entrance to teacher-training course.

TABLE 27.—*State normal schools—Sessions, entrance requirements, graduates, etc.*—Continued

Location	Institution	Weeks in year	Weeks in summer session	Years in teacher-training course	Graduates from teacher-training course: Men	Graduates from teacher-training course: Women	Model school	Practice school	Hours of practice required in teacher-training course	Enrollment in model and practice schools
1	2	3	4	5	6	7	8	9	10	11
New Hampshire:										
Keene	State Normal School	37	6	2, 3	12	200	P	P	314	------
Plymouth	State Normal School	36	6	2, 3	----	123	P	P	90	------
New Jersey:										
Glassboro	New Jersey State Normal School	40	6	2	3	177	I	P	405	79
Montclair	New Jersey State Normal School	40	----	2	7	237	I	P	600	121
Newark	State Normal School	40	----	2	20	380	I, P	I, P	500	------
Paterson	New Jersey State Normal School	40	----	2	2	139	P	P	545	------
Trenton	New Jersey State Normal School	40	----	2–4	9	133	I, P	I, P	300	219
New Mexico:										
El Rito	Spanish-American Normal School.[3]	36	8	4	2	4	I	I	160	101
New York:										
Brockport	State Normal School	40	----	3	1	38	I	I	400	266
Cortland	State Normal School	39	----	3	----	----	----	----	----	----
Fredonia	State Normal School	40	6	3	10	81	I	I, P	500	448
Geneseo	State Normal School	38	6	3	6	114	I, P	I, P	340	533
New Paltz	State Normal School	39	6	3	2	146	I	I	190	646
Oneonta	State Normal School	36	6	3	----	111	P	I	400	520
Oswego	State Normal and Training School.	39	6	3	55	81	I	I	360	367
Plattsburg	State Normal School	38	6	3	9	64	I	I	400	214
Potsdam	State Normal School	40	6	3	----	117	I	I	600	850
North Carolina:										
Cullowhee	Cullowhee State Normal School	36	12	2	9	27	I, P	I	120	300
Durham [2]	North Carolina College for Negroes.	36	6	2	----	16	P	P	120	------
Elizabeth City [2]	State Normal School	36	12	2	1	27	I	I	180	473
Fayetteville [2]	State Normal School	36	12	2	1	20	I	I	180	120
Winston-Salem [2]	Winston-Salem Teachers College.	36	12	2	----	50	P	P	192	------
North Dakota:										
Dickinson	State Normal School	36	12	1, 2	10	101	I, P	P	180	293
Ellendale	State Normal and Industrial School.	36	12	2	12	29	P	P	180	------
Oklahoma:										
Langston [2]	Colored Agricultural and Normal University.	36	9	2	2	34	I	I	180	63
Oregon:										
Monmouth	Oregon Normal School	36	10	2	41	761	I, P	I, P	180	553
Pennsylvania:										
Bloomsburg	Bloomsburg State Normal School	36	9	2, 3	16	319	I, P	I, P	180	1,450
California	State Normal School	36	9	2, 3	[5] 14	[5] 153	I, P	I, P	270	1,591
Cheyney [2]	The Cheyney Training School for Teachers.	36	----	2	1	18	I, P	I, P	------	354
Clarion	Clarion State Normal School	36	9	2, 3	6	99	I, P	P	180	304
East Stroudsburg	East Stroudsburg State Normal School.	36	9	2, 3	56	236	I, P	I, P	270	795
Edinboro	Edinboro State Normal School	36	9	2, 3	13	209	P	P	270	------
Indiana	State Normal School	36	9	2, 3	33	415	I, P	I, P	270	365
Kutztown	Keystone State Normal School	36	9	2, 3	34	240	I	I, P	180	824
Lock Haven	Central State Normal School	36	9	2, 3	48	423	I, P	I, P	180	508
Mansfield	Mansfield State Normal School	36	9	2–4	40	200	I, P	I	180	500
Millersville	Millersville State Normal School	36	9	2, 3	23	215	I	I	180	355
Shippensburg	Cumberland Valley State Normal School.	36	9	2, 3	36	169	I, P	I, P	180	635
Slippery Rock	Slippery Rock State Normal School.	36	9	2, 3	26	182	------	I, P	270	794
West Chester	State Normal School	36	9	2, 3	38	423	P	P	160	------
Philippine Islands:										
Manila	Philippine Normal School [4]	40	----	2	193	233	I	I	135	513
Tennessee:										
Nashville [2]	Agricultural and Industrial State College.	36	6	2, 4	41	126	I	I	180	279

[2] Colored.
[3] Completion of eighth grade required for entrance to teacher-training course.
[4] Students admitted to four-year courses upon completion of two years of high school and to two-year courses upon graduation from high school.
[5] Statistics for 1924.

TABLE 27.—*State normal schools—Sessions, entrance requirements, graduates, etc.*—Continued

Location	Institution	Weeks in year	Weeks in summer session	Years in teacher-training course	Graduates from teacher-training course		Model school	Practice school	Hours of practice required in teacher-training course	Enrollment in model and practice schools
					Men	Women				
1	2	3	4	5	6	7	8	9	10	11
Texas:										
Kingsville	Southern Texas State Teachers' College.	36	12	2, 4	----	9	P	P	72	------
Vermont:										
Castleton	State Normal Training School	37	----	2	1	53	I, P	I, P	360	------
Virginia:										
Ettricks [2]	Virginia Normal and Industrial Institute.	36	12	2	5	57	I, P	I, P	360	1,085
Washington:										
Bellingham	Washington State Normal School	36	12	1–4	99	683	I	I, P	120	530
Cheney	State Normal School	36	11	1–4	135	653	I	I	200	251
Ellensburg	Washington State Normal School	34	11	1–4	36	212	I, P	I, P	120	296
West Virginia:										
Bluefield [2]	Bluefield Institute	38	9	1, 2	2	8	I	I	162	43
Glenville	State Normal School [5]	36	9	2	30	48	P	P	90	222
Shepherdstown	Shepherd College State Normal School.	36	9	1, 2	33	107	P	P	180	------
West Liberty	West Liberty State Normal School.	36	9	2	[6] 87	-----	P	P	72	------
Wisconsin:										
Eau Claire	State Normal School	36	6	1–3	33	84	I	I	150	280
La Crosse	State Normal School	36	6	1–3	31	126	I, P	I, P	150	203
Milwaukee	State Normal School	36	6	1–4	20	334	I, P	I, P	270	374
Oshkosh	State Normal School	36	6	1–4	52	186	I, P	I, P	150	271
Platteville	State Normal School	36	6	2–4	85	224	I, P	I, P	135	190
River Falls	State Normal School	36	6	1–4	49	125	I, P	I, P	150	210
Stevens Point	State Normal School	36	6	1–3	40	132	I, P	I, P	180	204
Superior	State Normal School	36	6	1–4	37	258	I, P	I, P	180	291
Whitewater	State Normal School	36	6	1–4	34	161	I	I, P	180	373

[2] Colored. [5] Statistics for 1924. [6] Men and women.

TABLE 28.—*State normal schools—Instructors, 1925–26*

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	4	11	3	6	3	8	4	11
Florence	24	62	8	31	16	31	24	62
Jacksonville	19	19	6	10	16	14	16	15
Livingston	8	14	6	10	6	12	6	12
Montgomery [1]	21	17	1	4	20	11	20	11
Normal [1]	12	11	3	2	3		3	2
Troy	15	30	7	10	7	17	12	17
Arkansas:								
Pine Bluff [1]	13	20	6	4	3	9	8	9
Connecticut:								
Danbury	3	10	2	8			2	8
New Britain	4	51	4	51			4	51
New Haven	9	58	1	57			1	57
Willimantic	4	33	4	30			4	30
Georgia:								
Albany [1]	11	14	8	4	7	6	[2] 15	[2] 10
Bowdon	5	4	2	1			2	1
Statesboro	[2] 12	[2] 13	7	7	5	6	[2] 12	[2] 13
Hawaii:								
Honolulu	19	41	8	16	12	11	20	27
Idaho:								
Albion	17	25	8	15	16	21	16	23
Lewiston	13	23	12	22	12	18	13	23
Kentucky:								
Frankfort [1]	19	17	8	15	7	4	10	16
Morehead	13	15	12	15	13	15	13	15
Louisiana:								
Scotlandville [1]	16	18	1	4	1	4	1	4
Maine:								
Castine	3	10	3	10			3	10
Farmington	8	22	4	12	4	9	8	17
Fort Kent	6	12	4	5			4	5
Gorham	7	22	5	17	5	7	7	22
Machias	4	10	4	10	4	10	4	10
Presque Isle	2	13	2	6	1	8	2	13
Maryland:								
Bowie [1]	[2] 6	[2] 8	2	5	3	3	[2] 6	[2] 8
Frostburg	3	22	3	19	2	9	3	22
Salisbury	2	10	2	10			2	10
Towson	7	66	3	51	3	15	5	66
Massachusetts:								
Fitchburg	16	27	12	10	11	7	14	11
Hyannis	12	24	3	11	11	15	12	23
Lowell	5	37	5	37			5	37
North Adams	12	32	5	26	9	10	12	32
Westfield	4	7	4	7			4	7
Minnesota:								
Bemidji	8	19	5	15	7	17	8	19
Duluth	10	18	7	10	10	9	10	13
Mankato	10	34	9	33	8	20	10	34
St. Cloud	14	40	13	39	14	40	14	40
Mississippi:								
Alcorn [1]	19	10	4	2	9	2	9	2
Cleveland	5	6	5	6			5	6
Montana:								
Dillon	40	60	13	14	24	30	39	45
New Hampshire:								
Keene	17	32	10	18	1	4	11	22
Plymouth	7	11	6	10	3	8	7	11
New Jersey:								
Glassboro	[2] 10	[2] 36	4	21	6	15	[2] 10	[2] 36
Montclair	4	31	4	31			4	31
Newark	5	39	5	35			5	35
Paterson	2	11	1	11			1	11
Trenton	10	40	7	36			7	36
New Mexico:								
El Rito	5	7	3	2	5	1	5	3

[1] Colored.

[2] Duplicates probably included.

TABLE 28.—*State normal schools—Instructors, 1925–26*—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			6	16
Cortland	8	20	7	20			7	20
Fredonia	13	24	11	17	10	7	13	19
Geneseo	[2] 17	[2] 62	6	43	7	15	[2] 13	[2] 58
New Paltz	8	24	6	20	7	7	6	20
Oneonta	7	42	5	35	5	15	6	42
Oswego	32	33	13	19	30	17	32	33
Plattsburg	20	22	13	14	7	8	20	22
Potsdam	11	45	4	22	8	11	8	28
North Carolina:								
Cullowhee	10	18	9	11	7	14	10	18
Durham [1]	5	13		1	4	6	4	7
Elizabeth City [1]	13	18	3	1			3	1
Fayetteville [1]	14	21	1	7	12	17	12	17
Winston-Salem [1]	12	12	8	8	5	4	12	12
North Dakota:								
Dickinson	12	20	7	14	12	16	12	22
Ellendale	15	16	9	9	12	7	13	15
Oklahoma:								
Langston [1]	34	13	5	3	25	8	25	10
Oregon:								
Monmouth	17	66	13	44	17	66	17	66
Pennsylvania:								
Bloomsburg	16	28	16	27	11	16	16	28
California	19	29	10	15	15	21	19	29
Cheyney [1]	5	10	2	6			2	6
Clarion	17	28	8	23	15	11	17	28
East Stroudsburg	23	44	19	36	15	26	23	44
Edinboro	19	28	13	23	16	14	19	28
Indiana	21	81	17	64	14	37	20	75
Kutztown	16	23	11	20	9	9	13	21
Lock Haven	8	22	8	22	8	20	8	22
Mansfield	26	44	18	33	18	22	26	44
Millersville	16	25	13	22	15	14	16	25
Shippensburg	23	31	15	20	16	19	19	29
Slippery Rock	24	35	16	11	15	15	22	23
West Chester	17	44	14	40	11	32	15	43
Philippine Islands:								
Manila	26	38	26	38			26	38
Tennessee:								
Nashville [1]	27	20	19	14	23	20	27	20
Texas:								
Kingsville	20	13	15	17	[3] 19	[3] 13	19	13
Vermont:								
Castleton	2	8	2	8			2	8
Virginia:								
Ettricks [1]	26	45	12	24	9	16	15	31
Washington:								
Bellingham	28	51	23	46	27	43	28	[4] 51
Cheney	30	34	24	25	26	30	29	34
Ellensburg	16	22	13	19	13	20	14	20
West Virginia:								
Bluefield [1]	13	9	4	4	13	9	13	9
Glenville [1]	11	10	9	9	6	5	11	10
Shepherdstown	8	10	5	9	8	10	8	10
West Liberty	10	7	6	7	[3] 10	[3] 7	10	7
Wisconsin:								
Eau Claire	14	28	12	26	8	13	14	28
La Crosse	21	27	21	24	12	13	21	27
Milwaukee	52	37	48	27	19	34	52	37
Oshkosh	27	31	25	13	14	12	27	13
Platteville	17	16	17	16	15	11	17	16
River Falls	21	20	21	20	21	20	21	20
Stevens Point	24	32	22	27	19	20	24	32
Superior	21	36	18	36	13	27	21	36
Whitewater	23	23	22	23	17	12	22	23

[1] Colored.
[2] Duplicates probably included.
[3] Summer session, 1926.
[4] Statistics for 1924.

TABLE 29.—*State normal schools—Students, 1925–26*

Location (for name of institution see Table 27)	Resident students in all courses, excluding duplicates		Resident students in normal courses						In extension and correspondence 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
Alabama:									
Daphne	34	269	20	60	14	209	34	269	20
Florence	366	1,427	187	748	248	1,015	366	1,427	699
Jacksonville	369	1,143	186	607	222	627	353	1,130	859
Livingston	73	688	22	265	30	537	43	587	178
Montgomery [1]	216	1,129	94	274	99	854	180	1,064	1,154
Normal [1]	[2] 65	[2] 132	5	12	0	7	5	[2] 19	0
Troy	237	1,258	72	531	111	732	183	1,263	537
Arkansas:									
Pine Bluff [1]	[2] 115	[2] 244	3	11	-------	-------	3	11	-------
Connecticut:									
Danbury	0	170	0	170	-------	-------	0	170	0
New Britain	0	296	0	296	-------	-------	0	296	-------
New Haven	0	322	0	322	-------	-------	0	322	-------
Willimantic	0	180	0	180	-------	-------	0	180	0
Georgia:									
Albany [1]	[2] 223	[2] 324	13	151	6	102	[2] 19	[2] 253	-------
Bowdon	37	79	20	60	-------	-------	20	60	7
Statesboro	[2 3] 350	78	63	78	[3] 287	-------	[2 3] 350	78	53
Hawaii:									
Honolulu	119	630	93	379	68	587	119	630	962
Idaho:									
Albion	120	704	72	290	69	553	120	704	-------
Lewiston	70	695	55	408	38	365	70	695	0
Kentucky:									
Frankfort [1]	137	382	11	77	9	100	18	166	12
Morehead	462	813	326	656	168	201	462	813	326
Louisiana:									
Scotlandville [1]	158	486	1	57	0	59	1	116	-------
Maine:									
Castine	17	120	17	120	-------	-------	17	120	0
Farmington	46	823	33	428	14	407	46	823	0
Fort Kent	76	133	25	90	-------	-------	25	90	-------
Gorham	36	605	32	365	5	243	36	605	-------
Machias	95	322	45	140	50	182	95	322	0
Presque Isle	18	206	2	163	16	180	18	206	0
Maryland:									
Bowie [1]	46	121	21	60	-------	-------	21	60	-------
Frostburg	32	274	30	174	12	112	32	274	-------
Salisbury	3	101	3	101	-------	-------	3	101	-------
Towson	73	1,086	61	873	12	213	73	1,086	-------
Massachusetts:									
Fitchburg	131	364	109	314	27	55	131	364	-------
Hyannis	59	574	-------	134	59	440	59	574	-------
Lowell	-------	310	-------	310	-------	-------	-------	310	-------
North Adams	5	400	0	193	5	213	5	400	265
Westfield	-------	212	-------	212	-------	-------	-------	212	0
Minnesota:									
Bemidji	60	654	29	265	31	438	60	654	20
Duluth	10	837	4	352	8	597	10	837	0
Mankato	94	1,140	69	700	34	554	94	1,140	-------
St. Cloud	211	1,526	156	970	110	643	211	1,526	0
Mississippi:									
Alcorn [1]	267	205	95	71	12	74	107	145	2
Cleveland	25	98	25	98	-------	-------	25	98	0
Montana:									
Dillon	163	1,710	82	583	94	1,310	163	1,710	1,081
New Hampshire:									
Keene	48	724	40	528	8	196	48	724	-------
Plymouth	12	432	2	279	10	163	12	432	-------
New Jersey:									
Glassboro	[2] 30	[2] 1,000	7	419	23	581	[2] 30	[2] 1,000	378
Montclair	15	645	15	645	-------	-------	15	645	-------
Newark	46	881	46	881	-------	-------	46	881	0
Paterson	8	244	8	244	-------	-------	8	244	-------
Trenton	30	421	30	421	-------	-------	30	421	-------
New Mexico:									
El Rito	49	58	35	23	14	35	49	58	0

[1] Colored. [2] Duplicates probably included. [3] Men and women.

TABLE 29.—*State normal schools—Students, 1925–26*—Continued

Location (for name of institution see Table 27)	Resident students in all courses, excluding duplicates		Resident students in normal courses						In extension and correspondence 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
New York:									
Brockport	120	336	120	336	-------	-------	120	336	0
Cortland	90	630	90	630	-------	-------	90	630	-------
Fredonia	[2] 72	[2] 615	41	382	31	233	[2] 72	[2] 615	130
Geneseo	[2] 58	[2] 778	29	414	29	364	[2] 58	[2] 778	-------
New Paltz	68	734	12	464	8	224	12	654	202
Oneonta	1	[2] 932	1	484	-------	448	1	[2] 932	-------
Oswego	439	767	138	365	301	402	439	767	-------
Plattsburg	62	376	58	232	4	144	62	376	-------
Potsdam	210	1,041	12	519	35	400	40	814	-------
North Carolina:									
Cullowhee	80	412	27	130	39	273	61	381	85
Durham [1]	73	277	-------	16	13	195	13	211	-------
Elizabeth City [1]	155	893	1	48	-------	-------	1	48	-------
Fayetteville [1]	214	985	1	60	54	561	55	621	308
Winston-Salem [1]	21	423	2	149	19	274	21	423	95
North Dakota:									
Dickinson	189	532	83	183	50	350	107	489	-------
Ellendale	153	423	38	167	53	211	76	329	20
Oklahoma:									
Langston [1]	237	819	79	155	67	539	133	622	164
Oregon:									
Monmouth	102	1,698	80	996	31	1,140	102	1,698	-------
Pennsylvania:									
Bloomsburg	[2] 220	[2] 1,007	114	601	106	406	220	1,007	132
California	[2] 361	[2] 1,710	77	523	284	1,187	361	1,710	814
Cheyney [1]	19	90	19	89	-------	-------	19	89	0
Clarion	166	775	40	235	128	581	158	763	-------
East Stroudsburg	251	879	171	524	102	450	251	879	1,733
Edinboro	143	948	71	517	78	494	143	948	73
Indiana	259	1,183	120	1,078	139	1,183	259	1,183	-------
Kutztown	237	847	95	375	74	291	169	632	267
Lock Haven	120	733	48	375	72	358	120	733	0
Mansfield	261	854	160	497	103	379	245	819	0
Millersville	180	818	60	475	118	397	169	790	-------
Shippensburg	354	797	153	404	208	498	354	797	-------
Slippery Rock	187	1,039	92	499	107	629	187	1,039	115
West Chester	138	1,262	118	983	35	315	138	1,262	0
Philippine Islands:									
Manila	547	899	547	899	-------	-------	547	899	-------
Tennessee:									
Nashville [1]	203	1,104	91	190	115	1,031	203	1,104	-------
Texas:									
Kingsville	[2] 119	[2] 423	75	209	25	190	[2] 100	[2] 399	30
Vermont:									
Castleton	4	145	4	145	-------	-------	4	145	-------
Virginia:									
Ettricks [1]	328	1,448	60	230	54	816	113	1,018	11
Washington:									
Bellingham	330	1,871	223	1,089	133	1,141	330	1,871	186
Cheney	360	1,442	259	795	128	856	360	1,442	363
Ellensburg	180	826	97	501	56	397	153	809	88
West Virginia:									
Bluefield [1]	109	342	15	27	30	184	45	211	14
Glenville [4]	171	280	100	150	49	142	149	240	183
Shepherdstown	93	304	84	143	83	304	93	304	200
West Liberty	98	350	43	105	58	264	98	350	52
Wisconsin:									
Eau Claire	240	620	180	340	80	340	240	620	-------
La Crosse	274	583	202	390	45	174	239	544	-------
Milwaukee	350	1,404	300	870	71	700	350	1,404	22
Oshkosh	320	752	261	422	76	382	317	750	-------
Platteville	207	418	159	223	62	228	207	418	151
River Falls	227	343	187	213	40	130	227	343	0
Stevens Point	198	742	142	331	64	463	197	742	0
Superior	254	998	198	600	75	455	254	998	145
Whitewater	217	565	182	401	57	233	217	565	-------

[1] Colored. [2] Duplicates probably included. [4] Statistics for 1924.

TABLE 30.—*State normal schools—Property and receipts, 1925–26*

Location (for name of institution, see Table 27)	Bound volumes in library	Value of library, apparatus, machinery, furniture	Value of buildings and grounds	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	3,000	$3,500	$70,000	$6,287			$14,000	$4,804	$25,091
Florence	6,742	29,500	479,454	75,418	$52,945		41,000	60,800	230,163
Jacksonville	4,295	25,000	250,000	56,304	64,467		41,000	12,705	174,476
Livingston	3,700	9,400	253,350	33,683	47,306		41,000	31,832	153,821
Montgomery [1]	3,446	17,500	226,500	28,377	38,877		21,900	12,104	101,258
Normal [1]	5,000	31,000	443,300	2,081	11,665		15,000	[2] 37,594	66,340
Troy	7,837	60,800	262,600	52,311	27,717		41,000	11,785	132,813
Arkansas:									
Pine Bluff [1]	1,500	40,900	151,699	3,992	453		68,000	[2] 15,290	87,735
Connecticut:									
Danbury	10,000	[3] 15,000	[3] 160,000				94,220		94,220
New Britain	10,050	[3] 19,167	1,250,000			$143,581	135,310		278,891
New Haven	[3] 13,000	[3] 50,000	[3] 325,000			610	118,619		119,229
Willimantic	10,000	35,000	500,000				101,599		101,599
Georgia:									
Albany [1]	1,500	4,000	100,000			15,000	17,500	5,741	38,241
Bowdon	2,500	6,000	75,000	1,242			15,000	15	16,257
Statesboro	2,200	23,000	277,000					40,000	40,000
Hawaii:									
Honolulu	8,770	40,409	311,327	5,450	6,375	179,500	148,150		339,475
Idaho:									
Albion	7,080	56,782	[4] 326,950	11,431	48,990	50,000		101,310	211,731
Lewiston	10,131	85,500	410,000	5,160			111,397	22,906	139,463
Kentucky:									
Frankfort [1]	500	60,000	400,000	5,717	19,068		40,000	8,506	73,291
Morehead	3,500	20,000	600,000	11,663	30,749	295,000	150,866	16,943	505,221
Louisiana:									
Scotlandville [1]	1,000	5,000	750,000	893	31,546		50,000	[2] 29,283	111,722
Maine:									
Castine	1,600	17,500	175,000				25,947		25,947
Farmington	7,500	15,000	460,000				42,379		42,379
Fort Kent	250						32,744		32,744
Gorham	2,220	45,000	340,000				41,413		41,413
Machias	1,100	7,250	100,000				30,003		30,003
Presque Isle	2,659	5,000	400,000				35,691		35,691
Maryland:									
Bowie [1]	619		179,000	11,204			28,654		39,858
Frostburg	4,500	15,000	200,000	7,000	10,000		37,500		54,500
Salisbury	2,997	322,000	[5]	14,879	[5]		48,060	1,929	64,868
Towson	28,000	125,229	1,039,730	7,455	88,932	80,000	248,920	29,040	454,347
Massachusetts:									
Fitchburg	12,100	597,500	[5]	5,444	52,171		148,424		206,039
Hyannis	3,500	25,000	225,500	4,213	48,207		97,350		149,770
Lowell	3,300	27,500	265,000	3,110			66,350	16	69,476
North Adams [6]	11,250	25,000	337,000	5,492	40,163		73,108	624	119,387
Westfield	6,000	50,000	268,000	2,250	30,250		103,000		135,500
Minnesota:									
Bemidji	3,275	29,709	226,292	6,108	15,724	2,500	72,000	7,063	103,395
Duluth	12,000	61,556	345,000	1,371			81,750	2,391	85,512
Mankato	8,785	83,200	924,100	11,403		5,000	138,000	8,220	162,623
St. Cloud	22,000	86,873	364,150	20,355		8,000	163,750		192,105
Mississippi:									
Alcorn [1]	1,500	84,000	[7] 270,980	208	39,630	12,000	48,251	[2] 41,671	141,760
Cleveland	2,300	17,812	180,474	2,930	12,675		18,300	5,421	39,326
Montana:									
Dillon	18,000	75,000	650,000	33,093	90,000	50,000	108,600		281,693
New Hampshire:									
Keene	3,500	220,000	550,000	33,542	82,930	76,500	96,000	1,042	290,014
Plymouth	6,000	8,000	321,000	2,792	49,405	18,000	72,500	1,040	143,737
New Jersey:									
Glassboro	8,000	100,000	900,000			10,000	140,700		150,700
Montclair	15,418	88,296	345,666		31,600		175,341		206,941
Newark	35,000	120,000	700,000				196,000		196,000
Paterson	5,000	[3] 37,000	[3] 450,000				52,150		52,150
Trenton	6,000	50,000	1,042,200		65,841		245,806		311,647

[1] Colored.
[2] Includes Federal funds.
[3] 1924 figures.
[4] There is an endowment fund amount of which is undetermined.
[5] Included in preceding column.
[6] Report for December, 1924, to November, 1925, inclusive.
[7] There is an endowment fund of $209,871.

TABLE 30.—*State normal schools—Property and receipts, 1925–26*—Continued

Location (for name of institution, see Table 27)	Bound volumes in library	Value of library, apparatus, machinery, furniture	Value of buildings and grounds	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
New Mexico:									
El Rito	700	$13,420	[8] $39,500	$540	$9,178	$16,000	$6,100	[2] $4,255	$36,073
New York:									
Brockport	17,123	50,000	500,000	50			108,340		108,390
Cortland	[3] 5,000	175,000	1,125,000			2,000	144,390		146,390
Fredonia	8,000	16,000	400,000				121,534		121,534
Geneseo	18,339	62,500	292,186				191,295	5,849	197,144
New Paltz	10,500	50,000	400,000	300			121,010		121,310
Oneonta	[3] 7,000	95,883	750,000						149,077
Oswego	12,483	50,000	375,000	3,503			135,358		138,861
Plattsburg	12,710	38,000	210,000				15,656		15,656
Potsdam	7,500	80,500	790,500			3,368	185,740		189,108
North Carolina:									
Cullowhee	4,197	9,500	550,000	10,271	40,761	90,000	38,835	4,677	184,544
Durham [1]	1,650	4,500	208,500	9,452	17,686		29,882		57,020
Elizabeth City [1]	1,150	56,200	342,402	6,382	46,154		36,100		88,636
Fayetteville [1]	2,471	30,500	281,000	11,774	38,196		34,200		84,170
Winston-Salem [1]	1,500	52,287	507,950	6,569	41,912	27,994	27,837	1,568	105,880
North Dakota:									
Dickinson	3,150	85,000	510,000	4,906	12,969	21,500	64,575	4,798	108,748
Ellendale	6,000	68,412	[9] 218,837	9,519	19,038		58,650	19,472	106,679
Oklahoma:									
Langston [1]	2,798	96,500	239,795	9,210	56,598	10,000	73,950	[2] 32,067	172,615
Oregon:									
Monmouth	11,000	22,000	650,000	22,000		125,000	148,000		295,000
Pennsylvania:									
Bloomsburg	9,100	58,940	580,700	34,563	168,316		168,977	12,396	384,252
California	[3] 8,150	29,050	40,200	61,085	103,296		129,858		294,239
Cheyney [1]	5,600	52,509	288,283	6,465	29,373		53,693	12,062	101,593
Clarion	10,747	173,334	853,250	14,465	83,416		106,976	34,967	239,824
East Stroudsburg	8,005	99,094	531,425	34,629	183,614		176,428	5,346	400,017
Edinboro	8,026	87,371	517,030	39,552	76,807	24,288	130,970	5,492	277,109
Indiana	11,949	264,350	1,362,506	74,842	307,173	22,083	251,237	36,682	692,017
Kutztown	12,772	175,000	547,000	20,018	131,966	8,510	112,192	55,134	327,820
Lock Haven	9,553	20,500	1,129,531	14,836	95,330		102,781	48,277	261,224
Mansfield	9,633	328,600	2,028,750	38,196	156,250		163,717	395	358,558
Millersville	21,062	143,213	661,640	39,840	136,706		116,151	2,692	295,389
Shippensburg	12,000	95,770	688,235	18,862	120,627	9,553	141,533	8,139	298,714
Slippery Rock	9,438	134,174	724,877	37,497	149,712		177,889	75,792	440,890
West Chester	20,418	254,070	2,465,000	130,905	220,769	169,668	211,956		733,238
Philippine Islands:									
Manila	8,000	100,000	400,000				113,400		113,400
Tennessee:									
Nashville [1]	2,300	30,987	418,627	18,157	55,928		70,000	[2] 14,850	158,935
Texas:									
Kingsville	8,602	56,731	378,140	9,484			132,264	2,364	144,112
Vermont:									
Castleton	2,000								
Virginia:									
Ettricks [1]	7,340	131,575	[10] 585,134	17,477	113,697	62,546	57,895	[2] 78,448	330,063
Washington:									
Bellingham	38,000	150,000	600,000	73,253	69,712	30,000	247,904		420,869
Cheney	21,312	177,175	500,402	69,277	103,846	22,041	197,961	4,000	397,125
Ellensburg	15,894	70,974	304,765	9,866	78,511		142,697	800	231,874
West Virginia:									
Bluefield [1]	3,500	9,360	350,000	1,960	13,243	12,500	10,000		37,703
Glenville	[3] 6,500	[3] 25,000	[3] 450,000	8,550	22,928	5,000	86,750	1,037	124,265
Shepherdstown	7,000	50,000	500,000	4,250	14,260	10,007	50,000		78,517
West Liberty	7,242	23,183	206,500	6,445	20,646		50,000		77,091
Wisconsin:									
Eau Claire	7,837	75,000	386,200	12,313		6,682	116,727		135,722
La Crosse	16,626	272,563	801,450	24,800		16,497	179,710		221,007
Milwaukee	35,609	46,749	893,096			16,320	301,194		317,514
Oshkosh	14,032	230,500	750,000			100,000	202,341		302,341
Platteville	15,660	137,000	454,000	4,327		47,744	137,217		189,288
River Falls	25,600	72,000	390,000	[11] 10,804			163,277		174,081
Stevens Point	18,170	155,500	685,400	18,500		49,837	34,601		102,938
Superior	15,000	50,000	500,000	27,475	25,608	56,365	171,345		280,793
Whitewater	20,174	88,000	638,035			56,510	156,626		213,136

[1] Colored.
[2] Includes Federal funds.
[3] 1924 figures.
[8] There is a Federal land allotment.
[9] There is an endowment fund of $500,000.
[10] There is an endowment fund of $172,156.
[11] To State treasurer.

TABLE 31.—*State normal schools—Expenditures, 1925–26*

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 [1]	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	----------	$4,000	$1,917	$12,469	$524	$819	$614	$1,561	$159	$22,063	$961
Florence	----------	4,800	8,045	65,167	19,413	33,682	6,066	25,890	2,404	165,467	17,431
Jacksonville	----------	4,800	8,274	47,474	5,035	16,121	10,982	53,829	1,794	148,309	22,924
Livingston	----------	[3] 5,733	2,272	37,701	6,313	2,680	4,476	59,426	2,859	121,460	22,311
Montgomery [2]	----------	2,400	5,972	20,314	6,547	5,701	3,572	39,558	1,769	85,833	8,669
Normal [2]	$4,050	2,400	----------	14,260	328	6,544	5,112	17,390	14,851	64,935	----------
Troy	----------	4,800	6,442	57,147	8,501	37,524	3,471	3,996	2,021	123,902	5,572
Arkansas:											
Pine Bluff [2]	----------	3,250	2,000	32,530	11,050	17,550	3,200	1,300	3,000	73,880	5,405
Connecticut:											
Danbury	1,020	4,750	1,954	77,535	1,535	3,494	1,242	1,000	1,691	94,221	----------
New Britain	1,397	5,000	2,986	100,488	2,033	12,956	3,502	1,465	5,484	135,311	143,581
New Haven	1,158	4,500	3,809	94,554	4,848	3,936	1,960	1,809	2,045	118,619	610
Willimantic	1,232	4,750	3,146	69,944	1,600	9,737	3,308	1,667	6,215	101,599	----------
Georgia:											
Albany [2]	2,000	3,000	----------	14,863	----------	800	3,000	500	1,400	25,563	----------
Bowdon	----------	3,300	----------	10,700	----------	----------	2,185	1,663	----------	17,848	1,000
Statesboro	----------	3,500	2,100	37,900	1,000	4,500	----------	1,000	----------	50,000	300,000
Hawaii:											
Honolulu	5,000	4,800	10,140	100,560	5,850	6,875	925	----------	----------	134,150	182,500
Idaho:											
Albion	3,859	3,875	6,484	49,378	3,783	23,240	1,193	46,545	2,930	141,287	133,827
Lewiston	1,238	4,200	7,560	70,794	4,416	28,052	732	----------	1,769	118,761	----------
Kentucky:											
Frankfort [2]	----------	3,600	1,800	44,029	----------	8,224	6,056	669	132	64,510	----------
Morehead	4,199	5,000	15,786	50,555	10,636	10,060	4,088	16,073	25,938	142,335	335,341
Louisiana:											
Scotlandville [2]	----------	3,000	4,808	36,158	3,549	18,794	39,140	189	1,678	107,316	----------
Maine:											
Castine	----------	2,800	832	14,919	1,355	4,852	589	350	250	25,947	----------
Farmington	----------	3,400	780	25,344	1,207	10,105	862	681	----------	42,379	----------
Fort Kent	----------	2,500	----------	23,836	369	5,681	169	189	----------	32,744	----------
Gorham	----------	3,400	1,000	26,895	504	7,270	1,528	815	----------	41,412	----------
Machias	----------	2,700	1,040	18,739	1,356	5,081	755	332	----------	30,003	----------
Presque Isle	----------	2,900	1,050	22,621	2,157	5,950	679	334	----------	35,691	----------

Maryland:											
Bowie [2]		2,200	3,803	6,500	2,520	7,219	16,271	925	420	39,858	
Frostburg	3,000	5,000	1,500	30,000	2,000	11,650	500	250	600	54,500	
Salisbury		5,000	1,771	25,247	4,681	21,681	1,356	1,512	145	61,393	2,475
Towson	6,647	6,000	24,813	124,530	10,733	78,687	35,033	9,344	49,560	345,347	109,000
Massachusetts:											
Fitchburg [4]		5,000	3,844	92,301	9,197	75,462	9,905	2,374		198,083	
Hyannis		4,500	2,200	26,265	3,518	51,892	8,301			96,676	
Lowell		4,800	2,145	43,225	3,868	8,227	2,953	608		65,826	
North Adams [4]	17,168	4,500	4,967	40,188	2,555	23,971	7,206	788		101,343	
Westfield		4,800	[5]	46,000	6,871	16,830	23,067			97,568	
Minnesota:											
Bemidji		5,500	7,206	55,262	5,078	23,340	3,218	5,188		104,792	170,000
Duluth		[6]	11,680	59,446	1,351	9,974	7,765	1,574	[7] 5,336	97,126	4,360
Mankato	2,200	5,500	8,623	109,799	6,493	19,804	895	4,005		157,319	4,997
St. Cloud		6,200	11,699	126,972	19,267	19,902	8,135			192,175	2,999
Mississippi:											
Alcorn [2]	1,200	3,000	7,145	31,640	28,593	66,900		2,764		141,242	
Cleveland	3,000	4,800	4,176	18,967	4,115	13,169	4,280	4,329		56,836	2,492
Montana:											
Dillon		5,500	9,080	88,198	6,000	110,415	1,200	2,500	600	223,493	54,000
New Hampshire:											
Keene		4,000	3,540	78,044	8,439	80,272	37,991	631	26,893	239,810	55,000
Plymouth		4,000	2,000	42,408	3,234	73,146	10,502	3,584	904	139,778	15,000
New Jersey:											
Glassboro	1,200	7,500	5,555	69,936	10,164	25,333	3,744	9,508	2,479	135,419	9,010
Montclair		7,500	7,992	57,896	50,586	21,925	5,260	6,545		157,704	5,098
Newark		7,500	3,900	116,146	11,114	1,877	4,882	1,873		147,292	
Paterson		7,500	1,800	39,000	3,850					52,150	
Trenton	3,500	6,500	9,143	134,020	14,766	78,906	38,602	3,800	2,497	291,434	17,000
New Mexico:											
El Rito		3,208		10,809	331	9,081	5,271	7,476	589	36,765	
New York:											
Brockport		5,250	1,700	71,170	6,002	13,817	4,996	850	211	103,996	
Cortland		[6]	9,210	100,275		[8]	28,770			138,255	1,962
Fredonia		5,500	1,400	89,350	9,328	10,680	4,000	1,000	276	121,534	
Geneseo		6,000	3,050	142,435	17,351	13,005	7,437			189,278	
New Paltz	400	5,750	2,300	86,150	7,000	11,701	5,000	900	2,109	121,310	
Oneonta		[6]	8,530	115,100		[8]	25,447			149,077	
Oswego		5,750	3,970	88,870	6,663	23,550	3,546	2,962	47	135,358	
Plattsburg		5,750	1,700	76,400	15,656	3,400				102,906	
Potsdam	1,500	5,250	1,300	129,874	8,495	33,520	2,499	699	308	183,445	12,550

[1] The following institutions report the amounts indicated paid out for debt service: The State Normal Schools in Alabama at Florence, Montgomery, Livingston, and Troy, $48,053, $308, $6,100, and $15,289, respectively; State Normal School at Albion, Idaho, $1,917; State Normal School at Cullowhee, N. C., $5,859; State Normal and Industrial School at Ellendale, N. Dak., $38,208; State Normal School at Slippery Rock, Pa., $40,518; Virginia Normal and Industrial Institute, Ettricks, Va., $20,774; Shepherd College State Normal School, Shepherdstown, W. Va., $8. These amounts are not accounted for elsewhere.

[2] Colored.

[3] Includes salary of assistant.

[4] Report for December, 1924, to November, 1925, inclusive.

[5] Included in column 5.

[6] Included in column 4.

[7] Other disbursements.

[8] Included in next column.

TABLE 31.—*State normal schools—Expenditures, 1925–26*—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
North Carolina:											
Cullowhee	$5,813	$4,500	$2,424	$40,453	$4,802	$41,234	$3,886	$3,627	----------	$106,739	$65,671
Durham [2]	----------	3,000	6,002	17,777	2,995	24,858	811	808	$768	57,019	15,719
Elizabeth City [2]	----------	2,500	5,018	36,706	----------	43,117	1,033	617	----------	88,991	----------
Fayetteville [2]	----------	2,500	4,115	32,533	609	37,685	1,964	2,180	----------	81,586	----------
Winston-Salem [2]	2,000	2,500	4,427	21,672	1,008	48,556	8,349	20	18	88,550	29,156
North Dakota:											
Dickinson	----------	4,000	2,851	37,610	4,547	15,354	536	1,587	175	66,660	----------
Ellendale	----------	4,000	3,254	39,502	1,370	29,971	2,545	4,655	2,895	88,192	----------
Oklahoma:											
Langston [2]	----------	4,000	2,400	51,400	1,000	13,820	2,959	2,461	----------	78,040	10,000
Oregon:											
Monmouth	(6)	4,500	13,000	120,000	2,500	15,000	18,000	7,000	----------	180,000	125,000
Pennsylvania:											
Bloomsburg	5,091	7,083	11,928	130,140	5,960	121,791	9,464	37,797	----------	329,254	18,088
California	2,933	5,600	2,030	107,570	3,369	92,927	57,504	4,977	----------	276,910	----------
Cheyney [2]	1,900	5,000	6,833	24,883	2,566	49,430	10,957	4,286	----------	105,855	----------
Clarion	3,000	5,758	9,206	53,321	1,117	104,154	11,557	14,689	961	203,763	10,542
East Stroudsburg	4,155	7,000	4,168	146,226	24,447	172,794	30,362	10,565	----------	399,717	2,000
Edinboro	2,670	6,000	5,585	109,842	45,065	37,459	28,444	15,604	247	250,916	24,788
Indiana	----------	8,700	8,520	217,492	10,789	262,846	63,565	13,061	6,268	591,241	48,031
Kutztown	2,931	6,000	8,584	79,453	2,301	43,859	21,386	20,321	----------	184,835	7,893
Lock Haven	5,695	6,000	8,696	84,955	11,215	117,222	10,564	7,843	2,097	254,287	8,698
Mansfield	5,925	7,500	8,919	134,095	3,504	134,871	21,172	16,857	4,214	337,057	24,702
Millersville	8,384	6,000	3,405	81,438	15,520	135,643	23,654	8,006	2,335	284,385	13,359
Shippensburg	5,469	6,000	3,533	115,589	4,025	109,876	13,697	24,866	3,189	286,244	21,983
Slippery Rock	2,373	7,500	18,040	115,386	24,086	47,033	16,572	158,672	----------	389,662	12,706
West Chester	9,240	7,500	27,701	168,817	----------	40,953	57,063	24,471	----------	335,745	169,669
Philippine Islands:											
Manila	----------	3,000	1,660	75,000	20,000	4,000	5,000	3,000	1,740	113,400	225,000
Tennessee:											
Nashville [2]	2,340	3,600	2,000	38,333	16,859	30,815	28,133	6,642	1,389	130,111	----------
Texas:											
Kingsville	4,199	4,500	5,534	74,889	4,568	5,913	3,519	4,372	----------	107,494	34,161

Virginia:											
Ettricks [2]	8,437	3,600	4,600	71,593	4,648	123,476	22,575	8,419	9,530	256,878	52,412
Washington:											
Bellingham		6,000	15,244	184,495	14,716	107,170	3,206	54,711		385,542	32,516
Cheney	4,500	6,600	5,830	137,134	6,258	127,952	2,804	57,231		348,309	35,485
Ellensburg	10,049	6,000	2,052	85,492	2,765	98,963	9,550	14,411	675	229,957	105,436
West Virginia:											
Bluefield [2]		3,800	1,560	34,640		8,500				48,500	55,000
Glenville		([5])	([5])	52,920		36,435	22,834	26	[7] 19,671	131,886	8,364
Shepherdstown		4,250		48,500	1,500	8,000	6,000	3,200	400	71,850	6,500
West Liberty		3,750	3,880	26,138	500	10,978	24,765	1,820	500	72,331	
Wisconsin:											
Eau Claire		5,000	3,840	88,359	7,406	8,515	1,645	1,962		116,727	6,682
La Crosse		5,000	4,810	125,100	4,804	21,643	13,010	7,609		181,976	11,306
Milwaukee		6,500	9,370	231,374	16,301	21,844	14,827	1,713		301,929	12,506
Oshkosh	3,257	5,500	6,600	155,294	8,951	14,108	14,137	2,210		210,057	52,445
Platteville		5,000	6,537	93,650	5,320	15,448	8,344	2,918		137,217	31,911
River Falls		5,000	6,800	119,120	5,292	12,253	8,962	5,850		163,277	3,500
Stevens Point		5,000	4,650	110,544	7,000	27,000	49,837			204,031	
Superior		5,000	6,033	126,999	7,124	21,209	5,560	24,416		196,341	52,835
Whitewater		5,000	4,677	121,180	2,749	14,090	9,768	6,783		164,247	40,711

[2] Colored.

[5] Included in column 5.

[6] Included in column 4.

[7] Other disbursements.

TABLE 32.—*Private teacher-training schools—Sessions, graduates, etc., 1925–26*

Location	Institution	Weeks in year	Weeks in summer session	Years in teacher-training courses	Graduates from teacher-training courses		Hours of practice received in teacher-training courses	Enrollment in model and practice schools maintained by institution
					Men	Women		
1	2	3	4	5	6	7	8	9
	I. *Physical training schools*							
New Haven, Conn.	New Haven Normal School of Gymnastics.	34	6	2,3	8	74	150	------
Washington, D. C.	The Marjorie Webster School of Expression and Physical Education.	36	6	2	------	5	108	------
Chicago, Ill.	American College of Physical Education.	36	6	2,3	20	64	282	------
Do.	Chicago Normal School of Physical Education.	42	6	2,3	------	112	30–60	-- --
Do.	Columbia Normal School of Physical Education.	36	6	2	11	121	60	------
Indianapolis, Ind.	Normal College of the American Gymnastic Union.	36	5	2–4	24	20	108	132
Boston, Mass.	Boston School of Physical Education.	30	----	3	------	65	180	------
Do.	The Bouvé School.	[1]30	----	3	------	------	335	------
Do.	Posse-Nissen School of Physical Education.	[1]30	----	3	------	70	60	------
Cambridge, Mass.	Sargent School for Physical Education.	[1]30	----	3	------	136	120	------
Newark, N. J.	Newark Normal School of Physical Education and Hygiene.	36	----	2,3	16	30	150	150
Ithaca, N. Y.	Ithaca Conservatory and Affiliated Schools.	38	16	3,4	25	67	128	------
New York, N. Y.	Central School of Hygiene and Physical Education.	30	----	3	------	38	150	------
Do.	Savage School for Physical Education.	32	----	3	5	29	360	------
	II. *Nursery, kindergarten, and primary training schools*							
Los Angeles, Calif.	Miss Fulmer's School.	36	----	[2]2	------	33	420	30
Pasadena, Calif.	Broadoaks Kindergarten-Primary Training School.	36	----	[3]2	------	55	540	38
Bridgeport, Conn.	Connecticut Froebel Normal School.	32	----	2	------	------	400	------
Do.	The Fannie A. Smith Kindergarten Training School.	34	----	2	------	32	350	65
Hartford, Conn.	Culver-Smith Kindergarten Training School.	32	----	2	------	21	366	120
Savannah, Ga.	Normal Department of the Kate Baldwin Free Kindergarten Association.	30	----	2	------	4	------	------
Chicago, Ill.	Chicago Teachers College.	36	----	2,3	------	[5]52	615	96
Do.	Pestalozzi Froebel Teachers College.	36	6	2,3	------	66	432	45
Boston, Mass.	Miss Niel's Kindergarten Primary Training School.	30	----	2	------	47	500	------
Do.	Perry Kindergarten Normal School.	34	----	2	------	44	300	------
Do.	Wheelock Kindergarten Training School.	32	----	2	------	75	900	------
Cambridge, Mass.	Lesley School.	33	----	2,3	------	136	300	------
Minneapolis, Minn.	Miss Wood's Kindergarten and Primary Training School.	36	----	2	------	88	540	85
St. Louis, Mo.	Wilson Kindergarten Primary Institute.	34	----	2	------	------	480	110
New York, N. Y.	Normal Training Department, Ethical Culture School.	35	----	3	------	19	255	172
Do.	Child Education Foundation Training School.	34	----	2	------	15	510	65
Do.	The Jenny Hunter Kindergarten Training School.	38	----	2,3	------	3	570	22
Do.	The Harriette Melissa Mills Kindergarten-Primary Training School.	36	----	2,3	------	65	240	------
Cincinnati, Ohio.	Cincinnati Missionary Training School.	34	----	2	------	6	510	50
Cleveland, Ohio.	Cleveland Kindergarten-Primary Training School.	36	----	------	------	------	240	------
Oberlin, Ohio.	Oberlin Kindergarten Training School.	35	----	2	------	72	240	375
Harrisburg, Pa.	Froebel Kindergarten Training School.	36	----	2	------	12	270	45
Philadelphia, Pa.	Miss Illman's Training School for Kindergarten and Primary Teachers.	36	----	2	------	95	270	22

[1] Plus camp. [2] Plus six weeks. [3] Plus one summer session. [5] 1924 figures.

TABLE 32.—*Private teacher-training schools—Sessions, graduates, etc., 1925–26*—Continued

Location	Institution	Weeks in year	Weeks in summer session	Years in teacher-training courses	Graduates from teacher-training courses		Hours of practice received in teacher-training courses	Enrollment in model and practice schools maintained by institution
					Men	Women		
1	2	3	4	5	6	7	8	9
	III. *General Training Schools*							
Tuskegee Institute, Ala.	Tuskegee Normal and Industrial Institute.[4]	36	12	4	------	[5] 25	75	378
Denver, Colo	Central Vocational College	36	12	2	------	------	------	------
Rexburg, Idaho	Ricks College	36	9	2	6	17	60	80
River Forest, Ill	Concordia Teachers College	40	----	2	36	------	120	52
Angola, Ind	Tri-State College	36	10	2	9	48	80	------
Waverly, Iowa	Wartburg Normal College	36	----	2	------	3	36	------
Ammendale, Md	Ammendale Normal Institute	36	12	2	16	------	36	40
Boston, Mass	Worcester Domestic Science School	30	----	2	------	3	60	------
New Ulm, Minn	Dr. Martin Luther College	36	----	2	8	7	66	47
Seward, Nebr	Concordia Teachers College	36	----	2	9	3	50	50
York, Nebr	St. Ursula's Academy and Normal College.	36	6	2	------	8	45	60
Trenton, N. J	Rider College	(6)	(6)	[6] 2	40	35	------	------
Asheville, N. C	Asheville Normal and Associated Schools.	36	----	2, 4	------	80	60	------
Raleigh, N. C	St. Augustine's School [4]	35	----	1	1	16	------	181
Dayton, Ohio	Normal School of the Precious Blood	36	6	2	------	10	54	30
Mount Angel, Oreg	Mount Angel Normal School	36	----	2	------	[5] 9	[5] 300	355
Oswego, Oreg	Marylhurst Normal School	36	6	2	------	23	240	150
Philadelphia, Pa	Gratz College	36	----	4	14	15	(7)	400
Charleston, S. C	Avery Institute [4]	32	----	2	------	11	420	60
Canton, S. Dak	Canton Lutheran Normal School	36	----	1, 2	5	59	120	------
Sioux Falls, S. Dak	Augustana College and Normal School	36	----	1, 2	4	70	180	24
Martin, Tenn	Hall-Moody Junior College	36	12	2	10	11	108	72
Morristown, Tenn	The Morristown Normal and Industrial College.[4]	36	----	2	------	17	[5] 180	238
St. George, Utah	Dixie College	36	----	2	4	9	100	------
Hampton, Va	Hampton Normal and Agricultural Institute.[4]	36	12	2, 4	11	23	180	362
Seattle, Wash	Holy Names Normal School	36	----	2	------	25	240	230
Spokane, Wash	Holy Names Academy and Normal School.	36	----	2	------	15	200	93

[4] Colored. [5] 1924 figures. [6] Continuous session. [7] One year practice, one year observation.

TABLE 33.—*Private teacher-training schools—Instructors, 1925–26*

Institution (for location see Table 32)	In all courses, excluding duplicates		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
I. *Physical training schools*								
New Haven Normal School of Gymnastics	11	9	5	1	------	------	5	1
The Marjorie Webster School of Expression and Physical Education	2	13	------	10	------	3	------	13
American College of Physical Education	11	5	4	2	4	2	4	2
Chicago Normal School of Physical Education	6	16	5	8	2	10	6	16
Columbia Normal School of Physical Education	8	8	------	5	1	4	1	5
Normal College of the American Gymnastic Union [1]	23	6	21	6	6	------	23	6
Boston School of Physical Education	5	11	5	11	------	------	5	11
The Bouvé School	------	12	------	2	------	------	------	2
Posse-Nissen School of Physical Education	3	10	3	10	3	5	3	10
Sargent School for Physical Education	12	56	[2] 12	[2] 56	------	------	12	56
Newark Normal School of Physical Education and Hygiene	13	5	3	3	------	------	3	3
Ithaca Conservatory and Affiliated Schools	45	38	33	24	12	14	45	38
Central School of Hygiene and Physical Education [3]	13	28	------	16	------	------	------	16
Savage School for Physical Education	32	12	32	12	------	------	32	12
II. *Nursery, kindergarten, and primary training schools*								
Miss Fulmer's School	2	12	2	12	------	3	2	12
Broadoaks Kindergarten-Primary Training School	------	9	------	5	------	2	------	5
Connecticut Froebel Normal School	1	5	1	5	------	------	1	5
The Fannie A. Smith Kindergarten Training School	------	8	------	2	------	------	------	2
Culver-Smith Kindergarten Training School	------	8	------	2	------	------	------	2
Normal Department of the Kate Baldwin Free Kindergarten Association	------	7	------	7	------	------	------	7
Chicago Teachers College	3	11	------	5	------	------	------	5
Pestalozzi Froebel Teachers College	5	11	2	5	2	3	2	5
Miss Niel's Kindergarten Primary Training School	1	14	1	10	------	------	1	10
Perry Kindergarten Normal School	1	13	------	1	------	------	------	1
Wheelock Kindergarten Training School	4	20	1	11	------	------	1	11
Lesley School	2	29	2	29	------	------	2	29
Miss Wood's Kindergarten and Primary Training School	2	15	------	7	------	------	------	7
Wilson Kindergarten Primary Institute	------	4	------	4	------	------	------	4
Normal Training Department, Ethical Culture School	3	12	3	12	------	------	3	12
Child Education Foundation Training School	1	14	------	7	------	------	------	7
The Jenny Hunter Kindergarten Training School	------	9	------	7	------	------	------	7
The Harriette Melissa Mills Kindergarten-Primary Training School	2	9	2	9	------	------	2	9
Cincinnati Missionary Training School	3	6	------	4	------	------	------	4
Cleveland Kindergarten-Primary Training School	1	11	------	9	------	------	------	9
Oberlin Kindergarten Training School	------	29	------	14	------	------	------	14
Froebel Kindergarten Training School	------	4	------	4	------	------	------	4
Miss Illman's Training School for Kindergarten and Primary Teachers	4	13	4	13	------	------	4	13

[1] Most of the faculty are on a part-time basis.
[2] Camp instructors included.
[3] Many teach also in the department of physical education.

TABLE 33.—*Private teacher-training schools—Instructors, 1925–26*—Continued

Institution (for location see Table 32)	In all courses, excluding duplicates		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
III. *General Training Schools*								
Tuskegee Normal and Industrial Institute [4]	[5] 137	[5] 123	8	8	26	20	26	20
Central Vocational College	[6] 12	[6] 20	6	8	6	12	[6] 12	[6] 20
Ricks College	16	10	2	1	3	5	4	6
Concordia Teachers College	19	------	7	------	------	------	7	------
Tri-State College	[6] 14	[6] 11	6	6	8	5	[6] 14	[6] 11
Wartburg Normal College	13	6	4	1	------	------	4	1
Ammendale Normal Institute	10	------	6	------	4	------	10	------
Worcester Domestic Science School	2	6	2	6	------	------	2	6
Dr. Martin Luther College	12	------	9	------	------	------	9	------
Concordia Teachers College	12	2	12	2	------	------	12	2
St. Ursula's Academy and Normal College	------	10	------	5	------	5	------	10
Rider College	17	8	13	8	12	8	13	8
Asheville Normal and Associated Schools	36	51	3	14	36	51	36	51
St. Augustine's School [4]	11	18	1	1	------	------	1	1
Normal School of the Precious Blood	2	18	1	5	------	10	1	15
Mount Angel Normal School	3	22	3	14	------	------	3	14
Marylhurst Normal School	1	12	1	6	------	9	1	9
Gratz College	5	------	5	------	------	------	5	------
Avery Institute [4]	2	11	------	2	------	------	------	2
Canton Lutheran Normal School	4	10	4	10	------	------	4	10
Augustana College and Normal School	14	15	5	4	------	------	5	4
Hall-Moody Junior College	11	7	7	4	8	2	8	2
The Morristown Normal and Industrial College [4]	12	12	2	6	------	------	2	6
Dixie College	13	12	12	5	------	------	12	5
The Hampton Normal and Agricultural Institute [4]	89	75	13	14	23	29	36	43
Holy Names Normal School	1	11	------	10	------	------	------	10
Holy Names Academy and Normal School	------	9	------	5	------	------	------	5

[4] Colored.
[5] 1924 figures.
[6] Duplicates probably included.

TABLE 34.—*Private teacher-training schools—Students, 1925–26*

Institution (for location see Table 32)	Total resident students in all courses, excluding duplicates		Resident students in teacher-training courses						In extension and correspondence 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
I. *Physical Training Schools*									
New Haven Normal School of Gymnastics	30	209	30	209	------	------	30	209	62
The Marjorie Webster School of Expression and Physical Education	------	196	------	86	------	------	------	86	------
American College of Physical Education	81	118	61	95	43	60	81	115	------
Chicago Normal School of Physical Education	------	229	------	229	------	109	------	229	------
Columbia Normal School of Physical Education	14	164	12	112	3	55	12	160	------
Normal College of the American Gymnastic Union	74	109	40	73	30	42	70	109	------
Boston School of Physical Education	------	139	------	139	------	------	------	139	------
The Bouvé School	------	28	------	28	------	------	------	28	------
Posse-Nissen School of Physical Education	2	220	------	220	------	126	------	220	----
Sargent School for Physical Education	------	425	------	425	------	------	------	425	----
Newark Normal School of Physical Education and Hygiene	48	72	48	72	------	------	48	72	7
Ithaca Conservatory and Affiliated Schools	[1] 543	[1] 984	[2] 30	[2] 53	------	------	[2] 30	[2] 53	------
Central School of Hygiene and Physical Education	------	87	------	87	------	------	------	87	------
Savage School for Physical Education	105	193	105	193	------	------	105	193	------
II. *Nursery, Kindergarten, and Primary Training Schools*									
Miss Fulmer's School	------	100	------	100	------	------	------	100	------
Broadoaks Kindergarten Primary Training School	------	122	------	122	------	------	------	122	------
Connecticut Froebel Normal School	------	48	------	48	------	------	------	48	----
The Fannie A. Smith Kindergarten Training School	------	83	------	83	------	------	------	83	------
Culver-Smith Kindergarten Training School	------	38	------	38	------	------	------	38	------
Normal Department of the Kate Baldwin Free Kindergarten Association	------	10	------	10	------	------	------	10	------
Chicago Teachers College	------	81	------	81	------	------	------	81	------
Pestalozzi Froebel Teachers College	------	190	------	138	------	58	------	190	------
Miss Niel's Kindergarten Primary Training School	------	97	------	97	------	------	------	97	------
Perry Kindergarten Normal School	------	88	------	88	------	------	------	88	------
Wheelock Kindergarten Training School	------	250	------	250	------	------	------	250	------
Lesley School	------	338	------	338	------	------	------	338	------
Miss Wood's Kindergarten and Primary Training School	------	179	------	179	------	------	------	179	------
Wilson Kindergarten Primary Institute	------	7	------	7	------	------	------	7	------
Normal Training Department Ethical Culture School	------	71	------	71	------	------	------	71	------
Child Education Foundation Training School	------	30	------	30	------	------	------	30	------
The Jenny Hunter Kindergarten Training School	------	75	------	75	------	------	------	75	------
The Harriette Melissa Mills Kindergarten-Primary Training School	------	162	------	162	------	------	------	162	------
Cincinnati Missionary Training School	------	19	------	19	------	------	------	19	------
Cleveland Kindergarten-Primary Training School	------	142	------	142	------	------	------	142	------
Oberlin Kindergarten Training School	------	182	------	182	------	------	------	182	------
Froebel Kindergarten Training School	------	30	------	30	------	------	------	30	------
Miss Illman's Training School for Kindergarten and Primary Teachers	------	199	------	199	------	------	------	199	------

[1] Duplicates probably included.
[2] 1924 figures.

TABLE 34.—*Private teacher-training schools—Students, 1925–26*—Continued

Institution (for location see Table 32)	Total resident students in all courses, excluding duplicates		Resident students in teacher-training courses						In extension and correspondence 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
III. General Training Schools									
Tuskegee Normal and Industrial Institute [3]	[4] 629	[4] 451	48	49	------	------	[4] 48	[4] 49	------
Central Vocational College	[1] 53	[1] 135	28	35	25	100	[1] 53	[1] 135	------
Ricks College	186	277	15	39	31	88	46	125	15
Concordia Teachers College (Ill.)	408	------	408	------	------	------	408	------	------
Tri-State College	25	250	10	75	20	172	25	250	------
Wartburg Normal College	89	70	5	19	------	------	5	19	------
Ammendale Normal Institute	40	------	30	------	40	------	40	------	------
Worcester Domestic Science School	------	22	------	22	------	------	------	22	------
Dr. Martin Luther College	156	105	17	16	------	------	17	16	------
Concordia Teachers College (Nebr.)	[5] 275	------	[5] 275	------	------	------	[5] 275	------	------
St. Ursula's Academy and Normal College	------	45	------	25	------	20	------	45	------
Rider College	750	865	69	6	------	------	69	6	------
Asheville Normal and Associated Schools	50	1,833	------	280	50	1,550	50	1,735	------
St. Augustine's School [3]	103	169	1	16	------	------	1	16	------
Normal School of the Precious Blood	------	182	------	57	------	120	------	177	11
Mount Angel Normal School	------	172	------	52	------	------	------	52	------
Marylhurst Normal School	------	260	------	50	------	210	------	260	------
Gratz College	55	28	55	28	------	------	55	28	13
Avery Institute [3]	125	125	------	25	------	------	------	25	------
Canton Lutheran Normal School	25	132	25	132	------	------	25	132	------
Augustana College and Normal School	144	276	8	135	------	------	8	135	------
Hall-Moody Junior College	115	183	36	51	26	83	54	122	------
The Morristown Normal and Industrial College [3]	149	201	54	97	------	------	54	97	------
Dixie College	93	106	9	29	------	------	9	29	110
The Hampton Normal and Agricultural Institute [3]	[1] 710	[1] 1,163	159	174	108	789	[1] 267	[1] 963	116
Holy Names Normal School	------	221	------	65	------	------	------	65	------
Holy Names Academy and Normal School	------	242	------	38	------	------	------	38	------

[1] Duplicates probably included.
[3] Colored.
[4] Regular session only
[5] Men and women.

TABLE 35.—*Private teacher-training schools—Property, receipts, and expenditures, 1925–26*

Institution (for location see Table 32)	Property			Receipts					Expenditures					
				Student fees		Private benefactions for—			Administration and instruction					
	Bound volumes in 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	All other sources	Salary of principal	Total salaries of other instructors	Other expenditures	Other current expenditures	Total current expenditures	Outlays and debt service
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
I. *Physical Training Schools*														
New Haven Normal School of Gymnastics	2,000	$65,000	$297,000	$80,000	$86,000			$12,000	$7,500	$27,000	$10,000	$122,500	$167,000	$30,800
The Marjorie Webster School of Expression and Physical Education	1,000		260,000											
American College of Physical Education		4,000	5,000	41,005	15,566			1,922	9,000	11.775	8,065	28,821	57,661	
Chicago Normal School of Physical Education	1,500	33,500	195,000	81,622	66,425	$987		34,532	5,000	22,815	18,591	76,680	123,086	57,271
Columbia Normal School of Physical Education	800	3,000		21,463	20,373		$2,322	3,082		13,308	2,780	27,830	43,918	3,311
Normal College of the American Gymnastic Union	1,500	15,000	41,284	19,867	45,309		6,050	667	4,800	18,313		51,812	74,925	570
Boston School of Physical Education	561	12,052	80,000	47,565				2,548	4,000	25,872	9,109	9,682	48,663	4,252
The Bouvé School	55	1,464		7,820	27		235	1.495	4,000	6,923	3,071	5,977	19,971	460
Posse-Nissen School of Physical Education			60,000	31,302	10,542			815	3,500	9,511	4,731	15,380	33,122	
Sargent School for Physical Education	1,000													
Newark Normal School of Physical Education and Hygiene	300	1,200		28,119					4,000	7,722	1,501	5,063	18,286	
Ithaca Conservatory and Affiliated Schools		46,198	408,447	144,689	85,242			119.351	7,500	87,771	24,808	130,524	250,603	97,236
Central School of Hygiene and Physical Education [1]	650		[2] 11,000	43,327	10,000			2,371	3,600	18,329	6,700	24,590	53,219	
Savage School for Physical Education	550	1,200		65,053					5,000	30,059	5,421	18,866	59,346	
II. *Nursery, Kindergarten, and Primary Training Schools*														
Miss Fulmer's School	1,500			18,725	1,150								19,875	
Broadoaks Kindergarten-Primary Training School	500	3,700	25,985	27,507	13,362			3,833						
Connecticut Froebel Normal School														
The Fannie A. Smith Kindergarten Training School	2,000	7,351	40,000	34,804						15,264		11,578	26,842	10,500
Culver-Smith Kindergarten Training School	150	500												
Normal Department of the Kate Baldwin Free Kindergarten Association	1,000			550										
Chicago Teachers College	1,200	13,126		14,384	17,742		6.451	345	3,000	11,482	7,765	21,422	43,669	
Pestalozzi Froebel Teachers College	800	6,312	20,000	28,508	11,416	629	2,475	385	3,600	13,154	8,072	16,621	41,447	1,398

Perry Kindergarten Normal School	1,300	2,500		15,239				78	2,700	2,569	4,972	4,399	14,640	
Wheelock Kindergarten Training School	1,000	2,200	71,000	50,000	46,000				5,000	12,824	11,064	32,408	61,296	
Miss Wood's Kindergarten and Primary Training School	735	3,363		29,860						20,917	1,365	2,726	25,008	
Normal Training Department Ethical Culture School				10,603										
The Jenny Hunter Kindergarten Training School	769													
Cincinnati Missionary Training School	2,300	2,500	260,000											
Cleveland Kindergarten-Primary Training School														
Oberlin Kindergarten Training School		15,358	186,952	35,964	74,727	3,000		481	2,600	18,834	4,964	55,624	82,022	218,070
Froebel Kindergarten Training School				55,000									4,500	
Miss Illman's Training School for Kindergarten and Primary Teachers	500	1,515	45,546	24,593	13,173			6,827	5,000	11,368	4,537	13,971	34,876	1,098
III. *General Training Schools*														
Tuskegee Normal and Industrial Institute [3]	17,667	273,438	7,777,497	35,870		2,996,295	86,991	301,130	[4]	218,547	87,885	287,658	594,090	109,849
Central Vocational College														
Ricks College	5,000	17,000	150,600	10,922		1,970	38,100	239	3,400	31,855	1,669	12,974	49,898	2,720
Concordia Teachers College (Ill.)	12,000	91,000	1,100,000		40,000	105,000			4,000	47,000	3,200	20,500	74,700	
Tri-State College	6,000													
Wartburg Normal College	3,573	62,500	455,511	9,769	20,504	96,188	26,700	4,619	2,000	24,922	740	29,254	56,916	98,793
Ammendale Normal Institute	3,000	200,000	800,000					35,000						
Worcester Domestic Science School	2,000	4,000												
Dr. Martin Luther College	5,000	35,000	350,000	500	17,000		33,000		2,400	20,000		26,000	48,400	45,000
Concordia Teachers College (Nebr.)	8,000	22,000	458,529			175,000	12,734		2,700	29,200		13,500	45,400	175,000
St. Ursula's Academy and Normal College	4,000	14,800	50,000	800	1,200									
Rider College	1,000	42,303	371,000	120,082				16,890	[4]	47,621	29,085	45,583	122,289	382,000
Asheville Normal and Associated Schools	6,500	65,000	1,000,000	15,000	70,118		75,118	7,000	3,600	53,938	12,000	93,698	163,236	4,000
St. Augustine's School [3]	7,745	28,896	492,291	32,185	[5]	10,348	1,276	48,106	2,400	21,431	5,689	50,274	79,794	7,459
Normal School of the Precious Blood	3,000	30,000												
Mount Angel Normal School	5,300	40,600	80,000											
Marylhurst Normal School	[6] 5,000	[6] 2,000	[6] 70,000											
Gratz College	3,000			2,505										
Avery Institute [3]	1,500	7,655	60,000	5,064		3,000	5,540	2,500	1,500	6,700	1,364	3,850	13,414	3,000
Canton Lutheran Normal School	2,125	16,000	125,000											
Augustana College and Normal School	6,005	23,350	316,650	37,562	125,591			30,795	3,050	45,600	3,050	146,243	197,343	310,650
Hall-Moody Junior College	5,000	8,000	132,569	14,296	3,248			8,338	3,000	22,363	1,422	22,714	49,499	3,168
The Morristown Normal and Industrial College [3]	7,000	5,000	505,000	16,287	492	5,000	19,548	31,363	3,500	31,329	1,300	41,881	78,010	987
Dixie College	5,423	26,167	200,000	4,313			35,609	1,226	3,000	24,806	561	12,816	41,183	2,683
The Hampton Normal and Agricultural Institute [3]	60,532	445,009	10,483,320	12,573	[7] 168,098	3,735,930	86,008	461,286	[4]	257,067	107,573	146,092	510,732	52,395
Holy Names Normal School	6,470	57,500	500,000		37,200			25,400						
Holy Names Academy and Normal School	6,750	28,572	135,762	41,712	[5]									

[1] Figures on many of the items can not be separated from the department of physical education.
[2] Scholarship funds only.
[3] Colored.
[4] Included in column 12.
[5] Included in preceding column.
[6] Figures for 1924.
[7] Not included in income.

CHAPTER XXIII

PUBLIC HIGH SCHOOLS, 1925–26

CONTENTS.—Introduction—Reorganized high schools—Size of high school—Administrators and supervisors—Teachers—Pupils—Survivals—Holding power—Graduates—Pupils in teacher training—Military drill—Property and expenditures

INTRODUCTION

This report contains statistics of public high schools for the school year 1925–26. The principal items included are these: Number of schools; administrators; supervisors; teachers; pupils; graduates; enrollments in teacher-training courses; number taking military drill; size of libraries; value of grounds, buildings, and contents; and expenditures for new grounds, buildings, and equipment.

Table 3 contains a distribution of 21,700 public high schools by States, as well as a distribution of 17,710 public high schools which sent in a complete report in 1926. A total of 926 schools sent in reports that were either incomplete or with an insufficient number of pupils to be included in the tabulations. Schools with less than 10 pupils have generally been omitted from the statistics of public high schools. In 1926 reports were received from 447 schools which had fewer than 10 pupils. No reports were received from 3,064 schools that are known to be in existence, most of these being small schools. Eighty public high schools are located in the outlying parts of the United States, and reports were received from all of them.

In 1918 the bureau had a record of 16,300 public high schools, in 1924 of 19,442, and in 1926 of 21,700. A large portion of this increase comes from the organization of junior high schools.

Previous to 1926 statistics were gathered showing enrollments in high schools by years, first, second, etc., without regard to whether the first year was an eighth grade, as it usually is in seven or eight States; a ninth grade, which is an almost universal custom; or a tenth grade as it is in a few cities in two States. In this report, data concerning enrollments were gathered by grade, and separate tabulations were made when there were a sufficient number of schools to

represent a particular type. The enrollment in various types of high schools is shown in Tables 13 to 44. The consolidation of enrollments according to year of high school is shown in Tables 13, 15, and 26. In these consolidated tables, statistics of grade 8 in those schools having only 11 regular grades are compiled with statistics of grade 9 of those schools having 12 regular grades, and with statistics of grade 10 of those schools having 13 regular grades. This puts all first-year high-school pupils together, then all second-year pupils, and so on.

REORGANIZED HIGH SCHOOLS

The term "reorganized high school" is applied in this report to the various types of junior; junior-senior; senior; and five, six, and seven-year undivided types which have arisen from a reorganization of the traditional or regular high school of four years, preceded by seven, eight, or nine years of elementary work, and often by a kindergarten as well. Because of the various definitions of a junior high school, it is not definitely known how many have been in existence at different times. Briggs [1] shows that 1, 2, or 3 junior high schools were being organized each year from about 1900 to 1910. From 1910 to 1916 the rate increased to about 70 per year. The Bureau of Education received reports in 1918 from 557 so-called junior high schools, and in 1920 from 883. Many of these, however, were junior departments of junior-senior organizations, and no attempt was made to compile data from junior high schools organized separately. In 1922 reports were received from 387 junior high schools which had separate organizations, in 1924 from 704, and in 1926 from 1,109, of which number 27 are for colored pupils. In 1926 the three-year junior high schools numbered 846, of which number 17 are for colored pupils. Reports were received from 185 two-year junior high schools, of which number 2 are for colored pupils. Likewise there were 78 four-year junior high schools, 8 being for colored pupils only.

The senior high school is more definitely defined than is the junior high school. The first attempt to analyze and classify high-school organizations, so far as statistics are concerned, was in 1918, when 315 senior high schools were represented. In 1920 there were 402 three-year senior high schools. In both years, however, many of the senior high schools had a junior department which was a part of the organization. In 1922 reports were received from 91 three-year senior high schools organized separately, and in 1924 from 181. In 1926 reports were received from 411 senior high schools, of which 4 are for colored pupils. The three-year senior high schools, numbering 284, are preceded either by a two-year or a three-year junior high school organized separately. The four-year senior high schools, 127 in all,

[1] Briggs, The Junior High School, p. 32. Houghton Mifflin Co.

differ from the four-year regular high schools in that they are preceded by two-year junior high schools organized separately.

No separate statistics were tabulated for junior-senior high schools until in 1922. In 1920 the senior portion of a junior-senior high school organized on the 2–4 plan was included with the regular high schools. In 1922, reports were received from 1,088 junior-senior high schools, and in 1924 from 1,316. In 1926 reports were received from 1,949 junior-senior high schools, of which number 53 are for colored pupils. The number of these schools organized for six years of work is 1,797 and for five years of work, 152. For the number of schools organized on the 2–4, 3–3, five or six year undivided plan, see Tables 36 to 41.

SIZE OF HIGH SCHOOL

The average number of pupils for 17,710 schools is shown in Table 1 to be 211.2. In Table 4, however, a distribution is made according to the number of pupils, in class intervals of 50, for these 17,710 schools, and for 947 others that reported enrollments, but which were excluded from the body of this report because of lack of other data or because they had fewer than 10 pupils enrolled for the year. The average number enrolled in 18,157 schools is 211.6. Table 5 shows a distribution according to size in reorganized schools. The average size of these 3,526 schools is 438.5, and for the regular schools of four years or less it is 156.9. A further distribution of 767 schools having more than 1,000 pupils is given in Table 6. The largest high school, the DeWitt Clinton High School of New York City, reported an enrollment of 8,611.

ADMINISTRATORS AND SUPERVISORS

Data were collected for 1925–26 showing the number of principals and other administrators giving more than half time to administrative duties, and the number of supervisors of various subjects giving more than half time to supervision. In Table 7 these data are given by sex for regular high schools, and also for high schools distributed by States. There was no opportunity to check the figures returned by the schools reporting upon these two items, but they were carefully examined and are submitted in Table 7 of this report. This compilation shows 10,769 men and 2,333 women engaged more than half time in administrative work, and 7,318 men and 1,844 women engaged similarly in supervision of instruction.

TEACHERS

Tables 8 to 12 show a distribution of high-school teachers according to sex and color; also, according to type of organization, and State. The total number of teachers, 163,555, is an increase of 30,160 over the number reported for 1924, and 65,901 over those for 1920. Since

1920 the number of men teachers has increased 70 per cent, and the number of women teachers 66 per cent. Since 1924 the number of men teachers has increased 21 per cent, and the number of women teachers 23.6 per cent. The greater increase in the number of women teachers since 1924 may be attributed partly to the increase in the number of junior high schools, as these employ greater proportions of women teachers. The ratio of men teachers to women teachers in junior high schools is 1 to 3.5; in junior-senior and in senior high schools it is 1 to 2; and in regular high schools, 1 to 1.6. For 1926 the number of pupils per teacher is approximately 23, and, while there has been some fluctuation in this item since 1890, the present situation is about an average of the numbers in previous years.

PUPILS

The number of public high-school pupils reported to the bureau from year to year generally increases considerably. The increases, however, can not be taken as exact criteria of the growth of public high schools, because reports are never complete. In 1918 reports were received from 85.6 per cent of the known high schools, in 1924 from 76.3 per cent, and in 1926 from 81.6 per cent. The schools that fail to report are usually small schools, but 3,000 small schools may cause considerable fluctuations in student enrollments. In 1924 reports from the high schools showed an enrollment in the four regular high-school years of 2,538,381, while reports from State departments of education showed 3,389,878. State department reports showed an enrollment in 1925 of 3,650,903. In 1926, reports from high schools show 3,065,009 pupils, while State departments show 3,757,466.

Including junior high-school pupils in 1924, enrollments of high-school pupils are reported as 2,950,408, and in 1926 as 3,741,073. The number of boys enrolled in the four high-school years has increased 75.7 per cent since 1920, while the number of girls has increased 56.6 per cent. Since 1924 the number of boys enrolled has increased 22.2 per cent, and the number of girls 19.5 per cent.

In addition to the enrollments accounted for in the previous paragraph, mention should be made of 27,556 pupils enrolled in special, part-time, adult, and evening classes in six large high schools in Chicago, Fresno, Los Angeles, and Sacramento. It is not possible to include these enrollments in the tabulations because they are unclassified as to grade, and in one instance they are not reported by sex. These pupils, however, are enrolled in high schools supported by public funds, and should be mentioned in this report.

The E. L. Snyder Continuation High School, Fresno, Calif., reports 316 males and 391 females in special classes. The Central Evening

High School, Los Angeles, reports 1,654 men and 1,051 women in special adult classes. The Polytechnic Evening High School of the same city reports 8,967 enrolled in that school. The Metropolitan High School of Los Angeles reports 3,384 males and 2,023 females in special continuation classes. The Sacramento (Calif.) Part-Time High School reports 668 males and 564 females in part-time classes. The Englewood (Ill.) Evening High School reports 1,546 males and 1,504 females in evening classes, and 3,195 males and 2,293 females in day divisions, these latter figures including 794 males and 226 females in English classes for foreigners.

SURVIVALS

In Table 2 a summary is given of student enrollments by years of high school from 1908 to 1926. Two sets of survival percentages are computed, one which shows the percentage the enrollment for each high-school year is of the total enrollment, and the other which shows how well the enrollment of the first year of high school in a given year compares with the enrollment of the second high-school year one year later, of the third high-school year two years later, and of the senior year three years later. For example, 464,625, the number of pupils in the first year in 1913, is divided into 325,960, the number in the second year in 1914, to obtain a survival rate of 70.1 per cent for the second year in 1914. This same 1913 base is then divided into 245,380, the number enrolled in the third year in 1915, to obtain a survival percentage of 52.8 for the third-year pupils in 1915, then into 205,888, the number in the fourth year in 1916, to obtain a survival rate of 44.3 per cent for the senior class in 1916.

Considering the first method, 11.7 per cent of the enrollment in 1908 was in the fourth year, 13 per cent in 1912, 14.5 per cent in 1918, 15.7 per cent in 1924, and 16.5 per cent in 1926. This increase in the percentage of fourth-year pupils, and in the third-year pupils as well, and a corresponding decrease in the percentage of first-year pupils, from year to year, indicated that the high schools have materially improved their holding power within the past 18 years.

In considering the second method of computing survival rates, notice must be taken concerning completeness of reporting from year to year. If the percentage of schools reporting is a constant factor, the percentage of pupils remaining in high school for the second year of work has increased rather consistently from 64.4 per cent in 1908 to 80.6 per cent in 1926. In like manner the number remaining in school for the third year of work has increased from 44.3 per cent in 1908 to 65.5 per cent in 1926. The best increase is shown in the number remaining for the fourth year of high-school work. In 1908 the number enrolled in the fourth year was 30.9 per cent of the

number enrolled in the first year in 1905. This fourth year survival rate increased to 40.1 per cent in 1914, 44 per cent in 1918, 49.3 per cent in 1924, and 55.9 per cent in 1926.

The data included in Tables 1 and 2 show that the public high school is continuing its rapid rate of growth, that it has materially decreased the congestion in its first-year enrollments, and that there is a manifest increase in the proportion of pupils that remain in school for the full four years of work. It is not possible to show just what portion of these improvements is to be credited to the reorganized high schools, because the changes began to take place before the reorganized high schools could be considered an important factor. Grade distributions for different types of high schools are considered in the next section.

HOLDING POWER

It is not possible to determine at this time the holding power of these schools in a definite way, because many of the reorganized schools are still new, and the effect, if any exists, has not had time to materialize. It is quite possible also that the more progressive communities are the first to try out the reorganized high schools. There is also the problem of growth in population and the movement of pupils from the smaller schools to larger schools before graduation.

In communities where the organization of junior high schools is incomplete, the regular high schools will have a small enrollment in the first year, because the junior schools retain the first-year high-school pupils in their last year. For example, the five regular high schools in Washington, D. C., for white pupils report 2,274 pupils in the ninth grade, 2,643 in the tenth grade, 1,774 in the eleventh grade, and 1,623 in the twelfth grade. The six white junior high schools of that city report 1,468 pupils in the seventh grade, 1,464 in the eighth grade, and 1,191 in the ninth grade. Many elementary pupils in Washington do not have access to junior high schools, while a complete reorganization may be expected to reduce the regular high schools finally to three-year senior high schools. These same conditions exist to a greater or less degree in many places.

With these factors in mind, the following tabulation is presented to show how many students are required in each type of school in order to retain 1,000 seniors.

Number of pupils entering different types of public high schools in order to retain 1,000 seniors

Type	Number of schools reporting[1]	First year	Second year	Third year	Fourth year
1	2	3	4	5	6
2–4 white, 12 grades	600	1,896	1,428	1,128	1,000
3–3 white, 12 grades	714	1,901	1,675	1,236	1,000
4-senior, white 12 grades	127	2,000	1,514	1,192	1,000
6-undivided, white 12 grades	463	2,103	1,627	1,247	1,000
5-undivided, white 11 grades	52	2,123	1,765	1,324	1,000
5-undivided, white 12 grades	100	2,212	1,795	1,280	1,000
3–3 colored, 12 grades	24	2,311	2,064	1,309	1,000
6-undivided, white 11 grades	21	2,348	1,860	1,278	1,000
6-undivided, colored 11 grades	4	2,497	1,939	1,362	1,000
2–4 colored, 12 grades	12	2,747	1,639	1,144	1,000
5-undivided, colored 11 grades	4	3,125	2,250	1,750	1,000
6-undivided, colored 12 grades	93	3,149	2,191	1,454	1,000
4-senior, colored 12 grades	61	4,076	2,215	2,063	1,000
3-senior, white 11 grades	23	----------	1,489	1,211	1,000
3-senior, white 12 grades	261	----------	1,627	1,169	1,000
3-senior, colored 12 grades	138	----------	2,193	1,303	1,000
4-regular, white 12 grades	9,865	1,991	1,572	1,184	1,000
4-regular, colored 12 grades	1,133	2,853	2,054	1,348	1,000
4-regular, white 11 grades	1,781	2,043	1,527	1,222	1,000
4-regular, colored 11 grades	81	2,502	1,727	1,243	1,000

[1] See next paragraph for statement regarding duplication of schools for both white and colored pupils

In the reorganized high schools, the 2–4 type with white pupils and a total of 12 years of work makes the best showing. In this type it takes 1,896 pupils in the first year of regular high-school work, namely, the ninth grade, to retain 1,000 pupils in the twelfth grade, or senior year. The 3–3 white 12-grade type comes next with 1,901 pupils, and the four-year senior white 12-grade type next with 2,000. The six-year undivided white 12-grade type follows with 2,103 pupils. All these types have a sufficient number of schools, and of pupils as well, to make the rates reliable, excepting for the factors mentioned above. The poorest type of reorganized high school having four years of work is the four-year senior colored 12-grade type, which requires more than four beginners in the ninth grade to retain one senior pupil. The number of schools, however, is small, and only 739 colored pupils are enrolled and can be used in determining the rates. In the above table, many of the schools listed for colored pupils are duplicates of schools listed for white pupils also. In this particular case only 1 of the 61 schools is for colored pupils only. Reference to Tables 13 to 44 will be valuable to those interested in making a further analysis of the figures.

If regular high schools and three-year senior high schools are to be included in making a further comparison, the number of second-year pupils should be examined. The 2–4 white 12-grade type again makes the best showing, as it requires 1,428 second-year pupils to retain 1,000 seniors. The three-year senior white 11-year type comes next with 1,489 second-year pupils, then the four-year senior white 12-grade type with 1,514, followed by the four-year regular

white 11-grade type with 1,527, and by the four-year regular white 12-grade type with 1,572. The poorest white type of any size is the five-year undivided 12-grade type, 100 schools with 39,114 pupils, which requires 1,795 second-year pupils to retain 1,000 seniors.

These data will lend themselves to further analysis and study, but with the known limitations, and the difficulty of eliminating influencing factors, it is not possible to state in exact terms what the holding power of any particular type will be when such factors are held constant, nor to say whether or not a particular type is the best that can be put into practice in a particular community.

GRADUATES

During the school year 1925–26 a total of 434,539 pupils were graduated from the public high schools. Of this number, 190,054 were boys and 244,485 were girls. This is an increase of 203,637 over 1920, and of 72,303 over 1924. The increase over 1920 is 110 per cent for boys, and 74.2 per cent for girls. The increase over 1924 is 22.1 per cent for boys, and 18.4 per cent for girls. In 1926, only graduates of schools having four years of high-school work are included. In previous years a few graduates of three-year schools were included.

For 1925, 12,445 public high schools reported 396,003 graduates, of which number 126,782 went to college in 1926, and 54,246 others attended some other institution. The data given in Table 45 show that 37.4 per cent of the boys reported as 1925 graduates attended some college during 1926, and that 27.8 per cent of the girls graduated in 1925 entered college the next year. Tables 46 to 50 show facts regarding graduation and college attendance for certain groups of high schools.

The percentage of boys graduating in 1925 from regular high schools attending college in 1926, and the percentage from reorganized schools are exactly the same, 37.4 per cent, and the percentage of girl graduates from these two major types attending college is practically the same for each type. In regular high schools, 9.6 per cent of the boys graduating in 1925 attended some other institution in 1926, and in reorganized high schools, 9 per cent attended some other institution. The rates for girl graduates are 6.7 per cent and 6.2 per cent, respectively. In places under 2,500 population, 29.8 went to college in 1926.

The percentage of 1925 graduates who started to college in 1926 varies considerably between States. In South Carolina the rate is 54 per cent, and in Maine 15.4 per cent. The rate for Mississippi is 50.2 per cent, for Florida 49.5 per cent, Texas 48.4 per cent, North Carolina 46.7 per cent, Utah 46.2 per cent, Delaware 25.2 per cent,

and for the District of Columbia 44.1 per cent. Other States with a rate of 40 per cent and over are Arkansas, Colorado, Georgia, Kentucky, Louisiana, Nevada, New Mexico, and West Virginia. The rate for the United States is 32 for those attending college, and 13.7 for those attending some other institution. Data published in this report do not show it, but as a general rule, those States with a small percentage of students enrolled in high schools have larger percentages of graduates attending college.

PUPILS IN TEACHER TRAINING

In Table 45 is given a summary by States, sex of pupil, and type of school attended, of those taking teacher-training work in public high schools. The regular high schools enroll 37,229 of these prospective teachers, and the reorganized high schools enroll 10,979. Every State, excepting New Hampshire, reports teacher-training pupils. State laws recognizing teacher-training work in high schools for purposes of certification are either lacking or not enforced in about one-half of the States, where 21,000 teacher-training pupils are enrolled. The courses are offered, however, to enable pupils to pass examinations offered to teachers, or as preparatory courses for entrance in a State normal school. In Michigan, Minnesota, New York, North Carolina, Ohio, Vermont, and Wisconsin the teacher-training work is offered after graduation from high school. A distribution of 17,750 graduates from teacher-training work is shown in the table.

MILITARY DRILL

The number of pupils in military drill is given in Table 7. In 1914, 82 schools offered military drill to 9,532 boys. In 1918, the number of schools offering military drill had increased to 1,276, and the number of boys taking drill to 112,683. In 1924, 300 public high schools were offering military drill to 55,964 boys, and in 1926, 314 schools were offering it to 51,318 boys.

PROPERTY AND EXPENDITURES

In previous years, data regarding libraries, grounds, buildings, equipment, and expenditures for capital outlays were gathered from all schools without regard to whether or not elementary grades were housed with the high school. Frequently, as is the case in smaller communities, the high school occupies less than one-fourth of the whole building. Values and expenditures concerning such schools do not represent true values and expenditures belonging to high schools only. In 1926, data concerning property and costs were collected only from high schools housed separately from elementary

grades. The summaries, therefore, fall somewhat short of similar summaries for previous years, and the data are not comparable, because they represent entirely different conditions.

In 1926, a total of 4,873 high schools, housed separately, report 8,050,070 volumes in the libraries; 4,963 schools report grounds and buildings with a total value of $1,166,771,911; and 4,973 schools report contents of buildings valued at $110,225,793. During the school year, 2,193 public high schools spent $87,672,504 for sites, buildings, and improvements. This is an average expenditure of $35,869 for each regular high school reporting, and $47,564 for each reorganized school. Tables 52–54 give all these items by States.

SUMMARY

In review it may be stated that the public high school has had a wonderful growth. Although only a century old, its enrollment has reached approximately 4,000,000 pupils. Estimating the number of persons in the United States of high-school age (those of ages 15, 16, 17, and 18) as 7,779,070 for 1926, these schools have enrolled 48.2 per cent of those who might be expected to attend high schools. Private high schools and preparatory departments of higher institutions enroll another 4.8 per cent, so that 53 per cent of all pupils of high-school age are now enrolled in secondary schools. The public high school will continue to grow, but probably at a rate more nearly that of the growth of population.

The reorganization of public high schools into junior and senior units and the coordination with junior colleges are now occupying the attention of secondary school interests to a marked degree. The reorganization and enrichment of curricular material and the construction of buildings suitable to the needs of reorganization are being pushed forward at a rapid rate. All this is done in a serious attempt to make the secondary school better fit the needs of the pupil and of the community as well.

TABLE 1.—*Review of statistics of public high schools, 1890–1926 (excluding statistics of elementary grades in junior high schools)*

Items	1890	1900	1910	1920	1926
Schools reporting	2,526	6,005	10,213	14,326	17,710
Teachers:					
Men	3,597	10,172	18,890	34,396	58,496
Women	5,280	10,200	22,777	63,258	105,059
Total	[1] 9,120	20,372	41,667	[2] 97,654	[3] 163,555
Students:					
Boys	85,451	216,207	398,525	822,967	1,445,886
Girls	116,351	303,044	516,536	1,034,188	1,619,123
Total	[1] 202,963	519,251	915,061	1,857,155	3,065,009
Total population	62,622,250	75,997,687	91,972,266	105,710,620	115,050,340
Per cent of total population in public high schools	0.32	0.68	1.00	1.76	2.66
Per cent of all secondary students enrolled in public high schools	56.7	74.6	82.3	88.2	92.3
Per cent of all public and private secondary students enrolled in public high schools	68.1	82.4	88.6	91.0	92.5
Colored students included above:					
Boys	2,512	2,655	4,306	9,497	28,407
Girls	3,397	5,740	8,330	18,134	47,306
Total	[1] 5,933	8,395	12,636	27,631	75,713
Graduates:					
Boys	7,692	22,575	43,657	90,516	190,054
Girls	14,190	39,162	67,706	140,386	244,485
Total	21,882	61,737	111,363	230,902	434,539
Military drill:					
Schools offering				688	314
Students taking		10,455		98,831	51,318
Libraries:					
Schools reporting		4,899	8,969	[4] 13,297	[5] 4,873
Volumes	956,832	2,727,003	5,032,814	[4] 10,268,245	[5] 8,050,070
Average volumes to a school		557	561	[4] 772	[5] 1,652
Buildings and grounds:					
Schools reporting		4,742	8,481	[4] 13,340	[5] 4,963
Value	$49,171,542	$96,131,695	$217,893,714	[4] $982,391,332	[5]$1,166,771,911
Average value		$20,272	$25,692	[4] $73,643	[5] $235,094
Scientific apparatus, furniture, etc.:					
Schools reporting	([6])	([6])	7,888	[4] 13,030	[5] 4,973
Value	([6])	([6])	$13,435,789	[4] $87,669,554	[5] $110,225,793
Average value			$1,703	[4] $6,728	[5] $22,165
Amount spent for new buildings, grounds, and improvements:					
Schools reporting			2,596	[4] 5,774	[5] 2,193
Amount			$19,366,049	[4]$123,576,856	[5] $87,672,504
Teachers to a school	3.6	3.4	4.1	[7] 6.8	[7] 9.2
Students to a school	80.4	86.5	89.6	[8] 139.5	[8] 211.2
Students to a teacher	22.3	25.5	22.0	[7 8] 20.5	[7 8] 22.9
High schools for boys only			34	39	64
High schools for girls only			26	37	59

[1] Includes those not reported by sex.
[2] Includes 1,361 men and 5,069 women teaching in junior high schools.
[3] Includes 5,238 men and 18,444 women teachers in junior high schools.
[4] Data for 1922, and includes junior high schools.
[5] In high schools housed separately from elementary schools, and includes junior high schools.
[6] Included in buildings and grounds.
[7] Computation includes teachers in elementary grades in junior high schools.
[8] Computation includes pupils in elementary grades in junior high schools.

TABLE 2.—*Distribution of pupils in the several grades of public high schools, 1908–1926 (excluding statistics of elementary grades in junior high schools)*

Items	1908	1909	1910	1911	1912	1913	1914	1915	1916	1918	1920	1922	1924	1926
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	1,108,158
Per cent of total	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	36.4
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	823,191
Per cent of total	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	27.0
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	611,986
Per cent of total	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	20.1
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	504,355
Per cent of total	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	16.5
Teachers in 4-year schools:														
Men			14,556	16,004	18,756	19,589	21,619	23,487	25,749	25,283	[1] 29,837	[1] 37,187	[1] 42,860	[1] 50,882
Women			20,776	22,776	26,724	28,199	30,872	33,383	36,894	50,021	[1] 54,678	[1] 64,222	[1] 71,597	[1] 84,828
Total			35,332	38,780	45,480	47,788	52,492	56,870	62,643	75,304	[1] 84,515	[1] 101,409	[1] 114,457	[1] 135,710
Pupils in 4-year schools:														
Boys			348,587	378,946	439,854	457,694	501,841	561,573	618,851	671,774	[2] 791,343	[2] 1,004,355	[2] 1,156,300	[2] 1,418,427
Girls			458,247	490,611	557,701	577,246	624,615	674,526	743,663	892,378	[2] 989,989	[2] 1,156,506	[2] 1,319,086	[2] 1,581,567
Total			806,834	869,557	997,555	1,034,940	1,126,456	1,236,099	1,362,514	1,564,152	[2] 1,781,332	[2] 2,160,861	[2] 2,475,386	[2] 2,999,994
Survival percentages:														
First year	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	[3] 100.0	[4] 100.0	[5] 100.0	[6] 100.0	[7] 100.0	100.0
Second year	64.4	67.9	68.1	67.1	71.0	66.3	70.1	71.4	72.1	71.0	71.4	75.4	76.8	80.6
Third year	44.3	46.1	49.0	48.6	51.3	50.2	49.2	52.8	54.1	52.4	52.9	57.5	58.3	65.5
Fourth year	30.9	32.5	34.3	36.9	39.4	39.0	40.1	40.3	44.3	44.0	42.0	45.3	49.3	55.9

[1] Not including teachers of pupils in the third year of 3-year junior high schools.
[2] Includes pupils in senior high schools and in the thirdyear of junior high schools.
[3] The survival percentages for 1917 are, for second year, 70.6; third year, 53.2; fourth year, 44.8.
[4] The survival percentages for 1919 are, for second year, 63.4; for third year, 52.7; fourth year, 42.4.
[5] The survival percentages for 1921 are, for the second year, 74.5; third year, 55.3; fourth year, 39.6.
[6] The survival percentages for 1923 are, for the second year, 74.8; third year, 57.9; fourth year, 49.2.
[7] The survival percentages for 1925 are, for the second year, 81.1; third year, 62.0; fourth year, 51.8.

TABLE 3.—*Number of high schools and number of teachers, 1925–26*

State	Number of high schools			Total number of teachers			
	Total on record	Number complete reports	Number incomplete reports	In schools for white pupils	In schools for colored pupils	In all schools reporting	In junior high schools[1]
1	2	3	4	5	6	7	8
Continental United States	21,700	17,710	926	160,989	2,566	163,555	23,682
Alabama	327	218	4	1,550	109	1,659	100
Arizona	58	41	5	500		500	28
Arkansas	407	255	28	1,159	77	1,236	92
California	428	406	6	10,869		10,869	2,512
Colorado	221	190	9	2,242		2,242	493
Connecticut	99	92	0	1,901		1,901	295
Delaware	28	26	0	257	15	272	
District of Columbia	15	15	0	566	186	752	240
Florida	241	177	13	1,637	57	1,694	426
Georgia	532	313	23	1,738	79	1,817	339
Idaho	164	131	7	916		916	47
Illinois	1,018	958	33	9,705	49	9,754	428
Indiana	860	809	19	6,784	23	6,807	675
Iowa	953	917	24	6,328		6,328	527
Kansas	759	722	35	5,125	44	5,169	819
Kentucky	623	540	48	1,983	154	2,137	97
Louisiana	353	251	8	1,389	53	1,442	52
Maine	224	212	7	1,213		1,213	97
Maryland	186	157	4	1,521	156	1,677	451
Massachusetts	378	347	5	7,102		7,102	2,106
Michigan	682	567	43	7,041		7,041	1,471
Minnesota	560	529	18	4,860		4,860	685
Mississippi	513	327	36	1,277	117	1,394	33
Missouri	877	725	37	4,412	148	4,560	417
Montana	217	191	22	1,120		1,120	64
Nebraska	620	565	40	3,250		3,250	229
Nevada	34	23	3	189		189	28
New Hampshire	108	105	2	774		774	121
New Jersey	189	174	2	4,250	11	4,261	802
New Mexico	124	92	16	469		469	33
New York	902	766	20	14,565		14,565	2,761
North Carolina	733	567	23	2,723	228	2,951	55
North Dakota	487	355	58	1,164		1,164	40
Ohio	1,400	1,077	109	10,537	22	10,559	1,804
Oklahoma	707	519	18	3,328	132	3,460	224
Oregon	299	249	21	1,812		1,812	121
Pennsylvania	1,136	999	19	11,524	15	11,539	2,299
Rhode Island	26	22	1	585		585	50
South Carolina	322	224	11	1,243	81	1,324	
South Dakota	337	287	21	1,336		1,336	66
Tennessee	430	307	7	1,794	146	1,940	169
Texas	1,200	722	47	4,991	299	5,290	708
Utah	94	71	3	962		962	240
Vermont	98	76	2	479		479	39
Virginia	515	353	21	2,131	256	2,387	307
Washington	374	313	29	2,897		2,897	198
West Virginia	289	240	9	1,873	109	1,982	358
Wisconsin	473	425	4	4,368		4,368	510
Wyoming	80	62	6	550		550	26
Outlying parts of United States							
Alaska	12	12		40		40	
Canal Zone	2	2		17		17	
Hawaii	13	13		211		211	48
Philippine Islands	35	35		510		510	
Porto Rico	15	15		181		181	
Virgin Islands	3	3		17		17	7

[1] Included in total for all schools reporting.

TABLE 4.—*Distribution of public high schools of all types according to enrollment, in 1925–26*

State	Under 50	51 to 100	101 to 150	151 to 200	201 to 250	251 to 300	301 to 350	351 to 400	401 to 450	451 to 500	501 to 550	551 to 600	601 to 650	651 to 700	701 to 750	751 to 800	801 to 850	851 to 900	901 to 950	951 to 1,000	Over 1,000	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Continental United States	6,189	4,810	2,145	1,075	656	440	341	282	269	193	177	136	129	125	98	92	69	67	45	52	767	18,157
Alabama	34	50	57	31	14	10	4	7	3	1	1	3									6	221
Arizona	9	11	5	6		3		2	1			1	1			1					2	42
Arkansas	143	55	24	16	7	8		3	2	4	1	1	2	1							5	272
California	28	53	47	26	29	18	20	12	20	13	10	7	6	14	7	5	5	5	4	9	70	408
Colorado	51	42	26	18	8	5	1	6	6	2	3	2	1	5	5						12	193
Connecticut	9	5	15	6	6	7	5	3	4	2	1	7	2	2	3	1	1	1			12	92
Delaware	5	9	4	3		2	1	1													1	26
District of Columbia											1	2	2		1	1					8	15
Florida	78	39	15	8	10	4	4	2	3	3	1		1	2	2	1		1		1	10	185
Georgia	139	92	39	10	9	5	3	1	3		3	2	2	1	6		1	1		1	6	324
Idaho	40	43	14	8	6	2	4	7		1	4	1	1	1	1	1					2	136
Illinois	352	264	109	57	31	30	15	13	14	6	2	7	7	8	3	9	3	2	2	3	41	979
Indiana	183	273	159	54	26	19	16	10	10	2	9	7	5	4	4	5	2	1	1		20	810
Iowa	325	320	113	51	25	25	14	8	7	9	4	4	4	3	4	1	3	2	1	2	13	938
Kansas	250	219	103	45	32	17	12	5	4	6	7	9	9	2	3	5	1	1	1		8	739
Kentucky	302	140	54	16	8	5	9	6	1	3	5	1	1		1	1			1		4	558
Louisiana	91	86	42	7	9	4		1	1	3			2		1		1				5	253
Maine	90	56	21	13	7	6	6	2	6	3	1	2	1								3	217
Maryland	44	47	21	8	5	1	3	2		1	1	4	2	3			1	1	1	1	11	157
Massachusetts	21	50	30	27	18	19	22	12	19	13	10	14	7	7	3	6	6	8	6	3	46	347
Michigan	168	140	69	36	34	16	20	12	15	8	8	3	7	8	3	1	5	2	2		41	598
Minnesota	165	158	71	28	19	13	7	13	9	5	5	1	4	6	3	2	4	2	1	1	21	538
Mississippi	206	85	30	12	5	3	1	1	2	1			1	1		2					1	351
Missouri	324	226	60	39	23	11	9	7	8	2	3	3	2	2	1	3	1	3	1	1	19	748
Montana	89	53	20	13	2	6	1	1	1	1	3	1	1	1					1		3	197
Nebraska	267	175	71	31	16	9	7	4	3	3	3	3		2		1				1	6	602
Nevada	11	3	7	1	1		1			1				1								26
New Hampshire	35	29	12	11	5	2	2	1	1	1	1		4		1		1				1	107
New Jersey	6	9	14	12	12	13	9	10	15	8	4	6	5	2	5	2	5	3	1	4	29	174
New Mexico	55	19	10	6	2		1	2	1		2	1				1						100

New York	221	162	77	43	22	15	22	12	18	11	11	6	5	6	5	2	4	5	3	7	118	775
North Carolina	152	217	96	36	20	13	8	9	3	1	2	2		2		1	2		2		3	569
North Dakota	274	79	19	12	4	1	1	1	1	2	1		1			1					2	399
Ohio	316	317	139	67	25	27	21	14	14	13	14	6	12	9	14	9	4	6	3	4	58	1,092
Oklahoma	218	141	43	34	16	16	8	7	4	6	5	3	2	5	2	2	2	3	1	2	10	530
Oregon	132	54	16	10	12	5	5	5	2	3	5		1		1		2			1	8	262
Pennsylvania	286	190	109	79	56	26	25	26	26	23	18	12	13	12	7	7	7	7	3	5	68	1,005
Rhode Island	2		1	2	2	2	1	1		1			2	1	1		1	1	1		3	22
South Carolina	52	90	32	17	14	5	2	2	1	3	1	1					1		1		2	224
South Dakota	156	84	28	12	7		3	2	2	3		2			1				1		1	302
Tennessee	128	89	30	22	12	4	7	4		1			2	1		2		2	1		7	312
Texas	312	159	80	35	25	14	13	16	12	10	8	4	4	7	2	6	3	3	2		22	737
Utah	9	9	8	6	4	9	1	3	1	2	5	1	1	1		3	1	2			5	71
Vermont	26	15	16	7	6				3		1	1			1	1						77
Virginia	119	151	39	12	6	5	3	1	1	1	3	1	1			2			1	2	11	359
Washington	122	79	40	16	15	13	6	5	2	6	4	1	1	1			1	2	2	1	18	335
West Virginia	49	67	43	25	18	6	4	7	8	2	1		3		2	2		1	1		4	243
Wisconsin	72	142	63	32	18	14	13	10	12	2	4	4	1	4	5	4	1	2		3	19	425
Wyoming	22	14	4	9	5	2	1	3		1	1					1					2	65
Outlying parts of United States																						
Alaska	8	3	1																			12
Canal Zone			1				1															2
Hawaii	1	3		2	1	1	1	1	1							1					1	13
Philippine Islands		2	2	6	1	3	1	2	1	1			1	1	1	1			2	1	9	35
Porto Rico			1	5	2	2	2	1						1		1						15
Virgin Islands	1	2																				3

[1] Includes 447 high schools with (*a*) less than 10 students and (*b*) incomplete reports.

TABLE 5.—*Distribution of reorganized public high schools according to enrollment, in 1925–26*

State	Under 50	51 to 100	101 to 150	151 to 200	201 to 250	251 to 300	301 to 350	351 to 400	401 to 450	451 to 500	501 to 550	551 to 600	601 to 650	651 to 700	701 to 750	751 to 800	801 to 850	851 to 900	901 to 950	951 to 1,000	Over 1,000	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
Continental United States	187	481	484	353	239	188	164	151	143	115	111	86	83	92	56	57	53	43	23	33	384	3,526
Alabama	22	38	50	22	12	6	4	7	2	1	1	2										167
Arizona		1	2	3		2		1	1			1	1			1						13
Arkansas	5	9	8	9	5	3		1	2	2	1	1	1	1							4	52
California	2	3	6	5	10	5	2	2	9	7	4	4	5	9	3	2	3	3	3	7	43	137
Colorado	4	12	14	12	4	2		3	3	1	3	2	1	4	3						10	78
Connecticut	1		4	1	4	1	3	2	2	1		3	1		1						4	28
Delaware				1		1	1	1														4
District of Columbia											1	2	2		1	1					1	8
Florida	15	7	1	6	5	3	2	1	2	2	1		1	1	1	1		1		1	9	60
Georgia	8		4	3	1	3			1		1	1	1	1	2		1			1	6	34
Idaho		2		1	2		1	3			3		1	1		1						15
Illinois	2	1	6	5	2	4	4	2	4		1	1		6	1	5	1	1	1	1	6	54
Indiana	9	70	89	30	13	11	6	7	8	2	6	3	5	3	1	2	2		1		7	275
Iowa	12	33	32	22	11	11	8	6	5	5	3	3	3	2	2	1	3		1		9	172
Kansas	2	14	22	13	12	13	8	5	4	5	5	9	9	2	3	5	1	1	1		6	140
Kentucky	1	8	7	3	1	3	6	6		2	5	1	1		1							45
Louisiana	2	1	1							2					1						2	9
Maine	4	8	5	4	3	1	2	1	2	1	1	1									1	34
Maryland		1	1	1				1			1	1	1	3			1	1	1		7	20
Massachusetts	4	17	14	15	14	14	17	11	11	12	8	11	5	5	3	4	4	6	1	3	24	203
Michigan	12	42	33	28	25	13	16	7	8	6	7	2	5	8	3	1	5	2	1		27	251
Minnesota	3	4	3	7	5	8	4	10	5	3	1	1	3	6	2	2	4	2	1	1	16	91
Mississippi	7	26	9	5	1	1	1	1	1	1				1		2					1	57
Missouri	6	11	13	13	7	5	5	4	5	2	3	1	1	2		2	1	1	1		10	93
Montana	1	3	4	3	1	2	1			1	2			1								19
Nebraska	4	5	11	11	6	5	2	3	2	2	2	3		1		1				1	2	61
Nevada			2				1			1				1								5
New Hampshire	7	14	7	7	4	2	1	1					4		1		1					49
New Jersey			2	3	2	3	1	2	4	4	3	3	2	2	2		3			3	10	49
New Mexico		2	4					1	1		2					1						11

New York	6	5	4	11	7	7	15	6	12	7	4	3	2	5	2	1	3	3	3	2	51	159
North Carolina		2	3	3	1	2	1	3	1			1		2			2				1	22
North Dakota		5	2	6	3	1	1		1	1	1		1								1	23
Ohio	3	48	51	31	15	12	14	8	9	10	10	6	7	7	10	6	4	5	2	2	31	291
Oklahoma	3	9	5	13	7	13	6	7	3	5	5	3	2	4	1	2	2	3	1	2	9	105
Oregon	1		2	2	6		1	2	1	1			1				2			1	1	21
Pennsylvania	1	12	17	20	20	10	8	11	16	11	12	5	8	4	4	4	5	6	3	4	44	225
Rhode Island						1							2				1					4
South Carolina				1	1					1		1					1					5
South Dakota	1		1	1	1		1	1	2	1		1			1				1			12
Tennessee	2	1	2	1	2	1	5	1		1			1	1				1			4	23
Texas	3	5	4	1	2		3	7	3	6	3	4	3	4	1	3	2	3			12	69
Utah	2	7	2	1	2	3	1	2	1	1	2	1	1	1		2		2			4	35
Vermont	7	12	10	4	4				2		1				1							41
Virginia	6	1	2		1	1				1	1	1				2				1	6	23
Washington	1	3	2	1	4	3	3	2		3	2	1	1	1			1		1	1	4	34
West Virginia	14	25	19	12	9	5	1	6	4	2					2	2		1			3	105
Wisconsin		8	2	9	2	6	7	4	6	1	4	3	1	3	3	3		1		2	7	72
Wyoming	4	6	2	3	2	1	1	2			1										1	23
Outlying parts of United States																						
Hawaii		2		1	1	1			1							1					7
Virgin Islands	1	2																				3

TABLE 6.—*Distribution of public high schools having an enrollment of more than 1,000 in 1925–26, according to size of enrollment*

State	Reorganized high schools											All high schools											
	1,000–1,500	1,501–2,000	2,001–2,500	2,501–3,000	3,001–3,500	3,501–4,000	4,001–4,500	4,501–5,000	5,501–6,000	6,001–6,500	Total	1,000–1,500	1,501–2,000	2,001–2,500	2,501–3,000	3,001–3,500	3,501–4,000	4,001–4,500	4,501–5,000	5,001–5,500	5,501–6,000	6,001 and over	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Continental United States	226	95	41	11	5	2	1	1	1	1	384	372	184	92	56	18	19	6	6	6	5	3	767
Alabama												3	2		1								6
Arizona												1		1									2
Arkansas	3	1									4	4	1										5
California	25	7	6	2	1		1		1		43	32	16	12	6	1	1	1			1		70
Colorado	6	4									10	7	4	1									12
Connecticut	3		1								4	5	4	1	1		1						12
Delaware															1								1
District of Columbia	1										1	5	2		1								8
Florida	4	4		1							9	5	4		1								10
Georgia	5	1									6	5	1										6
Idaho												2											2
Illinois	4	1	1								6	18	4	4	4	2	4	2	1	2			41
Indiana	5	2									7	15	2		2					1			20
Iowa	7	2									9	10	3										13
Kansas	4	1		1							6	4	3		1								8
Kentucky												3	1										4
Louisiana	2										2	4	1										5
Maine	1										1	2	1										3
Maryland	3		4								7	3	3	5									11
Massachusetts	20		3	1							24	30	3	9	4								46
Michigan	12	10	4		1						27	16	13	6	2	3	1						41
Minnesota	9	4	2	1							16	9	6	3	3								21
Mississippi		1									1		1										1
Missouri	5	4		1							10	8	5	2	4								19
Montana												2	1										3
Nebraska	2										2	2	1	1	1			1					6
New Hampshire													1										1
New Jersey	7	1	1	1							10	15	4	6	2	1				1			29
New York	21	15	10		2	2				1	51	31	27	21	7	7	10	2	4	2	4	[1] 3	118
North Carolina	1										1	2	1										3

North Dakota	1										1	2												2
Ohio	16	6	5	3	1						31	28	16	6	7	1								58
Oklahoma	6	3									9	6	3				1							10
Oregon	1										1	3	4	1										8
Pennsylvania	25	16	3								44	32	22	7	4	2	1							68
Rhode Island												1		1	1									3
South Carolina												1	1											2
South Dakota												1												1
Tennessee	3							1			4	5	1							1				7
Texas	7	5									12	12	8	1	1									22
Utah	3	1									4	4	1											5
Virginia	3	2	1								6	7	2	1		1								11
Washington	2	2									4	7	7	2	2									18
West Virginia	3										3	4												4
Wisconsin	5	2									7	14	4	1										19
Wyoming	1										1	2												2

[1] De Witt Clinton, New York City, 8,611; Thomas Jefferson, Brooklyn, 6,534; Seward Park, New York City, 6,153.

TABLE 7.—*Number of persons engaged more than half time in high-school administration and in high-school supervision—Number of high-school students taking military drill, 1925-26*

State	In administration						In supervision						Students in military drill			
	Regular			All high schools			Regular			All high schools			Regular		All high schools	
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Schools reporting	Number of students	Schools reporting	Number of students
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental United States	7,785	1,352	9,137	10,769	2,333	13,102	5,149	1,098	6,247	7,318	1,844	9,162	216	38,004	314	51,318
Alabama	32	6	38	123	10	133	33	12	45	107	23	130	4	758	5	815
Arizona	19	4	23	29	6	35	19	2	21	29	3	32	2	703	3	829
Arkansas	108	29	137	147	37	184	116	25	141	150	26	176	9	334	10	344
California	261	78	339	436	192	628	190	94	284	288	185	473	18	3,975	33	6,674
Colorado	90	10	100	171	45	216	69	18	87	125	40	165	2	240	5	375
Connecticut	43	11	54	66	15	81	36	11	47	60	19	79				
Delaware	13	1	14	17	1	18	11	2	13	15	3	18				
District of Columbia	9	7	16	13	11	24	9	3	12	11	3	14	7	2,293	11	2,723
Florida	74	13	87	123	38	161	76	17	93	112	35	147			1	50
Georgia	124	25	149	148	38	186	130	23	153	145	29	174	7	1,872	9	2,661
Idaho	84	9	93	92	16	108	51	7	58	55	11	66	2	205	3	221
Illinois	441	125	566	484	144	628	362	36	398	394	49	443	25	5,558	27	5,730
Indiana	371	58	429	575	79	654	210	87	297	343	138	481	6	1,068	7	1,098
Iowa	505	129	634	651	172	823	315	64	379	398	110	508	3	381	5	965
Kansas	411	29	440	554	50	604	235	20	255	323	38	361	1	207	2	234
Kentucky	117	12	129	150	22	172	22	2	24	48	11	59	1	570	4	744
Louisiana	127	19	146	133	24	157	100	4	104	103	4	107	3	104	3	104
Maine	56	3	59	72	6	78	49	9	58	70	19	89	2	430	3	470
Maryland	55	7	62	72	12	84	39	4	43	57	27	84				
Massachusetts	114	20	134	272	96	368	73	31	104	191	71	262	17	8,648	34	10,165
Michigan	206	69	275	440	136	576	189	37	226	356	64	420	10	1,171	15	1,575
Minnesota	247	38	285	339	73	412	198	35	233	263	70	333	1	70	1	70
Mississippi	113	14	127	156	22	178	87	14	101	117	19	136	3	68	4	86
Missouri	428	48	476	521	62	583	323	29	352	390	44	434	15	1,044	17	1,199
Montana	87	4	91	100	9	109	82	14	96	90	15	105			1	15

Nebraska	161	23	184	206	47	253	37	28	65	69	38	107	1	35	2	95
Nevada	11	5	16	16	8	24	7	1	8	11	3	14			3	580
New Hampshire	56		56	110		110	56		56	110		110				
New Jersey	102	39	141	141	70	211	96	25	121	135	44	179				
New Mexico	44	9	53	52	10	62	41	4	45	51	6	57	2	52	4	121
New York	430	140	570	572	262	834	462	172	634	601	276	877	7	690	7	690
North Carolina	301	32	333	319	39	358	232	26	258	242	27	269	1	10	1	10
North Dakota	113	15	128	133	17	150	85	2	87	101	5	106	2	52	2	52
Ohio	417	45	462	673	107	780	227	26	253	404	66	470	3	796	14	2,915
Oklahoma	281	50	331	396	85	481	255	136	391	333	163	496	5	149	8	369
Oregon	99	15	114	123	20	143	57	4	61	66	10	76	6	153	6	153
Pennsylvania	333	41	374	522	87	609	138	28	166	281	51	332	7	227	9	323
Rhode Island	16	7	23	21	8	29	11	1	12	13	2	15				
South Carolina	83	19	102	86	21	107	84	7	91	89	8	97	6	468	6	468
South Dakota	141	12	153	152	14	166	11	2	13	19	2	21				
Tennessee	83	8	91	94	15	109	45	3	48	57	7	64	6	1,759	7	2,284
Texas	306	31	337	364	48	412	30	3	33	55	14	69	18	2,489	22	3,518
Utah	19	4	23	42	7	49	12	1	13	30	2	32	1	89	5	955
Vermont	12	2	14	28	3	31	3		3	25		25				
Virginia	141	34	175	158	48	206	33	11	44	50	19	69	2	427	3	548
Washington	187	24	211	219	32	251	102	12	114	124	24	148	6	434	6	434
West Virginia	85	7	92	149	27	176	29	1	30	76	4	80	2	52	2	52
Wisconsin	200	12	212	257	32	289	65	3	68	119	14	133	1	84	1	84
Wyoming	29	10	39	52	10	62	7	3	10	17	3	20	2	339	3	520
Outlying parts of United States																
Alaska	8	1	9	8	1	9	8	1	9	8	1	9				
Canal Zone	2	1	3	2	1	3	4		4	4		4				
Hawaii	7	3	10	13	3	16	4	1	5	9	1	10	3	524	3	524
Philippine Islands	27	3	30	27	3	30	29	6	35	29	6	35	28	8,367	28	8,367
Porto Rico	10	4	14	10	4	14	7	3	10	7	3	10	1	20	1	20
Virgin Islands				4		4				2		2				

TABLE 8.—*Teachers in reorganized high schools for white pupils, and for white and colored pupils, 1925–26*

State	In junior high schools			In junior-senior high schools			In senior high schools			Total
	Men	Women	Total	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8	9	10	11
Continental United States	5,158	18,304	23,462	8,377	16,626	25,003	4,165	8,294	12,459	60,924
Alabama	22	52	74	259	573	832	11	31	42	948
Arizona	11	17	28	47	85	132	14	25	39	199
Arkansas	19	64	83	104	253	357	12	42	54	494
California	594	1,918	2,512	379	786	1,165	545	884	1,429	5,106
Colorado	96	397	493	199	387	586	89	182	271	1,350
Connecticut	59	236	295	32	86	118	36	91	127	540
Delaware				11	40	51				51
District of Columbia	31	155	186							186
Florida	82	342	424	119	353	472	30	135	165	1,061
Georgia	103	217	320	37	56	93	73	75	148	561
Idaho	9	38	47	38	86	124	13	39	52	223
Illinois	75	353	428	74	149	223	144	320	464	1,115
Indiana	187	488	675	799	862	1,661	197	257	454	2,790
Iowa	84	443	527	391	873	1,264	117	262	379	2,170
Kansas	163	629	792	191	364	555	259	503	762	2,109
Kentucky	8	88	96	78	146	224	25	94	119	439
Louisiana	9	43	52				13	61	74	126
Maine	24	73	97	31	67	98	36	83	119	314
Maryland	52	371	423	39	122	161	10	18	28	612
Massachusetts	355	1,751	2,106	217	434	651	407	949	1,356	4,113
Michigan	392	1,079	1,471	824	1,461	2,285	225	453	678	4,434
Minnesota	138	547	685	311	929	1,240	115	249	364	2,289
Mississippi	1	23	24	86	225	311	11	15	26	361
Missouri	106	311	417	219	448	667	112	241	353	1,437
Montana	18	46	64	19	25	44	26	62	88	196
Nebraska	48	181	229	85	217	302	61	131	192	723
Nevada	2	26	28	13	18	31	8	18	26	85
New Hampshire	17	104	121	43	79	122	51	108	159	402
New Jersey	176	615	791	57	163	220	150	259	409	1,420
New Mexico	4	29	33	25	42	67	8	28	36	136
New York	532	2,229	2,761	437	1,290	1,727	58	249	307	4,795
North Carolina	9	46	55	63	164	227	6	28	34	316
North Dakota	6	34	40	60	117	177				217
Ohio	447	1,348	1,795	939	1,629	2,568	365	531	896	5,259
Oklahoma	55	169	224	404	897	1,301	49	101	150	1,675
Oregon	29	92	121	11	28	39	44	135	179	339
Pennsylvania	627	1,657	2,284	792	1,418	2,210	328	468	796	5,290
Rhode Island	8	42	50	2	10	12	10	30	40	102
South Carolina				17	67	84				84
South Dakota	14	52	66	30	59	89	11	32	43	198
Tennessee	30	139	169	72	242	314	7	17	24	507
Texas	125	583	708	67	161	228	154	458	612	1,548
Utah	70	170	240	150	79	229	43	66	109	578
Vermont	10	29	39	60	142	202	12	28	40	281
Virginia	34	269	303	30	91	121	42	81	123	547
Washington	48	150	198	68	155	223	62	110	172	593
West Virginia	102	250	352	138	187	325	81	134	215	892
Wisconsin	119	391	510	259	461	720	84	191	275	1,505
Wyoming	8	18	26	51	100	151	11	20	31	208
Outlying parts of United States										
Hawaii	18	30	48	12	4	16	3	14	17	81
Virgin Islands	2	5	7	5	5	10				17

TABLE 9.—*Teachers in reorganized high schools for colored pupils, 1925–26*

State	Schools for colored pupils only	Teachers in junior high schools			Teachers in junior-senior high schools			Teachers in senior high schools			Total teachers
		Men	Women	Total	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	84	80	140	220	223	360	583	14	21	35	838
Alabama	13	7	19	26	8	16	24				50
Arkansas	8	4	5	9	13	19	32				41
District of Columbia	2	15	39	54							54
Florida	3	1	1	2	4	9	13				15
Georgia	3	4	15	19				2	2	4	23
Illinois	1				3	9	12				12
Indiana	1				2	1	3				3
Kansas	2	12	15	27				9	8	17	44
Kentucky	4	0	1	1	5	9	14	2	4	6	21
Louisiana	1				7	26	33				33
Maryland	2	14	14	28	39	50	89				117
Mississippi	9	3	6	9	20	34	54	1	7	8	71
Missouri	1				2	2	4				4
New Jersey	1	6	5	11							11
North Carolina	2				8	11	19				19
Ohio	2	4	5	9	4	9	13				22
Oklahoma	8				38	58	96				96
Pennsylvania	2	6	9	15							15
Tennessee	4				16	45	61				61
Texas	2				12	20	32				32
Virginia	2	2	2	4	1	3	4				8
West Virginia	11	2	4	6	41	39	80				86

TABLE 10.—*Teachers in regular high schools for white pupils, and for white and colored pupils, classified according to population of district, 1925–26*

State	In cities having population of 2,500 or more			In places having population of fewer 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	1,876	18,935	33,144	11,967	20,800	27,186	13,843	39,735	60,330
Alabama	10	102	288	38	83	129	48	185	417
Arizona	5	64	110	23	55	72	28	119	182
Arkansas	14	40	100	181	287	238	195	327	338
California	91	1,532	2,483	178	706	1,042	269	2,238	3,525
Colorado	14	119	234	98	231	308	112	350	542
Connecticut	51	391	907	13	21	42	64	412	949
Delaware	3	35	77	17	40	54	20	75	131
District of Columbia	5	99	281				5	99	281
Florida	11	41	135	98	162	238	109	203	373
Georgia	34	158	298	226	308	413	260	466	711
Idaho	14	99	155	102	213	226	116	312	381
Illinois	162	2,015	3,369	732	1,414	1,792	894	3,429	5,161
Indiana	73	748	1,265	455	982	999	528	1,730	2,264
Iowa	47	296	752	698	1,276	1,834	745	1,572	2,586
Kansas	15	105	210	567	1,077	1,624	582	1,182	1,834
Kentucky	37	195	317	421	506	526	458	701	843
Louisiana	27	112	313	213	342	496	240	454	809
Maine	39	156	370	139	168	205	178	324	575
Maryland	17	202	240	105	170	297	122	372	537
Massachusetts	95	1,010	1,760	49	78	141	144	1,088	1,901
Michigan	42	625	1,026	274	451	505	316	1,076	1,531
Minnesota	33	260	609	405	668	1,034	438	928	1,643
Mississippi	13	25	120	240	351	420	253	376	540
Missouri	42	370	711	576	906	988	618	1,276	1,699
Montana	14	74	235	158	267	348	172	341	583
Nebraska	19	177	439	485	734	1,177	504	911	1,616
Nevada	1	5	6	17	37	56	18	42	62
New Hampshire	14	85	132	42	45	110	56	130	242
New Jersey	83	921	1,559	42	130	220	125	1,051	1,779
New Mexico	6	22	49	75	113	149	81	135	198
New York	156	3,034	4,790	451	554	1,392	607	3,588	6,182
North Carolina	42	169	465	442	735	1,038	484	904	1,503
North Dakota	5	41	78	327	421	407	332	462	485
Ohio	95	1,143	1,599	691	1,267	1,269	786	2,410	2,868
Oklahoma	11	112	186	389	655	700	400	767	886
Oregon	22	221	465	206	327	460	228	548	925
Pennsylvania	191	1,778	2,371	583	1,071	1,014	774	2,849	3,385
Rhode Island	12	142	298	6	13	30	18	155	328
South Carolina	27	136	288	172	297	438	199	433	726
South Dakota	7	45	99	268	443	551	275	488	650
Tennessee	26	166	306	242	385	430	268	551	736
Texas	85	482	1,093	501	906	962	586	1,388	2,055
Utah	9	88	106	27	125	65	36	213	171
Vermont	13	43	101	22	22	32	35	65	133
Virginia	25	127	359	292	373	725	317	500	1,084
Washington	35	458	679	244	466	701	279	924	1,380
West Virginia	23	147	260	106	277	297	129	424	557
Wisconsin	57	488	960	296	556	859	353	1,044	1,819
Wyoming	4	32	91	35	86	133	39	118	224
Outlying parts of United States									
Alaska	1	2	4	11	14	20	12	16	24
Canal Zone	2	4	13				2	4	13
Hawaii	2	24	58	4	19	29	6	43	87
Philippine Islands	35	329	181				35	329	181
Porto Rico	15	69	112				15	69	112

TABLE 11.—*Teachers in reorganized high schools for white pupils and for white and colored pupils, classified according to population of district, 1925–26*

State	In cities having population of 2,500 or more			In places having population of fewer 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	1,805	13,480	36,593	1,638	4,220	6,631	3,443	17,700	43,224
Alabama	23	47	217	131	245	439	154	292	656
Arizona	8	60	102	5	12	25	13	72	127
Arkansas	18	78	260	27	57	99	45	135	359
California	115	1,444	3,467	22	74	121	137	1,518	3,588
Colorado	32	261	766	46	123	200	78	384	966
Connecticut	22	119	387	6	8	26	28	127	413
Delaware	1	2	13	3	9	27	4	11	40
District of Columbia	6	31	155				6	31	155
Florida	19	138	619	38	93	211	57	231	830
Georgia	18	195	318	13	18	30	31	213	348
Idaho	8	43	115	7	17	48	15	60	163
Illinois	44	271	787	9	22	35	53	293	822
Indiana	61	486	919	213	697	688	274	1,183	1,607
Iowa	62	340	1,112	110	252	466	172	592	1,578
Kansas	93	486	1,296	45	127	200	138	613	1,496
Kentucky	21	73	269	20	38	59	41	111	328
Louisiana	4	17	98	4	5	6	8	22	104
Maine	15	58	164	19	33	59	34	91	223
Maryland	15	94	496	3	7	15	18	101	511
Massachusetts	175	941	3,026	28	38	108	203	979	3,134
Michigan	105	1,028	2,412	146	413	581	251	1,441	2,993
Minnesota	62	481	1,546	29	83	179	91	564	1,725
Mississippi	9	26	154	39	72	109	48	98	263
Missouri	42	315	804	50	122	196	92	437	1,000
Montana	7	37	90	12	26	43	19	63	133
Nebraska	29	128	361	32	66	168	61	194	529
Nevada	3	14	57	2	9	5	5	23	62
New Hampshire	24	73	208	25	38	83	49	111	291
New Jersey	43	363	982	5	20	55	48	383	1,037
New Mexico	5	21	81	6	16	18	11	37	99
New York	117	938	3,477	42	89	291	159	1,027	3,768
North Carolina	12	60	209	8	18	29	20	78	238
North Dakota	8	28	104	15	38	47	23	66	151
Ohio	144	1,370	2,988	145	381	520	289	1,751	3,508
Oklahoma	51	366	944	46	142	223	97	508	1,167
Oregon	19	82	250	2	2	5	21	84	255
Pennsylvania	154	1,474	3,164	69	273	379	223	1,747	3,543
Rhode Island	4	20	82				4	20	82
South Carolina	2	8	50	3	9	17	5	17	67
South Dakota	7	41	112	5	14	31	12	55	143
Tennessee	11	92	361	8	17	37	19	109	398
Texas	52	317	1,134	15	29	68	67	346	1,202
Utah	16	180	264	19	83	51	35	263	315
Vermont	9	32	96	32	50	103	41	82	199
Virginia	11	88	392	10	18	49	21	106	441
Washington	20	141	341	14	37	74	34	178	415
West Virginia	19	140	313	75	181	258	94	321	571
Wisconsin	54	407	951	18	55	92	72	462	1,043
Wyoming	6	26	80	17	44	58	23	70	138
Outlying parts of United States									
Hawaii	2	14	32	5	19	16	7	33	48
Virgin Islands				3	7	10	3	7	10

TABLE 12.—*Teachers in high schools for colored pupils classified according to population of district, 1925–26*

REGULAR HIGH SCHOOLS

State	In cities having population of 2,500 or more			In places having population of fewer 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	215	547	758	126	197	226	341	744	984
Alabama	5	17	42				5	17	42
Arkansas	5	6	23	3	3	4	8	9	27
Delaware	1	7	8				1	7	8
District of Columbia	2	66	66				2	66	66
Florida	8	12	30				8	12	30
Georgia	11	14	22	8	11	9	19	25	31
Illinois	8	13	18	2	1	5	10	14	23
Indiana	6	14	6				6	14	6
Kentucky	26	45	66	11	11	11	37	56	77
Louisiana	1	10	7	1	3		2	13	7
Maryland	9	13	14	6	7	5	15	20	19
Mississippi	8	9	15	9	12	10	17	21	25
Missouri	14	80	64				14	80	64
North Carolina	26	43	79	35	50	37	61	93	116
Oklahoma	7	12	11	7	7	6	14	19	17
South Carolina	15	22	48	5	5	6	20	27	54
Tennessee	12	33	41	4	4	7	16	37	48
Texas	38	85	112	29	34	36	67	119	148
Virginia	9	40	79	4	45	84	13	85	163
West Virginia	4	6	7	2	4	6	6	10	13

REORGANIZED HIGH SCHOOLS

Continental United States	63	272	478	20	45	43	83	317	521
Alabama	10	10	29	3	5	6	13	15	35
Arkansas	5	14	22	2	3	2	7	17	24
District of Columbia	2	15	39				2	15	39
Florida	1	3	5	2	2	5	3	5	10
Georgia	2	5	16	1	1	1	3	6	17
Illinois	1	3	9				1	3	9
Indiana	1	2	1				1	2	1
Kansas	2	21	23				2	21	23
Kentucky	3	7	13	1	0	1	4	7	14
Louisiana	1	7	26				1	7	26
Maryland	2	53	64				2	53	64
Mississippi	7	18	44	2	6	3	9	24	47
Missouri	1	2	2				1	2	2
New Jersey	1	6	5				1	6	5
North Carolina	2	8	11				2	8	11
Ohio	2	8	14				2	8	14
Oklahoma	7	36	57	1	2	1	8	38	58
Pennsylvania	2	6	9				2	6	9
Tennessee	3	15	43	1	1	2	4	16	45
Texas	2	12	20				2	12	20
Virginia	2	3	5				2	3	5
West Virginia	4	18	21	7	25	22	11	43	43

TABLE 13.—*White pupils enrolled in regular high schools of less than four years, by years, 1925–26*

State	Schools reporting	9th grade		10th grade		11th grade		Postgraduate and special		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	1,754	10,117	12,913	6,811	9,207	2,849	4,043	17	52	19,794	26,215
Arkansas	64	413	438	266	307	112	130	2	1	793	876
Colorado	4	17	15	13	18					30	33
Connecticut	3	25	34	6	6	0	6			31	46
Florida	18	76	109	44	94	4	6			124	209
Idaho	9	98	121	64	87	24	21			186	229
Illinois	256	1,601	1,771	1,293	1,399	660	795	2	0	3,556	3,965
Indiana	40	225	234	169	164	85	66			479	464
Iowa	49	218	256	147	215	34	56			399	527
Kansas	26	120	100	61	79	18	24			199	203
Kentucky	88	428	574	259	406	50	79			737	1,059
Louisiana	2	0	826	0	467	0	392	0	8	0	1,693
Maine	17	75	88	41	54	10	8	0	1	126	151
Maryland	1	7	7	2	8	7	6			16	21
Massachusetts	1	8	8	4	5					12	13
Michigan	47	355	439	245	303	5	7			605	749
Minnesota	46	241	317	122	194	49	61	0	1	412	573
Mississippi	72	297	355	199	264	77	120			573	739
Missouri	157	780	887	597	660	204	295			1,581	1,842
Montana	16	77	80	50	63	8	15	1	0	136	158
Nebraska	59	254	264	159	207	48	50			461	521
New Hampshire	7	47	68	24	36					71	104
New Jersey	6	107	118	48	50	3	5			158	173
New Mexico	26	112	133	78	114	36	53			226	300
New York	71	463	484	253	308	76	86	5	34	797	912
North Dakota	64	214	293	135	212	73	107	1	1	423	613
Ohio	153	882	923	608	674	381	463	3	2	1,874	2,062
Oklahoma	43	212	303	146	156	57	66			415	525
Oregon	4	8	308	6	215	2	1			16	524
Pennsylvania	226	1,631	2,066	1,080	1,520	598	799	1	2	3,310	4,387
Rhode Island	2	9	20	10	25	0	5			19	50
South Dakota	39	156	192	109	155	79	98			344	445
Tennessee	70	402	493	266	371	60	99			728	963
Utah	7	63	63	58	53	7	7			128	123
Vermont	12	47	67	39	43	7	15			93	125
Washington	16	90	91	41	60	15	16			146	167
West Virginia	20	281	284	104	151	35	62	2	2	422	499
Wisconsin	8	60	65	45	50	9	15			114	130
Wyoming	5	18	19	20	14	16	9			54	42

TABLE 14.—*White and colored pupils enrolled in all public high schools, 1925–26*

State	Schools reporting	Seventh grade[1]		Eighth grade[1]		First year		Second year		Third year		Fourth year		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	17,710	171,718	172,888	162,770	168,688	539,922	568,236	389,691	433,500	283,121	328,865	227,081	277,274	6,071	11,248	1,780,374	1,960,699
Alabama	220	2,417	2,812	2,020	2,384	4,545	5,447	4,006	4,879	3,265	4,141	2,509	3,444	16	5	18,778	23,112
Arizona	41	475	431	368	342	1,398	1,486	1,044	1,163	822	902	651	783	70	102	4,828	5,209
Arkansas	255	1,703	1,760	1,466	1,649	3,836	4,511	2,883	3,481	2,182	2,697	1,666	2,093	10	15	13,746	16,206
California	406	13,200	12,614	12,467	12,233	33,395	32,101	23,677	24,245	17,155	18,232	12,744	14,107	1,129	1,567	113,767	115,099
Colorado	190	3,549	3,615	3,281	3,363	5,599	5,969	4,467	4,884	3,193	3,781	2,613	3,327	62	65	22,764	25,004
Connecticut	92	1,800	1,818	1,398	1,460	6,922	6,797	5,250	5,342	3,693	4,331	2,900	3,760	158	109	22,121	23,617
Delaware	25	130	147	114	124	1,100	1,128	662	820	409	543	342	517	0	2	2,757	3,281
District of Columbia	15	921	982	954	1,060	2,186	2,528	1,550	1,975	1,096	1,267	923	1,151	0	0	7,630	8,963
Florida	177	3,290	3,470	2,726	3,142	4,492	5,325	3,041	3,919	2,227	2,883	1,647	2,240	5	23	17,428	21,002
Georgia	313	1,949	2,200	1,839	2,009	5,453	6,761	4,229	5,131	2,969	3,891	2,393	3,376	29	71	18,861	23,439
Idaho	131	552	594	615	579	3,189	3,320	2,122	2,539	1,733	2,091	1,451	1,806	18	38	9,680	10,967
Illinois	958	2,660	2,739	2,725	2,916	38,065	38,490	27,421	29,212	18,553	19,321	15,025	16,649	214	351	104,663	109,678
Indiana	809	6,640	6,660	6,320	6,622	19,657	20,234	14,031	15,676	11,148	12,281	9,342	10,636	109	104	67,247	72,213
Iowa	917	4,198	4,183	4,229	4,334	15,255	16,668	12,467	14,215	10,180	12,477	8,983	11,371	136	183	55,448	63,431
Kansas	722	5,119	5,587	4,729	5,165	12,850	13,556	10,537	11,938	8,201	9,597	6,990	8,508	103	307	48,529	54,658
Kentucky	540	1,223	1,295	1,143	1,278	7,802	9,324	5,050	6,588	3,726	4,830	2,916	3,859	4	41	21,864	27,215
Louisiana	251	113	167	332	420	4,453	5,704	3,345	4,407	2,533	3,623	1,892	2,767	1	20	12,669	17,108
Maine	212	620	585	680	674	3,827	4,086	3,219	3,359	2,414	2,947	1,954	2,514	52	43	12,766	14,208
Maryland	157	3,402	3,559	2,721	2,852	5,404	6,131	3,577	4,379	2,282	3,111	1,884	2,477	0	2	19,270	22,511
Massachusetts	347	12,046	12,005	10,964	11,235	21,406	21,609	16,007	17,674	11,642	13,707	9,461	11,570	568	532	82,094	88,332
Michigan	567	11,451	11,492	11,167	11,402	20,807	22,719	14,866	16,801	10,537	12,519	8,712	10,514	167	253	77,707	85,700
Minnesota	529	5,260	5,257	5,404	5,632	13,324	16,270	9,767	12,817	7,356	9,975	6,054	8,891	116	708	47,281	59,550
Mississippi	327	1,034	1,261	996	1,171	3,308	3,955	2,433	3,313	1,858	2,436	1,381	2,001	0	0	11,010	14,137
Missouri	725	2,914	2,935	3,445	3,541	15,186	16,268	11,560	13,256	9,022	10,540	7,675	8,992	78	103	49,880	55,635
Montana	191	379	396	399	430	3,459	3,870	2,545	3,044	1,913	2,436	1,556	2,062	59	72	10,310	12,310
Nebraska	565	1,534	1,580	1,749	1,766	9,147	10,453	7,042	8,224	5,451	7,107	4,729	6,639	100	173	29,752	35,942
Nevada	23	206	185	173	152	382	374	338	329	253	241	211	220	8	24	1,571	1,525
New Hampshire	105	985	852	893	805	2,105	2,354	1,572	1,677	1,228	1,409	945	1,264	56	58	7,784	8,419
New Jersey	174	3,831	3,785	3,465	3,613	18,247	17,924	12,667	12,745	7,939	8,414	6,216	6,931	76	110	52,441	53,522
New Mexico	92	324	304	292	310	1,342	1,462	955	1,115	739	909	454	603	6	30	4,112	4,733

New York	766	20,545	19,547	18,870	18,554	72,436	65,950	45,033	41,376	29,136	27,863	22,087	21,985	1,185	3,284	209,292	198,559
North Carolina	567	588	705	971	1,226	10,755	12,907	7,408	9,385	5,216	7,485	3,658	5,808	59	132	28,655	37,648
North Dakota	355	579	591	562	657	3,141	4,091	2,192	3,158	1,734	2,648	1,416	2,297	6	3	9,630	13,445
Ohio	1,077	15,103	14,913	14,239	14,014	33,107	33,933	25,283	26,932	18,753	20,314	15,055	17,345	367	882	121,907	128,333
Oklahoma	519	4,896	5,309	4,346	4,964	10,469	11,778	7,166	8,728	5,654	6,832	4,572	5,960	93	163	37,196	43,734
Oregon	249	613	627	598	624	5,975	6,375	4,778	5,349	3,587	4,176	3,025	3,807	76	123	18,652	21,081
Pennsylvania	999	17,349	17,219	15,481	16,070	39,512	41,410	27,900	30,621	20,140	23,346	16,229	19,719	214	51	136,825	148,436
Rhode Island	22	251	222	182	211	2,544	2,596	1,581	1,876	1,093	1,344	915	1,165	40	31	6,606	7,445
South Carolina	224	100	98	187	457	4,582	5,065	3,179	4,035	2,440	3,355	1,718	2,607	2	3	12,208	15,620
South Dakota	287	418	480	415	467	3,510	4,194	2,615	3,357	2,040	2,788	1,671	2,503	17	27	10,686	13,816
Tennessee	307	1,964	2,283	1,803	2,128	6,229	7,482	4,424	5,767	3,089	4,148	2,282	3,334	44	28	19,835	25,170
Texas	722	4,397	4,305	4,569	4,514	16,837	18,725	13,766	16,203	10,474	12,655	7,860	10,017	251	270	58,154	66,689
Utah	71	1,181	1,144	1,969	1,981	3,147	3,191	2,593	2,610	2,048	2,208	1,473	1,556	31	33	12,442	12,723
Vermont	76	587	606	497	480	1,277	1,332	996	1,087	830	956	640	906	12	93	4,839	5,460
Virginia	353	1,396	1,502	1,705	2,054	6,912	8,783	5,126	6,763	3,533	5,098	2,991	4,518	9	12	21,672	28,730
Washington	313	1,524	1,545	1,676	1,757	11,312	11,901	8,216	9,148	5,953	6,812	5,111	6,056	36	64	33,828	37,283
West Virginia	240	2,693	2,957	2,195	2,368	5,524	6,204	3,835	4,671	2,708	3,416	2,294	3,012	67	130	19,316	22,758
Wisconsin	425	3,131	3,111	3,000	3,044	13,016	13,879	10,213	12,053	8,127	9,771	7,223	8,793	177	675	44,887	51,326
Wyoming	62	478	454	431	455	1,496	1,616	1,057	1,234	847	1,011	642	814	35	133	4,986	5,717
Outlying parts of United States																	
Alaska	12					108	77	89	89	60	52	32	39	0	0	289	257
Canal Zone	2					66	86	54	53	39	49	32	48	6	6	197	242
Hawaii	13	239	192	210	133	893	739	566	490	454	357	363	270	0	0	2,725	2,181
Philippine Islands	35					6,230	3,788	4,418	2,459	3,070	1,523	2,036	846	0	0	15,754	8,616
Porto Rico	15					755	722	564	653	525	531	336	340	19	14	2,199	2,260
Virgin Islands	3	26	25	51	29	34	22	6	4	3	1	2	0	0	0	122	81

[1] Includes grades 6 and 7 in 11-year schools, 8 and 9 in 13-year schools.

TABLE 15.—*White and colored pupils enrolled in regular high schools, by years, 1925–26*

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	14,184	377,019	394,777	284,722	316,802	207,611	240,806	166,165	201,673	3,932	8,545	1,039,449	1,162,603
Alabama	53	2,588	3,140	2,065	2,543	1,674	2,138	1,234	1,681	16	5	7,577	9,507
Arizona	28	983	1,018	730	799	603	635	453	530	54	75	2,823	3,057
Arkansas	203	2,567	2,960	1,766	2,247	1,279	1,655	979	1,290	2	8	6,593	8,160
California	269	19,719	18,401	15,140	15,480	11,002	11,694	8,218	9,012	504	673	54,583	55,260
Colorado	112	2,605	2,799	2,218	2,453	1,566	1,893	1,199	1,613	44	41	7,632	8,799
Connecticut	64	5,544	5,403	4,243	4,346	2,993	3,545	2,451	3,101	136	81	15,367	16,476
Delaware	21	1,005	988	605	710	356	456	306	444	0	0	2,272	2,598
District of Columbia	7	1,493	1,741	1,550	1,975	1,096	1,267	923	1,151	0	0	5,062	6,134
Florida	117	1,974	2,498	1,334	1,760	968	1,331	653	955	2	7	4,931	6,551
Georgia	279	4,145	4,977	3,052	3,979	2,380	3,290	1,671	2,581	29	71	11,277	14,898
Idaho	116	2,539	2,606	1,735	2,010	1,412	1,675	1,212	1,462	17	37	6,915	7,790
Illinois	904	34,951	35,089	25,133	26,693	16,988	17,470	13,712	15,060	190	337	90,974	94,649
Indiana	534	13,404	13,604	9,859	10,963	7,739	8,617	6,393	7,274	97	79	37,492	40,537
Iowa	745	10,402	11,391	8,506	9,905	7,012	8,690	6,239	7,856	91	111	32,250	37,953
Kansas	582	7,368	7,749	6,362	7,264	5,218	6,067	4,545	5,440	51	181	23,544	26,701
Kentucky	495	6,445	7,880	4,174	5,484	3,044	3,987	2,330	3,078	4	41	15,997	20,470
Louisiana	242	4,014	5,129	2,970	3,912	2,231	3,232	1,614	2,413	1	20	10,830	14,706
Maine	178	3,047	3,277	2,552	2,649	1,935	2,335	1,546	1,987	49	34	9,129	10,282
Maryland	137	3,565	3,649	2,951	3,501	1,988	2,556	1,642	2,009	0	0	10,146	11,715
Massachusetts	144	10,758	10,353	9,166	10,421	6,710	8,115	5,682	7,090	331	273	32,647	36,252
Michigan	316	9,683	10,560	8,089	9,142	5,406	6,454	4,504	5,191	72	156	27,754	31,503
Minnesota	438	7,279	9,140	5,803	7,788	4,678	6,425	3,932	5,681	69	612	21,761	29,646
Mississippi	270	2,312	2,794	1,821	2,397	1,412	1,832	1,035	1,371	0	0	6,580	8,394
Missouri	632	10,930	11,771	8,294	9,672	6,560	7,595	5,516	6,464	73	93	31,373	35,595
Montana	172	2,865	3,257	2,245	2,683	1,633	2,144	1,340	1,782	39	47	8,122	9,913
Nebraska	504	7,224	8,175	5,837	6,751	4,478	5,812	3,957	5,537	87	137	21,583	26,412
Nevada	18	235	230	166	195	147	140	121	119	8	24	677	708
New Hampshire	56	1,165	1,295	828	882	646	752	494	687	30	37	3,163	3,653
New Jersey	125	14,111	13,727	10,146	10,236	6,530	6,707	5,023	5,558	57	62	35,867	36,290
New Mexico	81	1,016	1,125	681	817	514	653	344	434	5	23	2,560	3,052

New York	607	55,111	49,021	39,447	34,893	25,627	23,377	19,493	18,821	1,027	3,111	140,705	129,223
North Carolina	545	9,936	11,841	6,808	8,626	4,847	6,868	3,382	5,343	22	107	24,995	32,785
North Dakota	332	2,465	3,304	1,841	2,658	1,439	2,193	1,153	1,895	5	2	6,903	10,052
Ohio	786	19,252	20,020	15,548	17,049	11,649	13,032	9,561	11,042	308	833	56,318	62,006
Oklahoma	414	5,764	6,542	3,904	4,768	3,017	3,806	2,329	3,061	56	108	15,070	18,285
Oregon	228	5,158	5,524	3,983	4,453	2,985	3,430	2,511	3,089	73	113	14,710	16,609
Pennsylvania	774	25,089	26,053	19,429	21,634	14,237	16,654	11,265	13,980	42	18	70,062	78,339
Rhode Island	18	2,194	2,276	1,374	1,654	976	1,204	831	1,030	34	24	5,409	6,188
South Carolina	219	4,429	4,750	3,063	3,757	2,366	3,153	1,668	2,376	2	3	11,528	14,039
South Dakota	275	3,003	3,537	2,281	2,919	1,783	2,454	1,479	2,191	4	27	8,550	11,128
Tennessee	284	4,816	5,670	3,748	4,771	2,707	3,579	1,990	2,891	44	28	13,305	16,939
Texas	653	13,819	15,774	10,166	12,508	7,728	9,745	5,897	7,635	19	35	37,624	45,697
Utah	36	1,365	1,309	1,499	1,474	1,136	1,175	754	773	0	12	4,754	4,743
Vermont	35	694	667	519	563	429	489	316	435	12	83	1,970	2,237
Virginia	330	5,481	7,075	4,086	5,613	2,991	4,488	2,533	3,859	0	0	15,091	21,035
Washington	279	9,454	9,971	6,625	7,477	5,008	5,697	4,328	5,133	28	26	25,443	28,304
West Virginia	135	3,363	3,816	2,175	2,749	1,654	2,054	1,407	1,845	45	80	8,644	10,544
Wisconsin	353	8,645	9,830	7,494	8,716	6,248	7,571	5,591	6,881	134	578	28,112	33,576
Wyoming	39	1,045	1,071	711	863	591	645	409	542	19	92	2,775	3,213
Outlying parts of United States													
Alaska	12	108	77	89	89	60	52	32	39	0	0	289	257
Canal Zone	2	66	86	54	53	39	49	32	48	6	6	197	242
Hawaii	6	622	529	386	365	304	239	252	181	0	0	1,564	1,314
Philippine Islands	35	6,230	3,788	4,418	2,459	3,070	1,523	2,036	846	0	0	15,754	8,616
Porto Rico	15	755	722	564	653	525	531	336	340	19	14	2,199	2,260

TABLE 16.—*Colored pupils enrolled in all public high schools, 1925–26*

State	Seventh grade		Eighth grade		First year		Second year		Third year		Fourth year		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	5,550	7,150	4,172	6,120	12,365	19,244	7,824	13,201	4,835	8,636	3,282	6,093	101	132	38,129	60,576	425
Alabama	169	316	99	232	282	697	188	451	117	306	106	230			961	2,232	18
Arizona	1	0	2	0	16	21	13	27	9	7	5	10			46	65	
Arkansas	80	153	91	150	181	330	94	244	68	152	48	108			562	1,137	16
California	369	429	221	289	357	415	203	274	107	170	74	112	3	2	1,334	1,691	
Colorado	66	57	28	41	26	64	32	41	21	28	22	27	1	3	196	261	
Connecticut	18	16	22	23	71	78	39	48	27	57	18	32	1	0	196	254	
Delaware					31	51	29	89	15	28	17	24			92	192	1
District of Columbia	192	243	230	330	505	744	343	539	234	355	172	279			1,676	2,490	4
Florida	54	77	27	40	113	297	76	139	58	76	23	58			351	687	11
Georgia	88	227	87	165	188	447	122	286	94	160	43	70			622	1,355	22
Idaho	2	3	0	2	3	5	4	2	2	1					11	13	
Illinois	42	52	54	76	673	796	517	804	299	448	208	340	5	15	1,798	2,531	11
Indiana	80	119	68	108	448	532	216	325	127	226	97	193	0	3	1,036	1,506	7
Iowa	54	35	59	59	75	77	49	55	30	47	24	23	1	1	292	297	
Kansas	273	297	187	258	264	406	207	330	137	224	124	174	1	8	1,193	1,697	2
Kentucky	30	45	28	50	399	623	305	519	168	368	157	293			1,087	1,898	41
Louisiana	67	122	102	149	81	158	59	199	96	199	64	170			469	997	3
Maine					8	6	3	5	2	5	3	5	0	1	16	22	
Maryland	289	463	168	321	374	692	278	497	149	284	118	234			1,376	2,491	17
Massachusetts	90	74	56	74	158	204	138	158	86	121	73	96	8	5	609	732	
Michigan	335	424	260	296	383	397	188	231	102	124	86	84	8	0	1,362	1,556	
Minnesota	16	23	18	20	36	43	13	28	15	21	9	16			107	151	
Mississippi	170	294	103	247	216	503	129	317	38	134	21	92			677	1,587	26
Missouri	9	9	4	9	604	839	364	555	271	462	200	329	60	71	1,512	2,274	15
Montana			0	1	8	4	1	2	3	1	1	4			13	12	

Nebraska	7	7	9	5	68	95	41	58	17	34	17	22	1	0	160	221	
Nevada			1	0	0	3	0	1	1	0					2	4	
New Hampshire									0	1	1	0			1	1	
New Jersey	147	166	111	163	406	585	250	373	147	228	92	156	2	10	1,155	1,681	1
New Mexico	4	7	4	1	0	6	2	3	3	2	1	2			14	21	
New York	699	761	419	691	1,055	1,375	518	676	302	431	166	274	2	1	3,161	4,209	
North Carolina			84	190	783	1,449	471	921	268	693	131	331			1,737	3,584	63
North Dakota					1	0	0	2			1	2			2	4	
Ohio	811	898	638	697	748	892	475	644	276	394	187	247	1	6	3,136	3,778	2
Oklahoma	275	417	220	295	230	393	156	270	134	231	108	221	1	3	1,124	1,830	22
Oregon	0	1			9	6	5	7	3	7	4	6			21	27	
Pennsylvania	547	657	359	532	808	1,232	432	659	237	408	178	340			2,561	3,828	2
Rhode Island					26	33	16	32	13	6	3	18	1	0	59	89	
South Carolina					284	644	178	404	106	243	49	142			617	1,433	20
South Dakota	1	1			3	7	2	0	2	2	3	3			11	13	
Tennessee	242	373	154	271	461	838	361	736	214	409	60	141			1,492	2,768	20
Texas	97	131	82	99	1,109	1,783	786	1,313	478	932	312	633			2,864	4,891	69
Utah	2	2	2	4	3	1	2	1	1	1	2	4			12	13	
Vermont	1	0	1	0					1	1	1	1			4	2	
Virginia	15	19	12	25	656	1,173	368	708	251	445	181	397			1,483	2,767	15
Washington	15	10	8	9	37	32	24	21	18	18	9	11	1	0	112	101	
West Virginia	167	199	130	179	148	242	114	189	74	133	58	128	4	3	695	1,073	17
Wisconsin	22	21	23	17	28	19	11	17	11	12	2	11			97	97	
Wyoming	4	2	1	2	2	7	2	1	3	1	3	0			15	13	
Outlying parts of United States																	
Alaska					2	0	2	0							4	0	
Hawaii					0	1			0	1					0	2	
Porto Rico					94	94	61	82	67	62	53	49	1	0	276	287	

TABLE 17.—*White pupils enrolled in regular high schools, by years, 1925–26*

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	13,843	368,045	380,651	278,641	306,598	203,856	234,139	163,653	197,065	3,850	8,438	1,018,045	1,126,891
Alabama	48	2,397	2,622	1,900	2,165	1,567	1,866	1,142	1,471	16	5	7,022	8,129
Arizona	28	971	999	718	775	595	628	448	520	54	75	2,786	2,997
Arkansas	195	2,461	2,761	1,718	2,117	1,238	1,575	948	1,219	2	8	6,367	7,680
California	269	19,556	18,249	14,988	15,261	10,929	11,574	8,159	8,932	503	673	54,135	54,689
Colorado	112	2,601	2,796	2,214	2,450	1,560	1,888	1,198	1,610	44	41	7,617	8,785
Connecticut	64	5,483	5,343	4,211	4,302	2,971	3,496	2,435	3,070	135	81	15,235	16,292
Delaware	20	974	937	576	621	341	428	289	420	0	0	2,180	2,406
District of Columbia	5	1,101	1,173	1,207	1,436	862	912	751	872	0	0	3,921	4,393
Florida	109	1,871	2,223	1,265	1,632	911	1,258	630	897	2	7	4,679	6,017
Georgia	260	4,012	4,658	2,946	3,741	2,299	3,160	1,634	2,527	29	71	10,920	14,157
Idaho	116	2,536	2,604	1,731	2,008	1,411	1,674	1,212	1,462	17	37	6,907	7,785
Illinois	894	34,344	34,374	24,680	25,968	16,727	17,090	13,521	14,759	185	322	89,457	92,513
Indiana	528	13,044	13,153	9,687	10,681	7,642	8,429	6,313	7,107	97	76	36,783	39,446
Iowa	745	10,371	11,358	8,477	9,868	6,995	8,664	6,225	7,847	91	111	32,159	37,848
Kansas	582	7,291	7,672	6,316	7,189	5,190	6,003	4,508	5,390	51	181	23,356	26,435
Kentucky	458	6,069	7,304	3,911	5,037	2,900	3,664	2,196	2,843	4	41	15,080	18,889
Louisiana	240	4,005	5,115	2,945	3,834	2,168	3,109	1,578	2,301	1	20	10,697	14,379
Maine	178	3,039	3,271	2,549	2,644	1,933	2,330	1,543	1,982	49	33	9,113	10,260
Maryland	122	3,427	3,387	2,859	3,344	1,945	2,483	1,620	1,967	0	0	9,851	11,181
Massachusetts	144	10,656	10,212	9,067	10,306	6,637	8,027	5,631	7,033	324	269	32,315	35,847
Michigan	316	9,493	10,364	7,934	8,971	5,333	6,378	4,442	5,139	71	156	27,273	31,008
Minnesota	438	7,260	9,108	5,790	7,760	4,664	6,404	3,925	5,666	69	612	21,708	29,550
Mississippi	253	2,215	2,533	1,742	2,226	1,402	1,799	1,032	1,362	0	0	6,391	7,920
Missouri	618	10,335	10,942	7,936	9,126	6,290	7,136	5,318	6,141	13	22	29,892	33,367
Montana	172	2,859	3,253	2,244	2,681	1,631	2,143	1,339	1,778	39	47	8,112	9,902
Nebraska	504	7,162	8,087	5,797	6,697	4,462	5,779	3,940	5,516	86	137	21,447	26,216
Nevada	18	235	227	166	194	146	140	121	119	8	24	676	704
New Hampshire	56	1,165	1,295	828	882	646	752	494	687	30	37	3,163	3,653
New Jersey	125	13,838	13,306	9,971	9,978	6,404	6,524	4,948	5,446	56	56	35,217	35,310
New Mexico	81	1,016	1,124	681	817	513	653	344	434	5	23	2,559	3,051

New York	607	54,279	48,003	38,937	34,244	25,336	22,962	19,333	18,557	1,026	3,110	138,911	126,876
North Carolina	484	9,197	10,527	6,367	7,783	4,609	6,257	3,259	5,049	22	107	23,454	29,723
North Dakota	332	2,464	3,304	1,841	2,656	1,439	2,193	1,152	1,893	5	2	6,901	10,048
Ohio	786	19,001	19,649	15,327	16,751	11,516	12,885	9,467	10,903	307	827	55,618	61,015
Oklahoma	400	5,695	6,424	3,862	4,691	2,982	3,725	2,296	2,998	56	108	14,891	17,946
Oregon	228	5,149	5,518	3,979	4,447	2,982	3,424	2,507	3,085	73	113	14,690	16,587
Pennsylvania	774	24,586	25,255	19,121	21,154	14,069	16,358	11,133	13,747	42	18	68,951	76,532
Rhode Island	18	2,168	2,243	1,358	1,623	963	1,198	829	1,012	33	24	5,351	6,100
South Carolina	199	4,145	4,106	2,885	3,353	2,260	2,910	1,619	2,234	2	3	10,911	12,606
South Dakota	275	3,002	3,530	2,280	2,919	1,781	2,453	1,476	2,188	4	27	8,543	11,117
Tennessee	268	4,465	5,060	3,498	4,301	2,563	3,303	1,958	2,815	44	28	12,528	15,507
Texas	586	12,778	14,103	9,438	11,283	7,271	8,882	5,603	7,050	19	35	35,109	41,353
Utah	36	1,363	1,308	1,497	1,473	1,135	1,174	752	769	0	12	4,747	4,736
Vermont	35	694	667	519	563	428	489	316	435	12	83	1,969	2,237
Virginia	317	4,839	5,918	3,727	4,919	2,750	4,051	2,357	3,468	0	0	13,673	18,356
Washington	279	9,422	9,941	6,608	7,461	4,996	5,681	4,321	5,123	27	26	25,374	28,232
West Virginia	129	3,332	3,751	2,146	2,696	1,636	2,020	1,394	1,806	44	80	8,552	10,353
Wisconsin	353	8,636	9,825	7,488	8,707	6,239	7,564	5,589	6,874	134	578	28,086	33,548
Wyoming	39	1,043	1,069	709	863	589	644	408	542	19	92	2,768	3,210
Outlying parts of United States													
Alaska	12	106	77	87	89	60	52	32	39	0	0	285	257
Canal Zone	2	66	86	54	53	39	49	32	48	6	6	197	242
Hawaii	6	622	528	386	365	304	238	252	181	0	0	1,564	1,312
Philippine Islands	35	6,230	3,788	4,418	2,459	3,070	1,523	2,036	846	0	0	15,754	8,616
Porto Rico	15	661	628	503	571	458	469	283	291	18	14	1,923	1,973

TABLE 18.—*Colored pupils enrolled in regular high schools, by years, 1925–26*

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] 1,411	8,974	14,126	6,081	10,204	3,755	6,667	2,512	4,608	82	107	21,404	35,712
Alabama	[2] 5	191	518	165	378	107	272	92	210	0	0	555	1,378
Arizona	3	12	19	12	24	8	7	5	10	0	0	37	60
Arkansas	[2] 8	106	199	48	130	41	80	31	71	0	0	226	480
California	72	163	152	152	219	73	120	59	80	1	0	448	571
Colorado	8	4	3	4	3	6	5	1	3	0	0	15	14
Connecticut	34	61	60	32	44	22	49	16	31	1	0	132	184
Delaware	[2] 1	31	51	29	89	15	28	17	24	0	0	92	192
District of Columbia	[2] 2	392	568	343	539	234	355	172	279	0	0	1,141	1,741
Florida	[2] 8	103	275	69	128	57	73	23	58	0	0	252	534
Georgia	[2] 19	133	319	106	238	81	130	37	54	0	0	357	741
Idaho	5	3	2	4	2	1	1	0	0	0	0	8	5
Illinois	[3] 116	607	715	453	725	261	380	191	301	5	15	1,517	2,136
Indiana	[4] 54	360	451	172	282	97	188	80	167	0	3	709	1,091
Iowa	38	31	33	29	37	17	26	14	9	0	0	91	105
Kansas	64	77	77	46	75	28	64	37	50	0	0	188	266
Kentucky	[2] 37	376	576	263	447	144	323	134	235	0	0	917	1,581
Louisiana	[2] 2	9	14	25	78	63	123	36	112	0	0	133	327
Maine	10	8	6	3	5	2	5	3	5	0	1	16	22
Maryland	[2] 15	138	262	92	157	43	73	22	42	0	0	295	534
Massachusetts	54	102	141	99	115	73	88	51	57	7	4	332	405
Michigan	31	190	196	155	171	73	76	62	52	1	0	481	495
Minnesota	10	19	32	13	28	14	21	7	15	0	0	53	96
Mississippi	[2] 17	97	261	79	171	10	33	3	9	0	0	189	474
Missouri	[5] 18	595	829	358	546	270	459	198	323	60	71	1,481	2,228
Montana	7	6	4	1	2	2	1	1	4	0	0	10	11
Nebraska	13	62	88	40	54	16	33	17	21	1	0	136	196
Nevada	4	0	3	0	1	1	0	0	0	0	0	1	4
New Hampshire													
New Jersey	81	273	421	175	258	126	183	75	112	1	6	650	980
New Mexico	1	0	1	0	0	1	0	0	0	0	0	1	1

New York	115	832	1,018	510	649	291	415	160	264	1	1	1,794	2,347
North Carolina	[2] 61	739	1,314	441	843	238	611	123	294	0	0	1,541	3,062
North Dakota	5	1	0	0	2	0	0	1	2	0	0	2	4
Ohio	150	251	371	221	298	133	177	94	139	1	6	700	991
Oklahoma	[2] 14	69	118	42	77	35	81	33	63	0	0	179	339
Oregon	8	9	6	4	6	3	6	4	4	0	0	20	22
Pennsylvania	151	503	798	308	480	168	296	132	233	0	0	1,111	1,807
Rhode Island	9	26	33	16	31	13	6	2	18	1	0	58	88
South Carolina	[2] 20	284	644	178	404	106	243	49	142	0	0	617	1,433
South Dakota	5	1	7	1	0	2	1	3	3	0	0	7	11
Tennessee	[2] 16	351	610	250	470	144	276	32	76	0	0	777	1,432
Texas	[2] 67	1,041	1,671	728	1,225	452	863	294	585	0	0	2,515	4,344
Utah	3	2	1	2	1	1	1	2	4	0	0	7	7
Vermont	1	0	0	0	0	1	0	0	0	0	0	1	0
Virginia	[2] 13	642	1,157	359	694	241	437	176	391	0	0	1,418	2,679
Washington	14	32	30	17	16	12	16	7	10	1	0	69	72
West Virginia	[2] 6	31	65	29	53	18	34	13	39	1	0	92	191
Wisconsin	11	9	5	6	9	9	7	2	7	0	0	26	28
Wyoming	5	2	2	2	0	2	1	1	0	0	0	7	3
Outlying parts of the United States													
Alaska	1	2	0	2	0	0	0	0	0	0	0	4	0
Hawaii	2	0	1	0	0	0	1	0	0	0	0	0	2
Porto Rico	15	94	94	61	82	67	62	53	49	1	0	276	287

[1] 341 for colored only. [2] For colored only. [3] 10 for colored only. [4] 6 for colored only. [5] 14 for colored only.

TABLE 19.—*White pupils enrolled in four-year regular high schools, by years, 1925–26*

State	Schools reporting	Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		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	9,865	316,114	320,869	242,058	260,900	178,435	200,465	146,582	173,269	3,753	8,149	886,942	963,652
Alabama	38	1,776	1,884	1,472	1,602	1,256	1,481	903	1,173	12	0	5,419	6,140
Arizona	28	971	999	718	775	595	628	448	520	54	75	2,786	2,997
Arkansas	131	2,048	2,323	1,452	1,810	1,126	1,445	948	1,219	0	7	5,574	6,804
California	269	19,556	18,249	14,988	15,261	10,929	11,574	8,159	8,932	503	673	54,135	54,689
Colorado	108	2,584	2,781	2,201	2,432	1,560	1,888	1,198	1,610	44	41	7,587	8,752
Connecticut	61	5,458	5,309	4,205	4,296	2,971	3,490	2,435	3,070	135	81	15,204	16,246
Delaware	20	974	937	576	621	341	428	289	420			2,180	2,406
District of Columbia	5	1,101	1,173	1,207	1,436	862	912	751	872			3,921	4,393
Florida	91	1,795	2,114	1,221	1,538	907	1,252	630	897	2	7	4,555	5,808
Idaho	107	2,438	2,483	1,667	1,921	1,387	1,653	1,212	1,462	17	37	6,721	7,556
Illinois	638	32,743	32,603	23,387	24,569	16,067	16,295	13,521	14,759	183	322	85,901	88,548
Indiana	488	12,819	12,919	9,518	10,517	7,557	8,363	6,313	7,107	97	76	36,304	38,982
Iowa	696	10,153	11,102	8,330	9,653	6,961	8,608	6,225	7,847	91	111	31,760	37,321
Kansas	556	7,171	7,572	6,255	7,110	5,172	5,979	4,508	5,390	51	181	23,157	26,232
Kentucky	370	5,641	6,730	3,652	4,631	2,850	3,585	2,196	2,843	4	41	14,343	17,830
Louisiana	4	804	573	516	375	378	276	154	325			1,852	1,549
Maine	131	2,508	2,740	2,109	2,173	1,573	1,976	1,272	1,656	47	29	7,509	8,574
Maryland	22	1,555	1,274	1,744	1,862	1,150	1,266	1,066	1,107			5,515	5,509
Massachusetts	136	10,271	9,800	8,781	9,968	6,454	7,791	5,460	6,805	323	268	31,289	34,632
Michigan	269	9,138	9,925	7,689	8,668	5,328	6,371	4,442	5,139	71	156	26,668	30,259
Minnesota	392	7,019	8,791	5,668	7,566	4,615	6,343	3,925	5,666	69	611	21,296	28,977
Mississippi	181	1,918	2,178	1,543	1,962	1,325	1,679	1,032	1,362			5,818	7,181
Missouri	459	8,963	9,524	6,969	8,118	5,741	6,524	5,021	5,882	13	22	26,707	30,070
Montana	156	2,782	3,173	2,194	2,618	1,623	2,128	1,339	1,778	38	47	7,976	9,744
Nebraska	445	6,908	7,823	5,638	6,490	4,414	5,729	3,940	5,516	86	137	20,986	25,695
Nevada	18	235	227	166	194	146	140	121	119	8	24	676	704
New Hampshire	49	1,118	1,227	804	846	646	752	494	687	30	37	3,092	3,549
New Jersey	119	13,731	13,188	9,923	9,928	6,401	6,519	4,948	5,446	56	56	35,059	35,137
New Mexico	55	904	991	603	703	477	600	344	434	5	23	2,333	2,751
New York	536	53,816	47,519	38,684	33,936	25,260	22,876	19,333	18,557	1,021	3,076	138,114	125,964

North Dakota	268	2,250	3,011	1,706	2,444	1,366	2,086	1,152	1,893	4	1	6,478	9,435
Ohio	633	18,119	18,726	14,719	16,077	11,135	12,422	9,467	10,903	304	825	53,744	58,953
Oklahoma	357	5,483	6,121	3,716	4,535	2,925	3,659	2,296	2,998	56	108	14,476	17,421
Oregon	224	5,141	5,210	3,973	4,232	2,980	3,423	2,507	3,085	73	113	14,674	16,063
Pennsylvania	548	22,955	23,189	18,041	19,634	13,471	15,559	11,133	13,747	41	16	65,641	72,145
Rhode Island	16	2,159	2,223	1,348	1,598	963	1,193	829	1,012	33	24	5,332	6,050
South Dakota	236	2,846	3,338	2,171	2,764	1,702	2,355	1,476	2,188	4	27	8,199	10,672
Tennessee	198	4,063	4,567	3,232	3,930	2,503	3,204	1,958	2,815	44	28	11,800	14,544
Utah	29	1,300	1,245	1,439	1,420	1,128	1,167	752	769	0	12	4,619	4,613
Vermont	23	647	600	480	520	421	474	316	435	12	83	1,876	2,112
Virginia	4	269	381	612	715	384	565	357	479			1,622	2,140
Washington	263	9,332	9,850	6,567	7,401	4,981	5,665	4,321	5,123	27	26	25,228	28,065
West Virginia	109	3,051	3,467	2,042	2,545	1,601	1,958	1,394	1,806	42	78	8,130	9,854
Wisconsin	345	8,576	9,760	7,443	8,657	6,230	7,549	5,589	6,874	134	578	27,972	33,418
Wyoming	34	1,025	1,050	689	849	573	635	408	542	19	92	2,714	3,168
Outlying parts of United States													
Alaska	12	106	77	87	89	60	52	32	39			285	257
Canal Zone	2	66	86	54	53	39	49	32	48	6	6	197	242
Hawaii	6	622	528	386	365	304	238	252	181			1,564	1,312
Philippine Islands	1	31	45	21	28	18	24	6	13			76	110
Porto Rico	15	661	628	503	571	458	469	283	291	18	14	1,923	1,973

TABLE 20.—*Colored pupils enrolled in four-year regular high schools, by years, 1925–26*

State	Schools reporting	Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		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] 1,133	5,663	8,145	3,849	6,094	2,468	4,058	1,788	3,052	25	37	13,793	21,386
Alabama	[2] 1	116	349	109	276	89	206	78	158			392	989
Arizona	3	12	19	12	24	8	7	5	10			37	60
Arkansas	[2] 6	71	159	44	107	41	80	31	71			187	417
California	72	163	152	152	219	73	120	59	80	1	0	448	571
Colorado	8	4	3	4	3	6	5	1	3			15	14
Connecticut	34	61	60	32	44	22	49	16	31	1	0	132	184
Delaware	[2] 1	31	51	29	89	15	28	17	24			92	192
District of Columbia	[2] 2	392	568	343	539	234	355	172	279			1,141	1,741
Florida	[2] 6	95	260	60	123	50	61	23	58			228	502
Idaho	5	3	2	4	2	1	1					8	5
Illinois	[3] 110	604	707	446	716	261	377	191	301	5	15	1,507	2,116
Indiana	[4] 52	356	448	172	280	97	185	80	167	0	3	705	1,083
Iowa	37	31	33	28	36	17	26	14	9			90	104
Kansas	64	77	77	46	75	28	64	37	50			188	266
Kentucky	[2] 23	337	490	231	395	142	320	134	235			844	1,440
Maine	8	5	3	1	1	0	1	3	0	0	1	9	6
Massachusetts	51	98	137	97	115	73	88	51	57	7	4	326	401
Michigan	29	189	195	155	171	73	76	62	52	1	0	480	494
Minnesota	10	19	32	13	28	14	21	7	15			53	96
Mississippi	[2] 3	22	55	22	32	8	23	3	9			55	119
Missouri	[5] 12	383	542	220	353	182	336	132	238	3	1	920	1,470
Montana	7	6	4	1	2	2	1	1	4			10	11
Nebraska	13	62	88	40	54	16	33	17	21	1	0	136	196
Nevada	4	0	3	0	1	1	0					1	4
New Jersey	80	273	421	174	258	126	183	75	112	1	6	649	980
New Mexico	1	0	1			1	0					1	1
New York	114	832	1,018	510	648	291	415	160	264	1	1	1,794	2,346
North Dakota	3			0	1			1	2			1	3
Ohio	145	249	369	221	296	131	177	94	139	1	6	696	987

Oklahoma	[2] 12	59	113	36	76	35	76	33	63			163	328
Oregon	7	9	3	4	4	3	6	4	4			20	17
Pennsylvania	145	500	787	308	476	167	296	132	233			1,107	1,792
Rhode Island	9	26	33	16	31	13	6	2	18	1	0	58	88
South Dakota	5	1	7	1	0	2	1	3	3			7	11
Tennessee	[2] 9	121	211	84	170	74	122	32	76			311	579
Utah	3	2	1	2	1	1	1	2	4			7	7
Vermont	1					1	0					1	0
Virginia	[2] 2	380	642	178	370	129	254	93	206			780	1,472
Washington	14	32	30	17	16	12	16	7	10	1	0	69	72
West Virginia	[2] 6	31	65	29	53	18	34	13	39	1	0	92	191
Wisconsin	11	9	5	6	9	9	7	2	7			26	28
Wyoming	5	2	2	2	0	2	1	1	0			7	3
Outlying parts of United States													
Alaska	1	2	0	2	0							4	0
Hawaii	2	0	1			0	1					0	2
Porto Rico	15	94	94	61	82	67	62	53	49	1	0	276	287

[1] For colored only, 93. [2] For colored only. [3] Nine for colored only. [4] Five for colored only. [5] Eight for colored only.

TABLE 21.—*White pupils enrolled in regular public high schools, 1925–26*

FOUR-YEAR SCHOOLS (11 GRADES)

State	Schools reporting	Eighth grade		Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		Thirteenth 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	1,781	38,417	43,034	27,395	33,483	21,077	27,640	16,629	23,242	------	------	------	------	72	222	103,590	127,621
Alabama	5	574	691	405	538	293	362	239	298	------	------	------	------	4	5	1,515	1,894
Georgia	191	3,585	4,109	2,640	3,332	2,141	2,876	1,634	2,527	------	------	------	------	26	66	10,026	12,910
Louisiana	229	3,179	3,691	2,412	2,958	1,789	2,438	1,424	1,976	------	------	------	------	1	12	8,805	11,075
Maryland	79	1,718	1,954	1,038	1,365	767	1,171	554	860	------	------	------	------	------	------	4,077	5,350
Missouri	2	592	531	370	348	345	317	297	259	------	------	------	------	------	------	1,604	1,455
North Carolina	408	8,623	9,854	6,035	7,344	4,469	6,046	3,259	5,049	------	------	------	------	21	105	22,407	28,398
South Carolina	180	4,026	3,980	2,807	3,247	2,208	2,838	1,619	2,234	------	------	------	------	2	3	10,662	12,302
Texas	405	11,692	12,870	8,653	10,304	6,729	8,162	5,603	7,050	------	------	------	------	18	31	32,695	38,417
Virginia	282	4,428	5,354	3,035	4,047	2,336	3,430	2,000	2,989	------	------	------	------	------	------	11,799	15,820
Outlying part of United States																	
Philippine Islands	27	5,913	3,567	4,160	2,324	2,975	1,484	2,030	833	------	------	------	------	------	------	15,078	8,208

FOUR-YEAR SCHOOLS (13 GRADES)

Continental United States	33	------	------	------	------	819	828	666	740	533	582	442	554	3	4	2,463	2,708
Maine	26	------	------	------	------	442	424	384	407	350	346	271	326	2	3	1,449	1,506
Massachusetts	7	------	------	------	------	377	404	282	333	183	236	171	228	1	1	1,014	1,202

SCHOOLS OF LESS THAN FOUR YEARS (11 GRADES)

Continental United States	406	2,564	2,988	1,696	2,258	962	1,409							5	11	5,227	6,666
Alabama	5	47	47	23	25	18	23									88	95
Georgia	69	427	549	306	409	158	284							3	5	894	1,247
Louisiana	5	22	25	17	34	1	3									40	62
Maryland	20	147	152	75	109	21	40									243	301
North Carolina	76	574	673	332	439	140	211							1	2	1,047	1,325
South Carolina	19	119	126	78	106	52	72									249	304
Texas	181	1,086	1,233	785	979	542	720							1	4	2,414	2,936
Virginia	31	142	183	80	157	30	56									252	396
Outlying part of United States																	
Philippine Islands	7	286	176	237	107	77	15									600	298

SCHOOLS OF LESS THAN FOUR YEARS (12 GRADES)

Continental United States	4					14	19	15	10							29	29
Maine	4					14	19	15	10							29	29

TABLE 22.—*Colored pupils enrolled in regular public high schools, 1925–26*

FOUR-YEAR SCHOOLS (11 GRADES)

State	Schools reporting	Eighth grade		Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		Thirteenth grade		Total	
		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
Continental United States	[1] 91	2,021	3,672	1,425	2,503	962	1,866	724	1,551	------	------	------	------	[2] 5,189	[2] 9,662
Alabama	[1] 1	41	125	41	74	11	48	14	52	------	------	------	------	107	299
Georgia	[1] 5	52	107	39	73	61	69	37	54	------	------	------	------	189	303
Louisiana	[1] 1	0	0	24	72	58	120	36	112	------	------	------	------	118	304
Maryland	[1] 7	70	145	57	90	31	54	22	42	------	------	------	------	180	331
Missouri	[1] 1	179	247	125	161	88	123	66	85	------	------	------	------	[2] 515	[2] 686
North Carolina	[1] 27	458	827	278	526	164	423	123	294	------	------	------	------	1,023	2,070
South Carolina	[1] 10	158	364	108	247	67	143	49	142	------	------	------	------	382	896
Texas	[1] 33	836	1,404	593	979	376	717	294	585	------	------	------	------	2,099	3,685
Virginia	[1] 6	227	453	160	281	106	169	83	185	------	------	------	------	576	1,088

FOUR-YEAR SCHOOLS (13 GRADES)

Continental United States	3	------	------	------	------	7	6	4	3	2	4	0	5	13	18
Maine	1	------	------	------	------	3	3	2	3	2	4	0	5	7	15
Massachusetts	2	------	------	------	------	4	3	2	0	0	0	0	0	6	3

SCHOOLS OF LESS THAN FOUR YEARS (11 GRADES)

Continental United States	[1] 107	819	1,459	501	1,005	237	543	------	------	------	------	------	------	1,557	3,007
Alabama	[1] 2	17	23	9	8	5	12	------	------	------	------	------	------	31	43
Georgia	[1] 14	81	212	67	165	20	61	------	------	------	------	------	------	168	438
Louisiana	[1] 1	9	14	1	6	5	3	------	------	------	------	------	------	15	23
Maryland	[1] 7	65	114	35	63	12	19	------	------	------	------	------	------	112	196
North Carolina	[1] 34	281	487	163	317	74	188	------	------	------	------	------	------	518	992

South Carolina	[1] 10	126	280	70	157	39	100								235	537
Texas	[1] 34	205	267	135	246	76	146								416	659
Virginia	[1] 5	35	62	21	43	6	14								62	119

SCHOOLS OF LESS THAN FOUR YEARS (12 GRADES)

Continental United States	[3] 77			464	844	302	599	86	196						852	1,639
Alabama	[1] 1			17	21	6	20	2	6						25	47
Arkansas	[1] 2			35	40	4	23								39	63
Florida	[1] 2			8	15	9	5	7	12						24	32
Illinois	[4] 6			3	8	7	9	0	3						10	20
Indiana	[4] 2			4	3	0	2	0	3						4	8
Iowa	1					1	1								1	1
Kentucky	[1] 14			39	86	32	52	2	3						73	141
Maine	1					0	1								0	1
Maryland	[1] 1			3	3	0	4								3	7
Massachusetts	1			0	1										0	1
Michigan	2			1	1										1	1
Mississippi	[1] 14			75	206	57	139	2	10						134	355
Missouri	[1] 5			33	40	13	32								46	72
New Jersey	1					1	0								1	0
New York	1					0	1								0	1
North Dakota	2			1	0	0	1								1	1
Ohio	5			2	2	0	2	2	0						4	4
Oklahoma	[1] 2			10	5	6	1	0	5						16	11
Oregon	1			0	3	0	2								0	5
Pennsylvania	6			3	11	0	4	1	0						4	15
Tennessee	[1] 7			230	399	166	300	70	154						466	853

[1] For colored only.

[2] Postgraduates, 57 boys and 70 girls.

[3] For colored only, 50.

[4] One for colored only.

TABLE 23.—*Enrollment of white and colored pupils, according to population of district, in regular high schools having a term of 160 days or less, 1925–26*

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	32	3,654	3,589	1,768	41,157	49,751	1,800	44,811	53,340
Alabama	1	12	26	4	47	47	5	59	73
Arizona				1	11	17	1	11	17
Arkansas	3	51	74	72	1,083	1,213	75	1,134	1,287
Colorado				1	18	19	1	18	19
Florida	6	85	115	58	1,009	1,568	64	1,094	1,683
Georgia	1	11	24	43	481	720	44	492	744
Idaho				1	29	36	1	29	36
Indiana	1	41	45	353	11,013	12,024	354	11,054	12,069
Iowa				1	64	47	1	64	47
Kentucky	3	9	29	58	579	818	61	588	847
Louisiana				1	15	23	1	15	23
Maine				1	27	40	1	27	40
Maryland	1	22	40	3	16	50	4	38	90
Massachusetts				1	97	0	1	97	0
Michigan				2	31	44	2	31	44
Minnesota				1	25	38	1	25	38
Mississippi				148	2,535	3,285	148	2,535	3,285
Missouri				80	723	815	80	723	815
New Mexico				2	16	14	2	16	14
New York				2	26	47	2	26	47
North Carolina	4	246	363	394	12,645	16,693	398	12,891	17,056
North Dakota				1	5	14	1	5	14
Ohio	6	3,088	2,738	279	6,374	6,918	285	9,462	9,656
Oklahoma				60	1,052	1,298	60	1,052	1,298
Pennsylvania	1	13	9	4	56	69	5	69	78
South Carolina	2	47	85	5	48	98	7	95	183
Tennessee				2	16	23	2	16	23
Texas	3	29	41	172	2,844	3,432	175	2,873	3,473
Utah				9	193	188	9	193	188
Virginia				9	79	153	9	79	153
Outlying part of United States									
Alaska				1	9	13	1	9	13

TABLE 24.—*Enrollment of white and colored pupils, according to population of district, in regular high schools having a term of 161 to 180 days, 1925–26*

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	1,207	232,412	273,401	9,188	295,175	361,525	10,395	527,587	634,926
Alabama	14	5,151	6,800	34	2,367	2,634	48	7,518	9,434
Arizona	4	1,953	2,134	21	751	778	25	2,704	2,912
Arkansas	15	1,966	2,661	112	3,481	4,204	127	5,447	6,865
California	41	12,587	13,177	137	10,646	11,136	178	23,233	24,313
Colorado	8	1,616	1,879	89	3,241	3,901	97	4,857	5,780
Connecticut	15	3,953	4,555	7	436	457	22	4,389	5,012
Delaware	1	73	95	11	359	494	12	432	589
District of Columbia	3	1,752	2,381				3	1,752	2,381
Florida	12	2,120	2,683	40	1,608	2,072	52	3,728	4,755
Georgia	41	4,643	5,725	189	5,094	7,168	230	9,737	12,893
Idaho	12	2,191	2,575	98	3,738	4,173	110	5,929	6,748
Illinois	68	14,160	15,639	453	14,212	16,265	521	28,372	31,904
Indiana	60	14,893	16,113	101	4,146	4,797	161	19,039	20,910
Iowa	44	9,548	11,039	691	21,313	25,271	735	30,861	36,310
Kansas	15	3,765	4,066	566	19,746	22,576	581	23,511	26,642
Kentucky	37	2,245	3,050	368	8,377	11,297	405	10,622	14,347
Louisiana	28	4,456	6,551	213	6,359	8,132	241	10,815	14,683
Maine	31	3,984	4,373	135	3,000	3,542	166	6,984	7,915
Maryland	5	246	337	19	549	829	24	795	1,166
Massachusetts	31	10,378	13,689	14	384	529	45	10,762	14,218
Michigan	2	926	1,131	123	2,582	3,067	125	3,508	4,198
Minnesota	26	3,708	5,605	398	11,876	17,107	424	15,584	22,712
Mississippi	20	1,310	1,815	99	2,587	3,153	119	3,897	4,968
Missouri	43	6,020	7,204	491	15,046	17,384	534	21,066	24,588
Montana	8	1,755	2,217	155	4,300	5,170	163	6,055	7,387
Nebraska	19	7,453	8,187	485	14,130	18,225	504	21,583	26,412
Nevada	1	76	76	8	356	375	9	432	451
New Hampshire	7	432	513	40	964	1,174	47	1,396	1,687
New Jersey	6	880	1,005	8	610	686	14	1,490	1,691
New Mexico	5	669	740	72	1,789	2,185	77	2,458	2,925
New York	22	6,266	6,462	127	3,949	4,760	149	10,215	11,222
North Carolina	61	7,678	9,975	83	4,072	5,176	144	11,750	15,151
North Dakota	3	673	933	324	5,596	8,289	327	6,269	9,222
Ohio	49	12,513	14,130	402	14,968	17,199	451	27,481	31,329
Oklahoma	18	3,587	4,069	333	10,310	12,753	351	13,897	16,822
Oregon	11	2,125	2,401	206	6,302	7,244	217	8,427	9,645
Pennsylvania	113	19,024	21,091	555	18,106	21,602	668	37,130	42,693
Rhode Island	5	3,592	3,896	2	145	164	7	3,737	4,060
South Carolina	37	5,089	5,797	169	6,009	7,554	206	11,098	13,351
South Dakota	3	555	681	266	6,949	9,238	269	7,504	9,919
Tennessee	38	6,143	7,800	243	7,107	9,074	281	13,250	16,874
Texas	118	21,166	25,136	353	13,187	16,464	471	34,353	41,600
Utah	8	1,640	1,614	18	1,997	2,135	26	3,637	3,749
Vermont	8	996	1,208	22	400	482	30	1,396	1,690
Virginia	25	4,330	5,733	279	7,744	10,953	304	12,074	16,686
Washington	13	2,900	3,276	215	8,353	9,297	228	11,253	12,573
West Virginia	25	3,506	4,124	106	4,446	5,643	131	7,952	9,767
Wisconsin	27	5,413	6,591	275	10,145	13,199	302	15,558	19,790
Wyoming	1	307	469	33	1,343	1,518	34	1,650	1,987
Outlying parts of United States									
Alaska	1	45	42	9	224	194	10	269	236
Canal Zone	2	197	242				2	197	242
Hawaii	2	1,022	904	1	125	50	3	1,147	954

TABLE 25.—*Enrollment of white and colored pupils, according to population of district, in regular high schools having a term of 181 days or more, 1925–26*

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	852	422,402	420,993	1,137	44,649	53,344	1,989	467,051	474,337
Arizona	1	68	89	1	40	39	2	108	128
Arkansas	1	12	8				1	12	8
California	50	28,835	28,288	41	2,515	2,659	91	31,350	30,947
Colorado	6	2,434	2,620	8	323	380	14	2,757	3,000
Connecticut	36	10,792	11,250	6	186	214	42	10,978	11,464
Delaware	3	1,521	1,639	6	319	370	9	1,840	2,009
District of Columbia	4	3,310	3,753				4	3,310	3,753
Florida	1	109	113				1	109	113
Georgia	3	971	1,152	2	77	109	5	1,048	1,261
Idaho	2	841	871	3	116	135	5	957	1,006
Illinois	102	53,040	51,569	281	9,562	11,176	383	62,602	62,745
Indiana	18	7,372	7,525	1	27	33	19	7,399	7,558
Iowa	3	1,048	1,314	6	277	282	9	1,325	1,596
Kansas				1	33	59	1	33	59
Kentucky	23	4,557	5,015	6	230	261	29	4,787	5,276
Maine	8	2,002	2,145	3	116	182	11	2,118	2,327
Maryland	20	5,662	5,690	89	3,651	4,769	109	9,313	10,459
Massachusetts	64	20,571	20,694	34	1,217	1,340	98	21,788	22,034
Michigan	40	18,720	20,514	149	5,495	6,747	189	24,215	27,261
Minnesota	7	5,829	6,503	6	323	393	13	6,152	6,896
Mississippi	1	57	52	2	91	89	3	148	141
Missouri	13	9,366	9,932	5	218	260	18	9,584	10,192
Montana	6	1,937	2,386	3	130	140	9	2,067	2,526
Nevada				9	245	257	9	245	257
New Hampshire	7	1,717	1,907	2	50	59	9	1,767	1,966
New Jersey	77	31,440	31,283	34	2,937	3,316	111	34,377	34,599
New Mexico	1	75	100	1	11	13	2	86	113
New York	134	120,619	105,660	322	9,845	12,294	456	130,464	117,954
North Carolina	3	354	578				3	354	578
North Dakota	2	556	702	2	73	114	4	629	819
Ohio	40	18,974	20,527	10	401	494	50	19,375	21,021
Oklahoma				3	121	165	3	121	165
Oregon	11	6,283	6,964				11	6,283	6,964
Pennsylvania	77	30,874	33,491	24	1,989	2,077	101	32,863	35,568
Rhode Island	7	1,460	1,818	4	212	310	11	1,672	2,128
South Carolina	3	256	390	3	79	115	6	335	505
South Dakota	4	956	1,093	2	90	116	6	1,046	1,209
Tennessee				1	39	42	1	39	42
Texas	2	222	349	5	176	275	7	398	624
Utah	1	924	806				1	924	806
Vermont	5	574	547				5	574	547
Virginia	9	2,692	3,813	8	246	383	17	2,938	4,196
Washington	22	12,431	13,784	29	1,759	1,947	51	14,190	15,731
West Virginia	2	639	697	2	53	80	4	692	777
Wisconsin	30	11,362	12,377	21	1,192	1,409	51	12,554	13,786
Wyoming	3	940	985	2	185	241	5	1,125	1,226
Outlying parts of United States									
Alaska				1	11	8	1	11	8
Hawaii				3	417	360	3	417	360
Philippine Islands	35	15,754	8,616				35	15,754	8,616
Porto Rico	15	2,199	2,260				15	2,199	2,260

TABLE 26.—*White pupils enrolled in 3-year junior high schools (12-year schools, followed by a 3-year senior high school), 1925–26*

State	Schools reporting	Seventh grade		Eighth grade		Ninth grade		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	798	94,820	93,976	86,102	87,661	78,696	82,540	259,618	264,177
Alabama	9	193	208	160	200	159	202	512	610
Arizona	2	79	98	63	68	89	88	231	254
Arkansas	4	512	504	395	447	322	443	1,229	1,394
California	77	10,608	9,959	9,479	9,379	9,547	9,793	29,625	29,131
Colorado	14	1,978	2,077	1,886	1,892	1,530	1,583	5,394	5,552
Connecticut	14	1,453	1,465	1,111	1,168	1,023	1,033	3,587	3,666
District of Columbia	6	729	739	724	730	580	611	2,033	2,080
Florida	24	1,844	2,020	1,600	1,901	1,514	1,629	4,958	5,550
Georgia	7	1,680	1,787	1,346	1,461	940	1,258	3,966	4,506
Idaho	2	85	108	137	123	209	233	431	464
Illinois	14	1,402	1,391	1,270	1,331	1,545	1,629	4,217	4,351
Indiana	20	1,810	1,884	1,733	1,862	1,506	1,656	5,049	5,402
Iowa	20	1,907	1,958	1,685	1,684	1,781	1,876	5,373	5,518
Kansas	34	2,953	3,343	2,742	2,968	2,918	3,001	8,613	9,312
Kentucky	3	245	229	259	277	317	308	821	814
Louisiana	2	18	16	10	17	13	10	41	43
Maine	5	181	144	168	174	210	199	559	517
Maryland	11	2,588	2,548	2,067	2,035	1,172	1,598	5,827	6,181
Massachusetts	95	9,486	9,630	8,004	8,467	6,914	7,563	24,404	25,660
Michigan	37	5,717	5,491	5,353	5,459	4,811	5,160	15,881	16,110
Minnesota	23	2,538	2,757	2,741	3,055	2,893	3,288	8,172	9,100
Mississippi	1	146	154	131	146	111	96	388	396
Missouri	10	1,299	1,296	1,251	1,299	1,052	1,140	3,602	3,735
Montana	2	26	51	69	79	165	159	260	289
Nebraska	11	787	820	810	785	796	871	2,393	2,476
Nevada	1	124	122	103	98	108	97	335	317
New Hampshire	3	72	50	79	74	49	74	200	198
New Jersey	25	2,866	2,853	2,729	2,825	3,193	3,221	8,788	8,899
New Mexico	2	174	137	144	163	158	166	476	466
New York	64	15,563	14,351	14,529	13,483	11,833	10,916	41,925	38,750
North Carolina	3	397	477	211	274	173	191	781	942
North Dakota	1	110	91	94	110	102	107	306	308
Ohio	64	7,413	7,306	6,581	6,465	6,166	6,368	20,160	20,139
Oklahoma	10	1,205	1,200	997	1,108	1,009	1,084	3,211	3,392
Oregon	9	507	498	434	457	509	527	1,450	1,482
Pennsylvania	62	9,662	9,604	8,759	8,946	7,166	7,836	25,587	26,386
Rhode Island	2	203	179	164	180	330	293	697	652
South Dakota	3	243	276	223	278	259	341	725	895
Tennessee	4	529	565	416	426	246	320	1,191	1,311
Utah	15	563	545	1,291	1,288	956	996	2,810	2,829
Vermont	1	151	148	110	104	98	92	359	344
Virginia	8	632	676	493	598	402	511	1,527	1,785
Washington	9	888	892	825	921	856	862	2,569	2,675
West Virginia	37	1,359	1,461	1,113	1,158	993	953	3,465	3,572
Wisconsin	25	1,853	1,819	1,583	1,658	1,931	2,117	5,367	5,594
Wyoming	3	42	49	39	40	42	41	123	130
Outlying parts of United States									
Hawaii	2	166	151	147	98	153	135	466	384
Virgin Islands	2	26	25	14	12	15	4	55	41

TABLE 27.—*Consolidated enrollments of all reorganized public high schools, 1925–26*

State	Schools reporting	Seventh grade[1]		Eighth grade[1]		First year		Second year		Third year		Fourth year		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	3,526	171,718	172,888	162,770	168,688	162,903	173,459	104,969	116,698	75,510	88,059	60,916	75,601	2,139	2,703	740,925	798,096
Alabama	167	2,417	2,812	2,020	2,384	1,957	2,307	1,941	2,336	1,591	2,003	1,275	1,763			11,201	13,605
Arizona	13	475	431	368	342	415	468	314	364	219	267	198	253	16	27	2,005	2,152
Arkansas	52	1,703	1,760	1,466	1,649	1,269	1,551	1,117	1,234	903	1,042	687	803	8	7	7,153	8,046
California	137	13,200	12,614	12,467	12,233	13,676	13,700	8,537	8,765	6,153	6,538	4,526	5,095	625	894	59,184	59,839
Colorado	78	3,549	3,615	3,281	3,363	2,994	3,170	2,249	2,431	1,627	1,888	1,414	1,714	18	24	15,132	16,205
Connecticut	28	1,800	1,818	1,398	1,460	1,378	1,394	1,007	996	700	786	449	659	22	28	6,754	7,141
Delaware	4	130	147	114	124	95	140	57	110	53	87	36	73	0	2	485	683
District of Columbia	8	921	982	954	1,060	693	787									2,568	2,829
Florida	60	3,290	3,470	2,726	3,142	2,518	2,827	1,707	2,159	1,259	1,552	994	1,285	3	16	12,497	14,451
Georgia	34	1,949	2,200	1,839	2,009	1,308	1,784	1,177	1,152	589	601	722	795			7,584	8,541
Idaho	15	552	594	615	579	650	714	387	529	321	416	239	344	1	1	2,765	3,177
Illinois	54	2,660	2,739	2,725	2,916	3,114	3,401	2,288	2,519	1,565	1,851	1,313	1,589	24	14	13,689	15,029
Indiana	275	6,640	6,660	6,320	6,622	6,253	6,630	4,172	4,713	3,409	3,664	2,949	3,362	12	25	29,755	31,676
Iowa	172	4,198	4,183	4,229	4,334	4,853	5,277	3,961	4,310	3,168	3,787	2,744	3,515	45	72	23,198	25,478
Kansas	140	5,119	5,587	4,729	5,165	5,482	5,807	4,175	4,674	2,983	3,530	2,445	3,068	52	126	24,985	27,957
Kentucky	45	1,223	1,295	1,143	1,278	1,357	1,444	876	1,104	682	843	586	781			5,867	6,745
Louisiana	9	113	167	332	420	439	575	375	495	302	391	278	354			1,839	2,402
Maine	34	620	585	680	674	780	809	667	710	479	612	408	527	3	9	3,637	3,926
Maryland	20	3,402	3,559	2,721	2,852	1,839	2,482	626	878	294	555	242	468	0	2	9,124	10,796
Massachusetts	203	12,046	12,005	10,964	11,235	10,648	11,256	6,841	7,253	4,932	5,592	3,779	4,480	237	259	49,447	52,080
Michigan	251	11,451	11,492	11,167	11,402	11,124	12,159	6,777	7,659	5,131	6,065	4,208	5,323	95	97	49,953	54,197
Minnesota	91	5,260	5,257	5,404	5,632	6,045	7,130	3,964	5,029	2,678	3,550	2,122	3,210	47	96	25,520	29,904
Mississippi	57	1,034	1,261	996	1,171	996	1,161	612	916	446	604	346	630			4,430	5,743
Missouri	93	2,914	2,935	3,445	3,541	4,256	4,497	3,266	3,584	2,462	2,945	2,159	2,528	5	10	18,507	20,040
Montana	19	379	396	399	430	594	613	300	361	280	292	216	280	20	25	2,188	2,397
Nebraska	61	1,534	1,580	1,749	1,766	1,923	2,278	1,205	1,473	973	1,295	772	1,102	13	36	8,169	9,530
Nevada	5	206	185	173	152	147	144	172	134	106	101	90	101			894	817
New Hampshire	49	985	852	893	805	940	1,059	744	795	582	657	451	577	26	21	4,621	4,766
New Jersey	49	3,831	3,785	3,465	3,613	4,136	4,197	2,521	2,509	1,409	1,707	1,193	1,373	19	48	16,574	17,232
New Mexico	11	324	304	292	310	326	337	274	298	225	256	110	169	1	7	1,552	1,681

New York	159	20,545	19,547	18,870	18,554	17,325	16,929	5,586	6,483	3,509	4,486	2,594	3,164	158	173	68,587	69,336
North Carolina	22	588	705	971	1,226	819	1,066	600	759	369	617	276	465	37	25	3,660	4,863
North Dakota	23	579	591	562	657	676	787	351	500	295	455	263	402	1	1	2,727	3,393
Ohio	291	15,103	14,913	14,239	14,014	13,855	13,913	9,735	9,883	7,104	7,252	5,494	6,303	59	49	65,589	66,327
Oklahoma	105	4,896	5,309	4,346	4,964	4,705	5,236	3,262	3,960	2,637	3,026	2,243	2,899	37	55	22,126	25,449
Oregon	21	613	627	598	624	817	851	795	896	602	746	514	718	3	10	3,942	4,472
Pennsylvania	225	17,349	17,219	15,481	16,070	14,423	15,357	8,471	8,987	5,903	6,692	4,964	5,739	172	33	66,763	70,097
Rhode Island	4	251	222	182	211	350	320	207	222	117	140	84	135	6	7	1,197	1,257
South Carolina	5	100	98	187	457	153	315	116	278	74	202	50	231	-------	-------	680	1,581
South Dakota	12	418	480	415	467	507	657	334	438	257	334	192	312	13	0	2,136	2,688
Tennessee	23	1,964	2,283	1,803	2,128	1,413	1,812	676	996	382	569	292	443	-------	-------	6,530	8,231
Texas	69	4,397	4,305	4,569	4,514	3,018	2,951	3,600	3,695	2,751	2,910	1,963	2,382	232	235	20,530	20,992
Utah	35	1,181	1,144	1,969	1,981	1,782	1,882	1,094	1,136	912	1,033	719	783	31	21	7,688	7,980
Vermont	41	587	606	497	480	583	665	477	524	401	467	324	471	0	10	2,869	3,223
Virginia	23	1,396	1,502	1,705	2,054	1,431	1,708	1,040	1,150	542	610	458	659	9	12	6,581	7,695
Washington	34	1,524	1,545	1,676	1,757	1,858	1,930	1,591	1,671	945	1,115	783	923	8	38	8,385	8,979
West Virginia	105	2,693	2,957	2,195	2,368	2,161	2,388	1,660	1,922	1,054	1,362	887	1,167	22	50	10,672	12,214
Wisconsin	72	3,131	3,111	3,000	3,044	4,371	4,049	2,719	3,337	1,879	2,200	1,632	1,912	43	97	16,775	17,750
Wyoming	23	478	454	431	455	451	545	346	371	256	366	233	272	16	41	2,211	2,504
Outlying parts of United States																	
Hawaii	7	239	192	210	133	271	210	180	125	150	118	111	89	-------	-------	1,161	867
Virgin Islands	3	26	25	51	29	34	22	6	4	3	1	2	0	-------	-------	122	81

[1] Grades 6 and 7 in 11-year schools, 8 and 9 in 13-year schools.

TABLE 28.—*Colored pupils enrolled in all reorganized public high schools, 1925–26*

State	Seventh grade		Eighth grade		First year		Second year		Third year		Fourth year		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	5,550	7,150	4,172	6,120	3,391	5,118	1,743	2,997	1,080	1,969	770	1,485	19	25	16,725	24,864	84
Alabama	169	316	99	232	91	179	23	73	10	34	14	20	------	------	406	854	13
Arizona	1	0	2	0	4	2	1	3	1	0	------	------	------	------	9	5	------
Arkansas	80	153	91	150	75	131	46	114	27	72	17	37	------	------	336	657	8
California	369	429	221	289	194	263	51	55	34	50	15	32	2	2	886	1,120	------
Colorado	66	57	28	41	22	61	28	38	15	23	21	24	1	3	181	247	------
Connecticut	18	16	22	23	10	18	7	4	5	8	2	1	------	------	64	70	------
District of Columbia	192	243	230	330	113	176	------	------	------	------	------	------	------	------	535	749	2
Florida	54	77	27	40	10	22	7	11	1	3	------	------	------	------	99	153	3
Georgia	88	227	87	165	55	128	16	48	13	30	6	16	------	------	265	614	
Idaho	2	3	0	2	0	3	------	------	1	0	------	------	------	------	3	8	------
Illinois	42	52	54	76	66	81	64	79	38	68	17	39	------	------	281	395	1
Indiana	80	119	68	108	88	81	44	43	30	38	17	26	------	------	327	415	1
Iowa	54	35	59	59	44	44	20	18	13	21	10	14	1	1	201	192	------
Kansas	273	297	187	258	187	329	161	255	109	160	87	124	1	8	1,005	1,431	2
Kentucky	30	45	28	50	23	47	42	72	24	45	23	58	------	------	170	317	4
Louisiana	67	122	102	149	72	144	34	121	33	76	28	58	------	------	336	670	1
Maryland	289	463	168	321	236	430	186	340	106	211	96	192	------	------	1,081	1,957	2
Massachusetts	90	74	56	74	56	63	39	43	13	33	22	39	1	1	277	327	------
Michigan	335	424	260	296	193	201	33	60	29	48	24	32	7	0	881	1,061	------
Minnesota	16	23	18	20	17	11	------	------	1	0	2	1	------	------	54	55	------
Mississippi	170	294	103	247	119	242	50	146	28	101	18	83	------	------	488	1,113	9
Missouri	9	9	4	9	9	10	6	9	1	3	2	6	------	------	31	46	1
Montana	------	------	0	1	2	0	------	------	1	0	------	------	------	------	3	1	------
Nebraska	7	7	9	5	6	7	1	4	1	1	0	1	------	------	24	25	------
Nevada	------	------	1	0	------	------	------	------	------	------	------	------	------	------	1	0	------

New Hampshire									0	1	1	0			1	1	
New Jersey	147	166	111	163	133	164	75	115	21	45	17	44	1	4	505	701	1
New Mexico	4	7	4	1	0	5	2	3	2	2	1	2			13	20	
New York	699	761	419	691	223	357	8	27	11	16	6	10	1	0	1,367	1,862	
North Carolina			84	190	44	135	30	78	30	82	8	37			196	522	2
Ohio	811	898	638	697	497	521	254	346	143	217	93	108			2,436	2,787	2
Oklahoma	275	417	220	295	161	275	114	193	99	150	75	158	1	3	945	1,491	8
Oregon	0	1					1	1	0	1	0	2			1	5	
Pennsylvania	547	657	359	532	305	434	124	179	69	112	46	107			1,450	2,021	2
Rhode Island							0	1			1	0			1	1	
South Dakota	1	1			2	0	1	0	0	1					4	2	
Tennessee	242	373	154	271	110	228	111	266	70	133	28	65			715	1,336	4
Texas	97	131	82	99	68	112	58	88	26	69	18	48			349	547	2
Utah	2	2	2	4	1	0									5	6	
Vermont	1	0	1	0					0	1	1	1			3	2	
Virginia	15	19	12	25	14	16	9	14	10	8	5	6			65	88	2
Washington	15	10	8	9	5	2	7	5	6	2	2	1			43	29	
West Virginia	167	199	130	179	117	177	85	136	56	99	45	89	3	3	603	882	11
Wisconsin	22	21	23	17	19	14	5	8	2	5	0	4			71	69	
Wyoming	4	2	1	2	0	5	0	1	1	0	2	0			8	10	

TABLE 29.—*Pupils enrolled in two-year junior high schools, 1925–26*

FOLLOWED BY A FOUR-YEAR SENIOR HIGH SCHOOL (12 GRADES)

State	Schools reporting	White								Schools reporting	Colored							
		Seventh grade		Eighth grade		Ninth grade		Total			Seventh grade		Eighth grade		Ninth grade		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	19
Arizona	1	48	52	35	36			83	88	1	1	0	2	0			3	0
California	1	95	104	97	109			192	213									
Colorado	2	84	101	90	110			174	211	2	1	1					1	1
Idaho	1	151	149	134	108			285	257	1	1	1					1	1
Illinois	10	763	825	840	904			1,603	1,729	5	11	12	7	14			18	26
Indiana	13	1,292	1,212	1,290	1,268			2,582	2,480	6	21	34	19	20			40	54
Iowa	3	110	113	105	113			215	226	1			0	1			0	1
Kansas	20	851	886	807	865			1,658	1,751	10	20	29	18	22			38	51
Kentucky	3	327	327	281	278			608	605									
Maine	4	260	270	253	188			513	458									
Maryland	1	30	40	15	25			45	65									
Massachusetts	18	1,219	1,024	1,050	962			2,269	1,986	6	9	4	4	3			13	7
Michigan	8	587	577	529	532			1,116	1,109	7	18	23	11	6			29	29
Minnesota	1	93	73	71	49			164	122									
Mississippi	1	52	66	48	60			100	126	[1] 1	42	54	18	49			60	103
Missouri	2	110	135	91	99			201	234									
Montana	5	235	232	224	256			459	488									
Nebraska	7	274	265	243	283			517	548	2	2	0	1	1			3	1
New Hampshire	12	554	508	412	370			966	878									
New Jersey	2	306	258	189	182			495	440	2	11	20	7	12			18	32
New York	3	228	204	233	267			461	471	1	3	6	3	5			6	11
North Dakota	1	93	93	64	85			157	178									
Ohio	10	596	675	856	980			1,452	1,655	6	5	7	11	14			16	21
Oklahoma	1	66	81	55	60			121	141									
Oregon	2	96	115	77	84			173	199	1	0	1					0	1

Pennsylvania	8	906	827	977	956			1,883	1,783	5	14	12	11	13			25	25
Texas	1	73	74	125	125			198	199									
Vermont	1	42	33	30	31			72	64	1	1	0	1	0			2	0
Washington	2	106	95	74	65			180	160									
West Virginia	2	369	440	356	321			725	761									
Wisconsin	1	73	80	101	108			174	188									
Wyoming	1	77	62	75	89			152	151	1	1	1	0	1			1	2
Total	148	10,166	9,996	9,827	9,968			19,993	19,964	[1] 59	161	205	113	161			274	366

FOLLOWED BY A THREE-YEAR SENIOR HIGH SCHOOL (12 GRADES)

Alabama	1			13	17	6	14	19	31									
Indiana	1			115	112	143	142	258	254	1			8	9	9	8	17	17
Iowa	1			108	135	123	114	231	249	1			9	4	5	6	14	10
Maine	1			90	99	80	82	170	181									
Massachusetts	2			139	112	375	401	514	513									
Michigan	2			219	225	223	273	442	498	1					1	0	1	0
Minnesota	2			180	170	137	132	317	302									
New York	1			5	7	1	6	6	13									
Ohio	1			140	127	146	165	286	292	1			1	1	0	1	1	2
Pennsylvania	1			131	120	123	102	254	222	1			7	8	9	8	16	16
Utah	1			14	19	23	12	37	31									
Virginia	1			311	414	261	293	572	707									
Washington	1			127	151	167	189	294	340									
Total	16			1,592	1,708	1,808	1,925	3,400	3,633	5			25	22	24	23	49	45

FOLLOWED BY A THREE-YEAR SENIOR HIGH SCHOOL (11 GRADES)

Alabama	1	99	112	74	90			173	202									
Louisiana	2	197	230	340	412			537	642									
Missouri	3	694	621	1,452	1,474			2,146	2,095									
New Hampshire	4	113	118	147	159			260	277									
Tennessee	2	398	457	382	427			780	884									
Texas	7	1,381	1,432	1,338	1,386			2,719	2,818									
Total	19	2,882	2,970	3,733	3,948			6,615	6,918									

[1] For colored only, one.

TABLE 30.—*Pupils enrolled in certain types of junior and of senior high schools, 1925–26*

WHITE, THREE-YEAR JUNIOR, FOLLOWED BY TWO-YEAR SENIOR (11 GRADES)

State	Schools reporting	Sixth grade		Seventh grade		Eighth grade		Ninth grade		Tenth grade		Eleventh grade		Total	
		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
Georgia	1	7	11	2	7	2	4							11	22
Texas	18	2,058	1,978	2,041	1,926	1,759	1,686							5,858	5,590
Virginia	3	442	438	606	675	512	606							1,560	1,719
Total	22	2,507	2,427	2,649	2,608	2,273	2,296							7,429	7,331

WHITE, THREE-YEAR JUNIOR, FOLLOWED BY TWO-YEAR SENIOR (12 GRADES)

Florida	1					6	11	3	11	0	5			9	27
Georgia	4					27	24	16	17	17	25			60	66
Indiana	1					7	2			3	5			10	7
Michigan	1					1	6			2	2			3	8
New York	1					5	3	4	0	4	1			13	4
Texas	1					20	21	18	20	9	6			47	47
Total	9					66	67	41	48	35	44			142	159

COLORED, THREE-YEAR JUNIOR, FOLLOWED BY TWO-YEAR SENIOR (12 GRADES)

Arkansas	1					1	7	1	8	1	6			3	21
Georgia	1					1	14	0	11	0	5			1	30
Total	2					2	21	1	19	1	11			4	51

Alabama	1							63	73	77	68	45	56	185	197
Louisiana	2							336	369	269	315	250	296	855	980
Missouri	3							1,259	1,305	869	1,125	848	941	2,976	3,371
New Hampshire [1]	1							135	132	87	102	67	77	295	321
Texas [2]	16							2,685	2,800	2,256	2,277	1,655	1,914	6,828	7,226
Total	23							4,478	4,679	3,558	3,887	2,865	3,284	11,139	12,095

[1] Six boys and 10 girls in postgraduate courses, included in total.

[2] Included in total are 232 boys and 235 girls in postgraduate courses.

TABLE 31.—*Enrollments in reorganized public high schools (13 grades, included in other tables), 1925–26*

State and type	Schools reporting	Eighth grade		Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		Thirteenth 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
Maine:																	
Two-year junior	1	4	3	9	5											13	8
Five-year undivided	3			25	31	32	36	35	46	32	43	20	30	0	1	144	187
Four-year senior	1					22	19	7	9	3	9	7	14			39	51
Massachusetts:																	
Six-year undivided	1	4	6	11	9	4	7	5	4	5	6	3	1			32	33
Two-four	2	112	87	101	78	61	75	77	72	48	66	50	26			[1] 449	[1] 404
Five-year undivided	3			559	470	435	447	356	365	273	299	120	129	1	3	[2] 1,744	[3] 1,713
Four-year senior	2					72	51	119	126	63	95	48	99	0	2	[4] 302	373

[1] Includes 3 colored pupils.

[2] Includes 5 colored pupils.

[3] Includes 11 colored pupils.

[4] Includes 1 colored pupil.

TABLE 32.—*Pupils enrolled in four-year junior high schools (12 grades), 1925–26*

WHITE PUPILS

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	70	1,849	1,780	1,487	1,605	1,354	1,483	719	724	5,409	5,592
Alabama	7	29	42	41	60	26	39	25	22	121	163
Arkansas	2	16	19	20	10	12	15	1	4	49	48
Florida	5	51	63	22	47	29	32	13	28	115	170
Georgia	2	8	13	13	11	7	15	5	6	33	45
Indiana	1	101	95	85	87	86	66	23	33	295	281
Iowa	1	3	2	2	4	5	5	5	1	15	12
Kansas	1	19	13	17	18	17	17	6	13	59	61
Kentucky	1	12	17	9	9	4	5	2	4	27	35
Louisiana	2	28	29	23	24	14	9	5	5	70	67
Massachusetts	1	3	6	3	2	7	5	1	4	14	17
Michigan	5	125	97	72	78	47	51	27	30	271	256
Minnesota	1	17	13	17	13	12	14	3	7	49	47
Missouri	2	7	18	8	8	8	7	6	6	29	39
Nebraska	2	10	11	8	9	5	6	6	5	29	31
New Hampshire	3	20	26	16	12	18	19	9	10	63	67
North Carolina	1	14	18	5	13	7	5	8	5	34	41
Pennsylvania	13	666	586	483	534	470	611	215	252	1,834	1,983
Tennessee	3	66	78	53	67	38	47	18	33	175	225
Texas	3	446	364	372	336	289	242	120	80	1,227	1,022
Utah	4	117	143	125	131	131	147	115	80	488	501
Vermont	5	29	30	23	20	18	30	22	16	92	96
West Virginia	2	6	12	8	19	12	12	7	11	33	54
Wisconsin	2	53	76	58	83	82	80	68	69	261	308
Wyoming	1	3	9	4	10	10	4	9	0	26	23
Outlying parts of United States											
Hawaii	2	50	39	33	35	45	36	32	16	160	126
Porto Rico											

COLORED PUPILS

Continental United States	[1] 14	53	74	45	79	46	68	15	53	159	274
Alabama	[2] 3	13	15	10	18	12	9	5	14	40	56
Arkansas	[2] 2	16	33	15	22	21	30	5	10	57	95
Florida	[2] 1	5	8	4	7	1	3	0	2	10	20
Indiana	1			0	1	0	1			0	2
Massachusetts	1			1	0					1	0
Michigan	1	1	2	2	1	2	1			5	4
Mississippi	[2] 1	9	6	6	14	6	15	4	19	25	54
Pennsylvania	3	6	4	5	4	1	2	0	1	12	11
Virginia	[2] 1	3	6	2	12	3	7	1	7	9	32

[1] Schools for colored only, 8.
[2] For colored only.

TABLE 33.—*Colored pupils enrolled in 3-year junior high schools (12-year schools, followed by a 3-year senior high school), 1925–26*

State	Schools reporting	Seventh grade		Eighth grade		Ninth grade		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	[1] 386	3,387	4,014	2,375	3,367	1,671	2,393	7,433	9,774
Alabama	[2] 4	115	210	50	136	53	106	218	452
Arizona	1					2	0	2	0
California	47	271	308	186	253	162	222	619	783
Colorado	9	54	40	22	35	18	45	94	120
Connecticut	9	17	13	21	20	6	17	44	50
District of Columbia	[2] 2	192	243	230	330	113	176	535	749
Georgia	[2] 1	88	227	86	151	55	117	229	495
Idaho	1	1	2	0	2	0	2	1	6
Illinois	6	10	9	12	8	7	11	29	28
Indiana	11	36	55	28	44	36	38	100	137
Iowa	11	39	20	28	43	16	22	83	85
Kansas	[3] 22	236	237	161	224	152	271	549	732
Kentucky	[2] 1	1	5	3	11	1	1	5	17
Maryland	[2] 1	139	205	75	131	44	100	258	436
Massachusetts	43	78	62	47	56	45	50	170	168
Michigan	24	266	318	206	228	145	159	617	705
Minnesota	10	7	12	12	15	13	10	32	37
Montana	1			0	1			0	1
Nebraska	3	5	7	2	3	2	4	9	14
Nevada	1			1	0			1	0
New Jersey	[3] 19	124	131	101	142	108	145	333	418
New Mexico	2	4	7	4	1	0	5	8	13
New York	43	673	730	394	658	199	317	1,266	1,705
Ohio	[3] 47	563	606	413	443	292	288	1,268	1,337
Pennsylvania	[4] 45	416	517	256	396	184	266	856	1,179
Utah	3	2	2	2	4	1	0	5	6
Washington	9	13	9	7	7	4	1	24	17
West Virginia	[2] 2	16	18	9	13	6	11	31	42
Wisconsin	7	21	21	19	12	7	8	47	41
Wyoming	1					0	1	0	1

[1] Schools for colored only, 15.
[2] For colored only.
[3] Includes one school for colored only.
[4] Includes two schools for colored only.

TABLE 34.—*Pupils enrolled in three-year senior high schools (12 grades), 1925–26*

States	White											Colored									
	Schools reporting	Tenth grade		Eleventh grade		Twelfth grade		Postgraduate and special		Total		Schools reporting	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	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	22	23
Continental United States	261	41,026	43,750	28,623	32,273	23,597	28,510	898	1,347	94,144	105,880	[1] 138	558	819	293	525	228	400	3	14	1,082	1,758
Alabama	2	125	138	93	110	56	103	------	------	274	351	------	------	------	------	------	------	------	------	------	------	------
Arizona	1	63	81	51	70	37	67	------	------	151	218	------	------	------	------	------	------	------	------	------	------	------
Arkansas	2	368	373	345	345	226	250	8	7	947	975	------	------	------	------	------	------	------	------	------	------	------
California	22	5,576	5,885	4,467	4,739	3,559	4,017	397	644	13,999	15,285	16	32	31	25	43	13	28	0	2	70	104
Colorado	6	1,245	1,250	874	930	734	877	8	8	2,861	3,065	4	26	30	14	18	18	20	------	------	58	68
Connecticut	3	694	693	502	534	310	442	22	28	1,528	1,697	2	4	1	3	8	2	1	------	------	9	10
Florida	3	880	1,118	645	787	499	677	3	11	2,027	2,593	------	------	------	------	------	------	------	------	------	------	------
Georgia	5	869	824	371	367	533	604	------	------	1,773	1,795	[2] 1	16	43	13	30	6	16	------	------	35	89
Idaho	1	72	120	44	59	39	45	------	------	155	224	------	------	------	------	------	------	------	------	------	------	------
Illinois	6	1,091	1,145	642	764	563	646	------	------	2,296	2,555	5	14	14	1	8	1	3	------	------	16	25
Indiana	6	816	955	553	606	470	526	------	------	1,839	2,087	4	15	20	7	16	5	10	------	------	27	46
Iowa	10	1,449	1,480	1,013	1,239	842	1,011	11	24	3,315	3,754	8	10	12	7	15	6	5	1	1	24	33
Kansas	19	2,164	2,322	1,369	1,569	1,157	1,411	36	67	4,726	5,369	[3] 14	129	206	84	129	74	100	1	7	288	442
Kentucky	2	189	238	165	158	175	172	------	------	529	568	[2] 1	25	35	13	31	15	34	------	------	53	100
Maine	5	222	238	181	216	145	206	------	------	548	660	------	------	------	------	------	------	------	------	------	------	------
Maryland	1	124	139	84	84	75	97	------	------	283	320	------	------	------	------	------	------	------	------	------	------	------
Massachusetts	29	4,488	4,688	3,212	3,499	2,462	2,843	176	185	10,338	11,215	19	32	31	7	16	15	26	1	1	55	74
Michigan	16	2,396	2,622	1,736	1,991	1,383	1,760	17	24	5,532	6,397	12	20	27	18	22	14	18	------	------	52	67
Minnesota	10	1,607	1,875	1,023	1,353	794	1,136	10	29	3,434	4,393	4	7	7	5	4	1	1	------	------	13	12
Mississippi [4]	1	------	------	31	35	29	45	------	------	60	80	------	------	------	------	------	------	------	------	------	------	------
Missouri	4	609	741	399	489	312	377	4	6	1,324	1,613	------	------	------	------	------	------	------	------	------	------	------
Nebraska	7	361	435	292	395	192	303	9	18	854	1,151	1	0	2	------	------	------	------	------	------	0	2
Nevada	1	122	90	68	74	64	70	------	------	254	234	------	------	------	------	------	------	------	------	------	------	------
New Hampshire	2	35	42	27	38	18	38	3	3	83	121	------	------	------	------	------	------	------	------	------	------	------
New Jersey	9	1,792	1,712	992	1,168	822	950	17	39	3,623	3,869	8	65	103	15	35	9	36	0	3	89	177

New Mexico	1	164	162	144	137	59	79			367	378	1	2	3	2	2	1	1			5	6
New York	4	958	996	708	764	588	663	38	57	2,292	2,480	2	2	1	1	0	1	0			4	1
North Carolina	1	155	176	91	122	62	88			308	386											
Ohio	21	3,454	3,595	2,485	2,574	1,984	2,307	51	40	7,974	8,516	12	89	166	46	90	30	37			165	293
Oklahoma	5	548	598	503	551	551	776	8	5	1,610	1,930											
Oregon	5	548	632	400	510	347	467	2	5	1,297	1,614	1	0	1	0	1	0	[1]			0	3
Pennsylvania	22	3,080	3,051	2,142	2,456	1,938	2,221	9	17	7,169	7,745	17	66	79	26	54	16	61			108	194
Rhode Island	1	193	204	109	132	75	119	6	7	383	462	1	0	1			1	0			1	1
South Dakota	2	171	225	130	157	101	148			402	530											
Tennessee	1	107	106	28	48	26	49			161	203											
Utah	3	423	494	500	565	420	465	7	12	1,350	1,536											
Vermont	1	76	97	80	89	97	99			253	285											
Virginia	2	837	852	393	427	337	497	9	12	1,576	1,788											
Washington	3	966	1,031	469	583	384	458	8	36	1,827	2,108	3	4	4	4	2	0	1			8	7
West Virginia	6	701	826	398	535	361	452	10	14	1,470	1,827											
Wisconsin	9	1,267	1,462	842	971	754	923	27	43	2,890	3,399	1	0	2	1	1	0	1			1	4
Wyoming	1	21	39	22	33	17	26	2	6	62	104	1			1	0					1	0
Outlying part of United States																						
Hawaii	1	96	75	76	68	60	58			232	201											

[1] Includes three schools for colored only. [2] For colored only. [3] Includes one school for colored only. [4] Two-year senior high school.

TABLE 35.—*White pupils enrolled in junior-senior high schools, three-three plan (12 grades), 1925–26*

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	714	26,031	26,748	22,737	23,760	25,022	26,967	20,964	24,854	15,296	18,506	12,006	15,343	423	374	122,479	136,552
Alabama	106	1,626	1,828	1,334	1,445	1,395	1,518	1,379	1,672	1,181	1,473	937	1,274	-------	-------	7,852	9,210
Arkansas	18	728	732	649	711	575	629	451	480	336	398	300	334	-------	-------	3,039	3,284
California	26	1,585	1,647	1,497	1,461	1,644	1,742	1,336	1,365	909	952	644	696	143	192	7,758	8,055
Colorado	24	626	598	507	578	579	617	433	465	322	374	280	332	0	5	2,747	2,969
Connecticut	8	254	294	219	225	165	220	188	212	124	175	96	150	-------	-------	1,046	1,276
Delaware	4	130	147	114	124	95	140	57	110	53	87	36	73	0	2	485	683
Florida	16	1,028	977	805	852	766	838	641	782	489	572	387	474	0	5	4,116	4,500
Georgia	1	25	18	29	27	20	22	26	17	11	21	11	12	-------	-------	122	117
Idaho	2	114	117	114	98	134	153	81	128	84	109	62	99	-------	-------	589	704
Illinois	3	124	127	97	105	107	123	88	106	99	97	56	71	-------	-------	571	629
Indiana	29	650	646	604	654	657	590	495	499	441	435	407	427	-------	-------	3,254	3,251
Iowa	32	892	921	866	868	1,064	1,111	936	984	798	933	697	885	11	15	5,264	5,717
Kansas	23	768	765	650	708	859	882	714	746	559	629	440	518	1	7	3,991	4,255
Kentucky	7	190	193	161	178	213	233	96	130	62	94	70	105	-------	-------	792	933
Maine	8	118	110	90	103	77	129	80	124	59	75	50	66	-------	-------	474	607
Maryland	2	298	253	320	320	291	303	196	259	39	151	29	100	0	2	1,173	1,388
Massachusetts	4	115	156	102	92	59	78	47	69	53	59	26	46	-------	-------	402	500
Michigan	57	1,650	1,761	1,513	1,544	1,733	1,915	1,329	1,527	1,002	1,144	838	1,037	11	14	8,076	8,942
Minnesota	38	2,193	1,953	1,951	1,869	2,282	2,437	1,902	2,403	1,422	1,814	1,147	1,751	35	63	10,932	12,290
Mississippi	12	380	399	334	332	367	406	280	358	162	208	130	239	-------	-------	1,653	1,942
Missouri	32	1,034	992	811	840	875	995	740	784	620	703	514	600	1	3	4,595	4,917
Montana	2	23	27	32	34	33	27	16	31	19	21	17	15	-------	-------	140	155
Nebraska	11	143	134	139	124	197	290	182	241	155	196	128	208	-------	-------	944	1,193
Nevada	3	82	63	69	54	39	47	50	44	38	27	26	31	-------	-------	304	266
New Jersey	4	268	288	232	255	204	207	167	216	98	119	88	89	-------	-------	1,057	1,174
New Mexico	2	22	19	13	27	25	32	20	23	6	18	5	9	-------	-------	91	128
New York	33	1,392	1,867	1,232	1,751	1,546	2,189	1,566	2,735	856	1,776	577	1,049	26	24	7,195	11,391
North Carolina	1	55	64	30	35	16	41	28	29	11	22	17	14	-------	-------	157	205
North Dakota	2	61	73	45	61	79	89	58	61	45	60	38	47	-------	-------	326	391
Ohio	61	2,681	2,526	2,478	2,233	2,156	2,225	2,144	2,131	1,510	1,485	1,142	1,200	6	6	12,117	11,806

Oklahoma	28	1,366	1,420	1,217	1,355	1,323	1,428	1,006	1,236	786	914	464	629	2	9	6,164	6,991
Oregon	1	10	13	11	10	11	19	14	11	16	10	6	17	----	----	68	80
Pennsylvania	46	2,670	2,710	2,266	2,268	2,324	2,334	2,194	2,296	1,553	1,678	1,239	1,423	162	0	12,408	12,709
South Dakota	4	71	83	61	65	99	112	54	81	64	75	35	63	13	0	397	479
Tennessee	3	807	950	529	628	405	540	291	377	156	214	127	158	----	----	2,315	2,867
Utah	3	112	92	110	118	148	164	99	124	92	99	75	66	----	----	636	663
Vermont	5	49	56	41	33	62	55	43	47	34	28	31	34	----	----	260	253
Virginia	5	307	369	255	305	199	243	177	239	121	147	105	129	----	----	1,164	1,432
Washington	8	303	324	300	292	296	321	225	278	180	203	157	207	----	----	1,461	1,625
West Virginia	23	488	494	343	406	399	506	313	364	228	285	146	245	0	4	1,917	2,304
Wisconsin	17	593	542	567	572	1,504	1,017	822	1,070	503	626	426	421	12	23	4,427	4,271
Outlying part of United States																	
Hawaii	1	60	40	47	31	22	15	11	3	8	6	8	6	----	----	156	101

TABLE 36.—*White pupils enrolled in junior-senior high schools, two-four plan (12 grades), 1925–26*

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	600	15,253	15,469	13,190	13,878	15,859	17,212	11,566	13,347	8,922	10,753	7,741	9,701	181	265	72,712	80,625
Alabama	6	132	136	96	119	86	115	98	97	76	88	51	87			539	642
Arizona	4	178	112	122	111	130	168	114	142	75	84	57	72	0	3	676	692
Arkansas	9	247	220	178	213	179	217	163	154	122	134	87	104			976	1,042
California	3	217	178	160	158	140	135	90	93	71	70	37	53			715	687
Colorado	20	593	628	601	576	636	668	378	510	299	403	282	358	9	8	2,798	3,151
Connecticut	2	75	43	46	44	88	46	62	29	34	22	26	21			331	205
Florida	6	215	244	188	207	125	217	137	169	86	138	83	98			834	1,073
Idaho	6	150	179	178	197	163	190	124	148	103	150	87	123			805	987
Illinois	11	319	337	259	292	275	383	213	276	207	242	157	214			1,430	1,744
Indiana	39	599	556	504	552	516	584	410	481	353	372	339	369	0	4	2,721	2,918
Iowa	84	1,199	1,136	1,043	1,127	1,340	1,545	1,107	1,332	965	1,181	889	1,163	17	19	6,560	7,503
Kansas	15	195	203	201	186	278	257	178	233	162	218	140	180	0	1	1,154	1,278
Kentucky	11	267	320	201	211	309	348	200	254	140	192	122	161			1,239	1,486
Maine	2	51	58	45	58	58	72	49	37	40	61	28	43			271	329
Maryland	2	120	140	96	99	99	90	62	82	52	94	42	79			471	584
Massachusetts	26	1,046	1,020	864	879	1,212	1,041	756	818	503	631	481	527	6	13	4,868	4,929
Michigan	51	935	937	875	899	1,087	1,162	746	890	637	864	546	721	13	18	4,839	5,491
Minnesota	7	119	145	139	162	277	784	141	382	87	158	50	140			813	1,771
Mississippi	22	280	330	282	297	258	270	202	267	138	167	103	171			1,263	1,502
Missouri	27	422	449	392	396	559	525	409	478	325	369	329	400			2,436	2,617
Montana	5	95	86	74	60	89	90	58	57	45	61	53	59	2	5	416	418
Nebraska	9	294	324	242	298	295	372	227	304	184	284	212	235	1	3	1,455	1,820
New Hampshire	16	339	268	273	231	269	272	176	168	156	156	119	141	5	2	1,337	1,238
New Jersey	6	244	220	204	188	325	338	217	265	160	198	128	158	1	5	1,279	1,372
New Mexico	6	124	141	131	119	143	134	88	110	73	99	45	79	1	7	605	689
New York	39	1,632	1,671	1,371	1,430	1,672	1,679	1,091	1,190	741	851	592	710	77	75	7,176	7,606
North Dakota	13	311	329	280	324	404	489	235	344	191	308	172	285	1	1	1,594	2,080
Ohio	32	1,130	1,162	1,076	1,107	1,422	1,093	1,113	907	839	681	638	669			6,218	5,619
Oklahoma	31	1,077	1,221	882	1,056	950	1,113	735	914	538	619	556	623	3	6	4,741	5,552
Pennsylvania	21	751	765	598	635	639	642	462	555	372	429	339	405	1	7	3,162	3,438

Rhode Island	1	48	43	18	31	20	27	14	17	8	8	8	16	----	----	116	142
South Dakota	3	103	120	131	124	147	204	108	132	63	101	56	101	----	----	608	782
Tennessee	6	320	317	253	279	232	250	149	214	128	174	111	171	----	----	1,193	1,405
Utah	7	387	362	316	325	346	429	336	331	234	273	167	176	24	9	1,810	1,905
Vermont	16	203	222	174	152	232	270	187	213	162	193	119	182	0	10	1,077	1,242
Washington	7	212	224	182	185	253	262	207	173	174	173	130	149	0	2	1,158	1,168
West Virginia	6	144	149	87	101	119	127	109	113	71	84	69	82	8	24	607	680
Wisconsin	8	127	141	121	143	183	224	159	198	146	185	122	168	0	20	858	1,079
Wyoming	15	353	333	307	307	304	380	256	270	162	238	169	208	12	23	1,563	1,759

TABLE 37.—*Colored pupils enrolled in junior-senior high schools (12 grades), 1925–26*

THREE-THREE PLAN

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	[1] 154	1,228	1,777	859	1,352	832	1,331	719	1,213	451	774	327	609	3	3	4,419	7,059
Alabama	[2] 5	41	87	34	75	23	51	16	57	9	31	14	20			137	321
Arkansas	[2] 4	64	120	52	108	32	68	28	66	22	57	10	17			208	436
California	9	94	116	29	33	28	31	17	16	8	6	1	1			177	203
Colorado	8	2	3			1	2	0	1	1	0					4	6
Connecticut	4	0	3	1	3	3	1	3	2	1	0					8	9
Florida	[2] 1	38	58	13	28	9	17	3	3							63	106
Idaho	1									1	0					1	0
Illinois	[3] 2	21	31	30	45	39	40	38	43	25	34	14	28			167	221
Indiana	[3] 8	18	22	10	28	27	12	13	12	12	9	6	11			86	94
Iowa	6	13	15	17	7	13	11	8	2	1	4	2	6			54	45
Kansas	11	16	26	8	11	15	35	13	33	13	13	8	12			73	130
Maryland	[2] 1	150	258	93	190	192	330	186	340	106	211	96	192			823	1,521
Massachusetts	1	1	1			1	0									2	1
Michigan	6	19	41	12	21	7	9	2	12	4	10	5	4			49	97
Minnesota	5	2	4	1	1	3	0			1	0	2	1			9	6
Mississippi	[2] 1	16	12	3	20	5	12	3	12	0	4	1	4			28	64
Missouri	1	3	1			2	2									5	3
New Jersey	2	1	2	0	1	1	1	1	2	1	0	1	0			5	6
New York	15	14	15	7	19	8	14	3	10	5	7	3	5			40	70
Ohio	23	187	205	167	183	152	151	115	120	63	73	39	48			723	780
Oklahoma	[2] 5	234	352	187	253	116	235	96	162	81	132	65	138			779	1,272
Pennsylvania	25	25	34	25	28	23	37	19	23	13	20	13	12			118	154
Tennessee	[2] 1	174	264	92	188	75	148	101	218	47	100	19	51			508	969
Washington	2	2	1	1	2	0	1	2	1	2	0	2	0			9	5
West Virginia	[2] 4	92	106	77	108	57	123	52	76	35	63	26	58	3	3	342	537
Wisconsin	3	1	0					0	2			0	1			1	3

Continental United States	[4] 94	287	477	208	337	222	371	115	239	82	165	64	152	4	7	982	1,748
Arizona	2					2	2	0	1							2	3
California	2	1	0	0	2	1	2	1	1	0	1					3	6
Colorado	2	9	13	6	6	3	14	2	7	0	5	3	2	1	3	24	50
Connecticut	1	1	0			1	0	0	1	1	0					3	1
Illinois	1					1	0	1	0	1	1					3	1
Indiana	2	1	2	0	2											1	4
Iowa	9	2	0	1	0	6	1			2	1	1	1			12	3
Kansas	3	1	4	0	1	3	6	5	2	3	2	0	2			12	17
Kentucky	[2] 2	29	40	25	39	22	46	17	37	11	14	8	24			112	200
Massachusetts	9	2	7	2	11	6	9	3	8	3	6	2	7			18	48
Michigan	7	1	2	1	2	1	2	0	2	1	1	1	0			5	9
Mississippi	[3] 3	92	210	53	118	67	134	31	75	15	55	9	54			267	646
Missouri	[2] 1	6	8	4	9	7	8	6	9	1	3	2	6			26	43
New Hampshire	1									0	1					0	1
New Jersey	6	11	13	3	8	9	7	5	7	2	4	6	6	1	1	37	46
New Mexico	1											0	1			0	1
New York	15	4	8	9	6	6	9	1	3	0	5	1	3	1	0	22	34
Ohio	7	10	6	6	8	3	14	6	4	4	9	3	2			32	43
Oklahoma	[2] 3	41	65	33	42	45	40	18	31	18	18	10	20	1	3	166	219
Pennsylvania	9	15	11	6	15	5	7	6	3	1	7	2	4			35	47
South Dakota	1	1	1			2	0	1	0	0	1					4	2
Tennessee	[2] 2	56	83	50	60	27	62	8	40	18	27	9	14			168	286
Vermont	1											0	1			0	1
West Virginia	[2] 1	1	3	8	7	5	4	3	8	1	3	6	5			24	30
Wisconsin	1							1	0	0	1					1	1
Wyoming	2	3	1	1	1	0	4					1	0			5	6

[1] Schools for colored only, 24.

[2] For colored only.

[3] Includes 1 school for colored only.

[4] Schools for colored only, 12.

TABLE 38.—*Pupils enrolled in undivided six-year high schools (12 grades), 1925–26*

WHITE PUPILS

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	463	13,116	12,898	12,067	11,970	14,530	14,878	11,144	11,610	8,339	9,102	6,399	7,585	118	162	65,713	68,205
Alabama	14	169	174	137	140	111	135	125	149	90	125	100	119			732	842
Arizona	3	169	169	131	112	120	146	92	94	65	70	85	73	7	7	669	671
Arkansas	7	120	132	104	89	83	95	74	86	54	70	43	62			478	534
California	5	326	297	727	569	1,479	1,058	796	635	347	337	103	100	30	56	3,808	3,052
Colorado	9	202	154	134	143	162	163	120	130	92	114	67	88			777	792
Florida	2	109	100	77	78	61	75	33	50	35	49	24	33			339	385
Idaho	1	10	13	6	11	10	12	10	6	2	4	2	4	1	1	41	51
Illinois	1	10	7	16	18	9	12	18	11	5	11	7	7			65	66
Indiana	148	2,100	2,137	1,857	1,916	1,973	2,124	1,508	1,748	1,352	1,492	1,113	1,331	1	4	9,904	10,752
Iowa	4	33	18	23	23	26	25	23	17	17	23	12	18			134	124
Kansas	2	60	81	52	56	78	86	62	49	49	47	25	52	1	9	327	380
Kentucky	7	152	164	126	163	135	161	84	96	79	110	51	80			627	774
Maine	1	10	3	5	6	5	5	4	0	2	7					26	21
Maryland	1	77	115	55	52	41	61	58	58	13	15					244	301
Massachusetts	5	78	89	70	70	48	69	29	69	44	46	32	29	1	3	302	375
Michigan	57	2,068	2,179	2,202	2,218	2,351	2,688	1,769	1,942	1,363	1,539	1,141	1,349	44	35	10,938	11,950
Minnesota	7	291	300	287	293	351	396	238	289	117	185	95	134	1	2	1,380	1,599
Mississippi	1	6	18	3	11	6	8	2	11	6	5	2	13			25	66
Missouri	3	33	36	26	29	33	36	34	20	17	23	16	28	0	1	159	173
Nebraska	2	19	19	14	9	26	29	31	40	10	17	19	17	0	1	119	132
New York	10	1,026	686	946	745	1,124	990	1,419	961	886	729	580	469	5	6	5,986	4,586
North Dakota	1	4	5	4	5	9	8	5	2	3	6	6	5			31	31
Ohio	86	2,434	2,298	2,036	1,960	2,186	2,264	1,755	1,830	1,469	1,542	1,107	1,377	2	3	10,989	11,274
Oklahoma	16	905	966	792	875	1,012	1,031	618	763	575	624	453	546	21	23	4,376	4,828
Pennsylvania	40	2,023	1,987	1,647	1,801	2,405	2,413	1,764	1,909	1,254	1,401	1,006	1,180			10,099	10,691

Vermont	10	112	117	104	122	133	161	94	122	89	115	62	123			594	760
West Virginia	13	160	202	139	165	152	232	139	170	73	105	57	86			720	960
Wisconsin	7	410	432	347	291	401	395	240	353	231	291	191	262	4	11	1,824	2,035
Outlying part of United States																	
Hawaii	1	13	1	16	4	46	21	40	12	21	8	11	9			147	55

COLORED PUPILS

Continental United States	[1] 93	240	314	180	238	189	255	112	197	88	117	52	89	7	0	868	1,210
California	1	3	5	3	0	1	5	1	3							8	13
Indiana	17	4	6	3	4	5	5	7	5	3	3	2	3			24	26
Kansas	1					1	0			1	0					2	0
Massachusetts	1			1	0											1	0
Michigan	13	30	38	28	37	20	21	8	13	4	11	2	9	7	0	99	129
Mississippi	[2] 1	11	12	8	14	3	8	1	4	0	2	1	1			24	41
New York	3	5	2	4	1	2	4	0	2	1	0					12	9
Ohio	[3] 27	46	74	36	45	36	56	34	45	29	38	20	20			201	278
Pennsylvania	21	71	79	48	63	63	99	28	65	25	24	13	30			248	360
Tennessee	[2] 1	12	26	12	23	8	18	2	8	5	6					39	81
Vermont	1											1	0			1	0
West Virginia	[2] 4	58	72	36	51	49	39	30	52	20	33	13	26			206	273
Wisconsin	2			1	0	1	0	1	0							3	0

[1] Schools for colored only, 7.

[2] For colored only.

[3] Includes 1 school for colored only.

TABLE 39.—*Pupils enrolled in undivided five-year high schools (12 grades), 1925–26*

WHITE PUPILS

State	Schools reporting	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
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Continental United States	100	4,391	4,656	5,148	5,437	4,020	4,562	2,833	3,287	2,020	2,760	114	65	18,526	20,767
Alabama	4	53	56	67	91	73	73	55	87	54	81			302	388
Arizona	1	15	15	12	15	7	20	7	15	6	9			47	74
Arkansas	1	18	20	12	14	10	14	8	10	5	8			53	66
California	2	295	268	546	550	572	622	254	311	96	136	53	0	1,816	1,887
Colorado	2	35	23	31	38	25	18	12	20	21	17			124	116
Georgia	2	58	31	73	31	70	24	80	19	67	24			348	129
Idaho	1	40	25	46	40	27	20	9	18	14	10			136	113
Illinois	1	189	190	162	173	154	178	98	122	125	175	10	9	738	847
Indiana	3	54	56	81	100	45	64	55	51	41	48			276	319
Iowa	14	338	321	330	347	274	298	245	237	186	264	4	10	1,377	1,477
Kansas	2	73	105	95	98	73	76	39	50	33	36			313	365
Kentucky	4	78	112	104	126	64	90	44	73	22	43			312	444
Maine	4	29	46	47	47	48	66	37	56	32	44	0	1	193	260
Massachusetts	6	668	571	541	576	449	457	314	347	155	187	2	4	2,129	2,142
Michigan	10	121	121	194	165	126	154	98	136	79	135			618	711
Minnesota	1	5	5	4	7	3	4	2	2	0	7			14	25
Mississippi	4	53	33	57	63	33	44	34	29	34	38			211	207
Missouri	4	168	240	196	237	145	168	178	163	96	122			783	930
Nebraska	4	284	253	201	237	147	154	93	104	44	78	2	2	771	828
New York	2	134	178	292	261	195	211	109	113	106	120	4	8	840	891
North Carolina	2	260	323	258	335	150	205	93	152	62	130	37	22	860	1,167
North Dakota	5	75	72	82	94	53	93	56	81	47	65			313	405
Ohio	3	400	416	484	410	354	355	211	215	113	141			1,562	1,537
Oklahoma	5	177	209	245	301	237	253	130	165	144	167	2	9	935	1,104
Oregon	1	76	73	99	86	90	80	80	85	68	82			413	406

Pennsylvania	2	188	197	251	255	178	202	158	196	110	146			885	996
South Carolina	1	0	249	0	165	0	150	0	98	0	147			0	809
Utah	2	111	96	177	134	121	107	86	96	57	76			552	509
Vermont	1	14	18	6	14	7	15	10	8	4	9			41	64
Virginia	1	22	28	34	26	13	38	12	23	5	19			86	134
Washington	2	160	134	170	199	119	130	70	82	55	61			574	606
Wisconsin	3	200	172	251	202	158	179	156	123	139	135			904	811

COLORED PUPILS

Continental United States	[1] 22	150	270	110	196	57	140	44	126	20	74	2	0	383	806
Arkansas	[2] 1	23	13	21	25	12	32	5	15	7	20			68	105
California	2	3	1	2	0	0	2			0	3	2	0	7	6
Illinois	1	5	9	6	4	2	3	0	3	1	1			14	20
Iowa	3	4	4	4	4	1	2	1	1	1	1			11	12
Kansas	1	0	1											0	1
Massachusetts	3	1	4	0	1	2	1	1	5	1	0			5	11
Mississippi	[2] 1	15	32	12	14	3	11	5	15	2	10			37	82
Nebraska	1	6	1	2	2	0	1							8	4
New York	1	2	2	0	1									2	3
North Carolina	[2] 2	84	190	44	135	30	78	30	82	8	37			196	522
Ohio	3	4	3	7	4	4	6	1	2					16	15
Pennsylvania	1	0	5											0	5
Washington	1			1	0									1	0
Wisconsin	1	3	5	11	6	3	4	1	3	0	2			18	20

[1] Schools for colored only, 4.

[2] For colored only.

TABLE 40.—*Pupils enrolled in four-year senior high schools (12 grades), 1925–26*

WHITE PUPILS

State	Schools reporting	Ninth grade		Tenth grade		Eleventh grade		Twelfth grade		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	127	10,858	11,315	8,032	8,749	6,016	7,196	4,942	6,143	148	217	29,996	33,620
Arizona	1	60	49	37	24	20	28	13	32	9	17	139	150
California	1	126	159	116	110	71	79	72	61	------	------	385	409
Colorado	1	34	40	20	20	13	24	9	18	------	------	76	102
Connecticut	1	92	77	56	58	35	47	15	45	------	------	198	227
Idaho	1	107	103	91	109	73	84	49	73	------	------	320	369
Illinois	7	950	1,000	660	724	476	547	388	437	14	5	2,488	2,713
Indiana	11	1,195	1,278	824	880	621	663	562	635	11	17	3,213	3,473
Iowa	3	140	210	147	180	117	153	108	160	1	3	513	706
Kansas	22	1,050	1,137	817	980	696	857	563	747	13	34	3,139	3,755
Kentucky	3	252	216	199	220	168	171	123	162	------	------	742	769
Maine	4	303	275	264	245	160	197	153	168	3	8	883	893
Massachusetts	16	1,430	1,458	1,029	1,101	793	970	601	809	51	53	3,904	4,391
Michigan	6	463	526	342	422	264	338	197	289	3	6	1,269	1,581
Minnesota	1	73	62	63	62	21	34	33	40	1	2	191	200
Mississippi	1	46	42	25	47	32	36	19	18	------	------	122	143
Missouri	2	72	73	58	73	53	70	42	54	------	------	225	270
Montana	5	305	337	226	273	215	210	146	206	18	20	910	1,046
Nebraska	8	397	466	250	290	238	298	177	260	1	12	1,063	1,326
New Hampshire	8	457	535	389	443	312	360	246	321	12	6	1,416	1,665
New Jersey	2	296	278	274	204	141	183	139	134	------	------	850	799
New York	2	631	537	345	362	198	237	145	143	7	3	1,326	1,282
Ohio	7	774	839	640	700	431	518	417	501	------	------	2,262	2,558
Oregon	3	198	219	142	172	106	140	93	150	1	5	540	686
Pennsylvania	4	690	675	483	575	356	451	302	317	0	9	1,831	2,027
Texas	1	123	127	96	76	53	72	29	56	------	------	301	331
Vermont	1	34	43	48	14	26	33	10	23	------	------	118	113
Washington	2	111	95	67	54	46	72	55	47	------	------	279	268
West Virginia	2	361	361	268	276	214	233	194	202	1	5	1,038	1,077
Wyoming	1	88	98	56	55	67	91	42	35	2	12	255	291

COLORED PUPILS

Continental United States	61	141	181	67	108	56	107	29	50	0	1	293	447
Arizona	1	------	------	1	2	1	0	------	------	------	------	2	2
California	1	0	3	0	2	1	0	1	0	------	------	2	5
Colorado	1	------	------	------	------	------	------	0	2	------	------	0	2
Idaho	1	0	1	------	------	------	------	------	------	------	------	0	1
Illinois	4	13	26	9	19	11	22	1	7	------	------	34	74
Indiana	4	11	17	9	6	8	10	4	2	------	------	32	35
Iowa	2	------	------	1	2	2	0	0	1	------	------	3	3
Kansas	13	16	17	14	14	8	16	5	10	0	1	43	58
Massachusetts	6	4	3	2	3	2	6	4	6	------	------	12	18
Michigan	4	17	9	3	6	2	4	2	1	------	------	24	20
Mississippi	[1] 1	26	59	8	25	8	25	5	14	------	------	47	123
Montana	2	2	0	------	------	1	0	------	------	------	------	3	0
Nebraska	5	2	1	1	1	1	1	0	1	------	------	4	4
New Hampshire	1	------	------	------	------	------	------	1	0	------	------	1	0
New Jersey	1	15	11	4	3	3	6	1	2	------	------	23	22
New York	1	8	12	2	11	4	4	1	2	------	------	15	29
Ohio	5	7	7	6	5	0	5	1	1	------	------	14	18
Oregon	2	------	------	1	0	------	------	0	1	------	------	1	1
Pennsylvania	3	20	15	5	8	4	7	2	0	------	------	31	30
Vermont	1	------	------	------	------	0	1	------	------	------	------	0	1
Washington	1	------	------	1	0	------	------	------	------	------	------	1	0
Wyoming	1	------	------	0	1	------	------	1	0	------	------	1	1

[1] School for colored only.

TABLE 41.—*Pupils enrolled in junior-senior high schools (11 grades), 1925–26*

WHITE PUPILS, SIX-YEAR SCHOOLS

State	Schools reporting	Sixth grade		Seventh grade		Eighth grade		Ninth grade		Tenth grade		Eleventh grade		Total	
		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
Georgia	5	141	144	135	136	106	151	72	110	55	67	63	69	572	677
North Carolina	3	122	146	102	102	97	129	69	85	39	72	53	63	482	[1] 600
South Carolina	3	100	98	73	92	76	80	64	79	55	64	42	54	410	467
Texas	10	342	326	390	394	548	546	453	441	270	321	166	228	2,169	2,256
Total	21	705	714	700	724	827	906	658	715	419	524	324	414	3,633	[1]4,000

COLORED PUPILS, SIX-YEAR SCHOOLS

Louisiana	1	67	122	102	149	72	144	34	121	33	76	28	58	336	670
Texas	2	97	131	82	99	68	112	58	88	26	69	18	48	349	547
Virginia	1	12	13	10	13	11	9	8	7	10	8	5	6	56	56
Total	[2]4	176	266	194	261	151	265	100	216	69	153	51	112	741	1,273

WHITE PUPILS, FIVE-YEAR SCHOOLS

Alabama	3	-----	-----	18	24	14	24	29	28	8	19	17	20	86	115
Arkansas	2	-----	-----	12	16	12	15	5	15	11	13	9	8	49	67
Georgia	4	-----	-----	142	147	89	158	102	98	59	97	42	70	434	570
Indiana	2	-----	-----	8	11	3	5	8	9	4	5	4	7	27	37
Massachusetts	1	-----	-----	9	6	8	6	6	2	3	4	0	7	26	25
Michigan	1	-----	-----	34	26	22	24	22	18	7	10	2	5	87	83
Mississippi	5	-----	-----	42	45	32	34	20	43	15	23	11	23	120	168
North Carolina	9	-----	-----	279	289	224	230	160	181	105	167	74	133	842	1,000
Ohio	4	-----	-----	38	48	34	29	24	28	21	19	16	20	133	144
Oklahoma	1	-----	-----	2	4	6	6	5	4	4	3	6	3	23	20
Pennsylvania	4	-----	-----	124	83	73	81	50	55	37	46	25	22	309	287
South Carolina	1	-----	-----	114	116	77	70	52	49	19	40	8	30	270	305
Texas	10	-----	-----	201	227	213	218	179	204	146	171	95	136	834	956
Virginia	1	-----	-----	6	9	9	13	4	7	6	5	6	8	31	42
West Virginia	3	-----	-----	19	19	8	20	38	26	14	21	15	11	94	97
Wyoming	1	-----	-----	5	8	7	17	4	6	5	4	3	3	24	38
Total	52	-----	-----	1,053	1,078	831	950	708	773	464	647	333	506	3,389	3,954
Outlying part of United States															
Virgin Islands	1	-----	-----	37	17	19	18	6	4	3	1	2	0	67	40

COLORED PUPILS, FIVE-YEAR SCHOOLS

Alabama	[3]1	-----	-----	0	4	5	3	3	13	2	2	1	3	11	25
Florida	[3]1	-----	-----	11	11	10	5	0	2	4	6	1	3	26	27
Michigan	1	-----	-----	0	0	0	1	0	0	0	0	0	0	0	1
Pennsylvania	1	-----	-----	0	0	1	0	0	0	0	0	0	0	1	0
Total	[3]4	-----	-----	11	15	16	9	3	15	6	8	2	6	38	53

[1] Includes 3 girls in postgraduate courses. [2] Schools for colored only. [3] Schools for colored only, 2.

TABLE 42.—*Enrollment of white and colored pupils in reorganized public high schools according to population of district, in schools having a term of 160 days or less, 1925–26*

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	2	85	121	259	12,835	14,011	261	12,920	14,132
Alabama	1	22	15	9	124	173	10	146	188
Arkansas				6	206	250	6	206	250
Florida	1	63	106	17	359	461	18	422	567
Georgia				4	42	77	4	42	77
Indiana				174	9,705	10,245	174	9,705	10,245
Mississippi				20	602	835	20	602	835
North Carolina				4	260	333	4	260	333
Ohio				21	1,268	1,346	21	1,268	1,346
Oklahoma				1	87	100	1	87	100
Tennessee				1	15	15	1	15	15
Utah				2	167	176	2	167	176

TABLE 43.—*Enrollment of white and colored pupils in reorganized public high schools, according to population of district, in schools having a term of 161 to 180 days, 1925–26*

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	1,007	269,490	298,903	1,183	78,127	89,230	2,190	347,617	388,133
Alabama	32	3,771	4,999	125	7,284	8,418	157	11,055	13,417
Arizona	4	778	949	5	337	340	9	1,115	1,289
Arkansas	24	5,457	6,048	23	1,493	1,769	47	6,950	7,817
California	34	12,887	13,385	16	1,377	1,475	50	14,264	14,860
Colorado	17	4,691	5,136	44	2,931	3,210	61	7,622	8,346
Connecticut	8	1,659	1,817	3	170	213	11	1,829	2,030
Delaware				1	86	108	1	86	108
Florida	19	9,597	11,018	23	2,478	2,866	42	12,075	13,884
Georgia	20	7,077	7,863	10	465	601	30	7,542	8,464
Idaho	8	2,011	2,270	7	754	907	15	2,765	3,177
Illinois	12	2,676	3,036	4	207	235	16	2,883	3,271
Indiana	48	11,222	11,787	39	3,167	3,460	87	14,389	15,247
Iowa	42	9,668	10,777	110	6,486	7,235	152	16,154	18,012
Kansas	95	21,993	24,659	45	2,992	3,298	140	24,985	27,957
Kentucky	16	2,747	3,196	20	1,219	1,520	36	3,966	4,716
Louisiana	5	1,728	2,292	4	111	110	9	1,839	2,402
Maine	10	1,484	1,501	18	773	958	28	2,257	2,459
Massachusetts	85	22,934	24,289	13	517	593	98	23,451	24,882
Michigan	6	1,170	1,347	45	2,481	2,872	51	3,651	4,219
Minnesota	27	6,886	8,168	24	1,932	2,542	51	8,818	10,710
Mississippi	16	2,941	3,867	18	748	869	34	3,689	4,736
Missouri	29	6,721	7,526	46	3,019	3,467	75	9,740	10,993
Montana	4	903	994	12	772	833	16	1,675	1,827
Nebraska	29	5,964	6,756	32	2,205	2,774	61	8,169	9,530
Nevada	3	778	702	2	116	115	5	894	817
New Hampshire	15	1,655	1,506	21	931	1,013	36	2,586	2,519
New Jersey	2	429	498	2	552	615	4	981	1,113
New Mexico	5	1,278	1,345	6	274	336	11	1,552	1,681
New York	23	7,966	8,142	15	1,142	1,203	38	9,108	9,345
North Carolina	14	3,171	4,253	4	229	277	18	3,400	4,530
North Dakota	6	1,340	1,715	15	924	1,192	21	2,264	2,907
Ohio	55	13,897	15,296	117	7,630	7,983	172	21,527	23,279
Oklahoma	58	17,658	20,236	46	4,381	5,113	104	22,039	25,349
Oregon	13	2,843	3,245	2	77	88	15	2,920	3,333
Pennsylvania	71	21,906	23,155	53	4,382	4,799	124	26,288	27,954
Rhode Island	4	1,197	1,257				4	1,197	1,257
South Carolina	2	270	1,114	3	410	467	5	680	1,581
South Dakota	3	772	995	5	411	510	8	1,183	1,505
Tennessee	14	5,849	7,377	8	666	839	22	6,515	8,216
Texas	54	19,455	19,811	15	1,075	1,181	69	20,530	20,992
Utah	14	5,280	5,509	17	1,575	1,584	31	6,855	7,093
Vermont	4	499	532	28	1,159	1,354	32	1,658	1,886
Virginia	12	5,650	6,486	8	210	313	20	5,860	6,799
Washington	5	1,208	1,269	14	1,356	1,509	19	2,564	2,778
West Virginia	21	4,993	5,491	82	4,680	5,678	103	9,673	11,169
Wisconsin	16	3,982	4,772	16	1,120	1,401	32	5,102	6,173
Wyoming	3	449	517	17	823	987	20	1,272	1,504

TABLE 44.—*Enrollment of white and colored pupils in reorganized public high schools, according to population of district, in schools having a term of 181 days or more, 1925–26*

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	860	361,836	375,478	216	18,689	20,593	1,076	380,525	396,071
Arizona	4	890	863				4	890	863
California	81	44,509	44,545	6	411	434	87	44,920	44,979
Colorado	15	7,367	7,730	2	143	129	17	7,510	7,859
Connecticut	14	4,724	4,903	3	201	208	17	4,925	5,111
Delaware	1	136	194	2	263	381	3	399	575
District of Columbia	8	2,568	2,829				8	2,568	2,829
Illinois	33	10,527	11,461	5	279	297	38	10,806	11,758
Indiana	14	5,661	6,184				14	5,661	6,184
Iowa	20	7,044	7,466				20	7,044	7,466
Kentucky	8	1,827	1,912	1	74	117	9	1,901	2,029
Maine	5	1,279	1,321	1	101	146	6	1,380	1,467
Maryland	17	8,870	10,500	3	254	296	20	9,124	10,796
Massachusetts	90	25,338	26,393	15	658	805	105	25,996	27,198
Michigan	99	38,823	41,664	101	7,479	8,314	200	46,302	49,978
Minnesota	35	16,168	18,601	5	534	593	40	16,702	19,194
Mississippi				3	139	172	3	139	172
Missouri	14	8,306	8,588	4	461	459	18	8,767	9,047
Montana	3	513	570				3	513	570
New Hampshire	9	1,829	1,973	4	206	274	13	2,035	2,247
New Jersey	42	15,362	15,858	3	254	283	45	15,616	16,141
New York	94	56,587	56,821	27	2,892	3,170	121	59,479	59,991
North Dakota	2	463	486				2	463	486
Ohio	91	42,062	40,928	7	732	774	98	42,794	41,702
Oregon	6	1,022	1,139				6	1,022	1,139
Pennsylvania	85	37,808	39,588	16	2,775	2,746	101	40,583	42,334
South Dakota	4	953	1,183				4	953	1,183
Utah	2	666	711				2	666	711
Vermont	5	986	1,027	4	225	310	9	1,211	1,337
Virginia	1	227	337	2	494	559	3	721	896
Washington	15	5,821	6,201				15	5,821	6,201
West Virginia	2	999	1,045				2	999	1,045
Wisconsin	38	11,560	11,455	2	114	126	40	11,674	11,581
Wyoming	3	941	1,002				3	941	1,002
Outlying parts of United States									
Hawaii	2	641	547	5	520	320	7	1,161	867
Virgin Islands				3	122	81	3	122	81

TABLE 45.—*Enrollment in and number of graduates from normal or teacher-training curricula, 1925–26*

State	Enrollments						Graduates					
	Regular high schools			All high schools			Regular high schools			All high schools		
	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
Continental United States	5,638	31,591	37,229	7,113	41,095	48,208	1,885	11,570	13,455	2,370	15,380	17,750
Alabama	9	212	221	34	319	353	3	105	108	6	119	125
Arizona	0	17	17	7	40	47						
Arkansas	178	316	494	246	471	717	37	94	131	41	111	152
California	201	810	1,011	277	1,028	1,305	47	154	201	49	186	235
Colorado	40	176	216	43	228	271	26	85	111	26	100	126
Connecticut	31	885	916	31	1,206	1,237	9	201	210	9	313	322
Delaware	2	33	35	2	36	38	0	4	4	0	4	4
Florida	38	167	205	57	345	402	6	25	31	6	102	108
Georgia	99	277	376	104	294	398	50	167	217	61	204	265
Idaho	15	65	80	15	65	80	10	21	31	15	28	43
Illinois	290	964	1,254	334	1,196	1,530	94	340	434	137	444	581
Indiana	224	333	557	277	425	702	25	47	72	44	102	146
Iowa	313	3,288	3,601	386	4,726	5,112	123	1,378	1,501	157	2,067	2,224
Kansas	426	1,727	2,153	488	2,120	2,608	234	1,101	1,335	288	1,546	1,834
Kentucky	154	365	519	196	1,063	1,259	22	42	64	26	52	78
Louisiana	89	629	718	89	660	749	20	62	82	20	95	115
Maine	38	77	115	38	82	120	8	22	30	8	27	35
Maryland	16	49	65	16	49	65	3	19	22	3	19	22
Massachusetts	90	3,076	3,166	451	4,374	4,825	19	829	848	110	1,155	1,265
Michigan	48	332	380	126	617	743	17	130	147	45	225	270
Minnesota	46	592	638	66	938	1,004	36	499	535	42	758	800
Mississippi	89	182	271	111	222	333	15	37	52	22	44	66
Missouri	338	1,378	1,716	430	1,839	2,269	169	643	812	221	914	1,135
Montana	8	504	512	8	590	598	0	151	151	0	168	168
Nebraska	396	2,903	3,299	458	3,554	4,012	188	1,499	1,687	212	1,834	2,046
Nevada	5	4	9	5	4	9						
New Jersey	297	3,183	3,480	314	3,818	4,132	66	769	835	76	950	1,026
New Mexico	21	26	47	21	31	52	9	9	18	9	9	18
New York	369	2,425	2,794	387	2,699	3,086	62	570	632	64	711	775
North Carolina	49	298	347	49	305	354	8	134	142	8	134	142
North Dakota	91	538	629	97	582	679	32	342	374	38	382	420
Ohio	231	719	950	302	995	1,297	97	343	440	109	482	591
Oklahoma	66	128	194	91	196	287	23	29	52	24	34	58
Oregon	5	34	39	5	34	39	1	11	12	1	11	12
Pennsylvania	263	1,224	1,487	369	1,686	2,055	61	231	292	78	270	348
Rhode Island	0	21	21	0	21	21	0	5	5	0	21	21
South Carolina	13	95	108	13	155	168		4	4	0	4	4
South Dakota	118	739	857	120	788	908	64	424	488	66	441	507
Tennessee	517	961	1,478	537	1,003	1,540	212	434	646	223	447	670
Texas	150	361	511	150	361	511	7	14	21	7	34	41
Utah	5	18	23	35	72	107	0	14	14	4	22	26
Vermont	4	52	56	6	116	122	3	54	57	3	86	89
Virginia	12	298	310	15	302	317	1	49	50	1	49	50
Washington	35	141	176	46	198	244	12	17	29	18	32	50
West Virginia	77	182	259	99	324	423	13	33	46	20	59	79
Wisconsin	115	537	652	124	599	723	40	271	311	49	349	398
Wyoming	17	207	224	38	319	357	13	158	171	24	236	260

TABLE 46.—*Graduates from all public high schools, and number of graduates continuing their education in 1925–26*

State	Graduates in 1926				Graduates in 1925												
					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	13,701	190,054	244,485	434,539	12,445	173,386	222,617	396,003	64,874	61,908	126,782	15,607	38,639	54,246	80,481	100,547	181,028
Alabama	182	1,897	2,934	4,831	168	1,822	2,754	4,576	708	821	1,529	183	443	626	891	1,264	2,155
Arizona	38	524	649	1,173	37	484	612	1,096	179	153	332	38	156	194	217	309	526
Arkansas	158	1,238	1,725	2,963	142	1,131	1,603	2,734	497	603	1,100	92	215	307	589	818	1,407
California	318	10,371	12,287	22,658	303	9,840	11,482	21,322	3,174	3,347	6,521	582	1,327	1,909	3,756	4,674	8,430
Colorado	167	2,307	3,056	5,363	160	2,155	2,803	4,958	888	1,128	2,016	103	222	325	991	1,350	2,341
Connecticut	72	2,502	3,317	5,819	68	2,420	3,128	5,548	949	411	1,360	257	973	1,230	1,206	1,384	2,590
Delaware	24	249	436	685	24	287	364	651	170	124	294	43	94	137	213	218	431
District of Columbia	7	784	1,121	1,905	7	779	1,065	1,844	502	312	814	40	428	468	542	740	1,282
Florida	106	1,178	1,804	2,982	94	952	1,396	2,348	499	663	1,162	41	89	130	540	752	1,292
Georgia	196	1,895	2,857	4,752	181	1,778	2,658	4,436	830	974	1,804	165	296	461	995	1,270	2,265
Idaho	117	1,166	1,530	2,696	111	1,121	1,464	2,585	414	427	841	60	234	294	474	661	1,135
Illinois	672	13,740	16,403	30,143	570	11,416	13,368	24,784	4,490	3,811	8,301	505	1,486	1,991	4,995	5,297	10,292
Indiana	713	8,197	9,494	17,691	604	7,388	8,508	15,896	2,667	2,589	5,256	558	1,072	1,630	3,225	3,661	6,886
Iowa	827	7,935	10,271	18,206	781	7,398	10,012	17,410	2,281	2,834	5,115	420	985	1,405	2,701	3,819	6,520
Kansas	620	6,215	7,851	14,066	566	5,637	7,402	13,039	1,954	1,937	3,891	367	602	969	2,321	2,539	4,860
Kentucky	394	2,368	3,367	5,735	286	1,807	2,580	4,387	853	978	1,831	185	464	649	1,038	1,442	2,480
Louisiana	236	1,711	2,405	4,116	212	1,378	2,088	3,466	610	915	1,525	156	369	525	766	1,284	2,050
Maine	175	1,733	2,331	4,064	147	1,516	2,049	3,565	346	203	549	208	553	761	554	756	1,310
Maryland	109	1,571	2,247	3,818	98	1,296	2,108	3,404	563	415	978	95	625	720	658	1,040	1,698
Massachusetts	228	8,671	11,270	19,941	224	8,489	11,164	19,653	2,306	1,407	3,713	883	2,517	3,400	3,189	3,924	7,113
Michigan	458	7,171	9,182	16,353	432	6,706	8,625	15,331	2,368	2,253	4,621	608	1,809	2,417	2,976	4,062	7,038
Minnesota	451	5,513	8,410	13,923	387	4,779	7,107	11,886	1,449	1,437	2,886	362	1,691	2,053	1,811	3,128	4,939
Mississippi	213	1,153	1,660	2,813	182	1,059	1,422	2,481	555	691	1,246	69	104	173	624	795	1,419
Missouri	527	6,099	7,539	13,638	482	6,243	8,137	14,380	2,364	2,816	5,180	387	752	1,139	2,751	3,568	6,319
Montana	163	1,355	1,897	3,252	157	1,261	1,774	3,035	449	520	969	60	242	302	509	762	1,271

Nebraska	375	4,300	6,231	10,531	376	3,118	4,437	7,555	965	1,212	2,177	194	417	611	1,159	1,629	2,788
Nevada	20	199	204	403	18	150	206	356	68	84	152	6	15	21	74	99	173
New Hampshire	76	867	1,216	2,083	74	835	1,061	1,896	297	135	432	38	284	322	335	419	754
New Jersey	138	4,922	6,050	10,972	135	4,884	5,790	10,674	1,767	904	2,671	700	1,775	2,475	2,467	2,679	5,146
New Mexico	60	400	549	949	52	387	499	886	160	195	355	21	67	88	181	262	443
New York	612	15,549	16,285	31,834	586	14,053	14,830	28,883	6,627	4,014	10,641	2,451	4,273	6,724	9,078	8,287	17,365
North Carolina	416	2,680	4,682	7,362	371	2,331	3,913	6,244	1,186	1,733	2,919	129	472	601	1,315	2,205	3,520
North Dakota	277	1,268	2,132	3,400	258	1,286	2,067	3,353	459	528	987	160	478	638	619	1,006	1,625
Ohio	829	13,507	15,971	29,478	744	12,090	14,501	26,591	4,230	4,123	8,353	1,038	2,271	3,309	5,268	6,394	11,662
Oklahoma	441	3,935	5,152	9,087	401	3,694	4,928	8,622	1,454	1,749	3,203	311	517	828	1,765	2,266	4,031
Oregon	228	2,513	3,065	5,578	211	2,426	2,968	5,394	701	795	1,496	99	406	505	800	1,201	2,001
Pennsylvania	673	14,440	18,202	32,642	648	13,713	17,103	30,816	4,662	3,196	7,858	1,835	4,543	6,378	6,497	7,739	14,236
Rhode Island	18	681	981	1,662	18	665	929	1,594	202	138	340	43	142	185	245	280	525
South Carolina	184	1,376	2,197	3,573	128	1,122	1,653	2,775	653	845	1,498	33	129	162	686	974	1,660
South Dakota	238	1,411	2,186	3,597	220	1,419	1,988	3,407	496	513	1,009	89	271	360	585	784	1,369
Tennessee	213	1,920	3,004	4,924	195	1,775	2,570	4,345	716	920	1,636	157	270	427	873	1,190	2,063
Texas	453	6,168	8,443	14,611	400	5,332	7,380	12,712	2,637	3,512	6,149	302	424	726	2,939	3,936	6,875
Utah	44	1,086	1,341	2,427	38	890	1,188	2,078	457	504	961	20	88	108	477	592	1,069
Vermont	57	595	850	1,445	55	577	769	1,346	193	156	349	79	213	292	272	369	641
Virginia	299	2,151	3,464	5,615	284	1,923	3,373	5,296	945	1,149	2,094	206	794	1,000	1,151	1,943	3,094
Washington	275	4,189	5,205	9,394	261	3,761	4,715	8,476	1,449	1,439	2,888	342	824	1,166	1,791	2,263	4,054
West Virginia	166	1,983	2,714	4,697	141	1,790	2,457	4,247	823	936	1,759	142	377	519	965	1,313	2,278
Wisconsin	388	5,782	7,568	13,350	362	5,514	6,922	12,436	1,475	1,165	2,640	732	1,775	2,507	2,207	2,940	5,147
Wyoming	50	589	750	1,339	46	509	697	1,206	187	194	381	13	66	79	200	260	460
Outlying parts of United States																	
Alaska	9	30	31	61	10	28	37	65	18	10	28	2	9	11	20	19	39
Canal Zone	2	21	32	53	2	16	31	47	7	9	16	1	3	4	8	12	20
Hawaii	9	276	213	489	7	265	204	469	66	43	109	58	120	178	124	163	287
Philippine Islands	27	1,649	606	2,255	27	1,432	463	1,895	317	103	420	120	40	160	437	143	580
Porto Rico	15	261	282	543	14	248	267	515	89	59	148	17	38	55	106	97	203
Virgin Islands	1	2	0	2	1	6	6	12	-------	-------	-------	1	1	2	1	1	2

TABLE 47.—*Graduates from regular high schools having a course of four years, and number of graduates continuing their education in 1925–26*

State	Graduates in 1926				Graduates in 1925													
					Total number				Going to college			Going to other institutions			Total number 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	11,367	139,260	178,293	317,553	10,234	125,566	160,236	285,802	46,965	44,086	91,051	12,074	29,453	41,527	59,039	73,539	132,578	
Alabama	45	898	1,391	2,289	42	872	1,333	2,205	371	381	752	43	124	167	414	505	919	
Arizona	28	353	433	786	27	337	404	741	148	116	264	24	107	131	172	223	395	
Arkansas	117	757	1,111	1,868	106	681	991	1,672	286	358	644	64	137	201	350	495	845	
California	261	6,833	8,025	14,858	253	6,579	7,573	14,152	1,918	2,035	3,953	436	897	1,333	2,354	2,932	5,286	
Colorado	105	1,079	1,510	2,589	99	1,011	1,426	2,437	405	531	936	52	114	166	457	645	1,102	
Connecticut	58	2,143	2,813	4,956	54	2,078	2,709	4,787	819	334	1,153	238	830	1,068	1,057	1,164	2,221	
Delaware	20	217	366	583	20	244	307	551	143	98	241	35	78	113	178	176	354	
District of Columbia	7	784	1,121	1,905	7	779	1,065	1,844	502	312	814	40	428	468	542	740	1,282	
Florida	81	504	766	1,270	72	445	636	1,081	214	267	481	23	55	78	237	322	559	
Georgia	179	1,301	2,192	3,493	167	1,272	2,046	3,318	517	800	1,317	138	251	389	655	1,051	1,706	
Idaho	105	930	1,192	2,122	99	877	1,163	2,040	338	368	706	52	186	238	390	554	944	
Illinois	642	12,626	14,878	27,504	542	10,361	11,878	22,239	4,013	3,317	7,330	450	1,291	1,741	4,463	4,608	9,071	
Indiana	478	5,702	6,472	12,174	382	4,985	5,741	10,726	1,850	1,785	3,635	363	703	1,066	2,213	2,488	4,701	
Iowa	683	5,615	7,203	12,818	641	5,154	7,015	12,169	1,516	1,943	3,459	339	800	1,139	1,855	2,743	4,598	
Kansas	536	4,017	4,948	8,965	487	3,525	4,459	7,984	980	943	1,923	237	372	609	1,217	1,315	2,532	
Kentucky	360	1,950	2,788	4,738	253	1,401	2,070	3,471	660	791	1,451	162	393	555	822	1,184	2,006	
Louisiana	233	1,526	2,141	3,667	209	1,215	1,849	3,064	535	808	1,343	131	328	459	666	1,136	1,802	
Maine	152	1,374	1,870	3,244	123	1,168	1,558	2,726	280	159	439	154	434	588	434	593	1,027	
Maryland	103	1,383	1,839	3,222	92	1,123	1,740	2,863	498	288	786	80	503	583	578	791	1,369	
Massachusetts	142	5,117	6,899	12,016	139	5,049	6,814	11,863	1,269	754	2,023	547	1,655	2,202	1,816	2,409	4,225	
Michigan	264	3,706	4,567	8,273	242	3,346	4,197	7,543	1,177	1,084	2,261	316	907	1,223	1,493	1,991	3,484	
Minnesota	388	3,663	5,513	9,176	325	3,012	4,446	7,458	948	1,006	1,954	254	1,158	1,412	1,202	2,164	3,366	
Mississippi	168	855	1,160	2,015	146	810	1,026	1,836	422	463	885	67	91	158	489	554	1,043	
Missouri	451	4,339	5,374	9,713	409	4,405	5,773	10,178	1,519	1,792	3,311	318	623	941	1,837	2,415	4,252	
Montana	151	1,178	1,649	2,827	146	1,089	1,534	2,623	383	454	837	51	210	261	434	664	1,098	

Nebraska	336	3,631	5,246	8,877	337	2,432	3,394	5,826	775	965	1,740	168	324	492	943	1,289	2,232
Nevada	16	114	110	224	14	95	120	215	29	30	59	6	13	19	35	43	78
New Hampshire	49	459	669	1,128	48	420	560	980	161	76	237	16	155	171	177	231	408
New Jersey	117	3,948	4,855	8,803	114	3,952	4,634	8,586	1,375	683	2,058	552	1,425	1,977	1,927	2,108	4,035
New Mexico	51	309	401	710	45	258	365	623	114	144	258	13	50	63	127	194	321
New York	525	13,816	13,983	27,799	505	12,720	13,033	25,753	6,058	3,556	9,614	2,257	3,799	6,056	8,315	7,355	15,670
North Carolina	399	2,468	4,343	6,811	356	2,112	3,552	5,664	1,053	1,562	2,615	111	435	546	1,164	1,997	3,161
North Dakota	257	1,036	1,754	2,790	238	1,045	1,637	2,682	387	422	809	127	405	532	514	827	1,341
Ohio	625	8,525	10,125	18,650	551	7,335	8,856	16,191	2,514	2,390	4,904	724	1,552	2,276	3,238	3,942	7,180
Oklahoma	351	1,979	2,674	4,653	317	1,945	2,527	4,472	784	967	1,751	175	279	454	959	1,246	2,205
Oregon	218	2,090	2,485	4,575	201	2,051	2,457	4,508	620	697	1,317	73	357	430	693	1,054	1,747
Pennsylvania	541	10,093	13,038	23,131	520	9,457	12,125	21,582	3,220	2,216	5,436	1,410	3,446	4,856	4,630	5,662	10,292
Rhode Island	16	602	849	1,451	16	587	813	1,400	174	96	270	32	134	166	206	230	436
South Carolina	179	1,332	2,021	3,353	123	1,078	1,528	2,606	630	820	1,450	33	122	155	663	942	1,605
South Dakota	230	1,289	1,965	3,254	212	1,247	1,761	3,008	452	491	943	63	203	266	515	694	1,209
Tennessee	200	1,682	2,595	4,277	182	1,581	2,157	3,738	634	766	1,400	135	235	370	769	1,001	1,770
Texas	417	4,718	6,444	11,162	372	4,225	5,872	10,097	2,153	2,873	5,026	287	366	653	2,440	3,239	5,679
Utah	29	549	692	1,241	24	419	530	949	220	213	433	11	46	57	231	259	490
Vermont	23	307	418	725	22	290	377	667	91	56	147	43	117	160	134	173	307
Virginia	290	1,841	2,982	4,823	275	1,659	2,893	4,552	806	993	1,799	197	734	931	1,003	1,727	2,730
Washington	254	3,483	4,316	7,799	240	3,160	3,911	7,071	1,206	1,204	2,410	291	703	994	1,497	1,907	3,404
West Virginia	109	1,250	1,633	2,883	88	1,060	1,464	2,524	570	660	1,230	96	265	361	666	925	1,591
Wisconsin	345	4,499	5,967	10,466	321	4,291	5,448	9,739	1,103	884	1,987	634	1,572	2,206	1,737	2,456	4,193
Wyoming	33	390	507	897	31	329	469	798	125	135	260	6	41	47	131	176	307
Outlying parts of United States																	
Alaska	9	30	31	61	10	28	37	65	18	10	28	2	9	11	20	19	39
Canal Zone	2	21	32	53	2	16	31	47	7	9	16	1	3	4	8	12	20
Hawaii	6	203	159	362	4	206	158	364	51	28	79	39	103	142	90	131	221
Philippine Islands	27	1,649	606	2,255	27	1,432	463	1,895	317	103	420	120	40	160	437	143	580
Porto Rico	15	261	282	543	14	248	267	515	89	59	148	17	38	55	106	97	203

TABLE 48.—*Graduates from reorganized public high schools, and number of graduates continuing their education in 1925–26*

State	Graduates in 1926				Graduates in 1925												
					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	2,334	50,794	66,192	116,986	2,211	47,820	62,381	110,201	17,909	17,822	35,731	3,533	9,186	12,719	21,442	27,008	48,450
Alabama	137	999	1,543	2,542	126	950	1,421	2,371	337	440	777	140	319	459	477	759	1,236
Arizona	10	171	216	387	10	147	208	355	31	37	68	14	49	63	45	86	131
Arkansas	41	481	614	1,095	36	450	612	1,062	211	245	456	28	78	106	239	323	562
California	57	3,538	4,262	7,800	50	3,261	3,909	7,170	1,256	1,312	2,568	146	430	576	1,402	1,742	3,144
Colorado	62	1,228	1,546	2,774	61	1,144	1,377	2,521	483	597	1,080	51	108	159	534	705	1,239
Connecticut	14	359	504	863	14	342	419	761	130	77	207	19	143	162	149	220	369
Delaware	4	32	70	102	4	43	57	100	27	26	53	8	16	24	35	42	77
Florida	25	674	1,038	1,712	22	507	760	1,267	285	396	681	18	34	52	303	430	733
Georgia	17	594	665	1,259	14	506	612	1,118	313	174	487	27	45	72	340	219	559
Idaho	12	236	338	574	12	244	301	545	76	59	135	8	48	56	84	107	191
Illinois	30	1,114	1,525	2,639	28	1,055	1,490	2,545	477	494	971	55	195	250	532	689	1,221
Indiana	235	2,495	3,022	5,517	222	2,403	2,767	5,170	817	804	1,621	195	369	564	1,012	1,173	2,185
Iowa	144	2,320	3,068	5,388	140	2,244	2,997	5,241	765	891	1,656	81	185	266	846	1,076	1,922
Kansas	84	2,198	2,903	5,101	79	2,112	2,943	5,055	974	994	1,968	130	230	360	1,104	1,224	2,328
Kentucky	34	418	579	997	33	406	510	916	193	187	380	23	71	94	216	258	474
Louisiana	3	185	264	449	3	163	239	402	75	107	182	25	41	66	100	148	248
Maine	23	359	461	820	24	348	491	839	66	44	110	54	119	173	120	163	283
Maryland	6	188	408	596	6	173	368	541	65	127	192	15	122	137	80	249	329
Massachusetts	86	3,554	4,371	7,925	85	3,440	4,350	7,790	1,037	653	1,690	336	862	1,198	1,373	1,515	2,888
Michigan	194	3,465	4,615	8,080	190	3,360	4,428	7,788	1,191	1,169	2,360	292	902	1,194	1,483	2,071	3,554
Minnesota	63	1,850	2,897	4,747	62	1,767	2,661	4,428	501	431	932	108	533	641	609	964	1,573
Mississippi	45	298	500	798	36	249	396	645	133	228	361	2	13	15	135	241	376
Missouri	76	1,760	2,165	3,925	73	1,838	2,364	4,202	845	1,024	1,869	69	129	198	914	1,153	2,067
Montana	12	177	248	425	11	172	240	412	66	66	132	9	32	41	75	98	173
Nebraska	39	669	985	1,654	39	686	1,043	1,729	190	247	437	26	93	119	216	340	556

Nevada	4	85	94	179	4	55	86	141	39	54	93	0	2	2	39	56	95
New Hampshire	27	408	547	955	26	415	501	916	136	59	195	22	129	151	158	188	346
New Jersey	21	974	1,195	2,169	21	932	1,156	2,088	392	221	613	148	350	498	540	571	1,111
New Mexico	9	91	148	239	7	129	134	263	46	51	97	8	17	25	54	68	122
New York	87	1,733	2,302	4,035	81	1,333	1,797	3,130	569	458	1,027	194	474	668	763	932	1,695
North Carolina	17	212	339	551	15	219	361	580	133	171	304	18	37	55	151	208	359
North Dakota	20	232	378	610	20	241	430	671	72	106	178	33	73	106	105	179	284
Ohio	204	4,982	5,846	10,828	193	4,755	5,645	10,400	1,716	1,733	3,449	314	719	1,033	2,030	2,452	4,482
Oklahoma	90	1,956	2,478	4,434	84	1,749	2,401	4,150	670	782	1,452	136	238	374	806	1,020	1,826
Oregon	10	423	580	1,003	10	375	511	886	81	98	179	26	49	75	107	147	254
Pennsylvania	132	4,347	5,164	9,511	128	4,256	4,978	9,234	1,442	980	2,422	425	1,097	1,522	1,867	2,077	3,944
Rhode Island	2	79	132	211	2	78	116	194	28	42	70	11	8	19	39	50	89
South Carolina	5	44	176	220	5	44	125	169	23	25	48	0	7	7	23	32	55
South Dakota	8	122	221	343	8	172	227	399	44	22	66	26	68	94	70	90	160
Tennessee	13	238	409	647	13	194	413	607	82	154	236	22	35	57	104	189	293
Texas	36	1,450	1,999	3,449	28	1,107	1,508	2,615	484	639	1,123	15	58	73	499	697	1,196
Utah	15	537	649	1,186	14	471	658	1,129	237	291	528	9	42	51	246	333	579
Vermont	34	288	432	720	33	287	392	679	102	100	202	36	96	132	138	196	334
Virginia	9	310	482	792	9	264	480	744	139	156	295	9	60	69	148	216	364
Washington	21	706	889	1,595	21	601	804	1,405	243	235	478	51	121	172	294	356	650
West Virginia	57	733	1,081	1,814	53	730	993	1,723	253	276	529	46	112	158	299	388	687
Wisconsin	43	1,283	1,601	2,884	41	1,223	1,474	2,697	372	281	653	98	203	301	470	484	954
Wyoming	17	199	243	442	15	180	228	408	62	59	121	7	25	32	69	84	153
Outlying parts of United States																	
Hawaii	3	73	54	127	3	59	46	105	15	15	30	19	17	36	34	32	66
Virgin Islands	1	2	0	2	1	6	6	12	------	------	------	1	1	2	1	1	2

TABLE 49.—*Graduates of all public high schools in places having a population of fewer than 2,500, and number of graduates continuing their education in 1925–26*

State	Graduates in 1926				Graduates in 1925												
					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	10,793	64,130	87,073	151,203	9,731	58,242	77,903	136,145	19,016	21,607	40,623	6,672	16,440	23,112	25,688	38,047	63,735
Alabama	145	1,093	1,521	2,614	134	1,069	1,416	2,485	370	408	778	171	388	559	541	796	1,337
Arizona	27	139	158	297	26	128	151	279	44	36	80	16	49	65	60	85	145
Arkansas	127	635	861	1,496	110	536	766	1,302	217	258	475	48	107	155	265	365	630
California	185	1,967	2,232	4,199	179	1,757	2,077	3,834	559	616	1,175	186	382	568	745	998	1,743
Colorado	137	782	1,089	1,871	131	739	986	1,725	253	384	637	50	117	167	303	501	804
Connecticut	15	88	161	249	13	72	111	183	25	13	38	7	42	49	32	55	87
Delaware	19	102	184	286	19	135	154	289	56	38	94	26	60	86	82	98	180
Florida	82	411	644	1,055	71	385	487	872	170	214	384	26	53	79	196	267	463
Georgia	151	721	1,201	1,922	138	698	1,149	1,847	253	435	688	101	172	273	354	607	961
Idaho	99	561	744	1,305	94	560	740	1,300	220	212	432	35	133	168	255	345	600
Illinois	481	3,733	4,703	8,436	399	2,720	3,433	6,153	847	905	1,752	223	529	752	1,070	1,434	2,504
Indiana	607	3,753	4,247	8,000	506	3,346	3,633	6,979	1,050	1,073	2,123	382	627	1,009	1,432	1,700	3,132
Iowa	743	4,569	5,796	10,365	700	4,195	5,700	9,895	1,258	1,628	2,886	309	742	1,051	1,567	2,370	3,937
Kansas	557	3,651	4,519	8,170	503	3,193	3,984	7,177	952	855	1,807	259	396	655	1,211	1,251	2,462
Kentucky	325	1,232	1,820	3,052	234	892	1,292	2,184	400	528	928	119	227	346	519	755	1,274
Louisiana	207	886	1,251	2,137	188	785	1,244	2,029	322	552	874	117	232	349	439	784	1,223
Maine	128	540	814	1,354	111	524	711	1,235	112	51	163	90	290	380	202	341	543
Maryland	85	493	817	1,310	74	376	679	1,055	132	121	253	61	264	325	193	385	578
Massachusetts	64	324	426	750	62	334	413	747	78	47	125	65	155	220	143	202	345
Michigan	360	2,310	3,074	5,384	338	2,175	2,900	5,075	543	678	1,221	301	794	1,095	844	1,472	2,316
Minnesota	383	2,266	3,625	5,891	326	1,880	2,996	4,876	521	554	1,075	226	1,025	1,251	747	1,579	2,326
Mississippi	189	823	1,094	1,917	158	727	930	1,657	362	418	780	65	86	151	427	504	931
Missouri	449	2,645	3,317	5,962	411	3,035	3,803	6,838	908	1,205	2,113	280	432	712	1,188	1,637	2,825
Montana	146	684	963	1,647	140	579	889	1,468	197	279	476	42	182	224	239	461	700
Nebraska	341	2,816	4,152	6,968	352	2,280	3,246	5,526	550	679	1,229	178	350	528	728	1,029	1,757

Nevada	17	109	112	221	15	94	130	224	28	32	60	6	13	19	34	45	79
New Hampshire	51	204	335	539	49	230	276	506	91	36	127	20	91	111	111	127	238
New Jersey	40	463	668	1,131	39	456	634	1,090	154	94	248	81	201	282	235	295	530
New Mexico	51	234	284	518	43	199	257	456	75	89	164	13	44	57	88	133	221
New York	407	1,706	2,488	4,194	390	1,573	2,443	4,016	523	480	1,003	275	1,080	1,355	798	1,560	2,358
North Carolina	350	1,696	2,964	4,660	312	1,447	2,431	3,878	734	1,065	1,799	104	391	495	838	1,456	2,294
North Dakota	266	930	1,601	2,531	247	963	1,544	2,507	321	348	669	114	385	499	435	733	1,168
Ohio	663	4,377	5,173	9,550	591	3,985	4,668	8,653	1,153	1,171	2,324	572	1,230	1,802	1,725	2,401	4,126
Oklahoma	381	1,926	2,557	4,483	342	1,879	2,437	4,316	704	930	1,634	203	302	505	907	1,232	2,139
Oregon	199	911	1,161	2,072	182	938	1,110	2,048	313	273	586	52	269	321	365	542	907
Pennsylvania	405	3,128	4,173	7,301	386	2,969	3,885	6,854	853	597	1,450	565	1,408	1,973	1,418	2,005	3,423
Rhode Island	4	43	67	110	4	40	46	86	12	11	23	4	13	17	16	24	40
South Carolina	146	715	1,183	1,898	101	560	832	1,392	307	421	728	27	90	117	334	511	845
South Dakota	228	1,114	1,680	2,794	210	1,077	1,520	2,597	396	442	838	62	202	264	458	644	1,102
Tennessee	173	910	1,432	2,342	157	893	1,210	2,103	307	401	708	107	189	296	414	590	1,004
Texas	322	1,924	2,589	4,513	283	1,669	2,256	3,925	814	1,120	1,934	165	204	369	979	1,324	2,303
Utah	28	322	414	736	25	278	364	642	105	117	222	11	47	58	116	164	280
Vermont	37	170	313	483	37	188	276	464	47	35	82	23	93	116	70	128	198
Virginia	261	1,059	1,820	2,879	247	1,015	1,699	2,714	422	599	1,021	161	489	650	583	1,088	1,671
Washington	233	1,579	1,958	3,537	222	1,449	1,731	3,180	418	374	792	182	512	694	600	886	1,486
West Virginia	134	959	1,334	2,293	110	810	1,118	1,928	259	292	551	125	287	412	384	579	963
Wisconsin	304	2,111	2,963	5,074	285	2,122	2,772	4,894	487	416	903	411	1,013	1,424	898	1,429	2,327
Wyoming	41	316	391	707	37	288	374	662	94	77	171	6	53	59	100	130	230
Outlying parts of United States																	
Alaska	8	28	29	57	9	21	31	52	15	9	24	2	7	9	17	16	33
Hawaii	6	108	64	172	5	86	57	143	18	12	30	21	36	57	39	48	87
Virgin Islands	1	2	0	2	1	6	6	12	-------	-------	-------	1	1	2	1	1	2

TABLE 50.—*Graduates of regular four-year high schools in places having a population of fewer than 2,500, and number of graduates continuing their education in 1925–26*

State	Graduates in 1926				Graduates in 1925												
					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	9,411	54,243	73,661	127,904	8,433	48,632	65,418	114,050	15,846	18,179	34,025	5,536	13,816	19,352	21,382	31,995	53,377
Alabama	32	364	460	824	31	387	476	863	135	129	264	41	115	156	176	244	420
Arizona	23	108	129	237	22	104	110	214	40	26	66	12	33	45	52	59	111
Arkansas	104	508	692	1,200	92	419	611	1,030	162	189	351	42	87	129	204	276	480
California	170	1,812	2,067	3,879	164	1,609	1,922	3,531	504	550	1,054	178	358	536	682	908	1,590
Colorado	91	501	729	1,230	85	463	673	1,136	168	248	416	39	81	120	207	329	536
Connecticut	11	73	123	196	9	50	87	137	20	9	29	7	35	42	27	44	71
Delaware	16	82	131	213	16	104	118	222	39	29	68	18	44	62	57	73	130
Florida	66	280	438	718	57	246	349	595	106	141	247	18	42	60	124	183	307
Georgia	145	687	1,147	1,834	134	680	1,114	1,794	248	422	670	94	165	259	342	587	929
Idaho	92	490	644	1,134	87	490	639	1,129	190	182	372	31	117	148	221	299	520
Illinois	474	3,682	4,638	8,320	394	2,679	3,383	6,062	836	882	1,718	222	519	741	1,058	1,401	2,459
Indiana	402	2,472	2,691	5,163	314	2,072	2,215	4,287	652	659	1,311	226	361	587	878	1,020	1,898
Iowa	636	3,776	4,771	8,547	597	3,472	4,665	8,137	1,026	1,349	2,375	263	646	909	1,289	1,995	3,284
Kansas	521	3,363	4,132	7,495	472	2,916	3,629	6,545	850	793	1,643	231	361	592	1,081	1,154	2,235
Kentucky	307	1,142	1,655	2,797	217	791	1,184	1,975	352	479	831	109	209	318	461	688	1,149
Louisiana	207	886	1,251	2,137	188	785	1,244	2,029	322	552	874	117	232	349	439	784	1,223
Maine	113	448	684	1,132	95	441	569	1,010	93	42	135	78	239	317	171	281	452
Maryland	83	480	791	1,271	72	360	643	1,003	128	120	248	61	238	299	189	358	547
Massachusetts	47	248	315	563	45	250	290	540	59	31	90	50	118	168	109	149	258
Michigan	223	1,267	1,693	2,960	204	1,157	1,555	2,712	262	345	607	175	461	636	437	806	1,243
Minnesota	356	2,044	3,175	5,219	300	1,617	2,601	4,218	442	489	931	196	897	1,093	638	1,386	2,024
Mississippi	155	676	898	1,574	133	638	789	1,427	316	342	658	64	80	144	380	422	802
Missouri	402	2,298	2,864	5,162	365	2,629	3,307	5,936	790	1,051	1,841	253	389	642	1,043	1,440	2,483
Montana	137	610	861	1,471	132	522	811	1,333	180	253	433	37	162	199	217	415	632
Nebraska	317	2,562	3,772	6,334	328	2,008	2,844	4,852	479	589	1,068	161	297	458	640	886	1,526

Nevada	15	101	100	201	13	88	112	200	28	26	54	6	13	19	34	39	73
New Hampshire	35	128	196	324	34	138	154	292	58	19	77	10	51	61	68	70	138
New Jersey	36	401	583	984	35	395	570	965	123	83	206	66	176	242	189	259	448
New Mexico	45	214	263	477	39	175	246	421	70	84	154	11	42	53	81	126	207
New York	371	1,420	2,140	3,560	355	1,317	2,068	3,385	428	396	824	233	935	1,168	661	1,331	1,992
North Carolina	343	1,656	2,899	4,555	305	1,400	2,370	3,770	708	1,040	1,748	94	378	472	802	1,418	2,220
North Dakota	252	833	1,437	2,270	233	855	1,364	2,219	293	303	596	105	361	466	398	664	1,062
Ohio	532	3,476	4,067	7,543	468	3,106	3,678	6,784	869	916	1,785	457	988	1,445	1,326	1,904	3,230
Oklahoma	337	1,522	2,050	3,572	301	1,519	1,996	3,515	571	760	1,331	159	241	400	730	1,001	1,731
Oregon	198	905	1,144	2,049	181	931	1,097	2,028	312	273	585	46	261	307	358	534	892
Pennsylvania	355	2,551	3,475	6,026	338	2,464	3,233	5,697	656	451	1,107	473	1,211	1,684	1,129	1,662	2,791
Rhode Island	4	43	67	110	4	40	46	86	12	11	23	4	13	17	16	24	40
South Carolina	143	679	1,135	1,814	98	530	775	1,305	291	400	691	27	85	112	318	485	803
South Dakota	223	1,083	1,622	2,705	205	1,031	1,447	2,478	378	431	809	56	190	246	434	621	1,055
Tennessee	168	871	1,356	2,227	152	864	1,140	2,004	294	370	664	101	182	283	395	552	947
Texas	309	1,862	2,497	4,359	272	1,612	2,175	3,787	787	1,083	1,870	165	200	365	952	1,283	2,235
Utah	20	223	297	520	17	188	247	435	89	97	186	10	35	45	99	132	231
Vermont	10	40	80	120	10	48	68	116	13	7	20	5	26	31	18	33	51
Virginia	258	1,042	1,790	2,832	244	996	1,675	2,671	410	589	999	159	485	644	569	1,074	1,643
Washington	222	1,469	1,790	3,259	211	1,327	1,565	2,892	394	357	751	161	460	621	555	817	1,372
West Virginia	88	667	886	1,553	68	543	737	1,280	163	168	331	82	198	280	245	366	611
Wisconsin	288	1,964	2,749	4,713	270	1,963	2,559	4,522	425	350	775	380	963	1,343	805	1,313	2,118
Wyoming	29	234	287	521	27	213	268	481	75	64	139	3	36	39	78	100	178
Outlying parts of United States																	
Alaska	8	28	29	57	9	21	31	52	15	9	24	2	7	9	17	16	33
Hawaii	4	89	54	143	3	74	52	126	16	10	26	17	34	51	33	44	77

TABLE 51.—*Graduates of reorganized public high schools in places having a population of fewer than 2,500, and number of graduates continuing their education in 1925–26*

State	Graduates in 1926				Graduates in 1925												
					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	1,382	9,887	13,412	23,299	1,298	9,610	12,485	22,095	3,170	3,428	6,598	1,136	2,624	3,760	4,306	6,052	10,358
Alabama	113	729	1,061	1,790	103	682	940	1,622	235	279	514	130	273	403	365	552	917
Arizona	4	31	29	60	4	24	41	65	4	10	14	4	16	20	8	26	34
Arkansas	23	127	169	296	18	117	155	272	55	69	124	6	20	26	61	89	150
California	15	155	165	320	15	148	155	303	55	66	121	8	24	32	63	90	153
Colorado	46	281	360	641	46	276	313	589	85	136	221	11	36	47	96	172	268
Connecticut	4	15	38	53	4	22	24	46	5	4	9	0	7	7	5	11	16
Delaware	3	20	53	73	3	31	36	67	17	9	26	8	16	24	25	25	50
Florida	16	131	206	337	14	139	138	277	64	73	137	8	11	19	72	84	156
Georgia	6	34	54	88	4	18	35	53	5	13	18	7	7	14	12	20	32
Idaho	7	71	100	171	7	70	101	171	30	30	60	4	16	20	34	46	80
Illinois	7	51	65	116	5	41	50	91	11	23	34	1	10	11	12	33	45
Indiana	205	1,281	1,556	2,837	192	1,274	1,418	2,692	398	414	812	156	266	422	554	680	1,234
Iowa	107	793	1,025	1,818	103	723	1,035	1,758	232	279	511	46	96	142	278	375	653
Kansas	36	288	387	675	31	277	355	632	102	62	164	28	35	63	130	97	227
Kentucky	18	90	165	255	17	101	108	209	48	49	97	10	18	28	58	67	125
Maine	15	92	130	222	16	83	142	225	19	9	28	12	51	63	31	60	91
Maryland	2	13	26	39	2	16	36	52	4	1	5	0	26	26	4	27	31
Massachusetts	17	76	111	187	17	84	123	207	19	16	35	15	37	52	34	53	87
Michigan	137	1,043	1,381	2,424	134	1,018	1,345	2,363	281	333	614	126	333	459	407	666	1,073
Minnesota	27	222	450	672	26	263	395	658	79	65	144	30	128	158	109	193	302
Mississippi	34	147	196	343	25	89	141	230	46	76	122	1	6	7	47	82	129
Missouri	47	347	453	800	46	406	496	902	118	154	272	27	43	70	145	197	342
Montana	9	74	102	176	8	57	78	135	17	26	43	5	20	25	22	46	68
Nebraska	24	254	380	634	24	272	402	674	71	90	161	17	53	70	88	143	231
Nevada	2	8	12	20	2	6	18	24	0	6	6				0	6	6

New Hampshire	16	76	139	215	15	92	122	214	33	17	50	10	40	50	43	57	100
New Jersey	4	62	85	147	4	61	64	125	31	11	42	15	25	40	46	36	82
New Mexico	6	20	21	41	4	24	11	35	5	5	10	2	2	4	7	7	14
New York	36	286	348	634	35	256	375	631	95	84	179	42	145	187	137	229	366
North Carolina	7	40	65	105	7	47	61	108	26	25	51	10	13	23	36	38	74
North Dakota	14	97	164	261	14	108	180	288	28	45	73	9	24	33	37	69	106
Ohio	131	901	1,106	2,007	123	879	990	1,869	284	255	539	115	242	357	399	497	896
Oklahoma	44	404	507	911	41	360	441	801	133	170	303	44	61	105	177	231	408
Oregon	1	6	17	23	1	7	13	20	1	0	1	6	8	14	7	8	15
Pennsylvania	50	577	698	1,275	48	505	652	1,157	197	146	343	92	197	289	289	343	632
South Carolina	3	36	48	84	3	30	57	87	16	21	37	0	5	5	16	26	42
South Dakota	5	31	58	89	5	46	73	119	18	11	29	6	12	18	24	23	47
Tennessee	5	39	76	115	5	29	70	99	13	31	44	6	7	13	19	38	57
Texas	13	62	92	154	11	57	81	138	27	37	64	0	4	4	27	41	68
Utah	8	99	117	216	8	90	117	207	16	20	36	1	12	13	17	32	49
Vermont	27	130	233	363	27	140	208	348	34	28	62	18	67	85	52	95	147
Virginia	3	17	30	47	3	19	24	43	12	10	22	2	4	6	14	14	28
Washington	11	110	168	278	11	122	166	288	24	17	41	21	52	73	45	69	114
West Virginia	46	292	448	740	42	267	381	648	96	124	220	43	89	132	139	213	352
Wisconsin	16	147	214	361	15	159	213	372	62	66	128	31	50	81	93	116	209
Wyoming	12	82	104	186	10	75	106	181	19	13	32	3	17	20	22	30	52
Outlying parts of United States																	
Hawaii	2	19	10	29	2	12	5	17	2	2	4	4	2	6	6	4	10
Virgin Islands	1	2	0	2	1	6	6	12	------	------	------	1	1	2	1	1	2

TABLE 52.—*Value of property and equipment and size of libraries, in all high schools reporting, 1925–26*

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	4,873	8,050,070	4,963	$1,166,771,911	4,973	$110,225,793	2,193	$87,672,504
Alabama	107	93,831	107	9,629,826	105	812,175	69	1,186,101
Arizona	25	42,654	26	4,893,126	26	615,123	17	292,650
Arkansas	46	57,013	47	5,173,762	47	421,401	24	1,051,445
California	340	872,316	344	111,834,485	344	13,943,824	234	11,922,290
Colorado	97	165,339	97	20,257,355	98	1,595,127	43	975,823
Connecticut	60	111,590	61	21,770,852	61	2,052,604	16	1,536,465
Delaware	3	7,442	4	1,131,680	4	44,500	3	15,200
District of Columbia	11	25,650	13	9,945,684	13	1,494,985	1	105,000
Florida	47	46,258	48	10,300,527	48	523,737	34	2,884,344
Georgia	66	102,458	72	10,365,637	72	694,762	30	1,282,146
Idaho	43	54,956	43	4,088,398	43	578,579	26	117,079
Illinois	436	634,926	416	111,093,112	433	11,332,798	197	8,845,472
Indiana	165	251,297	173	33,731,627	174	2,400,144	52	1,742,643
Iowa	139	187,127	144	32,183,091	143	2,649,584	49	808,288
Kansas	321	342,144	319	31,657,428	324	3,466,805	138	2,168,965
Kentucky	63	66,666	63	5,468,219	63	451,849	26	707,200
Louisiana	34	41,480	34	5,535,800	34	548,293	15	1,760,368
Maine	70	48,298	69	7,818,458	68	1,116,362	21	83,077
Maryland	38	52,609	33	7,796,352	32	880,751	14	2,200,158
Massachusetts	191	213,096	202	64,951,644	190	5,151,803	51	4,967,404
Michigan	118	359,360	130	59,581,455	129	4,996,374	48	2,570,727
Minnesota	89	259,262	95	28,068,125	94	2,615,576	43	1,580,423
Mississippi	39	52,067	39	4,119,824	39	482,548	26	803,500
Missouri	181	323,018	176	25,966,934	184	2,883,313	83	1,474,782
Montana	41	78,705	42	5,443,734	42	631,479	16	68,422
Nebraska	92	99,917	96	18,193,909	98	1,640,994	49	1,342,471
Nevada	13	15,030	14	1,533,950	13	163,588	5	14,275
New Hampshire	44	26,185	45	4,859,380	46	456,523	5	276,591
New Jersey	88	186,961	89	36,571,025	90	3,448,924	33	2,641,013
New Mexico	23	30,112	21	1,638,500	22	120,257	13	28,275
New York	157	609,977	155	107,636,504	153	9,267,004	55	10,131,922
North Carolina	70	82,624	73	11,407,007	71	849,742	36	2,016,065
North Dakota	17	21,817	16	1,177,351	17	159,637	11	88,750
Ohio	273	452,771	288	91,730,779	286	6,735,090	91	2,766,326
Oklahoma	117	179,581	127	17,935,842	125	2,051,755	59	557,658
Oregon	84	100,788	87	8,871,624	85	1,090,559	39	760,295
Pennsylvania	326	392,024	336	96,103,375	336	8,530,786	139	4,468,034
Rhode Island	15	21,960	15	4,757,705	14	444,867	6	911,393
South Carolina	56	45,457	59	4,985,500	57	388,975	18	447,675
South Dakota	32	67,075	30	4,016,585	32	250,078	15	183,618
Tennessee	55	59,301	61	7,915,218	61	785,619	35	412,448
Texas	163	344,783	168	31,116,090	168	2,786,575	74	2,664,967
Utah	39	50,313	40	6,016,667	40	529,433	15	241,731
Vermont	17	8,365	18	1,910,000	19	148,820	8	360,600
Virginia	55	71,634	55	9,138,913	56	849,843	26	424,278
Washington	127	221,096	132	18,770,173	130	2,033,858	47	1,069,332
West Virginia	93	116,644	94	11,582,108	96	999,758	58	1,058,626
Wisconsin	120	319,366	120	31,297,518	121	3,501,850	63	2,653,533
Wyoming	27	36,727	27	4,799,053	27	606,762	17	1,002,656
Outlying parts of United States								
Alaska	2	1,300	1	7,000	2	3,200	-------	-------
Hawaii	2	2,876	3	272,384	3	29,616	1	10,000
Philippine Islands	23	76,633	22	925,602	22	134,821	13	14,844
Porto Rico	12	8,953	13	512,600	14	99,270	4	10,400
Virgin Islands	-------	-------	2	18,000	2	10,000	1	2,500

TABLE 53.—*Value of property and equipment and size of libraries in regular high schools, 1925–26*

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	3,247	4,990,884	3,247	$672,602,395	3,284	$66,840,012	1,508	$55,090,784
Alabama	35	41,724	34	5,573,526	33	394,275	16	562,612
Arizona	16	24,629	16	2,803,126	16	356,357	11	281,150
Arkansas	22	24,729	23	2,026,762	23	163,026	11	562,345
California	245	556,693	244	67,063,756	244	8,986,199	178	5,902,221
Colorado	46	71,925	45	6,798,907	46	650,301	23	119,184
Connecticut	39	81,572	42	15,858,515	42	1,617,167	15	1,530,965
Delaware	2	5,900	2	766,680	2	35,000	1	10,000
District of Columbia	7	24,027	7	7,719,802	7	1,389,485		
Florida	21	17,324	22	2,741,527	22	162,757	19	840,799
Georgia	46	52,604	48	6,005,000	48	363,400	21	984,092
Idaho	33	39,888	33	2,650,040	33	337,619	19	101,061
Illinois	404	559,647	385	100,215,542	402	10,435,830	184	8,747,657
Indiana	90	151,070	93	20,907,154	94	1,342,933	29	1,126,209
Iowa	81	101,930	81	14,084,900	81	1,094,188	30	580,848
Kansas	232	168,061	229	14,220,332	234	1,602,738	102	1,591,042
Kentucky	47	54,285	49	3,812,104	49	335,211	19	418,350
Louisiana	31	33,857	30	3,495,300	30	356,918	13	358,368
Maine	56	33,883	54	5,498,958	54	1,005,162	15	73,994
Maryland	27	40,916	27	4,266,250	27	564,951	12	581,505
Massachusetts	94	108,225	94	29,642,088	93	2,262,422	22	1,498,861
Michigan	38	114,346	42	21,544,655	42	1,254,833	15	1,293,848
Minnesota	47	133,775	48	9,300,369	48	745,952	25	298,282
Mississippi	27	37,411	27	2,756,824	27	200,888	18	155,700
Missouri	129	185,229	120	14,801,049	128	2,091,207	59	669,257
Montana	32	58,664	33	4,073,734	33	475,879	11	30,381
Nebraska	58	71,124	60	11,372,685	62	1,065,775	31	820,077
Nevada	10	10,787	10	858,950	10	93,938	4	14,150
New Hampshire	20	7,671	19	2,754,780	20	253,423	3	192,197
New Jersey	61	122,813	62	26,416,700	63	2,608,600	29	2,510,013
New Mexico	18	24,225	16	1,233,500	17	84,082	11	27,275
New York	95	444,400	92	73,297,300	92	7,067,936	29	8,768,332
North Carolina	58	62,467	60	7,904,561	59	655,738	33	1,730,915
North Dakota	12	17,120	11	852,351	12	117,487	8	85,550
Ohio	157	220,963	161	37,151,613	162	2,844,557	52	1,105,376
Oklahoma	51	59,882	53	4,734,943	53	639,133	26	197,421
Oregon	73	76,544	75	7,292,689	74	894,059	37	745,245
Pennsylvania	207	228,232	210	45,224,449	210	3,987,017	90	2,576,925
Rhode Island	14	21,460	14	4,482,705	13	434,867	5	786,393
South Carolina	52	41,127	54	4,285,500	52	313,975	16	358,175
South Dakota	26	39,033	24	2,501,457	25	171,761	14	173,618
Tennessee	47	46,238	50	5,558,718	50	539,169	31	254,698
Texas	118	236,324	123	20,213,405	123	1,830,825	58	1,859,286
Utah	19	21,215	18	2,559,305	18	212,774	6	59,908
Vermont	10	4,915	10	660,000	11	62,320	6	108,600
Virginia	42	49,521	41	4,354,913	42	347,404	22	285,278
Washington	103	177,695	106	14,164,085	105	1,567,079	39	758,317
West Virginia	52	60,766	52	4,870,147	54	487,707	40	886,410
Wisconsin	82	205,211	83	18,394,186	84	2,004,121	39	1,526,238
Wyoming	15	18,837	15	2,836,553	15	331,567	11	941,656
Outlying parts of United States								
Alaska	2	1,300	1	7,000	2	3,200		
Hawaii	1	1,916	1	69,655	1	12,860		
Philippine Islands	23	76,633	22	925,602	22	134,821	13	14,844
Porto Rico	12	8,953	13	512,600	14	99,270	4	10,400

TABLE 54.—*Value of property and equipment and size of libraries in reorganized high schools, 1925–26*

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	1,626	3,059,186	1,716	$494,169,516	1,689	$43,385,781	685	$32,581,720
Alabama	72	52,107	73	4,056,300	72	417,900	53	623,489
Arizona	9	18,025	10	2,090,000	10	258,766	6	11,500
Arkansas	24	32,284	24	3,147,000	24	258,375	13	489,100
California	95	315,623	100	44,770,729	100	4,957,625	56	6,020,069
Colorado	51	93,414	52	13,458,448	52	944,826	20	856,639
Connecticut	21	30,018	19	5,912,337	19	435,437	1	5,500
Delaware	1	1,542	2	365,000	2	9,500	2	5,200
District of Columbia	4	1,623	6	2,225,882	6	105,500	1	105,000
Florida	26	28,934	26	7,559,000	26	360,980	15	2,043,545
Georgia	20	49,854	24	4,360,637	24	331,362	9	298,054
Idaho	10	15,068	10	1,438,358	10	240,960	7	16,018
Illinois	32	75,279	31	10,877,570	31	896,968	13	97,815
Indiana	75	100,227	80	12,824,473	80	1,057,211	23	616,434
Iowa	58	85,197	63	18,098,191	62	1,555,396	19	227,440
Kansas	89	174,083	90	17,437,096	90	1,864,067	36	577,923
Kentucky	16	12,381	14	1,656,115	14	116,638	7	288,850
Louisiana	3	7,623	4	2,040,500	4	191,375	2	1,402,000
Maine	14	14,415	15	2,319,500	14	111,200	6	9,083
Maryland	11	11,693	6	3,530,102	5	315,800	2	1,618,653
Massachusetts	97	104,871	108	35,309,556	97	2,889,381	29	3,468,543
Michigan	80	245,014	88	38,036,800	87	3,741,541	33	1,276,879
Minnesota	42	125,487	47	18,767,756	46	1,869,624	18	1,282,141
Mississippi	12	14,656	12	1,363,000	12	281,660	8	647,800
Missouri	52	137,789	56	11,165,885	56	792,106	24	805,525
Montana	9	20,041	9	1,370,000	9	155,600	5	38,041
Nebraska	34	28,793	36	6,821,224	36	575,219	18	522,394
Nevada	3	4,243	4	675,000	3	69,650	1	125
New Hampshire	24	18,514	26	2,104,600	26	203,100	2	84,394
New Jersey	27	64,148	27	10,154,325	27	840,324	4	131,000
New Mexico	5	5,887	5	405,000	5	36,175	2	1,000
New York	62	165,577	63	34,339,204	61	2,199,068	26	1,363,590
North Carolina	12	20,157	13	3,502,446	12	194,004	3	285,150
North Dakota	5	4,697	5	325,000	5	42,150	3	3,200
Ohio	116	231,808	127	54,579,166	124	3,890,533	39	1,660,950
Oklahoma	66	119,699	74	13,200,899	72	1,412,622	33	360,237
Oregon	11	24,244	12	1,578,935	11	196,500	2	15,050
Pennsylvania	119	163,792	126	50,878,926	126	4,543,769	49	1,891,109
Rhode Island	1	500	1	275,000	1	10,000	1	125,000
South Carolina	4	4,330	5	700,000	5	75,000	2	89,500
South Dakota	6	28,042	6	1,515,128	7	78,317	1	10,000
Tennessee	8	13,063	11	2,356,500	11	246,450	4	157,750
Texas	45	108,459	45	10,902,685	45	955,750	16	805,681
Utah	20	29,098	22	3,457,362	22	316,659	9	181,823
Vermont	7	3,450	8	1,250,000	8	86,500	2	252,000
Virginia	13	22,113	14	4,784,000	14	502,439	4	139,000
Washington	24	43,401	26	4,606,088	25	466,779	8	311,015
West Virginia	41	55,878	42	6,711,961	42	512,051	18	172,216
Wisconsin	38	114,155	37	12,903,332	37	1,497,729	24	1,127,295
Wyoming	12	17,890	12	1,962,500	12	275,195	6	61,000
Outlying parts of United States								
Hawaii	1	960	2	202,729	2	16,756	1	10,000
Virgin Islands			2	18,000	2	10,000	1	2,500

CHAPTER XXIV

STATISTICS OF PRIVATE HIGH SCHOOLS AND ACADEMIES, 1925–26

This publication contains statistics of private high schools and academies reporting to the bureau for the school year ending June, 1926. Reports were received from 2,350 schools, an increase of 226 over the number reporting in 1924. This increase is due to a larger number of complete reports rather than to an increase in the number of institutions.

Aside from the larger number of reports, there are few significant changes over 1924. The increase in number of students reported amounts to 14.6 per cent, which increase is about equally divided as to sex. The increase in number of teachers is 15.5 per cent, which is 11.9 per cent for men and 16.7 per cent for women instructors. Fourth-year students increased 21.3 per cent, which is equally divided as to sex. The number of graduates increased 18.9 per cent, which is 11.8 per cent for boys and 20.3 per cent for girls. Of the boys in the fourth year in 1926, 85.8 per cent were graduated, and of the girls, 92.3 per cent were graduated.

In 1924 reports were received from 111 schools for the Negro race, which enrolled 10,891 students. In 1926 reports were received from 103 such schools, with an enrollment of 10,261.

TABLE 1.—*Review of statistics of private high schools and academies, 1890 to 1926*

Items	1890	1895	1900	1905	1910	1915	1920	1926
Schools reporting	1,632	2,180	1,978	1,627	1,781	2,248	2,093	2,350
Instructors:								
Men	3,272	3,991	4,275	4,065	4,512	5,776	5,698	6,929
Women	3,937	4,568	5,842	5,785	6,634	8,250	9,248	11,096
Total	7,209	8,569	10,117	9,850	11,146	14,026	14,946	18,025
Secondary students:								
Boys	47,534	57,354	55,734	51,778	55,474	73,208	84,222	114,617
Girls	47,397	60,993	55,063	55,429	61,926	81,836	99,931	133,459
Total	94,931	118,347	110,797	107,207	117,400	155,044	184,153	248,076
Colored students, included above:								
Boys		1,110	990	1,013	1,408	2,222	3,185	3,104
Girls		2,233	1,400	1,761	2,480	4,316	6,341	7,157
Total		3,343	2,390	2,774	3,888	6,538	9,526	10,261
Graduates:								
Boys		6,052	6,226	6,268	6,876	10,419	10,590	18,208
Girls		5,908	5,990	6,601	7,533	11,866	13,576	22,507
Total	8,070	11,960	12,216	12,869	14,409	22,285	24,166	40,715

TABLE 1.—*Review of statistics of private high schools and academies, 1890 to 1926*—Continued

Items	1890	1895	1900	1905	1910	1915	1920	1926
Military drill:								
Schools having it						113	205	105
Students in it		6,237	8,900	8,919		8,836	24,056	15,006
Schools:								
For boys only				327	348	451	385	416
For girls only				508	511	799	728	812
Coeducational				792	922	998	980	1,122
Enrollment in:								
Boys' schools				23,780	26,838	39,543	47,925	63,050
Girls' schools				27,438	28,317	46,945	55,658	76,323
Coeducational schools				55,989	62,245	68,556	80,570	108,703
Secondary teachers to a school	4.4	3.9	5.1	6.1	6.3	6.2	7.1	7.7
Secondary students to a school	58.2	54.0	56.0	65.9	65.9	70.0	88.0	105.6
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	2,209
Volumes (in thousands)	961	1,498	1,734	2,360	1,976	2,817	3,622	4,920
Average number of volumes per school		1,101	1,264	1,709	1,617	1,786	2,011	2,227

TABLE 2.—*Review of statistics of private high schools and academies for five-year periods, 1895–1926, as to denominational control*

Denominations	1895	1900	1905	1910	1915	1920	1926
Baptist:							
Schools	109	96	74	74	105	107	92
Students	7,424	7,173	6,450	6,983	7,439	10,903	10,566
Congregational:							
Schools	56	51	41	45	31	29	20
Students	2,882	2,671	2,402	2,322	2,231	2,348	1,575
Episcopal:							
Schools	119	98	91	71	99	91	97
Students	5,552	5,145	5,460	4,788	6,389	7,761	8,288
Friends:							
Schools	57	55	46	48	36	28	26
Students	3,851	3,428	3,526	2,243	2,444	2,324	2,783
Latter Day Saints:							
Schools					18	12	2
Students					4,765	3,959	1,564
Lutheran:							
Schools	36	32	28	42	57	47	35
Students	1,908	2,032	1,819	3,339	3,881	4,005	3,649
Methodist Episcopal:							
Schools	60	65	60	67	77	71	64
Students	5,958	5,522	6,328	6,007	6,506	7,902	9,009
Methodist Episcopal South:							
Schools	51	38	36	25	33	21	18
Students	3,871	2,863	3,035	2,281	3,044	2,200	1,773
Presbyterian:							
Schools	102	93	68	67	65	64	65
Students	4,654	4,574	3,511	3,570	3,734	5,267	5,768
Roman Catholic:							
Schools	280	361	389	630	975	976	1,196
Students	12,777	15,872	20,150	30,124	56,182	76,054	131,436
Seventh Day Adventist:							
Schools					20	22	31
Students					1,834	1,992	2,979
Other denominations:							
Schools	40	56	50	84	70	58	57
Students	3,564	4,344	6,575	9,490	5,380	5,305	6,251
Total denominational:							
Schools	910	945	883	1,143	1,586	1,527	1,703
Students	52,441	53,624	59,256	71,147	103,829	130,019	185,641
Nonsectarian:							
Schools	1,270	1,033	744	638	662	566	647
Students	65,906	57,173	47,951	46,253	51,215	54,134	62,435

TABLE 3.—*Distribution of students in private high schools and academies, 1907–1926* [1]

	1907	1910	1915	1920	1926
Unclassified students:					
Boys				4,724	4,334
Girls				6,048	6,291
Total				10,772	10,625
Students in first year:					
Boys	11,008	17,880	23,745	27,949	34,641
Girls	10,848	19,895	26,921	33,409	38,769
Total	21,856	37,775	50,666	61,358	73,410
Per cent of whole number	33.1	35.2	34.4	36.1	32.2
Students in second year:					
Boys	9,223	13,851	18,622	21,265	27,833
Girls	8,387	15,285	20,474	24,384	31,388
Total	17,610	29,136	39,096	45,649	59,221
Per cent of whole number	26.5	27.1	26.6	26.8	26.0
Students in third year:					
Boys	7,787	10,812	14,227	16,355	23,030
Girls	7,050	11,881	15,997	18,850	26,611
Total	14,837	22,693	30,224	35,205	49,641
Per cent of whole number	22.4	21.2	20.6	20.5	21.8
Students in fourth year:					
Boys	6,141	8,251	12,721	12,489	21,226
Girls	5,825	9,423	14,387	15,700	24,382
Total	11,966	17,674	27,108	28,189	45,608
Per cent of whole number	18.0	16.5	18.4	16.6	20.0
Students above fourth year:					
Boys				1,440	3,553
Girls				1,540	6,018
Total				2,980	9,571

[1] No data collected prior to 1907.

TABLE 4.—*Classification of private high schools and academies, instructors, and secondary students according to religious influence or control, 1925–26*

Religious denomination	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	92	335	268	213	246	1,375	1,421	1,225	1,200	1,064	872	1,261	952	198	539
Brethren	1	5	4	0	6	22	34	15	18	6	9	16	17	8	7
Christian Catholic Apostolic	1	4	4	-------	-------	29	38	20	22	10	29	9	20	11	8
Christian Reformed	5	17	3	-------	-------	17	21	54	67	43	74	49	64	-------	-------
Church of Christ	2	16	9	1	1	35	33	30	39	28	24	29	29	9	16
Church of Christ of Reorganized Latter Day Saints	1	3	6	-------	-------	10	7	9	33	17	14	4	10	0	0
Church of New Jerusalem	1	0	7	0	1	0	9	0	9	0	8	0	10	0	1
Congregational	20	44	95	42	93	187	266	112	224	99	195	126	166	16	49
Disciples of Christ	7	11	32	-------	-------	53	139	38	101	33	86	14	67	41	52
Episcopal	97	433	517	175	146	1,071	752	1,103	731	1,016	860	925	820	212	477
Evangelical Free Church	1	4	2	12	14	7	4	1	5	2	5	1	3	-------	-------
Friends	26	133	132	1	25	385	366	347	356	305	309	289	343	18	39
Holiness	3	9	11	22	16	11	4	6	5	6	4	57	16	13	15
Jewish	1	26	0	7	0	141	0	138	0	67	0	0	0	0	0
Latter Day Saints	2	37	20	2	2	0	0	235	263	222	227	203	197	106	107
Lutheran	35	188	72	142	150	555	367	452	249	399	222	401	253	326	133
Mennonite	6	22	7	0	2	56	63	33	45	26	35	25	35	46	48
Methodist Episcopal	64	269	345	199	369	918	1,287	762	971	745	1,069	700	968	394	627
Methodist Episcopal South	18	58	46	5	33	253	204	252	183	201	133	270	180	17	42
Moravian	2	8	13	-------	-------	6	19	10	16	10	23	25	32	22	30
Nazarene	7	12	27	25	56	66	83	46	59	33	52	34	41	142	155
Presbyterian	67	174	251	38	99	705	998	558	710	501	727	461	551	142	278
Reformed Church	6	67	13	18	2	158	70	282	46	235	39	178	37	0	0
Roman Catholic	1,196	2,095	5,812	672	3,031	19,816	25,604	13,953	19,672	10,128	15,310	8,516	13,233	700	801
Schwenkfelder	1	10	0	17	0	22	0	29	0	48	0	38	0	3	0

Seventh Day Adventist	31	126	93	8	42	389	461	374	405	260	357	242	320	55	66
Swedish Evangelical Mission Covenant	2	15	8	34	116	58	73	46	63	43	51	40	44	78	24
Unitarian	2	7	9	------	------	29	17	16	14	19	12	17	12	0	0
United Brethren	3	3	4	------	------	8	13	3	2	3	2	5	7	0	0
Universalist	3	16	13	31	46	24	30	25	17	53	32	106	51	0	1
Total	1,703	4,147	7,823	1,664	4,496	26,406	32,383	20,174	25,525	15,622	20,780	14,041	18,478	2,557	3,515

TABLE 5.—*Private high schools and academies—Schools, instructors, students, military drill, and property, 1925–26*

State	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. (thousands 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
Continental United States	2,350	6,929	11,096	114,617	133,459	1,092	9,687	134,291	166,692	15,006	4,919,738	406,327	38,066	67,151	1,281
Alabama	47	86	171	1,432	2,416	10	188	2,610	3,905	297	53,929	4,354	394	1,034	27
Arizona	5	13	19	137	180	2	22	378	452	----------	3,830	153	16	----------	3
Arkansas	26	58	77	936	1,198	11	61	797	1,070	----------	44,578	3,031	160	17	26
California	109	286	580	3,706	6,549	52	470	4,815	6,894	541	208,476	14,197	1,309	683	71
Colorado	14	16	71	424	785	5	79	1,379	1,719	32	18,852	1,428	106	6	5
Connecticut	58	370	306	3,931	3,382	43	102	822	923	69	190,998	13,315	1,431	5,397	38
Delaware	6	27	27	320	208	0	40	397	496	----------	7,700	1,651	153	222	2
District of Columbia	30	92	209	1,522	1,907	9	108	826	1,272	270	63,300	3,996	352	----------	17
Florida	25	58	115	728	1,155	9	139	1,717	2,463	230	37,765	5,528	309	15	15
Georgia	36	87	136	1,185	1,880	12	121	1,243	2,312	397	66,108	3,802	458	79	25
Idaho	11	17	47	262	533	2	37	438	693	----------	18,142	934	99	150	8
Illinois	113	359	692	6,731	10,083	56	396	5,445	6,790	793	268,518	24,925	1,826	1,992	60
Indiana	36	162	126	2,569	1,813	6	128	2,421	2,689	1,091	83,174	9,577	1,601	374	18
Iowa	102	85	359	2,051	4,033	21	415	6,281	6,807	30	150,337	7,621	461	184	42
Kansas	33	68	125	1,378	1,777	5	61	781	867	134	65,701	5,115	347	153	19
Kentucky	74	99	254	1,888	3,070	18	259	3,922	4,927	64	120,077	8,043	499	903	50
Louisiana	50	94	166	1,412	1,748	42	206	3,265	4,302	181	92,143	6,501	485	195	31
Maine	54	126	204	2,598	3,066	3	72	1,260	1,231	----------	74,435	4,244	465	2,076	21
Maryland	50	166	231	2,000	2,118	35	190	1,953	2,539	85	110,969	11,632	1,506	1,350	33
Massachusetts	117	413	766	6,141	8,036	41	685	8,855	12,400	26	287,895	28,061	2,651	13,193	60
Michigan	77	115	342	3,563	5,128	31	572	12,054	13,076	----------	143,414	13,017	1,462	29	14
Minnesota	52	148	234	2,658	2,960	18	173	2,579	2,905	819	126,617	9,119	609	1,016	22
Mississippi	33	84	128	1,326	1,535	34	120	1,830	2,321	519	52,636	3,597	503	250	27
Missouri	61	158	308	3,039	3,958	29	236	2,693	3,532	662	198,653	11,538	861	300	28
Montana	11	19	46	496	724	0	39	342	882	----------	23,755	1,236	101	----------	5

Nebraska	35	26	135	652	1,568	2	138	2,257	2,337	----------	56,295	3,388	247	127	23
New Hampshire	28	164	82	2,310	1,058	31	58	1,464	1,260	----------	94,760	6,187	390	8,690	18
New Jersey	77	382	366	5,824	3,676	42	334	4,021	4,763	273	133,071	12,270	1,360	898	36
New Mexico	17	24	43	346	424	14	62	1,018	1,174	----------	22,854	1,992	233	3	4
New York	258	927	1,468	15,689	16,246	222	1,426	17,846	20,801	2,522	640,532	53,027	4,857	11,340	104
North Carolina	57	173	196	2,480	3,281	18	148	2,003	2,670	471	96,434	9,079	814	1,395	52
North Dakota	16	18	55	292	637	9	48	857	934	----------	17,200	1,269	145	----------	15
Ohio	105	266	549	5,909	7,025	58	537	8,753	10,279	189	253,854	21,231	2,081	4,393	30
Oklahoma	38	43	102	648	920	6	120	1,654	1,830	----------	44,654	3,036	581	43	15
Oregon	21	52	79	816	830	2	63	596	875	114	35,928	2,791	184	70	15
Pennsylvania	145	550	934	10,264	10,260	74	841	13,002	15,307	185	347,444	40,639	3,806	5,509	61
Rhode Island	17	85	98	1,268	1,095	17	91	1,341	1,964	----------	44,195	5,353	437	215	7
South Carolina	22	50	69	863	1,065	5	54	472	917	281	33,015	2,933	142	477	19
South Dakota	13	22	53	342	671	3	47	840	920	----------	33,353	1,706	115	670	11
Tennessee	42	159	133	2,579	1,808	19	110	1,389	1,747	944	73,864	5,677	426	339	35
Texas	51	136	193	1,973	2,389	26	187	1,840	3,038	504	119,892	10,347	1,219	558	46
Utah	7	39	57	776	1,070	0	20	52	389	----------	17,226	1,087	144	16	5
Vermont	18	45	97	892	1,359	1	59	824	1,017	----------	23,031	2,018	265	1,268	13
Virginia	67	272	228	3,745	2,823	16	168	1,634	2,745	2,126	84,438	8,707	864	119	50
Washington	27	66	109	987	1,343	10	107	1,065	1,787	----------	67,173	3,165	321	196	19
West Virginia	18	46	95	654	831	11	56	813	914	327	41,484	3,210	293	25	9
Wisconsin	39	172	212	2,835	2,804	12	86	1,340	1,441	830	123,539	10,400	949	1,182	25
Wyoming	2	6	4	40	34	0	8	107	116	----------	3,500	200	30	----------	2
Outlying parts of the United States															
Hawaii	9	52	51	1,032	572	2	75	1,347	690	312	42,500	3,887	639	11,627	8
Philippine Islands	41	197	161	6,687	2,901	84	230	3,652	3,178	2,665	64,342	4,030	428	22	29
Porto Rico	10	13	53	298	675	8	80	651	1,239	----------	4,391	1,085	95	129	5

TABLE 6.—*Graduates in private high schools and academies and graduates continuing their education, 1925–26*

State	Graduates in 1926				Graduates, class of 1925, who went to college in 1926				Graduates, class of 1925, who went to other institutions in 1926			
	Boys	Girls	Total	Per cent of total enrollment graduating	Boys	Girls	Total	Per cent of graduates in 1925	Boys	Girls	Total	Per cent of graduates in 1925
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	18,208	22,507	40,715	16.3	9,948	6,396	16,344	42.4	1,225	5,011	6,236	16.2
Alabama	266	480	746	19.4	126	104	230	38.5	21	95	116	19.4
Arizona	25	32	57	17.9	18	17	35	66.0	0	6	6	11.3
Arkansas	122	159	281	13.0	39	52	91	36.8	7	15	22	8.9
California	579	1,105	1,684	15.2	311	393	704	44.6	39	230	269	17.1
Colorado	68	147	215	17.8	27	61	88	37.9	6	38	44	18.9
Connecticut	759	706	1,465	20.0	582	169	751	54.7	18	121	139	10.1
Delaware	52	30	82	15.5	24	18	42	41.2	0	2	2	19.6
District of Columbia	193	338	531	15.5	86	109	195	41.5	6	30	36	7.7
Florida	55	136	191	10.2	35	49	84	37.8	8	19	27	12.2
Georgia	196	319	515	16.8	108	107	215	41.9	26	66	92	17.9
Idaho	36	88	124	15.6	13	32	45	48.9	2	11	13	14.1
Illinois	1,004	1,503	2,507	14.9	515	317	832	36.6	68	438	506	22.3
Indiana	436	295	731	16.7	241	70	311	45.3	23	67	90	13.1
Iowa	336	766	1,102	18.1	136	182	318	29.5	31	171	202	18.7
Kansas	216	270	486	15.4	98	91	189	32.6	17	60	77	13.3
Kentucky	202	473	675	13.3	46	147	193	34.6	39	95	134	24.1
Louisiana	182	268	450	14.2	133	90	223	42.2	18	91	109	20.6
Maine	521	587	1,108	19.6	184	72	256	25.2	51	167	218	21.5
Maryland	358	294	652	15.9	224	96	320	55.6	20	80	100	17.4
Massachusetts	1,274	1,647	2,921	20.6	924	478	1,402	49.5	59	465	524	18.5
Michigan	533	914	1,447	16.6	240	227	467	33.8	37	155	192	13.9
Minnesota	457	542	999	15.1	184	161	345	36.7	37	162	199	21.2
Mississippi	225	232	457	15.9	93	17	110	23.9	13	30	43	9.4
Missouri	456	608	1,064	15.2	194	172	366	32.8	73	98	171	15.3
Montana	58	137	195	15.9	32	31	63	36.2	8	39	47	27.0
Nebraska	78	285	363	16.3	27	68	95	25.1	9	48	57	15.1
New Hampshire	472	186	658	19.5	331	28	359	54.7	10	75	85	12.9
New Jersey	967	669	1,636	17.2	627	183	810	53.1	23	203	226	14.8
New Mexico	43	54	97	12.6	9	15	24	25.8	5	11	16	17.2
New York	2,261	2,495	4,756	14.9	1,328	948	2,276	49.7	180	618	798	17.4
North Carolina	381	508	889	15.4	163	139	302	39.0	13	52	65	8.4
North Dakota	47	102	149	16.0	2	18	20	16.6	4	29	33	27.5
Ohio	893	1,225	2,118	16.4	472	306	778	39.2	97	271	368	18.5
Oklahoma	96	139	235	14.9	29	31	60	28.8	13	28	41	19.7
Oregon	112	138	250	15.2	69	52	121	53.8	20	19	39	17.3
Pennsylvania	1,703	1,753	3,456	16.8	992	509	1,501	43.9	99	327	426	12.5
Rhode Island	212	215	427	18.1	140	46	186	48.1	3	69	72	18.6
South Carolina	119	138	257	13.3	76	40	116	64.0	8	31	39	21.5
South Dakota	59	126	185	18.3	7	49	56	38.9	9	21	30	20.1
Tennessee	383	310	693	15.8	199	128	327	57.4	19	32	51	8.9
Texas	281	341	622	14.3	113	109	222	39.7	7	53	60	10.7
Utah	118	232	350	19.0	5	35	40	11.5	1	18	19	5.5
Vermont	203	305	508	22.6	61	27	88	21.3	14	65	79	19.1
Virginia	550	381	931	14.2	339	114	453	55.5	27	70	97	11.9
Washington	115	211	326	13.9	61	86	147	45.9	4	51	55	17.2
West Virginia	100	137	237	15.9	47	38	85	47.2	4	27	31	17.2
Wisconsin	399	476	875	15.5	238	161	399	40.8	27	142	169	17.7
Wyoming	7	5	12	16.2	0	4	4	30.7	2	0	2	15.3
Outlying parts of the United States												
Hawaii	190	115	305	19.0	62	36	98	41.5	5	29	34	14.4
Philippine Islands	913	250	1,163	12.1	334	50	384	40.6	81	14	95	10.1
Porto Rico	29	61	90	8.0	13	18	31	59.6	1	10	11	21.1

TABLE 7.—*Classification of students enrolled in private high schools and academies, by years, 1925–26*

State	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	4,334	6,291	34,641	38,769	27,833	31,388	23,030	26,611	21,226	24,382	3,553	6,018
Alabama	20	62	396	674	355	624	309	507	287	477	65	72
Arizona	24	5	18	34	10	20	25	46	26	34	34	41
Arkansas	37	84	285	376	209	268	177	193	142	185	86	92
California	219	231	1,062	1,791	935	1,542	743	1,444	655	1,171	92	370
Colorado	62	62	102	197	107	194	70	183	82	149	1	0
Connecticut	144	242	996	774	959	709	807	700	822	780	203	177
Delaware	4	12	105	69	81	58	58	37	59	30	13	2
District of Columbia	326	184	413	395	282	342	253	355	248	367	0	264
Florida	66	123	236	343	171	269	132	218	85	166	38	36
Georgia	34	30	344	521	296	517	266	363	227	341	18	108
Idaho	1	8	76	142	56	119	37	105	40	91	52	68
Illinois	249	858	2,230	3,192	1,633	2,407	1,258	1,858	1,134	1,595	227	173
Indiana	5	34	778	614	690	510	566	328	441	317	89	10
Iowa	54	130	649	1,179	525	984	389	846	360	797	74	97
Kansas	1	26	380	514	306	420	244	354	232	284	215	179
Kentucky	129	133	743	1,071	434	699	307	579	229	504	46	84
Louisiana	44	51	540	585	377	420	248	385	203	289	0	18
Maine	49	45	703	871	616	808	526	680	677	652	27	10
Maryland	291	274	542	466	395	389	351	378	383	320	38	291
Massachusetts	169	193	1,480	2,111	1,367	1,802	1,344	1,634	1,554	1,723	227	573
Michigan	17	106	1,170	1,548	903	1,295	740	1,062	604	973	129	144
Minnesota	37	57	848	836	682	749	573	650	514	647	4	21
Mississippi	4	30	435	422	309	330	308	315	250	243	20	195
Missouri	14	133	996	1,369	724	1,026	628	729	463	642	214	59
Montana	5	13	136	222	128	188	104	157	123	144	------	------
Nebraska	58	66	212	439	154	352	113	319	87	322	28	70
New Hampshire	11	8	519	370	572	231	582	239	609	204	17	6
New Jersey	282	196	1,730	1,128	1,428	802	1,196	752	1,143	683	45	115
New Mexico	22	15	113	153	102	109	65	84	44	63	------	------
New York	360	512	5,437	4,691	3,995	4,039	3,040	3,297	2,763	2,897	94	810
North Carolina	147	123	663	959	570	682	509	623	489	591	102	303
North Dakota	10	22	115	250	81	178	36	84	50	102	0	1
Ohio	165	155	2,119	2,346	1,531	1,802	1,110	1,465	943	1,241	41	16
Oklahoma	9	41	224	278	162	221	106	176	104	152	43	52
Oregon	276	8	138	278	144	217	141	165	117	156	0	6
Pennsylvania	445	1,205	3,113	2,976	2,471	2,113	2,082	1,832	1,923	1,907	230	227
Rhode Island	0	4	426	346	333	265	286	230	221	211	2	39
South Carolina	78	209	256	264	205	217	185	166	138	189	1	20
South Dakota	7	10	114	173	91	149	55	139	64	125	11	75
Tennessee	12	58	729	475	586	413	634	399	474	325	144	138
Texas	107	221	441	576	362	510	352	430	366	383	345	269
Utah	2	19	22	96	262	345	227	281	191	259	72	70
Vermont	23	66	253	414	204	252	189	274	216	315	7	38
Virginia	229	171	1,002	731	872	575	778	515	726	449	138	382
Washington	38	18	267	360	225	325	189	254	134	218	134	168
West Virginia	4	8	212	236	163	177	148	171	110	155	17	84
Wisconsin	44	30	862	908	756	712	536	600	467	509	170	45
Wyoming	------	------	11	6	14	13	8	10	7	5	------	------
Outlying parts of the United States												
Hawaii	16	67	299	155	254	128	264	103	199	119	------	------
Philippine Islands	826	320	1,727	955	1,476	765	1,261	476	1,060	323	337	62
Porto Rico	43	73	91	247	61	176	38	73	37	81	28	25

TABLE 8.—*Classification of private high schools and academies according to sex of students admitted, 1925–26*

State	Schools for boys only		Schools for girls only		Coeducational schools			Schools with teacher-training courses			
	Number	Students	Number	Students	Number	Boys	Girls	Number	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	416	63,050	812	76,323	1,122	51,567	57,136	482	491	2,521	3,012
Alabama	4	319	13	605	30	1,113	1,811	9	0	53	53
Arizona	1	22	------	------	4	115	180	3	0	40	40
Arkansas	2	24	8	168	16	912	1,030	11	72	79	151
California	23	2,146	58	5,314	28	1,560	1,235	25	29	116	145
Colorado	1	16	6	257	7	408	528	3	0	6	6
Connecticut	21	2,352	24	2,480	13	1,579	902	6	0	22	22
Delaware	1	176	1	61	4	144	147	1	0	4	4
District of Columbia	3	584	19	1,641	8	938	266	2	0	3	3
Florida	4	189	7	275	14	539	880	6	1	24	25
Georgia	4	422	11	1,273	21	763	607	13	30	85	115
Idaho	------	------	2	118	9	262	415	3	1	12	13
Illinois	19	4,384	52	7,574	42	2,347	2,509	25	6	156	162
Indiana	8	2,230	15	1,112	13	339	701	8	2	26	28
Iowa	3	283	16	1,637	83	1,768	2,396	15	2	58	60
Kansas	2	162	8	501	23	1,216	1,276	8	8	30	38
Kentucky	5	704	23	1,480	46	1,184	1,590	18	41	91	132
Louisiana	13	1,246	27	1,409	10	166	339	10	56	72	128
Maine	4	420	8	615	42	2,178	2,451	10	20	77	97
Maryland	17	1,687	21	1,726	12	313	392	6	0	8	8
Massachusetts	25	3,499	64	6,286	28	2,642	1,750	25	0	133	133
Michigan	7	961	16	1,685	54	2,602	3,443	41	22	146	168
Minnesota	9	1,752	13	1,717	30	906	1,243	14	1	38	39
Mississippi	9	829	7	633	17	497	902	9	19	79	98
Missouri	13	2,585	27	3,245	21	454	713	6	0	21	21
Montana	2	340	5	624	4	156	100	------	------	------	------
Nebraska	------	------	5	388	30	652	1,180	14	14	160	174
New Hampshire	9	1,479	6	378	13	831	680	5	2	14	16
New Jersey	23	4,257	30	1,844	24	1,567	1,832	16	8	75	83
New Mexico	5	244	5	260	7	102	164	1	0	1	1
New York	62	11,041	102	11,665	94	4,648	4,581	49	14	295	309
North Carolina	6	588	7	722	44	1,892	2,559	12	2	97	99
North Dakota	------	------	2	92	14	292	545	3	1	6	7
Ohio	10	1,913	31	3,288	64	3,996	3,737	19	0	52	52
Oklahoma	3	112	5	144	30	536	776	3	0	9	9
Oregon	3	277	5	347	13	539	483	3	3	4	7
Pennsylvania	29	6,383	55	6,006	61	3,881	4,254	25	8	71	79
Rhode Island	6	1,066	8	970	3	202	125	5	4	12	16
South Carolina	2	281	7	192	13	582	873	1	0	15	15
South Dakota	------	------	2	111	11	342	560	2	32	59	91
Tennessee	8	1,268	9	572	25	1,311	1,236	11	33	94	127
Texas	10	1,046	16	1,030	25	927	1,359	6	53	85	138
Utah	------	------	4	290	3	776	780	2	0	4	4
Vermont	------	------	4	315	14	892	1,044	6	0	14	14
Virginia	21	3,102	24	1,957	22	643	866	6	3	15	18
Washington	5	685	17	1,021	5	302	322	4	0	16	16
West Virginia	4	463	6	507	8	191	324	3	0	4	4
Wisconsin	9	1,481	11	1,788	19	1,354	1,016	9	4	40	44
Wyoming	1	32	------	------	1	8	34	------	------	------	------
Outlying parts of the United States											
Hawaii	3	688	3	264	3	344	308	------	------	------	------
Philippine Islands	5	984	15	815	21	5,703	2,086	2	56	16	72
Porto Rico	------	------	6	364	4	298	311	2	0	3	3

TABLE 9.—*Four-year private high schools and academies—Schools, instructors, students, and graduates, 1925–26*

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	2,160	6,561	10,351	16,912	109,850	127,293	237,143	17,599	21,568	39,167	16.5	88.8
Alabama	43	84	163	247	1,401	2,336	3,737	259	445	704	18.8	92.6
Arizona	5	13	19	32	137	180	317	25	32	57	18.0	95.0
Arkansas	24	55	73	128	896	1,133	2,029	120	158	278	13.7	89.7
California	100	263	561	824	3,460	6,453	9,913	555	1,103	1,658	16.7	91.8
Colorado	14	16	71	87	424	785	1,209	68	147	215	17.8	93.1
Connecticut	48	299	264	563	3,151	3,031	6,182	641	634	1,275	20.6	94.5
Delaware	5	27	26	53	301	182	483	52	30	82	17.0	92.1
District of Columbia	29	90	181	271	1,522	1,693	3,215	193	295	488	15.2	87.2
Florida	25	58	115	173	728	1,155	1,883	55	136	191	10.1	76.1
Georgia	34	86	132	218	1,170	1,822	2,992	196	319	515	17.2	90.7
Idaho	11	17	47	64	262	533	795	36	88	124	15.6	94.7
Illinois	109	350	687	1,037	6,627	10,040	16,667	1,004	1,503	2,507	15.0	91.9
Indiana	32	154	122	276	2,451	1,757	4,208	427	295	722	17.2	96.4
Iowa	96	82	342	424	2,013	3,924	5,937	336	759	1,095	18.4	95.7
Kansas	33	65	122	187	1,342	1,721	3,063	216	270	486	15.9	94.4
Kentucky	71	91	254	345	1,819	3,067	4,886	202	473	675	13.8	93.8
Louisiana	50	94	166	260	1,412	1,748	3,160	182	268	450	14.2	91.5
Maine	52	121	201	322	2,570	3,044	5,614	506	587	1,093	19.5	83.2
Maryland	49	178	231	409	1,921	2,118	4,039	345	294	639	16.0	92.9
Massachusetts	103	384	668	1,052	5,857	7,059	12,916	1,225	1,489	2,714	21.0	88.7
Michigan	71	114	311	425	3,523	4,868	8,391	533	883	1,416	17.0	92.0
Minnesota	47	145	214	359	2,634	2,831	5,465	457	535	992	18.2	87.0
Mississippi	33	84	128	212	1,326	1,535	2,861	225	232	457	16.0	92.7
Missouri	54	155	296	451	3,039	3,958	6,997	435	592	1,027	14.7	92.1
Montana	11	19	46	65	496	724	1,220	58	137	195	16.0	73.0
Nebraska	33	26	133	159	643	1,557	2,200	78	285	363	17.0	88.8
New Hampshire	26	162	78	240	2,298	1,009	3,307	472	170	642	19.4	79.0
New Jersey	66	359	306	665	5,436	3,319	8,755	967	604	1,571	18.0	89.3
New Mexico	15	24	41	65	343	414	757	43	54	97	13.0	90.7
New York	223	858	1,273	2,131	14,913	14,846	29,759	2,146	2,254	4,400	14.9	92.7
North Carolina	54	160	192	352	2,445	3,167	5,612	280	488	768	13.9	71.9
North Dakota	14	17	53	70	276	593	869	47	100	147	17.0	98.0
Ohio	93	259	526	785	5,676	6,770	12,446	875	1,196	2,071	16.6	96.2
Oklahoma	33	37	96	133	611	877	1,488	96	139	235	15.8	93.6
Oregon	20	52	77	129	816	794	1,610	112	138	250	15.5	95.8
Pennsylvania	134	528	880	1,408	10,088	9,875	19,963	1,676	1,674	3,350	16.9	89.6
Rhode Island	16	84	81	165	1,268	952	2,220	212	182	394	17.7	96.3
South Carolina	20	49	56	105	824	927	1,751	114	131	245	14.0	75.2
South Dakota	11	19	46	65	303	615	918	56	119	175	19.1	97.8
Tennessee	38	157	125	282	2,538	1,778	4,316	382	308	690	16.0	86.4
Texas	50	135	191	326	1,947	2,343	4,290	281	341	622	14.5	83.1
Utah	6	38	54	92	761	1,058	1,819	114	222	336	18.5	74.7
Vermont	18	45	97	142	860	1,324	2,184	203	305	508	23.3	97.5
Virginia	62	222	228	450	3,059	2,823	5,882	485	381	866	14.7	82.2
Washington	26	66	107	173	902	1,217	2,119	115	211	326	15.4	97.0
West Virginia	17	45	78	123	654	750	1,404	100	122	222	15.8	89.5
Wisconsin	34	169	189	358	2,667	2,554	5,221	387	435	822	15.7	89.1
Wyoming	2	6	4	10	40	34	74	7	5	12	16.2	100.0
Outlying parts of the United States												
Hawaii	9	52	51	103	1,032	572	1,604	190	115	305	19.0	95.9
Philippine Islands	34	188	149	337	6,484	2,750	9,234	913	250	1,163	12.6	84.1
Porto Rico	9	13	50	63	295	653	948	29	61	90	9.5	76.3

TABLE 10.—*Distribution, by years, of students in four-year private high schools and academies, and graduates from schools continuing their education, 1925–26*

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 1925, who went to college, 1925–26		Graduates, class of 1925, who went to other institutions, 1925–26
	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, 1925	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental U.S.	70,557	32.2	56,825	25.9	47,724	21.8	44,117	20.1	219,223	17,920	15,646	40.6	6,100
Alabama	1,036	29.3	947	26.8	789	22.3	764	21.6	3,536	201	230	38.5	95
Arizona	52	24.4	30	14.1	71	33.3	60	28.2	213	104	35	66.0	6
Arkansas	615	35.4	450	26.0	361	20.8	310	17.9	1,736	293	90	36.4	21
California	2,731	30.2	2,390	26.4	2,129	23.5	1,806	20.0	9,056	857	676	42.9	267
Colorado	299	27.6	301	27.8	253	23.3	231	21.3	1,084	125	88	38.0	44
Connecticut	1,632	28.9	1,439	25.6	1,229	21.8	1,350	24.0	5,650	532	615	44.8	136
Delaware	148	32.7	120	26.6	95	21.0	89	19.7	452	31	42	41.1	2
Dist. of Columbia	772	31.1	581	23.4	571	23.0	560	22.5	2,484	731	172	36.7	34
Florida	579	35.7	440	27.2	350	21.6	251	15.5	1,620	263	84	37.8	27
Georgia	827	29.5	781	27.9	626	22.3	568	20.3	2,802	190	215	42.0	92
Idaho	218	32.7	175	26.3	142	21.3	131	19.7	666	129	45	49.0	13
Illinois	5,398	35.4	4,020	26.4	3,103	20.3	2,729	17.9	15,250	1,417	832	36.6	506
Indiana	1,355	33.2	1,112	27.3	864	21.2	749	18.4	4,080	128	307	44.8	90
Iowa	1,761	31.5	1,464	26.2	1,220	21.8	1,144	20.5	5,589	348	318	29.4	202
Kansas	848	32.1	683	25.9	595	22.5	516	19.5	2,642	421	189	32.7	77
Kentucky	1,799	40.0	1,116	24.7	872	19.3	720	16.0	4,507	379	187	33.6	134
Louisiana	1,125	37.0	797	26.1	633	20.8	492	16.1	3,047	113	223	42.2	109
Maine	1,567	28.6	1,402	25.6	1,202	22.0	1,314	24.0	5,485	129	245	24.2	217
Maryland	990	31.3	766	24.3	714	22.6	688	21.8	3,158	881	310	54.0	99
Massachusetts	3,308	27.6	2,913	24.3	2,683	22.4	3,061	25.6	11,965	951	1,262	44.6	500
Michigan	2,609	32.5	2,135	26.6	1,748	21.8	1,539	19.2	8,031	360	455	33.0	190
Minnesota	1,636	30.5	1,395	26.0	1,192	22.2	1,140	21.3	5,363	102	333	35.4	197
Mississippi	857	32.8	639	24.5	623	23.9	493	18.9	2,612	249	110	24.0	43
Missouri	2,365	36.0	1,750	26.6	1,357	20.6	1,105	16.8	6,577	420	365	32.7	170
Montana	358	29.8	316	26.3	261	21.7	267	22.2	1,202	18	63	36.2	47
Nebraska	636	32.2	501	25.3	432	21.8	409	20.7	1,978	222	95	34.2	57
New Hampshire	871	26.7	776	23.8	805	24.7	813	25.0	3,265	42	357	54.4	82
New Jersey	2,743	32.3	2,142	25.2	1,842	21.7	1,760	20.7	8,487	268	784	51.4	215
New Mexico	257	35.7	207	28.8	149	20.7	107	14.9	720	37	24	25.8	16
New York	9,441	33.0	7,592	26.8	5,998	21.2	5,324	18.8	28,355	1,404	2,124	46.4	779
North Carolina	1,594	32.0	1,223	24.5	1,111	22.2	1,068	21.4	4,996	616	293	37.9	62
North Dakota	330	39.5	239	28.6	117	14.0	150	18.0	836	33	20	16.7	33
Ohio	4,284	35.4	3,175	26.2	2,487	20.6	2,154	17.8	12,100	346	772	39.0	355
Oklahoma	459	34.1	361	26.8	277	20.5	251	18.6	1,348	140	60	28.8	41
Oregon	408	31.0	354	26.8	297	22.5	261	19.8	1,320	290	121	53.8	39
Pennsylvania	5,941	33.2	4,417	24.7	3,799	21.2	3,738	20.9	17,895	2,068	1,470	43.0	426
Rhode Island	753	34.0	569	25.7	486	22.0	409	18.4	2,217	3	174	45.0	66
South Carolina	469	30.5	404	26.3	340	22.1	326	21.2	1,539	212	113	62.0	37
South Dakota	258	31.1	217	26.2	175	21.1	179	21.6	829	89	55	48.2	20
Tennessee	1,161	29.3	982	24.8	1,022	25.8	799	20.2	3,964	352	325	57.0	49
Texas	1,017	29.7	872	25.5	782	22.9	749	22.0	3,420	870	222	40.0	60
Utah	109	6.7	601	36.2	498	30.0	450	27.1	1,658	161	37	10.6	17
Vermont	638	31.1	443	21.6	448	21.9	521	25.4	2,050	134	87	47.5	74
Virginia	1,643	31.3	1,365	26.0	1,190	22.7	1,053	20.1	5,251	631	402	49.2	97
Washington	587	31.5	522	28.0	421	22.6	336	18.0	1,866	253	147	46.0	55
West Virginia	440	33.5	323	24.6	303	23.1	248	18.9	1,314	90	77	42.8	31
Wisconsin	1,616	32.8	1,351	27.4	1,044	21.2	923	18.7	4,934	287	392	41.1	169
Wyoming	17	23.0	27	36.5	18	24.3	12	------	74	------	4	30.8	2
Outlying parts of the United States													
Hawaii	454	30.0	382	25.0	367	24.0	318	21.0	1,521	83	98	41.5	34
Philippine Islands	2,476	32.2	2,132	27.7	1,700	22.1	1,383	18.0	7,691	1,543	384	40.7	95
Porto Rico	320	41.1	230	30.0	111	14.3	118	15.2	779	169	31	59.6	11

TABLE 11.—*Statistics of private high schools and academies for the Negro race, 1925–26*—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
Continental United States	103	247	407	3,104	7,157	41	422	5,143	8,665
Alabama	16	21	60	470	1,032	0	86	1,095	1,858
Arkansas	5	11	9	138	238	4	13	204	288
District of Columbia	1	0	4	0	50	0	5	0	80
Florida	4	26	40	252	397	1	23	345	528
Georgia	13	25	46	229	680	1	61	639	1,228
Illinois	1	0	4	12	66	0	15	360	440
Kansas	1	8	6	117	110				
Kentucky	1	2	4	0	27	0	2	0	35
Louisiana	3	4	6	30	93	1	8	113	271
Maryland	1	0	5	0	22	0	4	0	43
Mississippi	11	31	55	374	780	18	62	837	1,218
North Carolina	18	51	69	529	1,314	9	54	731	1,171
Oklahoma	1	1	2	43	70	0	3	14	14
South Carolina	6	11	21	221	466	2	24	209	530
Tennessee	5	22	17	275	356	0	18	154	218
Texas	8	25	31	352	750	2	17	107	229
Virginia	8	9	28	62	706	3	27	335	514

TABLE 11.—*Statistics of private high schools and academies for the Negro race, 1925–26*—PART II

State	Graduates		Number in military drill	Volumes in library	Value of buildings and grounds (thousands of dollars)	Value of furniture, scientific apparatus, etc. (thousands of dollars)	Permanent endowment funds (thousands of dollars)
	Boys	Girls					
1	11	12	13	14	15	16	17
Continental United States	388	958	412	149,364	12,004	1,195	1,521
Alabama	72	171	93	14,735	1,325	167	690
Arkansas	15	24	----------	5,100	321	33	1
District of Columbia	0	12	----------	4,000	110	33	----------
Florida	17	56	159	8,030	1,514	101	----------
Georgia	41	112	----------	20,675	1,216	199	64
Illinois	2	5	----------	1,800	500	25	----------
Kansas	18	19	61	7,000	80	2	----------
Kentucky	0	3	----------	400	18	1	1
Louisiana	3	12	----------	913	95	6	7
Maryland	0	4	----------	1,500	90	2	----------
Mississippi	42	97	49	17,161	1,113	134	55
North Carolina	83	192	50	15,030	2,120	168	500
Oklahoma	0	4	----------	125	175	20	----------
South Carolina	22	41	----------	6,100	685	38	140
Tennessee	33	56	----------	13,100	645	38	41
Texas	39	82	----------	21,750	1,133	176	20
Virginia	1	68	----------	11,945	864	54	2

TABLE 11.—*Statistics of private high schools and academies for the Negro race, 1925–26*—PART III

State	Enrollment by years						Four-year schools			
	Unclassified	In first year	In second year	In third year	In fourth year	Above fourth year	Schools reporting	Students [1]		Graduates
								Boys	Girls	
1	2	3	4	5	6	7	8	9	10	11
Continental United States	472	2,983	2,216	1,874	1,575	1,141	95	2,722	6,301	1,293
Alabama	52	463	386	284	219	98	13	439	952	201
Arkansas	4	140	93	85	54	-------	4	132	230	39
District of Columbia	2	15	15	5	13	-------	1	0	50	12
Florida	35	176	137	138	106	57	4	222	370	73
Georgia	29	304	233	169	174	-------	12	218	667	153
Illinois	------	43	14	14	7	-------	1	12	66	7
Kansas	------	35	30	27	37	98	1	61	68	37
Kentucky	5	11	4	4	3	-------	1	0	27	3
Louisiana	------	53	24	31	15	-------	3	30	93	15
Maryland	------	10	-------	8	4	-------	1	0	22	4
Mississippi	22	386	289	244	156	57	11	354	743	139
North Carolina	10	634	464	343	318	74	17	525	1,288	275
Oklahoma	13	17	11	7	4	61	1	13	39	4
South Carolina	224	144	120	104	93	2	4	182	352	52
Tennessee	19	115	98	127	118	154	5	221	317	89
Texas	52	227	162	185	173	303	8	251	548	121
Virginia	5	210	136	99	81	237	8	62	469	69

[1] Students above fourth year not included.

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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														
Anniston	Alabama Military Institute	Presb	Yes	No	4	8	0	108	0	35	0	108	5	------
Birmingham	Loulie Compton Seminary	Nonsect	Yes	Yes	4	0	8	0	136	0	20	------	------	2,200
Boaz	John H. Snead Seminary	M. E	Yes	Yes	4	5	9	149	212	27	40	------	5	1,500
Brewton	Downing Industrial School	M. E. S	Yes	Yes	4	2	4	0	114	0	32	------	------	1,400
Eldridge	Eldridge Academy	Bapt	Yes	No	4	2	4	55	63	4	8	------	------	505
Mobile	McGill Institute	R. C	No	Yes	4	7	0	111	0	21	0	------	300	1,100
Do	University Schools	Nonsect	No	Yes	4	5	4	96	47	25	14	96	------	2,200
ARIZONA														
Thatcher	Gila Academy	L. D. S	No	No	4	5	4	76	88	20	17	------	------	2,200
ARKANSAS														
Imboden	Sloan-Hendrix Academy	M. E. S	Yes	No	4	3	3	67	39	13	8	------	8	850
Jonesboro	Jonesboro College	Bapt	Yes	No	4	5	3	113	106	8	12	------	------	3,510
Little Rock	Mount St. Mary's Academy	R. C	Yes	Yes	4	0	5	0	120	0	23	------	------	4,000
Magazine	Magazine Industrial Institute	Nonsect	Yes	Yes	4	2	7	76	89	6	4	------	------	1,000
Mountain Home	Mountain Home College	Bapt	Yes	Yes	4	5	6	74	63	12	15	------	------	5,610
Mount Ida	Mount Ida Academy	Bapt	Yes	No	4	2	6	60	70	7	11	------	------	800
Subiaco	Subiaco College	R. C	Yes	Yes	4	4	14	137	0	22	0	------	------	7,100
CALIFORNIA														
Arlington	La Sierra Academy	S. D. A	Yes	Yes	4	6	3	81	115	15	26	------	------	2,000
Berkeley	A to Zed High School	Nonsect	No	Yes	4	4	19	104	39	38	18	------	------	5,000
Do	The Anna Head School	Nonsect	Yes	Yes	4	0	14	0	232	0	63	------	------	2,000
Do	St. Joseph's Presentation Academy	R. C	Yes	Yes	4	0	5	0	113	0	20	------	------	------
Hollywood	Immaculate Heart College	R. C	Yes	Yes	4	1	11	0	126	0	25	------	------	------
Lodi	Lodi Academy	S. D. A	Yes	Yes	4	5	3	69	99	10	15	------	------	2,746

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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
CALIFORNIA—continued														
Los Angeles	Catholic Girls' High School	R. C	No	No	4	3	22	0	630	0	102			1,500
Do	Harvard School	P. E	Yes	Yes	4	15	2	199	0	51	0	198		2,000
Do	Los Angeles Pacific Junior College	F. Meth	Yes	No	4	8	8	87	94	16	13		15	2,500
Do	Marlborough School	Nonsect	Yes	No	4	2	21	0	250	0	40			1,500
Do	St. Agnes High School	R. C	No	Yes	4	1	9	90	102	12	11			500
Do	Westlake School for Girls	Nonsect	Yes	Yes	4	0	18	0	131	0	32			2,500
Los Gatos	Montezuma Mountain Ranch School	Nonsect	Yes	Yes	4	8	0	102	0	18	0			1,450
Oakland	College of the Holy Names	R. C	Yes	Yes	4	0	18	0	203	0	29			9,050
Do	Our Lady of Lourde's Academy	R. C	No	No	4	0	6	0	117	0	22			
Do	Miss Ransom and Miss Bridges School	Nonsect	Yes	Yes	4	0	13	0	110	0	29			3,345
Pacific Beach	San Diego Army and Navy Academy	Nonsect	Yes	Yes	4	14	2	188	0	36	0	186		400
Palo Alto	Castilleja School	Nonsect	Yes	Yes	4	1	16	0	158	0	43			2,000
Sacramento	Christian Brothers School	R. C	Yes	Yes	4	7	0	150	0	20	0			3,000
Do	St. Joseph Academy	R. C	Yes	Yes	4	0	6	0	154	0	25			3,000
San Francisco	Miss Burke's School	Nonsect	No	Yes	4	0	12	0	120	0	30			3,000
Do	College of Notre Dame	R. C	Yes	Yes	4	0	12	0	217	0	43			4,000
Do	Drew School	Nonsect	No	Yes	4	5	7	296	80	6	5			500
Do	Immaculate Conception Academy	R. C	Yes	No	4	0	7	0	112	0	32			1,000
Do	Presentation High School	R. C	No	No	4	0	8	0	169	0	32			3,000
Do	Sacred Heart College	R. C	No	Yes	4	20	0	610	0	78	0			2,800
Do	St. Brigid's High School	R. C	No	Yes	4	2	9	0	116	0	19			2,500
Do	St. Paul's High School	R. C	No	No	4	2	14	0	269	0	30			1,000
Do	St. Peter's Academy	R. C	No	Yes	4	8	1	100	0	8	0			1,000
Do	Star of The Sea High School	R. C	No	Yes	4	2	6	26	160	3	26			5,000
San Jose	St. Joseph's High School	R. C	No	Yes	4	5	0	104	0	23	0			3,500
Santa Barbara	St. Anthony's Seminary	R. C	Yes	No	5	9	0	112	0	10	0			4,500
Santa Clara	University of Santa Clara High School	R. C	Yes	No	4	10	0	178	0	27	0			1,350
Stockton	St. Agnes High School	R. C	No	Yes	4	0	8	55	91	6	14			500
Vallejo	St. Vincents Convent School	R. C	No	Yes	4	0	5	50	85	11	16			600

COLORADO														
Denver	Cathedral High School	R. C	No	Yes	4	4	7	88	110	21	27			1,500
Do	Sacred Heart High School	R. C	No	Yes	4	0	11	79	136	15	26			3,000
Loveland	Campion Academy	S. D. A	Yes	Yes	4	4	3	52	58	8	15		6	600
Walsenburg	St. Mary's School	R. C	No	Yes	4	1	6	65	45	13	9			685
CONNECTICUT														
Cheshire	Roxbury School	Nonsect	Yes	No	4	18	0	100	0	40	0			1,500
Farmington	Miss Porter's School	Nonsect	Yes	No	4	1	26	0	213	0	65			7,500
Greenwich	Rosemary Hall	Nonsect	Yes	Yes	4	1	14	0	155	0	27			
Hartford	St. Thomas Seminary	R. C	Yes	No	4	12	0	204	0	20	0			2,000
Kent	Kent School	P. E	Yes	No	5	16	0	240	0	32	0		21	2,500
Lakeville	Hotchkiss School	Nonsect	Yes	No	4	30	0	326	0	75	0		350	3,500
Middlebury	Westover School	Nonsect	Yes	No	5	0	16	0	153	0	23			2,000
Milford	Milford School	Nonsect	Yes	No	4	21	0	105	0	60	0			
New Haven	Collegiate School	Nonsect	Yes	No	4	12	4	175	62	60	5			450
Do	St. Mary's Academy	R. C	No	Yes	4	0	7	0	100	0	12			2,500
New London	Bulkeley School	Nonsect	No	No	4	17	0	431	0	69	0		16	400
Do	Williams Memorial Institute	Nonsect	No	No	4	1	23	0	515	0	115		350	1,500
Norwich	Norwich Free Academy	Nonsect	No	No	4	11	29	380	500	45	92		750	19,000
Pomfret	Pomfret School	P. E	Yes	No	6	14	0	13	0	21	0		135	5,000
Simsbury	Ethel Walker School	Nonsect	Yes	No	5	14	4	0	140	0	32		750	1,500
Do	Westminster School	Nonsect	Yes	Yes	4	17	0	105	0	36	0			2,100
Suffield	Suffield School	Bapt	Yes	Yes	4	12	0	131	50	21	9		255	
Wallingford	Choate School for Boys	Nonsect	Yes	Yes	4	45	0	239	0	30	0			4,200
Waterbury	Sacred Heart High School	R. C	No	No	4	1	6	0	120	0	25			400
Do	St. Margaret's School	P. E	Yes	Yes	4	2	18	0	105	0	27		50	5,000
Watertown	Taft School	Nonsect	Yes	No	5	24	0	268	0	53	0			3,000
West Hartford	Mount St. Joseph Academy	R. C	Yes	Yes	4	0	13	0	213	0	42			6,000
Windsor	Loomis Institute	Nonsect	Yes	No	4	20	1	230	11	48	0		2,128	3,150
Winsted	Gilbert School	Nonsect	No	No	4	6	14	199	203	29	52		1,047	15,003
DELAWARE														
Wilmington	Friends' School	Friends	No	Yes	4	4	5	50	57	11	11		12	1,000
Do	Salesianum School	R. C	No	No	4	10	0	176	0	30	0			500
DISTRICT OF COLUMBIA														
Washington	Academy of the Holy Cross	R. C	Yes	Yes	4	0	9	0	100	0	30			5,500
Do	Academy of the Visitation	R. C	Yes	Yes	4	0	9	0	125	0	18			10,000
Do	Columbia University School	Nonsect	No	No	4	6	0	110	7	26	0			500
Do	Devitt Preparatory School	Nonsect	No	Yes	4	8	0	139	12	54	0			2,500
Do	Emerson Institute	Nonsect	No	No	4	14	0	340	35	22	5			2,500
Do	Gonzaga College	R. C	No	No	4	13	0	277	0	37	0			6,000
Do	Gunston Hall	Nonsect	Yes	Yes	4	2	16	0	100	0	12			1,500
Do	Holton-Arms School	Nonsect	Yes	Yes	4	0	14	0	168	0	38			4,000
Do	Immaculate Conception Academy	R. C	No	Yes	4	0	5	0	101	0	17			300
Do	Miss Madeira's School for Girls	Nonsect	Yes	No	4	0	14	0	169	0	38			1,000
Do	Mount Vernon Seminary	Nonsect	Yes	No	4	0	19	0	130	0	35			2,500

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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
DISTRICT OF COLUMBIA—continued														
Washington	National Cathedral School for Girls	P. E	Yes	Yes	5	2	28	0	214	0	43			5,000
Do	Notre Dame Academy	R. C	No	Yes	4	0	12	0	174	0	29			4,800
Do	St. John's College	R. C	No	No	4	17	0	270	0	29	0	270		
Do	Washington Y. M. C. A. Preparatory School	Nonsect	No	Yes	4	10	2	233	75	8	3			
FLORIDA														
De Funiak Springs	Palmer College	Presb	Yes	Yes	4	3	4	63	39	8	10			2,250
Miami	St. Catherine's High School	R. C	No	Yes	4	0	4	43	61				15	865
Montverde	Montverde School	Nonsect	Yes	Yes	4	7	3	72	78	4	8			2,000
St. Augustine	St. Joseph's Academy	R. C	Yes	Yes	4	0	6	31	147	1	11			2,500
GEORGIA														
Atlanta	Marist High School	R. C	No	Yes	4	9	0	135	0	20	0	135		5,000
Do	North Avenue Presbyterian School	Presb	Yes	Yes	4	0	9	0	136	0	47			600
Do	Sacred Heart School	R. C	No	Yes	4	0	7	0	100	0	12			3,000
Do	University School for Boys	Nonsect	No	Yes	4	6	0	103	0	20	0		15	850
Do	Washington Seminary	Nonsect	Yes	Yes	4	1	14	0	245	0	30			2,300
Clermont	Chattahoochee High School	Bapt	Yes	No	4	2	1	70	47	20	17			700
Locust Grove	Locust Grove Institute	Bapt	Yes	Yes	4	6	5	109	29	22	5	109		6,475
Rome	Darlington School for Boys	Nonsect	Yes	Yes	4	8	0	141	0	23	0			500
Savannah	Benedictine School	R. C	No	No	4	11	1	153	0	31	0	153		3,600
Waycross	Piedmont Institute	Bapt	Yes	Yes	4	3	2	65	75	5	14			500
HAWAII														
Honolulu	Iolani Boys School	P. E	Yes	Yes	4	3	3	105	0	15	0			1,000
Do	Kamehameha Boys School	Nonsect	Yes	Yes	4	12	0	172	0	20	0	172	10,000	8,000
Do	Mid-Pacific Institute	Cong	Yes	Yes	4	9	5	109	42	32	17		2,500	600
Do	Punahou Academy	Nonsect	Yes	Yes	4	8	18	202	214	44	53	140	1,000	23,000
Do	Sacred Heart Academy	R. C	Yes	Yes	4	0	6	0	112	0	15			300
Do	St. Louis College	R. C	Yes	Yes	4	16	0	411	0	78	0			3,200

IDAHO														
Nampa	Northwest Nazarene Academy	Nazarene	Yes	Yes	4	3	2	108	133	14	12			3,000
ILLINOIS														
Alton	Saints Peter and Paul's High School	R. C	No	Yes	4	1	4	64	59	12	10			800
Do	Western Military Academy	Nonsect	Yes	Yes	4	19	1	271	0	62	0	265		1,750
Belleville	Notre Dame Academy	R. C	Yes	Yes	4	0	13	0	106	0	8			1,800
Bloomington	St. Mary's High School	R. C	No	Yes	4	1	8	87	119	20	20			1,000
Chicago	Academy of Our Lady	R. C	Yes	Yes	4	0	22	0	320	0	64			10,000
Do	Academy of St. Scholastica	R. C	Yes	Yes	4	0	8	0	120	0	20			2,000
Do	Chicago Christian High School	Nonsect	No	No	4	5	1	74	64	11	4			
Do	De Paul University Loop High School	R. C	No	No	4	12	0	209	158	36	18			15,558
Do	Francis W. Parker School	Nonsect	No	Yes	4	9	12	65	87	10	13			10,000
Do	Hoffman Preparatory School	Nonsect	No	Yes	4	2	4	89	23	23	6			100
Do	Holy Family Academy	R. C	Yes	No	4	2	11	0	143	0	22			6,000
Do	Holy Trinity High School	R. C	No	No	4	7	0	0	180	20	0			2,515
Do	Josephinum High School	R. C	Yes	Yes	4	0	8	0	130	0	13			3,400
Do	Loretto Academy	R. C	Yes	No	4	0	12	0	218	0	33			1,200
Do	Luther Institute	Ev. Luth	No	No	4	7	3	78	90	14	11			1,100
Do	Mercy High School	R. C	No	No	4	0	33	0	962	0	122			4,000
Do	Morgan Park Military Academy	Nonsect	Yes	Yes	4	12	0	166	0	29	0	166		
Do	Mount Carmel High School	R. C	No	No	4	22	0	554	0	58	0			3,600
Do	North Park College Academy	Sw. Ev	Yes	No	4	9	6	216	227	28	9		300	6,000
Do	Our Lady of Providence High School	R. C	No	No	4	0	25	0	661	0	69			2,740
Do	Quigley Preparatory Seminary	R. C	No	Yes	4	17	0	572	0	65	0			
Do	St. Catherine's High School	R. C	No	No	4	1	14	0	380	0	50			4,500
Do	St. Mary's High School	R. C	No	No	4	0	36	0	885	0	155			4,000
Do	St. Mel's High School	R. C	No	No	4	22	1	556	0	120	0		25	4,200
Do	St. Patrick's Academy	R. C	No	Yes	4	11	0	292	0	54	0			2,000
Do	St. Rita College	R. C	No	No	4	15	0	416	0	51	0			750
Do	St. Stanislaus College	R. C	No	No	4	12	0	302	0	50	0			8,000
Do	St. Thomas High School	R. C	No	No	4	2	14	84	211	16	45			
Do	Starrett School for Girls	Nonsect	Yes	Yes	4	1	26	0	197	0	49			1,000
Do	Visitation High School	R. C	No	No	4	1	17	0	535	0	90			2,000
East St. Louis	St. Teresa's Academy	R. C	Yes	Yes	4	0	7	0	101	0	16			2,100
Elgin	Elgin Academy	Nonsect	Yes	No	4	8	4	108	37	12	3		235	3,200
Evanston	Marywood School for Girls	R. C	Yes	Yes	4	0	8	0	133	0	29			3,000
Do	Roycemore Upper School	Nonsect	No	Yes	4	0	10	0	125	0	23			431
Jacksonville	Routt College	R. C	Yes	Yes	4	3	5	74	50	12	11		380	3,800
Joliet	Providence High School	R. C	No	Yes	4	0	7	0	132	0	14			2,455
Do	St. Francis Academy	R. C	Yes	Yes	4	1	15	0	204	0	30			5,000
Lake Forest	Lake Forest Academy	Nonsect	Yes	No	4	13	0	176	0	45	0			6,000
La Salle	St. Patricks High School	R. C	No	Yes	4	1	4	30	72	1	7	30		850
Mooseheart	Mooseheart High School	Nonsect	Yes	Yes	4	4	10	146	128	17	19	146		3,000
Olivet	Olivet College	Nazarene	Yes	Yes	4	2	4	90	126	7	7			5,500
Ottawa	Xavier's Academy	R. C	Yes	Yes	4	0	8	0	116	0	14			4,000
Peoria	Academy of Our Lady	R. C	Yes	Yes	4	0	12	0	202	0	36			1,850
Do	Spalding Institute	R. C	No	No	4	7	0	188	0	22	0			1,625
Peru	St. Bede College	R. C	Yes	No	4	18	0	184	0	26	0			1,800
Quincy	Notre Dame Academy	R. C	Yes	Yes	4	0	10	0	111	0	15			2,000
Do	Quincy College	R. C	Yes	No	4	20	0	202	0	17	0			2,500
Rockford	St. Thomas High School	R. C	No	No	4	3	12	149	152	21	18			3,620

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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
ILLINOIS—continued														
Rock Island	St. Joseph's High School	R. C	No	Yes	4	0	9	70	93	14	24			2,000
Springfield	Sacred Heart Academy	R. C	Yes	Yes	4	1	8	0	155	0	23			2,000
Do	St. Joseph's Ursuline Academy	R. C	Yes	Yes	4	0	11	0	135					2,200
Sterling	Catholic Community High School	R. C	No	No	4	1	6	50	66	8	12			1,900
Winnetka	North Shore Country Day School	Nonsect	No	Yes	4	8	6	51	64	7	4			1,686
Zion	Zion Preparatory College	(1)	No	Yes	4	4	4	79	117	9	20		224	3,000
INDIANA														
Cicero	Indiana Academy	S. D. A	Yes	Yes	4	3	3	48	70	9	11			1,650
Collegeville	St. Joseph's College	R. C	Yes	No	4	15	0	180	0	36	0		300	15,000
Culver	Culver Military Academy	Nonsect	Yes	Yes	4	51	0	692	0	162	0	692		8,500
Evansville	Reitz Memorial High School	R. C	No	No	4	9	6	168	160	24	23			2,217
Fort Wayne	Concordia College	Ev. Luth	Yes	No	4	18	0	324	0	54	0	258		11,500
Do	St. Augustine's Academy	R. C	No	Yes	4	0	5	0	100	0	12			1,000
Do	St. Catherine's Academy	R. C	No	No	4	0	4	0	101	0	18			1,100
Howe	Howe School	P. E	Yes	Yes	4	16	6	0	141	20	0	141	65	2,000
Indianapolis	Cathedral High School	R. C	No	No	4	19	0	580	0	80	0			1,000
Do	St. Agnes Academy	R. C	Yes	Yes	4	0	10	0	152	0	26			2,300
Do	St. John Academy	R. C	Yes	Yes	4	0	6	0	177	0	27			2,685
Do	Tudor Hall School for Girls	Nonsect	Yes	Yes	4	0	12	0	142	0	32			1,500
Jasper	Jasper College	R. C	Yes	No	4	9	0	111	0	13	0			3,200
Michigan City	St. Mary's High School	R. C	No	Yes	4	0	4	44	68	4	8			600
Oldenburg	Academy of the Immaculate Conception	R. C	Yes	Yes	4	1	10	0	109	0	20			1,686
Washington	Washington Catholic High School	R. C	No	Yes	4	3	4	56	72	7	16			1,383
IOWA														
Cedar Rapids	St. Patrick's High School	R. C	No	Yes	4	0	4	48	56	13	11			680
Clinton	Mount St. Mary's High School	R. C	No	Yes	4	0	6	63	51	8	7			1,000
Council Bluffs	St. Francis Academy	R. C	No	Yes	4	2	6	47	57	6	9			1,180

Davenport	Immaculate Conception Academy	R. C	Yes	Yes	4	0	8	0	180	0	33			5,000
Des Moines	St. Joseph's Academy	R. C	Yes	Yes	4	0	11	0	205	0	54			2,000
Dubuque	Academy of the Visitation	R. C	Yes	Yes	4	0	9	0	136	0	36			3,688
Do	Immaculate Conception Academy	R. C	Yes	Yes	4	0	9	0	177	0	26			3,500
Do	St. Joseph's Academy	R. C	No	Yes	4	0	5	0	118	0	19			2,600
Forest City	Waldorf College	Luth	Yes	No	4	3	5	49	94	14	7		25	1,500
Keokuk	St. Peter's High School	R. C	No	Yes	4	3	8	52	49	8	14			2,064
Orange City	Northwestern Classical Academy	Ref. Ch	No	No	4	2	4	65	46	12	12		50	3,850
Ottumwa	St. Joseph's Academy	R. C	Yes	Yes	4	0	9	0	120	0	15			3,100
Sioux City	Cathedral High School	R. C	No	Yes	4	0	7	0	153	0	22			2,500
Do	Trinity College	R. C	Yes	No	4	8	0	203	0	27	0			3,325
KANSAS														
Atchison	Mount St. Scholastica's Academy	R. C	Yes	Yes	4	0	7	0	126	0	30			4,000
Enterprise	Enterprise Academy	S. D. A	Yes	Yes	4	5	4	52	63	8	12			2,500
Hillsboro	Tabor College	Menn	Yes	No	4	5	3	66	80	6	8			4,000
Hutchinson	Bresee College	Nazarene	Yes	No	4	1	6	55	60	12	5			1,200
Kansas City	Catholic High School	R. C	No	No	4	2	7	128	147	18	16			3,000
Leavenworth	do	R. C	No	No	4	0	6	99	97	16	9			1,500
Salina	Sacred Heart High School	R. C	No	Yes	4	0	5	45	87	10	13			1,280
Topeka	Topeka Catholic High School	R. C	No	No	4	0	4	47	88	9	13			2,450
Wichita	Cathedral High School	R. C	No	No	4	4	4	119	126	23	15			400
Do	Mount Carmel Academy	R. C	Yes	Yes	4	0	8	0	103	0	16			2,403
Winfield	St. John's College	Ev. Luth	Yes	No	4	10	0	198	35	23	5		4	6,182
KENTUCKY														
Buckhorn	Witherspoon College	Presb	Yes	Yes	4	6	3	72	59	9	6			3,000
Campbellsville	Campbellsville College	Bapt	Yes	Yes	4	2	4	55	89	4	4			1,000
Covington	Notre Dame Academy	R. C	Yes	Yes	4	1	7	0	118	0	11			1,261
Grayson	Christian Normal Institute	Nonsect	Yes	Yes	4	3	3	53	63	7	8			3,000
Louisville	Academy of Our Lady of Mercy	R. C	No	Yes	4	0	8	0	103	0	11			1,000
Do	Presentation Academy	R. C	No	Yes	4	0	8	0	148	0	34			2,108
Do	St. Xavier's College	R. C	No	No	4	19	1	538	0	65	0			4,300
Midway	Kentucky Female Orphan School	Christian	Yes	Yes	4	0	7	0	162	0	24		500	3,000
Oneida	Oneida Baptist Institute	Bapt	Yes	Yes	4	2	2	57	71	7	14		17	8,000
Pikeville	Pikeville College	Presb	Yes	Yes	4	4	10	76	92	8	16		54	2,376
LOUISIANA														
New Orleans	Holy Cross College	R. C	Yes	Yes	4	7	0	109	0	17	0			4,000
Do	Jesuits High School	R. C	No	Yes	4	17	0	368	0	61	0			20,000
Do	Miss McGehee's School	Nonsect	No	Yes	4	0	5	0	107	0	16			890
Do	Redemptorist High School	R. C	No	No	4	0	4	0	101	0	6			2,000
Do	St. Aloysius College	R. C	No	Yes	4	9	0	159	0	13	0			520
Do	St. Mary's Dominican High School	R. C	Yes	Yes	4	0	9	0	150	0	21			5,000
Shreveport	St. Vincent's Academy	R. C	Yes	Yes	4	0	10	0	100	0	15		32	1,275

[1] Christian Catholic Apostolic.

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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
MAINE														
Bangor	Bangor Catholic High School	R. C	No	Yes	4	0	9	0	162	0	24			1,000
Bethel	Gould's Academy	Nonsect	Yes	No	4	4	9	52	88	14	27		48	2,000
Bucksport	East Maine Conference Seminary	M. E	Yes	No	4	4	4	95	73	10	17		44	350
Calais	Calais Academy	Nonsect	No	No	4	2	9	125	185	31	51		5	300
Charleston	Higgins Classical Institute	Bapt	Yes	No	4	3	3	62	64	25	13		21	1,600
East Machias	Washington Academy	Nonsect	No	No	4	2	2	56	73	10	17		38	400
Foxcroft	Foxcroft Academy	Nonsect	No	No	4	3	7	111	110	21	22		15	450
Fryeburg	Fryeburg Academy	Nonsect	Yes	No	4	3	3	50	58	11	12		14	924
Hampden	Hampden Academy	Nonsect	No	No	4	1	4	59	75	8	6		11	280
Hebron	Hebron Academy	Bapt	Yes	No	4	12	0	209	0	62	0		417	4,208
Houlton	Ricker Classical Institute	Bapt	Yes	No	4	3	4	76	71	20	19		50	2,300
Kents Hill	Maine Wesleyan Seminary	M. E	Yes	No	4	6	9	107	79	40	21		307	7,000
Kittery	R. W. Traip Academy	Nonsect	No	No	4	2	4	85	118	9	18		35	800
Lincoln	Mattanawcook Academy	Nonsect	No	No	4	2	4	62	72	11	12			200
Mars Hill	Aroostook Central Institute	Nonsect	No	No	4	2	3	49	80	3	19		12	100
New Castle	Lincoln Academy	Nonsect	No	No	4	3	5	87	86	8	12		22	250
North Bridgeton	Bridgeton Academy	Nonsect	Yes	No	4	2	3	87	54	19	11		30	2,000
Pittsfield	Maine Central Institute	Bapt	Yes	No	4	4	7	103	104	25	16		65	500
Portland	Cathedral High School	R. C	No	No	4	0	7	0	187	0	22			500
Saco	Thornton Academy	Nonsect	No	No	4	5	11	122	133	12	27		150	8,000
South Berwick	Berwick Academy	Nonsect	No	No	4	1	5	56	80	14	17		50	10,000
Van Buren	St. Mary's College	R. C	Yes	Yes	4	10	0	168	0	12	0			2,500
Waterville	Coburn Classical Institute	Bapt	Yes	No	4	6	6	100	40	22	13		61	4,000
Wilton	Wilton Academy	Nonsect	No	No	4	2	4	75	73	7	13		85	1,000
MARYLAND														
Baltimore	Bryn Mawr	Nonsect	No	Yes	4	0	29	0	106	0	17			
Do	Calvert Hall	R. C	No	Yes	4	12	0	318	0	52	0		500	1,500
Do	Friends School	Friends	No	Yes	4	5	5	87	93	20	16		125	6,000
Do	Garey's Army-Navy Preparatory School	Nonsect	Yes	No	4	5	0	100	0	25	0			1,000

Do	Gilman Country School	Nonsect	Yes	Yes	4	18	0	96	0	32	0			1,650
Do	Institute of Notre Dame	R. C	No	Yes	4	0	6	0	224	0	20			6,000
Do	Mount St. Joseph's High School	R. C	Yes	Yes	4	16	0	223	0	30	0			8,500
Do	Roland Park Country School	Nonsect	No	Yes	4	0	16	0	134	0	12		22	2,000
Cumberland	La Salle Institute	R. C	No	Yes	4	5	0	120	0	22	0			760
Forest Glen	National Park Seminary	Nonsect	Yes	No	4	3	35	0	350	0	32			3,584
Mount Washington	Mount St. Agnes High School	R. C	Yes	Yes	4	0	9	0	149	0	36			8,000
Port Deposit	Jacob Tome Institute	Nonsect	Yes	Yes	4	16	0	204	0	21	0		900	16,000
MASSACHUSETTS														
Andover	Abbott Academy	Nonsect	Yes	No	5	1	18	0	187	0	44			5,400
Do	Phillips Academy	Nonsect	Yes	No	4	44	0	636	0	173	0		2,964	17,574
Ashburnham	Cushing Academy	Nonsect	Yes	No	4	8	11	131	71	31	28		136	2,500
Auburndale	Lasell Seminary	Nonsect	Yes	Yes	4	1	13	0	288	0	26		39	4,475
Boston	Academy of Notre Dame	R. C	Yes	No	4	0	9	0	186	0	49			3,600
Do	Boston Academy of the Notre Dame	R. C	No	Yes	4	0	7	0	127	0	30			12,000
Do	Chauncy Hall School	Nonsect	No	No	4	7	0	125	0					
Do	Huntington School for Boys	Nonsect	No	Yes	4	17	0	180	0	41	0			
Do	Mount St. Joseph Academy	R. C	Yes	Yes	4	0	13	0	342	0	76			2,650
Do	Nazareth Academy	R. C	No	Yes	4	0	6	0	105	0	14			
Do	St. Margaret's School	R. C	No	No	3	0	3	0	104	0	24			800
Do	St. Patrick's School	R. C	No	Yes	3	0	5	0	121					1,500
Do	Saints Peter and Paul's School	R. C	No	Yes	4	0	7	0	120	0	27			1,300
Do	School for Supervised Study	Nonsect	No	No		5	0	144	69					
Do	The Winsor School	Nonsect	No	Yes	5	0	18	0	174	0	35		32	2,200
Concord	Middlesex School	Nonsect	Yes	Yes	4	10	0	108	0	26	0		20	1,900
Danvers	St. John's Preparatory School	R. C	Yes	No	4	22	0	431	0	67	0			8,700
Deerfield	Deerfield Academy	Nonsect	Yes	No	4	13	3	162	22	68	9			327
Easthampton	Williston Seminary	Nonsect	Yes	Yes	4	15	0	161	0	60	0		750	4,000
East Northfield	Northfield Seminary	Nonsect	Yes	Yes	4	2	32	0	472	0	51		938	11,472
Franklin	Dean Academy	Univ	Yes	Yes	4	10	10	195	121	76	37		300	2,000
Groton	Groton School	P. E	Yes	Yes	6	18	0	120	0	27	0		1,554	8,500
Haverhill	St. James High School	R. C	No	Yes	4	2	11	159	141	31	29			1,000
Lawrence	St. Mary's High School	R. C	No	Yes	4	0	8	0	255	0	34			1,600
Lowell	Academy of Notre Dame	R. C	Yes	Yes	4	0	10	0	129	0	29			5,000
Lynn	St. Mary's High School	R. C	No	Yes	4	0	17	0	192	0	45			2,500
Malden	Girls' Catholic High School	R. C	No	Yes	4	0	9	0	155	0	40			
Marion	Tabor Academy	Nonsect	Yes	No	4	8	2	105	15	25	6		200	1,000
Milton	Milton Academy	Nonsect	Yes	Yes	4	24	12	149	79	39	21		600	2,500
Mount Hermon	Mount Hermon School	Nonsect	Yes	Yes	4	17	6	271	0	53	0		694	18,000
Natick	Walnut Hill	Nonsect	Yes	Yes	4	0	14	0	113	0	29			2,000
New Bedford	Holy Family High School	R. C	No	Yes	4	0	9	143	142	27	23			300
Pittsfield	St. Joseph's High School	R. C	No	Yes	4	0	10	178	158	21	25			200
Revere	Immaculate Conception High School	R. C	No	Yes	4	0	7	60	60	7	11		60	
Sheffield	Berkshire School	Nonsect	Yes	Yes	4	12	0	112	0	31	0		132	3,000
Somerville	St. Joseph's School	R. C	No	Yes	4	0	9	0	240	0	52			12,600
Southboro	St. Mark's School	P. E	Yes	Yes	4	14	0	139	0	28	0		350	10,000
South Braintree	Thayer Academy	Nonsect	No	Yes	5	5	10	153	122	22	22		455	3,000
Springfield	American International College	Nonsect	Yes	Yes	4	5	4	60	39	7	8		103	5,560
Do	Cathedral High School	R. C	No	Yes	4	0	25	411	355	87	73			1,200
Do	Sacred Heart High School	R. C	No	Yes	4	0	5	0	103	0	30			1,500

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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
MASSACHUSETTS—contd.														
Taunton	St. Mary's High School	R. C	No	No	4	4	6	176	165	22	33			6,000
Wellesley	Dana Hall	Nonsect	Yes	Yes	4	0	27	0	272	0	94			4,445
Westfield	St. Mary's School	R. C	No	Yes	4	0	14	51	49	6	7			300
Woburn	St. Charles School	R. C	No	Yes	4	0	4	0	101	0	22			1,125
Worcester	Assumption College	R. C	Yes	No	4	17	0	228	0	29	0			5,000
Do	St. John's High School	R. C	No	No	4	7	0	161	0	24	0			
Do	Worcester Academy	Nonsect	Yes	Yes	4	18	0	235	0	80	0		40	5,000
MICHIGAN														
Adrian	St. Joseph's Academy	R. C	Yes	Yes	4	0	16	0	265	0	37			6,000
Bay City	St. James School	R. C	No	Yes	4	0	6	91	87	21	21		100	2,554
Big Rapids	Ferris Institute	Nonsect	No	Yes	4	8	4	215	80	69	42			5,000
Cedar Lake	Cedar Lake Academy	S. D. A	Yes	Yes	4	5	5	49	56	3	8			2,114
Detroit	Annunciation Academy	R. C	No	Yes	4	0	8	86	135	12	19			2,000
Do	Holy Redeemer Boys' School	R. C	No	Yes	4	6	0	193	0	18	0			4,000
Do	Holy Redeemer Girls' School	R. C	No	Yes	4	0	8	0	242	0	51			1,500
Do	Holy Rosary High School	R. C	No	Yes	4	4	8	101	225	26	31			2,000
Do	Liggett School	P. E	No	Yes	5	0	18	0	164	0	28		19	4,500
Do	St. Agnes High School	R. C	No	Yes	4	1	5	68	94	9	18			1,800
Do	St. Bernard High School	R. C	No	Yes	4	0	4	40	73	4	7			1,000
Do	St. Catherine School	R. C	No	Yes	4	2	7	106	176	6	20			3,600
Do	St. Joseph's High School	R. C	No	Yes	4	0	3	0	108	0	8			1,100
Do	St. Theresa High School	R. C	No	Yes	4	0	7	84	125	8	26			800
Do	Seminary of Felician Sisters	R. C	Yes	Yes	4	1	7	0	107	0	18			3,748
Escanaba	St. Joseph's High School	R. C	No	Yes	4	1	6	80	90	12	15			1,000
Flint	St. Michael's High School	R. C	No	Yes	4	0	4	69	99	12	15			1,500
Grand Rapids	Boys' Catholic Central High School	R. C	No	Yes	4	0	11	290	0	51	0			5,000
Do	Girls' Catholic Central High School	R. C	No	No	4	1	12	0	231	0	40			1,000
Do	Grand Rapids Christian High School	Chr. Ref	No	No	4	13	3	121	187	25	44			350
Highland Park	St. Benedict's High School	R. C	No	Yes	4	0	4	47	81	5	18			1,500
Ironwood	St. Ambrose High School	R. C	No	Yes	4	0	5	64	61	7	18			1,500

Jackson	St. John's High School	R. C	No	Yes	4	0	5	68	99	7	16			3,000
Do	St. Mary's High School	R. C	No	No	4	0	6	71	100	7	9			1,250
Kalamazoo	St. Augustine's High School	R. C	No	Yes	4	1	4	71	71	7	11			1,500
Laurium	Sacred Heart High School	R. C	No	Yes	4	0	6	45	65	11	11			2,000
Ludington	St. Simon's High School	R. C	No	Yes	4	1	5	52	64	10	13			2,000
Mount Clemens	St. Mary's School	R. C	No	Yes	4	2	7	110	100	10	15			3,000
Mount Pleasant	Sacred Heart Academy	R. C	No	Yes	4	2	5	45	55	8	15			2,511
Muskegon	St. Mary's School	R. C	No	Yes	4	0	5	39	62	3	7			800
Orchard	St. Mary's High School and College	R. C	Yes	No	4	17	0	316	0	40	0			5,000
Pontiac	St. Frederick's School	R. C	No	Yes	4	2	4	45	70	9	13			2,316
Port Huron	St. Stephen's Academy	R. C	No	Yes	4	0	4	56	79	9	15			1,024
River Rouge	Our Lady of Lourdes Academy	R. C	No	Yes	4	3	5	68	87	8	11			1,300
Saginaw	Saints Peter and Paul's School	R. C	No	Yes	4	0	4	39	65	8	10			2,000
Traverse City	St. Francis High School	R. C	Yes	Yes	4	0	6	40	64	3	15			1,675
Wyandotte	St. Patrick's High School	R. C	No	Yes	4	0	5	40	64	9	9			2,015
MINNESOTA														
Duluth	Boys' Cathedral High School	R. C	No	No	4	7	0	172	0	29	0			4,500
Do	Girls' Cathedral High School	R. C	No	No	4	0	8	0	158	0	18			2,000
Faribault	Bethlehem Academy	R. C	Yes	Yes	4	0	7	0	112	0	22			3,600
Do	Shattuck School	P. E	Yes	No	4	20	0	234	0	53	0	234	381	6,000
Mankato	Academy of Our Lady of Good Counsel	R. C	Yes	Yes	4	0	18	0	173	0	27			2,000
Maple Plain	Maplewood Academy	S. D. A	Yes	Yes	4	5	6	45	61	6	7			2,200
Minneapolis	De La Salle Institute	R. C	No	No	4	16	1	405	0	82	0			4,000
Do	Minnehaha Academy	(2)	Yes	No	4	6	2	83	144	11	27			1,650
Do	Minnesota College	Luth	No	Yes	4	7	5	139	120	26	36			5,000
Do	St. Margaret's Academy	R. C	No	No	4	0	15	0	371	0	87			4,000
St. Paul	Bethel Academy	Bapt	Yes	No	4	5	5	82	91	21	26			15,000
Do	Cretin High School	R. C	No	No	4	20	0	540	0	62	0	450	100	450
Do	St. Joseph's Academy	R. C	No	No	4	1	23	0	418	0	53			5,000
Wabasha	St. Felix School	R. C	No	Yes	4	0	5	34	71	9	18			1,024
Winona	Cotter High School	R. C	No	No	4	6	0	142	0	21	0			3,000
MISSISSIPPI														
Bay St. Louis	St. Stanislaus College	R. C	Yes	Yes	4	10	0	147	0	33	0			5,000
Blue Mountain	Mississippi Heights Academy	Nonsect	Yes	Yes	4	3	2	115	0	20	0			500
Gulfport	Gulf Coast Military Academy	Nonsect	Yes	Yes	4	10	1	218	0	36	0	218		500
Do	Gulf Park College	Nonsect	Yes	No	4	1	8	0	240	0	29			2,900
Mathiston	Bennett Academy	M. E	Yes	Yes	4	2	17	38	82	7	16			4,000
MISSOURI														
Boonville	Kemper Military School	Nonsect	Yes	No	4	17	0	402	0	81	0	304		4,000
Clayton	Chaminade College	R. C	Yes	Yes	4	10	0	156	0	21	0			8,000
Do	John Burroughs School	Nonsect	No	Yes	4	3	1	55	50	3	7			3,000
Conception	Conception College	R. C	Yes	No	4	14	0	107	0	21	0			7,000
Concordia	St. Paul's College	Ev. Luth	Yes	No	4	8	0	142	0	18	0			7,700
Hollister	School of the Ozarks	Presb	Yes	Yes	4	3	3	50	67	5	11		72	6,000
Iberia	Iberia Academy	Cong	Yes	No	4	2	5	62	73	5	10		48	6,000
Independence	Independence Institute of Arts and Science	(3)	No	No	4	3	6	40	64					5,000

[2] Evangelical Mission Covenant.

[3] Reorganized Church of Jesus Christ of Latter Day Saints.

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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
MISSOURI—continued														
Kansas City	De La Salle Academy	R. C.	No	No	4	10	0	252	0	32	0			4,000
Do	Loretto Academy	R. C.	Yes	Yes	4	0	15	0	128	0	24			3,000
Do	Redemptorist High School	R. C.	No	Yes	4	0	6	0	256	0	35			1,312
Do	St. Agnes Academy	R. C.	Yes	Yes	4	0	5	0	118	0	22			5,000
Do	St. Vincent's Academy	R. C.	No	Yes	4	0	5	0	132	0	25			1,500
Lexington	Wentworth Military Academy	Nonsect.	Yes	Yes	4	10	1	257	0	41	0	198		2,982
Mexico	Missouri Military Academy	Nonsect.	Yes	Yes	4	10	0	171	0	50	0	160		1,000
St. Joseph	Christian Brothers High School	R. C.	No	No	4	8	0	178	0	20	0			2,908
Do	St. Joseph's Catholic High School	R. C.	No	No	4	0	6	0	117	0	13			4,000
St. Louis	Academy of The Visitation	R. C.	Yes	Yes	4	0	14	0	168	0	20			15,000
Do	Loretto Academy	R. C.	No	Yes	4	0	7	0	120	0	23			2,400
Do	Mary Institute	Nonsect.	No	Yes	4	0	17	0	234	0	59			3,000
Do	St. Alphonsus High School	R. C.	No	Yes	4	1	9	0	109	0	7			1,750
Do	St. Elizabeth Academy	R. C.	Yes	Yes	4	0	10	0	149	0	16			4,484
Do	St. Joseph Academy	R. C.	Yes	No	4	1	19	0	158	0	39		30	5,000
Do	St. Louis Country Day School	Nonsect.	No	Yes	4	8	0	120	0	18	0			1,500
Do	St. Mark's High School	R. C.	No	Yes	4	0	6	0	147	0	13			836
Do	Willian Cullen McBride High School	R. C.	No	No	4	23	0	625	0	66	0		150	4,000
MONTANA														
Butte	Boys' Central Catholic High School	R. C.	No	No	4	9	0	283	0					1,000
Do	Girls' Central Catholic High School	R. C.	No	No	4	2	10	36	264	36	58			2,000
Great Falls	Ursuline Academy, Mount Angela	R. C.	Yes	Yes	4	0	6	0	101	0	16			3,000
NEBRASKA														
Greeley	Sacred Heart High School	R. C.	No	Yes	4	0	5	43	60					600
Hebron	Hebron Academy	Luth.	Yes	No	4	5	4	54	65	10	12			2,000
Lincoln	Cathedral High School	R. C.	No	Yes	4	1	5	60	58	15	8			1,500
Omaha	St. John's High School	R. C.	No	Yes	4	0	4	0	115	0	23			500
Wahoo	Luther College	Luth.	Yes	No	4	6	4	59	89	12	14		42	4,500

NEW HAMPSHIRE														
Andover	Proctor Academy	Unit	Yes	No	4	4	5	69	40	14	11			500
Concord	St. Paul's School	P. E	Yes	Yes	4	40	0	322	0	63	0		2,608	25,100
Derry	Pinkerton Academy	Nonsect	Yes	No	4	6	8	138	166	4	2		200	7,000
Exeter	Philips Exeter Academy	Nonsect	Yes	No	4	43	0	705	0	182	0		3,213	15,000
Do	Robinson Seminary	Nonsect	No	Yes	4	1	10	0	172	0	34		363	1,500
Kingston	Sanborn Seminary	Nonsect	Yes	No	4	3	3	70	48	17	10		65	2,500
Manchester	St. Joseph's High School	R. C	No	No	4	7	0	172	0	29	0			5,000
Meriden	Kimball Union Academy	Cong	Yes	Yes	4	3	4	67	46	18	12		142	5,000
New Hampton	New Hampton School for Boys	Nonsect	Yes	Yes	4	7	0	114	0	15	0			
New London	Colby Academy	Bapt	Yes	No	4	6	3	77	47	23	16		241	5,000
Tilton	Tilton School	M. E	Yes	Yes	4	10	6	185	95	30	21		510	10,735
Wolfeboro	Brewster Free Academy	Nonsect	Yes	No	4	6	5	116	105	22	27		800	
NEW JERSEY														
Blairstown	Blair Academy	Presb	Yes	Yes	4	24	0	293	0	80	0		200	4,000
Bordentown	Bordentown Military Institute	Nonsect	Yes	Yes	4	16	0	121	0	11	0	161		800
Camden	Camden Catholic High School	R. C	No	Yes	4	2	12	278	274	40	50			2,280
Elizabeth	Pingry School	Nonsect	No	Yes	4	14	0	108	0	20	0			426
Do	St. Patrick High School	R. C	No	Yes	4	2	6	75	101	15	10			850
Englewood	Dwight School for Girls	Nonsect	Yes	Yes	4	1	11	0	100	0	25			1,440
Fort Lee	Holy Angels High School	R. C	Yes	Yes	4	0	5	0	102	0	16			5,800
Hackettstown	Centenary Collegiate Institute	M. E	Yes	No	4	5	16	0	155	0	29			3,206
Hightstown	Peddie School	Bapt	Yes	Yes	4	26	0	338	0	75	0		199	10,281
Hoboken	Stevens School	Nonsect	No	No	4	10	0	145	0	48	0			100
Jersey City	St. Aloysius Academy	R. C	No	No	4	0	8	0	194	0	40			300
Do	St. Dominic Academy	R. C	No	No	4	1	11	0	133	0	9			3,000
Do	St. Peter's High School	R. C	No	No	4	32	0	835	0	125	0		30	6,940
Lawrenceville	Lawrenceville School	Nonsect	Yes	Yes	4	48	0	461	0	71	0		250	10,795
Montclair	Kimberley School	Nonsect	No	Yes	5	0	12		112	0	12			2,000
Do	Montclair Academy	Nonsect	Yes	Yes	4	11	0	119	0	30	0			4,500
Morristown	Bayley High School	R. C	No	No	4	2	6	97	70	15	14			500
Newark	Newark Academy	Nonsect	No	Yes	4	15	0	180	0	30	0			800
Do	St. Benedicts Preparatory School	R. C	No	No	4	25	0	735	0	101	0			10,000
New Brunswick	St. Peter's High School	R. C	No	Yes	4	1	9	105	110	22	21			450
Orange	Miss Beard's School for Girls	Nonsect	Yes	Yes	4	2	20	0	105	0	22			1,200
Paterson	Eastern Academy	Dutch Ref	No	No	4	4	1	53	53	10	9			1,000
Do	Paterson Preparatory School	Nonsect	No	No	2	6	1	123	21					
Do	St. John's School	R. C	No	Yes	4	0	7	38	145	2	27			1,000
Pennington	Pennington School for Boys	M. E	Yes	Yes	4	11	0	116	0	31	0		31	2,500
Phillipsburg	Saints Philip and James School	R. C	No	Yes	4	2	4	63	61	9	16			700
Plainfield	Hartridge School	Nonsect	Yes	Yes	5	0	13	0	121	0	14			2,000
Princeton	Hun School of Princeton	Nonsect	Yes	No	2	13	0	100						
Do	Princeton Preparatory School	Nonsect	Yes	Yes	4	10	0	100	0	46	0			1,200
Ramsey	Don Bosco Institute	R. C	Yes	Yes	4	12	0	119	0	15	0			2,500
South Amboy	St. Mary's School	R. C	No	Yes	4	3	7	110	92	13	19			585
Summit	Kent Place School	Nonsect	Yes	Yes	4	0	18	0	157	0	30			3,000
Trenton	Immaculate Conception School	R. C	No	No	4	0	6	61	85	7	8			1,410
Do	St. Mary's Catholic High School	R. C	No	No	4	2	14	270	304	58	65			800
Union City	St. Michael's High School	R. C	No	No	4	2	12	133	132	15	20			

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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 MEXICO														
Albuquerque	Menaul School	Presb	Yes	Yes	4	3	3	101	0	12	0	------	--------	1,200
NEW YORK														
Albany	Academy of the Holy Names	R. C	Yes	Yes	4	0	7	0	116	0	19	------	--------	2,200
Do	Albany Academy for Boys	Nonsect	No	Yes	4	11	0	138	0	22	0	------	198	850
Do	Cathedral Academy	R. C	No	Yes	4	0	9	103	165	15	26	------	--------	3,060
Do	Christian Brothers' Academy	R. C	No	No	4	10	0	346	0	39	0	334	--------	2,590
Do	St. Joseph's Academy	R. C	No	No	4	1	7	50	76	1	9	------	--------	5,678
Do	Vincentian Institute	R. C	No	No	4	3	6	76	170	7	12	------	--------	4,700
Amsterdam	St. Mary's Catholic Institute	R. C	No	No	4	0	5	88	81	14	5	------	--------	1,750
Binghamton	St. Patrick's Academy	R. C	No	Yes	4	0	8	103	107	13	15	------	--------	1,500
Brentwood	Academy of St. Joseph	R. C	Yes	Yes	4	2	23	0	176	0	26	------	--------	6,933
Briarcliff Manor	Miss Dow's School	Nonsect	Yes	No	5	0	20	0	145	0	15	------	--------	3,000
Bronxville	Concordia Collegiate Institute	Luth	Yes	No	4	14	0	147	0	23	0	------	--------	12,167
Brooklyn	Adelphi Academy	Nonsect	No	Yes	4	10	15	111	204	16	40	------	57	3,244
Do	Berkeley Institute	Nonsect	No	Yes	4	0	12	0	101	0	14	------	93	2,501
Do	Bishop Loughlin Memorial High School	R. C	No	No	4	20	0	458	0	22	0	------	--------	2,000
Do	Borough Hall Preparatory School	Nonsect	No	No	4	8	1	135	25	20	2	------	--------	1,000
Do	Brooklyn College Preparatory School	R. C	No	No	4	29	0	852	0	110	0	------	--------	15,000
Do	Brooklyn Preparatory School	Nonsect	No	No	4	10	2	201	69	35	11	------	--------	500
Do	Holy Trinity High School	R. C	No	Yes	4	4	0	128	0	18	0	------	--------	1,548
Do	Packer Collegiate Institute	Nonsect	No	Yes	4	5	43	0	646	0	84	------	597	11,711
Do	Polytechnic Preparatory Country Day School	Nonsect	No	Yes	5	20	0	322	0	62	0	------	76	5,053
Do	St. Angela Hall Academy	R. C	No	Yes	4	0	8	0	229	0	34	------	--------	2,055
Do	St. Francis Xavier Academy	R. C	No	No	4	3	13	0	240	0	41	------	--------	1,769
Do	St. James Diocesan High School	R. C	No	No	4	12	0	344	0	18	0	------	--------	3,425
Do	St. Saviour's School	R. C	No	No	4	0	8	0	219	0	34	------	--------	1,130
Buffalo	Buffalo Sacred Heart Academy	R. C	Yes	Yes	4	0	8	0	271	0	42	------	--------	4,500
Do	Buffalo Seminary	Nonsect	No	No	5	0	19	0	163	0	38	------	11	3,743
Do	Canisius High School	R. C	No	No	4	26	0	601	0	84	0	------	--------	4,350
Do	Mount Mercy Academy	R. C	No	No	4	0	14	0	204	0	23	------	--------	2,756

Do	Mount St. Joseph Academy	R. C	Yes	Yes	4	0	17	0	275	0	34				5,000
Do	Nardin Academy	R. C	No	Yes	4	0	9	0	112	0	28				2,336
Do	Nichols School	Nonsect	No	Yes	4	11	0	182	0	35	0				1,624
Do	St. Joseph's Collegiate Institute	R. C	No	Yes	4	12	0	312	0	35	0				3,000
Carmel	Drew Seminary	M. E	Yes	Yes	4	0	16	0	100	0	22			1	3,000
Cazenovia	Cazenovia Seminary	M. E	Yes	Yes	4	9	8	142	129	44	38			119	3,200
College Point	St. Agnes Academic School	R. C	Yes	No	4	0	9	51	170	6	16				2,916
Cooperstown	Knox School	Nonsect	Yes	Yes	4	0	29	0	149	0	13			6	2,100
Cornwall-on-Hudson	New York Military Academy	Nonsect	Yes	Yes	4	22	0	280	0	60	0	280			500
Dobbs Ferry	Masters School	Nonsect	Yes	Yes	4	0	27	0	218	0	35				3,624
Dunkirk	St. Mary's Academy	R. C	No	Yes	4	0	6	62	70	8	10				1,600
Garden City	Cathedral School of St. Mary's	P. E	Yes	Yes	4	1	12	0	109	0	14				3,600
Do	St. Paul's School	P. E	Yes	Yes	4	10	0	130	0	27	0			976	3,850
Glens Falls	St. Mary's Academy	R. C	No	Yes	4	0	13	156	177	18	29				2,535
Lackawanna	Our Lady of Victory School	R. C	No	Yes	4	0	6	53	72	10	3				700
Lima	Genesee Wesleyan Seminary	M. E	Yes	Yes	4	6	9	94	79	16	13			40	3,550
Locust Valley	Friends Academy	Friends	Yes	Yes	5	7	3	60	60	4	2			90	1,360
Manlius	Manlius School	Nonsect	Yes	Yes	4	19	1	236	0	59	0	236			1,000
Millbrook	Bennett School	P. E	Yes	Yes	4	0	19	0	195	0	28			1,432	6,021
Montour Falls	Cook Academy	Bapt	Yes	No	4	8	4	130	50	17	2			76	2,860
New Brighton	St. Peter's High School	R. C	No	Yes	4	12	20	125	170	15	16				1,000
New Rochelle	Iona High School	R. C	No	Yes	4	5	0	124	0	23	0				1,500
New York	Academy of Mount St. Ursula	R. C	Yes	Yes	4	0	18	0	363	0	60			83	4,960
Do	Brearley School (Ltd)	Nonsect	No	Yes	4	0	22	0	117	0	25			225	8,301
Do	Calhoun School for Girls	Nonsect	No	Yes	4	1	14	0	118	0	27				
Do	Cathedral High School	R. C	No	Yes	4	2	17	0	809	0	31				3,000
Do	Miss Chapin's School	Nonsect	No	Yes	5	0	23	0	137	0	19			13	1,000
Do	Clason Point Military Academy	R. C	Yes	No	4	14	0	210	0	41	0				3,000
Do	Columbia Grammar School	Nonsect	No	Yes	4	11	5	145	0	40	0				2,000
Do	De La Salle Institute	R. C	No	Yes	4	9	0	186	0	49	0				4,500
Do	Dwight School	Nonsect	No	No	4	8	2	168	0	41	0				975
Do	Ethical Culture High School	Nonsect	No	Yes	5	19	16	88	160	13	34				12,048
Do	Holy Cross Academy of Manhattan	R. C	No	Yes	4	1	8	0	154	0	20				2,953
Do	McBurney School	Nonsect	No	Yes	4	10	0	132	0	22	0				4,500
Do	Regis High School	R. C	No	No	4	26	0	724	0	99	0				3,500
Do	St. Agatha High School	P. E	No	Yes	4	0	10	0	101	0	25			2,721	5,000
Do	St. Ann's Academy	R. C	Yes	Yes	4	13	0	203	0	33	0				1,560
Do	St. Catherine's High School	R. C	No	Yes	4	0	6	0	125	0	16				1,650
Do	St. Lawrence Academy of Manhattan	R. C	No	Yes	4	2	8	0	121	0	28				1,618
Do	St. Paul's High School	R. C	No	Yes	4	0	12	35	117	0	19				3,000
Do	Scudder School	Nonsect	Yes	No	4	0	12	0	107	0	6				1,350
Do	Miss Spence's School	Nonsect	Yes	Yes	5	0	42	0	240	0	58				
Do	Talmudical Academy	Jewish	Yes	No	4	26	0	407	0	40	0				2,800
Do	Trinity School	P. E	No	No	4	11	0	149	0	27	0			2,309	1,766
Do	Ursuline Academy	R. C	Yes	Yes	4	0	6	0	110	0	24				3,400
Do	Xavier High School	R. C	No	Yes	4	43	0	979	0	103	0	979		236	18,250
Ogdensburg	St. Mary's Academy	R. C	No	Yes	4	2	5	75	80	8	16				3,110
Ossining	Ossining School for Girls	Nonsect	Yes	Yes	4	0	12	0	102	0	23			3	5,000
Pawling	Pawling School	P. E	Yes	No	4	11	0	114	0	28	0			46	1,400
Peekskill	Peekskill Military Academy	Nonsect	Yes	Yes	4	7	0	129	0	25	0	128			1,200
Do	St. Mary's School	P. E	Yes	Yes	4	0	18	0	115	0	21			1	11,000

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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—continued														
Plattsburg	Mount Assumption Institute	R. C	Yes	Yes	4	5	1	121	12	24	0			2,823
Do	St. John's School	R. C	Yes	Yes	4	0	5	42	80	6	10	42		2,116
Poughkeepsie	Oakwood School	Friends	Yes	Yes	4	5	6	45	56	5	9		153	1,500
Rensselaer	St. John's Academy of Rensselaer	R. C	Yes	Yes	4	0	14	45	75	5	12			4,000
Rochester	Aquinas Institute	R. C	No	No	4	27	6	856	0	51	0			2,500
Do	Nazareth Academy	R. C	Yes	Yes	4	0	32	0	828	0	100			4,400
Rockville Center	St. Agnes Academic School	R. C	No	Yes	4	1	5	43	123	9	15			900
Rome	Academy of the Holy Names	R. C	Yes	Yes	4	1	9	0	104	0	12			1,296
Do	St. Aloysius Academy	R. C	Yes	Yes	4	2	8	89	54	10	15			1,250
Schenectady	St. Joseph's Academy	R. C	No	Yes	4	2	3	95	67	16	6			1,423
Syracuse	Christian Brothers' Academy	R. C	No	No	4	8	1	259	0	57	0			1,250
Do	Most Holy Rosary High School	R. C	No	Yes	4	0	7	153	97	25	17			900
Do	St. John's Catholic Academy	R. C	No	Yes	4	0	4	31	96	4	17			2,650
Do	St. Lucy's Academy	R. C	No	Yes	4	1	6	55	111	10	10			1,000
Do	St. Mary's Academy	R. C	No	Yes	4	0	5	36	89	3	23			2,688
Tarrytown	Miss C. E. Mason's School	Nonsect	Yes	Yes	4	0	11	0	109	0	11			2,600
Do	Hackley School	Nonsect	Yes	Yes	5	9	0	100	0	18	0		435	5,000
Tompkinsville	Augustinian Academy	R. C	Yes	Yes	4	7	0	145	0	28	0			4,000
Troy	Catholic Central High School	R. C	No	No	4	2	26	233	453	25	44			1,700
Do	Emma Willard School	Nonsect	Yes	Yes	4	0	25	0	215	0	62		1,000	5,897
Do	La Salle Institute	R. C	No	No	4	12	0	300	0					
Utica	Assumption Academy	R. C	No	No	4	7	0	186	0	23	0			400
Do	Utica Catholic School	R. C	No	Yes	4	0	5	0	100	0	17			4,535
Woodhaven	Our Lady of Wisdom Academy	R. C	Yes	Yes	4	0	7	0	207	0	36			1,788
NORTH CAROLINA														
Asheville	Asheville School	Nonsect	Yes	Yes	4	0	5	125	0	19	0			1,500
Do	Bingham Military School	Nonsect	Yes	No	4	7	0	152	0	18	0	130		650
Boiling Springs	Boiling Springs High School	Bapt	Yes	No	4	4	6	116	94	26	27		37	1,350
Brevard	Brevard Institute	M. E. S	Yes	Yes	4	3	6	74	125	5	23			1,380

Buies Creek	Buies Creek Academy	Bapt	Yes	Yes	4	7	3	240	186	60	34			3,000
Henderson	Fruitland Institute	Bapt	Yes	No	4	3	6	64	73	17	21			2,000
Mount Pleasant	Collegiate Institute	Luth	Yes	Yes	4	6	0	140	0	12	0	100	50	5,500
Oak Ridge	Oak Ridge Institute	Nonsect	Yes	No	4	11	0	191	4	17	1	191		4,100
Salemburg	Pineland School for Girls	Nonsect	Yes	Yes	4	2	5	0	186	0	26		105	3,500
Statesville	Mitchell Academy	Presb	Yes	No	4	0	9	0	161	0	11		35	2,650
Thomasville	Thomasville Baptist Orphanage	Bapt	Yes	Yes	4	3	4	38	76	3	18		225	3,132
Washington	Washington Collegiate Institute	M. E	Yes	Yes	4	4	1	61	74	7	11			2,700
NORTH DAKOTA														
Fargo	Sacred Heart Academy	R. C	Yes	No	4	1	7	28	73	2	16			1,100
Harvey	Sheyenne River Academy	S. D. A	Yes	No	4	7	2	53	59	14	5			1,400
Jamestown	St. John's Academy	R. C	Yes	No	4	0	7	29	80	3	14			4,000
OHIO														
Akron	Sacred Heart Academy	R. C	No	Yes	4	1	6	36	86	11	26			2,000
Do	St. Mary's School	R. C	No	Yes	4	2	4	57	83	11	14			3,000
Do	St. Vincent High School	R. C	No	Yes	4	1	8	129	133	25	27			5,300
Botkins	Immaculate Conception School	R. C	No	Yes	4	0	8	0	146	0	25			8,000
Cincinnati	College Preparatory School for Girls	Nonsect	No	Yes	4	0	10	0	118	0	15			1,000
Do	Elder High School	R. C	No	No	4	13	11	204	280	38	27			4.000
Do	God's Bible School	Nonsect	Yes	Yes	4	2	3	46	66	1	7			1,625
Do	St. Francis Preparatory Seminary	R. C	Yes	No	4	9	0	121	0	13	0			2,000
Do	St. Mary's High School	R. C	No	Yes	4	4	11	209	175	35	29			1,400
Cleveland	Cathedral Latin School	R. C	No	No	4	28	0	748	0	120	0			2,500
Do	Central Institute	Nonsect	No	No	4	5	4	316	113	10	1			800
Do	Cleveland Preparatory School	Nonsect	No	No	4	8	2	137	90	37	22			
Do	Hathaway Brown School	Nonsect	Yes	Yes	4	0	17	0	157	0	42			2,500
Do	Holy Name High School	R. C	No	Yes	4	2	10	151	136	23	26			3,000
Do	Laurel School	Nonsect	Yes	Yes	4	0	18	0	143	0	35			3,025
Do	Our Lady of Lourdes Academy	R. C	No	Yes	4	0	8	0	230	0	31			650
Do	St. Joseph's Academy	R. C	Yes	Yes	4	1	6	0	123	0	32			800
Do	State High School	Nonsect	No	No	4	6	1	144	31	26	7			1,000
Do	University School	Nonsect	Yes	Yes	4	22	2	185	0	33	0			4,500
Do	Ursuline Academy	R. C	No	No	4	0	8	0	181	0	48			5,000
Do	Villa Angela (Ursuline Academy)	R. C	Yes	Yes	4	1	8	0	104	0	10			8,000
Do	Y. Preparatory School	Nonsect	No	No	4	21	1	313	15	41	0			973
Columbus	Aquinas High School	R. C	Yes	No	4	17	0	397	0	83	0			3,000
Do	Columbus School for Girls	Nonsect	Yes	Yes	4	0	21	0	140	0	37			2,000
Do	St. Joseph's Academy	R. C	No	Yes	4	1	15	0	157	0	37			6,400
Do	St. Mary's High School	R. C	No	Yes	4	0	9	98	156	18	27			5,000
Dayton	Academy of Notre Dame	R. C	No	Yes	4	0	15	0	200	0	44			500
Do	St. Mary's School	R. C	No	Yes	4	1	5	44	72	11	17			1,400
Delphos	St. John's High School	R. C	No	Yes	4	0	5	62	72	16	14			1,673
East Columbus	St. Mary of the Springs Academy	R. C	Yes	Yes	4	0	7	0	120	0	26			5,000
Fremont	St. Joseph's High School	R. C	No	Yes	4	2	4	51	62	7	14			2,300
Hamilton	Hamilton Catholic High School	R. C	No	No	4	7	0	164	0	20	0			1,200
Do	Notre Dame Academy	R. C	No	Yes	4	0	9	0	168	0	20			3,000
Lancaster	St. Mary's High School	R. C	No	No	4	1	6	41	63	6	4			1,562
Lima	St. Rose High School	R. C	No	Yes	3	2	5	83	72	11	12			2,000
Marion	St. Mary's High School	R. C	No	Yes	4	0	5	40	68	6	13			1,615

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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														
Mount Vernon	Mount Vernon Academy	S. D. A	Yes	No	4	11	3	77	66	21	20			2,900
Norwalk	St. Paul's School	R. C	No	Yes	4	5	9	60	66	11	10			1,750
Sandusky	St. Mary's School	R. C	No	Yes	4	1	6	32	74	7	13			2,426
Springfield	St. Joseph's High School	R. C	No	Yes	4	1	7	64	51	11	7			3,000
Do	St. Raphael's School	R. C	No	No	4	2	11	111	100	19	19			2,700
Tiffin	Calvert High School	R. C	No	No	4	3	6	64	101					
Do	School of the Junior Order of United American Mechanics.	Nonsect	Yes	Yes	4	2	9	80	101	5	7		600	
Toledo	Central Catholic High School	R. C	No	No	4	5	22	361	350	56	56			4,000
Do	Notre Dame Academy	R. C	No	Yes	4	0	11	0	201	0	25			2,500
Do	St. Ursula's Academy	R. C	Yes	Yes	4	0	11	0	192	0	32			8,000
Xenia	Ohio Soldier's and Sailor's Orphan's Home School	Nonsect	Yes	Yes	4	1	6	52	59	3	6	111		2,500
OKLAHOMA														
Bacone	Bacone College	Bapt	Yes	Yes	4	5	4	93	54	18	6		25	2,000
Smithville	Fulsom Training School	M. E. S	No	No	4	4	4	62	56	6	4			1,500
Tulsa	Holy Family School	R. C	No	Yes	4	2	3	44	63	8	9			400
OREGON														
Gaston	Laurelwood Academy	S. D. A	Yes	No	4	4	2	52	78	8	11			2,000
Portland	Hill Military Academy	Nonsect	Yes	Yes	4	16	0	114	0	33	0	114		2,450
Do	Immaculate Academy	R. C	No	Yes	4	0	5	0	116	0	21			1,500
Do	Oregon Institute of Technology	Nonsect	Yes	Yes	4	5	1	369	0	38	0			875
Do	St. Helen's Hall	P. E	Yes	Yes	4	0	22	0	135	0	43			3,325
St. Benedict	Mount Angel College	R. C	Yes	Yes	4	14	0	130	0	18	0			8,000
PENNSYLVANIA														
Bellefonte	Bellefonte Academy	Nonsect	Yes	No	4	9	2	104	3	36	2			1,500
Birmingham	Birmingham School	Nonsect	Yes	Yes	4	2	12	0	119	0	33			2,500

Braddock	St. Thomas School	R. C	No	Yes	4	0	4	64	75	10	11			1,600
Bradford	St. Bernard Convent	R. C	No	Yes	4	1	7	63	94	12	18			1,650
Bryn Mawr	Baldwin School	Nonsect	Yes	Yes	4	0	26	0	188	0	40		35	3,600
Do	Shipley School	Nonsect	Yes	Yes	5	0	13	0	109	0	26			1,500
Do	Miss Wright's School	Nonsect	Yes	Yes	2	2	15	0	117	0	21			5,000
Cambridge Springs	Polish National Alliance College	Nonsect	Yes	Yes	4	16	1	182	0	20	0			8,000
Clearfield	St. Francis High School	R. C	No	Yes	4	0	4	36	65	8	8			500
Du Bois	St. Catherine's High School	R. C	No	Yes	4	0	5	58	64	11	14			2,000
Erie	St. John Kanty High School	R. C	Yes	No	4	10	0	160	0	27	0			10,000
Do	Villa Maria High School	R. C	Yes	Yes	4	0	6	0	141	0	23			1,800
George School	George School	Friends	Yes	No	4	14	13	163	157	39	34		706	5,000
Harrisburg	Catholic High School	R. C	No	No	4	1	7	70	100	8	16			500
Do	Harrisburg Academy	Nonsect	Yes	Yes	4	13	0	120	0	35	0		5	2,000
Do	Haverford School	Nonsect	Yes	No	4	12	8	183	0	28	0		25	2,000
Hazleton	St. Gabriel's High School	R. C	No	Yes	4	0	5	106	83	16	13			1,300
Herman	St. Fidelis Seminary	R. C	Yes	No	4	11	0	130	0	16	0			6,000
Johnstown	Central Catholic High School	R. C	No	No	4	2	12	113	144	28	22			1,500
Kingston	Wyoming Seminary	M. E	Yes	Yes	4	19	14	362	317	64	34		1,007	5,000
Mercersburg	Mercersburg Academy	Ref. Ch	Yes	Yes	4	37	0	535	0	102	0		148	3,080
North East	St. Mary's College	R. C	Yes	No	4	15	0	216	0	29	0			1,500
Overbrook	Episcopal Academy	P. E	No	Yes	4	2	0	150	0	25	0		800	3,000
Do	Friends' Central School	Friends	No	Yes	4	13	12	49	92	14	14			700
Do	Miss Sayward's School	Nonsect	Yes	Yes	4	1	13	0	100	0	24			555
Pennsburg	Perkiomen School	Schwenk	Yes	Yes	4	10	0	157	0	38	0		85	6,500
Philadelphia	Agnes Irwin School	Nonsect	No	Yes	4	1	17	0	152	0	31			
Do	Brown Preparatory School	Nonsect	No	Yes	4	14	2	240	14	63	1			500
Do	Catholic Girls' High School	R. C	No	No	4	1	55	0	2,005	0	134			2,500
Do	Chestnut Hill Academy	P. E	Yes	Yes	5	13	0	114	0	12	0			3,000
Do	Friends Select School	Friends	No	Yes	4	7	15	31	168	2	25		15	18,000
Do	Germantown Friends School	Friends	No	Yes	4	7	9	88	100	20	24			35,000
Do	Mount St. Joseph's Collegiate Institute	R. C	Yes	Yes	4	1	10	0	115	0	36			7,900
Do	Roman Catholic High School	R. C	No	No	4	29	14	1,368	0	175	0			5,000
Do	St. John the Baptist School for Boys	R. C	No	No	4	4	0	130	0	16	0			700
Do	St. John the Baptist School for Girls	R. C	No	Yes	4	0	4	0	132	0	25			600
Do	West Philadelphia Catholic High School	R. C	No	No	4	33	0	1,082	0	143	0			4,800
Do	William Penn Charter School	Friends	No	Yes	4	17	0	282	0	52	0		125	2,000
Pittsburgh	Arnold School	Nonsect	No	Yes	4	9	0	159	0	9	0			50
Do	Holy Rosary High School	R. C	No	Yes	4	0	9	114	108	15	23			450
Do	Mount Mercy Academy	R. C	Yes	Yes	4	1	13	0	127	0	28			3,000
Do	Sacred Heart High School	R. C	No	Yes	4	0	8	96	113	7	18			3,000
Do	St. Mary of the Mount School	R. C	No	Yes	4	2	9	116	112	12	9	15		1,500
Do	St. Paul Cathedral High School	R. C	No	Yes	4	1	6	0	101	0	20			2,500
Do	Shady Side Academy	Nonsect	Yes	Yes	4	12	0	139	0	26	0			3,000
Do	Winchester School	Nonsect	Yes	Yes	4	1	17	0	150	0	26			
Pittston	St. John's High School	R. C	No	Yes	4	0	9	174	200	29	60			1,500
Pottstown	Hill School	Nonsect	Yes	Yes	4	40	0	329	0	59	0		603	6,300
Renovo	St. Joseph's High School	R. C	No	Yes	4	0	5	82	77	8	20			750
Rydal	Ogontz School	Nonsect	Yes	Yes	4	2	22	0	172	0	41			6,000
St. Marys	St. Mary's High School	R. C	No	Yes	4	0	8	97	109	2	13			1,000
Saltsburg	Kiskiminetas Springs School	Nonsect	Yes	Yes	4	17	0	250	0	49	0			425
Scranton	Holy Rosary Academy	R. C	No	Yes	4	0	4	49	64	6	9			700
Do	St. John Evangelist's High School	R. C	No	Yes	4	0	5	36	68	3	12			980
Do	St. Patrick's High School	R. C	No	Yes	4	0	3	40	68	9	14			650

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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—contd.														
Scranton	St. Paul's School	R. C	No	Yes	4	0	4	50	54	0	6	------	--------	750
Do	St. Thomas High School	R. C	No	No	4	10	0	188	0	65	0	------	--------	4,000
Shamokin	St. Edward's High School	R. C	No	Yes	4	0	6	68	76	11	17	------	1	1,175
Shenandoah	Annunciation High School	R. C	No	Yes	4	0	3	50	64	------	------	------	--------	500
Swarthmore	Mary Lyon School	Nonsect	Yes	Yes	4	2	20	0	134	0	39	------	--------	3,000
Do	Swarthmore Preparatory School	Nonsect	Yes	Yes	4	12	0	109	0	19	0	------	--------	300
Westtown	Westtown School	Friends	Yes	Yes	4	11	8	89	101	22	31	------	1,403	7,000
Wilkes-Barre	St. Ann's Academy	R. C	Yes	Yes	4	0	8	0	132	0	18	------	--------	1,950
Do	St. Mary's High School	R. C	No	Yes	4	0	13	168	203	24	46	------	--------	1,900
Williamsport	St. Joseph's High School	R. C	No	Yes	4	1	12	53	55	7	8	------	--------	1,350
Do	Williamsport Dickinson Seminary	M. E	Yes	Yes	4	10	10	130	93	33	24	------	264	4,000
PHILIPPINE ISLANDS														
Batangas	St. Bridget's Academy	R. C	Yes	Yes	4	0	4	0	107	0	10	------	--------	250
Cadiz	Cadiz Academy	Nonsect	Yes	Yes	3	5	0	96	53	------	------	75	--------	50
Cuyapo	Cuyapo Institute	Nonsect	No	No	4	3	1	90	47	------	------	80	--------	369
Dumaguete	Silliman Institute	Presb	Yes	Yes	4	12	8	446	84	63	4	293	--------	8,000
Hinigaran	Hinigaran Institute	Nonsect	No	Yes	4	8	0	175	94	8	2	140	--------	290
Iloilo	Central Philippine School	Bapt	Yes	Yes	4	4	4	171	41	20	3	158	--------	3,000
Do	Iloilo Institute	Nonsect	No	Yes	4	8	1	361	177	56	17	------	--------	204
Do	San Augustine College	R. C	Yes	Yes	4	6	0	112	0	16	0	81	--------	5,000
Imus	Ymus Central Academy	Nonsect	No	Yes	4	4	5	142	100	5	1	130	10	1,200
Jaro	Central Philippine College	Bapt	Yes	Yes	4	5	3	155	36	20	3	108	45	3,015
Manila	Association Institute	Nonsect	No	No	4	18	1	472	174	63	13	------	--------	1,011
Do	Atenes de Manila	R. C	Yes	Yes	4	27	0	506	0	86	0	386	--------	11,186
Do	Holy Ghost Academy	R. C	Yes	Yes	4	0	6	0	135	0	10	------	--------	1,200
Do	Jose Rizal College	Nonsect	No	No	4	4	8	645	34	52	12	45	--------	2,500
Do	La Salle College	R. C	Yes	Yes	4	1	12	141	0	18	0	122	--------	1,900
Do	National University	Nonsect	Yes	Yes	4	15	20	1,417	622	293	86	352	--------	6,675
Do	Philippine Junior Academy	S. D. A	Yes	Yes	4	6	6	61	57	7	3	------	--------	--------
Do	University of Manila	Nonsect	Yes	Yes	4	20	11	1,089	309	161	49	407	--------	3,759

Narvacan	Ilocano Academy	Nonsect	No	No	4	4	0	67	45					400
Pasay	Modern Oriental Academy	Nonsect	No	Yes	4	10	4	99	47	7	2	99		500
San Fernando	Northern National Institute	Nonsect	No	Yes	4	4	0	60	55	7	1	60		400
Vigan	Seminary College	R. C	No	Yes	4	6	0	130	0	16	0	86		500
PORTO RICO														
Mayaguez	Academy of the Immaculate Conception	R. C	No	Yes	4	0	4	60	90	1	6			
San German	Polytechnic Institute of Porto Rico	Presb	Yes	Yes	4	6	6	226	101	21	12		125	1,000
San Juan	Academia Catholica	R. C	No	Yes	4	0	6	9	104	0	8			500
RHODE ISLAND														
East Greenwich	East Greenwich Academy	M. E	Yes	Yes	4	6	5	55	57	17	9		52	
Newport	De La Salle Academy	R. C	No	No	4	7	0	122	0					600
Do	St. George's School	P. E	No	Yes	4	19	0	123	0	23	0		28	3,265
Do	St. Joseph's High School	R. C	No	Yes	4	0	6	0	113	0	20			350
Providence	La Salle Academy	R. C	No	No	4	25	0	685	0	140	0		35	4,000
Do	Mary C. Wheeler School, Inc	Nonsect	Yes	Yes	5	1	17	0	143	0	33			1,000
Do	Moses Brown School	Friends	Yes	Yes	4	14	5	142	23	27	8		100	1,000
Do	St. Francis Xavier Academy	R. C	No	No	4	0	12	0	322	0	54			6,000
Do	St. Mary's Academy	R. C	No	Yes	4	0	7	0	125	0	28			1,500
SOUTH CAROLINA														
Aynor	Horry Industrial School	M. E. S	Yes	No	4	3	1	50	56	3	8			250
Charleston	Porter Military Academy	P. E	Yes	Yes	4	9	0	139	0	27	0	139		2,500
Greenwood	Bailey Military Institute	Nonsect	Yes	No	4	9	0	142	0	27	0	142		350
Orangeburg	Claflin College	M. E	Yes	Yes	4	6	5	97	177	9	2		120	4,000
Tigerville	North Greenville Baptist Academy	Bapt	Yes	No	4	3	3	79	60	14	16			1,200
SOUTH DAKOTA														
Freeman	Freeman Junior College	Menn	Yes	No	4	6	2	48	55	11	12		40	2,000
Mitchell	Notre Dame Academy	R. C	Yes	Yes	4	3	9	41	158	5	27			3,426
Sioux Falls	St. Michael's Cathedral High School	R. C	No	Yes	4	0	8	58	102	14	20			2,000
TENNESSEE														
Bell Buckle	Webb School	Nonsect	Yes	No	4	8	0	300	17	25	2			6,000
Chattanooga	Baylor School	Nonsect	Yes	Yes	4	13	0	189	0	30	0	189		1,183
Do	Girls Preparatory School	Nonsect	No	Yes	4	0	9	0	104	0	14			600
Do	McCallie School	Nonsect	Yes	Yes	4	16	0	238	0	59	0	238		3,000
Columbia	Columbia Military Academy	Nonsect	Yes	Yes	4	10	0	173	0	43	0	173		286
Livingston	Livingston Academy	Christian	Yes	Yes	4	5	3	72	86	1	13			2,189
Memphis	Christian Brothers College	R. C	No	No	4	10	0	210	0	28	0			
Do	Miss Hutchinson's School	Nonsect	No	Yes	4	0	9	0	106	0	18			600
Do	Memphis University School	Nonsect	No	Yes	4	6	0	120	0	30	0			800
Nashville	David Lipscomb High School	Ch of Chr	Yes	Yes	4	7	1	62	43	18	9		80	5,000
Do	Trevecca Academy	Nazarene	Yes	Yes	4	1	4	50	76	3	13		6	2,500
Ooltewah	Southern Junior College	S. D. A	Yes	Yes	4	6	6	106	126	5	12			3,450
Sevierville	Murphy Collegiate Institute	M. E	Yes	No	4	3	5	76	58	8	17			1,500

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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
TENNESSEE—continued														
Spring Hill	Branham and Hughes Military Academy	Nonsect	Yes	Yes	4	7	0	144	0	31	0	144		500
Sweetwater	Tennessee Military Institute	Nonsect	Yes	Yes	4	8	0	140	0	16	0	140		1,300
Washington College	Washington College High School	Presb	Yes	Yes	4	6	4	79	105	17	26		126	3,500
TEXAS														
Dallas	Terrill School	Nonsect	Yes	Yes	4	12	2	150	0	30	0			1,200
Do	Ursuline Academy	R. C	Yes	Yes	4	0	10	0	130	0	16			5,700
El Paso	Loretto Academy	R. C	Yes	Yes	4	0	8	0	130	0	14			2,700
Fort Worth	Our Lady of Victory Academy	R. C	Yes	Yes	4	1	10	0	121	0	17			
Houston	St. Thomas College	R. C	No	Yes	4	6	0	104	0	12	0			700
Keene	Southwestern Junior College	S. D. A	Yes	Yes	4	5	6	81	101	9	22			4,608
Kerrville	Schreiner Institute	Presb	Yes	No	4	8	0	240	0	47	0	203	210	2,065
San Antonio	St. Mary's Academy	R. C	No	Yes	4	13	0	193	0	30	0			4,276
Do	St. Mary's College	R. C	Yes	Yes	4	10	0	147	0	20	0			7,000
Do	West Texas Military Academy	P. E	Yes	Yes	4	6	0	105	0	23	0	105		1,200
San Marcos	San Marcos Baptist Academy	Bapt	Yes	Yes	4	10	8	196	90	28	10	179		2,000
UTAH														
Mount Pleasant	Wasatch Academy	Presb	Yes	Yes	4	5	10	69	60	9	11			1,000
Ogden	Sacred Heart Academy	R. C	Yes	Yes	4	0	7	0	100	0	20			3,000
Salt Lake City	Latter Day Saints University	L. D. S	No	No	4	32	16	692	708	105	155		1	7,926
Do	St. Mary's Academy	R. C	Yes	Yes	4	1	11	0	119	0	21			2,000
VERMONT														
Burlington	Cathedral High School	R. C	No	Yes	4	2	7	100	59	17	14			5,000
Do	Mount St. Mary's Academy	R. C	Yes	Yes	4	0	14	0	132	0	27			
Lyndon Center	Lyndon Institute	Nonsect	Yes	No	4	5	8	134	163	30	14		225	1,000
Manchester	Burr and Burton Seminary	Nonsect	Yes	No	4	3	3	58	69	14	11		96	400

Montpelier	Montpelier Seminary	M. E	Yes	No	4	4	10	97	140	24	48		134	800
Poultney	Troy Conference Academy	M. E	Yes	Yes	4	7	7	75	135	25	33		40	951
Rutland	Mount St. Joseph's Academy	R. C	Yes	Yes	4	0	7	0	121	0	35			900
St. Johnsbury	St. Johnsbury Academy	Nonsect	Yes	No	4	4	12	158	204	26	39		225	1,000
Saxtons River	Vermont Academy	Bapt	Yes	Yes	4	9	4	113	76	29	29		88	5,000
VIRGINIA														
Alexandria	Episcopal High School	P. E	Yes	No	6	13	0	185	0	14	0			1,000
Bedford	Randolph-Macon Academy	M. E. S	Yes	No	4	10	0	175	0	57	0	160		2,000
Blackstone	Blackstone Military Academy	Nonsect	Yes	No	4	12	0	121	0	26	0	121		800
Chatham	Chatham Episcopal Institute	P. E	Yes	No	4	1	16	0	104	0	26			1,500
Do	Hargrave Military Academy	Bapt	Yes	Yes	4	10	0	147	0	23	0	139		676
Council	Buchanan Baptist Mission School	Bapt	Yes	Yes	4	1	3	62	56	6	10			800
Danville	Danville Military Institute	Presb	Yes	No	4	6	0	112	0	13	0	112		500
Ferrum	Ferrum Training School	M. E. S	Yes	Yes	4	5	7	81	128	21	18		16	3,500
Fork Union	Fork Union Military Academy	Bapt	Yes	No	4	12	0	159	0	18	0	154	1	1,000
Fort Defiance	Augusta Military Academy	Nonsect	Yes	No	4	17	0	319	0	25	0	319		800
Front Royal	Randolph-Macon Academy	M. E. S	Yes	No	4	11	0	206	0	34	0	154	13	1,300
Harrisonburg	Eastern Mennonite School	Menn	Yes	Yes	4	8	1	53	60	8	15		2	1,400
Lynchburg	Virginia Episcopal School	P. E	Yes	No	4	11	0	151	0	12	0			3,000
New Market	Shenandoah Valley Training Academy	S. D. A	Yes	No	4	5	4	61	56	8	8			1,800
Richmond	Benedictine Military College	R. C	No	No	4	8	0	149	0	29	0	148		4,500
Do	Collegiate School for Girls	Presb	No	Yes	4	0	14	0	147	0	21			1,200
Do	McGuire's University School	Nonsect	No	Yes	6	8	0	180	0	19	0			350
Do	St. Catherine's School	P. E	Yes	Yes	4	0	11	0	193	0	11			1,085
Staunton	Staunton Military Academy	Nonsect	Yes	No	4	35	0	500	0	99	0	500		3,000
Do	Stuart Hall	P. E	Yes	Yes	4	0	12	0	163	0	20		60	3,000
Waynesboro	Fishburne Military Academy	Nonsect	Yes	Yes	4	11	0	155	0	33	0	150		500
Woodberry Forest	Woodberry Forest School	P. E	Yes	No	5	15	0	191	0	28	0			600
WASHINGTON														
Parkland	Pacific Lutheran College	Nor.Luth	Yes	No	4	6	2	83	57	5	3			7,680
Seattle	Cathedral High School	R. C	No	Yes	4	0	6	0	153	0	21			1,500
Do	Seattle College	R. C	No	Yes	4	11	0	242	0	33	0			5,000
Do	Seattle Pacific College	Meth	Yes	Yes	4	5	1	85	126	7	9		16	3,000
Tacoma	Aquinas Academy	R. C	Yes	Yes	4	0	7	0	101	0	22		10	
Do	St. Leo's High School	R. C	No	No	4	6	0	101	0	14	0			5,300
Tekoa	Mount St. Joseph's Academy	R. C	No	Yes	4	0	6	0	102	0	15			2,055
WEST VIRGINIA														
Alderson	Alderson Baptist Academy	Bapt	Yes	No	4	4	11	43	76	14	22			5,000
Lewisburg	Greenbrier Military School	Presb	Yes	No	4	12	0	179	0	26	0	179		1,064
Petersburg	St. John's Academy	Luth	Yes	No	4	4	4	43	60	13	12			1,200
Wheeling	Central Catholic High School	R. C	No	Yes	4	8	0	115	0	19	0			3,000
Do	Linsley Institute	Nonsect	No	Yes	4	8	0	105	0	12	0	148	25	150
Do	St. Joseph's Academy	R. C	No	Yes	4	2	6	0	136	0	19			1,500

TABLE 12.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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
WISCONSIN														
Beaver Dam	Wayland Academy	Bapt	Yes	Yes	4	6	4	62	47	7	9		262	4,174
Chippewa Falls	McDowell Memorial High School	R. C	No	Yes	6	0	7	94	135	12	41		50	2,000
Delafield	St. John's Military Academy	P. E	Yes	No	4	19	0	422	0	89	0	422		1,700
Eau Clair	St. Patrick's School	R. C	No	Yes	3	2	15	54	70					1,000
Green Bay	St. Joseph's Academy	R C	Yes	Yes	4	0	7	0	132	0	28			2,000
Lake Geneva	Northwestern Military and Naval Academy	Nonsect	Yes	No	4	14	0	169	0	32	0	163		2,526
Madison	Sacred Heart Academy	R. C	Yes	Yes	4	1	8	10	120	0	19			3,700
Marinette	Our Lady of Lourdes Academy	R. C	No	Yes	4	0	7	61	75	11	17			1,800
Milwaukee	Concordia College	Luth	Yes	No	4	13	0	297	0	29	0			8,000
Do	Holy Angels Academy	R. C	No	No	4	0	11	0	355	0	68			3,600
Do	Lutheran High School	Luth	Yes	No	4	5	1	53	143	4	13			500
Do	Mercy High School	R. C	No	No	4	0	8	0	240	0	32			2,500
Do	Milwaukee-Downer Seminary	Nonsect	Yes	No	4	0	13	0	192	0	45			1,500
Do	St. John's Cathedral High School	R. C	No	Yes	4	0	15	172	186	26	36			2,850
Do	St. Mary's Academy	R. C	Yes	Yes	4	0	11	0	118	0	10			2,800
Oshkosh	St. Peter's Catholic High School	R. C	No	Yes	4	0	5	66	86	12	15			500
Prairie-du-Chien	Campion College	R. C	Yes	No	4	24	0	354	0	46	0	245	450	21,870
Racine	St. Catherine's High School	R. C	Yes	No	4	3	21	113	233	7	51			2,400
St. Francis	Pio Nono College	R. C	Yes	No	4	8	0	156	0	14	0			6,300
Sinsinawa	St. Clara's Academy	R. C	Yes	No	4	1	15	0	103	0	9			4,000
Sturtevant	St. Bonaventure College	R. C	Yes	No	4	10	0	124	0	25	0			1,000
West Depere	St. Norbert's College	R. C	Yes	No	4	15	0	211	0	24	0			7,000

TABLE 13.—*Private high schools and academies for Negroes which enrolled 100 or more secondary pupils, 1925–26*

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1926		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														
Anniston	Barber Memorial Seminary	Presb	Yes	Yes	4	0	7	0	102	0	12		500	1,900
Birmingham	Miles Memorial College	M. E	Yes	Yes	4	3	5	149	246	23	39			525
Do	St. Mark's Academic and Industrial School	P. E	Yes	Yes	4	1	5	39	102	1	17			300
Mobile	Emerson Normal Institute	Cong	Yes	No	4	1	7	34	92	10	20			400
Selma University	Selma University	Bapt	Yes	Yes	4	5	5	104	186	16	26			550
ARKANSAS														
Little Rock	Philander Smith College	M. E	Yes	Yes	4	1	4	89	137	12	12			2,800
FLORIDA														
Daytona	Daytona-Cookman Collegiate Institute	M. E	Yes	Yes	4	10	17	60	122	4	13			5,886
Jacksonville	Edwards Waters College	M. E	Yes	Yes	4	9	11	135	163	6	26	114		1,030
St. Augustine	Florida Normal and Industrial Institute	Bapt	Yes	Yes	4	3	10	31	137	1	11			2,500
GEORGIA														
Atlanta	Spelman Seminary	Bapt	Yes	Yes	4	0	8	0	320	0	45		53	8,416
Macon	Ballard Normal School	Cong	No	Yes	4	4	3	43	89	14	18			2,500
KANSAS														
Kansas City	Western University	A. M. E	Yes	No	4	8	6	128	147	18	16	61		7,000
MISSISSIPPI														
Greenville	Greenville Home and Industrial Institute	Mis. Bapt.	Yes	Yes	4	4	6	61	126	10	14			2,336
Jacksonville	Campbell College	A. M. E	Yes	Yes	4	3	11	37	69	6	7		10	1,200
Meridian	Haven Institute	M. E	Yes	Yes	4	4	8	67	104	4	18			1,000
Natchez	Natchez College	Bapt	Yes	Yes	4	3	1	42	105	7	13			1,200
Utica Institute	Utica Normal and Industrial Institute	Nonsect	Yes	Yes	4	2	4	49	70	4	6	49	26	2,000
West Point	Mary Holmes Seminary	Presb	Yes	Yes	4	0	6	0	118	0	15			1,900

TABLE 13.—*Private high schools and academies for Negroes which enrolled 100 or more secondary pupils, 1925–26*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in cours	Secondary instructors		Secondary students		Graduates, 1926		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
NORTH CAROLINA														
Elizabeth City	Roanoke Institute	Bapt	Yes	Yes	4	5	0	56	57	6	8	50		300
Greensboro	Bennett College	M. E	Yes	Yes	4	1	9	0	164	0	30			500
Do	Immanuel Lutheran College	Luth	Yes	Yes	4	5	0	36	64	7	10			1,375
Henderson	Henderson Institute	U. Presb	Yes	Yes	4	4	11	63	166	14	7			625
Kittrell	Kittrell College	A. M. E	Yes	Yes	4	5	4	79	104	10	18			500
Lawinburg	Lawinburg Normal and Industrial Institute	Nonsect	Yes	Yes	4	1	5	40	91	3	7		50	10,000
Oxford	Mary Potter Memorial School	Presb	Yes	Yes	4	5	5	73	117	13	10			500
SOUTH CAROLINA														
Orangeburg	Claflin University	M. E	Yes	Yes	4	6	5	97	177	9	2		120	4,000
Seneca	Seneca Institute	Bapt	Yes	No	4	2	3	57	123	3	26			
TENNESSEE														
Memphis	Howe Institute	Bapt	Yes	Yes	4	3	2	56	62	10	12			1,800
Nashville	Roger Williams Institute	Bapt	Yes	No	4	7	8	94	83	10	15		40	5,000
Do	Walden Academy	M. E	Yes	Yes	4	3	2	79	82	8	10		1	4,500
Rogersville	Smith Memorial College	Presb	Yes	Yes	4	5	5	34	95	3	8			1,500
TEXAS														
Austin	Samuel Huston College	M. E	Yes	No	4	3	2	63	128	5	10			6,000
Do	Tillotson College	Cong	Yes	Yes	4	3	8	30	129	3	17			3,000
Marshall	Wiley College	M. E	Yes	No	4	3	5	30	43	3	3			2,000
Tyler	Butler College	Bapt	Yes	Yes	4	4	2	69	108	11	11			250
Do	Texas College	M. E	Yes	Yes	4	5	3	115	226	12	24			8,000
VIRGINIA														
Richmond	Hartshorn Memorial College	Bapt	Yes	Yes	4	0	7	0	354	0	29			2,900
Rock Castle	St. Francis de Sales Institute	R. C	Yes	Yes	4	1	8	0	120	0	5			1,410

CHAPTER XXV

PRIVATE COMMERCIAL AND BUSINESS SCHOOLS, 1924–25

This report contains the statistics of 739 private commercial and business schools for 1924–25, and of 20 public commercial and business high schools for the same year.

There has been a considerable decrease since 1920, both in the number of private schools reporting and in the enrollment. For that year 903 institutions had an enrollment of 336,032. For 1925 the 739 schools had an enrollment of 188,363. While data for the two periods are not quite comparable, because of incomplete returns each time, the differences are no doubt representative of the whole group. The reduction in number of day pupils is about 40 per cent and in night pupils 51 per cent. In 1920 the enrollment in 258 schools was 100,682, and in 1925 the same schools enrolled 85,289, a decrease of 15 per cent. At least 275 schools reporting in 1920 have gone out of business since that time. About 375 new schools sent in a report in 1925.

With the decrease in total enrollments, the enrollments in bookkeeping, stenographic, combined bookkeeping and stenographic, accounting, wire telegraphic, and salesmanship courses have decreased also, the rates of decrease ranging from 32 per cent to 61 per cent.

The 20 public commercial and business high schools enrolled 35,120 pupils. In bookkeeping courses 12,535 were enrolled; 16,004 in stenographic courses; 10,771 in combined courses; 969 in accounting courses; 1,670 in secretarial courses; 1,015 in salesmanship courses; 284 in courses of business administration; and 1,726 in courses of instruction in the operation of computing and bookkeeping machines. Other public and private high schools offer commercial subjects, and still others have commercial departments. In 1924 a total of 3,742 public high schools had 430,975 enrolled in commercial courses, and 740 private high schools enrolled 11,941 in commercial courses. In 1916 the enrollment in commercial courses in 2,844 public high schools was 243,185, and in 1918 it was 278,275 in 2,953 such schools. The reduction in the number enrolled in private commercial and business schools can be accounted for partly by this increase in enrollment in commercial courses in high schools.

An attempt was made to find out what the private commercial and business schools were doing toward the training of teachers for commercial subjects. Of the schools reporting, 85 were offering

teacher-training courses and 346 men and 1,488 women were enrolled. Entrance requirements for teacher-training courses and length of course were reported for 81 schools. Of these schools, 5 have no entrance requirements, 6 require a common-school education, 69 require high-school graduation, and 1 offers courses only to college graduates. The average length of course is about 12 months. Of the 69 schools requiring high-school graduation for entrance, 27 have a course of less than 9 months, 23 have from 9 to 16 months, 17 have 17 to 24 months, and 2 have 4-year courses.

Machine-operating courses were pursued by 9,163 students in private commercial and business schools. These machines include those for computing, tabulating, posting, bookkeeping, duplicating, dictaphone work, addressing work, and for shorthand.

A distribution of students by courses, and classified by sex and State, is given in Tables 6 and 7, and enrollments by subject in Table 8. Table 9 gives certain details concerning the schools that reported in 1925.

Table 2 gives the entrance requirements for eight of the principal courses offered by private commercial and business schools. In each course there is a large number of schools with no specified educational requirements for entrance. The typical school requires its students to have completed the work of the elementary school course, and a number of schools require high-school graduation for entrance to each course. In Table 3 is a distribution of schools according to the amount of time required to complete the bookkeeping, stenographic, and combined courses. The average time in the day courses required to complete a bookkeeping course is 8 months, about 8 months for the stenographic course, and 12 months for both courses combined. In the night courses it takes 14 months to complete the separate courses and 22 months to complete the combined courses.

The data in Table 2 indicate that 109 schools have no entrance requirements for the stenographic course, while 394 require graduation from the common schools, 8 require one year of high school, 9 require two years, and 58 require graduation from high school. One school requires one year of college for entrance to the course in salesmanship, while 69 schools permit students who have graduated from an elementary school to enroll for the course. Other phases of the table reveal a wide variation in practices regarding entrance requirements.

Table 3 reveals fully as wide a range of practices regarding the number of months required for graduation from the day and from the night courses. Two schools require only 2 months for graduation from the bookkeeping course, while two other schools require 30 months; one requires 2 months for graduation from the stenographic course, while another requires 30 months. One school requires only

3 months to graduate from the combined stenographic and bookkeeping course, while two schools require 30 months, or a period of time 10 times the length of the former.

The following tabulation is made so that the 446 schools shown in Table 2 as having no educational requirements may be compared with a like number requiring high-school graduation for entrance in the matter of length of course after entrance.

Number of months in the course

Course	Under 9 months		9 to 16 months		17 to 24 months		25 to 32 months
	High school	None	High school	None	High school	None	High school
Bookkeeping	22	71	10	35	1	1	1
Stenographic	43	80	12	28	2	1	1
Combined	13	17	30	62	2	5	1
Accountancy	32	12	41	11	25	0	2
Secretarial	48	17	61	27	4	1	0
Salesmanship	21	27	7	5	2	0	1
Business administration	25	7	20	5	9	0	0
Machine operation	8	25	1	8	0	0	0
Total	212	256	182	181	45	8	6

One school with no entrance requirements has a combined course of from 25 to 32 weeks, and one requiring high-school graduation for entrance has a secretarial course of more than 33 weeks in length. The average length of course for those requiring high-school graduation for entrance is a little over 10 months, while for those having no entrance requirements it is a little less than 9 months.

TABLE 1.—*Summary of statistics of all private commercial and business schools reporting, 1900 to 1925*

Items	1900	1905	1910	1915	1920	1925
Schools reporting	373	525	541	843	902	739
Instructors:						
Men	1,413	2,016	1,736	2,396	2,976	1,910
Women	699	1,260	1,200	1,913	3,189	2,195
Total	2,112	3,276	2,936	4,309	6,165	4,105
Students, day and night schools:						
Men	58,396	84,621	72,887	94,870	139,551	68,247
Women	33,153	61,465	61,891	88,416	196,481	120,116
Total	91,549	146,086	134,778	183,286	336,032	188,363
Students in day schools	70,978	113,255	100,746	130,431	214,606	129,283
Students in night schools	16,094	34,205	34,032	52,855	121,426	59,080
Average attendance, day schools	.....	46,534	44,290	60,894	103,388	62,146
Average attendance, night schools	.....	15,676	14,593	22,670	61,274	27,032
Total average daily attendance	.....	62,210	58,883	83,564	164,662	89,178
Enrollment in schools reporting average attendance	.....	.....	.....	.....	316,647	173,471
Per cent of students attending daily	.....	.....	.....	.....	52	51
Enrollment by courses:						
Bookkeeping course	50,382	72,804	47,703	60,801	106,852	41,717
Stenographic course	34,505	65,370	44,868	72,362	126,055	71,173
Combined course	.....	.....	17,720	38,291	53,430	31,669
Telegraphic (wire) course	1,319	3,923	2,094	3,059	2,804	1,403
Telegraphic (wireless) course	.....	.....	.....	.....	2,384	779
Accountancy	.....	.....	.....	.....	11,889	6,661
Secretarial	.....	.....	.....	.....	23,073	23,832
Salesmanship	.....	.....	.....	.....	15,167	10,233

TABLE 2.—*Entrance requirements of private commercial and business schools, according to course of study*

Course	No entrance requirement	Completion of sixth grade	Common-school graduate	One year of high school	Two years of high school	High-school graduate	One year of college
1	2	3	4	5	6	7	8
Bookkeeping	107	1	385	6	9	34	
Stenographic	109	1	394	8	9	58	
Combined	85		306	5	5	46	
Accountancy	23		71		2	100	
Secretarial	45	1	148	1	6	114	
Salesmanship	32		69	1	3	31	1
Business administration	12		29		1	54	
Machine operating	33		75		3	9	
Total	446	3	1,477	21	38	446	1

TABLE 3.—*Distribution of private commercial schools according to number of months required for graduation, 1924–25*

Months required for graduation	Schools offering day courses			Schools offering night courses		
	Bookkeeping	Stenographic	Combined	Bookkeeping	Stenographic	Combined
1	2	3	4	5	6	7
2	2	1			1	
3	10	15	1			
4	24	15	1	5	3	
5	25	22	6	2	6	
6	119	134	12	13	9	3
7	52	61	6	7	6	1
8	99	116	21	19	20	1
9	76	64	32	13	12	4
10	64	40	58	25	31	4
11	2		4	1	2	2
12	27	11	132	93	90	19
13	1	1	5			
14	2		23	15	13	7
15	4	4	38	21	24	11
16			9	17	15	5
17			1	2	1	
18	8	6	26	41	38	22
20	5	5	10	21	16	18
22			1			1
24	1	1	5	25	20	58
25						2
26						1
27				4	2	3
28				1	1	4
30	2	1	2	1		17
32						1
34						1
36				1		9
40						4
48						4
Total	523	497	393	327	310	202

TABLE 4.—*Instructors, students, and attendance in all private commercial and business schools reporting in 1924–25*

State	Schools reporting	Instructors			Students enrolled			Average daily attendance	Enrollment in schools reporting average daily attendance
		Men	Women	Total	Men	Women	Total		
1	2	3	4	5	6	7	8	9	10
Continental United States	739	1,910	2,195	4,105	68,247	120,116	188,363	89,178	173,471
Alabama	8	15	16	31	477	1,122	1,599	596	1,599
Arizona	4	3	9	12	131	457	588	203	531
Arkansas	7	9	9	18	311	656	967	458	967
California	45	102	135	237	3,720	7,574	11,294	4,490	10,885
Colorado	13	62	53	115	1,958	2,903	4,861	1,599	4,002
Connecticut	20	69	68	137	1,590	2,878	4,468	2,558	3,987
Delaware	2	7	3	10	45	81	126	57	126
District of Columbia	4	51	30	81	1,852	1,127	2,979	1,751	2,984
Florida	8	11	16	27	929	1,423	2,352	678	2,352
Georgia	8	20	21	41	987	1,268	2,255	1,064	2,255
Idaho	3	3	5	8	95	191	286	193	286
Illinois	57	158	177	335	7,555	10,739	18,294	6,773	13,841
Indiana	31	60	68	128	2,645	4,458	7,103	3,028	6,836
Iowa	22	47	67	114	1,978	3,133	5,111	2,465	4,877
Kansas	18	33	53	86	1,780	2,848	4,628	1,469	3,452
Kentucky	13	29	44	73	1,187	2,018	3,205	1,743	3,205
Louisiana	9	23	33	56	1,770	1,484	3,254	1,460	3,200
Maine	8	7	24	31	170	537	707	378	614
Maryland	5	58	12	70	843	454	1,297	447	703
Massachusetts	29	100	116	216	2,406	4,585	6,991	4,361	6,991
Michigan	16	33	24	57	1,106	1,935	3,041	1,492	3,041
Minnesota	17	44	53	97	1,950	2,883	4,833	2,673	4,732
Mississippi	6	7	9	16	135	277	412	182	412
Missouri	16	70	61	131	3,120	4,456	7,576	3,580	7,361
Montana	6	16	13	29	852	1,329	2,181	782	2,181
Nebraska	9	21	27	48	570	1,047	1,617	999	1,617
New Hampshire	2	4	8	12	113	132	245	185	245
New Jersey	23	54	65	119	1,654	4,046	5,700	2,888	5,462
New Mexico	2	4	5	9	123	355	478	115	297
New York	83	191	311	502	5,218	15,522	20,740	11,064	19,337
North Carolina	5	5	8	13	157	403	560	296	560
North Dakota	4	4	4	8	74	160	234	66	153
Ohio	44	136	124	260	4,125	8,343	12,468	6,212	11,140
Oklahoma	16	33	36	69	1,761	3,225	4,986	2,086	4,986
Oregon	6	13	23	36	695	1,902	2,597	1,095	2,597
Pennsylvania	53	162	183	345	5,030	9,062	14,092	8,909	13,962
Rhode Island	7	15	23	38	244	557	801	455	623
South Carolina	6	2	10	12	137	331	468	256	468
South Dakota	4	7	12	19	426	560	986	438	986
Tennessee	15	22	28	50	622	1,622	2,244	1,229	2,244
Texas	30	59	77	136	3,157	4,348	7,505	2,961	6,780
Utah	3	10	13	23	395	1,004	1,399	143	384
Virginia	8	16	16	32	548	916	1,464	723	1,354
Washington	15	58	40	98	1,960	2,730	4,690	1,553	4,633
West Virginia	12	22	26	48	691	1,313	2,004	1,177	1,761
Wisconsin	16	34	36	70	932	1,689	2,621	1,813	2,406
Wyoming	1	1	1	2	23	33	56	35	56
Outlying possessions									
Hawaii	3	13	5	18	205	117	322	195	322
Philippine Islands	5	19	6	25	1,281	322	1,603	1,334	1,593
Porto Rico	7	10	11	21	254	297	551	381	402

TABLE 5.—*Students in day and night courses and average daily attendance in all private commercial and business schools reporting in 1924–25*

State	Day courses				Night courses				Average daily attendance			
	Schools reporting	Students			Schools reporting	Students			Schools reporting	In day schools	Schools reporting	In night schools
		Men	Women	Total		Men	Women	Total				
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	721	41,870	87,413	129,283	589	26,377	32,703	59,080	663	62,146	538	27,032
Alabama	8	337	936	1,273	7	140	186	326	8	491	7	105
Arizona	4	106	411	517	3	25	46	71	3	176	2	27
Arkansas	7	264	602	866	3	47	54	101	7	405	3	53
California	44	2,172	5,877	8,049	38	1,548	1,697	3,245	42	3,354	36	1,136
Colorado	13	936	2,182	3,118	13	1,022	721	1,743	11	1,115	11	484
Connecticut	19	493	1,424	1,917	19	1,097	1,454	2,551	19	1,292	18	1,266
Delaware	2	15	43	58	2	30	38	68	2	27	2	30
District of Columbia	4	339	609	948	3	1,513	518	2,031	4	433	3	1,318
Florida	8	545	1,088	1,633	8	384	335	719	8	524	8	154
Georgia	8	841	1,088	1,929	6	146	180	326	8	897	6	167
Idaho	3	74	152	226	3	21	39	60	3	148	3	45
Illinois	55	4,262	6,862	11,124	50	3,293	3,877	7,170	37	4,332	34	2,441
Indiana	31	1,961	3,528	5,489	27	684	930	1,614	30	2,385	24	643
Iowa	22	1,683	2,660	4,343	14	295	473	768	20	2,175	12	290
Kansas	18	1,577	2,535	4,112	10	203	313	516	17	1,301	9	168
Kentucky	11	1,020	1,697	2,717	10	167	321	488	11	1,479	10	264
Louisiana	9	806	1,175	1,981	8	964	309	1,273	8	905	7	555
Maine	8	154	505	659	3	16	32	48	7	356	3	22
Maryland	5	191	260	451	5	652	194	846	4	227	4	220
Massachusetts	29	1,263	2,841	4,104	25	1,143	1,744	2,887	29	2,565	25	1,796
Michigan	16	515	1,403	1,918	12	591	532	1,123	16	1,081	12	411
Minnesota	17	1,484	2,204	3,688	12	466	679	1,145	16	2,048	11	625
Mississippi	5	92	237	329	5	43	40	83	5	129	5	53
Missouri	15	2,409	3,744	6,153	11	711	712	1,423	14	2,690	10	890
Montana	6	470	1,050	1,520	6	382	279	661	6	529	6	253
Nebraska	9	487	902	1,389	6	83	145	228	9	871	6	128
New Hampshire	2	56	74	130	2	57	58	115	2	108	2	77
New Jersey	21	600	2,237	2,837	23	1,054	1,809	2,863	20	1,487	20	1,401
New Mexico	2	80	254	334	2	43	101	144	1	75	1	40
New York	80	2,904	10,824	13,728	66	2,314	4,698	7,012	73	7,426	63	3,638
North Carolina	5	128	360	488	4	29	43	72	5	268	4	28
North Dakota	4	72	137	209	1	2	23	25	3	56	1	10
Ohio	43	2,151	5,697	7,848	39	1,974	2,646	4,620	39	4,232	36	1,980
Oklahoma	16	1,539	2,823	4,362	10	222	402	624	16	1,831	10	255
Oregon	6	420	1,367	1,787	6	275	535	810	6	718	6	377
Pennsylvania	51	2,657	5,536	8,193	46	2,373	3,526	5,899	50	5,313	45	3,596
Rhode Island	7	75	306	381	5	169	251	420	5	223	4	232
South Carolina	6	90	238	328	4	47	93	140	6	172	4	84
South Dakota	4	417	542	959	2	9	18	27	4	422	2	16
Tennessee	14	507	1,373	1,880	10	115	249	364	14	1,032	10	197
Texas	30	2,633	3,628	6,261	19	524	720	1,244	26	2,497	16	464
Utah	3	197	660	857	3	198	344	542	2	92	2	51
Virginia	8	467	806	1,273	4	81	110	191	6	611	4	112
Washington	14	1,099	2,150	3,249	13	861	580	1,441	14	1,137	12	416
West Virginia	12	467	916	1,383	10	224	397	621	11	938	8	239
Wisconsin	16	805	1,452	2,257	10	127	237	364	15	1,553	10	260
Wyoming	1	10	18	28	1	13	15	28	1	20	1	15
Outlying possessions												
Hawaii	2	26	113	139	2	179	4	183	2	133	2	62
Philippine Islands	5	917	248	1,165	3	364	74	438	4	939	3	395
Porto Rico	7	173	237	410	7	81	60	141	5	264	5	117

TABLE 6.—*Day school enrollment, by course of study, in all private commercial and business schools reporting in 1924–25*

State	Schools reporting	Bookkeeping course		Stenographic course		Combined course		Accountancy course		Secretarial course		Salesmanship course		Machine-operating course	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Continental United States	650	15,483	12,919	7,181	39,558	8,626	19,219	2,503	1,064	3,438	16,130	4,496	4,247	3,435	5,728
Alabama	6	202	65	85	506	18	94	5	0	23	64	195	35	160	25
Arizona	4	91	26	6	354	10	42	1	0	0	11			7	5
Arkansas	6	109	88	43	299	33	84	2	5	23	141	70	44	79	46
California	34	512	695	260	2,168	212	975	16	5	99	708	87	194	99	412
Colorado	12	526	706	361	1,545	180	537	113	36	340	713	155	150	431	917
Connecticut	19	276	210	65	589	123	654	55	21	18	221			33	99
Delaware	2	12	7	4	18	1	1			0	15				
District of Columbia	4	6	2	76	396	13	137	12	0	5	100			0	325
Florida	8	130	94	83	406	150	209	154	400	150	400	150	400	320	52
Georgia	7	211	125	163	537	250	254	95	15	71	140	55	17	2	105
Idaho	3	71	104	9	80	4	30	2	4	9	50				
Illinois	49	1,331	1,084	569	2,839	605	1,046	117	23	268	1,400	238	166	54	114
Indiana	27	496	238	163	1,677	427	659	138	9	151	656	143	159	13	83
Iowa	18	884	590	376	1,208	525	656	55	20	19	145	99	46	330	350
Kansas	15	644	273	174	984	362	709	62	0	123	381	470	58	20	47
Kentucky	11	523	365	140	622	648	809	107	9	91	242	306	281	20	35
Louisiana	7	394	52	121	859	115	198			15	30			1	1
Maine	8	117	113	16	273	15	119	1	33	2	62			16	34
Maryland	5	74	49	123	201	3	0	10	0	20	45				
Massachusetts	25	279	357	103	830	107	407	159	98	84	1,115	54	0	66	64
Michigan	16	233	151	56	638	50	124	42	6	32	322	104	60	11	33
Minnesota	12	554	238	98	683	157	288	51	0	16	220	37	7	12	76
Mississippi	5	59	40	22	138	16	111			6	54	25	5	41	89
Missouri	12	524	208	261	906	439	451	54	8	124	345	659	558	540	501
Montana	6	226	348	187	699	155	258			26	133	47	33	47	93
Nebraska	8	281	157	65	414	123	136	13	0	72	330	9	60	6	67
New Hampshire	2	30	12	0	33	26	29								
New Jersey	19	104	148	136	1,286	177	312	35	0	105	688			0	6
New Mexico	2	20	39	55	191			10	7	4	29				
New York	79	1,203	1,350	569	4,157	370	3,181	337	115	557	3,153	166	175	189	585

TABLE 6.—*Day school enrollment, by course of study, in all private commercial and business schools reporting in 1924–25*—Continued

State	Schools reporting	Bookkeeping course		Stenographic course		Combined course		Accountancy course		Secretarial course		Salesmanship course		Machine-operating course	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
North Carolina	5	65	13	7	234	58	64	5	0	5	117			5	12
North Dakota	4	50	8	8	119	14	21	2	4	0	8	23	4	23	4
Ohio	40	694	687	372	2,227	732	1,830	182	72	232	911	127	316	59	287
Oklahoma	16	723	724	393	1,444	615	1,091	67	14	155	493	708	687	73	61
Oregon	6	191	147	59	633	69	116	37	19	48	319	4	11	27	156
Pennsylvania	46	890	913	571	2,741	399	1,079	349	31	131	869	148	175	29	173
Rhode Island	5	36	32	11	100	2	4			2	108			2	1
South Carolina	6	42	76	40	142	9	23	2	0	4	29			13	62
South Dakota	4	335	131	14	407	16	47	16	2	11	58			6	2
Tennessee	12	240	262	95	912	140	340	30	3	49	102			7	58
Texas	27	675	451	523	1,667	715	886	80	57	95	381	150	171	595	275
Utah	3	90	44	64	490	37	105			0	3	1	0	6	30
Virginia	8	300	96	193	555	142	55			43	114	55	10	4	12
Washington	12	455	854	205	1,168	50	274	29	46	98	288	29	95	42	365
West Virginia	11	247	371	145	582	64	188	13	1	32	182	109	255		
Wisconsin	14	328	176	92	601	250	586	45	1	80	235	73	75	47	66
Outlying possessions															
Hawaii	2	26	42	26	112	26	105								
Philippine Islands	3	184	21	446	146	64	14			19	11				
Porto Rico	6	66	42	103	183	54	44			14	12	15	13		

TABLE 7.—*Night school enrollment, by course of study, in all private commercial and business schools reporting in 1924–25*

State	Schools reporting	Bookkeeping course		Stenographic course		Combined course		Accountancy course		Secretarial course		Salesmanship course		Machine-operating course	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Continental United States	509	7,932	5,383	4,996	19,438	1,426	2,398	2,613	481	1,157	3,107	1,159	431	802	1,358
Alabama	5	41	27	42	101	2	5								
Arizona	3	20	4	7	39									1	4
Arkansas	3	31	12	12	54	7	16	8	4	0	2	6	4	12	4
California	29	222	295	171	733	63	188	2	0	10	73	2	0	38	120
Colorado	13	167	156	154	520	50	67	21	5	79	141	96	0	321	337
Connecticut	19	404	278	133	1,052	101	225	335	7	5	26	27	0	19	59
Delaware	2	22	7	6	21			4	3	0	4				
District of Columbia	3	35	10	216	373	14	9	431	76	45	81	31	21		
Florida	8	88	14	41	106	3	15	253	201	250	200	251	200	55	32
Georgia	5	79	56	47	88	2	4	10	0	1	19	10	2	0	1
Idaho	3	17	27	7	25	7	17	2	2	9	21				
Illinois	30	899	782	471	2,201	151	199	541	33	262	530	17	0	2	42
Indiana	23	359	121	124	669	39	31	15	1	5	23	3	0	5	29
Iowa	11	142	54	70	323	9	14								
Kansas	8	72	34	40	129	20	41	3	0	5	20	53	10		
Kentucky	10	80	89	69	212	44	84	8	4	4	33	10	24	20	35
Louisiana	6	273	18	238	260	21	11								
Maine	3	10	13	2	15	3	6							2	2
Maryland	5	149	27	124	149			103	0	5	38	32	0		
Massachusetts	21	311	289	100	928	121	171	36	9	53	223	5	0	55	99
Michigan	12	180	104	39	277	0	12	20	4	17	18	10	1	7	18
Minnesota	7	50	42	29	141	19	18	2	0	6	127			5	10
Mississippi	5	33	4	11	36	2	0					15	0	15	0
Missouri	9	120	80	64	330			154	5	1	9	46	6	9	17
Montana	6	156	97	101	106	120	68			10	17	36	5	8	15
Nebraska	6	44	75	35	60	1	1	8	0	9	8	2	0	3	7
New Hampshire	2	32	18	3	32	22	8								
New Jersey	21	248	184	199	1,045	155	278	43	0	97	329	78	0	0	13
New Mexico	2	11	25	27	80			1	4	3	8			1	0
New York	64	838	727	725	2,907	136	357	243	44	185	869	97	10	129	172

TABLE 7.—*Night school enrollment, by course of study, in all private commercial and business schools reporting in 1924–25*—Continued

State	Schools reporting	Bookkeeping course		Stenographic course		Combined course		Accountancy course		Secretarial course		Salesmanship course		Machine-operating course	
		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
North Carolina	4	15	7	15	40	3	4	3	0	2	8			3	4
North Dakota	1	2	0	2	12			0	5						
Ohio	36	596	363	386	1,637	36	117	128	17	19	50	68	78	8	72
Oklahoma	10	79	44	47	281	55	108			10	20			5	13
Oregon	5	126	81	63	349	17	18	2	2	0	1	55	0	18	48
Pennsylvania	40	1,097	683	689	2,439	52	118	133	15	25	124	105	27	17	104
Rhode Island	4	95	38	21	152	0	2	20	3	0	3			0	3
South Carolina	4	31	41	14	37	7	1	2	0	0	2			13	22
South Dakota	2	9	11	0	29	0	11			2	4			2	0
Tennessee	7	40	17	24	116	2	20	2	2	8	5	5	0		
Texas	17	205	81	140	316	30	19	1	0	8	14	2	1	4	22
Utah	3	81	32	89	265	14	20	3	1			30	0	11	26
Virginia	3	39	8	28	66	1	3	1	0	0	2			1	8
Washington	11	176	178	115	307	67	76	61	33	4	20	54	10	11	18
West Virginia	9	150	95	47	271	4	6	13	1	4	15	13	32		
Wisconsin	9	58	35	9	109	26	30	1	0	14	20			2	2
Outlying possessions															
Hawaii	1			3	0										
Philippine Islands	3	81	8	207	53	27	5								
Porto Rico	6	42	14	32	41	10	8								

TABLE 8.—*Total number of students pursuing certain subjects in private commercial and business schools in 1924–25*

State	Schools reporting	Advertising	Banking	Business administration	Commercial arithmetic	Commercial geography	Commercial law	English	Machine operating	Office practice
1	2	3	4	5	6	7	8	9	10	11
Continental United States	453	5,368	14,220	9,034	40,155	4,415	36,208	70,022	15,270	39,897
Alabama	6	------	195	185	455	6	285	746	160	474
Arizona	4	35	9	------	247	118	69	469	248	124
Arkansas	3	14	40	------	100	------	103	103	40	85
California	22	200	375	338	1,168	111	980	2,538	191	1,051
Colorado	9	204	228	1,869	1,430	------	2,413	2,454	189	2,448
Connecticut	12	35	269	100	1,122	35	466	1,847	375	1,346
Delaware	1	------	------	------	8	------	------	24	6	4
District of Columbia	4	------	5	------	127	35	335	1,022	------	450
Florida	6	------	390	1	667	------	585	1,069	4	232
Georgia	6	3	470	------	859	------	728	1,944	217	1,073
Idaho	2	5	7	71	33	------	40	39	9	81
Illinois	27	74	409	521	1,942	3	1,558	3,890	468	1,434
Indiana	18	385	180	66	2,222	161	1,880	4,100	238	2,372
Iowa	14	33	210	383	1,653	------	1,363	2,496	838	1,125
Kansas	8	122	625	68	940	------	854	1,525	155	1,166
Kentucky	12	6	732	142	1,435	119	1,314	2,474	391	1,779
Louisiana	3	------	825	------	876	------	878	1,344	1,159	908
Maine	6	18	78	18	239	30	154	367	82	220
Maryland	4	28	107	------	113	------	95	371	204	269
Massachusetts	21	468	472	327	2,711	1,397	2,300	2,452	951	1,353
Michigan	15	73	112	239	698	17	381	1,828	87	537
Minnesota	11	154	131	55	500	------	285	612	383	333
Mississippi	4	45	65	------	61	------	68	95	95	95
Missouri	14	2,180	3,027	165	3,020	------	2,916	5,001	884	1,877
Montana	3	------	52	------	311	------	161	515	569	180
Nebraska	7	3	220	22	560	87	723	1,080	204	408
New Jersey	6	10	16	------	247	------	221	409	14	175
New Mexico	1	------	1	------	7	------	90	145	3	------
New York	50	544	1,078	571	4,408	474	4,255	7,833	2,052	5,676
North Carolina	5	------	16	15	183	------	169	526	17	60
North Dakota	3	------	10	8	92	------	56	162	62	47
Ohio	29	101	856	1,267	2,776	101	2,785	4,410	1,078	2,557
Oklahoma	8	97	272	94	444	16	462	802	141	600
Oregon	4	60	44	35	141	------	91	257	91	212
Pennsylvania	36	183	1,816	1,523	3,901	1,591	3,689	6,684	1,129	4,237
Rhode Island	4	90	------	------	71	------	120	269	------	115
South Carolina	4	------	2	------	102	------	99	112	------	103
South Dakota	1	------	3	------	48	------	56	62	42	36
Tennessee	9	37	122	89	463	------	319	1,167	279	968
Texas	19	150	342	389	2,011	82	1,477	2,869	632	1,521
Utah	2	------	------	------	138	------	63	657	966	270
Virginia	4	------	58	96	296	------	139	308	46	103
Washington	10	11	286	232	381	------	446	1,394	454	869
West Virginia	9	------	52	120	688	32	495	1,077	------	508
Wisconsin	7	------	13	25	261	------	242	474	117	416
Outlying possessions										
Hawaii	2	------	2	------	11	------	30	163	------	6
Philippine Islands	3	------	------	------	40	------	15	92	------	------
Porto Rico	1	------	------	------	3	------	------	21	------	------

TABLE 9.—*Statistics of private commercial and business schools which enrolled 100 or more students, 1924–25*

Location	Institution	Teachers		Students enrolled						Average daily attendance		Hours per day	
				In day courses		In night courses only		Total					
		Men	Women	Men	Women	Men	Women	Men	Women	Day school	Night school	Day school	Night school
1	2	3	4	5	6	7	8	9	10	11	12	13	14
ALABAMA													
Anniston	Anniston Business College	2	1	32	164	50	40	82	204	30	18	6	2
Birmingham	Alverson Business College	3	4	35	232	40	63	75	295	110	25	5¼	2
Do	Massey Business College	5	4	211	290			211	290	200		6	
Gadsden	Letcher Business College	0	2	14	85	19	12	33	97	25	5	8	2
Mobile	Gulf Coast Business College	2	1	28	51	27	47	55	98	36	33	5	2
ARIZONA													
Phoenix	Gregg Shorthand School	1	3	0	175			0	175	85		7	
Do	Lamson Business College	2	3	98	165	20	25	118	190	73	17	8	2½
ARKANSAS													
Fayetteville	Fayetteville Business College	3	2	112	195			112	195	140		6	
Little Rock	Whyte Commercial School	1	0	27	161	20	20	47	181	35	6	6	2
Pine Bluff	James Business College	2	2	56	98	21	22	77	120	90	35	6	2¼
Siloam Springs	Siloam Springs Commercial College	1	1	53	74			53	74	97		5½	
CALIFORNIA													
Berkeley	Armstrong School of Business Administration	6	6	260	360	25	40	285	400	300	30	8	
Do	Standard Secretarial School	1	1	5	86	10	16	15	102	25	6	5½	3
Fresno	Central California Commercial College	5	3	150	345	50	60	200	405	200	40	6	2
Do	MacKay Business College	2	1	60	119	15	30	75	149	88	21	6	2
Long Beach	California College of Commerce	4	4	53	290	13	24	66	314	150	15	6	2½
Los Angeles (2711 W. 6th St.)	California Commercial College	5	4	141	282	32	64	173	346	175	24	6½	3
Los Angeles (1735½ W. 16th St.).	Central Business College	0	2	0	120	4	27	4	147	25	10	6	2
Los Angeles (909 S. Hill St.)	Commercial Experts' Training Institute	5	14	88	400	19	115	107	515	200	50	6	2½
Los Angeles (747 S. Hill St.)	Efficiency Business College	1	7	10	436	15	67	25	503	100	35	6½	3
Los Angeles (829½ S. Hill St.)	Holman Business College	3	4	40	241	33	120	73	361	125	60	5½	2

Los Angeles (704-5 Hollingsworth Bldg.)	Knotz Educational Service	0	3	0	75	0	30	0	105	24	10	6	2
Los Angeles (612 S. Figueroa St.)	MacKay Business College	2	5	40	409	15	111	65	510	145	40	6	2
Los Angeles (727 S. Figueroa St.)	Woodbury Business College	3	10	213	477	------	------	213	477	361	------	6½	------
Oakland	Heald's Business College	9	11	430	301	363	230	793	531	353	180	6	3
Do	Polytechnic Business College	2	2	36	84	------	------	36	84	60	------	5½	------
Sacramento	Standard School for Private Secretaries	1	6	75	140	50	94	125	234	100	50	6	3
San Diego	Kelsey-Jenney Commercial College	2	3	61	162	42	52	103	214	------	------	6	3
San Francisco (703 Market St.)	California Secretarial School	1	2	32	128	14	56	46	184	14	20	6	3
San Francisco (525 Phelan Bldg.)	Merkens College of Commerce	4	4	10	40	40	60	50	100	20	30	6	3
San Francisco (466 Geary St.)	Saline-Johnstone School for Secretaries	0	4	13	104	33	92	46	196	30	45	6	3
San Francisco (325 6th Ave.)	Success Commercial Academy	2	3	6	69	18	37	24	106	40	40	6	2
San Francisco (220 Golden Gate Ave.)	Y. M. C. A.—Golden Gate College	23	0	------	------	585	7	585	7	------	232	------	2
San Jose	San Jose Secretarial School	2	3	40	220	16	75	56	295	120	30	6	2
Santa Ana	Orange County Business College	2	1	112	60	48	29	160	89	60	15	6½	3
Santa Monica	Willis Business College	1	3	15	100	25	60	40	160	50	30	6	3
Santa Rosa	Santa Rosa Business College	3	3	105	151	------	------	105	151	185	------	6	------
COLORADO													
Boulder	Boulder Business College	3	3	75	250	25	30	100	280	75	20	6	2
Do	Burre Business College	0	3	10	90	0	35	10	125	75	25	6	2
Colorado Springs	Blair Business College	2	3	36	129	26	47	62	176	80	15	5½	2
Denver	Barnes Commercial School	16	24	400	800	300	300	700	1,100	460	225	5½	2
Do	Parks School of Business	6	6	205	410	38	150	243	560	------	------	------	------
Do	Denver Institute of Technology of the Y. M. C. A.	27	0	35	5	535	10	570	15	20	75	4½	2
Grand Junction	Hoel-Ross Business College	2	3	88	162	20	18	108	180	150	18	6	2
Pueblo	American Business College	1	5	25	106	29	30	54	136	85	45	5	2
Trinidad	Colorado State College of Business	3	1	40	73	22	30	62	103	110	40	5	2
CONNECTICUT													
Ansonia	Ansonia Business College	1	2	11	39	17	48	28	87	42	53	4½	3
Bridgeport	Butler Business School	4	5	33	68	32	122	65	190	78	92	4½	2½
Hartford	Hartford Business Institute	2	3	15	70	15	50	30	120	44	33	5	2
Do	Morse Business College	7	8	106	136	118	180	224	316	202	168	5	2
Do	Y. M. C. A.-Hillyer Institute	28	0	36	0	481	0	517	0	35	------	3	2
Meriden	Pequod Business School	2	3	22	67	30	34	52	101	50	45	5	2¼
New Britain	Connecticut Business College	1	3	5	39	20	84	25	123	41	87	5	2
New Haven	Stebbing Secretarial School	2	4	0	110	20	110	20	220	50	50	5	2½
Do	Stone Accounting and Secretarial School	3	6	83	118	69	105	152	223	130	132	5	2½
New London	New London Business College	3	1	11	75	23	40	34	115	55	35	5½	2½
Norwich	Norwich Commercial School	2	3	10	65	15	60	25	125	50	50	5	2
South Manchester	Connecticut Business College	1	3	24	65	19	39	43	104	37	44	5	2
Stamford	Lee's Commercial School	2	6	25	75	28	72	53	147	90	85	5	2½
Do	Merrill Business College	3	4	52	189	86	172	138	361	105	120	5	2½
Waterbury	Perry Secretarial School	4	6	25	115	62	188	87	303	83	112	4¾	2½
Do	Post's Waterbury Business College	3	5	21	99	52	109	73	208	96	129	4¾	2

TABLE 9.—*Statistics of private commercial and business schools which enrolled 100 or more students, 1924–25*—Continued

Location	Institution	Teachers		Students enrolled						Average daily attendance		Hours per day	
				In day courses		In night courses only		Total					
		Men	Women	Men	Women	Men	Women	Men	Women	Day school	Night school	Day school	Night school
1	2	3	4	5	6	7	8	9	10	11	12	13	14
DISTRICT OF COLUMBIA													
Washington (924 G St. NW.)	St. Patrick's Academy	3	14	13	137			13	137	141		5	
Washington (1416 K St. NW.)	The Temple School	1	12	163	376	114	261	377	537	125	100	4½	4½
Washington (1328 Eye St. NW.)	Washington Business College	2	3	31	96	98	97	129	193	55	62	6	2½
Washington (1736 G St. NW.)	Y. M. C. A. College	45	1	132	0	1,301	160	1,438	160	112	1,156	5	2
FLORIDA													
Miami	Pan American College of Commerce	3	3	150	400	250	200	400	600	100	55	5¼	2
Orlando	Southern School of Commerce	1	2	18	84	21	23	39	107	70	16	5	2
Pensacola	Florida Business University	2	1	23	72	39	14	62	86	60	14	6	2½
St. Petersburg	Boyd Commercial School	1	1	16	112	22	57	38	169	35	15	4	2
Tampa	Tampa Business College	3	4	320	352	50	27	370	379	210	40	5	2
GEORGIA													
Atlanta	Bryan-Hatton Business College	2	8	150	300	20	30	170	330	258	40	6	2½
Do	Draughon's Practical Business College	4	4	420	360	80	78	500	438	280	55	7	2
Macon	Georgia-Alabama Business College	9	2	95	255	20	30	115	285	250	35	6	2
Newnan	Southern Telegraph and Railway Accounting Institute	2	0	140	35			140	35	40		6	
Savannah	Draughon's Practical Business College	2	1	27	85	14	11	41	96	45	10	6	2
HAWAII													
Honolulu	Phillips Commercial School	1	4	26	106			26	106	126		5½	
Do	Y. M. C. A. Night School	12	0			176	4	176	4		60		2½
IDAHO													
Lewiston	Lewiston Business College	2	2	50	50	5	10	55	60	78	12	6	2
Twin Falls	Gregg Business College	1	0	16	70	4	10	20	80	35	5	6	2

ILLINOIS													
Alton	Brown's Business College	2	2	30	50	34	22	64	72	54	37	7	2¾
Bloomington	do	2	3	124	188	36	54	160	242	90	48	6½	2½
Chicago (64 W. Randolph St.)	Boyd Shorthand School	2	3	300	500			300	500				
Chicago (116 S. Michigan Ave.)	Bryant and Stratton Business College	5	10	200	300	200	300	400	600	250	250	6½	2½
Chicago (127 S. State St.)	Chicago Business College	1	4	25	135	15	121	40	256	70	55	6½	2½
Chicago (1338 S. Michigan Ave.)	Chicago Telegraph Institute	21	2	300		1,050		1,350		100	600	3	2½
Chicago (2204 S. Crawford Ave.)	Crawford College of Commerce	2	5	8	72	8	19	16	91	45	20	5½	2
Chicago (3455 Wabash Ave.)	De La Salle Institute	20	0	680	0			680	0	670	0	5	
Chicago (735 Englewood Ave.)	Englewood Business College	3	7	190	386	37	167	227	553	550	125	6½	2
Chicago (6 N. Michigan Ave.)	Gregg School	2	12	74	710	260	507	334	1,217	300	250	5¼	2½
Chicago (1170 E. 63d St.)	MacCormac School of Commerce	[1]	5	50	145	65	164	115	309	95	75	6	2
Chicago (37 S. Wabash Ave.)	Metropolitan Business College [1]	14	43	315	1,328	428	1,149	743	2,477			5½	2
Chicago (1632 Milwaukee Ave.)	Northwestern Business College	2	5	40	121	49	146	89	267	89	80	6	3
Chicago (332 S. Michigan Ave.)	Walton School of Commerce	25	0	27	2	529	31	556	33	27	89	4	2
Cicero	Cicero College of Commerce	2	7	82	69	21	124	103	193	75	70	5½	2
Danville	Brown's Business College	1	3	118	182	42	58	160	240	79	32	8	3
Dixon	Dixon Business College	2	0	100	0	12	0	112	0	70	10	8	2½
East St. Louis	Brown's Business College	2	3	34	62	21	33	55	95	90	40	5½	2½
Elgin	Ellis Business College	2	3	40	130	50	170	90	300	75	75	5¼	2
Evanston	Evanston Business College	1	1	17	68	25	27	42	95			5	2
Freeport	Brown's Business College	1	2	39	65	7	18	46	83	60	20	6	2½
Galesburg	do	2	3	125	125	43	42	168	167	110	45	6	2
Jacksonville	do	2	2	70	82	10	36	80	118	65	25	8	3
Kankakee	Gallagher School	2	3	57	125	26	54	83	179	90	40	7½	2½
La Salle	Brown's Business College	1	2	32	55	29	40	61	95			6	2½
Lincoln	Lincoln Business College	1	2	71	69			71	69				
Marion	Brown's Business College	2	2	60	140			60	140	100		6½	
Mattoon	Utterback's Business College	2	1	19	62	10	21	29	83	40	20	6	2½
Moline	Brown's Business College	1	1	37	62	22	36	59	98	25	20	8	3
Ottawa	do	1	1	15	34	27	30	42	64	20	25	6	2½
Peoria	do	2	4	92	185	59	84	151	269	125	75	8	3
Quincy	Gem City Business College	10	12	480	503			480	503	403		6	
Rockford	Brown's Business College	3	2	86	161	36	40	122	201	103	33	7	2½
Shelbyville	Sparks Business College	3	5	60	70			60	70	75		8	
Springfield	Brown's Business College	3	5	100	195	80	155	180	350	125	90	7	2⅔
Do	Illinois Business College	3	3	103	280	8	114	111	394	109	83	6½	3
INDIANA													
Fort Wayne	International College	5	5	357	490	122	119	479	609	433	75	6	2½
Indianapolis	Bartley Business College	1	2	0	146	0	4	0	150	22		1½	1
Do	Central Business College	8	10	324	751	130	249	454	1,000	375	90	6⅚	3

[1] Includes 13 branch schools.

TABLE 9.—*Statistics of private commercial and business schools which enrolled 100 or more students, 1924–25*—Continued

Location	Institution	Teachers		Students enrolled						Average daily attendance		Hours per day	
				In day courses		In night courses only		Total					
		Men	Women	Men	Women	Men	Women	Men	Women	Day school	Night school	Day school	Night school
1	2	3	4	5	6	7	8	9	10	11	12	13	14
INDIANA—continued													
Kokomo	Kokomo Business College	2	1	25	76	12	31	37	107	50	20	6½	3
La Fayette	La Fayette Business College	2	2	43	220	28	32	71	252	100	19	6½	3
La Porte	La Porte Business College	1	1	5	40	18	55	23	95	30	------	5¾	2
Marion	Marion Business College	3	3	69	126	25	25	94	151	80	20	6½	3
Muncie	Muncie Business College	3	1	58	144	8	16	66	160	80	6	6	3
New Albany	New Albany Business College	1	3	87	105	40	43	127	148	81	60	5½	2¾
Richmond	Richmond Business College	2	2	54	126	13	17	67	143	74	18	6½	3
South Bend	South Bend Business College	6	3	198	390	114	22	312	412	368	93	5¼	2
Terre Haute	Brown's Business College	2	3	101	122	12	14	113	136	78	18	6½	3
Do	Wabash Commercial School	3	3	100	150	25	50	125	200	75	40	6½	2¾
Valparaiso	Dodge's Telegraph, Railway Accounting, and Radio Institute.	6	2	400	50	------	------	400	50	175	------	6	------
Vincennes	Vincennes Business College	2	2	25	102	19	44	44	146	------	------	------	------
IOWA													
Burlington	College of Commerce	1	3	38	82	21	19	59	101	50	20	6¼	2½
Cedar Rapids	Cedar Rapids Business College	3	6	143	253	------	------	143	253	154	------	6	------
Council Bluffs	Boyles Iowa College	1	3	50	125	15	35	60	160	70	25	6	2½
Des Moines	American Institute	4	4	9	54	7	33	16	87	------	------	------	------
Do	Capital City Commercial College	5	8	256	384	40	60	296	444	300	30	6	2
Do	University of Commerce	5	4	170	220	------	------	170	220	275	------	8	------
Dubuque	Bayless Business College	2	4	70	114	37	38	107	152	96	45	5½	2
Do	St. Mary's Commercial High School	6	0	163	0	------	------	163	0	155	------	5	------
Fort Madison	Fort Madison Business College	2	2	175	225	------	------	175	225	225	------	5½	------
Marshalltown	Central Iowa Business College	2	2	36	95	16	33	52	128	75	30	6	3
Mason City	Hamilton University	2	6	156	176	33	41	189	217	150	25	5½	2½
Ottumwa	Iowa Success School	1	3	25	67	21	18	46	85	------	------	6	2½
Sioux City	National Business Training School	2	4	55	198	59	92	114	290	130	50	6¾	2½
Waterloo	Corn Belt Business College	1	3	25	45	14	57	39	102	30	25	8½	2¼
Do	Gates College	3	3	100	174	20	24	120	198	120	15	6	2
Do	Waterloo Business College	2	4	120	154	------	------	120	154	110	------	6½	------

KANSAS													
Coffeyville	Coffeyville Business College	1	1	20	75	15	15	35	90	60	15	5½	2
Concordia	Concordia Business College	5	3	107	90			107	90	180		6½	
Emporia	Emporia Business College	3	2	40	55	10	5	50	60	45	12	6	2
Fredonia	Fredonia Business College	0	3	34	71			34	71	50		8	
Great Bend	Great Bend Commercial College	1	3	52	78			52	78	90		6	
Lawrence	Lawrence Business College	3	4	102	181			102	181	145		6	
Ottawa	Ottawa Business College	1	2	30	90	5	26	35	116	70	15	8	4
Topeka	Capital City Commercial College	1	2	17	144	13	40	30	184	70	20	6½	2
Do	Strickler's Topeka Business College	3	7	265	786	50	75	315	861			6	2
Wichita	Wichita Business College	7	14	685	695	55	55	740	750	300	35	6	2¼
Winfield	Central Commercial College	1	4	80	100	20	50	100	150	100	20	8	2
KENTUCKY													
Ashland	Southern Brothers School of Business	2	4	43	147	11	19	54	166	186	25	6	3
Bowling Green	Bowling Green Business University	13	12	513	492			513	492	535		7¾	
Lexington	Miller School of Business	2	3	70	100	12	18	82	118	100	25	6	2
Do	Southern Brothers Fugazzi School of Business	0	5	136	302	13	43	149	345	175	20	6	2
Louisville	Spencerian Commercial School	4	5	170	446	60	109	230	555	257	50	6	3
Newport	Newport Business College	2	2	10	30	30	35	40	65	35	40	4½	3½
Owensboro	National Business University	3	2	29	70	9	20	38	90	68	28	6½	2½
LOUISIANA													
Lake Charles	Lake Charles Business College	1	2	22	66	7	7	29	73	51	9	5	2
New Orleans	Augustin Business College	3	5	128	0	304	0	432	0	52	74	5	3
Do	Soulé College	14	12	491	552	608	231	1,099	783	500	425	6	2½
Shreveport	Draughon's Business College	3	3	98	162			98	162	125		6	
Do	Miss Lynn's School	1	3	50	200	20	20	70	220	90	15	6	2
MAINE													
Portland	Gray's Business College	1	4	64	187			64	187	104		6	
MARYLAND													
Baltimore (506 Park Ave.)	Brewbaker's Secretarial School	4	2	20	52	20	58	40	110	35	65	5¼	3
Baltimore (922 St. Paul St.)	Calvert Business College	2	6	85	90	45	30	130	120	100	60	4½	2
Baltimore (9–11 W. Baltimore St.)	Eaton and Burnett Business College	4	1	32	78	47	41	79	119	80	65	5	2½
Baltimore (22 W. Franklin St.)	Y. M. C. A. Commercial School	48	0	54	0	540	0	594	0			5	2½
Baltimore (128 W. Franklin St.)	Y. W. C. A. Secretarial School	0	3	0	40	0	65	0	105	12	30	5	2½
MASSACHUSETTS													
Boston (80 Boylston St.)	Boston School of Filing	0	3	0	114	1	26	1	140	9	3	6	2
Boston (334 Boylston St.)	Bryant and Stratton Commercial School	19	17	368	837	161	405	529	1,242	690	500	5	2

TABLE 9.—*Statistics of private commercial and business schools which enrolled 100 or more students, 1924–25*—Continued

Location	Institution	Teachers		Students enrolled						Average daily attendance		Hours per day	
				In day courses		In night courses only		Total					
		Men	Women	Men	Women	Men	Women	Men	Women	Day school	Night school	Day school	Night school
1	2	3	4	5	6	7	8	9	10	11	12	13	14
MASSACHUSETTS—continued													
Boston (161 Massachusetts Ave.)	Chandler Secretarial School	0	15	0	148	0	110	0	258	130	95	4¾	2
Boston (899 Boylston St.)	Eastern Radio Institute	3	0	61	2	125	1	186	3	20	30	4	2
Boston (30 Franklin St.)	Fisher Business College	4	5	19	107	16	80	35	187	125	75	4½	2
Boston (899 Boylston St.)	Laskey Commercial College	2	6	3	31	15	55	18	86	18	38	5	2½
Boston (18 Boylston St.)	Massachusetts Radio and Telegraph School	8	0	163	1	249	21	412	22	30	40	4	2
Boston (248 Boylston St.)	Pierce Secretarial School	0	5	0	100	------	------	0	100	90	------	6	------
Fall River	Herrick's Institute	4	3	14	22	100	43	114	65	35	140	5	2½
Malden	Malden Commercial School	1	3	11	128	19	40	30	168	80	50	5	2
New Bedford	Herrick's Institute	4	4	16	49	48	99	64	148	45	85	4½	2½
Do	Kinyon's Commercial School	1	3	12	45	19	49	31	94	32	38	5	2½
Do	New Bedford School of Commerce	3	3	15	18	53	52	68	70	28	95	5½	3
Northampton	Northampton Commercial College	5	5	58	126	33	157	91	283	130	75	5½	2½
Pittsfield	McVeigh Business College	2	3	32	80	29	51	61	131	70	50	5½	2½
Salem	Salem Commercial School	7	8	132	197	124	151	256	348	200	175	5	2
Springfield	Bay Path Institute	8	12	143	431	70	109	213	540	342	71	5	2½
Worcester	Post's Worcester Business Institute	5	2	48	194	48	112	96	306	150	80	5	2
MICHIGAN													
Bay City	Bay City Business College	1	3	20	80	5	45	25	125	65	35	7	2
Escanaba	Cloverland Commercial College	1	2	31	106	40	33	71	139	51	19	7	3
Grand Rapids	Davenport-McLachlan Institute	8	2	148	328	405	225	553	553	275	170	6	2½
Holland	Holland Business College	2	1	21	39	36	28	57	67	40	35	5¾	2¾
Jackson	Jackson Business University	3	1	26	100	------	------	26	100	64	------	6	------
Kalamazoo	Parsons Business School	2	3	60	91	------	------	60	91	103	------	6	------
Lansing	Acme Business College	3	0	27	125	8	35	35	160	63	22	6½	2½
Do	Lansing Business University	3	3	55	240	------	------	55	240	175	------	6¾	------
Muskegon	Davenport-McLachlan Institute	2	1	35	63	31	27	66	90	50	20	5½	2½
Port Huron	Port Huron Business University	1	2	28	64	13	40	41	104	50	25	5½	2

MINNESOTA													
Duluth	Duluth Business University	1	5	74	228	44	68	118	296	143	40	5¾	2½
Do	Minnesota Civil Service School	0	2	9	61	5	47	14	108	21	20	6½	1½
Do	Young and Hursh Business College	2	4	33	116	17	28	50	144	85	15	5½	2½
Mankato	Mankato Business and Commercial College	6	6	480	440			480	440	600		6	
Minneapolis (2933 Hennepin Ave.).	Calhoun Secretarial School	3	2	10	123	4	80	14	203	55	40	6½	2
Minneapolis (89 S. 10th St.)	Collegiate Business Institute	12	5	105	65			105	65	55		8	
Minneapolis (9th and Nicollet.).	Minneapolis Business College	4	8	449	540	207	143	656	683	500	300	6	3
Minneapolis (613 Hennepin Ave.).	Quam Practical Business College	2	2	26	80	30	90	56	170	70	35	6	3
Owatonna	Canfield School	1	1	35	49	9	8	44	57			6	2
St. Cloud	St. Cloud Business College	2	1	44	69			44	69	100		5	
St. Paul	Globe Business College	4	5	93	100	87	100	180	200	100	75	6	2½
Do	Modern Business Institute	1	3	17	66	22	48	39	114	35	30	5½	2½
Do	Pioneer School of Business	1	2	10	50	20	40	30	90	30	40	6	3
Winona	Winona Business College	3	3	69	139	9	17	78	156	200	20	5⅔	2
MISSISSIPPI													
Vicksburg	Southern Business College	1	0	35	50	8	12	43	62	14	8	4½	2
MISSOURI													
Cape Girardeau	Cape Girardeau Business College	1	2	40	60	10	40	50	100	40	13	6¼	3
Chillicothe	Chillicothe Business College	12	10	800	1,501			800	1,501	900		8	
Kansas City	Huff's School of Expert Business Training	4	7	56	311	81	120	137	431	200	80	6	3
St. Louis (911 Locust St.)	Brown's Business College	9	12	321	401	270	242	591	643	460	396	6¼	3
St. Louis (3522 Herbert St.)	do	3	3	41	128	51	67	92	195	95	60	6½	2¾
St. Louis (5858 Delmar Blvd.)	do	2	3	85	180	30	106	115	286	125	68	6	2½
St. Louis (3100 N. Grand Blvd.).	Y. M. C. A. School of Commerce	17	1			216	6	216	6		200	6	2
St. Louis (1411 Locust St.)	Y. W. C. A. Commercial School	0	1	0	54	0	72	0	126	8	18	5½	2
Sedalia	Central Business College	5	2	70	100	20	25	90	125			8	2½
Springfield	Draughon's Business College	7	6	391	499			391	499	386		7	
Do	Springfield Business College	6	5	521	386			521	386	300		6¼	
MONTANA													
Billings	Billings Business College	2	2	50	100	25	50	75	150	75	30	6	2
Do	A. W. Johnston School of Business	2	2	83	177	14	21	97	198	70	18	6	2
Butte	Butte Business College	8	4	255	422	272	136	527	558	251	144	5⅔	2
Great Falls	Great Falls Commercial College	2	2	28	231	39	47	67	278	76	37	5½	2
Helena	Helena Business College	1	2	50	80	30	20	80	100	45	20	6	2
NEBRASKA													
Hastings	Hastings Business College	2	4	75	76			75	76	146		5¼	
Lincoln	Lincoln Business College	4	5	165	315	23	36	188	351	200	40	6½	2
Do	Nebraska School of Business	3	6	55	217	25	65	80	282	200	45	6	2

TABLE 9.—*Statistics of private commercial and business schools which enrolled 100 or more students, 1924–25*—Continued

Location	Institution	Teachers		Students enrolled						Average daily attendance		Hours per day	
				In day courses		In night courses only		Total					
		Men	Women	Men	Women	Men	Women	Men	Women	Day school	Night school	Day school	Night school
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NEBRASKA—continued													
Norfolk	Norfolk College of Business	3	2	16	70	8	7	24	77	65	10	7	2½
Omaha	American College	2	4	59	107	21	24	80	131	92	26	6	2
York	York Business College	3	2	75	50	------	------	75	50	105	------	8	------
NEW HAMPSHIRE													
Manchester	Hesser Business College	2	5	30	45	35	50	65	95	63	57	5¼	2¼
NEW JERSEY													
Bridgeton	Bridgeton Business School	1	2	27	51	17	29	44	80	30	18	5	2½
Camden	Steelman Business School	0	2	10	55	21	73	31	128	26	50	6	3
Dover	Dover Business College	2	1	19	52	22	29	41	81	68	45	6	2
Elizabeth	Drake College	2	6	75	225	75	225	150	450	150	150	5	2
Hackensack	Donovan Business College	2	1	17	69	5	14	22	83	65	16	5	2
Do	Eagan School of Business	1	3	10	80	8	22	18	102	55	22	5½	2
Jersey City	Fulton Business School	2	1	8	40	35	67	43	107	20	24	5¼	2
Do	Lightfoot Stenographic and Typewriting Institute	0	2	15	320	10	164	25	484	25	17	5	2
Montclair	Drake's Secretarial School	1	3	35	150	15	50	50	200	75	40	5	2
Newark	Drake College	6	14	150	375	200	410	350	785	230	225	5	2
Do	Miss Saumenig's Secretarial School	0	3	2	50	4	45	6	95	------	------	5	2
Do	Y. M. C. A. Commercial School	4	0	------	------	106	0	106	0	------	------	------	2
New Brunswick	Drake College	1	3	50	150	25	125	75	275	100	60	5	2
Passaic	Drake Business College	7	4	19	93	94	84	113	177	120	130	5½	2½
Paterson	do	17	8	84	198	278	167	362	365	225	300	5½	2½
Do	Feakes Business College	1	2	20	40	35	65	55	105	58	70	6	2
Do	Spencer's Business School	3	2	39	46	35	105	74	151	74	115	5	2
Union City	Drake Secretarial College	1	3	10	30	25	35	35	65	37	52	5	2
Do	Wolverton School of Business	0	2	0	125	0	50	0	175	40	25	4	2½

NEW MEXICO													
Albuquerque	Albuquerque Business College	3	1	41	148	27	81	68	229	75	40	7	2
Do	Western School for Private Secretaries	1	4	39	106	16	20	55	126			6	2
NEW YORK													
Albany	Albany Business College	9	13	230	380	17	50	247	430	600	50	6	2½
Do	Mildred Elley School	2	3	3	114	4	40	7	154	50	30	5	2
Auburn	Auburn Business School	1	2	17	55	19	16	36	71	50	20	5	2
Do	Wenges Business School	3	0	17	35	19	44	36	79	33	31	5	2
Binghamton	Binghamton School of Business	1	3	10	46	18	35	28	81	28	23	4½	2
Do	Lowell School of Business	2	4	61	237	20	42	81	279	93	13	5½	2
Brooklyn (23 Thornton St.)	All Saints Commercial School	0	6	0	200			0	200	190		5	
Brooklyn (302 Livingston St.)	Brooklyn Secretarial School	0	4	0	65	0	38	0	103	45	25	5	2
Brooklyn (Loew's Theatre Bldg.)	Coney Island Business School	7	3	30	173	73	152	103	325	60	70	5	2
Brooklyn (1236 Bedford Ave.)	Drake Business School	2	5	35	247	63	102	98	349	133	90	5½	2
Brooklyn (1632 Pitkin Ave.)	East New York Business School	3	2	25	175	25	75	50	250	150	75	5	2½
Brooklyn (1305 Fulton St.)	Euclid School	4	12	61	300	40	161	101	461	300	200	6	2
Brooklyn (535 Fulton St.)	Heffly School	3	15	77	277	78	165	155	442	350	240	5	2
Brooklyn (337 Ninth St.)	Lamb's Business Training School	1	5	46	203	71	264	117	467	80	76	5	2
Brooklyn (5111 5th Ave.)	Pulcifer Institute	4	3	25	125	50	200	75	325	75	100	5	2
Brooklyn (342 Bridge St.)	St. Joseph's Commercial School	0	12	0	375			0	375	370		5	
Brooklyn (287–291 Broadway)	Wood's Business School	3	7	27	292	68	208	95	500	246	174	5	2
Brooklyn (55 Hanson Place)	Y. M. C. A. School	18	0			539	0	539	0		431		
Buffalo	Bryant and Stratton Business College	6	10	200	234	64	100	264	334	307	140	5	2½
Do	Chown School of Business	3	5	34	197	10	78	44	275	175	60	5	3
Elmira	Meeker's Business Institute	4	3	100	120			100	120	118		5½	
Flushing	Smith Business Institute	1	3	3	150	19	55	22	205	47	30	4½	2
Gloversville	Gloversville Business School	1	6	38	80	30	20	68	100	62	30	5¾	2¼
Ilion	Ilion School of Business	1	2	3	49	5	75	8	124	40	40	6	2½
Jamaica	Browne's Jamaica Business School	3	12	200	800	100	100	300	900	300	75	5½	2
Jamestown	Jamestown Business College	3	3	75	159			75	159	128		5½	
Kingston	Spencer's Business School	2	2	33	87	6	11	39	98	62	15	6½	2½
Mount Vernon	Sherman's Business School	2	2	34	135	25	65	59	200	61	36	5	2
New York (502 Tremont Ave.)	Becker Business Institute	2	5	24	179	12	46	36	225	173	47	4⅜	2¼
New York (394 E. 150th St.)	Bird's Business Institute	2	14	50	400	150	200	200	600	250	200	5	2
New York (809 Westchester Ave.)	Bronx Commercial School	2	1	3	71	24	96	27	167	24	18	5	2
New York (25 W. 45th St.)	Brown School of Commerce	5	3	15	110	10	75	25	185	85	58	4	2½
New York (105 W. 40th St.)	Miss Conklin's Secretarial School	0	8	0	177			0	177			4½	
New York (247 Park Ave.)	Katherine Gibbs School	7	6	0	152			0	152	152		6½	
New York (1029 E. 163d St.)	Hunts Point Secretarial School	3	2	5	205	0	90	5	295	140	35	4½	2
New York (116 W. 14th St.)	Kimball Business School	3	5	27	189	96	125	123	314	108	115	5	2
New York (577 E. 163d St.)	Lee Business School	0	3	5	57	2	38	7	95	45	40	6	3
New York (2875 Broadway)	Miller School	3	11	50	314	25	156	75	470	250	125	5	2
New York (50 E. 42d St.)	Moon's Secretarial School	1	7	100	400	50	200	150	600	30	20	4	2
New York (55 Wall St.)	National City Bank Educational Department	10	0	215	0			215	0	129		1	
New York (19 W. 44th St.)	New York School of Filing	0	4	0	340	0	86	0	426			5	3

TABLE 9.—*Statistics of private commercial and business schools which enrolled 100 or more students, 1924–25*—Continued

Location	Institution	Teachers		Students enrolled						Average daily attendance		Hours per day	
				In day courses		In night courses only		Total					
		Men	Women	Men	Women	Men	Women	Men	Women	Day school	Night school	Day school	Night school
1	2	3	4	5	6	7	8	9	10	11	12	13	14
NEW YORK—continued													
New York (112 E. 23d St.)	Captain D. F. O'Brien Civil Service and Business School	3	2	0	200	0	150	0	350	22	15	3	2
New York (Lexington Ave. and 35th St.)	Packard Commercial School	8	10	320	495	104	201	424	696	410	202	6	2
New York (252 W. 14th St.)	Standard Business School	2	1	24	27	31	39	55	66	20	30	5	2
New York (453 E. Tremont Ave.)	Tremont Business School	5	2	0	200	0	50	0	250	195	40	6	2¼
New York (527 5th Ave.)	United States Secretarial School	3	4	20	40	5	35	25	75	50	30	5	2
Niagara Falls	The Boughton School	0	2	5	107	1	21	6	128	40	15	5	2
Poughkeepsie	Eastman School of Business	8	4	230	116			230	116	200		5	
Rochester	Darrow School of Business	3	7	65	227	124	312	189	539	100	140	5	2½
Do	Gregg School and Excelsior Commercial Institute	1	3	8	60	10	30	18	90			6	2
Do	Rochester School of Commerce	2	3	59	130	7	39	66	169	90	30	5	2½
Troy	Allen's School of Commerce	2	3	30	100	59	73	89	173	66	57	5	2
Do	Troy Business College	4	5	108	267	56	119	164	386			5	2
Yonkers	Pace Business Institute	2	2	19	41	23	19	42	60	40	25	4½	2
NORTH CAROLINA													
Charlotte	King's Business College	4	2	112	253	18	23	130	276	188	10	6	2
OHIO													
Akron	Modern Business School	1	2	30	70	24	104	54	174	38	45	6	3
Alliance	Alliance Business College	1	2	14	59	10	47	24	106	50	25	5½	2
Ashtabula	Ashtabula Business College	1	2	7	108	8	31	15	139	28	15	5	3
Cambridge	Cambridge Business College	0	3	10	56	12	22	22	78	35	25	5½	3
Canton	Canton Actual Business College	6	4	69	245	56	105	125	350	190	70	5⅔	2½
Cincinnati (301 Broadway)	Cincinnati Telegraph School	3	0	74	5	178	4	252	9	40	123	5	2½
Cincinnati (795 McMillan Ave.)	Conroy Business School	0	4	16	62	25	66	41	128	76	86	5	3
Cincinnati (313 Vine St.)	Littleford School	4	9	58	205	152	291	210	496	100	145	6	3

Cincinnati (7th and Elm Sts.)	Nelson Business College	1	7	135	315	21	103	156	418	300	85	5	2
Cincinnati (Elm and Central Parkway)	Y. M. C. A. Commercial School	21	5	32	76	591	155	623	231			5¾	2¾
Cleveland (514 Erie Bldg)	Boyd Business School	2	2	12	192	13	83	25	275	60	45	5½	2½
Cleveland (3121 Bridge Ave.)	Metropolitan Business College	4	6	111	322	50	83	161	405	296	46	5½	3
Cleveland (5205 Cedar Ave.)	Ohio Business College	2	3	54	209	9	31	63	240	150	25	5½	2¼
Cleveland (6501 Detroit Ave.)	Union Institute of Business	5	5	16	78	44	91	60	169	86	94	5½	2½
Cleveland (10014 Euclid Ave.)	Wilcox Commercial School	4	6	91	235	141	400	232	635	300	250	6	2
Columbus	Mann's Business College	1	3	31	69	12	13	43	82	80	20	5	2½
Do	Office Training School	10	7	252	475	94	163	346	638	325	95	5½	3
Do	Zanerian College of Penmanship	3	1	25	100			25	100	35		6	
Dayton	Greater Dayton Shorthand School	0	2	12	73	8	29	20	102			5½	2½
Do	Miami-Jacobs Business College	8	8	257	469	120	150	377	619	317	112	5½	2½
East Liverpool	Ohio Valley Business College	1	2	25	95	51	49	76	144	97	60	5½	2
Lancaster	Lancaster Business College	2	3	31	36	23	16	54	52	53	28	6	3
Lima	Lima Business College	1	3	63	204	13	28	76	232	75	25	5½	2
Mansfield	Mansfield-Ohio Business College	1	3	31	119			31	119			5½	
Marion	Marion Business College	1	3	30	90	12	18	42	108	90	25	5½	2½
Oberlin	Oberlin Business College	5	3	86	150			86	150	150		6	
Piqua	Ideal Business School	1	1	16	38	8	61	24	99	32	28	5	2
Portsmouth	Portsmouth College of Business	2	3	12	90	23	26	35	116	82	30	5½	2
Sandusky	Sandusky Business College	3	1	38	102	30	23	68	134			5½	2½
Tiffin	Tiffin Business University	6	1	65	110	10	15	75	125	125	20	5	2
Toledo	Davis Business College	5	1	75	375	45	105	120	480	195	100	5	2¼
Do	Tri-State Business University	10	0	150	350	100	100	250	450	350	175	5	2½
Wooster	Yocum's Wooster Business College	1	3	24	60	6	18	30	78	50	12	7	2
Youngstown	Youngstown Business College	4	1	62	110	23	40	85	150	125	45	5½	2½
Zanesville	Meredith Business College	7	4	57	105	14	24	71	129	102	20	6	2½
OKLAHOMA													
Lawton	Interstate Vocational University	3	2	65	142			65	142	50		7	
Muskogee	Draughon-Lehman Business College	2	2	62	191			62	191	150		6½	
Oklahoma City	Blackwood-Davis Business College	2	0	59	112	26	57	85	169	55	25	5¼	3½
Do	Draughon's Business College	6	4	475	775			475	775	350		7	
Do	Hill's Business College	4	4	307	446			307	446	400		6¾	
Do	Shinn's Business College	2	2	49	111	16	21	65	132	40	18	8	2
Okmulgee	Okmulgee Business College	0	2	10	117	12	31	22	148	35	20	5½	2½
Tulsa	Draughon's Business College	1	4	200	300	25	85	225	385	250	45	6	2
Do	Tulsa Business College	4	3	190	305	120	120	310	425	225	70	7	2
OREGON													
Astoria	Astoria Commercial College	3	2	10	65	5	20	15	85	70	25	6	2½
Eugene	Eugene Business College	1	3	27	125	14	25	41	150	47	15	5½	2
Portland	Behnke-Walker Business College	6	14	346	1,004	211	391	557	1,395	506	257	6	2
Do	Decker Business College	0	2	7	113	10	54	17	167	30	15	5½	2

TABLE 9.—*Statistics of private commercial and business schools which enrolled 100 or more students, 1924–25*—Continued

Location	Institution	Teachers		Students enrolled						Average daily attendance		Hours per day	
				In day courses		In night courses only		Total					
		Men	Women	Men	Women	Men	Women	Men	Women	Day school	Night school	Day school	Night school
1	2	3	4	5	6	7	8	9	10	11	12	13	14
PENNSYLVANIA													
Allentown	American Commercial School	3	3	82	128	103	267	185	395	140	214	5	2
Beaver Falls	Duffs-Iron City College	2	2	44	117	45	44	89	161	125	75	5¾	2½
Bethlehem	Bethlehem Business College	7	2	40	129	98	119	138	248	153	210	6	2
Connellsville	Douglas Business College	1	1	40	40	20	30	60	70				
Dubois	Du Bois Business College	2	3	31	72	10	15	41	87	78	15	6	3
Easton	Churchman Business College	6	5	82	153	113	121	195	274	160	160	5	2
Greensburg	Leech's Actual Business College	1	3	25	90	15	50	40	140	80	45	6	2½
Harrisburg	Beckley College	12	10	225	175	25	75	250	250	350	80	5	2½
Hazleton	McCann School	3	3	30	43	74	72	104	115	35	50	5	2
Johnstown	Rowe Business College	1	3	30	109	18	29	48	138	74	28	5½	3
Lancaster	Lancaster Business College	2	4	47	121	62	62	109	183	120	80	5	3
Lansdale	Lansdale School of Business	2	3	30	54	26	20	56	74	54	36	5¼	2¾
McKeesport	Douglas Business College	2	2	75	150	30	45	105	195	175	50	5¼	2½
Do	Tube City Business School	1	2	20	64	16	20	36	84	75	22	5	2½
Mahanoy City	McCann School of Business	2	2	23	66	54	31	77	97	44	48	5¼	2½
Oil City	Welch's Business College	2	1	8	37	12	43	20	80	30	20	5½	2½
Philadelphia (1657 Summer St.).	American Business College	3	3	15	80	10	21	25	101	90	25	5	2½
Philadelphia (1926 Green St.)	Derrick Business College	2	3	0	55	0	45	0	100	20	15	4½	2
Philadelphia (1420 Pine St.)	Peirce School	35	10	591	688	612	500	1,203	1,188	758	755	5½	2½
Philadelphia (1710 Market St.).	Philadelphia Business College	9	6	300	400	150	150	450	550	375	225	5	2
Philadelphia (910 Chestnut St.)	Philadelphia School of Filing	0	3	2	65	2	49	4	114	6	8	4½	2¼
Philadelphia (3728 N. Broad St.).	Stein's Tioga Business College	2	1	2	38	13	55	15	93	28	53	5	2¼
Philadelphia (1227 S. 17th St.).	Stenographers' Institute	1	3	6	56	7	32	13	88	50	36	3	3
Philadelphia (807 Chestnut St.).	Strayer's Business College	14	19	262	785	357	716	619	1,501	600	500	6	2½

Philadelphia (5900 Girard Ave.)	West Philadelphia Commercial School	1	10	31	46	5	106	36	152	32	93	5	2
Pittsburgh (535 Penn Ave.)	Boyd Business College	2	4	15	125	25	75	40	200	90	60	5	2¼
Pittsburgh (South Highland Ave.)	Reno Hall	0	7	8	163	14	75	22	238	140	70	5	2¾
Reading	Stoner's Inter-State Commercial College	4	5	33	114	30	52	63	166	70	40	5¾	1¾
Scranton	Powell School of Business	3	5	41	165	68	109	109	274	150	85	5¼	2⅓
Do	Scranton-Lackawanna College	10	8	268	342	160	147	428	489	480	220	5½	2
Warren	Hoff Business College	3	2	39	82	12	33	51	115	90	25	6	3
Washington	Washington Business College	1	2	25	143			25	143	125		6	
Wilkinsburg	Morton School	1	7	11	138	29	104	40	242	45	40	5½	2⅓
Williamsport	Williamsport Commercial College	2	0	38	110	8	5	46	115	75	10	4½	2
PHILIPPINE ISLANDS													
Manila	Cosmopolitan Business College	3	3	382	115			382	115	349		7½	
Do	Manila Business College	5	2	245	98	263	54	508	152	300	285	7	4
Do	Underwood Business College	6	0	155	35	80	20	235	55	175	90	8	4
Zamboanga	Ateneo de Zamboanga	5	0	125	0	21	0	146	0	115	20	6½	2½
PORTO RICO													
Ponce	Percy School of Commerce	2	4	45	66	5	1	50	67			6	2
San Juan	Ramirez Business College	2	2	75	105	37	39	112	144	175	74	6	3
RHODE ISLAND													
Pawtucket	Kinyon's Commercial School	4	3	10	35	34	46	44	81	40	70	5¼	2½
Do	Tabbutt-Hubbard School	3	4	7	8	30	55	37	63				
Woonsocket	School of Commercial Sciences	4	5	29	64	91	81	120	145	58	102	5½	2
SOUTH CAROLINA													
Charleston	Hughes Business School	0	2	30	100	20	60	50	160	75	60	5	2
Do	Rice Business College	0	3	10	60	10	20	20	80	20	5	5	2
SOUTH DAKOTA													
Rapid City	Rapid City Business College	1	2	35	56	6	11	41	67	32	6	5½	2
Sioux Falls	Nettleton Commercial College	3	5	315	397			315	397	275		6	
Watertown	South Dakota School of Business	3	3	63	45	3	7	66	52	100	10	7	2
TENNESSEE													
Chattanooga	Chattanooga Business College	2	2	75	125	25	75	100	200	100	50	6	3
Do	Mountain City Business College	4	4	55	360	20	50	75	410	175	35	5½	2½
Jackson	Draughon's Business College	2	1	70	80			70	80	40			
Do	West Tennessee Business College	2	2	60	73	15	25	75	98	90	20	6¼	2½
Memphis	Draughon's Business College	2	2	25	64	7	9	32	73	50	10	6	2
Do	Office Training School	0	6	25	265			25	265	261		6	
Nashville	Fall's Business College	2	3	76	152			76	152	111		6	
Paris	Toler's Business College	3	1	45	48	25	15	70	63	36	32	5½	2

TABLE 9.—*Statistics of private commercial and business schools which enrolled 100 or more students, 1924–25*—Continued

Location	Institution	Teachers		Students enrolled						Average daily attendance		Hours per day	
				In day courses		In night courses only		Total					
		Men	Women	Men	Women	Men	Women	Men	Women	Day school	Night school	Day school	Night school
1	2	3	4	5	6	7	8	9	10	11	12	13	14
TEXAS													
Abilene	National Business College	2	2	127	129			127	129	80		6½	2
Beaumont	Hayes Business School	0	3	1	84	5	20	6	104	25	5	6	2X
Bowie	Bowie Commercial College	2	1	50	60			50	60	30		8	
Dallas	Byrne Commercial College	6	4	56	168	18	64	74	232	61	22	7½	2
Do	Shamburger Select Business College	1	3	26	154	10	10	36	164	35	10	6	2
El Paso	International Business College	3	2	65	225	25	75	90	300	90	40	6	2
Do	Palmore Business College	2	2	85	61			85	61	126		4	
Fort Worth	National Business College	3	2	80	300	40	60	120	360	150	50	6½	2½
Greenville	Collins Commercial College	0	2	47	105	38	34	85	139	50	15	7	2½
Houston	Massey Business College	2	5	175	224	59	111	234	335			6	2
Laredo	Laredo Business College	0	4	25	75	15	35	40	110	55	45	6	2½
Lufkin	Satterwhite Commercial College	1	3	74	66	4	2	78	68	72	5	7	2
Paris	Paris Commercial College	2	4	127	102			127	102	80		8	
Port Arthur	Port Arthur College	5	7	156	183	72	95	228	278	200	80	8	2
San Angelo	San Angelo Business College	0	3	40	75	5	5	45	80	60	8	6	2
San Antonio	Draughon's Practical Business College	4	6	424	632	82	119	506	751	425	60	6	2
Do	San Antonio Business College	2	2	34	24	35	17	69	41	20	15	7	2
Sulphur Springs	Williams Business College	0	2	58	73			58	73	45		5	
Tyler	Tyler Commercial College	11	7	747	432			747	432	532		8	
Waco	Toby's Practical Business College	6	2	128	102	82	46	210	148	160	96	8	2
UTAH													
Ogden	Smithsonian Business College	4	4	48	113	47	69	95	182	70	39	6	2
Salt Lake City	Latter Day Saints Business College	5	6	134	495	138	248	272	743				3¾
Do	Utah Business College	1	3	15	52	13	27	28	79	22	12	6	2
VIRGINIA													
Norfolk	Davis-Wagner Business College	2	2	31	97	22	41	53	138	111	29	5½	2
Petersburg	White School of Business	2	3	16	63	18	27	34	90	41	33	5½	2
Richmond	Massey Business College	1	4	250	450	20	30	270	480	250	30	5	2
Staunton	Dunsmore Business College	2	4	102	97			102	97	164		6	

WASHINGTON													
Aberdeen	Grays Harbor Business College	2	1	30	85	60	52	90	137	75	50	5½	2½
Bremerton	Bremerton Business College	1	2	10	50	20	30	30	80	14	12	5½	2½
Centralia	Centralia Business College	2	0	14	94	12	15	26	109	45	17	5½	2½
Seattle	Hall School of Commerce	3	5	90	270	81	100	171	370	150	75	6	3
Do	University Way Secretarial School	1	2	2	73	9	16	11	89	12	4	5	2
Do	Wilson's Modern Business College	4	13	270	583	153	202	423	785	300	60	6	3
Do	Y. M. C. A. School	22	0	327	0	429	0	756	0	95	96	6	3
Spokane	Keating School of Stenography	0	2	0	85	0	50	0	135	28	20	6	2
Do	Northwestern Business College	4	8	232	441	------	------	232	441	187	------	6	------
Tacoma	Beutel Business College	2	3	57	270	20	60	77	330	120	60	5	3
Do	Tacoma Business College	2	2	12	65	13	14	25	79	33	12	6	3
Yakima	Yakima Business College	2	1	43	75	------	------	43	75	50	------	5	------
WEST VIRGINIA													
Charleston	Capital City Commercial College	4	3	100	150	60	53	160	203	175	85	6	2
Do	Charleston Business College	2	3	40	163	16	44	56	207	125	30	6	2
Clarksburg	West Virginia Business College	3	5	66	135	41	61	107	196	150	35	5½	3
Fairmont	....do	2	2	35	80	13	32	48	112	100	30	5½	3
Wheeling	Elliott Commercial School	4	3	133	168	59	134	192	302	144	------	6	2½
WISCONSIN													
Appleton	Actual Business College	2	1	60	68	18	18	78	86	75	21	6	2
Janesville	Janesville Business College	1	2	42	67	------	------	42	67	51	------	7	------
Madison	Madison College	5	3	200	225	------	------	200	225	285	------	5½	------
Milwaukee (517–525 Wells St.).	Hoffmann's Milwaukee Business College	3	12	150	350	------	------	150	350	450	------	8	------
Milwaukee (228 3d St.)	Metropolitan Business College	2	1	19	71	12	27	31	98	80	20	5	2½
Milwaukee (114 Grand Ave.)	Railway and Commercial Telegraph Institute	4	0	4	8	37	68	41	76	10	90	5	2
Milwaukee (102 Wisconsin St.)	Spencerian Business College	3	3	57	142	25	68	82	210	174	75	5½	2½
Racine	Moore's College	2	4	65	150	------	------	65	150	------	------	5½	------
Sheboygan	Sheboygan Business College	2	3	72	122	20	30	92	152	107	20	6	2

TABLE 10.—*Statistics of public commercial and business high schools reporting in 1924–25*

School	Instructors		Students		Average daily attendance	Bookkeeping course		Stenographic course		Combined course		Accountancy course		Secretarial course		Salesmanship course		Business administration course		Machine operating course	
	Men	Women	Men	Women		Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
High School of Commerce, San Francisco, Calif	17	58	820	1,533	1,640	459	917	739	1,476											41	84
New Haven Commercial High School, New Haven, Conn	17	38	435	1,241	1,533	435	1,241	214	1,040			81	321	214	1,040	63	0	80	0	84	259
Business High School, Washington, D. C	10	49	344	920	1,044	103	27	182	560	59	333	15	10	2	23			57	88		
Commercial High School, Atlanta, Ga	6	24	186	514																	
High School of Commerce, Boston, Mass	52	1	1,517	0	1,300	1,100	0	340	0	250	0	80	0	250	0	175	0				
High School of Commerce, Springfield, Mass	23	46	386	1,024	1,206					386	1,024										
High School of Commerce, Worcester, Mass.[1]	23	71	518	1,503		167	338	150	804							30	94				
Wilkins High School of Commerce, Detroit, Mich.[1]	23	12	83	815		83	450	83	573							25	116			10	56
Central Commercial and Manual Training High School, Newark, N. J	60	31	1,012	1,083	1,984	465	419	547	664												
East Side Commercial and Manual Training High School, Newark, N. J	30	36	763	853	1,181	111	219	38	421	29	62										
Alexander Hamilton High School, Brooklyn, N. Y	105	17	3,683	0		2,252	0	2,663	0												
Girl's Commercial High School, Brooklyn, N. Y	11	80	0	2,692	1,813	0	1,825	0	2,416			0	113	0	59						
High School of Commerce, New York, N. Y	107	26	3,734	0	2,562					3,734	0										
Theodore Roosevelt High School, New York, N. Y	28	46	357	1,564	1,915					357	1,564										
Longwood Commerce High School, Cleveland, Ohio	15	30	112	976	1,016	47	150	3	517			7	11	2	80	15	11	12	4	56	718
West Commerce High School, Cleveland, Ohio	25	22	274	944	1,043	48	117	92	293	178	490	27	104			20	66			17	108
High School of Commerce, Columbus, Ohio [1]	16	18	190	710		190	310	75	600			70	130								
High School of Commerce, Portland, Oreg	11	26	293	918	904	213	302	80	616												
Business High School, Pittsburgh, Pa.[1]	11	20	172	646		109	438	172	646												
Commercial High School, Providence, R. I	28	62	546	1,759	1,704					546	1,759					300	100	23	20	93	200

[1] Data for 1922.

TABLE 11.—*Number of students pursuing certain subjects in public commercial and business high schools in 1924–25*

School	Advertising	Banking	Business administration	Commercial arithmetic	Commercial geography	Commercial law	English	Machine operating	Modern language	Office practice
1	2	3	4	5	6	7	8	9	10	11
High School of Commerce, San Francisco, Calif.							200	125	1,200	
New Haven Commercial High School, New Haven, Conn.	63		80	469		343	1,676	343	287	259
Business High School, Washington, D. C.			145	302	201	234	1,264		310	75
High School of Commerce, Boston, Mass.	175	270	175	433	433	200	1,517		800	340
High School of Commerce, Springfield, Mass.			64	45	716	328	1,024	336	150	296
High School of Commerce, Worcester, Mass.[1]		161					2,003		1,017	
Central Commercial and Manual Training School, Newark, N. J.				312	572	638	2,095		1,495	
Alexander Hamilton High School, Brooklyn, N. Y.				2,242	90	502	3,700		1,262	
Girls' Commercial High School, Brooklyn, N. Y.					175	24	2,618		714	124
High School of Commerce, New York, N. Y.				501	715	400	3,734		1,194	
Theodore Roosevelt High School, New York, N. Y.	22			42	118	32	1,921		676	
Longwood Commerce High School, Cleveland, Ohio		4	16	458	146	101	690	126	262	
West Commerce High School, Cleveland, Ohio		131		574	355	131	1,218	179	42	
High School of Commerce, Columbus, Ohio.[1]					150		900		255	
High School of Commerce, Portland, Oreg.				360		64	959		37	526
Business High School, Pittsburgh, Pa.[1]						104	818			
Commercial High School, Providence, R. I.	383		72	1,022	264	273	2,305			

[1] Data for 1922.

INDEX

A

Abel, James F., Major trends of education in other countries, 505–552.
Academies. *See* High schools (private) and academies.
Administration, city schools, 63–64.
Admission requirements, universities and colleges, 40–41.
Adult education, 20–23, 285–310; evening public schools, 294–296; State supervision and support, 291; teacher training, 291; university extension, 296–310.
Age-grade, high schools, 140–142.
Alaska, education, 499–503.
Alderman, L. R., Public education of adults, 285–310.
All-year schools, city systems, 78–82; surveys, 419–420.
American Association of University Professors, proposals for elimination of students, 41.
American Field Serivce Fellowships for French Universities, 495.
American Library Association, investigations in rural communities, 87–88.
American Student Health Association, activities, 31–32.
Americanization classes, city school systems, 688–689.
Apprenticeship courses, 206–215.
Argentina, education, 525.
Association of Colleges and Secondary Schools of the Southern States, schools, 170–173.
Attendance, city school systems, 628–629, 632–633, 635–656; State school systems, 605.
Australia, education, 524.
Austria, education, 518, 535, 537–538.
Average daily attendance, State school systems, 580–581.

B

Baltimore, Md., public schools, home economics, 232–233.
Baron de Hirsch Fund, 496.
Belgium, education, 520–521, 530.
Benefactions, universities and colleges, 808–811.
Bequests to education. *See* Gifts and bequests to education.
Berea College, Ky., survey, 393–394.
Berkeley, Calif., school building survey, 415, 417.
Bolivia, education, 517, 525.
Bonds, city school systems, 778–801.
Brazil, education, 517; illiteracy, 529.
Buenos Aires, education, 525.
Bulgaria, education, 522.
Burma, education, 533.
Business schools (private), achievements, 279–280. *See also* Commercial and business schools (private).

C

California, adult education, 289, 291–292; high schools, teaching costs, 161; rural school supervision, 116.
California Home Economics Association, activities, 235.
Cambridge University, centralization of administration, 552.
Canada, higher education, 552.
Carnegie Corporation of New York, 490–491.
Carnegie Foundation for the Advancement of Teaching, 491–492.
Carney, Mabel, on training for rural teachers, 110–111.
Certification of teachers, 375–377; kindergarten-primary schools, 347–350.
Children, summer round-up, 467–471.
Chile, education, 525.
China, higher education, 548–549; illiteracy, 528.
Cincinnati, Ohio, survey of teachers' salaries, 423.
City normal schools, graduates, 992; property and expenditures, 993; students, 992; teachers, 992.
City school systems, recent movements, 61–86; statistics, 617–801; surveys, 409–431.
Cleveland, Ohio, higher education, survey, 403–404; public schools, home economics, 232.
Cleveland School of Education, entrance requirements, 373–374.
Colleges, city school systems, general statistics, 625, 627.
Colleges and universities. *See* Universities and colleges.
Colleges of liberal arts, not declining, 17–18.
Colombia, education, 525.
Colwell, N. P., Medical education, 47–60.
Commercial and business schools (private), day school enrollment, 1175–1176; instructors and students, 1173; night school enrollment, 1177–1178; statistics, 1169–1197; (private), students, 1179–1195.
Commercial and business schools, public high, 1196.
Commercial education, 251–283; conferences, 273–274; private business and commercial schools, enrollment, 252; public high schools, enrollment, 252.
Commercial occupation surveys, 261–264.
Commission for Relief in Belgium Educational Foundation (Inc.) and the Foundation universitaire, 495.
Commonwealth Fund, 497.
Connecticut, adult education, 292, 289; rural school situation, 88; rural school supervision, 115–116; rural school teachers, 126.
Consolidation of schools and pupil transportation, 130–132.
Cook, Katherine M., Progress of rural education, 87–132.
Correspondence courses, students, universities, colleges, and professional schools, 815.
Cost of education, State school systems, 605.
Counts, G. S., on high school curriculum, 158.
County normal schools, personnel and property, 994; receipts and expenditures, 994.
Courses of study. *See* Curriculum.
Critic teachers, elementary, 387.
Cross, W. C., on research studies, 27–28.
Cultural verses vocational education, 15–18.

Curriculum, city school systems, revision, 84–85; high schools, 155–160; home economics, 230–236; kindergarten-primary education, 326–331; medical colleges, improved, 54–55; rural schools, revision, 126–130; teacher-preparing schools, 377–384.
Czechoslovakia, education, 509–510, 523.

D

Dalton plan. *See* Individual instruction.
Davis, Mary D., Nursery-kindergarten-primary education, 311–356.
Day schools, city school systems, 635–656.
Deffenbaugh, Walter S., City school surveys, 409–431; Recent movements in city school systems, 61–86.
Degrees, teachers colleges, 1004; universities, colleges, and professional schools, 804, 807–808, 816–821.
Delaware, adult education, 292; rural school teachers, 125–126.
Denmark, education, 522.
Denominational schools, 1132–1133.
Dental hygiene, school children, 177–178.
Denver, Colo., public schools, home economics, 231, 250.
Detroit, Mich., Cass Technical High School, home economics, 233–234; nursery schools, 239.
Dewey, John, on rural and urban education, 108.
District of Columbia, Americanization classes, 292–293.
Dunn, Fannie W., on rural elementary school curriculum, 108–109.

E

Economics of the home, 247.
Ecuador, education, 526.
Edmonson, J. B., Secondary schools of the North Central Association of Colleges and Secondary Schools, 163–170.
Education and business, closer cooperation, 259–261.
Education as a life process, 18–20.
Educational associations, Second Imperial Education Conference of the British Empire, meeting, 513–514; Third Congress of the Universities of the Empire, meeting, 543; Third Imperial Education Conference of Great Britain, meeting, 514; World Federation of Education Associations, meeting, 513.
Educational boards and foundations, 487–498.
Educational opportunities, rural schools, 89–91.
Educational process, universities and colleges, intensification, 43–46.
Educational statistics, 553–566.
Educational surveys, city schools, 409–431; commercial occupation, 261–264; higher, 391–408; list, 427–431; rural schools, 431–457.
Elementary and secondary schools, State school systems, general statistics, 574–575.
Elementary day schools, State school systems, statistics for 12 States, 608.
Elementary schools, city school systems, 624–626, 657–679.
Engineering, students, 814.
Engineering Economics Foundation, 497–498.
England, education, 532, 540–542.
England and Wales, secondary schools, 540–542.
Enrollment, public schools, 553–556, 564, 606–607, 610.
Entrance requirements, State normal schools, 1015–1017.
Estonia, education, 523.
Evans, Henry R., Educational boards and foundations, 487–498.
Evening courses, manual arts, 206–215.
Evening schools (private), commercial and business schools, enrollment, 1177–1178.
Evening schools (public), adult education, 294–296.
Expenditures, city normal schools, 993; city school systems, 630–631, 634; county normal schools, 994; private teacher-training schools, 999, 1034–1035; public day schools, 602–603; State normal schools, 990–991, 1024–1027; State school systems, 572, 604; teachers colleges, 984–985, 1012–1014.
Expenses, city school systems, 712–801.
Extension courses, students, universities, colleges, and professional schools, 815.

F

Family, social relationships, 248.
Federal Board for Vocational Education, work, 216–217.
Ferriss, E. N., on curriculum of high schools, 157–158.
Finland, education, 523.
Follow-up and school service work, teacher preparing institutions, 388–390.
Foreign education, 505–552.
France, education, 530, 533–534, 539–540; higher education, 544–545; secondary schools, 539–540.
Freshman week, growth, 30–31.
"Freshman Year," Yale University, 31.

G

General Education Board, 487–488.
General shop, manual arts, 203–205.
Georgia, school funds, 102.
Germany, education, 518, 544.
Gifts and bequests to education, 558–559, 562, 808–811.
Graduates, city normal schools, 992; private high schools, 1136, 1139; private teacher-training schools, 995, 1028–1029; public high schools, 1114–1125; State normal schools, 986, 1015–1017; teachers colleges, 980, 1002–1004; universities, colleges, and professional schools, 925–930.
Great Britain, education, 519–520; Imperial Bureau of Education proposed, 518–519.
Great Britain and Canada, higher education, 552.
Greece, higher education, 546–547.

H

Hamilton, William, Work of the Bureau of Education for the natives of Alaska, 499–503.
Health agencies, 194.
Health education, 182–184.
Health examinations, school children, 175–177.
Hebrew University at Jerusalem, 547–548.
High schools, age-grade data, 140–142; California, teaching casts, 161; city school systems, 624, 627, 657–679; commercial education, 268–271, 1196–1197; curriculum, 155–160; educational and mental age representation, 143–144; enrollment, 135, 137–140; financial programs, 160–162; home economics,

226–230, 238–240; organization of non four-year, by years, 145–149; organization of professional staff, 149–152; principals, duties, 149–152; promotion of pupils, 152–155; pupil failure, 142–143; standardization, 162–163; students in teacher-training courses, 978. *See also* Junior high schools.
High schools (private), classification according to sex of students, 1138; classification of students, 1137; distribution of students, 1131; enrollment, 1143–1166; graduates, 1139; graduates continuing their education, 1136; instructors, 1132–1134, 1139–1140; military drill, 1134; negroes, 1141–1142, 1168; property, 1134; statistics, 1129–1168; students, classified according to religious influence or control, 1132–1133.
High schools (public), distribution according to enrollment, 1050–1055; distribution of pupils in several grades, 1048; enrollment, 1068–1099, 1104–1113; graduates, 1114–1125; libraries, 1126–1128; negroes, 1068–1069, 1072–1073, 1076–1077, 1080–1081, 1088–1089, 1105–1109; number, 1049; property and equipment, 1126–1128; statistics, 1037; students taking military drill, 1058; supervision, 1056–1057; teacher-training courses, 113; teachers, 1049, 1058, 1060–1061. *See also* Junior high schools; Secondary education.
High schools (senior), manual arts, 197–198.
Higher education, 1–46; application of scientific methods, 23–29; costs, 8–13; foreign countries, 543–552. *See also* Colleges; Universities and colleges; Vocational education.
Highland Park (Mich.) High School, home economics, 238–239.
Home economics, 225–250; curriculum, 230–236; for boys, 249–250; public high schools, 226–230.
Home education, 485–486.
Home mechanics courses, 202–203.
Honors courses, 41–42.
Hospitals, used in undergraduate medical education, 53.
Hungary, education, 522.

I

Illinois, rural schools, curriculum revision, 128; school funds, 103.
Illiteracy, foreign countries, 526–529. *See also* Adult education.
Income, State school systems, 592, 594–595.
Indebtedness, State school systems, 590.
India, education, 516–517; higher education, 549–551; illiteracy, 526–527; statistics of birth, 531.
Indiana, higher education, survey, 398; school funds, 104.
Individual instruction, city school systems, 82–84.
Industrial education. *See* Manual arts.
Instruction, expenses, city school systems, 734–755; measuring, rural schools, 445–448.
Instructors, private commercial, and business schools, 1174; private high schools, 1132–1139; private teacher-training schools, 995, 1030–1031; State normal schools, 986, 1018–1019; teachers colleges, 1005–1006; teachers colleges and normal schools, 979–980.
Instructors and professors, universities, colleges, and professional schools, number, 925–930.
Irish Free State, education, 533.
Italy, education, 522, 532, 534–535; higher education, 545–546.

J

Japan, education, 523, 524.
Jeanes Fund, 493.
Jerusalem, higher education, 547.
John F. Slater Fund, 492.
John Simon Guggenheim Memorial Foundation, 498.
Johns Hopkins University, intensification of educational process, 43–44.
Julius Rosenwald Fund, 495–496.
Junior colleges, attendance, 4–5; statistics, 805, 969.
Junior high schools, city school systems, 85–86, 624, 626, 657–679; commercial education, 266–267; enrollment, 1085, 1090–1097; manual arts, 198–199; negroes, 1092, 1094–1095; pupil grouping, 154–155; surveys, 418–419; teachers, 1058–1059.
Junior-senior high schools, enrollment, 1098–1103; negroes, 1102–1104.

K

Kahn Foundation for the Foreign Travel of American Teachers, 497.
Kansas, higher education, survey, 394–395.
Kentucky, consolidation of schools, 132; school funds, 104.
Kindergarten-primary education, 322–356.
Kindergarten-primary grades, supervision, 350–354.
Kindergartens, city school systems, general statistics, 624, 626; city school systems, personnel and number, 657, 679; increase, 323–325; State school systems, enrollments, 568.
Klein, Arthur J., Higher education, 1–46; Higher educational surveys, 391–408.

L

Lancaster, Pa., school survey, 413.
Latin-American countries, education, 525–526.
Latvia, education, 523.
Laura Spelman Rockefeller Memorial, 489–490.
Law schools, admission requirements, 41.
Libraries, public high schools, 1126–1128.
Lithuania, education, 523.
Lockport, N. Y., school survey, 421.
Lombard, Helen C., Program service, trends, and expenditures of parent-teacher associations, 478–486.
Long Beach, Calif., public schools, home economics for boys, 250.
Los Angeles, Calif., day nurseries, 240; public schools, home economics for boys, 250.
Louisiana, consolidation of schools, 132; rural school situation, 88; rural school supervision, 116.
Lowell, A. L., on better educational service to the individual, 29–30.

M

McAndrew, William, on all-year schools, 79–80.
Maine, backward children, instruction, 129; consolidation of schools, 132; rural school situation, 88; rural school teachers, 126.
Malott, J. O., Commercial education, 251–283.
Manual arts, consolidated schools, 197–200; junior high school, 198–199; senior high school, 197–198; teacher training, 218–223.
Massachusetts, adult education, 293, 289; committee of home economics in elementary and secondary schools, 242–244; consolidation of schools, 132; higher and technical education, sur-

vey, 398–401; home economics, 234–235; home economics for boys, 250; rural school curriculum revision, 129; rural school supervision, 116; rural school teachers, 125; school funds, 102–103.
Measurements and tests 181–182.
Medical education, 47–60.
Medical inspection of schools, 175–177.
Medical schools, enrollment, 47–49.
Mental hygiene, 186–187.
Mexico, illiteracy, 528–529.
Miami University, honors plan, 42–43; hospital treatment of students, 31; raising of standards, 40.
Middle schools, Prussia, 538–539.
Military drill, private high schools, 1134; public high schools, number of students taking, 1056–1057.
Ministries of education, foreign countries, 514–519.
Minnesota, adult education, 289; consolidation of schools, 132.
Mississippi, consolidation of schools, 132; school funds, 103–105.
Montana, consolidation of schools, 132; rural school situation, 88; school funds, 105.

N

Nashville, Tenn., all-year schools, 81–82.
National Congress of Parents and Teachers, foundation and activities, 459–486.
Nebraska, rural school curriculum revision, 128; rural school teachers, 125; school funds, 103.
Negroes, junior high schools, 1092, 1094–1095; junior-senior high schools, 1102–1103; parent-teacher associations, 481–482; private high schools, 1141, 1167–1168; public high schools, 1061, 1068–1069, 1072–1073, 1076–1077, 1080–1081, 1088–1089, 1105–1109. *See also* Junior high schools; State school systems, statistics, 610–613; Teachers, public high schools, 1059, 1062.
Netherland East Indies, education, 524
Netherlands, education, 522.
Nevada, consolidation of schools, 132.
New Hampshire, rural school teachers, 125.
New York City, junior high school survey, 418; report of school lunch committee, 241–242; school feeding, 244.
New York State, adult education, 289; consolidation of schools, 132; rural school situation, 89; rural school teachers, 125; rural schools, State aid, 98–99; school funds, 104.
New Zealand, education, 524, 535.
Newark, N. J., all-year schools, 80–81; survey of all year schools, 419–426.
Night schools, city school systems, 680–688; State school systems, 570, 586; normal schools, buildings, 367–369; city school systems, general statistics, 625, 627. *See also* City normal schools; County normal schools; State normal schools.
Normal schools and teachers' colleges, 971–1035.
North Carolina, consolidation of schools, 132; rural school situation, 89; rural school supervision, 115; teacher shortage, 124.
North Carolina State College of Agriculture and Engineering, survey, 406.
North Central Association of Colleges and Secondary Schools, schools, 163–170.
North Dakota, adult education, 293.
Norway, education, 522.
Nursery-kindergarten-primary education, 311–356.
Nursery schools, 313–321.
Nutrition, school children, 178–180, 245–246.

O

Ohio Board of Education, standard qualifications and load of elementary critic teachers, 387.
Oklahoma, adult education, 293–294.
Oregon, adult education, 290.
Oxford University, coordination among governing bodies, 552.

P

Paraguay, education, 526.
Parent-teacher associations, 459–486.
Parents, education a part of nursery-school program, 318–321.
Parochial schools. *See* High schools (private) and academies.
Part-time courses, manual arts, 206–215.
Pennsylvania, adult education, 290; consolidation of schools, 132; school funds, 103.
Peru, education, 526.
Peterborough (N. H.) High School, home economics, 239.
Phelps-Stokes Fund, 493–495.
Philadelphia, Pa., public schools, home economics, 239; public schools, home economics for boys, 249–250.
Phillips, Frank M., Statistical survey of education, 553–566.
Physical education, 175–194.
Physicians, supply, 50.
Pittsburgh, Pa., survey of teachers' salaries, 422–423.
Platoon schools, 66–67.
Poland, education, 507–509, 515–516, 523.
Population, school census, and pupils enrolled in State school systems, 578–579.
Population (total), per cent enrolled in State school systems, 577.
Port Arthur, Tex., school survey, 413–414.
Portland, Oreg., school-building survey, 415.
Posture, school children, 180–181.
Preschool child, health inspection, 467–471; preschool education, France, England, and Italy, 531–532.
Principals, high schools, duties, 149–152.
Private and parochial schools, enrollment, 614–615; teachers, 616.
Private secondary schools, enrollment, 570.
Professional schools. *See also* Universities, colleges, and professional schools.
Professors and instructors, universities, colleges, and professional schools, 810, 825, 830, 835–862, 869–924. *See also* Instructors.
Proffitt, Maris M., Industrial education, 195–224.
Promotion of pupils, high schools, 152–155.
Property, city normal schools, 993; city school systems, value, 778–801; county normal schools, 994; private teacher-training schools, 999, 1034–1035; public high schools, 1126–1128; State normal schools, 988–989, 1023; State school systems, value, 570, 588; teachers colleges, 982, 1009–1011; universities, colleges, and professional schools, 804, 822, 827, 832, 863–865, 931–945.
Providence, R. I., school survey, 421, 413, 421–422.

Prussia, education, 538–539; middle schools, 538–539.
Public day schools, city school systems, general statistics, 625.
Public high schools. *See* High schools (public).
Public schools, enrollment, 553–556; number, 560–561; per capita costs, 556–558; value of property, 559–560. *See also* High schools.
Pupil failure, high schools, 142–143.
Pupils, public high schools, 1063–1068; State school systems, 576, 609. *See also* Students.

R

Racine, Wis., school survey, 412, 421.
Receipts, city school systems, 690–711; county normal schools, 994; private teacher-training schools, 999, 1034–1035; State school systems, 596–597; State normal schools, 988–989, 1022–1023; teachers colleges, 983, 1009–1011; universities, colleges, and professional schools, 823–824, 828–829, 833–834, 865–868, 931–968.
Reeve, Margaretta W., History and progress of the parent-teacher movement, 459–477.
Reindeer, shipping of meat from Alaska, 502.
Religious instruction of students, 34–35.
Research studies, 27–29.
Revenue receipts, State school systems, 593.
Rhode Island, adult education, 290; rural school teachers, 125; school funds, 105.
Rhode Island College of Education, observation and practice teaching, 384–387; personal fitness index, 371–373.
Robinson, W. McK., Preparation of teachers, 357–390.
Rochester, N. Y., junior high school survey, 418.
Rockefeller Foundation, 488–489.
Roemer, Joseph, secondary schools of the Association of Colleges and Secondary Schools of the Southern States, 170–173.
Rogers, James F., School hygiene and physical education, 175–194.
Rumania, education, 522.
Rural schools, curriculum revision, 126–130; economic situation, 87–88; health work, 189–190; instruction, improving, 105–132; progress, 87–132; State aid and educational opportunities, 89–91; State school funds, 91–93; state-wide studies of school support, 93–99; supervision, 111–116; support, 448–455; surveys, bibliography, 455–457; teachers, 123–126.
Russia, illiteracy, 527.

S

Sabattical leave, teachers, city school systems, 73–74.
Salt Lake City, Utah, reorganization of schools, 70.
San Francisco, Calif., junior high school, home economics, 232.
Sanitation, school, 193–194.
School buildings, city school systems, 64–66, 635–656; program, 465–467; State school systems, 570, 587; surveys, 414–417.
School day, length, 187–189.
School feeding surveys, 241–245.
School funds, State school systems, 91–93, 101–105, 589, 591, 605.
School hygiene, 175–194. *See also* Sanitation.
School lunch, 240–245.
School plant, State school systems, 598–601.
School publicity, city systems, 78.
School supervision, rural, 111–116.
School support, rural schools, 87–105, 93–99.
School term, average length, State school systems, 582.
Schools of education, 26–27.
Scotland, education, 532–533.
Second Imperial Education Conference of the British Empire, meeting, 513–514.
Secondary day schools, State school systems, statistics of 12 States, 608.
Secondary education, development, 133–173; foreign countries, 535–542. *See also* High schools.
Secondary schools, Association of Colleges and Secondary Schools of the Southern States, schools, 170–173; North Central Association of Colleges and Secondary Schools, 163–170.
Siam, education, 523.
Smoking, women students, 33.
South Carolina, adult education, 290; rural school situation, 89; school funds, 101.
South Dakota, adult education, 290.
Spain, education, 522.
Special schools, city school systems, general statistics, 624, 627.
Soviet Republics, 522; higher education, 548.
Springfield, Mass., school survey, 412.
State normal schools, entrance requirements, 1015–1017; expenditures, 990–991, 1024–1027; graduates, 1015–1017; instructors, 1018–1019; instructors and graduates, 986; property and receipts, 988–989, 1022–1023; students, 987, 1020–1021.
State school systems, statistics, 567–616.
Straits Settlements, education, 524.
Student regulation, universities and colleges, 32–33.
Student relations and welfare, 30–35.
Student self-government, 33.
Students, city normal schools, 992; correspondence courses, universities, colleges, and professional schools, 815; engineering courses, universities, and professional schools, 814; extension courses, universities, colleges, and professional schools, 815; gifted, universities and colleges, 41–43; improvement of health of college students, 31–32, 190–192; number in teacher-training courses, 977–981; private commercial and business schools, 1174, 1179–1195; private high schools, 1131, 1134, 1137, 1139, 1140; private high schools and academies, classified according to religious influence or control, 1132–1133; private teacher-training schools, 996, 1032–1033; public commercial and business high schools, 1197; public high schools, military drill, 1058; State normal schools, 987, 1020–1021; summer schools, universities, colleges, and professional schools, 815; teachers colleges, 1007–1008; universities, colleges, and professional schools, 39–43, 811–813, 826, 831, 835–862, 869–930.
Summer schools, city school systems, 625–626, 680–688; students, universities, colleges, and professional schools, 815.
Supervision, city school surveys, 420–422; kindergarten-primary grades, 350–354; public high schools, 1056–1057; rural schools, survey, 442–445.
Supervisors and principals, State school systems, 583.
Surveys, educational. *See* Educational surveys.
Survivals, public high schools, 1041–1042.
Swarthmore College, honors courses, 41–42.
Sweden, education, 522.

T

Taxation, city school systems, 778–801.
Taxation and values, city school systems, general statistics, 627.
Teacher load, kindergarten-primary education, 338–340.
Teacher training, 357–390; commercial education, 275–279; for adult classes, 291; kindergarten-primary grades, 340–347; manual arts, 218–223; observation and practice teaching, 384–387. *See also* Normal schools; Teachers' colleges.
Teacher-training courses, public high schools, enrollment, 1113.
Teacher-training schools (private), expenditures, 999; instructors, 1030–1031; instructors and graduates, 995; property and receipts, 997–998; property, receipts, and expenditures, 1034–1035; sessions and graduates, 1028–1029; students, 996, 1032–1033.
Teachers, city normal schools, 992; county normal school, 994; elementary critic, 387; follow-up and school service activities, 388–390; health, 192–193; high schools, functional organization, 149–152; junior high schools, 1058–1059; private and parochial schools, 616; public high schools, 1049, 1061–1062; rural schools, 123–126; sabattical leave, 73–74; State school systems, 569, 584; supervisors of hygiene and physical education, 193; supply and demand, 363–365.
Teachers' College, Columbia University, home economics, 236.
Teachers' colleges, 367–375; deans of women, nurses, etc., 1000–1002; entrance requirements, 369–375; expenditures, 1012–1014; graduates and degrees conferred, 1002–1004; instructors, 1005–1006; students, 1007–1008. *See also* Normal schools.
Teachers' colleges and normal schools, statistics, 971–1035.
Teachers' councils, city school systems, 74–76.
Teachers' salaries, 365–367; city school systems, 71–72; kindergartens and elementary grades, 336–338; State school systems, 585; surveys, 422–423.
Teaching, universities and colleges, improvement, 35–39.
Tennessee, adult education, 290; higher education, survey, 401–402; school funds, 101.
Texas, higher education, survey, 396–397.
Third Congress of the Universities of the Empire, meeting, 543.
Third Imperial Education Conference of Great Britain, meeting, 514.
Tigert, J. J., on need of liberal education for farm youth, 109–110.
Tulsa, Okla., public schools, home economies for boys, 249.

U

Union of Socialist Soviet Republics, 522; higher education, 548.
Universities and colleges, business education, 280–283; colleges of liberal arts not declining, 17–18; educational process, intensification, 43–46; educational surveys, 391–408; enrollment, 564, 565; health of students, 190–192; household management and nursery schools, 236–238; improvement in teaching, 35–39; increased attendance, 2–8; interest in student quality, 39–43; objectives, 2; religious instruction, 34–35; State, public pressure political action, 13–15; student regulation, 32–33; student self-government, 33; student welfare, 30–39; students in teacher-training courses, 978–979. *See also* Higher education; Junior colleges.
Universities, colleges, and professional schools, statistics, 803–969; privately controlled, statistics, 830–834, 869–969; publically controlled, statistics, 825–829, 835–868.
University extension, adult education, 296–310.
University of California, admission requirements, 40; health of students, 31; honor list, 42; restriction in number of courses open to freshmen, 45.
University of London, policy, 552.
University of Michigan, intensification of educational process, 43–44.
University of Minnesota, student relations and welfare, 30; student welfare, 30.
University of Nevada, admission requirements, 40.
University of Pennsylvania, survey, 406–407.
University of Porto Rico, survey, 392, 404–405.
University of Saloniki, activities, 546.
University of the Philippines, survey, 405–406.
University of Utah, survey, 393.
Uruguay, education, 526.
Utah, educational survey, 394.

V

Vassar College, honors courses, 43.
Venezuela, education, 526.
Visiting teacher, city school systems, 76–78.
Visual education, 217–218.
Vocational education, and cultural education, 15–18.
Vocational schools, city school systems, general statistics, 624, 627.
Vocational training, disabled civilians, 216–217.

W

Watertown, N. Y., school survey, 411–412; survey of supervision, 420.
Whitcomb, Emeline S., Achievements in home-economics education, 225–250.
White Russian University at Minsk, 548.
Windes, Eustace E., Trends in the development of secondary education, 133–173.
Winnetka, Ill., individual instruction, 83–84; survey of individual differences in children, 424–436.
Winston-Salem, N. C., school feeding, 244–245.
Wisconsin, public schools, child care, 240; school funds, 105.
Work-study-play plan, 66–67.
Work-study-play schools, cities, 66–67.
Works, G. A., on State aid to rural schools, 99–101.
World Federation of Education Associations, 513.
Wyoming, consolidation of schools, 132; rural school situation, 89; rural school teachers, 126; rural schools, curriculum revision, 128–129.

Y

Yale University, freshman year, 31.
Yugoslavia, education, 523.

NATIONAL LIBRARY OF EDUCATION
3 6533 00227485