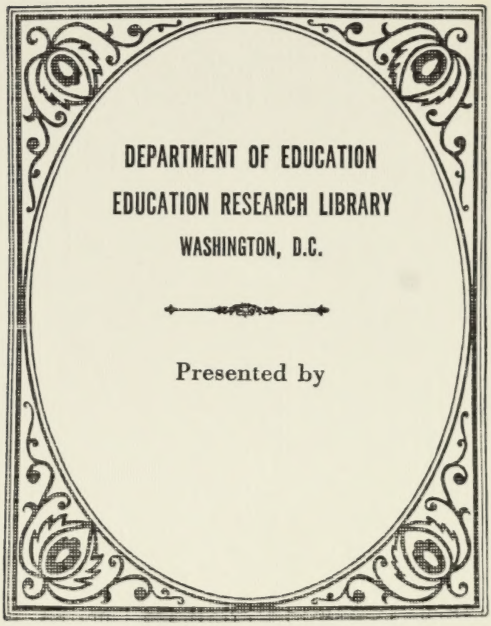

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BULLETIN, 1930, No. 16

BIENNAL SURVEY OF EDUCATION

1926–1928



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Biennial survey of education

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CHAPTER I

HIGHER EDUCATION

By Arthur J. Klein

Chief, Division of Higher Education, Office of Education

Contents.—Human product of the colleges—High schools and the colleges—College cooperation and consolidation—Special periods and services—College religious and social life—Improvement of instruction—Research and graduate work—Financing higher education

HUMAN PRODUCT OF THE COLLEGES

The manufacturer shapes his raw material in order to create a product that will meet a definite demand. He modifies his product in quick response to changes in demand and tries to anticipate such changes whenever this is possible. He markets his product himself or through a related organization. To insure proper use and to make repairs in case of breakdown, he " services " it after it is in the hands of the consumer. In other words, the business process is controlled by the necessity of getting the product into use and by its behavior in use.

The colleges, which by analogy may be regarded as manufacturers of a human product, have in the past largely neglected many of these processes. They have, to a large extent, contented themselves with shaping their materials by traditional patterns. They have not been highly sensitive to the fact when these patterns became or threatened to become obsolete. Even in the professions and technical fields of education relatively less attention has been paid to the life occupation of students than the manufacturer pays to the services that his product will render. The arts college has frequently repudiated all concern with the means by which its graduates shall earn their living. More important still, the colleges have seldom studied the society in which the student will live in order to determine the elements of knowledge and character which, in his world, will make for personal happiness, rich experience, and social usefulness. They have rested content in the faith that studies derived from the medieval period are still necessary to make life useful and happy in an age of cheap printing, swift transportation, machine production, and universal public education.

There would be no excuse for these statements in a survey of recent tendencies in higher education if it were not clear that the colleges and universities are now recognizing these facts and are taking measures to adjust their work to present conditions of living and of employment.

University leaders themselves are most emphatic in the statement of their realization of these maladjustments. Dean Hawkes, of Columbia University, for instance, sums up his critical judgment of colleges: "There is no doubt in my mind that the American college has failed more signally in relating the student's education to the kind of life that he is going to live than in any other direction." President Hall, of the University of Oregon, in his study of the relations of the university to the State, reports: "I repeatedly encountered criticism from our alumni that we were not doing our full duty by them in helping to locate them in positions when they graduated and in helping the men located in backward communities into better jobs after they have developed their capacity for promotion." Expressions of this kind might be multiplied, and analysis would show that they are almost equally divided between the obligation of the college to train and place its graduates in positions where they may earn a living and the responsibility of the college to provide these graduates with the knowledge and attitudes of mind which will make their lives full and useful in any community in which their lot is cast.

It is easily possible to prove, backward as the colleges have been in realizing their full usefulness, that four years of college work will enable the college graduate to make many thousands of dollars more during his life than the high-school graduate can make. This fact, however, is of no more significance than if the manufacturer should state that his profits were $100,000 a year when they might have been $1,000,000 if he had improved the usefulness of his product, his marketing methods, and the service given after the product was sold. Colleges are therefore now beginning to study seriously the world in which their graduates will live in order to prepare them better to earn their livelihood in that world, and to adjust themselves happily and usefully from the personal and social standpoints.

Everywhere increased interest is being manifested in the life occupations of students. Washington and Lee, to choose but one example, has made a case study of the choices of occupation by its students and the modification of these choices that result from college training. The New York College of Agriculture of Cornell University, the Minnesota College of Agriculture, and Iowa State College have recently made careful studies of the occupations of their graduates, in order to measure, to a degree, the suitability of the educational program to life interest after graduation. No element

of the survey of the land-grant colleges, now being conducted by the Bureau of Education, has attracted more attention and hearty cooperation from the institutions than the portion dealing with the occupational history of their graduates and ex-students. This interest may, in part, arise from the desire of the institutions to justify what they have been doing, but in large part it comes from the hope that a careful study of these matters may serve to direct emphasis in the construction of educational programs.

Such studies are open, of course, to the charge that educational processes lag behind shifts in occupational activity, that the program to be most useful must anticipate demand for services by the world in which the students will live. Nevertheless, it is characteristic of progressive thought in the higher educational world that it is keenly desirous of harmonizing its activities with the practical and social situations of the world outside college walls.

Placement and employment services have, of course, been offered by the colleges in more or less haphazard fashion for many years. Systematic services of this kind are now developing at a precipitant rate. Such services, even though highly developed and rendering excellent aid, may be carried on without any reference to the educational program. The process may consist merely of attempting to find positions for the product as it is, without any apparent effort to modify the process or the form of the educational offering to meet the needs of the positions in which graduates are placed. It is, therefore, especially significant that, in many instances, educational and vocational guidance and placement of students are being closely related to the activities of the college curriculum. Such efforts range from the attenuated relations implied by the creation by Middlebury College of a new office which combines the functions of director of admissions and alumni secretary to the formation of bureaus similar to the bureau of educational records and guidance at the University of Wisconsin. President Frank, of the University of Wisconsin, describes the purposes of this bureau as follows:

> The bureau of educational records and guidance will go beyond the mere keeping of grades to the assembling of a wide range of information respecting the life and work of the students as the background and basis for the development of an effective service of counsel and guidance to the students—an end that is not always achieved by the prevailing system of advisers.
>
> The bureau likewise will be the assembly point for a richly detailed fund of information regarding the nature and results of the educational processes to which the students are subjected. This will provide facilities that will make it possible for the university to keep up a continuous study of the results of its enterprises and to take its own educational pulse.

The content of instruction given in the colleges, as well as in the lower schools, has been largely imposed upon students without any very real reference to the student's own conception of values. This

is perhaps unavoidable to a degree. On the other hand, the usefulness of much material studied is so remote and unreal that the colleges themselves have had difficulty in making out a case for it. An attempt was made at Vassar two years ago to determine why college students study. The most important factors were interest in the subject and realization of the value of the work for the future. No one doubts that understanding by the student of the economic and personal usefulness of his work would transform his attitude toward his college course. Since the colleges now wish to take advantage of this factor in the teaching process, we may expect further studies of the life activities of our present social order which will result in profound modifications of both curricula and methods.

Tendencies in this direction are evident here and there. The University of Michigan Medical School has developed a plan to attach medical students in the interval between the junior and senior years to practitioners, in somewhat the same relationship as apprentices to craftsmen. Dean Cabot, of the medical school, makes it clear that the medical schools have emphasized the science of medicine from the standpoint of analyses by the chemist and bacteriologist and the physiologist, and have neglected the art which the product of the schools will be called upon to practice. They have neglected "the art by which the physician, in actual contact with the patient, estimates him as a personality rather than a laboratory animal and brings to bear upon his ailment the evidence of his senses, his judgment, and finally his scientific knowledge."

It is the attitude of the medical college rather than the specific device to which attention is here directed. A similar outlook is evident in studies made by the Iowa State College. Graduates of the engineering college were given full opportunity to criticize the education to which they had been subjected and to suggest means by which the educational program might be better adapted to the needs that they have found in actual experience. Such concern might be expected from work so definitely occupational as engineering, but similar inquiry has been made by the College of Liberal Arts of Boston University with reference to a program designed primarily to provide adjustment of personal life to society outside the occupational field.

Nor are the colleges content with increased concern over the occupational and personal needs which graduates will meet upon their entrance into the world outside. In the past the attitude of the colleges has been largely that while the student is on the campus the college owes a duty to him, but that upon graduation the relationship is reversed and the alumnus is under obligation to render service to his alma mater. At best during the college period there has been

a degree of mutual responsibility while thereafter it becomes a one-sided affair with the burden on the graduate. Colleges and universities are now recognizing that what they give the student during the years of undergraduate and graduate or professional residence is not a reservoir adequate for the needs of a lifetime. They are coming to recognition of their responsibility to the student after graduation and throughout his life.

University extension services have in the past given some educational aid to graduates. For many years the University of Wisconsin has offered postgraduate courses by extension to the medical men of the State. The regents of the University of Michigan plan by various means to keep practitioners in touch with the school and abreast of medical progress. The University of Minnesota has offered several intensive courses for dental practitioners. Similar aid through general extension has been given to graduates whose lives are not cast in the professional mold. But these services have never been systematically and consciously directed in all of the fields to which graduates go, for the purpose of maintaining the usefulness of the institution to students after they leave the campus. It is encouraging that the president of the University of Michigan announces a plan by which every alumnus shall be enrolled in something, and that the Carnegie Corporation has made a grant to the Adult Education Association to study thoroughly the obligations of the institution to the alumni.

Of necessity the facts cited in this discussion are scattered and incomplete, but anyone who has taken the pains to follow educational direction and administrative action during the past two years will recognize that one of the most important current tendencies in higher education is the desire to obliterate the sharp distinction between college life and life thereafter. The educational program is being directed to service continuously throughout the life of the alumnus. Higher institutions are becoming increasingly the source to which the alumnus turns when he discovers that he needs further training to improve his economic condition or to enrich his personal life.

HIGH SCHOOLS AND THE COLLEGES

It is as important that the college adjust itself to the life and education of the student before college entrance as that it shape its educational program to meet the economic and personal needs of the student after college graduation.

Not so many years ago by formal regulation and by general consent, the colleges dominated the high schools. Standards of admission were determined by the colleges and promulgated, theoretically at least, for the high schools to take or leave as they chose. We still

hear occasionally that colleges dictate to the public schools. As a matter of fact, this apparent dictation was never so serious as the formal requirements seemed to indicate. The colleges were so desirous of attendance that only in the most extreme cases did the formal requirements actually serve to exclude students. "Exceptional cases," special courses, preparatory departments, and "equivalents" provided an abundance of loopholes for admission. As college attendance has increased, this laxity in the enforcement of requirements has been stopped, and the requirements themselves made more exacting. The colleges are now in a position to refuse applicants, and they are doing so to a considerable extent.

The limitations of enrollment secured by various rules and selective processes are, however, by no means due solely to desire for educationally high standards. Before the present pressure for admission every new student meant an increase of income without a corresponding increase of expense. The point of diminishing returns has now been reached and in many instances the increase in student fees does not compensate for the increased cost to the institution. In other words, financial pressures and limitations rather than educational theory account for restrictions by the great majority of institutions. It is true that theoretical reasons have been set up, such as theories of the educational effectiveness of units of some specific size, but it may be doubtful whether these theories would be taken seriously if the expense item were not so ever present. Under these conditions a logical inference would be that the colleges might show a more decided desire than in the past to dominate the offerings of the high schools. Facts do not warrant this conclusion.

Failure to assume larger influence in controlling high-school offerings is largely due to the fact that the high schools themselves have become stronger, more self-reliant, more firmly entrenched as a respected and fundamental part of our social system. The professional spirit has developed in the secondary field to a remarkable degree. This spirit is based upon a high standard of technical knowledge concerning the teaching processes and the administration of schools. Practical experience and theoretical knowledge of educational problems are probably wider in the secondary field than in the college field. Secondary-school men no longer look upon the fact of college employment as evidence of superiority. High-school folk are more inclined to look to their own organizations and to the public department of education for aid and guidance than to accept college opinion as authoritative. An interesting example of this changed attitude of mind on the part of the public secondary schools is afforded by the recommendations of a committee of high-school men in Virginia. The group requested that "the college records of a particular high

school should operate as only one factor in the accrediting of the high school by the State board of education." In a further recommendation by the same group one may perhaps detect some reflection of resentment toward the common charge, formerly received humbly and as a matter of merited reproof, that college freshmen fail because of poor high-school preparation. This statement recommends "that the colleges having accepted high-school students on the basis of graduation from a public accredited high school shall assume responsibility therefor."

In brief, the high schools are better able than formerly to pursue their true task and responsibility of meeting a variety of objectives in the education of their pupils. Preparation for college is only one of these objectives.

Advances in elementary education, the firm establishment of public secondary education, and the desire of the colleges to adjust their programs to the needs of the life which students will live have all contributed to lack of confidence in the old plan of 7 or 8 years in the grades, 4 years in high school, and 4 years in college. The entire educational organization from the sixth grade to the attainment of the master's degree is in process of readjustment. The reconstruction of this period of education now under way has theoretical and psychological bases, but practical and immediate necessities account for the fact that theory is being given an opportunity to express itself in actual reorganization. The development of the elementary schools, of the junior high schools, and of 3-year senior high schools has compelled readjustment of college entrance requirements. Even in the East among the conservative women's colleges this is true. Wellesley, in announcing a new plan of admission in 1925, stated, "the rapid development of the junior high school movement has been one of the considerations of the college in the adoption of a more flexible scheme of admission." Previous biennial surveys by the Bureau of Education have called attention to specific and widespread evidence of such adjustment. It is not necessary to repeat the facts again.

The junior-college movement, which takes away the first two years from the traditional four-year college course and assigns them to the secondary field, has been especially significant in making the college conscious of its responsibility to the high school. Theoretical considerations place the junior-college period and program in the secondary field. The Association of Junior Colleges has affiliated itself with the National Education Association in the Department of Secondary Education. Further, actual tendencies of development align the junior colleges with public-school authorities and incorporate them with the high schools as part of one secondary education period. The most significant fact in this growth is the rapid increase in the

number of students enrolled in junior colleges for purposes other than preparation for the university.

In spite of these factors which contribute to the dignity and independence of the public high school there is no indication of desire to repudiate as one of its obligations that of preparing students for college. This of necessity must be so when in States like South Carolina, two-thirds of the graduates of accredited high schools go to higher institutions. On the other hand, the college is more willing than formerly to meet to the full limits of its abilities, the situations created by high-school determination and the obligation to accomplish its own independent purposes. The tendency is to seek common consideration of the problems of college and high-school relationships with full recognition that adjustment to high-school conditions must in large part be made by the college. This attitude is reflected in such studies as that made of the records of high-school students entering Georgia colleges and normal schools and published by the University of Georgia at the request of the Georgia College Association. The report is designed to enable high schools to determine in what departments their students show up best and weakest in their college work. But it is at the same time careful to point out that college faculties may secure aid in determining whether the work required of freshmen is above or below the normal working capacity of high-school graduates and to indicate the possibility of other adjustments to the needs of the high-school product when it is received in college. In Michigan the university has welcomed and is cooperating actively with a committee of the high-school teachers' division of the Michigan State Teachers' Association, in considering modification of the university's admission system. We have such developments as that of the bureau of school service of the University of Kentucky, under the direction of Dr. Floyd W. Reeves, designed to assist the public schools, and doubtless also hoping to learn from them. Altogether the biennium shows a much better relationship developing between the colleges and the high schools than would be expected if the independent position attained by the colleges by reason of the large number of applicants for admission were alone considered.

Although the colleges find themselves in a position where they feel that they must limit attendance, and although this limitation may take the form of setting a definite maximum enrollment and imposing selective processes in addition to submission of the ordinary 15 or 16 units of high-school credit, the colleges are attempting on the whole to enforce these restrictions in such a way as to contribute to, rather than to obstruct the attainment of high-school objectives.

During the biennium the number of colleges imposing arbitrary limitation of numbers has increased considerably. Whether such lim-

itation arises from financial stringency, as is most frequently the case, or from theories of an especially efficient size for the college unit, it is most common among private institutions. When this is true, selection of candidates is, of course, necessary if the number of applicants exceeds the limit set. This is frequently the case. Middlebury College, for instance, admitted in 1927 only 73 of 411 applicants. Although Middlebury College is an extreme example, admission of only one-half of those who apply is by no means uncommon. As a result, some concern has been felt lest educational opportunity is thus denied to capable and desirable students. Careful studies that have been made in New England and elsewhere tend to show, however, that these rejections are by no means as serious as they appear on the surface. Parents and students have heard so much of the difficulty of obtaining admission that they apply for entrance to several different colleges. In other words, the number of applications rejected by individual institutions is no real measure of the number of students excluded from college attendance.

Few public institutions set an arbitrary limit to the number that they will admit. Rhode Island State College, however, has been able to admit only one-half of the applicants under a rule imposed by financial necessity. The fact that all of the applicants measured up to the required 15 units is not regarded so seriously by public-school authorities in Rhode Island as it would be in the Middle West or Far West where the public is so thoroughly convinced of the State's obligation to provide higher education to those who satisfy the graduation requirements in the secondary field. State institutions apply selective processes much less willingly than is generally the case in private institutions. Dependence upon public taxation for support makes them more willing to accept the product of the public-school system, and in some States they are required to do so. Public taxation, of course, gives to these institutions an opportunity to increase resources more quickly than private institutions. Legislative authority must bear the burden of responsibility for failure to provide this opportunity for the citizens of the State. There is a decided difference, therefore, between the relationships of the high schools to an institution such as Vassar, for instance, and the relations to a public university such as that of Minnesota or Kansas. The president of Vassar can say what State university presidents would hesitate to proclaim—"Preparation for colleges like Vassar is so small a part of the total plan of study (in high school) that special arrangement can be made only with difficulty." Vassar indicates its desire to meet this situation by changing somewhat its admission requirements. The public institution desires and is compelled to organize curricula that will constitute a continuation of almost any high-school course. The public institution is making ad-

justments of its offerings constantly. The University of Akron presents an interesting example.

The graduates of the commercial curriculum of the city high schools in Akron had not been admitted to this municipally supported university because they did not have in their high-school work the regular college-entrance subjects. The university now proposes to meet this situation by establishing a number of short courses of study two or three years in length that will enable the graduate from the high-school commercial course to continue his work upon a college level. Such attempts to secure closer articulation with the needs of the local community, urban or State, frequently take the form of additional offerings outside the traditional 4-year college course.

One of the most interesting recommendations of the Virginia conference of secondary schools and colleges, called by the State department of education in 1927, has a direct bearing upon the coordination of high-school and college curricula. In effect the recommendation is that the colleges set up specific requirements for entrance into curricula rather than general requirements for entrance into college and that "only those requirements be made for entrance that are essential for successful progress in that curriculum." The decreasing conservatism of the colleges in limiting admission to those who satisfy traditional prerequisites is being accelerated by high-school demands such as one also made by the Virginia conference. The colleges are called upon to provide a general course, admission to which is not based on geometry, advanced algebra, and foreign language. Although in some of the middle western and western universities curricula of this character have been provided for some years, it is significant that the educationally conservative South should make a demand of this character. It doubtless reflects the infusion into an agricultural region of industrial and commercial life.

Those who are satisfied that present available methods of predicting success and of determining ability are conclusive regard careful selection of college students as essential. The selective processes used include intelligence tests, examinations, and investigations by personnel specialists, but actual admission is usually determined upon the basis of some arbitrary mathematical computation. A very common one is that of restricting admission to the upper quartile of the high-school class, but the process may become somewhat involved, similar to that of the University of Chicago, which adds to the high-school passing mark two-fifths of the difference between the passing mark and 100 per cent.

Many educators believe that failure to make careful selection of college students by these and other devices is unfair both to the

student and to the institution. President McVey, of the University of Kentucky, reflects this attitude in his statement that "the chaff must be winnowed out, else the entire system of higher education in the United States will break down." On the other hand, those who have less confidence in the final validity of our judgments based upon information now obtainable, view this tendency to selection with considerable disquiet. The president of Franklin and Marshall College, in describing the work of his own institution, says:

> No attempt has been made to discriminate in the selection only of students of superior quality so as to eliminate or reject those who have been less fortunate in early training and opportunity, provided they meet the test of scholarship and character in the requirements for admission. The greatest danger in modern education is not that the gifted student may be dwarfed or hindered in his development, but rather that the one of mediocre ability may be neglected and not given a fair chance to stimulate all that is best in him. No college that is worthy of its privilege can arbitrarily drop those in the lower quarter who have acceptably passed the intellectual standards without shirking responsibility inherent in the charter of the institution.

President McVey represents a State university and the president of Franklin and Marshall College represents a private institution. These two quotations serve to emphasize that the difference of opinion is not one drawn upon public and private college lines. Alumni of the private colleges as well as of the public ones are beginning to resent exclusion in certain instances as going beyond all reason. Naturally they raise questions when they discover that their alma mater, as is true of one institution, has only 9.5 students per teacher and yet succeeds in graduating only 45 per cent of students admitted from the upper quartile of the high-school classes.

Few State university administrators are willing to place their institutions in the position of refusing to admit any very large number of graduates from accredited high schools. Nevertheless they recognize that in many cases four years of college may not be best for all who have qualified by a high-school course for admission to the university. In the past they have met this situation by the application of drastic and in some cases cruel processes of elimination after admission to the college. During the biennium a marked increase of dissatisfaction with this process may be observed in the comment of presidents and deans. The tendency is apparently to turn to the development of junior colleges or lower divisions and of other terminal curricula shorter than the traditional 4-year course, and to provide for the shifting of the students whom guidance programs failed originally to assign properly.

The outstanding tendencies with reference to high-school and college relations during the biennium have been recognition on the part of the colleges of the strength of the position of the public high schools, willingness to consider adjustments on the basis of facts

rather than upon the basis of theoretical or traditional curricula, and the cooperation of both high school and college in the creation of new units of organization and instruction in the field that lies between the junior high school and the senior college.

COLLEGE COOPERATION AND CONSOLIDATION

In harmony with the current desire of the colleges to conduct their work as part of one educational process with the high school and to look to the needs and desires of the outside world for guidance in the development of their educational programs are the closer cooperating relationships among the colleges themselves. One of the striking tendencies of the biennium is the increase of such cooperation.

Of course, there have always been contacts between colleges and cooperative activities through professional associations, through exchange of professors and students, and by means of interchange of publications. Recent tendencies, however, go further. In the past the association of colleges has consisted largely of common counsel for the purpose of deriving information and suggestions which each might carry back for the solution of its own problems. The tendency now seems increasingly to be toward association for the purpose of undertaking together common educational projects. In the past the competitive attitude has made it difficult to secure real cooperation for joint attack upon common objectives. Apparently there has developed recently greater desire to analyze the tasks of higher education in order to determine the responsibility of specific institutions for the performance of special functions and willingness to relinquish to and to assist other institutions in the performance of obligations outside chosen fields. The correspondence of the Bureau of Education indicates a striking growth of interest in these matters. In view of the frequent tendency of theses to lag behind actual movements in education it is perhaps especially significant that in the University of South Carolina, a Ph. D. thesis on the subject of consolidation of higher institutions is in course of preparation. The new spirit is expressed in cooperative ventures and in actual consolidation and affiliation of organizations.

It must no doubt be admitted that part of this cooperative attitude of the colleges has resulted from the abundance of student material and consequent financial pressure. But anyone familiar with the situation will recognize that changes in the entire educational organization from the elementary to the college period have contributed to this movement. Probably also the attitude and interest with reference to these matters are due in part to changes in the intellectual and social convictions of the college world. The view-

point is less individual. Scholarship cuts across and spreads over ever widening geographical and institutional areas.

It is impossible for colleges to avoid recognition of their common interest when studies like those of George R. Moon, of the University of Chicago, show that a large proportion of the students who drop out during the freshman year do so to attend other institutions; when the Western College for Women publishes the fact that its large losses at the end of the sophomore year are due to the desire of students to enter coeducational institutions; when all the colleges find that a large proportion of their students leave the regular college course at the end of the sophomore year to undertake specialization in their own institution or elsewhere. In the past, institutions have been preoccupied with attempts to prevent such shifting of students in order to preserve their own attendance at the largest possible number and to secure credit for carrying a large percentage of students through to completion. As soon, however, as the higher institutions recognize as a fact and as a desirable condition the possibility of accomplishing certain life objectives in less than four years, the values of wider student experience, and the impossibility for every institution to provide specialization in every field, the measure of the effectiveness of an institution ceases to be the proportion of its freshmen that it can graduate and becomes the ability of the program offered to meet the needs of the students it has.

It is necessary to mention but a few examples of cooperation between colleges and universities to indicate the spirit that controls a large proportion of our institutions at the present time. In Minnesota, 50 freshman scholarships are granted by the university, but these scholarships, under the regulations, need not be taken in the University of Minnesota. The university indicates to the high-school students entitled to receive the 50 scholarships that their purpose will be served quite as well if they attend any reputable higher institution of learning. In Ohio, 12 arts and science colleges in the State have an understanding with the Ohio State University whereby graduate work in certain fields is left to the university. Seven private women's colleges in the East combine to present the claims of women's colleges for financial support. Even on this most delicate subject of competition for funds there seems to be willingness to abide by the results of presentation of a common cause. Another striking instance is the case of Miami University and the Western College for Women. For various reasons, which in no way reflect upon the character of the work offered by these institutions, large numbers of students leave at the end of the sophomore year. As a result the upper classes in both institutions are small. Instruction in these classes, therefore, becomes expensive. The proposal has been made that certain classes be conducted in common, thus enabling each institution to reduce its

expenses without reducing the variety of its offerings or the excellent character of its instruction.

It is not the purpose of this statement to multiply examples of cooperation. Examination of the detailed history of higher education during the past few years will show that such arrangements have been increasing with regularity. Administrative devices have been invented for their accomplishment, and the scope of such arrangements extended to include matters that a few years ago would have been regarded as outside the field of cooperation.

It seems worth while to call attention somewhat more specifically to instances which indicate a tendency to actual consolidation and affiliation. The Bureau of Education issues annually a directory of colleges and universities. Each institution makes a report which is used in compiling this directory. The reports show that actual consolidations of institutions have been notably frequent during the past two years. Very little information has been available which would indicate the significance of these consolidations. In some cases, such as the consolidation of Newberry College and Sunderland College in South Carolina, it has been the purpose to meet the requirements of a regional association. Probably similar purposes have controlled the affiliations of the Missouri Wesleyan at Cameron, Mo., and Baker University at Baldwin, Kans., and that of Duchesne College and Creighton University. In some cases affiliations have taken place in order to secure concentration of resources. This is probably the case with Erskine College and the Woman's College of Due West, S. C.

More interesting than these examples of affiliation to meet formal standards or to increase financial strength are affiliations for specific educational purposes. Dental schools have frequently consolidated as a result of desire for higher standards and the wish to affiliate with medical schools. The example of the medical center idea, which brings together medical schools, hospitals, nursing schools, schools of dentistry and pharmacy, would seem to be spreading to other lines of activity. One interesting case of affiliation for a specific purpose is that of Western Reserve University and the Case School of Applied Science, which have jointly established an evening college in Cleveland to carry on adult and part-time activities. An affiliation for a similar purpose is that of the Sheffield Scientific School at Yale and the New Haven Branch of Northeastern University. Yale permits the use of classrooms and laboratories for the evening classes of the Northeastern University, thus serving its local community and furthering the interests of the other college.

One of the most interesting proposals is the Claremont College scheme. The purpose seems to be that of obtaining the benefits of the small college unit and at the same time securing the advantages

from the increased facilities which association provides. Thus the library, certain laboratories, graduate work, and extension activities may be carried on as common projects while each constituent college will have its own objectives and program, its own trustees, faculty, and endowment. It is a definite attempt to set up a college federation.

President Nicholas Murray Butler describes another tendency with reference to his own institution that is by no means confined to Columbia:

> It is quite within the bounds of possibility that during the next generation both Columbia University and other universities that have the inestimable advantages of an urban situation may find themselves surrounded by a whole group of junior colleges that have sprung up as the result of their several influences and inspirations. The administration and oversight of a group of such junior colleges would present no serious difficulties and their teaching positions would naturally be filled, chiefly at least, by men and women trained at the university under whose auspices they had been brought into being. Junior colleges, wherever they are, will do well to seek university affiliation.

New York University, Boston University, the University of California, Vassar College, Rutgers University, and others, perhaps, have entered into arrangements of affiliation with junior colleges or are undertaking the development of junior colleges as branch institutions.

In some instances this relationship of the junior college to central institutions has developed or tends to develop from the extension activities of the institution. Extension classes are established in various centers. As they develop and the programs become extensive and the attendance large, the economical thing is to establish them as affiliated resident junior colleges.

The branch institution is, of course, no new thing. The University of Idaho has for many years had a branch junior college at Pocatello; the Texas Agricultural and Mechanical College has branch colleges; the Agricultural College of Utah conducts a branch junior college at Cedar City; both the Colorado Agricultural College and the University of Colorado have participated in the establishment of affiliated branches. Instances of this kind might be multiplied.

In some cases affiliated junior colleges tend to become 4-year institutions without destroying the relationship. Few instances have arisen, however, in which a 4-year college has been adopted by a larger institution and maintained as a separate unit. The merger of St. Stephen's with Columbia University, therefore, is especially interesting. St. Stephen's College is located 90 miles from New York City and has been successfully operated in affiliation with the Episcopal Church for many years. Columbia University limits its attendance in Columbia College to 2,000. It has over three times

that number of applicants for admission each year. One of the purposes of the merger of St. Stephen's with Columbia is to enlarge the field of undergraduate education without affecting the limits placed upon Columbia College. St. Stephen's will enable Columbia to conduct another unit of very different character from Columbia College. St. Stephen's will have the advantages of a small country college limited to 250 students.

Columbia University and Union Theological Seminary have been affiliated to a greater or less degree for many years. Recently, however, owing to the fact that the State department of education would not extend the privilege of granting the master's and doctor's degrees to the seminary, this affiliation has been made closer. It is very important for missionaries and for women who teach the Bible in denominational schools in this country to have the master's and doctor's degrees. They secure the training for their special work in the seminary. Columbia and Union have recently made an arrangement whereby the university will grant advanced degrees for work carried on in the seminary.

Attention has been called in previous biennial reports to the tendency of various groups to affiliate and consolidate their work. Examples of this kind are the merger of the Catholic colleges in and near St. Louis with the College of Arts and Sciences of St. Louis University. The autonomy of the several affiliated colleges is preserved but the degrees are granted by the university. The Arkansas Methodist Educational Commission has adopted a proposal to unify the work of the colleges under its control. It is proposed to establish a central university and to reduce the three Methodist colleges—Hendrix, Galloway, and Henderson-Brown—to the rank of junior colleges. The institutions will be under a single board of trustees. Competition for students will thus be reduced.

Church boards are increasingly employing educational advisors and supervisors for their groups of schools who will serve to render aid and to guide the development of the individual institutions in harmony with the common purposes of the group and in such a way as to prevent undesirable duplication and competition. Surveys of entire groups of church institutions and continuous surveys under competent central direction are enabling small institutions to obtain the advantages of self-knowledge which have in the past been largely confined to large colleges and universities.

A recent development is of special interest as indicating the affiliation of institutions for the purpose of rendering a common community service in an effective manner. New York City has had two colleges—the College of the City of New York and Hunter College—both in the borough of Manhattan and each with its own board of

trustees. The demands upon these two institutions tended to exceed their capacities. Every borough of the five in New York City therefore demanded a college similar to the College of the City of New York or Hunter. Bills for five new colleges were before the legislature in 1924, which, if granted, would have given the city seven colleges with seven separate boards of trustees and seven groups applying to the city for funds. In response to these demands and in order to prevent the evils of competition and expenditure which would result from such an arrangement, a board of higher education has been set up in which ultimately all the boroughs will be represented. This board will administer the whole situation and is proceeding to set up a system of colleges which will be known as the College of the City of New York, although each constituent portion will have a distinctive name.

Although little comment has been aroused, these attempts at cooperation and affiliation have been effected in sufficiently scattered portions of the United States and upon a sufficiently large scale to indicate that a new form of organization is being developed in higher education. The tendency to association and affiliation seems to be developing for the purpose of perfecting the selective processes of the stronger institutions and for the purpose of serving as feeders to their advanced work, for the purpose of strengthening the faculties and prestige of the weaker elements, and, above all, for the purpose of covering the entire demand for higher education in an economical and efficient manner.

SPECIAL PERIODS AND SERVICES

To most people college work means study pursued nine months each year for a period of four years. This conception is entirely inadequate to cover the present day activities and services of universities and colleges. The variety of periods, courses, and services which do not harmonize with the popular idea of the activities of the university, is startling to anyone unfamiliar with developments during the past 15 or 20 years. Summer schools, research bureaus and stations, conference groups, short courses, institutes for special groups of interest from child welfare to tax problems, municipal reference bureaus, reading and club service, and many other forms of educational and expert aid are given as a result of the assembly of personnel and equipment for the education of resident undergraduate and graduate students.

The desire of the universities to utilize these resources for wider usefulness has led to considerable confusion The place of these services in the institutional organization is not clearly defined. The administration and the offerings are not regularized or standardized.

Participation of college faculties in these activities is frequently not regarded as on the same basis as is "regular" class and laboratory work or research. Financing is usually a thing apart from the financing of other activities of the institution. It is not the purpose of this discussion to treat of the summer session as such but it serves conveniently as an example of a highly developed educational period and service of the character under consideration. It has attained a development that presents characteristics which may indicate tendencies in the development of other special periods and services. The summer school perhaps most clearly represents the present tendency in the adjustment of these "extra" activities to what is known as "regular" work.

From the standpoint of institutional organization and function, summer school is in a stage of transition. In spite of attempts to make it so, it has not been placed upon the same basis as the regular quarter or term. Even in the institutions in which the summer school is formally designated as a fourth quarter, administration frequently continues to be special; the faculty in large part is assembled for what is regarded as an extraordinary purpose; offerings, even when regular resident courses are reproduced, are supplemented by special offerings; and the regular offerings themselves are modified to a considerable degree to meet the more concentrated efforts of a different class of students. The summer quarter, therefore, still retains its character of a special period offering special work for groups with basic interests different from those of the "term time" resident graduate and undergraduate student body.

The student body of the summer school is, of course, largely made up of teachers and other types of workers who are free for a relatively short period. The school for women workers in industry, which has been running at Bryn Mawr for several years, a similar school recently inaugurated by Barnard, and the International Institute conducted at Williams, are examples of other types of special summer session service. Special periods and courses are primarily intended to render educational service to those who are actively employed, and to those who wish to correct deficiencies of past educational experience.

All of these services have experienced a tremendous growth within recent years. The increase in attendance at summer school is illustrative, although probably even less remarkable than participation in the benefits of some of the other activities under discussion. The summer school at the University of Michigan has almost trebled in the past 10 years; from 1918 to 1927 the attendance increased from 1,301 to 3,811. Everywhere attendance in summer schools has increased more rapidly than general attendance upon the regular sessions of the institutions, although the growth of the latter has been

so remarkable as to constitute the starting point for much of the educational discussion of the past few years.

One feature of summer-school attendance is especially significant—the increase in the proportion of graduate students. In Michigan over one-fourth of the summer-school students in 1927 were securing graduate credit. The percentage of summer enrollment in the graduate school increased from 11 per cent in 1918 to 27 per cent in 1927, and the per cent with college degrees increased from 21 per cent in 1918 to 41 per cent in 1927. Similar increases in the graduate field are shown in the University of Minnesota where the growth has been from 11.6 per cent in 1924 to 16.2 per cent in 1927.

In the graduate and professional phases of extension activities large gains have also taken place. Extension work was formerly regarded as of subcollege, or at best, of junior college level. The increased emphasis upon professional service has already been illustrated in connection with medical and dental courses for practitioners and similar work has been growing rapidly for teachers and business men. This change of emphasis in the work offered in summer schools and other special periods is significant in that it is evidence of larger desire to render service to alumni and to establish closer connection with the needs of the world outside college walls.

Support of these special periods and services presents many problems. In general they tend to become more nearly self-supporting or even profitable than is the work of the accredited undergraduate institution. This is illustrated again by the financing of summer schools. They sometimes establish credit items upon the institutional accounts. Thus the summer school at Middlebury College operated in 1926 at a profit of more than $2,000, and in 1927 it showed a credit balance of more than $10,000. The latter figure should be reduced by the $7,250 allowed for use of college buildings and the work in the general college offices, but still a balance of more than $2,500 is shown. These amounts are, of course, insignificant as sources of income for the institution, but that any balance should be obtained from the activity of an educational institution not conducted for the purpose of profit is a new thing in education. In many respects the summer school, from the financial standpoint, may be regarded as comparable to the utilization of idle land by the erection of a building which serves as a "taxpayer," or by the practice of a manufacturer in taking on contracts during slack seasons which do not pay a profit but pay the carrying charges of the plant and serve to maintain the organization intact. Idle college plants deteriorate rapidly. The spectacle of a great educational institution standing relatively empty and unused during practically a quarter of the year is not conducive to support either from legislative assemblies or private

benefactors. President Hall, of Oregon, advances this argument in his proposal to double the budget of the summer school. He argues that to expand the summer work will utilize the plant during the fourth quarter, thus increasing the capacity of the institution one-third.

There is danger in the tendency to require research units and similar activities, which are here regarded as a type of special service to meet the entire cost of their maintenance. Research units and activities set up to accomplish specific studies in the field of industry may, of course, properly be borne by the industry itself. Such support it not undesirable unless it tends to distort the spirit of research and scientific study. Research in the social and general economic fields is, however, an activity that does not directly contribute to a going business in the same sense that research in the scientific fields may. Since research in the social fields is not directly a business matter, Government and private donation would seem to be justified in their support. Self-support of industrial research may tend to distort the scientific viewpoint; social research can not expect to become self-supporting.

The greatest need in connection with the special periods and services under discussion is recognition of these services as proper and valuable to the institution as well as to those served. To be sure, not all of the services now carried on should be continued indefinitely as college functions. In some cases it is perhaps merely the function of the institution to develop the service with the idea of turning it over to a more appropriate agency as soon as possible. Further definition and assignment of function with reference to these services should take the place of present somewhat haphazard inauguration. Indications are that this definition is now in process of formulation, not upon the basis of traditional conceptions of college functions, but from the standpoint of the relationship of the institution to the individual who does not attend college, and to the individual who continues to have problems which educational service may solve after he has left college.

Parallel to the need for further definition is determination of how far the State or regular institutional funds should be devoted to the support of these activities. Some standardization of relationship is perhaps desirable in order to prevent important phases of this work from being regarded as excrescences or asides in the life of the institution. The tendency naturally, in view of the active discussion centering about the idea that the college student should pay more of the cost of his education, is to make adults who take advantage of these services pay all the expense. Institutions that will not accept the principle of education at cost for resident students are frequently willing to promote special periods and services at a profit. Whether

one principle should control regular work and another work of the type under discussion, may be questioned, but the tendency is to make some such distinction.

COLLEGE RELIGIOUS AND SOCIAL LIFE

The meaning of religion to the individual or to any group is always difficult to measure. This is especially difficult in the colleges and universities. Many factors serve to confuse judgment. On the one hand, organized effort tends to magnify the significance of religion in college life, and on the other, young people to-day in college and out tend to regard matters of this kind as more largely personal than social. Probably the conception of religion that is representative of college student opinion is that it is decency, personal and social altruism, personal self-reliance and responsibility, rather than a magical means of salvation, a series of observances such as church attendance, or a body of theological conviction. The tendency to magnify personal independence and individual responsibility may, in religious as well as in moral issues, tend to develop either intelligent tolerance or a wishy-washy attitude upon problems of personal conduct and social obligation. On the other hand, theological dogmas about which much feeling and earnest discussion centered in the older generation, may be formally accepted by reason of early training without real conviction. If this attempt to summarize discussion and comment is reasonably correct, the college attitude on religious questions differs little from that of a large proportion of the general public.

Anyone seeking to evaluate the place of religion in the colleges would naturally expect enlightenment in the report of the national student conference held in December, 1926, and published as Religion on the Campus. Examination shows, however, that this conference concerned itself in large part with the subject matter of religion rather than with the campus problems of religious life. The report creates the impression that it might have been just as well a conference of theological seminary students for the purpose of discussing certain technical points of their contemplated profession.

As an indication of the trend of student thought upon religious matters, the participation of students in defeating the bill introduced into the Minnesota Legislature for the purpose of preventing the teaching of evolution seems more significant. The discussion before the legislative committee did not, of course, concern the merits of the case for and against evolution, but was confined to discussion of the question as to whether legislation upon such matters was appropriate subject matter for consideration by a political body.

The students were, with rather surprising unanimity, opposed to the legislation, not upon the grounds of religious doubt or disbelief, but upon the grounds of social and individual principles, which maintain the right of the individual to examine all aspects of thought and of the university to present for their consideration all types of thinking. President Coffman's argument against the bill did not touch the religious question at all, except to assert that the bill should fail because "it will stifle learning, cripple research, destroy intellectual integrity, doom the university to mediocrity or less, and it will not make students more religious." College students have for many years been regarded by their elders as especially prone to resent compulsion both of formal law and social pressure. It is among youth that the belief is strongest that progress may be made by challenging the exercise of authority and the enforcement of conventional practices and beliefs. The attitude of the students in the Minnesota discussion probably reflects this viewpoint of young people even more than it reflects the effect of university teaching.

When Yale abolished compulsory chapel the fears expressed on the part of those who are interested in religious life were given much publicity. Similar action by other institutions has been taken, yet no disastrous results can be noted. The president of Vassar is satisfied that voluntary chapel attendance at that institution has been a success. The number who go to chapel has been greatly reduced but there has been a complete change in the attitude toward the service and in the response to its value by those who attend.

When one turns from questions of student belief and attitude in regard to matters of religion and attempts to find an objective measure of religion in the colleges, the instruction offered in religion and related subjects, such as Biblical literature, naturally seems to offer some basis for judgment. Several studies have been made recently in regard to the opportunity for study of religious subjects in the undergraduate colleges. It is rather surprising to find the richness of the offerings in State universities and nondenominational institutions, although, as may be expected, they offer fewer semester hours in the field of religion than is the case of the denominational institutions. Inasmuch as some of the denominational colleges undertake to train religious teachers and missionaries and offer special inducements to those who contemplate entering the ministry, it becomes more significant that the offerings in these subjects in the State universities and nondenominational institutions so nearly approach those of the denominational colleges. Indeed, it would seem that the variety of offerings is probably greater in State and nondenominational colleges than in the denominational. This is, of course, accounted for in part by the fact that the denominational colleges are smaller and have not at their command the resources of

the larger universities. It is also interesting to note that the nondenominational colleges allow a maximum of free electives in religious subjects in practically the same proportion as the denominational.

It has been said that it is difficult to distinguish between the religious tone of institutions upon any basis that can be traced to the religious connection or nonconnection of the institution. Various inquiries would seem to indicate that there is more difference in regional attitudes than between denominational and nondenominational institutions in the same region, if great national institutions, such as Harvard, Princeton, and Chicago, are omitted from consideration.

Drinking in the colleges of the United States has received much discussion. Attention to drinking in the colleges has been given an amount of attention all out of proportion to student consumption of liquor as compared to that by the general public. From the standpoint of the social experiment which the United States is now trying, this is probably as it should be, since the future generation of leaders will come from the colleges and the success or failure of the experiment will depend more largely upon this group than upon the general public. From the standpoint, however, of the impression given of American college life and of present conditions as compared with those of the past, the emphasis creates a distorted view. Probably no single thing has done more to correct these impressions than the poll taken by the Literary Digest with reference to drinking in the colleges. Two hundred and thirteen college presidents replied to the questions of the magazine and were almost unanimous in saying that drinking, as they have observed it, is on the decrease. One hundred college editors replied, and as one account expresses it, "the majority of them agree with the opinion of the college presidents that youth is giving up the bottle." Drinking seems to be going out of fashion among college students. Those who knew conditions in the colleges 20 or 25 years ago have little reason for concern. While we may have lost something of our inside view of what is going on, ordinary intelligent observation is all that is required to prove the difference. In some sections of the country, for instance in large portions of the Middle West and the South, drinking is in much the same category as opium eating. It "isn't done" by college students.

It is encouraging, also, that discussion of the tone of college magazines and other publications is receiving considerable attention. Most educators have been more concerned about the uses of print than about sumptuary observances. College papers, with the growth of interest in training for journalism, have improved in make-up

and literary style and frequently in content. The public knows little about this development. Its knowledge of college papers is derived from a few comics and jokes of the salacious or near salacious type. The Illini Weekly, of the University of Illinois, summarizes the situation briefly:

> Most of these humorous magazines are quoted in anthological publications and screen digests and newspapers, and sporadically one or another of the journals, by blaspheming one or another sacred cow, erupts into the staid and sober press agencies of the country. By these means the country at large is aware that these facetiously titled "humorous" magazines exist.
>
> The country identifies each of the publications with the college from which it issues, which is fairly important, and identifies all of them with the colleges of the country * * * which is much more important. The great American people * * * look on these humorous publications as barometers of the undergraduate intelligence and morals. The barometer is falling.

From the administrative standpoint, college publications have always been a source of disturbance and distress. The tendency to be daring in social, governmental, and administrative matters, the desire to shock authority in one fashion or another, and to disturb smug respectability is no new thing. In general, however, college administrations and the editorial staffs themselves are taking more frequently the position that activities of this kind, when freely self-directed, have a larger educational value than has been usually recognized, or than they can have when subjected to close administrative supervision. The belief is not simply one of the psychology of learning, but faith that students themselves through public opinion will correct and prevent abuses. The importance of individual instances, mistaken zeal, or of moral shiftlessness should not be exaggerated.

It is usually recognized that the social life of large universities is to a degree unified by common enthusiasm for athletics and other "activities." But few commentators give sufficient emphasis to loyalty to the organization and "personality" of the university itself. Probably much of the feeling of allegiance to the university, as such, arises from a certain possessive sense that may be identified in large part with the accident of residence comparable to loyalty to "my State," "my town," and "my neighborhood." The cohesive power of these loyalties is frequently strong and the source of much personal satisfaction to students. Nevertheless they do not usually satisfy the gregarious instincts of students or provide full opportunity for group activity and expression.

Class loyalty, which in part meets these needs in the smaller colleges, is relatively insignificant in the larger universities. Common intellectual interest centered about a subject-matter field or a professor creates a unity of thought and of activity that is sometimes

minimized by those who discuss college life, but is of great influence and weight. The growing importance of student professional and technical organizations and activities demonstrates this unmistakably.

The measures taken by university administrations to facilitate student intercourse and welfare—personal guidance, faculty advisors, commons and dormitories for freshmen, student unions, and similar devices—are often impersonal and do not create a single group that within itself provides for the activities and interests, the congenialities and comradeships, that self-made human circles do in the world outside. Large dormitories and immense dining halls tend to prevent the development of the group consciousness that arises from the intimacies of living and eating.

Fraternities offer one solution of some of these problems of university and college social life. As student organizations they have the advantages of being self-formed groupings and self-directed in large part. Even though there may be a degree of artificiality in their formation and conduct, this is probably no more true than with other groups organized to serve social needs. They combine the benefits of common housing and dining, of social life, of guidance in activity, and even in study. Condemnation of fraternities and their faults must be considered in the light of these advantages and of certain material facts.

There are 3,429 active fraternities and sorority chapters in nearly 700 colleges in the United States not including chapters of honorary and semihonorary fraternities. Almost 2,600 of these have college homes of which nearly 2,000 are owned by the chapters themselves. The investment is approximately $64,000,000. Almost one-tenth of the entire college student body of the country is housed and fed in fraternity houses. The burden thus taken from the institutions is, therefore, considerable.

Many of the evils that arise in connection with college fraternities have been due to institutional assumption of too little responsibility and authority in aspects of fraternity activity other than those connected with housing. In recent years, however, in cooperation with national fraternity headquarters, the colleges are exercising a greater degree of legitimate control and discovering means of utilizing the fraternity organization to handle details of discipline and maintenance of scholastic standards. Reports of grades of fraternity men in comparison with those of the general student body and of nonfraternity men are now quite commonly made annually and published by the colleges. Studies of national groups and of large numbers of colleges tend to show that fraternity scholarship compares very favorably with that of other groups.

IMPROVEMENT OF INSTRUCTION

The quality of teaching in the colleges is receiving ever greater attention. The denunciation of college instruction continues. The president of Washington and Lee University summarizes in a brief statement the features of responsibility that have received most attention and the standpoint from which interest arises: "The annual waste heap of college failures . . . is, in my judgment, a severe indictment of the curriculum enforced, the methods of instruction employed, and the campus atmosphere allowed to form in the undergraduate department of our American institutions."

The bureau's biennial report on higher education for 1924–1926 describes in some detail the efforts being made to improve college teaching. These efforts arose in large part from increased interest in the individual student and were expressed chiefly in administrative measures intended to arouse the interest of the faculty and to call their attention to the development of teaching theories and practices in secondary education which appeared to be applicable to college instruction. The devices adopted to accomplish this purpose include: (1) Requirements of professional training in education as a prerequisite to employment; (2) experience in teaching as prerequisite for employment; (3) courses in education designed for college faculties; (4) faculty meetings for the discussion of the problems of teaching; (5) the formation of institutional committees for study of problems of teaching; and (6) analyses of the content of courses and statement of course objectives.

Studies of this kind are still being made and should continue to be made, although knowledge of their value is now quite widely disseminated. The more or less routine measure of the extent to which administrative devices of these types are being or have been adopted is being carried forward by a study conducted by a committee of the National Society of College Teachers of Education. This study covers general organization or administration, organization and administration of classes, methods of supervision, and changes in curricula.

Although no attempt can be made here to describe the specific measures taken during the biennium to make adjustments in the administrative field for the purpose of improving the instruction given to students, it is worth while perhaps to call attention to three or four experiments and studies in this direction.

Harvard has adopted a plan whereby departments may be permitted to discontinue lectures and other classroom work during two periods of two and one-half weeks each during the year. Both students and instructors are required to be in attendance at the institution during these periods. The purpose is to give students

opportunities to carry on systematic reading and self-directed study activities without the interruptions and restrictions of daily schedules. Although it is stated that the arrangement is designed to give the teacher more opportunity for writing and research as well as to give the student a better opportunity for study, the readjustment is of importance also as an experiment in modifying present teaching conventions.

Under a somewhat similar although less general plan, Cornell University has extended the privilege of informal study to about 50 sophomores. Under the Cornell plan the maximum number of class hours will be 15, but in addition 3 hours for informal study will be demanded in order to satisfy the requirements for graduation. Great freedom is allowed to the student in selecting the field to which he shall devote himself during the period of informal study and in determining how he shall attempt the task.

The experiment in conducting a summer school for engineering teachers which was financed by the Carnegie Corporation in the summer of 1927 has been continued during the summer of 1928 and will be continued in the summer of 1929. Schools were held during the summer of 1927 at Cornell University and at the University of Wisconsin. The work of the first school centered about the teaching of mechanics and covered the organization and content of such courses as well as the methods of presentation and testing. On the whole those who attended or participated in the work were very favorably impressed. The benefits derived seem to have been difficult to formulate but judgment by the teacher students was almost universally favorable. The second summer school held at Massachusetts Institute of Technology and the University of Pittsburgh was also successful. From the two experiences it is interesting to discover that comment and criticism indicate that more valuable results were obtained from informal exchange of experience and opinion than from the formal lectures and discussions. It was difficult to secure men professionally trained in education who could make specific applications to engineering teaching or even to college teaching. Little actual experimentation in the problems of engineering college education has been carried on. The body of knowledge, therefore, upon which to base applications and conclusions is very limited, much more so than is true of the teaching of Latin or mathematics in the high school. The practical experience of successful engineering teachers was of necessity, therefore, the most interesting and helpful source of information with reference to the problems with which the summer schools were designed to deal. Some commentators, at any rate, are of the opinion that controlled experiments in the field of college teaching of engineering will have to be carried on over a period of

years before a body of information can be collected which will serve as a real basis for the instruction of engineering professors.

An attempt has been made at the University of Chicago to set up "an informal means of self-appraisal and development of balanced excellence in instruction." The method used in determining a standard by which the quality of instruction might be judged is exceedingly interesting. Two things were sought: First, what an instructor should do; and, second, the qualities which he should possess. The members of the committee, consisting of four members of the faculty and of five students, first prepared a list of the qualities desirable in instructors conducting lecture-discussion classes in the junior college. These suggestions and others were then tabulated and classified and submitted to 31 instructors in the junior college with the request that they indicate additions, omissions, and revisions. Upon the basis of the suggestions received the committee reclassified and revised the list which was then submitted to educational experts for suggestions. Five classifications were made in the self-appraisal form. In the order of ranking, knowledge and organization of subject matter is assigned first place; skill of instruction, second; personal qualities, third; professional development, fourth; and university cooperation, fifth. If there is validity in this order based upon the judgment of students and of faculty members, it is interesting to note that professional development and university cooperation, the factors upon which the colleges have been in the habit of placing most emphasis in their estimate of teachers, are at the bottom of the list. Of the subdivisions under knowledge and organization of subject matter, possessing a broad and accurate knowledge of the subject is given first rank, while pointing out the relations between the materials of the course and other subjects and between these materials and current affairs is fifth and last among the points listed. If the arrangement of the 11 points which characterize skill in instruction can be accepted, getting the point of view of the students and adjusting to the students' power of comprehension is assigned first ranking. Managing routine affairs efficiently, such as seating students, recording attendance, meeting and dismissing classes, and returning papers promptly, is eleventh in order. Of the 10 personal qualifications listed for self-rating by the instructor, interest in the subject and interest in teaching are the two that head the list, while freedom from personal idiosyncrasies is regarded as the least important. Probably such a rating scheme does not provide a very practical mechanism for judgment but it repays study and should prove suggestive to the teacher who wishes to improve his work. If the plan of investigation might have rested upon a

somewhat broader student base than was the case in this special instance, its force would be even greater.

Administrative devices and studies of procedure, such as those described above, lead naturally to increasing emphasis upon study and experimentation in actual teaching. During the biennium growth of such work has been remarkable. A fairly satisfactory measure of such interest is afforded by reports collected by the Bureau of Education showing the studies in education in progress but not completed during the year 1927–28. Of 800 studies 105 were in the field of higher education. Of these approximately one-fifth were concerned directly and primarily with content, aims, and methods of instruction in various subject-matter fields. No similar record is available for the first year of the biennium covered by this review nor for the studies completed in the second year, but examination of the 247 studies in higher education reported to the bureau as completed in 1926–27 shows that almost one-seventh deal with similar problems of teaching. This number would have been considerably increased if the studies in content and method of courses of professional character conducted by teacher-training institutions had been included. These were omitted since it was so frequently impossible to determine that they were directly applicable to college instruction, although undoubtedly they were in many cases. As may be expected, schools of education and other teacher-training agencies are the most active in attacking their own problems of teaching by the use of methods which they have promoted in the study of elementary and secondary school problems. Mention may be made of two or three of the studies bearing directly upon the problems of college instruction.

The University of Akron in attacking the problem of student mortality has attempted to get at basic reasons for student deficiency and progress rather than to rest content with processes of exclusion or upon other administrative devices which relieve the institution of responsibility. The committee appointed to study this matter found that one student could read and understand to the extent of 100 points in a fixed time, while another could read and understand the same material only to the extent of 20 points. On this basis the scope and extent of the work which may profitably be assigned to students will vary widely. One of Minnesota's subcommittees on research, that on the teaching of science, undertook in 1926–27 to study the prevailing methods of science instruction in the various departments of the University of Minnesota. The study included the use of textbooks, research technique, conscious changes of methods on the part of instructors, and the formulation of experimental projects in teaching. The State University of Iowa in 1925–26 made a case study in

elementary psychology of the results of two methods of instruction, the lecture conference and the individualized method. The experiment was carefully controlled and supervised. The procedures adopted and the account of the study should be examined in detail by all college teachers who are desirous of conducting experiments along these lines. The results of the experiment conducted at the University of Iowa led to the tentative conclusion that these two methods are equally effective in teaching this particular subject. The advantages of either method must therefore be sought in differences of expense and of administrative difficulties. It is true, however, that the tests applied do not measure adequately differences of growth in character and initiative on the part of the students in the two types of activity.

One publication that has great immediate practical suggestion for the individual college dean or teacher who wishes to attack the problems of college teaching is a little book edited by Prof. Sidney L. Pressey, of Ohio State University, called "Research Adventures in College Teaching." The studies reported vary in seriousness and importance. None is so extensive or so difficult as to discourage repetition or improvement by any college faculty which wishes to obtain first-hand information on its own problems of teaching. The studies reported are not without considerable value in the results obtained, but their greatest importance and their real contribution consists in the demonstration of what can be done with very little expense and with relatively small effort in experimentation looking to improved instruction in the colleges.

If an attempt were made to summarize the tendencies during the last biennium looking to better college teaching methods, three points would certainly be included. First, there is greater emphasis upon willingness to try out plans for self-conducted activity on the part of the student; second, a much greater emphasis in instruction is placed upon making the student realize that certain elements of work done are merely providing tools for future activity; third, there is decidedly less satisfaction with the cramming process and more willingness to accept as the objective of instruction the stimulation of the student's own intellectual interest and activity.

Methods of instruction that are now receiving most attention all lead to the library. Of course, the library has always been considered an important element in the college, but consciousness of its central importance has lagged somewhat behind the developments which now tend to make it in truth the heart of higher education. New methods of instruction have been very important in centering attention upon college library service. In addition, the development of graduate and research work in many fields by many institutions has thrown a much greater burden upon the library. Textbook-lecture

emphasis in college instruction is giving way to emphasis upon student reading, project development, and self-directed activity on the part of the gifted student. Review of all literature, wide reading, and other methods which characterize research procedures may have been overemphasized in undergraduate instruction, but it is unquestionable that great gains have been made in the resulting departures from cut-and-dried methods.

The study of a selected group of college and university libraries made for the Association of American Universities by George Allen Works and published by the American Library Association is an important and, on the whole, a successful attempt to bring forward for consideration some of the problems of college and university libraries which relate to library educational service rather than to problems of technical library procedure. Although a list of 18 of the better-known and larger institutions was selected for study, most of them known for the size and variety of their book collections, reading of the report gives as its most obvious impression the conviction that even these excellent institutions and libraries are surprisingly short of information with reference to their library service. This is true even though the study confines itself for the most part to elements of service susceptible of objective measure. The author was able to develop surprisingly little that had direct application to the coordination of the work of the student and teacher with the service of the library. In other words, it would seem that college and university libraries have, under the leadership of the American Library Association, shared with other libraries in the thorough development of the technique of handling books which so strikingly distinguishes American library service from similar service in Europe. However, few seem to know much about the larger aspects of library administration. The facts in regard to the cost of services are not available. The organization of the staff imitates that of the public library without very much conscious adaptation to the very different service of higher educational institutions. Library technique is of higher quality than college library administration. Both technique and administration have, however, made more progress than conscious and systematic coordination of teaching functions and library service.

The survey of negro colleges and universities, made by the United States Bureau of Education during 1927–28, emphasized the library service in these institutions. The development of a high type of instruction by these institutions is clearly and unmistakably dependent upon a prior development of an adequate and intelligent educational library service. This problem was made the subject of a conference on negro libraries called by the American Library Asso-

ciation in February, 1928, and participated in by representatives of the Rockefeller Foundation, the Carnegie Corporation, the Bureau of Education, and representatives of college and State library services. In so far as the conference concerned negro college libraries, the most important conclusion reached was that the relatively undeveloped condition of both negro libraries and of negro higher education affords an especially promising field for experiments in the coordination of library service with instruction and with curricular development. These institutions provide a field for experiment which might bring results of tremendous value to other institutions.

RESEARCH AND GRADUATE WORK

Any attempt to describe current conceptions of research and of graduate work in the colleges and universities is confronted by a dilemma whose horns are multiplied like those of the beast in the Apocalypse. A multitude of questions about research and graduate work in the institutions are being asked. Three questions, however, probably afford starting points for discussion which covers a large proportion of the problems involved. First, is it the function of an educational institution to sponsor and conduct research apart from its teaching program? Second, upon what basis should an institution determine the nature and scope of its graduate offerings? and, third, what should be the relationship between the research carried on by an institution and its program of graduate work? These questions can not be discussed conveniently as isolated problems. They are intimately interrelated and overlapping.

The justification for research work detached from teaching functions is not clear-cut. The public in general regards the college or university as a teaching institution. It may recognize the value of the results of research but does not see clearly what the relationship is to the main function of the institution. It may be doubted whether many institutions are prepared to present to the public from this standpoint conclusive arguments for all the types of research carried on. When special research units, such as the engineering experiment station, the agricultural experiment station, and similar organized units with limited research functions are set up, there is, of course, no difficulty in making the defense and selling the idea to the public. The case can not so clearly be made for research carried on by the instructing staff without definite financial provision. Usually defense of this phase of the research activities of an institution takes the form of assertion that it provides service to the State and Nation, adds to wealth and social welfare, and is necessary in order that instructors may be kept alive. A conclusive argument seems to be that research provides subject matter for

instruction. Usually undergraduate instruction is most prominently referred to.

Research by undergraduate college teachers is presented as an essential element of their activity, but is seldom rewarded by specific remuneration, and provision is infrequently made for it in the schedule of teaching assignments. The common expression in regard to research by undergraduate instructors is that it is "a by-product of teaching." Just what this means is difficult to determine. Much the same situation exists with reference to teachers who are also carrying on graduate instruction, although there is more recognition in pay and in allowance of time for research activities on the part of these instructors. In both cases institutions tend to expect research of the teacher upon much the same basis as they expect him to maintain his health and respectable standing in the community. The college or university in fact sponsors and makes itself responsible in only the slightest degree for the research work of the individual. Under this plan the institution gets credit for productive and creative activity of research character at a minimum of expense. Even when a certain amount of time is allowed the extent of the institution's support of individual research is ill-defined and the actual cost of carrying on research activity is impossible to determine. When an institution's research work is in large part merely individual research, the work is scattered and the different phases of such activity little related. In other words, there is in fact no program, and duplication of effort results within institutions and between institutions. These conditions tend to prevent the development of institutional specialization in specific research fields.

Common usage links research and graduate work together, but the actual connection is vague and the relationship not clearly formulated in theory or in practice. Lip service is rendered to research, but the tendency is to emphasize graduate work and to measure its value in terms of numbers and in terms of the rigidity of the processes of a formal character through which the graduate student is compelled to pass. While it is recognized that graduate work should and sometimes does have some of the characteristics of research, this is not taken too seriously and in few cases does any large proportion of the graduate work contribute to an institutional program of research.

Graduate work as now carried on is subject to two criticisms: First, it is assumed that anyone who has gone through the academic process leading to an advanced degree, preferably the Ph. D., is competent to conduct graduate work. Even this formal standard, however, is not always strictly maintained. Although condemned by formal

standards, graduate instruction is too frequently regarded as merely a continuation of course work similar to that given in the undergraduate years. Commonly, of course, a higher degree of specialization is required and various devices of method and procedure seldom characteristic of undergraduate instruction are introduced into the graduate course work. In this way some of the processes and tools of research may be acquired, but there is the minimum of the spirit of research developed. Second, when the institution's research work is largely dependent upon individual effort without specific support, the professor tends to regard graduate students as an imposition and nuisance. There is some justification for this feeling. Why should an activity that is so largely personal and conducted during time stolen so often from leisure or from possible profitable employment be exploited by the institution for the sake of its own reputation as a graduate school? This attitude is sometimes shared by units especially set up for research purposes. Their job is research. Teaching graduate students is from their standpoint beside the point. The desire of the institution to enroll graduate students sometimes burdens the research units with care of graduate students to an extent that actually interferes with their research activities. In other words, admission to graduate work in the fields of formally organized research is not determined by the number that can be used profitably in carrying on the research undertaken.

The institutional defense of its position under these conditions is difficult in the case of organized research units. In the case of individual research the institution seems placed in an even more difficult situation, especially when individual research is carried on as an extra leisure-time occupation. The institution may defend its position legitimately enough by maintaining that association in the university provides the individual professor with the atmosphere of scholarship, and that the university's equipment is made available for his work. Further, the university may well contend that even the professor with a full-time schedule of teaching does not have an overburdensome load. He is left with considerable leisure which he would not have in commercial employment. In addition, the institution is always willing that the professor have full credit for his own work and will frequently promote knowledge of such activity in a way to enhance the reputation of the individual. This is not always true of commercial organizations. Nevertheless these arguments are defensive of practice, not elements of constructive policy with reference to institutional research. They do not satisfy the professor whose position is a full-time teaching one according to accepted standards. He feels that he is being exploited to a certain extent when his personal research work leads the institution to press grad-

uate students upon him. This resentment is increased by the current emphasis upon research as a basis of employment and promotion. As has been many times pointed out, this tends to make the product of research, rather than the human student product, the more important activity in the professor's mind. The field for a wide variety of creative activity tends to be narrowed to only one type, that of research. The result is that the forms rather than the spirit of research control.

Two types of solution for the problems involved in the relationship of research and graduate work are offered. President Butler eloquently summarizes the first of these plans:

> A master scholar, with his own grand and well-conceived problem before him for solution, will, if he is wise, associate closely with himself a group of advanced students who, first as hewers of wood and drawers of water, and afterwards as associates and fellow laborers, will light their lamps of scientific and scholarly endeavor at his altar and will gain the inexhaustible stimulus which comes not only from mere training in method, but from association with the rich and fine guiding personality. They will gain the inestimable benefit of being colaborers with their master upon a great central, dominating task, to which they will always look back with satisfaction and admiration.

This proposal is idealistic. It does not provide a method whereby institutions may continue to increase their graduate enrollments. It fails to take into consideration the fact that much research to-day and probably the most far-reaching is not the product of a master mind working alone with its assistants, but the product of a group of master minds attacking various phases of the same problem in cooperation and coordination. Nevertheless, President Butler's statement does indicate the necessity for relating graduate work to research and emphasizes the central position that, in the opinion of many, research should occupy with reference to the development of graduate activity.

Another proposal is that the institution definitely set up an institutional program of research and limit admission of graduate students to those who can be employed profitably in furthering this program. Limitation of the number of graduate students, such as that of Princeton, which will admit only 200, is arbitrary and apparently based on a theory of a correct proportion between the number of undergraduates and graduates rather than upon the requirements of a definite research program. Purdue University in its engineering research approaches more nearly the plan proposed. Upon the basis of the research carried on the number and the quality of the graduate students is determined. In spite of pressure the university refuses to admit graduate students in connection with this research who could be employed only in doing routine testing and noncreative labor, even though such testing and labor may employ the

methods of research. The Columbia University faculty of pure science has established a research committee "to be charged with consideration of the needs and opportunities for research in the fields represented by that faculty, and constituting that committee a supervisory committee for such researches as might be undertaken upon its recommendation." This has many of the elements involved in setting up an institutional program of research. In much the same way the graduate council of the University of Minnesota has at its disposal funds with which it can assist in specific researches. If these funds are, as is frequently the case, devoted to those projects and individual proposals which are related to a specific university program, the plan tends to develop an institutional program of research. In neither the case of Columbia nor of Minnesota, however, is the relationship to graduate work clearly developed. Similar conditions exist with reference to bureaus of business research, such as that of the University of Michigan, the educational research bureau of Ohio State University, and the biological stations at Minnesota and elsewhere. Some of the agricultural experiment stations have worked out the idea with decided success. At the University of Minnesota, for instance, investigations which constitute a true series in the field of plant, animal, and entomological studies provide a program of research, and the admission of graduate students is confined to those of such quality as can contribute to solution of these related problems.

One difficulty is determination of what the program shall be. In some cases, in harmony with President Butler's statement, the program may be determined upon the basis of the institution having in its staff a man of outstanding ability and qualifications. The graduate work of the University of Maine is largely determined upon this ground and its scope and offerings vary as the staff changes. On the other hand, the proposal is being made with increasing frequency that the scope of an institution's work may be determined for specific fields by national group consultation which will set up a series of related researches. Under this plan a national program would be divided among the institutions best qualified by equipment and personnel to undertake the research. Graduate students interested in one or the other phase of this program would be turned to the institution which undertakes to work out its own special aspect of the problem.

The whole problem of graduate and research work is intimately related to the problem of support. Under present conditions no one has a very clear idea of how much the institutions are spending for research or for graduate work. It has been stated that the average State university in America devotes 5 per cent of its income to re-

search and that the average in Western State universities is 10 per cent. The basis for this determination is not clear. Certainly it does not cover the individual research carried on in leisure time for which the institution makes only vague provision. Before the research and graduate program can be made more satisfactory, separation of the costs of research and of the costs of graduate instruction from the costs of undergraduate teaching must be worked out. This is a difficult problem and is being attacked in very few places.

The survey of land-grant colleges now being carried on by the Bureau of Education has attempted a somewhat elaborate fact-finding inquiry with reference to the costs of research analyzed into its various types. The success of this inquiry will be dependent upon institutional ability to furnish information. It is practically certain that these figures will be very unreliable for many institutions, but it is hoped that the nature of the inquiry will lead to some better bookkeeping system from the standpoint of determining these costs.

FINANCING HIGHER EDUCATION

Discussion of college and university support by those who are familiar with education and competent to deal with the problems involved continues, but upon an entirely different plane from that of the popular material with which for the most part the newspapers and magazines deal. This informed discussion consists largely in further initial definition of the problem and of action designed to provide funds in specific cases.

President Cowling, of Carleton College, has contributed to a definition of the problem by attempting to set forth the main items of expense needed to provide for a liberal arts college with 1,000 students; and Richard R. Price, director of university extension in the University of Minnesota, has analyzed some of the problems of support for the State university.

President Cowling attempts to determine the faculty requirements of a liberal arts college of 1,000 on the basis of accepted standards and the special study of 25 leading American colleges. In the same way he analyzes the plant and equipment needs of such an institution. Upon the basis of the figures thus obtained he estimates that a fund of approximately $8,400,000 would be required to provide income to meet current expenses, annual additions to permanent equipment, payment of scholarships, and a revolving fund for student loans. In addition $3,600,000 would be required to provide the plant and equipment, together with a reserve for current uses. In other words, an investment of $12,000,000 would be required to provide educatiton for 1,000 liberal-arts students, exclusive of those activities such as dormitories and research, which may be made self-supporting

or the object of special gifts. He estimates that the annual expense would amount to $589,000 or to $589 per student. This does not include an interest charge on $3,500,000 invested in grounds and educational buildings and equipment which would amount to $210 per student. The total cost per student would be therefore approximately $800 per year in President Cowling's estimate. Of this amount he proposes that $250 be paid by the student in the form of tuition.

President Cowling's estimate is extremely interesting and is a valuable contribution to the discussion of the subject. His terms are carefully defined and it is thus possible to modify and adjust his figures to meet the specific situation of any college if it is desired to do so. Probably the statement will be subject to criticism from the standpoint that the estimates are theoretical and that the figures therefore do not correspond to any specific situation. This is hardly fair criticism, since President Cowling would be the first to disclaim any intention of setting up an absolute standard. His service consists primarily in analyzing the elements of expense clearly and simply and in presenting, subject to considerable variation for specific instances, estimated amounts. If he has erred on the side of generosity it is because he has based his estimates on educational needs, tone, and ideals which are now frequently sacrificed to financial pressures.

Doctor Price briefly reviews the beginnings of support for State universities, and, upon the basis of figures collected by the United States Bureau of Education, estimates that 2.77 per cent of our national income would pay the cost of all support for public education. Of this amount a relatively small proportion goes to the support of higher education. The percentage of this support from various sources is analyzed by Doctor Price and each of the means of support discussed in some detail with reference to possibilities of increase. He emphasizes, in conclusion, the need for a careful budgeting system in order to control "unsymmetrical developments," economy in construction of buildings, and reform of taxation policies.

Gifts to the support of private institutions have continued to provide examples of extraordinary generosity and to emphasize the interest of alumni in the institutions in which they obtain their training. These sources of support are handicapped, according to President Murlin, formerly of DePauw University, by increased demands upon alumni for support of institutional activities that are not strictly educational in character. President Murlin calls attention to the fact that, while fraternity houses make a real contribution to the needs of the university student body, the amount invested in this way is large and that the source of a large part of these funds is con-

tributions from the students and alumni. Since this is so, it is difficult for the university to appeal to the same group for gifts that directly contribute to the financing of the educational program of the institution. Similar demands are made upon alumni in support of athletic programs and to a lesser degree for support of other activities. If, as seems probable, the independent solicitation of funds of this kind interferes with requests for educational funds from the same sources, the need for university and institutional control of these related activities is emphasized.

Increase of tuition and of other student fees continues, although at a somewhat slower rate than during the preceding biennium. In this connection the increase of fees by the Massachusetts Institute of Technology from $300 to $400 is noteworthy inasmuch as the corporation is taking cognizance of the burden which this increase places upon needy students of good ability. The authorities of the institution have favored turning back part of the tuition into a loan fund from which such students may borrow at a low rate of interest. It is interesting to note that the $400 fee will place a much larger proportion of the burden of operating cost upon the student than is proposed by President Cowling in his analysis of the cost. Horace S. Ford, bursar of the Massachusetts Institute of Technology, states that the actual operating cost per student is $790. With the $400 student fee the proportion borne by him will slightly exceed 50 per cent.

The number of treasurers' reports emanating from private institutions that show, during the biennium, an actual profit from the sale and purchase of securities in which endowments are invested demands notice. The significance of these facts can not be accurately determined. It may be that better and more careful management of institutional funds accounts for profits of this character. If this is true it is an encouraging sign, since low return on institutional investment has been due frequently to lack of knowledge of the more profitable market which has a sufficiently large degree of safety. However, the number of cases in which institutions report profits of this kind makes possible the conclusion that the general rise in market prices of securities has been felt by the institutions without any special effort or virtue upon their part. If this should prove to be the case, it is highly desirable that the institutions recognize the fact. Increased return from endowment investment, under conditions of the securities market which have prevailed during the past two years, may very easily lead to commitments and budgeting of expenditures which can not be maintained if a period of depression should be encountered. The seriousness of the situation is probably not so great as the figures indicate, since reports

of profits from increased market values do not usually show a corresponding increase of income from investments apart from these profits. It is, of course, highly desirable that no speculative management of endowment funds creep insensibly into college finance.

Several interesting developments have taken place in connection with support of higher institutions by taxation. It is impossible to summarize all of these changes, but a few may be mentioned. In 1927 in Florida legislation was enacted which provided for a tax upon gasoline and other petroleum products. Of the amount yielded two-thirds will be placed in a special fund to be known as the public free school fund and one-third will be placed in a special fund to be known as a permanent building fund for State institutions of higher learning, experiment stations, and other institutions under the management of the State board of control. In addition a tax of one-fourth of 1 mill upon the dollar is levied upon all assessable property in the State, and of the returns from this tax one-third is also to be placed in the same special building fund. Further, one-third of the interest collected on State funds deposited in the banks of the State is placed in the same fund. These taxes are intended to provide adequately for a building program for the higher institutions in Florida.

In this connection the long campaign of Rhode Island State College to secure money for an adequate building program has been successful through approval by a State referendum of a bond issue for $600,000. This proposal is of special interest, since of the seven bond propositions which were submitted to the people of the State the affirmative vote for the Rhode Island State College issue was larger than for any other of the bond proposals, except that for a bridge in Providence which practically every citizen in the State is compelled to use. This popular approval for the State college constitutes a recognition of the work of this publicly supported higher institution, which is encouraging to the cause of public higher education in Rhode Island.

The mill tax as a method of support for higher institutions continues to be advocated, although experience has shown that it frequently does not operate according to the theory. The failure of the mill tax to provide funds adequately has in large part been due to failure to increase assessments on property in accordance with actual increase in value. Part of the failure has also been due to the growth of intangible property and the failure of the mill tax to reach this class of wealth. In Oregon this condition is being corrected by legislation. In Michigan, where the university has for many years enjoyed the mill tax, the operation of the tax was limited in 1923 by imposing a maximum of $3,000,000 a year. In 1925 the maximum

was raised to $3,700,000. Under this plan of limitation the theory that support for the university would increase in accordance with the increase of wealth of the State was, of course, defeated. In 1927, however, this limitation was removed and the mill tax is permitted to work as it was intended. With the increase of assessment on taxable property, the mill tax in 1927–28 produced $4,625,000, which provided an increase of $925,000 in the operating income of the university.

One of the interesting developments in the relations of the university to the State is President Frank's procedure and policy in presenting the needs of the University of Wisconsin to the legislative joint finance committee. Two points are of special interest. President Frank emphasized that for the preceding year only 52.2 per cent of each dollar the university received came from the taxpayers. The remainder came from grants from the Federal Government, gifts, interest, student fees, dormitories, and similar activities. The true situation has been obscured in Wisconsin because income from sales and fees are paid into the State treasury and appear as new appropriations. This gives the public the impression that the entire amount is derived from taxes. Over $900,000 is thus returned annually by the university to the State treasury. The second point emphasized by President Frank in the presentation to the committee is the fact that the university is not a self-promoting enterprise but is developed from the demand of the people themselves. In other words, the responsibility for the support of the university and its activities rests fundamentally, not with the president or the regents, but with the legislature itself. The legislature must recognize its responsibility to the people for this enterprise and render accounting to the people for the conduct of the university.

A matter deserving special attention in connection with the relations of the university to the State concerns the control of policy by State authorities. In Minnesota the State government organized a commission on administration and finance which was set up by law with a department of administration and finance. Apparently the law endowed the commission with full power to require a preaudit of all moneys belonging to any institution, agency, or department of the State, and after the money had once been appropriated it was endowed with power to prevent any expenditures except with the consent of the commission. Thus the department of administration and finance became a kind of superboard over the regents of the university and might question the expenditure of money for purposes to which the board of regents allotted it. It would thus be in a position to define both the policies and procedures of the board of regents and what it might and might not do. The

board would become a board without power, for as soon as "the board of regents can not longer administer the income of the university in ways which the board believes will best promote the interests of the university, it becomes impotent." Since the University of Minnesota is established by constitutional authority and the board of regents is created and its powers defined by the Constitution, the question was taken into the courts. The decision recently returned held that the act of the legislature in setting up the commission on administration and finance was unconstitutional in so far as the university was concerned. Inasmuch as the funds of the university are not derived solely from State appropriations but are also derived from the Federal Government, student fees, income from trust funds, gifts, and service enterprises, control by such a commission on administration and finance would seem extremely difficult. This decision is significant for other State institutions which have felt or are feeling the attempts of political powers to determine university policy by control of the purse strings.

CHAPTER II

MEDICAL EDUCATION

By N. P. Colwell, M. D.

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

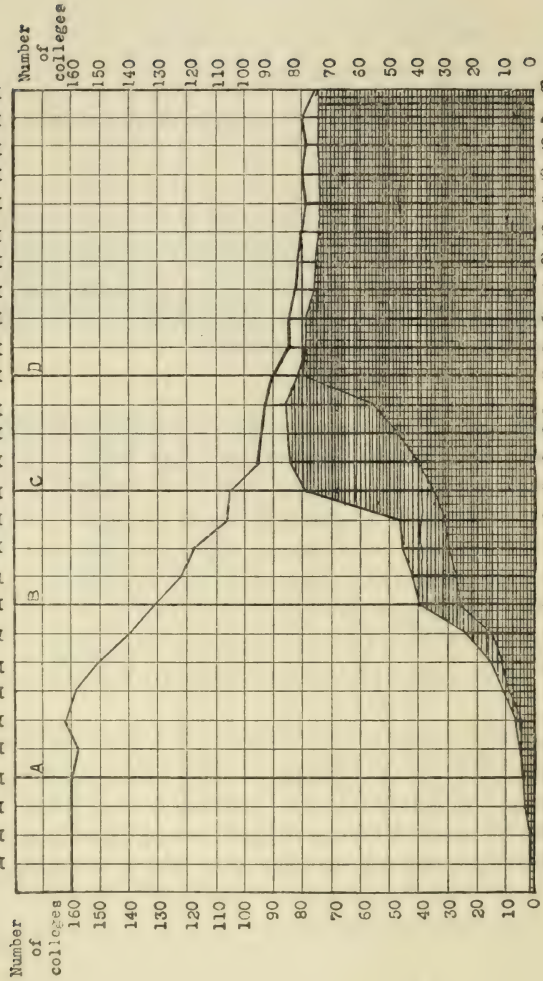
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Contents.—Medical students—Medical graduates—Ages of graduates, class of 1928—Medical students who did not graduate—Negro medical students—Enlargement of medical-school plants—Saving time in medical education—Relative supply of physicians in the United States—Supply of physicians in the various States—Medical-school finances, 1926–27—Graduate medical education—Experiments in medical teaching—Hospital interneship—Specialization—Investigation regarding medical education—Investigation regarding the cost of medical care.

During the past two years the number of medical schools recognized by the American Medical Association has been reduced from 80 to 74. The charters of two medical schools, the Kansas City College of Medicine and Surgery and the St. Louis College of Physicians and Surgeons, were revoked on June 23, 1926, and May 23, 1927, respectively, on the grounds that they had been convicted of selling medical diplomas. Although institutions under new names were promptly chartered, information indicated that they were to be conducted under the same control or in the same manner as their predecessors.

Four other medical schools, the College of Physicians and Surgeons, Boston, the Middlesex College of Medicine and Surgery of Cambridge, Mass., the Kansas City University of Physicians and Surgeons, and the Chicago Medical School, are omitted from the list inasmuch as official reports show that they are not recognized as medical schools by the medical licensing boards of 47 States and the Territory of Alaska, and because they were deemed by the Council on Medical Education and Hospitals of the American Medical Association to be unworthy of being recognized as medical schools.

A new medical school not yet recognized by the American Medical Association was opened rather precipitately in the fall of 1928 by the University of Southern California, Los Angeles. In the fall of 1930, the new School of Medicine of Duke University, after extensive preparation, is to be opened, which will raise the present total to 76.



TWENTY-EIGHT YEARS OF MEDICAL EDUCATION IN THE UNITED STATES

(Fewer medical colleges in number since 1900 but of improved standard. A. Council on Medical Education created. B. Report of the Carnegie Foundation for the Advancement of Teaching issued. C. Minimum entrance requirements for class A medical schools raised to one year of college work. D. Two years of college work required for admission to all class A medical schools.)

Admission requirements of medical colleges, 1901–1928

Year	Colleges requiring—			Total number of medical colleges	Year	Colleges requiring—			Total number of medical colleges
	High-school graduation	1 year of college	2 years of college or more			High-school graduation	1 year of college	2 years of college or more	
1901	158	-------	2	160	1915	12	44	40	96
1902	158	-------	2	160	1916	10	38	47	95
1903	157	-------	3	160	1917	10	30	56	93
1904	156	-------	4	160	1918	9	1	80	90
1905	153	-------	5	158	1919	6	-------	79	85
1906	156	1	5	162	1920	6	-------	79	85
1907	148	2	9	159	1921	7	-------	76	83
1908	135	5	11	151	1922	6	-------	75	81
1909	116	8	16	140	1923	6	-------	74	80
1910	91	13	27	131	1924	6	-------	73	79
1911	80	14	28	122	1925	5	-------	75	80
1912	72	16	30	118	1926	5	-------	75	79
1913	60	16	31	107	1927	5	-------	75	80
1914	24	44	34	106	1928	-------	-------	74	74

MEDICAL STUDENTS

Reports to the American Medical Association show that the enrollment of medical students has been increased from 18,840 in 1926 to 20,545 in 1928, an increase in the two years of 1,705 students.

Various reports during the past several years have made it appear that many qualified students were finding it impossible to obtain enrollment in medical schools. An investigation made by Dr. Burton D. Myers, of Indiana University,[1] in the fall of 1926 showed that the 8,500 individual applicants made altogether 20,093 applications, or each applicant on the average had applied to two and one-half medical schools. Of the applications received 6,420 were accepted, but when the session began, only 5,020 students were actually enrolled, indicating that 1,400 students had applied and been accepted by two or more medical schools. Thus, at the beginning of the college year of 1926–27, there were 1,400 vacancies still existing, or one-fourth of the entire first-year capacity. Fortunately, the medical schools had waiting lists, so that 989 of these vacancies were filled since later reports showed that 6,009 students had been admitted.

The report of the investigation stated also that of the 3,480 not accepted, 2,622 were rejected because of unsatisfactory qualifications.

Again, in the fall of 1927, it was found that 11,282 students sent in 23,590 applications, some having applied to as high as 19 different medical schools. Of those rejected in 1926, 1,340 reapplied in 1927 and 750 were accepted, most of whom had secured additional pre-

[1] Bulletin of the Association of American Medical Colleges, vol. 2, No. 2, April, 1927, p. 97.

liminary qualifications. The statistics reveal, what is apparently true, that most of those rejected were students having unsatisfactory qualifications.

The fact that larger numbers of students are being accepted by medical schools each year shows that the medical schools are gradually adding to their teaching staffs, equipment, and hospital facilities so that larger numbers of students can be enrolled. The opening this year of the medical school of the University of Southern California and, next year, of the School of Medicine of Duke University leads to the belief that adequate provision will be made whereby all properly qualified students can secure enrollment.

TABLE 1.—*Enrollment of medical students during the past 10 years*

College year	Total	College year	Total	College year	Total
1918–19	12,930	1922–23	16,960	1926–27	19,662
1919–20	13,798	1923–24	17,728	1927–28	20,545
1920–21	14,466	1924–25	18,200		
1921–22	15,635	1925–26	18,840		

MEDICAL GRADUATES

During the past two years the number of students graduating from medical schools has been increased from 3,962 to 4,262, an increase of 300 in the two years.

TABLE 2.—*Graduates of medical schools for the past 10 years*

Year	Graduates	Year	Graduates	Year	Graduates
1919	2,656	1923	3,120	1927	4,035
1920	3,047	1924	3,562	1928	4,262
1921	3,192	1925	3,974		
1922	2,529	1926	3,962		

Between 1904 and 1919 the number of graduates each year decreased from 5,747 to 2,656, which represented, under normal conditions, the lowest ebb in the number of graduates due to the raising of entrance requirements of medical schools and to the mergers by which the number of medical schools was reduced from 162 to 85. Thereafter the number of students increased steadily each year. Also, the number of graduates would have continued to increase except for the smaller class enrolled in 1918 due to the war, which accounts for the fact that only 2,529 students graduated in 1922.

The percentage of medical-school graduates who were graduated from class A medical schools, however, has increased from 94.2 to 96

per cent, while the proportion holding baccalaureate in addition to medical degrees has increased from 60.3 to 63.6.

AGES OF GRADUATES, CLASS OF 1928

For the students who graduated in 1928 a special tabulation was prepared which gave the average age at graduation from the 4-year medical course as 26.8 years. Or, counting the fifth year of hospital interneship, the average age was 27.8.

TABLE 3.—*Ages at graduation, medical graduates of 1928, exclusive of interneships*

Age	Graduates	Age	Graduates	Age	Graduates
21	2	28	387	35	45
22	37	29	243	36	21
23	205	30	205	Over 36	58
24	573	31	114		
25	758	32	97	Total	4,187
26	797	33	77		
27	502	34	66		

Grouped by ages and excluding the interne year the largest number, 797, graduated at the age of 26, followed by 758 at the age of 25, 573 at the age of 24, and 502 at the age of 27. Note, therefore, that 2,874, or 68.6 per cent, of all graduates for whom the age was known graduated at the age of 27 years or less.

MEDICAL STUDENTS WHO DID NOT GRADUATE

From the Medical Students' Register, which was established in 1910 by the American Medical Association, it is found that, in the past 16 years, out of 67,198 students enrolled, 55,476, or 82.6 per cent, graduated. Of the 11,722 who did not graduate—mainly because of low scholarship—7,688, or 65.6 per cent, dropped out during the first year; 2,647, or 22.6 per cent, dropped out during the second year; 1,059, or 9 per cent, dropped out during the third year; and 328, or 2.8 per cent, dropped out during the senior year. It is interesting to note, therefore, that 10,335, or 88.2 per cent, of those who discontinued medical study did so during the first two years of the medical course. This is as it should be, since the student's time is not wasted if his disqualification for medicine is discovered early and he can more promptly enter on some other line of activity.

TABLE 4.—*Medical students who do not graduate*[1]

Year	Medical students dropping out—					Number graduating
	First year	Second year	Third year	Fourth year	Total	
1907–08	350				350	
1908–09	371	149			520	
1909–10	873	291	218		1,382	
1910–11	710	388	153	9	1,260	4,273
1911–12	704	227	129	48	1,108	4,483
1912–13	664	217	91	37	1,009	3,981
1913–14	658	197	68	33	956	3,594
1914–15	359	147	52	25	583	3,536
1915–16	345	129	55	29	558	3,518
1916–17	344	92	36	17	489	3,379
1917–18	342	77	30	19	468	2,670
1918–19	321	99	30	10	460	2,656
1919–20	362	126	34	25	547	3,047
1920–21	377	101	26	6	510	3,192
1921–22	455	119	25	19	618	2,529
1922–23	453	137	29	13	632	3,120
1923–24		151	53	15	219	3,562
1924–25			30	13	43	3,974
1925–26				10	10	3,962
Total	7,688	2,647	1,059	328	11,722	55,476
Per cent of all students leaving before graduation	65.6	22.6	9.0	2.8	100.0	

[1] Total number of students registered, 67,198.

ENLARGEMENT OF MEDICAL SCHOOL PLANTS

During the past 20 years new medical school buildings or enlarged teaching hospitals have been erected in at least 48 medical schools, of which 24 were new and complete medical teaching plants. No less remarkable improvements have been made at the medical schools of Canada. Within the past two years the greatly enlarged plants previously reported as under way at Columbia University and the University of Colorado have been completed, as have also new buildings at Howard University, and the State Universities of Iowa, Kansas, and Tennessee, and at Johns Hopkins. Thus the capacity of medical schools is continually being increased, which is making it possible to enroll constantly increasing numbers of medical students.

NEGRO MEDICAL STUDENTS

Statistics regarding the negro medical students and graduates show that during the past five years 2,644 students have been enrolled and 586 have received medical degrees. Of the students, 2,193 were enrolled and 475 were graduated from the two negro colleges, while 451 students and 111 graduates obtained their medical training in other medical schools in the United States and Canada. On the average, during the five years, there have been 529 students enrolled each year, of whom 117 graduated.

TABLE 5.—*Negro medical students*

NEGRO COLLEGES

Institution	1923–24		1924–25		1925–26		1926–27		1927–28		Totals	
	Students	Graduates	Students	Graduates	Students	Graduates	Students	Graduates	Students	Graduates	Students	Graduates
Howard University	228	26	245	71	226	54	218	49	233	55	1,150	255
Meharry Medical College	172	38	206	34	225	47	229	55	211	46	1,043	20

OTHER COLLEGES

Boston University	2	1	3	1	1				2	1	8	3
Chicago Medical College [1]			19	5	24	3	20	7	20	4	83	19
College of Medical Evangelists	1	1	1		1		2		2		7	1
Columbia University			2		1		1		3	1	7	1
Harvard University	4		4		7	2	3	3	4		22	5
Indiana University	2	2			5	1	3	1	6		16	4
Jefferson Medical College	1										1	
Long Island College Hospital			1		1		1		1	1	4	1
Loyola University					15		2		1	1	18	1
Northwestern University	12	3	6	1	10	3	4	3	2	1	34	11
Ohio State University	6	1	10	2	4		3	2	2		25	5
Rush Medical College	5	4	6	2	14	2	5	2	14	5	44	15
Syracuse University	2		1	1					1		4	1
Temple University	6		7	4	2	1	1		1	1	17	6
Tufts College			2	1	4		5	2	3		14	3
University of Buffalo	2	2									2	2
University of California	1	1	1		1		1	1			4	2
University of Kansas					1						1	
University of Michigan	19	5	4	1	3	2	5		7	1	38	9
University of Nebraska	1		1		1		1		1		5	
University of Vermont	2	1									2	1
Women's Medical College of Pennsylvania	5		3	2	1				1	1	10	3
Western Reserve University			1	1	1				2		4	1
Dalhousie University					4	4	3		2	1	9	5
McGill University			20		16	3	11	1	8	3	55	7
Queen's University							1		1	1	2	1
University of Montreal									2	1	2	1
University of Toronto					6		7	3			13	3
Total	471	85	543	126	574	122	526	129	530	124	2,644	586

[1] A class C college.

SAVING TIME IN MEDICAL EDUCATION

During the past two years the idea of a more continuous method of medical instruction, usually given under the so-called quarter system, has been strongly advocated, whereby a student can complete the four required college years of medical education of eight or nine months each in three calendar years. Under this plan any three consecutive quarters of completed work would count as a "college year." Indeed, the avowed adoption of this plan by the new school of medicine of Duke University has given fresh impetus to the movement and shows that the plan is feasible, even in the warmer climate of the Southern States. The quarter system is already in effect, or readily possible, in the following medical schools: Stanford University School of Medicine, San Francisco; University of Chicago, Rush Medical College; Loyola University School of Medicine,

Chicago; University of Minnesota School of Medicine, Minneapolis; Marquette University School of Medicine, Milwaukee.

It will be put into effect in the fall of 1930 at Duke University School of Medicine, Durham, N. C., and is also contemplated by Tulane University School of Medicine, New Orleans, and the University of Tennessee School of Medicine at Memphis.

RELATIVE SUPPLY OF PHYSICIANS IN THE UNITED STATES

Since the biennial report of 1924–1926 more complete statistics from foreign countries showing the supply of physicians in proportion to population as compared with the United States has been obtained and is given in the accompanying table.

TABLE 6.—*Relative supply of physicians in the United States and abroad*

Country [1]	Physicians per 100,000 population	Physicians per 100 square miles	Relative position of countries [2]	Country [1]	Physicians per 100,000 population	Physicians per 100 square miles	Relative position of countries [2]
1. United States	126.59	4.94	19	22. Irish Free State	52.60	6.20	16
2. Austria	113.89	22.98	5	23. Portugal	39.97	6.79	15
3. Great Britain	111.35	52.85	1	24. Sweden	34.57	1.21	25
4. Iceland	85.00	.21	36	25. Brazil	33.76	.28	33
5. Switzerland	79.93	19.44	7	26. Poland	30.41	6.00	18
6. Spain	77.16	8.64	13	27. Bulgaria	29.54	4.06	21
7. Japan	76.85	17.60	8	28. Finland	24.71	.65	28
8. Cuba	75.81	6.11	17	29. Mexico	23.57	.43	31
9. Hungary	73.15	17.21	9	30. Costa Rica	20.89	.51	30
10. Estonia	71.78	4.35	20	31. Lithuania	20.61	.78	27
11. Italy	71.27	25.08	4	32. Chile	19.70	.23	35
12. Denmark	70.07	13.99	11	33. Venezuela	16.65	.12	39
13. Argentina	64.47	.56	29	34. Yugoslavia	13.41	1.83	24
14. Germany	64.43	22.15	6	35. Peru	12.63	.10	38
15. France	58.88	11.28	12	36. Honduras	12.27	.19	37
16. Czechoslovakia	58.51	14.67	10	37. Salvador	12.18	2.38	23
17. Greece	57.97	7.54	14	38. Guatemala	8.78	.36	32
18. Norway	56.88	1.20	26	39. Bolivia	6.57	.04	40
19. Netherlands	30.95	30.95	3	40. Siam	5.08	.24	34
20. Latvia	54.90	4.05	22	41. Persia	2.50	.04	41
21. Belgium	53.76	35.73	2				

[1] The countries are arranged in the order of the number of physicians in ratio to the population.
[2] The numbers in column 3 show the relative position of the countries of column 1 were they arranged in the order of the number of physicians per 100 square miles.

Note that although the United States has a greater percentage of physicians to population than any other country, it has a smaller number to each 100 square miles than 18 other countries, but a larger number than 22 other countries.

SUPPLY OF PHYSICIANS IN THE VARIOUS STATES

In Table 7 is given the supply of physicians in each State in proportion to each 10,000 people, as well as the number for each 100 square miles. District of Columbia, comprising the city of Washington, leads in both.

TABLE 7.—*Supply of physicians in the United States shown by States*

State	Population (estimate)	Area, square miles	Number of physicians	Physicians per 10,000 population	Physicians per 100 square miles
1. District of Columbia	540,000	62	1,848	34.22	2,980.64
2. California	4,433,000	155,652	8,854	19.97	5.69
3. Colorado	1,074,000	103,658	1,805	16.81	1.74
4. Nevada	77,407	109,821	129	16.66	.12
5. New York	11,423,000	47,654	18,634	16.31	39.10
6. Missouri	3,510,000	68,727	5,713	16.28	8.31
7. Vermont	352,428	9,124	529	15.01	5.80
8. Maryland	1,597,000	9,941	2,387	14.95	24.01
9. Illinois	7,296,000	56,043	10,893	14.93	19.44
10. Massachusetts	4,242,000	8,039	6,242	14.72	77.65
11. Oregon	890,000	95,607	1,225	13.77	1.28
12. Iowa	2,425,000	55,586	3,302	13.62	5.94
13. Nebraska	1,396,000	76,808	1,846	13.22	2.40
14. Florida	1,363,000	54,861	1,787	13.11	3.26
15. Indiana	3,180,000	36,045	4,164	13.09	11.55
16. Maine	793,000	29,895	1,029	12.98	3.44
17. New Hampshire	455,000	9,031	584	12.83	6.47
18. Kansas	1,828,000	81,774	2,296	12.56	2.80
19. Ohio	6,710,000	40,740	8,287	12.35	20.34
20. Tennessee	2,485,000	41,687	3,016	12.14	7.24
21. Connecticut	1,636,000	4,820	1,966	12.02	40.79
22. Pennsylvania	9,730,000	44,832	11,405	11.72	25.44
23. Kentucky	2,538,000	40,181	2,971	11.71	7.39
24. Washington	1,562,000	66,836	1,807	11.57	4.49
25. Michigan	4,490,000	57,480	5,145	11.46	8.95
26. Texas	5,397,000	262,398	6,123	11.35	2.33
27. Minnesota	2,686,000	80,858	2,982	11.10	3.69
28. Rhode Island	704,000	1,067	779	11.07	73.01
29. Arkansas	1,923,000	52,525	2,103	10.94	4.00
30. Louisiana	1,934,000	45,409	2,039	10.55	4.49
31. Delaware	243,000	1,965	251	10.33	12.77
32. Oklahoma	2,384,000	69,414	2,458	10.31	3.54
33. West Virginia	1,696,000	24,022	1,747	10.30	7.27
34. New Jersey	3,749,000	7,514	3,755	10.02	49.98
35. Wisconsin	2,918,000	55,256	2,896	9.92	5.24
36. Utah	522,000	82,184	516	9.88	.63
37. Wyoming	241,000	97,548	238	9.87	.24
38. Virginia	2,546,000	40,262	2,506	9.84	6.22
39. Mississippi	1,790,618	46,362	1,680	9.38	3.62
40. Georgia	3,171,000	58,725	2,935	9.26	5.00
41. New Mexico	392,000	122,503	357	9.11	.29
42. Alabama	2,549,000	51,279	2,254	8.85	4.40
43. South Dakota	696,000	76,868	603	8.66	.78
44. Arizona	459,000	113,810	393	8.56	.35
45. North Carolina	2,897,000	48,740	2,328	8.04	4.89
46. North Dakota	641,192	70,183	497	7.75	.71
47. Idaho	543,000	83,354	401	7.39	.48
48. Montana	714,000	146,131	507	7.10	.34
49. South Carolina	1,845,000	30,495	1,309	7.09	4.29
Total United States	118,127,645	3,026,791	149,521	12.65	4.94

Although California is next in line, having 20 physicians for each 10,000 population, it has only 5.59 for each 100 square miles, as compared with 75.51 for each 100 square miles in Massachusetts, showing that in California the population is not nearly so dense as it is in Massachusetts.

MEDICAL SCHOOL FINANCES, 1926–27

Reports received from 63 of the 74 medical schools give a total income of $11,983,783 and a total expenditure of $11,308,800—an average income per school of $190,219 and an average expenditure of $179,505. The 63 colleges reporting had a total enrollment during 1926–27 of 16,042 students, who paid in fees a total of $4,057,304. The average amount paid by each student, therefore, was $254, as compared with the average expenditure of $704 for each student.

TABLE 8.—*Medical school finances, 1926–27*

Institution	Income					Expenditures					
	Total	Students' fees	Endowments	State or city	Other sources	Total	Full-time teachers	Part-time teachers	Wages	Maintenance	Other expenditures
1. Harvard University	$834,666	$160,366	$559,337	----------	$114,963	$675,943	$348,309	(1)	$84,410	$125,212	$118,012
2. Johns Hopkins University	[2] 697,933	82,928	528,390	----------	86,615	697,933	500,084	(1)	184,768	(3)	13,081
3. Cornell University	[2] 692,035	80,162	197,450	----------	414,423	692,035	183,327	$10,595	19,954	45,011	433,148
4. Rush Medical College	[4] 550,670	165,000	246,170	----------	139,500	550,670	281,500	(1)	90,000	(3)	179,170
5. Vanderbilt University	451,087	46,207	254,930	----------	149,950	311,872	125,905	2,000	16,615	40,863	126,489
6. University of Illinois	402,510	22,510	----------	$380,000	----------	380,000	93,400	77,000	77,020	132,580	----------
7. University of Pennsylvania	[4] 398,379	145,500	19,000	----------	233,879	398,379	215,116	(1)	67,975	66,288	49,000
8. Ohio State University	381,008	50,684	----------	283,359	46,965	381,008	51,381	84,758	33,377	109,210	102,282
9. Western Reserve University	370,839	68,357	209,946	----------	92,536	370,839	214,144	(1)	17,056	42,375	97,264
10. University of California	356,279	52,187	1,282	50,000	252,810	288,322	162,573	(1)	71,124	54,625	----------
11. University and Bellevue Hospital Medical College	315,500	218,000	43,000	----------	54,500	314,672	102,561	31,800	----------	57,752	122,559
12. University of Minnesota	292,361	[4] 41,610	----------	250,751	----------	292,361	(5)	(5)	247,811	44,550	----------
13. University of Oregon	290,479	42,725	119,254	----------	128,500	[4] 193,642	(5)	(5)	106,390	87,252	----------
14. University of Cincinnati	[2] 281,130	77,729	161,877	----------	41,524	281,130	201,624	(1)	10,800	10,887	57,819
15. Tulane University	257,099	105,739	67,635	----------	83,725	238,185	113,200	34,600	36,340	35,370	18,675
16. University of Wisconsin	[6] 256,925	22,300	----------	234,625	----------	256,925	(5)	(5)	207,125	12,000	37,800
17. University of Texas	[4] 232,795	30,000	----------	197,795	5,000	232,795	102,800	39,900	39,260	50,835	----------
18. St. Louis University	228,235	169,235	9,000	----------	50,000	225,709	114,455	24,300	29,269	23,099	34,586
19. Long Island College	215,159	210,487	----------	----------	4,672	184,402	66,000	25,840	22,356	55,076	15,130
20. Medical College of Virginia	197,484	120,608	----------	65,500	11,376	194,448	100,288	(1)	30,438	(7)	63,722
21. Jefferson Medical College	191,068	186,524	----------	----------	4,544	185,603	45,600	43,775	32,833	63,395	----------
22. University of Maryland	[4] 172,350	119,800	----------	50,150	2,400	172,350	40,520	32,350	27,480	----------	72,000
23. University of Colorado	164,533	27,500	----------	87,033	50,000	164,533	67,030	4,185	30,862	62,456	----------
24. University of Pittsburgh	170,000	77,500	2,000	83,000	7,500	170,000	118,300	(1)	3,750	44,950	3,000
25. Indiana University	166,821	55,581	5,575	15,000	90,665	166,821	49,820	16,595	25,386	54,465	20,555
26. Leland Stanford University	156,088	25,195	----------	----------	130,893	156,088	(5)	(5)	122,520	16,677	16,891
27. Marquette University	151,775	79,375	62,600	----------	9,800	151,775	42,950	10,400	40,572	14,196	43,657
28. Tufts Medical College	[2] 150,303	149,434	86	----------	783	125,489	52,414	(1)	2,072	13,003	58,000
29. New York Homeopathic Medical College	149,308	118,803	17,114	----------	13,391	138,848	54,200	6,836	14,280	29,288	34,244
30. University of Georgia	147,973	13,341	17,476	94,100	23,056	139,027	55,100	8,540	35,596	36,791	3,000
31. University of Buffalo	144,683	114,803	29,880	----------	----------	144,683	57,700	16,450	32,555	16,490	21,488
32. Loyola University	[2] 140,873	103,623	----------	----------	37,250	140,873	58,725	13,539	5,822	21,033	41,754
33. University of Nebraska	139,358	57,026	----------	82,332	----------	139,358	66,977	10,725	15,156	46,500	----------
34. Medical College of South Carolina	129,242	1,000	----------	128,242	----------	128,242	78,415	7,500	3,000	39,327	----------
35. College of Medical Evangelists	[2] 124,006	62,618	61,388	----------	----------	124,006	(3)	(5)	89,467	(3)	34,539
36. Emory University	120,969	42,067	17,612	----------	61,290	120,943	82,133	1,899	13,521	3,914	19,476
37. Meharry Medical College	116,113	41,089	38,995	----------	36,029	77,514	21,700	13,317	6,160	4,695	31,642
38. George Washington University Medical School	111,417	81,323	5,400	----------	24,694	98,392	61,280	7,125	3,908	7,620	18,459

39. University of Virginia	109,750	59,000		42,750	8,000	109,750	63,625	20,350	11,420	14,355	
40. Hahnemann Medical College	99,216	85,100	13,000		1,116	99,216	52,160	5,320	12,736		29,000
41. University of Oklahoma	95,545	8,633		86,912		[8] 95,545	67,412	10,000		18,133	
42. Boston University	95,350	63,500	14,100		17,750	95,350	30,100	17,850	21,300	26,100	
43. University of Tennessee	94,206	48,398		45,808		94,206	39,902	4,250	5,165	14,960	29,929
44. Georgetown University	92,102	77,917			14,185	68,118	24,067	24,645	5,578	5,957	7,871
45. University of Arkansas	91,145	23,345		67,800		91,145	47,000	12,000	14,472	13,673	4,000
46. Albany Medical College	[2] 86,896	30,077	41,444		15,375	85,008	45,180	2,100	7,782	3,016	26,930
47. Baylor University	[9] 80,238	77,544			2,694	76,959	55,924	(1)	21,035	(3)	
48. Woman's Medical College	77,606	26,503	21,749	25,030	4,324	77,606	29,419	18,400	11,150	854	17,782
49. Temple University	74,120	45,000		25,000	4,120	73,651	35,700	13,519	6,631	17,801	
50. Syracuse University	73,608	51,478	488	1,086	20,562	[8] 73,608	60,217	(1)	4,397	5,618	3,376
51. University of Missouri [12]	71,573	11,353		60,220		71,573	42,500	7,500	7,325	14,248	
52. Creighton Medical College	62,876	34,187			28,689	62,876	32,379	2,300	11,201	3,393	13,603
53. University of North Carolina [12]	61,361	15,000		46,361		61,361	40,000	(1)	2,500	18,861	
54. University of West Virginia [12]	57,150	15,575		41,575		[8] 57,150	42,900	650	3,000		10,600
55. Howard University	[4] 57,060	44,000	4,500	4,500	4,000	55,600	(3)	(3)	40,000	400	15,200
56. University of Alabama	55,684	19,633		25,000	11,031	55,684	25,427	617	4,656	10,535	14,449
57. Dartmouth Medical College [12]	[2] 40,240	10,650			29,590	40,240	29,325	(1)			10,915
58. University of Utah [12]	36,050	(10)		36,050		[8] 36,050	24,750	4,380	3,000		4,000
59. Chicago Medical School	30,665	28,265			2,400	30,250	12,468	1,318	6,034	2,512	7,918
60. University of Mississippi [12]	28,640	4,140		24,500		28,640	21,000	360	(11)	(11)	7,280
61. University of North Dakota [12]	[4] 21,950	2,750		19,200		21,950	16,670	400			4,880
62. University of South Dakota [12]	21,300	(10)		21,300		21,300	8,200	7,600	1,500	4,000	
63. Wake Forest College [12]	20,149	6,300	13,849			[8] 20,149	14,200	1,650	390		3,909
Total	11,983,873	4,057,304	2,784,527	2,574,973	2,567,069	11,308,800	4,790,056	679,158	2,098,300	1,642,201	2,099,085

[1] Total sum reported was for full-time and part-time teachers.
[2] Report of 1925–26.
[3] Maintenance included under wages.
[4] Estimates.
[5] Total sum reported for full-time and part-time teachers and wages.
[6] In these figures are included income and expenditures for university students not registered in medical school.
[7] Maintenance included under other expenditures.
[8] No charge is included for rent, water, lights, or janitor service and other general overhead that is provided by the general university budget.
[9] These financial data cover period from Sept. 1, 1926, to June 1, 1927, the fiscal year ending Aug. 31, 1927.
[10] Fees not available to medical school.
[11] No record kept separate from university account.
[12] Give only first 2 years of the medical course.

Note that of the total expenditures, $5,469,214, or 48 per cent, was expended for instruction, an average of $86,812.92 per college.

GRADUATE MEDICAL EDUCATION

Statistics regarding graduate medical education for 1927–28 published recently[2] showed that 3,472 students were enrolled during the year, of whom 2,336 were in the 41 approved graduate medical schools[3] and 1,136 were taking higher interneships—better known as residencies—in 272 approved hospitals.

Statistics for 1922 gave, altogether, 3,556 graduate students, of whom 2,915 were in 25 unsupervised postgraduate medical schools and polyclinics and 641 were residents in 285 unsupervised hospitals. The figures for 1927 did not include students who may have been enrolled in the few unapproved graduate medical schools, or to physicians who were residents in hospitals which had not been approved for residentships although, of the latter, a careful record is kept. Although the enrollment of graduate students in 1927 was smaller, nevertheless, it represents improved conditions since all reported were enrolled in institutions approved by the Council on Medical Education and Hospitals.

EXPERIMENTS IN MEDICAL TEACHING

During the past several years there has been a tendency on the part of certain schools to try new methods in medical teaching, some of which appear to be objectionable. For example, a few have overemphasized research in the undergraduate medical schools, and some have granted higher grades to the students undertaking certain assigned experimental work. Certain others have provided an extreme degree of elective work, and placed an unjustified degree of responsibility on the individual student, apparently without providing the essential supervision through consultants or advisory committees, such as are usually provided for graduate students. Institutions adopting such extreme methods should not overlook the first duty of a medical school—that of providing its students with a thorough grounding essential for every practitioner of the healing art. Another danger in some medical schools is the too early drift by the student into some narrow specialty and his failure to obtain the broad training which is fundamental to any specialty. Without this essential foundation the physician is not in position to make a satisfactory or dependable diagnosis from the general practice point of view.

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[2] Journal of the American Medical Association, 91 : 482, Aug. 18, 1928.

[3] A copy of this approved list will be sent, on request, by the American Medical Association, 535 North Dearborn Street, Chicago, Ill. Inclose 4 cents for postage.

HOSPITAL INTERNESHIP

The physician's undergraduate training should be such as will provide him with a thorough knowledge whereby he can intelligently examine any patient coming to him, make a reliable diagnosis of his trouble, and prescribe or apply reasonably efficient treatment. Such a training should include or be followed by a year's interneship in a general hospital, where he comes into contact with all varieties of diseases and can put his general knowledge into practice.

Experts in graduate medical education now agree that such an interneship, to round out the student's undergraduate medical education, should be completed before the young graduate enters on his preparation for any specialty.

SPECIALIZATION

The trend toward specialization in medicine has perhaps reached its highest degree of acceleration, due largely to the public idea regarding "specialists," and, probably, to the larger fees which the specialist is usually able to command. A more justifiable reason, however, is the physician's belief that he can render a better service in a special field and become more expert in both diagnosis and treatment. The increase of hospitals in both numbers and capacity during the past 15 years has added impetus to the trend toward specialism, because, in the organization of hospital staffs, they are commonly divided into departments representing the several specialties. To secure admission to a hospital staff, therefore, the physician is induced to limit his work to the specialty of the department to which he is assigned.

In the long run it is believed, however, that the physician who has acquired a good, comprehensive knowledge whereby he can accurately diagnose and provide fairly efficient skill for the great majority of ailments which come to him will prove to be of greater service to the public and more successful than the physician who limits his practice to a narrow specialty.

INVESTIGATION REGARDING MEDICAL EDUCATION

In 1925 a commission on medical education was appointed,[4] with funds donated from several agencies interested in the subject, to carry on a 5-year investigation of medical education. The commission has issued three annual reports, of which the third calls particular attention to: (*a*) The tendency to prolong unnecessarily the student's period of preliminary and professional education. Such

[4] Under the auspices of the Association of American Medical Colleges.

shortening of existing courses as may be possible and the saving of time by the use of overlong summer vacations is strongly urged. (*b*) The overcrowding of the curriculum with nonessential details; the overemphasis placed on laboratory procedures; and the unnecessary duplication of teaching through a failure to correlate laboratory work with clinical teaching; (*c*) the undue emphasis in medical teaching which is laid on the separate organs and systems which make up the human body rather than considering man as a complete living human being. This is resulting in a marked and dangerous trend toward specialization; (*d*) the need of more and better systematized instruction in preventive medicine; (*e*) the hindrances to medical education resulting from unwise legislation or rulings of boards or agencies which in effect assume prerogatives belonging to the medical schools; (*f*) the desirability of providing the student with more time to think and to use the library in reviewing current and reference literature; and (*g*) the advisability of more electives in the curriculum.

INVESTIGATION REGARDING THE COST OF MEDICAL CARE

An important investigation by a special committee on the cost of medical care was begun in 1928. The modern trend toward specialization and the public belief that the best treatment can be obtained only from "specialists" and hospitals, has necessarily added to the cost of medical care. It is well known that for the more intricate methods of treatment which have been developed in recent years the hospital has become increasingly important as a place where such treatment can be more efficiently and safely applied. For all cases where surgical procedures are required, as well as when serums, antitoxins, blood transfusions, and other modern methods are utilized, the hospital is the best place. The urgent problem, therefore, is to ascertain how the benefits of modern medical care can be brought within the reach, both physically and financially, of the greatest possible proportion of the people. This 5-year study, therefore, is of vital importance both to the public and to the future practice of medicine.

CHAPTER III

LEGAL EDUCATION

By Alfred Z. Reed
Staff Member of the Carnegie Foundation for the Advancement of Teaching

Contents.—Organization of the legal profession—Aims and methods of law schools—Bar admission requirements—Progress in law school requirements

In the last discussion of legal education that was published by the bureau, covering the period 1909–1925,[1] four different aspects of the topic were distinguished. These were, first, the organization of the legal profession considered as an influence in the formulation and enforcement of proper standards by the law schools and by the bar admission authorities; second, the divergent aims and methods of different groups or factions of law schools; third, the varying requirements established by the bar admission authorities of 48 States and of the District of Columbia; and, fourth—as a result of all the preceding and of still other factors—the extraordinary diversity among the schools as respects the value of their law degrees, when measured by the amount of time which students devote to their studies. It was shown that, while the standardizing activities of the medical profession were rapidly killing off substandard medical schools, similar efforts by the legal profession had no apparent effect in reducing the number of law schools and served merely to make these schools more and more unlike one another. It was suggested that it might some day be advisable to reconsider the present orthodox program of reform on the basis of experience and a broad view of the many educational and political factors involved. It is as important to recognize the points of essential dissimilarity as it is the points of resemblance between the problems of medical and of legal education.

In the present survey the developments of the past three years will be discussed in the same order as for the preceding period.

ORGANIZATION OF THE LEGAL PROFESSION

Voluntary and more or less selective associations of lawyers and law teachers clearly constitute the mechanism through which what

[1] Recent Progress in Legal Education, by Alfred Z. Reed. Biennial Survey of Education, 1922–1924, pp. 123–152. (U. S. Office of Education Bulletin, 1926, No. 3.)

is at present a rather hit-and-miss occupation is being slowly restored to the dignity of a genuine profession or group of professions. The precise manner in which these associations are to operate and to cooperate has still to be determined. For the moment, their very abundance breeds confusion. Local bar associations, State bar associations, and the American Bar Association exist side by side with numerous organizations dedicated to particular reform activities or to specialized branches of practice. Competing membership drives reduce the prestige of any one of these associations before the body of lawyers as a whole. Divergent policies impair their authority with the public at large. Lawyers and the community alike suffer from this excess of uncoordinated organization.

STATE AND LOCAL BAR ASSOCIATIONS

Efforts to improve the organization of lawyers have taken two broadly distinguishable forms: Attempts to bring existing bar associations into some sort of organic relationship with one another; and attempts to set up more inclusive organizations, with greater legal powers. The first method, commonly referred to as that of "affiliation," has proved signally successful in the case of the medical profession; and when it is combined, as it is there, with the representative principle, is clearly in harmony with the general spirit of our institutions. Much remains to be done in extending this movement, but, viewing the country as a whole, it shows a steady advance. Some 15 States have already been affected by it, in greater or less degree. The following types of organic connection may be distinguished:

I. *Membership connection only.*—(A) The State association continues to elect its own members, but restricts its choice, in general, to those who are already members of local associations (New Jersey, Maryland, West Virginia). (B) The entire membership of affiliated local associations may become members of the State association by paying its dues, which in such cases are sometimes reduced, especially if responsibility for collecting them is assumed by the local association (Washington, South Dakota, Wisconsin, Mississippi).

II. *Representative connection only.*—(A) Representatives of local associations participate in the meetings of the State association on the same terms as its regular members (Colorado). (B) One or more "conferences" or "federations" of local associations provide an opportunity for discussion and possible cooperation with the State association (New York, Ohio, Florida). (C) Combination of (A) and (B) (Illinois). (D) The body of delegates of the local associations is accorded a measure of real control over the activities of the State association (Pennsylvania).

III. *Both membership connection and representative connection.*—I (A) and II (D) (Minnesota). I (B) and II (A) (Oregon).

These different types of affiliation reflect the difficulty of adjusting the relative interests and rights, not only of the State association versus the local bodies, but also of large urban as against small county associations.

The second method of improving the organization of lawyers is through the device variously described as the self-governing, the inclusive, the incorporated, the official, or the statutory State bar. Action by the State legislature is needed to introduce this reform. As in the case of the first method, the movement antedates the 3-year period now immediately under review, but the event which has brought it to the fore as a topic of discussion throughout the country is the success achieved by its sponsors, in March, 1927, in the State of California. The five other States which—with much variation of detail—now possess an official, inclusive bar are North Dakota, (in rudimentary form), Idaho, Nevada, New Mexico, and Alabama.[2] The device has its origin in the incorporated law societies or self-perpetuating lawyers' guilds of Canada and Great Britain, and in its original form would have been a challenge to the well-established American principle that as a matter of policy, if not of constitutional law, the courts should exercise a certain amount of direct control over the admission of lawyers into practice. The legislation that has actually been enacted, however, has preserved this principle in one or more of several ways. If the court does not continue to appoint the examining board, or if it does not retain the power of excluding applicants recommended to it by this board, it at least is specifically authorized to disallow such rules or regulations with regard to these matters as the lawyers may adopt. At present, accordingly, the principal obstacle to the spread of this reform is the suspicion that it may imperil the standing and opportunities for usefulness of existing voluntary associations. Although it need not necessarily have this effect, it is significant that the movement has made no headway in the Eastern States, where the oldest bar associations are found. There is no inherent incompatibility between the establishment of closer contacts among existing voluntary associations and the creation, side by side with them, of an official organization comprising all lawyers practicing in the State, but as a practical matter it is difficult to push both reforms simultaneously.

NATIONAL ASSOCIATIONS

Turning now to the national organizations, the American Bar Association's subordinate section or Conference of Bar Association

[2] Add by legislation enacted in June, 1929, Oklahoma.

Delegates continues to function as a useful, even though anomalous, liaison with State and local bodies. For the most part, however, cooperation between the various organizations is fostered, not by organic affiliation, but by cumulative individual holdings of offices or memberships. Thus the American Law Institute, in addition to a limited list of elective members, includes, ex officio, not only higher judges but also the heads of bar associations, of law schools, members of the Association of American Law Schools, and of such special societies as the American Institute of Criminal Law and Criminology, the American Branch of the International Law Association, the American Society of International Law, the National Conference of Commissioners on Uniform State Laws, and the American Judicature Society. The same individual functions as secretary of the American Judicature Society and of the Conference of Bar Association Delegates; at a recent meeting of the Judicature Society, members of the Law Institute attended in large numbers and were addressed by representatives of both organizations and of the American Bar Association. The director of the American Law Institute became, in 1927, the chairman of the American Bar Association's Council on Legal Education and Admissions to the Bar. Finally, an outstanding development of the past three years was the appointment, by this council, of a salaried official, comparable with the professional secretary who has made the American Medical Association Council the power that it is. This professional "adviser," as he was termed—really inspector of law schools—during 1927–28 was the honorary secretary, and during 1928–29 the president of the Association of American Law Schools.

Although an engineering expert would doubtless observe that, as a device for securing greater operating efficiency, this interlocking of the many cogs in the machinery of professional supervision leaves much to be desired, it is at least better than to have each wheel spin independently on its own axis. Notably, the continuing labors of the American Law Institute have been a powerful influence in fostering mutual understanding and respect between the more scholarly law schools on the one side and judges and practitioners on the other. The two points of view of the academic theorist and of the hard-headed practitioner have constantly confronted one another in friendly discussion both by correspondence and on the floor. The initial attitude of many practitioners was that some of the scholarly specialists were in danger of restating the law in unusual language that would hardly be serviceable for actual use in the court room. The initial attitude of some of the scholars was that many practitioners were too ignorant of fundamentals to make their criticisms worth while. This difference in attitude is inevitable and beneficial. It has not disappeared, but it has been greatly tempered on the one

side by realization of the enormous amount of labor that the specialists have put into their work, and on the other side by the discovery that even the most careful closet production benefits to a greater extent than the producer might anticipate by the acute criticism of able minds. The law school men have shown the humility that is the mark of the genuine seeker after truth and have thus themselves earned the respect of practitioners and judges.

The intimate relations between the American Bar Association and the Association of American Law Schools have not worked out so happily. Within the first-named organization, there has been considerable criticism of the apparent abdication of its control over legal education in favor of an independent organization comprising only a minority of law schools. Representatives of institutions that have not been approved by either association constitute one element of discord; they are reinforced by reformers who are disappointed that the movement for higher standards that was launched in both associations in 1921 has not produced even greater results than it has, or who do not regard the associated program itself as in all respects ideal. Any constructive proposal is vulnerable, but dissatisfaction with the outcome of cooperative activities is no valid ground for demanding that cooperation cease. The American Bar Association and the Association of American Law Schools are certainly not to be blamed for trying to work in harmony. It would be a great misfortune if they were not. Nor could a better choice have been made for " adviser " of the council than one who had shown his competency for the task of inspecting law schools by practical experience as secretary of the Association of American Law Schools. The real weakness of the present machinery of cooperation has lain in the fact that the council has been controlled by schoolmen, rather than by practitioners. It has thus presented the appearance of being committed to a predetermined program, instead of having been won over on the basis of arguments in the committee room. There is abundant evidence, in State and local bar associations, that the superficially logical device of turning the committee on legal education over to law school men does not work out well. Such a committee should, of course, listen to law teachers, and listen in a somewhat humble frame of mind, with the respect due to experts in legal education. But if it is to plead its cause effectively before an association of practicing lawyers, and secure their sincere and enthusiastic support, it must itself represent the point of view of informed practitioners. The experience of the past three years has demonstrated that the same is true of the American Bar Association. Fortunately, this weakness is by way of being remedied. Recent additions to the council are all either bar examiners or practitioners who have no official connection with any law school.

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THE CARNEGIE FOUNDATION STUDY OF LEGAL EDUCATION

The Carnegie Foundation for the Advancement of Teaching must be mentioned in this connection, because, although it has no member of the legal profession on its staff, its work would be quite impossible without the cooperation of lawyers, especially law teachers and bar examiners. It represents the point of view of no group or faction of the legal profession, but rather of the public at large, with perhaps this distinction, that it is somewhat more sympathetic toward lawyers and their problems than laymen are apt to be. Its recent publications include a volume of 600 pages, *Present-Day Law Schools*, of interest to specialists in legal education.[3] In addition, the briefer pamphlet which, under various titles, it had published annually since 1913, has appeared, beginning 1927, under the caption *Annual Review of Legal Education.* The scope of this periodical has been gradually expanded. The issue for 1928, numbering 50 pages, included a 6-page summary of *Present-Day Law Schools*, a comparative digest of the bar admission requirements now in force in each of the 60 American States or Canadian Provinces, a discussion of the essentials of a sound bar admission system, a complete list of degree-conferring law schools in the United States and Canada, and other information of interest both to those who administer and to those who seek to improve our present system of legal education. The principal merit claimed for the Carnegie publications by those who are finally responsible for them is that their presentation of basic facts is not colored by desire to prove a point or to push a reform to the extent that almost necessarily occurs in discussions of professional problems by lawyers.

AIMS AND METHODS OF LAW SCHOOLS

In the survey for the period 1909–1925, it was pointed out that the originally acrimonious controversy between the partisans and the opponents of the case method was tending to give way to agreement that the conditions under which law is taught determine the method that can be profitably used. Schools where conditions are appropriate for the case method are coming more and more to utilize it, while other schools, which do not and should not use it, are ceasing to pretend that they do. Even its loyal adherents are coming to

[3] Published as Bulletin No. 21, 1928. Three other bulletins (extended discussions) of legal education and cognate matters have been published by the Carnegie Foundation: No. 8, The common law and the case method in American university law schools, by Josef Redlich, 1914; No. 13, Justice and the poor, by Reginald Heber Smith, 1919, 3d edition, 1924; No. 15, Training for the public profession of the law, by Alfred Z. Reed, 1921. Copies of all publications of the foundation not out of print may be had without charge upon application to its office, 522 Fifth Avenue, New York City.

realize that it does not contain within itself all the elements needed to give students adequate preparation for the practice of the law. Finally, the establishment of the American Law Institute is evidence of a different kind of service that the faculties of case-method law schools are peculiarly qualified to render, namely, legal research having as its immediate objective not the training of students but scholarly production.

THE CASE METHOD AND SCHOLARLY RESEARCH

During the past three years, these general tendencies have been accentuated. The extent to which the once-derided innovation of the Harvard Law School has established itself as orthodox appears from the following figures. Of 60 law schools, situated in continental United States, that were members of the Association of American Law Schools at the beginning of the academic year 1928–29, 47 (78 per cent) were certainly genuine case-method schools. An additional 6 claimed in their catalogues to be using this method, although the composition of their faculties suggests that they may depart from it to a greater extent than they are themselves aware. In all but 1 of the remaining 7 schools, at least a minority of the faculty had been trained in this method. Out of the entire group of 60 schools, only 2 explicitly claimed in their printed announcements to be using, as the basis of their system of instruction, something other than the case method.

These case-method schools are those that have been mobilized, through the machinery of the Association of American Law Schools and of the American Law Institute, for the purpose of restating our at present chaotic common law, in such form as will make this law easier both to practice and to teach.[4]

On the other hand, in addition to the schools, usually of the part-time and mixed type, where conditions are not favorable, an increasing number of Harvard's followers are beginning to differentiate themselves by adding something to the original formula. Under the stimulus provided by the American Law Institute, there is also occasionally observable a tendency to elevate research from a subordinate, even though highly important, activity of the faculty, to the main purpose for which the school exists. From this point of view, law schools may now be roughly divided into four groups. Precision of figures is impossible when the ideas of the faculties are

[4] This is the principal immediate objective of the institute. Under its broad stated aims "to promote the classification and simplification of the law and its better adaptation to social needs, to secure the better administration of justice, and to encourage and carry on scholarly and scientific work," a draft code of criminal procedure is also being prepared.

still not fully crystallized, but their underlying attitudes toward legal education are beginning to assume shape somewhat as follows:

SCHOOLS CONCERNED ONLY WITH TRAINING PRACTITIONERS

First are the schools—most of those that hold sessions in the evening or late afternoon, and a few full-time schools as well—that do not pretend to be doing anything more than to prepare students to practice law. In their aims, and on the whole, also—though less obviously—in their methods, these stand nearest to the early law office from which all American law schools are descended.

RESEARCH SUBORDINATED TO TRAINING OF PRACTITIONERS

Second comes the important group of full-time schools that have followed the leadership of Harvard in regarding legal research and scholarly production as an important, and yet still a subordinate, function of the American law school. Cultivation of the science of law is to proceed *pari passu* with preparation for its practice, not only because scholarly research leads to results of value to the profession and to the community, but also because scholarly researchers are desirable agents to carry out what is still the main purpose of the school, namely, to train future practitioners. No American law school has so proud a record as Harvard, either in scholarly production or in the preparation of law teachers who have carried its gospel into other universities,[5] yet Harvard in its current announcement [6] unequivocally proclaims itself as, above all things, a professional school:

> The school seeks as its primary purpose to prepare for the practice of the legal profession wherever the common law prevails. It seeks to train lawyers

[5] In 1928 the 60 law schools, members of the Association of American Law Schools, situated in continental United States, contained 681 teachers, of which 166, or nearly one-fourth, had received their professional training, in whole or in part, at the Harvard Law School. The number of law faculties, other than its own, which included at least one Harvard-trained man was 50, as against a corresponding figure of 34 for its nearest competitor, the law school of the University of Chicago (originally organized under Harvard auspices), 27 for Columbia, 24 for the University of Michigan, and 23 for Yale (all of which have adopted the Harvard case method). The total number of teachers thus sent out into other law schools by Harvard, and still in service, was 139, a number nearly as large as the combined figures for Chicago (56), Yale (46), and Columbia (43). Michigan had trained 30 such teachers.

The total number of law faculties containing at least two members trained at the Harvard Law School was 40, or more than the combined figures for Chicago (14), Yale (10), Columbia (10), and Michigan (5). The total number of law faculties containing at least three members trained at Harvard was 26, as against corresponding figures of 7 for Yale, 5 for Chicago, 4 for Columbia, and 1 each for Michigan, George Washington, Georgetown, and Catholic University of America—the number teaching in the school of origin being in all cases excluded. Of 60 deans, 13 had received their professional training wholly and 5 partly at Harvard, 7 wholly and 1 partly at Columbia, 4 wholly and 3 partly at Yale, 2 wholly and 2 partly at Chicago and at Michigan; no other single school trained more than 2 deans, in whole or in part.

[6] March, 1928, p. 7.

in the spirit of the common legal heritage of English-speaking peoples. Along with and inseparably connected with this purpose are two others, namely, the training of teachers of law, and the investigation of the problems of legal adjustment of human relations and how to meet them effectively.

With possibly some difference in phrasing, this may be taken to represent the ideals of many other law schools.[7]

Not all of these schools have followed Harvard blindly. Under the original formula certain acquisitions or accomplishments, that are undeniably of the greatest value to the future practitioner, are regarded as none the less outside the proper province of the law school itself. Such are, for instance, familiarity with the leading cases and the principal legal rules in all the important divisions of the general or common law; knowledge of peculiarities of the supplementary local law in force in the particular jurisdictions where the individual student intends to practice; and practical expertness of the sort that can be gained only from experience in meeting actual clients. If, even at Harvard, many students go far in such matters, this is because they are stimulated to take advantage of their incidental opportunities; as regards formal requirements for the degree, this kind of training is largely ignored in favor of "provision only for those things which a law school can do best," namely, "to direct study to the authoritative materials, so that the student may learn to use them with the traditional technique of the common-law lawyer and in view of the received ideals of the law."[8] Some law schools take the position that, without sacrificing this as the main end of a professional law curriculum, it still is possible to render certain incidental services to the student more systematically than Harvard thinks worth while. Thus, they may prescribe for their student body a greater number of the standard titles into which the common law is divided. Or, especially when the bulk of their students intend to practice in a single jurisdiction, they may pay greater attention to local decisions and statutes, both in substantive law and in procedure. Or, finally, following the analogy of the medical clinic and hospital interneship, they may require the student to participate in the work of a legal-aid society. These divergencies from the origi-

[7] Compare, for instance, the statements of the University of Michigan: "While the primary function of law schools is to train men to practice law, nevertheless, in order that there may be opportunity for the training of law teachers, scholars, and writers, the time has undoubtedly come when instruction of an advanced nature should be offered in some of the university law schools" (Announcement, 1928, p. 10); and of the University of Chicago: "The course of study offered, requiring three academic years for completion, is not local in its scope, but constitutes a thorough preparation for the practice of law in any English-speaking jurisdiction. * * * Graduates * * * who give promise of ability to make a creditable contribution to legal scholarship, will * * * be admitted as candidates for the degree of J. S. D." (Announcement, 1928, pp. 2, 6.)

[8] Report of the dean of the law school in Reports of the President and the Treasurer of Harvard College, 1927–28, pp. 200, 203.

nal model, however, are slight. The disagreement is merely as to whether or not these innovations are calculated to make the school a better training ground for future practitioners. The great bulk of the faculties that make up the Association of American Law Schools have this in view as their primary aim, even while their members are cooperating in the work of the American Law Institute, or in other forms of scholarly activity.

RESEARCH AND PROFESSIONAL TRAINING AS JOINT OBJECTIVES

The overwhelming majority of the law schools in the United States belong to one or the other of the two preceding types: Those that are not pretending to do more than train practitioners of that curious jumble which in this country constitutes the law; and those which, either as schools, or through individual members of their faculties, are doing something—in some instances are doing a great deal—to make our law better than it now is, but—largely for this very reason—still regard the training of practitioners as their primary objective. They can train these practitioners the better for being themselves interested in the improvement of the law; they are the more likely to succeed in their projected law reform for the reason that they send out into practice graduates imbued with their own ideals. The increased respect which is accorded to law school men by practitioners and judges, and makes possible their cooperation in such activities as that of the American Law Institute, is largely attributable to the fact that the ranks of practitioners and of future judges have been recruited in increasing measure from the graduates of these institutions.

What, however, is to be done for the future preparation of these same professional law teachers, this special group of lawyers who combine the two functions of training others for practice and prosecuting research themselves? How are the existing scholarly law faculties to secure their own successors? In the answers given by different law schools to this question, there is a distinction that is perhaps more one of degree than of kind, but that is much more important than the relatively trivial departures from the Harvard formula which we have thus far noted. Harvard, the University of Michigan, Columbia, and Yale are among the law schools that list separately a group of subjects that are primarily useful for future teachers and research workers. At all four of these institutions this work qualifies for higher or postgraduate degrees. But whereas at Harvard and at Michigan candidates for the lower degree, conferred in the regular 3-year practitioners' curriculum, can take little, if any, of this work, even by special permission, at Columbia all of these "graduate courses" are open to a restricted number of spe-

cially qualified second-year and third-year students, by permission of the dean and of the instructor in charge; and at Yale these "honors and graduate courses" are announced as "open to all students in the third year and to a limited number of students of high standing in the second year."

The opening of systematic studies of this sort to candidates for the regular practitioners' degree is more significant than the fact that what Harvard terms "investigation of the problems of legal adjustment of human relations and how to meet them effectively" Columbia describes as "an understanding of the economic, social, and political problems with which the law deals,"[9] and Yale as "shaping the law to meet the demands of a changing society."[10] It means that at these two latter schools the regular law degree no longer stands unreservedly for strict training in the principles of the common law; that time may be taken from these for additional studies which, under the Harvard formula, should come either before or after the regular practitioners' course—before, if they are of value to all lawyers, and after, if they are of value chiefly to teachers. It means that it is more than a coincidence that neither Columbia nor Yale proclaims, as do Harvard and Michigan, that the training of practitioners is the primary purpose or function of the school.[11] We have here at least the origins of a third type of law school—one in which research in law, although still conducted in conjunction with a professional law school, gives the impression, whether intended or not, of being the activity in which the faculty is principally interested.

RESEARCH DIVORCED FROM TRAINING OF PRACTITIONERS

Finally, an "Institute for the Study of Law," recently established at Johns Hopkins University, represents the opposite pole from the first group of law schools described above—those that have no aspirations to enter the field of scholarly research, but are content solely to prepare future lawyers for practice. Its faculty are frankly interested in law not as an art or a profession to be practiced by themselves or by their students, but as one of the social sciences—something to be studied and made better by themselves and by those

[9] Announcement, June, 1928, p. 7.

[10] Address of the retiring dean before the New Jersey Bar Association, June 8, 1929.

[11] Columbia's aim is stated to be "not only to fit its students as completely as possible for the actual practice of law and the conduct of public affairs but also, by the encouragement of scholarship and research, to lay a substantial foundation for legal authorship, and furnish preliminary training for the profession of the law teacher." (Announcement, 1928, p. 6.) Yale states that "It is the aim of the school to give all students in the regular professional curriculum preparation for the practice of law in any State, and also, by the encouragement of scholarship and research, to lay a foundation for the profession of law teaching and for legal authorship." (Announcement, 1928, p. 13.)

whom they train up to pursue similar activities and to inculcate similar ideals, both in their own institution and in other law schools or research associations. Although in a broad sense a law school, it does not propose to maintain an orthodox course for the training of practitioners. While the second and the third types of institution, despite their varying emphasis, agree that a "gain, both to research and to professional training, [results] from conducting research in law in conjunction with a professional law school," [12] the promoters of the Johns Hopkins Institute believe that this connection tends to perpetuate the present unfortunate division in the American university scheme between professional law schools, professional schools of business, and college departments of social sciences.

BAR ADMISSION REQUIREMENTS

The immediate purpose of the campaign, already referred to, that has been recently prosecuted under the joint auspices of the American Bar Association and of the Association of American Law Schools, was to strengthen requirements for admission to the bar. In 1921 the practitioners' organization adopted, and the schoolmen indorsed, a platform which may be summarized as follows:

PROGRAM OF REFORM

1. Admission to the bar should be restricted to graduates of law schools; and, further, of law schools possessing the following characteristics: (*a*) The law school itself should admit only those who have studied at least two years in a college. (*b*) The course of professional studies pursued by students who devote to it substantially their full time should cover three years. Other students must continue their studies as much longer as is requisite in order to produce an equivalent number of working hours. (*c*) Law schools must have adequate library facilities. (*d*) They must have a sufficient number of teachers who are giving their entire time to the school.

2. The qualifications of these law school graduates must be tested by official bar examinations.

It became the responsibility of the newly established Council on Legal Education to interpret these purposely general principles. This task has been continued during the past three years. Only one change has been made, however, by the American Bar Association itself. In 1922, at a special conference on legal education held in Washington, D. C., under the auspices of the Conference of Bar Association Delegates, the original resolutions had been indorsed with certain qualifying explanations. These were that equivalents might

[12] Report of the dean of the Columbia School of Law, for 1928, p. 19.

properly be accepted for two years of study actually pursued in a college; and that law schools should not be operated as commercial enterprises. In September, 1927, the American Bar Association adopted the first of these suggestions, in the form of a resolution calling for prelegal examinations to be conducted by State universities or boards of bar examiners, for applicants obliged to make up their preliminary qualifications outside of accredited institutions of learning. The second recommendation, stigmatizing commercialism in legal education, was immediately adopted by the Association of American Law Schools, but not by the American Bar Association. Some question has arisen as to the adequacy of its phrasing in its original form.[13]

PROGRESS TOWARD REQUIREMENT OF GRADUATION FROM A LAW SCHOOL

The first recommendation—that the applicant must have graduated from a law school—has not been followed by any State, though West Virginia has approximated it by requiring three years of study in a law school. Recently one other State has come to require at least two years of law school study[14] and two other States require one year.[15] In the main, however, the States have refused to abolish the traditional method of admission to legal practice, on the basis of office study alone. Several have made it more difficult to qualify for the bar examination by this route; between 1925 and 1928 the number of jurisdictions that require 4 years of law study, under such conditions, as against the 3 years that suffice in the case of a full-time law school, rose from 5 to 6.[16]

In the face of this repudiation of the first and most fundamental recommendation of the American Bar Association, the prescribed set of law school standards could influence the development of bar admission rules only in two ways. In the first place, whatever part law schools play in the admission system, the bar admission authorities might be persuaded to recognize only schools that comply with these standards; and, in the second place, such of these standards as are applicable might be transferred from the law school to the applicant's course of law study, wherever pursued.

ACCEPTANCE OF AMERICAN BAR ASSOCIATION STANDARDS FOR LAW SCHOOLS

Under the first head, up to the beginning of the year 1928–29, only two States had accepted the entire group of law-school standards.[17]

[13] Since this was written, the recommendation was adopted by the American Bar Association, at its meeting in Memphis, October, 1929.

[14] Colorado.

[15] Kentucky, Wyoming.

[16] To Illinois, Michigan, Minnesota, Ohio, and Washington, add Wisconsin.

[17] Wisconsin and Wyoming recognize only law schools approved by the Council on Legal Education. On Jan. 12, 1929, Connecticut adopted the same rule for applicants beginning their law studies after this date.

Another has accepted standards (*b*), (*c*), and (*d*).[18] Finally, standard (*b*) by itself, or something similar, has been accepted by an increasing number of jurisdictions. The council has ruled that a part-time course of 4 years of at least 40 weeks each shall be regarded as the quantitative equivalent of a full-time course of 3 years of at least 30 weeks each. The number of States that, without accepting the other standards, at least require an evening or part-time course to cover 4 years as against the period of 3 years deemed sufficient in the case of a day or full-time course, increased from 9 in 1925 to 10 in 1928.[19]

APPLICATION OF STANDARDS TO LAW STUDY IN GENERAL

Under the second head, the law school standard that is most readily applicable to the course of law study, wherever pursued, is standard (*a*), calling for preliminary education equivalent to two college years. The number of jurisdictions that, presently or prospectively, announce this requirement grew from two in 1925 to five in 1928.[20] The number requiring 2 years of college, or their equivalent, prior to the bar examination, but not necessarily prior to the beginning of the period of law study, increased from 2 to 3.[21] The number (including the above) that require at least a 4-year high-school course or its equivalent increased as follows: Preliminary, 14 to 15; nonpreliminary, 13 to 15.[22]

Standard (*b*) has had even less influence here; the number of jurisdictions that require law study during at least three years has remained unchanged at 31.[23] The important changes that have recently occurred with respect to the period of law study have to do with a matter as to which the American Bar Association made no recommendation, namely, insistence, even in the case of law-school graduates, upon supplementary office work. Pennsylvania has recently joined New Jersey and Rhode Island in requiring an office clerkship to be served at least during law-school vacations. New York has long had a rule under which all applicants, other than college graduates, are obliged to serve a continuous year of clerkship

[18] West Virginia.

[19] To California, Connecticut, Idaho, Kansas, Maine, Massachusetts, Minnesota, Ohio, and Washington, add Pennsylvania. By legislation, however, effective Aug. 14, 1929, California has abolished this requirement.

[20] To Kansas and Illinois, add Ohio, Colorado, and (not fully effective until October 15, 1929) New York. Subsequently, the requirement has been adopted by Minnesota (fully effective Mar. 1, 1931), and, subject to exceptions in favor of a limited number of special students in local law schools, by Michigan (effective Mar. 1, 1930).

[21] To West Virginia (erroneously classified in the preceding survey as a "preliminary" jurisdiction) and Montana, add Wisconsin. So also, since the above was written, by a requirement fully effective in 1933, Idaho.

[22] South Carolina, formerly nonpreliminary, became preliminary. District of Columbia, Kentucky, and Maine were added to the nonpreliminary group.

[23] Since the above was written, Oklahoma has advanced to this level.

subsequent to the regular 3-year course of study, either in office or in school, that leads to the bar examination; after July 1, 1929, even college graduates must serve such a clerkship for six months.

RESPONSE TO CONDEMNATION OF DIPLOMA PRIVILEGE

Since 1925 there has been no change in the number of jurisdictions (13) in which, under the so-called "diploma privilege," graduates of certain law schools are admitted to the bar without examination as to their educational qualifications. In Florida and in Oklahoma [24] the privilege has been extended to schools that have recently been opened, or have recently acquired power to confer degrees, and in Texas to all law schools recognized by the Council on Legal Education. In addition to these States, Indiana continues to be handicapped by its well-known constitutional provision, under which it is possible to develop only optional bar examinations in certain counties.

The foregoing sketch shows that while there has recently been undoubted improvement in bar admission requirements throughout the country, in the general direction blazed by the American Bar Association, this progress has been slow. The following table shows how seldom are lawyers now obliged to possess certain qualifications that are commonly insisted upon in the case of physicians and surgeons, and how few changes have occurred in this respect during the past three years. The enumeration of bar admission requirements includes all that had actually been adopted in the autumn of the years in question, whether or not they were yet in force.

TABLE 1.—*Comparison between bar admission and medical licensing requirements in 48 States and the District of Columbia, 1925 and 1928*

Number of jurisdictions requiring—	Medicine		Law	
	1925	1928	1925	1928
Graduation from a professional school	48	48		
At least 3 years of study in a professional school	48	48	1	1
At least 2 years of preliminary college education	38	38	2	5
At least a preliminary high-school education	44	47	14	15
At least 5 years of professional training	11	12		
More than 3 years of professional training	49	49	1	1
At least 3 years of professional training	49	49	31	31
Examination of all applicants by public authority	49	49	35	35

PROGRESS IN LAW SCHOOL REQUIREMENTS

Much greater changes have been effected in the law schools. An increase in the bar admission requirements of any State affects every school that aspires to prepare for practice there—not merely those

[24] Since the above was written, the privilege has been abolished in Oklahoma.

that are physically located within its boundaries. This influence has been supplemented by a nation-wide incentive to secure approval by the Council on Legal Education and admission to the Association of American Law Schools. Pressure of this latter sort has been particularly strong in the case of law schools that are connected with a college or university, because it is here reinforced by the respect which regional associations or other standardizing organizations naturally pay to professional standards promulgated by representatives of the professions themselves. That aspect of the general development which most readily lends itself to tabular presentation—namely, the amount of time needed to secure the degree—is set forth in Tables 2 and 3, which compare medical schools with law schools.[25]

FULL-TIME SCHOOLS OF LAW AND MEDICINE

Study of these tables reveals certain resemblances, but also certain dissimilarities, in the extension of medical and of law courses. Table 2 shows that, in 1909–10, 112 full-time medical schools and 50 full-time law schools did not require for admission any work in a college of liberal arts and sciences; each figure represented approximately 80 per cent of the total number of full-time institutions. In each profession there were a few schools that required a single year of college for admission and a few more that required at least two college years. To-day only six full-time schools of medicine and only three of law fail to require college work. No full-time school either of medicine or of law now requires only one college year; the number that demand two college years or more has increased as follows: In medicine, from 16 in 1909–10 to 74 in 1925–26, and to 75 in 1928–29; in law, from 8 in 1909–10 to 65 in 1925–26, and to 75 in 1928–29, the same figure as for full-time medical schools. To this extent recent developments in legal education compare closely, and even favorably, with the progress that has been achieved in medical education.

In addition to entrance requirements, however, two other elements must be considered in computing the total amount of time that is represented by the professional degree. These are the duration of the professional course, measured in academic years, and the amount of time that the student devotes to his studies during this period. In both of these respects there has been a marked difference between the two professions. In medicine the professional course had long been standardized at 4 years, so that the prefixing of 2 years of college work makes a total of 6 years after the high school; 20 schools have come to require either additional college work, or a

[25] For the figures relating to medical education which are used in this paper the writer is indebted to Dr. N. P. Colwell, secretary of the Council on Medical Education.

year of hospital interneship, making a total of 7 years; and 3 schools have made both additions, with the result that their students must spend the equivalent of 8 academic years in earning their degree. Quite otherwise is the situation in legal education. The traditional duration of the law-school course is 3 years, making a total, when added to a preliminary 2 years in college, of only 5 years after the high school. The current standards of the American Bar Association do not contemplate either any lengthening of the law-school course proper, or any addition of obligatory office work; nor, in spite of the now sadly congested law-school curriculum and frequent complaints as to the law-school graduate's lack of practical experience, has more than one full-time law school lengthened its residential requirements, and this by no more than a 10-week summer course. An extension of the preliminary college work beyond the required minimum of two years finds greater favor; but at the beginning of the academic year 1928–29 only 14 full-time law schools had already adopted this method of advancing beyond the 5-year level (which no less than 75 medical schools had passed), and only 4 more had announced their intention shortly to do so.

CONTRAST AS REGARDS TOTAL NUMBER OF SCHOOLS, ESPECIALLY OF THOSE OFFERING PART-TIME WORK

The third element that must be considered in computing the time value of a degree—namely, the amount of time that the student devotes to his studies while in the professional school—is intimately related to the change that has recently occurred in the total number of schools. Here there is an even greater contrast between the medical and the legal professions. Table 2 shows that since 1909–10 the supply of full-time medical schools has diminished by 55 (a loss of more than 40 per cent), while the number of full-time law schools has increased by 14 (a gain of more than 20 per cent). Table 3, which covers schools that offer work intended for self-supporting students, either exclusively or in connection with full-time divisions, shows an even more striking discrepancy. In 1909–10 there were only 4 such medical schools, all of which subsequently either died or changed their classroom sessions to the regular working hours of the day. At this date, there were already, however, 60 part-time or "mixed" law schools, and the number has increased since then by 35 (a gain of 58 per cent). If the figures in the two tables be added, it will be found that the total number of medical schools, either full-time or part-time, has shrunk from 140 to 81, while the total number of law schools has increased from 124 to 173.

The reason for the diametrically opposite trends in the two professions lies in the nature of their activities. Medical science in-

volves laboratory work of a sort that can not conveniently be prosecuted in the evening, and there is relatively little reason why "poor boys" (other than those exceptional individuals who can surmount all obstacles) should become physicians. Hence institutions that schedule their classroom instruction during evening hours, in the special interest of self-supporting students, never became a real complication in medical education. The low-grade medical schools were for the most part already of the full-time type. Progress has naturally taken the form of improving some of these, of abolishing the rest, and of either transforming into full-time schools or abolishing the few anomalous part-time institutions. Legal education, however, as currently conceived, involves nothing that can not be taught during the evening, and social and political considerations make it imperative that the diverse economic strata of our population shall be not unequally represented in the governing class of lawyers. Hence for many years evening or part-time law schools or divisions have abounded, and because of their very abundance had come to include, in 1909–10, the greater number of irremediably low-grade institutions. The full-time law schools of that date were in many cases very primitive, and sadly in need of improvement, but as a group they did not call for the drastic weeding that was required in the case of full-time medical schools. The group of part-time law schools contained a much larger number that should have been, if not uprooted, at least radically transformed. The reason why this has not occurred is the inadequacy of the remedy proposed by the supervising agencies—the attempt to offset the smaller amount of time that self-supporting students can devote to their studies while in the school by making them stay in the school longer.

RESULTS OF THE CURRENT POLICY WITH RESPECT TO PART-TIME EDUCATION

Undeniably the attempted application of this remedy has greatly improved part-time law schools. The comparative classification of quantitative requirements that is presented in Table 3 reveals this at a glance, and may be further summarized as follows:

In 1909–10, 53 out of 60 part-time law schools or divisions of "mixed" law schools, or a trifle over seven-eighths, required for the degree 3 years after the high school, or less.

In 1925–26, 67 out of 92, or nearly three-quarters, required 4 years or more.

In 1928–29, 79 out of 95, or 83 per cent, required as long a period as this, and no less than 51 schools, or well over half the total, required at least 5 academic years.

If the time element has any bearing upon the value of the degree, this general lengthening of the part-time law course must be counted as clear gain.

On the other hand, the present standards of the Council on Legal Education call for at least 2 college years, or their equivalent, followed by at least 4 years of professional work, or a total, after the high school, of not less than 6 academic years. The same table shows that only 28 part-time or "mixed" institutions, or less than 30 per cent of the total, even pretend to fulfill this requirement. These 28 schools reported, for 1927–1928, 6,232 students, or less than one-fifth of the total of 32,517 enrolled in such institutions, shown by Table 4. As late as December 31, 1928, none of the 74 exclusively part-time schools, and only 6 of the 21 "mixed" schools, with a total enrollment of fewer than 2,400, had been approved by the Council on Legal Education as complying with the full set of standards. These figures compare with 60 full-time law schools (77 per cent) and 72 full-time medical schools (90 per cent) that have been fully approved by their respective councils.

With sustained effort on the part of the American Bar Association and its council, a much better showing will soon doubtless be made; and this development is salutary, so far as it goes. The requirements of part-time law schools, both for admission and for graduation, were in 1909–10 entirely too low; it is well that there should be a gradual increase in both respects. But there is not the slightest prospect that the continuance of this movement will establish evening or late afternoon law schools on a parity with good full-time schools. Instead, the tendency of the movement is to relegate to a definitely lower educational plane these politically indispensable institutions.

The chain of reasoning by which the present policy of the American Bar Association toward evening or part-time law schools could be supported would run as follows:[26]

First, so long as students devote to their studies approximately the same total of working hours, it makes no difference how long or how short is the course of instruction leading to the degree, or how much or how little is demanded of students during any particular week or year. The handicap under which self-supporting students labor, of being able to devote to their law studies only a relatively small number of hours during any one week or year, can be overcome by the simple device of increasing the number of weeks or years.

[26] The council of the section of legal education and admissions to the bar of the American Bar Association, to whom proofs of this chapter were communicated, passed a motion, at their meeting of Jan. 4, 1930, expressing "disapproval of the expressions therein contained so far as they relate to the actions and positions of the section of legal education of the American Bar Association."

Second, it is assumed to be practicable to lengthen the course of study pursued by self-supporting students sufficiently to produce the quantitative equivalence desired. The total number of working hours that such students devote to their studies can by this means actually be made to equal those that a good full-time student devotes to his studies during not less than five academic years after the high school.

Third, an extension of the present standardized 3-year full-time law course to four years, or a little more, for part-time students, with uniform entrance requirements, is deemed sufficient to produce the desired result.

This chain of reasoning is weak in every link, and in its practical application can have no other effect than to confirm the present reputation of evening law schools as inherently second rate. However greatly they or other part-time law schools may be improved by this policy, they are placed in a position of permanent inferiority to good full-time institutions. Condemned to aspire to a standard that in the nature of things they can never reach, they are then appraised on the basis of their assured shortcomings. Indeed, it is doubtful whether this method of attack will even lessen the gap that to-day exists between the education provided by the best full-time and by the best part-time law schools. For the leading full-time schools themselves stand in need of improvement, and notably, if they can not abandon part of their burden to other institutions, may be obliged to lengthen their own law course. One of the considerations which makes them unwilling thus to relieve the present congestion of their curriculum is that any such step would tend to divert students into night law schools. Thus each type of school hurts the other.

The tacit assumption, which underlies the whole contemporary movement to raise the standards of legal education and injures the interests and the reputation of all law schools, of all law school students, and of the entire profession into which they feed, is that an organization of the legal profession which was appropriate to a pioneer agricultural community should be carried over unchanged into our present highly specialized commercial age. The notion persists that the vast responsibilities of legal practice, in our present complex civilization and under our present confused system of law, can still be adequately discharged by general practitioners, possessing uniform privileges and admitted to practice after passing uniform tests. A natural outgrowth of this traditional attitude is the setting up of a uniform set of standardized requirements to which all law schools are expected to conform. An inevitable consequence is the classification of law schools on the lines of better

or worse, rather than of the functions for which they and their graduates might be specially qualified.

TABLE 2.—*Full-time medical schools and full-time law schools, classified according to the minimum time required, after completion of a high-school course, to secure the degree*

Academic years required	Medical schools			Law schools		
	1909–10	1925–26	1928–29	1909–10	1925–26	1928–29
8 years:						
3 or more years in college, followed by 4 years in medical school, followed by 1 year in hospital	-------	3	3	-------	-------	-------
7 years:						
2 years in college, followed by 4 years in medical school, followed by 1 year in hospital	-------	9	8	-------	-------	-------
3 or more years in college, followed by 4 years in medical school	4	11	12	-------	-------	-------
6 years:						
2 years in college, followed by 4 years in medical school	12	51	52	-------	-------	-------
3 or more years in college, followed by 3 years in law school	-------	-------	-------	5	11	14
5 years, or a little over 5 years:						
1 year in college, followed by 4 years in medical school	8	-------	-------	-------	-------	-------
2 years in college, followed by 3 years or (in one case) 3 years and 10 weeks in law school	-------	-------	-------	3	54	61
4 years:						
No college work, followed by 4 years in medical school	112	5	6	-------	-------	-------
1 year in college, followed by 3 years in law school	-------	-------	-------	4	5	-------
2 years in college, followed by 2 years in law school	-------	-------	-------	2	-------	-------
3 years	-------	-------	-------	31	5	2
2 years	-------	-------	-------	18	-------	-------
1 year	-------	-------	-------	1	1	1
Total	136	79	81	64	76	78

TABLE 3.—*Part-time medical schools and part-time law schools or divisions, classified according to the minimum time required, after completion of a high-school course, to secure the degree*

Academic years required	Medical schools			Law schools		
	1909–10	1925–26	1928–29	1909–10	1925–26	1928–29
8 years:						
3 years in college, followed by 5 years in professional school	-------	-------	-------	-------	-------	1
7 years:						
2 years in college, followed by 5 years in professional school	-------	-------	-------	-------	1	1
6 years:						
2 years in college, followed by 4 years in professional school	-------	-------	-------	-------	12	26
5 years:						
No college work, followed by 5 years in professional school	-------	-------	-------	-------	1	5
1 year in college, followed by 4 years in professional school	-------	-------	-------	2	1	5
2 years in college, followed by 3 years in professional school	-------	-------	-------	-------	3	13
4 or 4½ years:						
No college work, followed by 4 or (in 1 case) 4½ years in professional school	4	1	-------	5	37	24
1 year in college, followed by 3 years in professional school	-------	-------	-------	-------	12	4
3 years	-------	-------	-------	34	18	11
2 years	-------	-------	-------	18	7	5
1 year	-------	-------	-------	1	-------	-------
Total	4	1	-------	60	92	95

TABLE 4.—*Number of law schools, and attendance at law schools, classified as full-time, part-time, or mixed*

Schools	1909–10		1925–26		1928–29		1909–10		1925–26		1927–28	
	Number of schools	Per cent of total	Number of schools	Per cent of total	Number of schools	Per cent of total	Number of students	Per cent of total	Number of students	Per cent of total	Number of students	Per cent of total
Part-time only	49	39	75	45	74	43	6,036	31	16,818	38	17,253	35½
Mixed	11	9	17	10	21	12	3,444	18	12,365	28	15,284	31½
Total offering part-time work	60	48	92	55	95	55	9,480	49	29,183	66	32,537	67
Full-time only	64	52	76	45	78	45	10,018	51	15,157	34	16,068	33
Grand total	124	100	168	100	173	100	19,498	100	44,340	100	48,605	100

CHAPTER IV

SIGNIFICANT MOVEMENTS IN CITY SCHOOL SYSTEMS

By W. S. Deffenbaugh

Chief, City Schools Division, Office of Education

Contents.—Administration—Teachers—Length of school year—Curriculum and articulation—Experimental research—Individual instruction—Safety education—Visual instruction—The platoon school—The visiting teacher.

So extensive and so complex has the modern city school system become that it is impossible in a short chapter to discuss more than a few of the educational movements in the cities of the country, and these only briefly. In addition to day elementary and secondary schools, the activities of city school systems include night schools, continuation schools, special schools, health supervision, vocational schools, vocational guidance, etc. Reviews of some of these activities appear in other chapters of the Biennial Survey of Education. Separate chapters are also issued which discuss various phases of kindergarten, elementary, and secondary education in city school systems.

ADMINISTRATION

During the past two years comparatively little general or special legislation relating to city school administration has been enacted. The situation at present with respect to the methods of electing boards of education and with respect to their fiscal relation to other boards may be summarized as follows:

Thirty-eight boards of education in 55 cities of 100,000 or more population reporting are elected by the people; 11 are appointed by the mayor; 3 by the city council or commission; 3 by the courts. One hundred and four of the boards of education in 135 cities between 30,000 and 100,000 population reporting are elected by the people; 16 are appointed by the mayor; 15 by the city council or commission. In 516 cities between 5,000 and 30,000 population reporting, 416 boards of education are elected by the people, 33 are appointed by the mayor, and 67 by the city council or commission.

In cities of 100,000 or more population 8 of the 47 boards of education reporting must submit their annual estimates to the mayor, city council, or commission; 11 to a board of finance, board of esti-

mate, or similar municipal board; and 5 to the county board of supervisors or county budget commission.

After obtaining funds for the purchase of grounds and the erection of new buildings, 32 of 47 boards of education in cities of 100,000 or more population may purchase grounds and erect buildings without consulting any other body.

In cities between 30,000 and 100,000 population, 20 of the 133 boards of education reporting must submit their proposed budgets to the board of estimate or city finance committee; 32 to the council, mayor or city commission; 11 to the county board of supervisors or county budget committee; and 3 to the State tax commission or State budget director.

After obtaining the funds the board of education in 71 of the 133 cities may purchase land and erect school buildings without consulting any other board.

One hundred and twenty-six of 520 boards of education in cities between 5,000 and 30,000 population reporting must refer their annual estimates to the city council or town finance committee; 30 to board of estimate; 15 to the people; and 51 to the county officials.

Although there has been a tendency to consolidate municipal departments and to abolish department heads, there has been no movement to abolish boards of education and to place the schools under the management of the municipal department. In fact, within recent years several school systems have been reorganized by placing more power in the hands of the boards of education. As long as education is considered a State and not a municipal function the schools will not become more subordinate to municipal government than they now are. The principle that school officials are State and not municipal officials has been so well established by law and court decisions that any effort to make the schools a part of the municipal government would be considered by authorities on school administration as a step in the wrong direction. Authorities on municipal government, however, would generally favor a movement of this kind on the theory that all the affairs of the city, including school matters, should be considered together, and that the budget of boards of education should be reviewed by some municipal body just as are the budgets of any other municipal department.

All the evidence available seems to indicate that the fiscally independent school systems are as economically administered as the dependent ones, and that in many respects they are more efficient. Practically all the recent school surveys in cities where the boards of education are fiscally dependent recommend that, since education is a State and not a municipal function, and since experience has proved that the fiscally independent plan works better than

the fiscally dependent plan, schools in these cities become fiscally independent. Two authorities on city school administration express as follows the views of practically all city school administrators regarding the fiscal control of city schools:

> It can be generally said that the people of a school district should have the legal right to raise as much money for the financial support of their schools as they decide is desirable. There is no reason why constructive economy in the operation of the schools should not parallel increased costs. Restriction of tax levies, budgetary reviews, or any form of artificial controls will not necessarily operate in the manner in which the laws assume. The most effective control is the selection of competent officials, and an insistence upon factual evidence showing that every dollar expended is returning value received.[1]

In Michigan, the school laws were codified in 1927, and some important legislation was enacted regarding the city school districts by dividing them into three classes. Districts of the third class are those having a population from 10,000 to 125,000, districts of the second class are those having a population of more than 125,000 and fewer than 500,000, and districts of the first class are those having a population of more than 500,000. The laws relating to schools in these districts are in general based upon sound administrative principles. The boards of education are small and are elected from the city at large. The chapter on districts of the third class especially may serve as a model for those States contemplating legislation for their smaller cities. The main features are:

1. The board of education is composed of seven members elected at large for a term of four years.

2. The board of education has large powers, including the right to determine the amount of taxes necessary; to borrow money, to purchase sites for buildings, etc., and to erect buildings; and to issue bonds not to exceed 2 per cent of the assessed valuation of the district.

3. The superintendent of schools is made the legal executive of the board of education, his powers and duties being:

> (1) To put into practice the educational policies of the State and of the board of education in accordance with the method provided by the board of education;
>
> (2) To recommend in writing all teachers necessary for the schools and to suspend any teacher for cause until the board of education may consider such suspension;
>
> (3) To classify and control the promotion of pupils;
>
> (4) To recommend to the board the best methods of arranging the course of study and the proper textbooks to be used;
>
> (5) To make reports in writing to the board of education and to the superintendent of public instruction annually or oftener if required, in regard to all matters pertaining to the educational interests of the district;
>
> (6) To supervise and direct the work of the teachers and other employees of the board of education;

[1] Engelhardt and Engelhardt: Public-School Business Administration, p. 94.

(7) To assist the board in all matters pertaining to the general welfare of the school, and to perform such other duties as the board may determine.[2]

The classification of city school districts and laws relating to the administration of the schools in each class are usually considered preferable to special legislation for each of the cities in a State.

Board organization.—The movement to reduce the number of standing committees or to abolish them continues. The reduction in the size of boards of education and a clearer conception of the function of such boards have been responsible for the reduction in the number of standing committees. When boards of education were large there was perhaps some justification for standing committees, but now that few such boards are composed of more than nine members it is difficult to understand why a board of education should continue having such committees. No committee should have executive duties, not even a committee on supplies or a committee on buildings. In the larger cities there are business managers and superintendents of buildings to perform executive tasks relating to business and school buildings. In the smaller cities where there are no business managers or superintendents of buildings, the superintendent of schools should himself look after business matters. The tendency has been to make him the executive officer of the board, since boards of education in many of the smaller cities have come to realize more and more that it is their chief function to adopt policies.

In some of the cities where school business managers are employed there is still a dual system of administration, the business manager being independent of the superintendent of schools. The tendency, however, seems to be toward the unit system of administration, with the superintendent of schools as the chief executive officer and toward placing an assistant superintendent in charge of business affairs. This plan seems the logical and practical solution of a vexing problem that has been confronting many city boards of education.

TEACHERS

Qualifications.—Within the past two years the educational and professional training required of elementary-school teachers for the first employment have been raised by a year in some cities. In the cities that required but one year of preparation beyond high school the standard has been raised uniformly to graduation from a 2-year normal school, and in some of the cities that required two years' training beyond high school the standard has been raised to three or four years. The tendency is to raise the requirements for beginning junior high school teachers to college graduation and to require more

[2] General school laws, State of Michigan (revision of 1927), p. 50.

professional preparation on the part of prospective high-school teachers. The movement in the direction of requiring a master's degree for academic high-school teachers is pronounced in some cities.

Tulsa, Okla., may be mentioned as one of the cities that have raised the standard for both elementary and high school teachers. In that city the minimum educational requirement for the beginning teacher is the bachelor's degree, representing four years' work above the high school or its full equivalent, professional training, and not less than 16 months' successful experience in teaching, other than that done as part of his professional training. High-school teachers are expected to have the master's degree or not less than a full year of graduate work in the subject they teach. All teachers must be 21 years old or over and must submit evidence of good physical health, mental ability, and moral character. The board of education, however, reserves the right to employ as teachers men and women of unusual outstanding ability and success even though their academic qualifications may be less than the stated minimum.

City normal schools are extending their courses, and in several States the normal-school courses have been extended to three or four years, thus making it possible for the cities in these States to obtain better trained teachers for their elementary schools.

The need of prepared teachers has always been apparent, but it has not always been an easy matter to raise the standard requirements for first employment. If the standard goes up and the salary does not there are not enough teachers to fill the positions. If, on the other hand, the salaries go up and the standards do not, there is an oversupply of teachers; in which case, one or two things may happen—salaries may be lowered or the standards raised. The tendency among city schools in general has been to raise standards rather than to lower salaries. This is the only logical course to pursue if the schools of a city are to become more efficient.

Single-salary schedule.—The single-salary schedule has been adopted in many cities as a means of obtaining better prepared teachers for the elementary-school grades and of retaining in those grades those teachers who have the preparation necessary to teach in high-school grades but who are better adapted to elementary-school work. The single-salary schedule has also been adopted in recognition of the fact that the work of the elementary-school teacher is just as important and just as exacting as the work of the high-school teacher.

Among the advantages claimed for the single-salary schedule by those who advocate it are: (1) It is easy to operate: (2) it eliminates class consciousness among teachers; (3) it contributes strongly to a feeling of unity and satisfaction in the teaching corps; (4) it attracts superior ability and training in the elementary schools

and gives elementary teachers a higher appreciation of their services; (5) it emphasizes higher standards of professional attainment and encourages professional study and growth, thus producing more efficient teaching in every grade; (6) it permits the transfer of teachers without financial loss from positions for which they are not adapted to positions in which they can render efficient service; (7) it helps place the work of the elementary school in the estimation of the public on a par with the work of the high school; (8) it offers an incentive to further study.

The fact should not be overlooked that even if college graduation is considered desirable for elementary as well as for high-school teachers, the kind of preparation should not be the same. If, for example, a teacher has majored in mathematics and has had 20 hours in education, largely in the secondary-school field, the question may be raised whether that teacher is prepared to teach the elementary-school subjects, or at least whether she is as well equipped as the teacher who has made special preparation for elementary-school work even if her studies have not extended over four years.

Experience.—In some cities a year or two of experience is required of teachers before receiving an appointment. If all cities should adopt such a rule, it is evident that normal-school and college graduates desiring teaching positions would have to obtain them in the rural and village schools or in private schools. Such a rule can not well be defended. Of course as long as some cities pay larger salaries than others they will find it comparatively easy to obtain all the experienced teachers needed. The city that can pay good salaries to teachers should also be able to provide good supervisors to help train the inexperienced normal-school and college graduates, so that it would not always be necessary to employ teachers with one or two years' experience.

Married women teachers.—Among the questions relating to teachers that boards of education are often called upon to answer are: Shall married women be employed as teachers? and Shall a woman teacher who marries during the school term be required to resign? Many boards of education have within the past two years taken some action upon these questions. Some have adopted resolutions that married women shall not be employed as teachers and others have gone a step further in terminating the contract with women who marry during the school term. Boards of education passing such resolutions usually do so on the presumption that a married woman has too many home duties to be an efficient teacher, and on the supposition that she should be supported by her husband. Those persons opposed to rules barring married women teachers assert that it is the duty of boards of education to employ the best-qualified teachers, whether

they be married or single; that efficiency in the classroom is the criterion by which to judge teachers; that each teacher should be judged on merit; and that it is no business of a board of education whether or not a married woman is supported by her husband.

In reply to a questionnaire recently sent out by the National Education Association concerning the employment of married women as teachers, 1,532 cities over 2,500 in population replied. Of these cities, 39 per cent reported that married women were employed as new teachers; 60.7 per cent, that married women were not employed as new teachers; and 0.3 per cent of the cities did not reply. In reply to the question as to whether single women teachers who marry were retained or required to resign, 25.1 per cent of the cities reported that they were required to resign at once; 25.5 per cent required them to resign at the end of the school year; 47.8 per cent permitted them to continue to teach; and 1.6 per cent did not reply to the question.

LENGTH OF SCHOOL YEAR

The number of days that the city schools of the country are in session has been gradually increased. Within the past two years 50 of about 800 cities reporting have added from 5 to 20 days to the school term. The State of New York has increased the term to 190 days. Even though the tendency is to lengthen the school year, comparatively few city schools are in session more than 185 or 190 days a year. In cities having a school term of 10 months there are often so many holidays that the schools are in actual session only 185 or 190 days, and in many cities having a 9 months' term the actual number of days taught is much less than 180.

The average length of the school term in the cities of the country as a whole could be greatly increased if the school month were made to consist of 20 days actual teaching, as is, for example, the practice in the State of Pennsylvania. In that State in cities having a 9 months' school term schools are in actual session 180 days, and in those cities having a 10 months' term schools are in actual session 200 days.

A longer school term has generally been advocated by school superintendents and by many other persons interested in education, but progress in this direction has been slow for several reasons. One reason no doubt is that it would cost more to run the schools 11 months a year than it costs to run them 9 months, and another reason is that many persons think that the health of children would suffer if they were confined to the schoolroom 5 or 6 hours a day for more than 200 days a year.

It is evident that the school budget of a city which increased the school term by a month would be larger, but if the 12 years' work can be completed in less than 12 years by lengthening the school course,

the additional expense would not be so great as one might imagine. If a child can complete a 12-year course of 180 days a year in 12 years, he can theoretically, at least, complete a 12-year course of 11 school months, or 220 days, in 9.8 years, or 10 years in round numbers. The "lost" 2 years in the American school system of which we hear so much might thus be found.

Although a longer school year might not meet with general approval, attention is called to the generally unknown or overlooked fact that in the early days of city-school systems—about 1840—the schools in the larger cities were in session practically the entire year. Vacations were short and holidays were few. The prevailing custom was to divide the school year into four terms of 12 weeks each, with a vacation of a week at the end of each term. In some cities all the vacation came in summer, with the exception of about a week at Christmas. The summer vacation was extended gradually, usually about a week at a time, until it became 12 weeks in length.

Very few cities now have all-year schools. One of the latest to adopt the all-year plan is Aliquippa, Pa., but it was adopted largely as an economy method, since only three-fourths of the school population is in attendance any one quarter. The school year was divided into four quarters of 12 weeks each, and the pupils enrolled in the schools placed in the four-quarter plan were divided into four groups. During each quarter three groups go to school and one group is on vacation.

Although the all-year school is found in only a few cities, many have organized summer schools which are usually in session six weeks, beginning about the 1st of July. These schools, however, are often only for pupils who have failed in a subject or two and for those who are thought capable of advancing a grade. As yet they can scarcely be considered an integral part of the school year and fitting in closely with the regular school program. By simply extending the summer session to 12 weeks and by dividing the school year into four quarters of 12 weeks each there need be no break in a child's program even if he does not attend school more than three quarters.

The school day.—The tendency is toward a longer school day. Of 800 cities reporting, 84 within the past two years have lengthened the elementary-school day, 102 the junior high school day, and 122 the senior high school day by 15 to 60 minutes. The usual increase in the elementary schools has been 30 minutes and in the junior and senior high schools 30 or 45 minutes.

The tendency to lengthen the school day has its critics, especially the tendency to lengthen the elementary-school day. It is contended that school work is too fatiguing to confine children in the classroom for six hours a day, and that children should have some time to play.

If the school work is confined almost entirely to the teaching of reading, writing, arithmetic, and other formal school subjects, there is no doubt much to the criticism of a longer school day. But the modern, progressive school, even though it is in session six hours a day, so balances its program of study and various special activities that the school should be a perfectly natural place for children to live. There should be not only study and recitation periods but periods for work with the hand and periods for play; also periods for rest and relaxation in the lower elementary grades.

Those who advocate a short school day say that a child should have time to play. But where is he going to play? In the back yard at home? Possibly, if there be a back yard. Those advocating a short school day may have both front and back yards and possibly a playroom in the home, but how many children are there in the modern city whose parents live in houses with playrooms or even with yards? The modern city is a city of apartments and of rows of houses with no play space inside or out. The advocates of a short school day evidently forget or have not become cognizant of the fact that most city children have no place to play around their homes, and that very rarely does a city provide enough municipal playgrounds to accommodate all the children who are in need of such playgrounds.

It would seem, when all the facts regarding city life are considered, that the elementary school day should be lengthened rather than shortened—not that more time may be given to study and recitation but that more time may be devoted to various manual activities and to play.

In the junior and senior high schools the school day has been lengthened in order to provide more time for supervised study and for the many extracurricular activities now considered essential parts of any secondary-school program.

Since children may be in school not more than 200 days a year and not more than 6 hours a day, and only in a few cities for as long a time as this, the school should not be held responsible for the child's complete education. The home, the street, and places of amusement have him under their tutelage most of the time. If a child attends school 6 hours a day for 200 days a year, from the age of 6 to 17 inclusive, he is in school only 14,400 hours. Counting 9 hours for sleep he has 15 hours a day at his disposal, or during the 12 years he is awake 65,700 hours. He is thus in school only 21.9 per cent of the time he is awake from 6 to 18 years of age.

As a matter of fact city children from 6 to 18 years of age on an average are in school only about 152 days a year, nor more than 5½ hours a day, and for not more than 9 years. They are thus in school an average of not more than 7,524 hours out of the 65,700 hours they

are awake, or they are in school only 11.4 per cent of the time from age 6 to age 18.

Since the first five or six years of a child's life, when he is not in school, is a very important period for molding his life and character, the entire period from birth to the eighteenth birthday should be considered when comparing the time he is in school with the time he is out of school.

Children from birth to 18 years of age, if they sleep 9½ hours a day, are awake 95,265 hours and in school on an average of only 9 years, 5½ hours a day, 152 days a year, or 7,524 hours. They are thus in school upon an average of only 7.9 per cent of the time from birth to age 18. Kindergarten attendance of 3 hours a day for 152 days would increase the per cent of time in school to 8.4.

CURRICULUM AND ARTICULATION

Revision of the elementary, junior high, and senior high school curricula has been going on apace. In cities of 30,000 population and over approximately 82 per cent of those reporting have within the past two years been revising the elementary-school curriculum, 84 per cent the junior high school curriculum, and 74 per cent the senior high school curriculum. In cities between 10,000 and 30,000 population, 53 per cent have been revising the elementary curriculum, 58 per cent the junior high, and 52 per cent the senior high school curriculum. In cities between 2,500 and 10,000 population not so much attention has been given to curriculum revision as in cities above 10,000 population. Only 39 per cent of the cities of that size have been making revision of the elementary, 36 per cent the junior high school, and 39 per cent the senior high school curriculum. No doubt many more schools have revised certain courses, possibly not in formally prepared courses of study, but by the adoption of textbooks prepared within the past year or two. Such schools are following entirely different courses in arithmetic and in other subjects from those of four or five years ago.

Most of the larger cities and many of the smaller ones report that their curricula are under constant revision; that whenever a change seems desirable it is made. This is much better than waiting until a curriculum is entirely out of date to revise it. So rapidly have conditions changed and so much is being discovered about what should be included in a curriculum that the school system that is not revising its courses continuously can not hope to keep pace with the demands of a rapidly changing civilization.

Articulation of the curricula of the various school units, such as the kindergarten, elementary school, junior and senior high schools, and junior college, has been occupying the attention of city school

superintendents and others. Much has been done to articulate the work of the kindergarten and the primary grades, which, not so many years ago, were almost distinct units. Better articulation has been effected by placing the kindergarten and the primary grades under the same supervisor. At present 75 per cent of the school systems providing for supervision in the kindergarten and primary school grades have kindergarten-primary supervisors. Unification has also been aided by institutions preparing kindergarten and primary teachers. In three of every four of such institutions the training given kindergarten and primary teachers is identical. As a result of unified supervision and of identical training courses, the methods of teaching employed in the kindergarten and the first grade are not so dissimilar as they once were, and as a result of curriculum reorganization there is no longer the abrupt break in subject matter that was found in the older kindergarten and first-grade courses.

The organization of child research centers and nursery schools has done much to arouse interest in the education not only of the nursery school but also of the kindergarten-primary-school child. The results of the studies of the preschool child are doing much to help in the understanding of young children, whether they be of preschool or of school age, and consequently to help bring about closer articulation of the work done with children up to 7 or 8 years of age. As yet the public-school system has not made the nursery school a part of its organization, but it is safe to predict that within the next 10 or 15 years the nursery-kindergarten-primary-school grades will constitute the first unit in many of the city school systems of the country.

A big problem of articulation that has not been solved is in the field of secondary education, including the junior high school, the senior high school, and junior college. Each of these units has been working out its own program and curriculum so there has naturally not been that articulation that seems desirable, resulting in loss of time and of efficiency.

The junior college, which may be found in about 100 city school systems, has added another unit, making three in all, in those cities having junior and senior high schools, each unit being short—junior high school 3 years, senior high school 3 years, and junior college 2 years. The growing opinion is that better articulation could be effected if the secondary-school program were divided into two units of 4 years each. By this arrangement the entire city-school course above the kindergarten would be 14 years in length instead of 12 as at present. This plan of organization is known as the 6–4–4 plan.

Even if the secondary schools were to be organized on the 4–4 plan, many problems would have to be solved. One of these is the problem of economizing time through better coordination of work within each

unit and between the two units. Only by careful experimentation can this and other problems be solved. Experiment is needed to discover whether all the work now done in the 12 grades above the kindergarten and in the 4 college years, or 16 years in all, could be done in 14 years. Since some city schools of the country are organized with only 11 grades above the kindergarten, and since the graduates of their high schools are admitted to college along with graduates of school systems having 12 grades; since elementary-school work can be done in six years sufficiently well to begin secondary-school work, and since the first year or two of college work is to a certain extent a repetition of the work done in the senior high school or else the beginning of work on foreign languages, science, history, and other subjects, the question may be and has been raised whether the cities that are organizing junior colleges can not have the curricula of the 8 grades above the 6-year elementary school so articulated that 2 years' time will be saved.

It is doubtful whether the junior college as now organized and superimposed on the high school has brought about better articulation. Dr. L. V. Koos, writing on the Progress anl Problems of Secondary Education in California,[3] where there are many public junior colleges, says regarding the junior-college curriculum:

> The junior college, in no small part because it has only recently joined the family of school units in our evolving educational system, faces a most difficult curriculum problem. Being a local public unit and in its essence an instrument of democratic education, it admits all high-school graduates, contrasting in this respect with most higher institutions of the State, which follow some selective basis of admission. The distribution of "college aptitude" is, therefore, much wider typically for students in junior colleges than for those in colleges and universities. At the same time these junior colleges have no other curriculum precedents than those provided by the typical higher institution whose curriculum was worked out with selected students and which look to service only to those students who continue beyond the junior-college level. Although junior-college authorities in the State are conscious of the problem and individual junior colleges are turning serious efforts to its solution, analysis of the junior college offering in the State as a whole shows that it is still largely unsolved.

Economy of time has not been effected, at least not for those students working for a bachelor's degree, since it still requires 16 years—17 including the kindergarten—for a boy or girl to complete the elementary, high school, junior college, and the last two years of the present college course.

Experiments to discover whether a 6–4–4 organization would be better than any of the plans now widely used could be made without disastrous results, no matter what conclusions might be drawn. In fact, there would be a gain if it were found conclusively that 16

[3] School Life, January, 1929.

years' work can be done in 14, thus permitting young men and women to begin professional and university courses proper two years earlier and with practically the same general training as they now have when they receive their bachelor's degree.

The question is, Who will undertake such an experiment in face of the traditional school organization and in face of thousands of critics? Possibly the time is not ripe in most cities for such an experiment; but if the problem of articulation and of economizing time is to be solved it can be solved only by experimenting and not by mere discussion and theorizing.

EXPERIMENTAL RESEARCH

The great progress made in the city schools of the country within the past 10 years has without doubt been due to the fact that educational problems have been attacked more scientifically. Until recently the trial-and-error method was the only means of testing a theory, and even then it was practically impossible to determine which was the better of two or more procedures. Now that it is possible to test the results of experiments, educational research should be directed more and more to experimental work. Material throwing light on prevailing practices is valuable, but such practices may be entirely wrong. If all the school people were to conform to prevailing practices, there would be no educational progress. Some city school systems which have well-organized research bureaus are conducting investigations that are very much worth while, but unless a city has a well-equipped research bureau, or unless some institution, such as a college of education, is using the schools of the city for the purpose of making research studies, little importance may be attached to many of the experiments now under way. One city school superintendent, when asked what experiments he was conducting, replied: "Experiments are a sad waste of time and should be left to experimental schools alone." That there has been waste of time in conducting investigations on the hit-or-miss plan, without any checking of results, is only too evident. That all experiments should be left to experimental schools is doubtful. The number of such should, however, be greatly increased.

In addition to purely experimental schools, the schools in practically every city should be used as laboratories for conducting at least one investigation. Not all city schools, however, need conduct the same research study. If a score of cities, for example, were to agree to undertake a particular experiment, under the direction of some school of education or other agency, it would not be necessary for other cities to attempt a similar investigation. One group of cities should be working on one experiment and another group on

another. There could be enough groups formed to have many different experiments going at the same time. As it now is, many cities report that they are conducting investigations, but with few exceptions they are working independently of each other. Much that is reported as experimental work can not well be considered as such. The superintendent who reports that he is experimenting with the junior-high school or with the platoon plan usually means that he has recently introduced them into his schools.

Among the many experiments that are reported by city school superintendents in the smaller cities are those relating to individual instruction plans, ability grouping, health of school children, size of class, supervised study, length of recitation period, character education, school government and discipline, special classes, and the platoon plan.

In the larger cities, especially those having educational research bureaus, many interesting and promising investigations have been undertaken. The Detroit experiment in measuring the effect of individualization may be cited as an example. In general, the plan, according to Paul T. Rankin, Director of Research, consists of a trial under experimental conditions of several distinctly different degrees and kinds of individualization. He describes the experiment as follows:[4]

> Two schools, one a 24-section platoon and one a 16-section platoon, are using each of the different plans. The plans and schools may be classified as follows: (1) Much individualization; (2) some individualization (horizontal grouping by x, y, and z); (3) little individualization or mass instruction; (4) Winnetka plan; (5) Dalton plan; (6) vertical grouping by x, y, and z.
>
> These schools began operating on the plans assigned to them in February, 1928. The following semester was used as a period of preliminary trial in order that necessary materials might be prepared and that teachers and pupils might become moderately familiar with the procedures used in that plan. The experiment proper is planned to run from September, 1928, through June, 1929.
>
> The experiment has two outstanding characteristics which it is believed will make the results particularly significant. In the first place, the experiment is being conducted in typical Detroit schools, with typical buildings, typical children, and typical standards as regards such matters as size of class, special equipment, etc. As a consequence, the results of the comparison in plans should be transferable to other normal situations. * * *
>
> In the second place, a larger proportion than usual of the changes in children are being considered in the measurement program. Several different tests are being used in each major subject to measure the different phases of pupils' abilities in that field. Furthermore, a number of tests of actual conduct in genuine life situations which require certain character qualities are included.

Many tests are given in the 13 experimental schools at the beginning and ending of the year. The growths of individual pupils will

[4] Detroit Educational Bulletin, November, 1928, p. 3.

be computed, and these gains averaged and compared among the various plans.

Denver, Colo., may be mentioned as another city that is undertaking an extensive research program. Fifteen important research studies were under way in the schools of that city in October, 1928.

That public-school systems may well cooperate with schools of education and with experimental schools is illustrated by an experiment that has been worked out on "units of work" between the schools of Baltimore, Md., and the Lincoln School, Teachers College, Columbia University. A good description of these experiments may be found in the Baltimore Bulletin of Education, March, 1928. Some of the experimental work was done in a platoon school, in order to determine whether unit work can be as successfully carried out in this type of organization as in the traditional school.

The experiment in visual education, mentioned in another section of this chapter, is an example of what may be accomplished by several cities cooperating in the same experiment.

These few instances of experimental work under way show that many such experiments can and should be undertaken.

INDIVIDUAL INSTRUCTION

The movement to adapt the work of the school to the ability and the needs of the individual pupil continues. That children differ in ability has long been known, but since means have been devised for measuring the comparative abilities of school children the need of fitting the school to the individual child has become more apparent. At one time the teachers who received the praises of superintendents and others were those who had the reputation of treating all children alike. As a matter of fact, such teachers may be most unfair if they hold all pupils to the same standard since some pupils can surpass the standard with little effort and others can not attain it, or at least not in the same time.

Since school work should be adapted to the individual pupil means must be used to attain that end. Here is where the practical school superintendent and teachers must play their part. However sound a theory may be it is of no value until it is put into successful operation. There are many apparently good educational theories, but how to put them into operation is the difficult problem. The inventor of plans and devices is needed in the field of education as well as in the field of industry. It is true that some educational theorists have but little use for plans and devices, but without them their theories can not well be put into practice.

Various plans and devices have been and are being tried so that children may progress through school according to their individual

ability and industry. None of the plans of individual instruction, however, is so individualistic that a child is made independent of every other child in school. Any plan of individual instruction that would tend to break down the community life of the school or that would tend to prevent the socialization of the child should not receive serious consideration.

Among the plans for making better provision for the individual are ability grouping, the Winnetka and Dalton plans, and the Miller and Morrison contract plans.

Ability grouping has become so common that it may no longer be considered an experiment. It, however, has not entirely solved the problem of providing for individual differences, and no doubt much more can be done to improve the plan or technique. Ability grouping for each grade is no doubt a great improvement over the old plan of placing children of all degrees of ability and industry in the same class. There should, however, be ability grouping within each class of 30 or 40 pupils for the different subjects. The plan of arranging as many subjects as possible to come at the same time, so that pupils may interchange classes in different subjects, is a solution that has been suggested. The departmental and platoon plans of organization make it possible for a pupil in the fourth grade who, for example, can do fifth-grade arithmetic, to have his recitations in this subject with a fifth-grade teacher, or if he can do only third-grade arithmetic to report to a third-grade teacher for this subject.

The Winnetka and the Dalton plans are so well known that no description of them in this chapter is necessary. No doubt more tested experiments regarding them are needed. Many cities are making trial of one or both of these plans. Eighty-five cities report that they have within the past two years introduced one or both of these plans or some modification of them in one or more schools.

Several schools report that certain standards must be attained by all pupils before passing on to new work, the time of completion depending upon the ability and the industry of the pupil. The high-school principal of Auburn, Me., in his report to the superintendent of schools of that city, explaining a plan in operation in the English department, says:

> The teachers of English this year have been laying out their work in minimum, median, and maximum requirements. All work has to be done at least 90 per cent perfect for a pupil to receive any rank or credit for it. Many pupils who formerly drifted along with the class have accepted their job and settled down to its accomplishment. As soon as the bright pupil passes his minimum test, he goes on to work which requires less supervision of the teacher and more initiative on his part. The slow pupils get satisfaction from a greater mastery of their work and there is a general improvement in their habits of study. * * * The assignments in English are mimeographed and given to the individual pupil, so that he can progress independently of his fellow

classmates if he chooses. But he must master the lowest assignment before he attacks the median or maximum.

This procedure requires the same degree of perfection but permits the standards to be attained at different rates. Under the usual plan, children making as low as 65 or 70 per cent may be promoted along with those making a grade of 95 per cent. Just how thoroughly a subject should be learned before a pupil is given a new assignment or promoted to another grade is a question that needs careful experimental study, but it would seem that in school work, as in other work, quality should be the criterion. If a certain necessary standard can not be attained in a day and can be in two days, it would seem that two days should be taken for the work before passing on to something new; or, still better, the assignments should be so differentiated that they may be completed day by day. At least work should not be skimmed over for a semester and then a pupil be required to repeat.

In addition to the foregoing plans for providing for individual differences the following may be mentioned: Coaching laggards, special classes, supervised study, differentiated curricula, differentiated assignments, and intensive study of problem cases.

SAFETY EDUCATION

Many cities have prepared courses of study in safety education. Most of these courses are not confined to teaching children how to avoid street accidents, but treat safety in its broader sense of protection to life and health not only as an individual but as a community matter. No doubt much of the subject matter for safety instruction falls under the head of "civics" and "health." Since city government is organized largely for the protection of life, health, and property, safety instruction can well be given in connection with the study of the various safety agencies of the city and with the study of the best ways of aiding the police, health, and other city officers in making the city a safe place in which to live.

The courses in safety are usually designed to correlate with most of the subjects taught in the elementary schools. As an illustration of what is done in this regard, the following is quoted from a recent report of the superintendent of schools of Kansas City, Mo.[5]

During the year 1926–27 a committee of the curriculum revision department and the safety council began preparing a course of study to which much careful consideration was given. The course is designed to correlate with the regular subjects of the elementary schools, and furnishes material which may be used in teaching the standard subjects of the curriculum without giving any special time to safety instruction as a separate subject. By the constant use of this material it is hoped that no time will be lost from teaching the

[5] Report of the superintendent of schools, Kansas City, Mo., 1921–1927, p. 20.

regular subject matter, but habits of safety may be developed which will cause the children unconsciously to act in such a way as to minimize the number of accidents.

Many teachers have found that the materials and situations available in safety instruction afford a good opportunity of motivating the work of practically all the subjects in the elementary-school curriculum, that the subject matter for safety instruction lends itself to the project method, and that it can be taught in a practical way through various kinds of safety clubs. Among the organizations of this kind are junior safety councils, safety patrols, civic leagues, all of which afford a valuable means of putting into practice the priniciples learned in the classroom.

The following is quoted from the 1926–27 report of the superintendent of schools of Lakewood, Ohio, to show how safety instruction may be correlated with other subjects:

> During the year 1926–27 all the departments in senior high school have emphasized safety education. The art department by means of poster projects; the English department by means of oral and written compositions and editorials in the school publications; the science department with instruction about contagious diseases, sanitation, infected foods, and water; the history department by means of studies and surveys of local condition, have all combined in the teaching of safety.

VISUAL INSTRUCTION

Visual instruction is to-day one of the most discussed methods of teaching. The wide interest in this subject is due largely to the popularity and the educational possibilities of the moving picture. Visual instruction, however, involves other visual aids, such as maps, charts, graphs, models, exhibits, flat pictures, stereographs, and stereopticon slides. All of these aids are receiving attention as never before, but the chief experiments and chief interests in visual instruction are at present centered around the moving picture.

Many experiments have been made, the results of which leave no doubt as to the value of the teaching film in the classroom. One of the recent investigations, from which practical results may be expected, is that conducted under the direction of Dr. Thomas E. Finegan, Dr. Frank E. Freeman, and Dr. Ben Wood. Twelve city school systems were invited to cooperate in the experiment. These cities, selected from various sections of the country, were Newton, Mass.; Rochester, N. Y.; Detroit, Mich.; Chicago, Ill.; Lincoln, Nebr.; Denver, Colo.; Oakland, Calif.; San Diego, Calif.; Kansas City, Mo.; Atlanta, Ga.; Winston-Salem, N. C.; and New York, N. Y.

The experiment involved about 12,000 children in the elementary and junior high school grades. Two groups of children, equal in number, from similar home environments and social conditions in life

and of the same intellectual level were under instruction. One group received instruction without the use of films and the other group with their use.

The complete report of the investigation has not been issued at this writing, but Doctor Freeman and Doctor Wood have reported, according to a circular issued by the Eastman Teaching Films (Inc.), Rochester, N. Y., that enough evidence has been revealed to warrant the continuance of the production of classroom films. They said:

> Our own observation of the classes in operation with and without the films convinces us that the films contribute elements to the experiences of the children which it is difficult and often impossible to secure by any other method available to the school.
>
> This preliminary survey indicated that the teachers are much pleased with films as instruments of instruction, that they consider these particular films to be excellent, and that it is their judgment that films should be made permanently available to the schools. This is our opinion, based on the testimony of the teachers and on our observation of the classroom work.
>
> We are convinced that the production of these films, together with the guides (each film is accompanied by a teacher's guide to the subject), and further production of other films, makes a decidedly valuable contribution to educational procedure. The indication is that there is a strong demand for properly planned and well-organized educational motion pictures of the character used in this experiment.

That there is a wide interest in the use of films is evidenced by the fact that no high school is considered fully equipped unless it has one or more motion-picture machines. In several cities projecting machines have been installed in practically all their school buildings.

In Detroit the film program—

> this year reached 80 elementary schools, 12 high schools, 12 intermediate schools, 20 evening schools, 25 summer schools, Detroit Teachers College, and the College of the City of Detroit. The film library now consists of 400 reels covering the various divisions of instruction. The frequency of use of these films on a footage basis was approximately 18,000,000 feet and the total number of children seeing the films was approximately 1,500,000. In addition to the regular programs, a special film program on dental education reached 85,000 children.

In addition to the film service in Detroit—

> there are now 100,000 slides in the various school libraries and 20,000 slides in the department library. The slides in the department library were reserved and booked in accordance with the school requests. The frequency of use of the department slides was 170,000.[6]

Naturally many difficulties have arisen to militate against the practical use of moving pictures. Among these may be mentioned the cost of equipment and the difficulty of procuring films sufficiently coordinated with the subjects taught in the classroom. Comparatively few teachers have been trained to use films to supplement their

[6] Eighty-fifth annual report of the Detroit public schools, 1928.

instruction with the textbooks. The care and distribution of films has been a problem, but many cities have solved this by organized visual education departments. These departments, however, have many other duties, such as adapting visual education to the course of study and selecting visual aids. It is evident that many administrative problems, as well as teaching problems, have arisen in connection with the use of motion pictures and other means of visual instruction.

What changes in teaching method or what changes in school organization will result from the introduction of teaching films can not well be foreseen, but changes in methods of instruction may be expected. Judging from the general interest in visual instruction and from the results reported, it is safe to predict that within a few years teaching films as well as other visual aids will be considered as necessary a part of the equipment of schools as are textbooks, maps, and dictionaries.

THE PLATOON SCHOOL

The movement to organize platoon or work-study-play schools has within recent years been rapidly going forward. The growth of this type of organization was at first very slow. The first platoon school was organized in Bluffton, Ind., in 1902, and the second in Gary, Ind., in 1907. From 1907 to 1913 four other cities—Kalamazoo, Mich., Kansas City, Mo., New Castle, Pa., and Sewickley, Pa.—organized 15 schools on the platoon plan or on some modification of it; from 1914 to 1920, 35 other cities organized 148; and from 1921 to 1925, 53 more cities organized platoon schools. By April, 1925, 93 cities in 30 States had the platoon plan in one or more schools; by February, 1927, the number had increased to 115 cities; and by January, 1929, 153 cities in 38 States had organized one or more platoon schools. In all, there are 850 platoon schools in the 154 cities, an increase of 110 schools since 1927, when there were 740 such schools in the 115 cities. The percentage of increase of the number of cities having the platoon organization from 1925 to 1927 was 23.7, and from 1927 to 1929 it was 33.

No doubt the slow growth of the platoon school before 1920 was due to the fact that many persons had formed a wrong conception of it or wanted more proof of the value of the new plan of organization. Visitors rushing into a platoon school and rushing out of one would often carry away with them some incidental facts to help prove their preconceived notions of the plan. The big idea back of it was not always grasped. Defects that were trivial and that could be easily remedied were overemphasized. The big idea of providing a program of work, study, and play was too often overlooked; also the fact that the modern city had grown up largely for the conven-

ience of adults, and that the city child, especially the child living in a congested section of the city, had been deprived of opportunities for work and play, which are so essential in a child's education.

As already indicated a few of the smaller cities at first experimented with the platoon school. When its possibilities were realized several of the larger cities began to introduce platoon schools cautiously. Pittsburgh, Pa., and Detroit, Mich., were among these. So successful were the schools first organized in these two cities that others were instituted as rapidly as possible. Now Pittsburgh has 75 and Detroit 110 schools on the plan. The success of the platoon schools in Gary, and later in Pittsburgh and Detroit, caused many other cities to study the plan and finally to organize at least one platoon school to see how it would work.

Some cities, however, have made no attempt to adopt the platoon plan, for their boards of education have not been convinced of its need or value. In some cities the school buildings may not be adapted for platoon schools, but often old buildings can be so remodeled, at very little expense, that platoon schools can be organized. Teachers who are entirely absorbed in teaching from textbooks often do not favor the platoon or work-study-play school, saying that the three R's will be neglected and that there will be too many distractions, and that there will be too much confusion in the school buildings when classes are changing. Where teachers are opposed to the plan the superintendent of schools can not well undertake to introduce it with any hope of its being a success. The usual procedure, when experimenting with the plan, has been to organize at first a platoon school in a building where the teachers are at least willing to give the scheme a fair trial for a few years.

Although no nation-wide scientific study regarding the efficiency of the platoon plan of school organization has been made, the conclusions of those who have had to do with the organization of such schools are that: (1) The three R's are as well taught, and that music, art, nature study, and the other so-called special subjects are better taught and as well coordinated with other subjects as in the nonplatoon schools; (2) school buildings that have gymnasiums, auditoriums, and workrooms and playgrounds will, when organized on the platoon plan, accommodate about one-third more children than when organized on the nonplatoon plan; (3) the cost of operating a platoon school is no more than the cost of operating a nonplatoon school.

Quotations from several sources are introduced as examples of the conclusions reached by those who have made actual trial of the platoon plan. William E. Putnam, director of research of the public

schools of Birmingham, Ala., writing of the enriched curriculum, says:

The enrichment of the curriculum is one of the ideals which underlie the philosophy of the platoon school. Some of the facts which have been proved by the Birmingham school authorities in support of this statement are that: (1) It makes for better teaching, because each teacher is responsible for fewer subjects; (2) the pupil is given the advantage of different personalities, and this enriches his knowledge of people and makes the transition from grade to grade easier, since the same teachers handle the special subjects for all grades; (3) the school is socialized through the special activities and through the necessary freedom from autocratic discipline; (4) each school is enabled to work out a program that meets its local needs.[7]

Mr. Putnam also shows that the school buildings on the platoon plan are used much more effectively:

From a recent study of the capacity of 28 elementary-school buildings for white children under the former, or traditional, plan and under the present platoon plan of organization, it is shown that the capacity of these buildings is 17 per cent larger under the platoon plan than under the traditional plan. This means an increase in capacity of approximately 2,700 pupils. At the per pupil building cost of $323, this reorganization has resulted in a saving in building investment of nearly $900,000 since its adoption. These figures are presented to show that the administration in the past six years has not been unmindful of the necessity of securing the greatest possible service and efficiency out of its school buildings, especially at a time when the unprecedented growth of the city has caused such a large congestion in the schools.

Mr. G. O. Glough, professor of education, Southern Methodist University, Dallas, Tex., and formerly superintendent of schools, Tyler, Tex., writing of the reorganization of the schools of Tyler, says regarding building costs:

In order to offer manual training and home economics in the ward schools, under the traditional plan, additions would have had to be made to four ward-school buildings. The estimated cost was $77,224. The overcrowded condition of the ward schools was relieved by transferring the seventh grade to the high school and introducing the platoon program in the ward school, which made additions to the ward-school buildings unnecessary. An expenditure of only 6,660 was necessary to provide for the special subjects of a platoon program in the new high-school building. Therefore the buildings provided for the new organization cost $70,564 less than would have been necessary to provide for an expanded curriculum for the seventh grade under the traditional plan.[8]

Mr. Clough also points out that the cost of instruction under the new organization is comparatively less than under the old and that the curriculum has been expanded and enriched.

A study made in Denver, Colo., and reported by Homer W. Anderson, deputy superintendent of the Denver schools, shows that the average cost per pupil based on membership for the six platoon schools in Denver was for the 2-year period, 1925–1927, $69.86, and

[7] The Platoon School, October, 1927, p. 36.
[8] Ibid., 1928, p. 129.

for six nonplatoon schools $72.63, or a $2.77 lower annual per pupil cost on the platoon type of school.[9]

The results claimed for this type of organization can not be ignored by any school superintendent or board of education when it is planning a school-building program. As one of the attempts to help solve the educational problems created by the modern city, the platoon or work-study-play plan should be carefully studied by boards of education before they conclude that gymnasiums, auditoriums, and other special facilities are too expensive to be included in elementary-school buildings and before they conclude that the traditional or nonplatoon plan is better than the platoon plan.

THE VISITING TEACHER

The number of cities employing visiting teachers, and the number of such teachers employed in the cities that have had departments of visiting teachers for several years are increasing. First adopted into the school systems of New York, Boston, and Hartford, Conn., in 1906–1907, the visiting-teacher activity has grown until, at the present time, there are 230 of such teachers in the city school systems of the United States, in 70 cities, scattered throughout 36 States of the Union.[10]

The increase in the number of visiting teachers in some of the larger cities during the past two years is of interest. For example, the number of such teachers in Rochester, N. Y., in 1926 was 16; in 1928 there were 21; the number in New York City in 1926 was 22; in 1928 there were 29; and in Dayton, Ohio, where the school board established a visiting teachers bureau as a part of the administrative department in 1926, with a director in charge, at which time there were 7 visiting teachers, in 1928 there were 10 teachers, with a director in charge.

With regard to the function of the visiting teacher in the school organization, the following is from a report of the director of visiting teachers of Dayton, Ohio, published in the yearbook of the principals and supervisors association of that city in 1928:

> To discover the cause of the child's failure to grasp the opportunity that benevolent school boards have planned.
>
> To confer with the parents, enlisting their cooperation when the child shows signs of falling below the school's standards of scholarship or conduct.
>
> To try to adjust many home conditions whereby more favorable conditions will be attained in regard to school work, conduct, attendance, and interest.
>
> To interpret the school purposes and ideals to parents, thus securing a greater amount of much desired cooperation on the part of each toward the other.

[9] The Platoon School, December, 1928, p. 173.

[10] The Recorder, a bulletin of visiting-teacher work, 1928.

To secure and record family history, personal history, and past and present performances of all children coming to her attention.

To aid in securing better school adjustment for all misfits in the broad interpretation of the word.

To secure personal and social information in regard to the child and bring it to the teacher and principal, so that it will make for better understanding of the child.

To try to find causes of unusual misconduct and endeavor to remedy the condition, either by influence with the child or the parents or both.

To cooperate with every outside agency to the highest degree, that all possible forces may be assembled toward individual and social betterment.

To analyze the child's social environment, home, and neighborhood.

Regarding the qualifications of the visiting teacher, the Dayton yearbook continues:

It would be necessary for the visiting teacher to have experience as a teacher if she is to understand the teacher's work and interpret it to others. * * * Two years of normal training are required before a teacher is considered adequately prepared for teaching in the grades, and four years are considered better. * * *

If the visiting teacher is to work with junior high school teachers, she should be required to understand the work of that teacher and the problems peculiar to adolescent youth, and she must have the same academic training as that teacher. The senior high school teacher is required to have four years of college work. The visiting teacher should also be required to have the four years' training.

The visiting teacher must be able to study and analyze the needs of the individual child that she may more intelligently meet those needs. This would demand that she be qualified as a social worker, having at least one year's experience in that special field.

Some city school systems are replacing the probation officer by the visiting teacher. The following is from the 1927–28 report of the superintendent of schools of Peoria, Ill.:

To-day we have the probation officer replaced by the visiting teacher. If the child is not in school, instead of sending an officer of the law after him, a sympathetic member of the teaching staff is sent to the home to inquire concerning the cause. Many times he discovers that the parents did not know of the child's absence. Knowing his work, he immediately establishes a bond between the school and the home, and together they solve the problem. In the future the solving of the compulsory attendance law in that home is easier and the schools have won a friend. A school that handles its attendance work in this manner is keeping step with the best in educational progress.

Judging from various other reports regarding visiting teachers, they are doing an important work in the schools that can not be done by the regular teacher nor by the attendance officers.

CHAPTER V

RURAL EDUCATION

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CONTENTS.—Centralization and long-term programs of achievement—Centralizing tendencies in State and county administration—Rural secondary education—Local supervision of instruction—The teaching staff—Curriculum construction and revision—Library service to rural schools—Special plans affecting progress in representative States—Bibliography.

The goal toward which we appear to be moving in rural education at the close of the biennial period 1927–28 is that of equalization of educational opportunity within each of the several States. The most significant and generally accepted means of achieving it is apparently through increasing emphasis on the promotion of centralizing and coordinating tendencies. These tendencies are affecting education in all of its important phases.

In efforts to secure progressive legislation affecting rural education the several central agencies, State departments of education, State teachers' associations, or both in cooperation, the State institutions of higher learning, have assumed active and aggressive leadership in a number of States. The added prestige accompanying such coordinated leadership, the facilities thereby made available for studies and investigations of educational administrative situations within and without the State, the opportunities thus furnished for wider and more intelligent dissemination of information to the public concerning the programs proposed—all have proved stimulating to public interest and effective in securing results. These centralized and usually cooperative efforts have generally superseded the spasmodic efforts on the part of individuals and small localized groups upon which dependence has been placed in the past.

Centralizing tendencies particularly significant to rural schools are: The assumption of increased responsibility of the State unit for the support of local school systems; the correlative and often parallel practice of setting up increasingly higher standards which all schools, or those participating in the distribution of State funds, are expected to meet; and the rapidly growing movement to establish or increase State equalizing funds.

Centralizing professional leadership and supervision of school practice in State departments is a logical result of the evolution of

these departments into efficient professional organizations which has been in progress for a number of years. Its influence on the rural schools is of moment because their situation is such that they are and have been far more in need of professional stimulation than urban schools. Rural schools profit, therefore, by the professional direction of all specialized types which is offered by enlarged State education staffs. In the large, however, it is because of the added staff of professional workers especially assigned to rural education that most effective progress is due. At the present time there are 172 rural-school supervisors (sometimes designated by other titles) who are members of the various State department staffs in the United States. Their work among the rural schools of their respective States has been of immeasurable value.

The natural expectation that the centralizing tendencies adopted by State education officials and agencies would work themselves down into and through county and local administrative organizations is fulfilled, as is apparent from recent activities among local school units. Larger units of administration are being considered and different types studied in practically all States in which the district and township units prevail. These activities are manifest in a number of different forms: In legislative programs prepared for presentation to the 1929 sessions of legislatures; in strengthening the established county administrative unit, as in Virginia and Arkansas; in providing by special legislation for county organization of certain counties as in Texas and Minnesota; in the formation of increasingly larger consolidation units even to the extent of consolidating consolidated units previously formed; in the promotion of an increasing number of large rural secondary-school units; and in the established growth of consolidation now moving of its own momentum in many States.

In the field of teacher training centralizing trends are indicated in a number of States by the formation of unified state-wide programs for all State teacher-preparing institutions. This movement is designed to coordinate the work of all agencies concerned with the teaching situation—such as pre-service and in-service training, placement, and certification. These and other important movements of note will be briefly discussed in this chapter under the several appropriate headings.

CENTRALIZATION AND LONG-TERM PROGRAMS OF ACHIEVEMENT

The centralization of responsibilities in education in State departments of education, through legislation and otherwise, the improved stability and prestige of these offices, and the longer tenure of the chief State school officer and his staff have led to the development of long-term programs for attacking difficult problems in rural educa-

tion from many angles. These programs replace sporadic efforts formerly prevalent which, however excellent in themselves, are not sufficiently coordinated adequately to reach the evil of inefficiency. Such efforts have the additional weakness of being subject to constant change with the different points of view resulting from successive administrative changes. Insistent and continuing attacks extending over a period of years on a series of problems rather than one or two isolated ones at a time appear to be the most satisfactory method so far practiced of building up a State school system and keeping pace with the demands of a changing social organization.

Systematic programs, long-term and immediate, for the improvement of rural education in all of its different phases, are now in operation or in process of development in a number of States. Many have been in operation long enough for their effects to be apparent and measurable in a careful survey of the education situation of state-wide scope. As illustrative of such programs an account of three now under way in North Carolina, Louisiana, and New York are appended to this chapter. They were prepared by the State officials concerned in the respective States. Limitations in the scope of the chapter prevent full treatment of any one State program, but it is believed that even the brief abstracts appended will sufficiently elucidate the point at issue.

CENTRALIZING TENDENCIES IN STATE AND COUNTY ADMINISTRATION

Fundamental changes in school administrative organization, State and county, even though the need is widely acknowledged, are not easily attained. Usually they require extensive legislative action and come only as the result of concerted efforts in securing favorable public opinion extending over a period of years. Events of the biennium indicate that sentiment favorable to an administrative organization which makes possible more nearly adequate support and professional administration of schools in small towns and rural communities is growing and that these subjects have received more careful study and aroused wider public interest than ever before.

Relatively few fundamental changes in administrative organization, State, county, or district, through legislation are reported for the biennium. Constitutional amendments permitting reorganization of the State boards of education were authorized in Virginia and Texas. The exact composition of the new boards and definition of functions will be fixed by later legislative sessions. The constitutional amendment advocated in California providing for a change in the selection of the chief State school officer from election at large to

appointment by the State board of education failed to receive approval of the people at the general election.

Certain sweeping changes in administrative practice or in methods of school support are contemplated in legislative programs prepared during the biennium for presentation to the 1929 legislative sessions in Kansas, Missouri, Nebraska, and Georgia. These programs are the result of state-wide studies directed or cooperated in by State education authorities and agencies. In Kansas a school code commission authorized by the legislature of 1927 has been actively at work not alone on the formation of a program but on the creation of public sentiment in favor of the changes proposed. In Missouri a long-time program for securing administrative changes affecting school support, units of administration, secondary education, etc., began some years ago. It will materialize in a request for definite legislative action in 1929.

SCHOOL FINANCING

The most notable progress in State administration and that which has affected the largest number of States has been concerned with financing rural schools, especially in securing more State funds for school support. Alabama and Arkansas have apparently been particularly successful during the past two years in securing legislation and increased appropriations for carrying out the plans involved. Recent legislation provides in Alabama $900,000 annually to be known as "The State equalization fund for equalizing educational opportunities in public schools." It is the purpose to provide with this fund additional State aid for rural schools, libraries, normal schools, and elementary and secondary education in the State. Six hundred thousand dollars is to be used by the State board of education for establishing a minimum term of seven months.

In Arkansas a State revolving loan fund has been created to aid school districts in repairing, erecting, and equipping school buildings. In addition the permanent school fund was increased, a State equalization fund of approximately a million and a half was created, and the State board of education was authorized to fix a minimum school term and minimum salary schedule for teachers. California authorized State aid for schools for the children of migratory laborers engaged in seasonal industries in the rural districts of the State. In Delaware a $1,000,000 appropriation was made for each year of the past biennium to assist districts in building schoolhouses. It was also provided in Delaware that four-fifths of license or franchise fees received by the State tax department be paid into the State treasury to be used by the State board of education for the support of public schools.

Among the States which have provided revenue from sources other than property tax during the biennium are Louisiana which has recently established a State tax on malt sirup; Georgia which provided an equalization fund of $1,000,000 through a tax on gasoline and kerosene; Montana, in which an equalizing fund was created utilizing the proceeds of an oil tax, and metal mines tax; Florida, which reports increased State funds for rural schools through the proceeds of a gas tax, interest on State funds deposited in banks, as well as a fourth of a mill property tax; Oklahoma, which appropriated a million and a half in 1927 to aid weak schools from an equalization fund derived from 25 per cent of the revenue tax on oil, gas, and other minerals; and Wyoming which provided through recent legislative action that 33⅓ per cent of royalties on oil, gas, or minerals be paid into the State treasury and credited to the land income fund for the benefit of schools.

In North Carolina the legislature authorized the issue of State bonds to the amount of two and one-half millions for a special building fund to be lent to county boards of education, and authorized the issue of State bonds for more than two million for permanent improvement of State colleges and normal schools. Vermont reports revised and increased State aid for rural schools. Michigan through a State appropriation provided an equalizing fund of $1,000,000 to be distributed to districts having excessive tax rates. In Tennessee the legislature authorized State bonds of $1,000,000 for building and repairing rural schoolhouses. Virginia appropriated in 1927 $625,000 for each year of the biennium 1927–28 for State aid to rural schools. In Wisconsin a new method of school support became operative in 1927 the main purpose of which is more nearly to equalize educational opportunities. In Massachusetts the basis of distribution of the equalizing fund was changed during the past year from that of property valuation to the proportion of the State tax paid by each town.

Perhaps the most encouraging factor in the whole matter of changes in methods of school support is the fact that the problems involved are approached as a result of careful study of educational needs and financial resources of the State and its school units. An excellent illustration of the "scientific" approach to the solution of financing schools through State participation while preserving local responsibility and initiative is offered in the work of a commission on revision and recodification of the schoool laws relating to financing education in Connecticut. A brief abstract of the report of the commission is appended to this chapter. It is illustrative of good practice. The principles involved may be applied in other States, and the method suggested for measuring ability to support schools is

unusual and interesting. An account is appended also of the three steps in New York's program of financial aid to rural schools. It explains the systematic progress in State school financing extending over a period of years.

PROGRESS IN STATE SUPERVISION

Legislation is by no means the only method of progress in administrative practice. Significant results in rural education accompany high-grade professional leadership which more and more as the years pass is exercised by chief State school officers and their staffs. Two developments of importance illustrating the prevailing attitude of these officers toward acceptance of responsibility for improving the efficiency of all schools within their respective States occurred during the biennium. A new departure was established by the National Council of State Superintendents and Commissioners of Education in its decision to hold annually separate conferences for concentrated discussion of special problems of moment to chief State school officers and their departments. Topics relating to the present situation in rural schools, their support and improvement, made up in large part the program of the 1928 conference. That increasingly fruitful services to rural education will ultimately result from these conferences seems a foregone conclusion.

The other development noted was brought to light during the biennium as a result of a study recently completed in the Bureau of Education concerning rural-school supervision as conducted by State departments of education. The study concerns the number, salaries, and functions of the State department staff members assigned to this field.

The present conception of supervision of rural schools as a function of State departments of education is of comparatively recent development. State rural-school supervision began as an inspectorial function connected with the distribution of State aid or with the State's responsibility for compliance by local units with certain legislative requirements, such as those concerned with sanitation, school building standards, and the like. While inspection continues, it is no longer the major function of State supervision. At the present time the improvement of school practice, administrative, supervisory, and instructional, is generally considered the main objective of State rural-school supervisors. The study to which reference has been made, tracing the development of State rural-school supervision from 1916 to 1928, points out that there were in 1916, 46 State rural-school supervisors, inspectors, or agents in 26 States; in 1922 the numbers had increased, respectively, to 118 such officers in 33 States; at the present time there are 172 State department staff

members assigned to rural education in 38 States. Since 1916 there has been a steady increase in the number of States employing such officials and in the number of persons so employed in each State, with two exceptions—Colorado and South Dakota. Each of these States lost its rural supervisor in 1926, due to local exigencies for which the educational forces apparently were not responsible.

Coincident with the increase in the number of States and of staff members having assignments to rural education and of equal importance is the increase in the salaries paid. The number of rural supervisors receiving salaries in the higher ranges of salaries paid by State departments is constantly growing and substantial increases have been attained in maximum salaries. The total expenditures for rural-school supervision in State departments of education practically doubled in the 6-year period from 1922 to 1928, while the number of States employing such supervisors during the same period increased from 33 to 38.

The study states also that comparisons among the membership of the staffs of State departments indicate that supervisors assigned to rural schools are as well paid and as well qualified professionally as other members of the staff. This, of course, is to be expected. Only the fact that similar conditions have not always characterized rural-school positions in the past accounts for special mention here of this particular form of equalization of educational opportunity. Apparently it may now be considered as an established policy in State departments of education. The work of the officials assigned to rural education, it is pointed out in the study, is concerned chiefly with promoting State policies in rural education, supervision of administrative practice, supervision of instruction, general advisory and research service, and inspection. The tendency is decidedly to emphasize the professional leadership and instructional supervisory phases of the work of the rural-school officers. Less and less emphasis is placed on inspection, more and more on systematic supervision. There is increasingly concerted effort toward carrying out definite State programs and less toward a cursory type of visitation. More and more members of State departments of education assigned to rural education are professional leaders.

CHANGES AFFECTING LOCAL ADMINISTRATION

A number of States, including several in the Central group and in the Middle West in which the district is the unit of administration, are advocating changes in the district form of local administrative unit, affecting school support or control, or kind and quality of supervision rendered. A larger unit, either some form of the county or a community type, is generally advocated. State teachers' associa-

tions and State departments of education have been active in informing the public of the weaknesses of the small district system and of the system of selecting county superintendents through popular vote which prevails in most of the district-unit States. Careful studies have been made of conditions due to many small district systems, the results of which have been widely disseminated, in California, Kansas, Missouri, Nebraska, and other States.

In Pennsylvania, New York, Oklahoma, and Michigan reports from the State departments of education state that the present types of organization offer an outstanding problem in rural education. In Michigan a definite change is being considered affecting the selection and salary of county superintendents.

During the past two years in California there has been put into operation a law, state-wide in effect, which provides that school supplies for rural elementary-school districts be purchased through the office of the county superintendent. An appreciable saving is reported from some counties through the operation of this law. The State department of Georgia reports that through county-wide consolidations and the surrender on the part of many small districts of their independence it has been possible to strengthen and centralize several county systems. In Virginia recent legislation has strengthened the division boards of education and has centralized functions in school administration. Among the functions which the new law assigns to the boards of education is that of the appointment of the superintendent.

Surveys of educational conditions have been made during the biennium in a few counties in which extensive rural populations center around one large city. The reports of these studies have pointed out the advantages of the adoption of an administrative organization combining the city and county schools under unified control, offering the same quality of education facilities to both urban and rural children. Such surveys and recommendations were made in Jacksonville and Duval County, Fla., and Chattanooga and Hamilton Counties, Tenn. Montgomery County and Montgomery City, Ala., have recently combined under the control of one board of education the schools which formerly constituted two systems, city and county.

In Texas special legislation recently enacted applicable to three counties permits organization on the county-unit plan.

In Minnesota the Session Laws of 1927 provide an optional plan by which counties may under certain conditions organize as one district with a county board of education in charge. Under provisions of this law Lake County has so organized, electing a county board of education of six members which will have the powers usually assigned to "independent consolidated districts" in Minnesota, in-

cluding the authority to appoint a superintendent of schools. This is a new departure for Minnesota, though several large rural-school systems are now in operation.

During the year a study of county superintendents' salaries showing increases since 1922 was made in the Bureau of Education. Comparisons were made also with salaries paid city superintendents on a population basis. This study shows that median salaries paid county superintendents in the United States as a whole have increased approximately $500 since 1922; that fewer States and fewer counties are now classified among those paying particularly low salaries—less than $500 and between $500 and $1,000, and that maximum salaries have been increased by amounts ranging from $500 to $5,000 in 29 States.

Commendable as is this improvement in salaries paid county superintendents when comparisons are made within the group, comparisons made in the study between salaries of county and city superintendents reveal significant disparities. Median salaries in each of the groups studied—i. e., counties and cities having a population of from 2,500 to 5,000, 5,000 to 10,000, 10,000 to 30,000, and 30,000 to 100,000—are decidedly in favor of cities. Still more striking is the difference in the number of superintendents receiving the higher salaries in each of the groups studied. Only one of 116 superintendents in counties of 2,500 to 5,000 population receives a salary as high as the median salary paid the 482 superintendents in cities of like population; of the second group, counties and cities ranging in population from 5,000 to 10,000, only 3 county superintendents out of 266 reach or exceed the median salary paid city superintendents in the same population group; in the third group, 10,000 to 30,000 population, over half the city superintendents as compared to less than 2 per cent of the county superintendents receive more than $4,600, and in the fourth group, counties and cities having a population of from 30,000 to 100,000, only 4 county superintendents out of 97 receive as much as $6,000, while 73 per cent of the city superintendents receive $6,000 or more.

CENTRALIZATION OF SMALL SCHOOLS AND DISTRICTS

Voluntary centralization or consolidation of schools and school units as an effective and economical means of overcoming the deficiencies of small isolated schools continues to be favored by rural people and by education officials generally. In a number of States the consolidation movement has for years been promoted as a State policy and may be said now to have gained such momentum that relatively little additional stimulation or promotion is necessary.

The following statement from the report of the State Department of Education of Ohio is representative of activities of this kind in several States in which the greatest progress has been reported during recent years: "Consolidation has been the major project for the past 10 years. During that period 1-room schools in this State have been reduced 4,000, or one a day on average."

Among other States which have reported an increase in the number of consolidated or centralized schools during the biennium are Alabama, Delaware, Louisiana, New Jersey, New York, North Carolina, Tennessee, and Texas. Few or no additional centralized schools are reported, or the movement is more or less at a standstill, according to reports received, in Illinois, Iowa, North Dakota, South Dakota, Vermont, and Wisconsin. The reasons given for lack of progress are usually either that the topography of the country is unfavorable, as in Vermont; that there is a lack of sentiment for consolidation, as in Wisconsin and Illinois; or that economic conditions are unfavorable, as in North Dakota and Iowa.

In a number of well-organized counties in the United States consolidation on a county-wide plan has been achieved. This usually means that the topography, population, roads, etc., are carefully studied and a county-wide plan is drawn up, locating schools at strategic points. This is the practice which has long been followed in city systems. The result in counties which have followed the plan is that few small 1-teacher schools remain, sometimes none, and that high-school facilities of standard quality in addition to those of the elementary grades are within walking or transporting distance—usually by public vehicle—of the homes of all children of school age. At least six States—Alabama, Indiana, Tennessee, Louisiana, New Jersey, and Ohio—report one or more counties within their respective borders in which no 1-teacher schools are conducted. Many other counties in these and other States have reduced the number to the extent that the problems of the 1-teacher school are now a negligible factor in the educational system.

Whether through the larger administrative unit (as in the several county-unit States), through laws providing that systematic and approved county-wide plans be worked out before small consolidations are effected, as in North Carolina and Texas, or through supervision or encouragement on the part of State departments of education for the promotion of larger units and more intelligent and forward-looking plans, the tendency is increasing toward larger consolidation units. These larger units generally afford better school opportunities, both elementary and secondary, and are especially advantageous in promoting enriched curricula in rural high schools. The following statement from the State department of Alabama is typical of many contained in recent reports: "The size of con-

solidated schools in this State is increasing rapidly; in fact, the State department is encouraging larger consolidated units and is meeting with a hearty response from county boards of education and local communities."

Transportation continues to be a necessary and growing factor in school centralization. Improvement in roads and in efficiency and comfort of motor vehicles have brought large benefits to rural children. There has been considerable advance in recent years in the cost-accounting systems used by districts furnishing transportation, especially those furnishing it on a large scale. Pupil transportation is being reduced to a systematic business basis. Approximately one-third of the States now grant aid specifically for pupil transportation. They are Connecticut, Delaware, Indiana, Kansas, Maine, Massachusetts, Michigan, New Hampshire, New Jersey, New York, Oregon, Pennsylvania, Texas, Vermont, Wisconsin, and Wyoming. The amount of State aid has been materially increased during the biennium in Delaware, Louisiana, New Jersey, and Pennsylvania.

As a measure of the increased service characteristic of the biennium and as typical of reports from many States the following comparisons are given: Alabama reported 30,000 pupils transported in 1925–26 at a cost of $560,000 as compared to 50,000 pupils in 1927–28 at a cost of $750,000. In Delaware, the number of pupils transported increased 835 during the biennium, the expenditure, $22,485. Increase in expenditure for transportation in Florida during the biennium is reported as $115,229; in Missouri, $19,796; and in New Jersey, $225,275. At the close of the biennium estimates made on incomplete returns indicate that there are approximately 17,000 consolidated schools at the present time, including similar schools called by other names, and that the annual expenditure for transportation has reached the sum of $40,000,000.

Legislation reported has been of minor importance. Laws relating to transportation were revised in several States. Illinois, Nebraska, and West Virginia are examples. Their purpose is to extend the benefits of transportation at public expense over a wider territory and to children living at greater distances from a central school. Georgia in 1927 passed a law extending transportation possibilities to teachers as well as pupils. Larger State grants for pupil transportation were made in Delaware, Louisiana, New Jersey, and Pennsylvania and for the erection of school buildings in Alabama, Delaware, Georgia, and New York. Procedure for establishing consolidations was revised in Alabama and Michigan. Consent of a majority of local trustees must be obtained in Alabama before county boards of education can consolidate two or more schools in the same district. Previously this regulation applied only to schools located in different districts. In Michigan signers of petitions for

proposed consolidations must own at least 50 per cent of the territory involved in counties having a valuation of $50,000,000 or more.

In three States, New York, Washington, and Utah, state-wide studies of transportation facilities and costs have been made under the direction of the State departments of education.

RURAL SECONDARY EDUCATION

Opportunities for obtaining a high-school education in rural communities have increased in number during the biennium and improved in quality. Recent statistics show that enrollments in rural high schools have increased 26.5 per cent over a 2-year period. This percentage increase approaches equality with that in high-school enrollment for cities. In view of the continued migration to the cities and of large numbers of rural children transported to and enumerated in the city high schools, the increase is encouraging. It may be safely estimated that at the present time 1,150,000 boys and girls are enrolled in high schools in population centers of fewer than 2,500, about 25 per cent of the rural youth 15 to 18 years of age. More than 70 per cent of similar age groups in urban areas are enrolled in high schools. Statistics of the type cited indicate that the future development of high-school education, particularly that concerned with universalizing secondary-school opportunities should take place chiefly in the country.

The major problems in rural secondary education center round accessibility and support. Those States in which the population is sparse and the administrative organization unfavorable (the district plan, for example) find that magnificent distances and poor roads add to and intensify the difficulties growing out of inadequate school support. In States in which the population is more concentrated and in which a larger unit of school control prevails the problem is in major part financial. Modern education facilities cost money. State equalizing funds, larger State maintenance funds, and special State aid are helping to solve the financial difficulties in a growing number of States.

From the local point of view the solution of financial problems is dependent upon ability to centralize taxable wealth and school population. The movement for consolidation has reached a point in many States that two or more consolidated units are being centralized into one larger unit for secondary-school facilities. Enriched curricula and better qualified teachers, prohibitive in small units, are thereby becoming more and more available. Among States reporting notable progress in centralization for secondary schools Alabama, California, Colorado, Illinois, Louisiana, Michigan, Min-

nesota, Nebraska, Nevada, New Jersey, New York, North Carolina, Texas, Virginia, and Wisconsin are especially worthy of mention.

During the biennium legislation was enacted providing payment of tuition of pupils living in a district not maintaining a high school, at State expense in Minnesota, at county expense in Tennessee, at local district expense in North Dakota, South Dakota, Vermont, and Wisconsin (township). The New England States have for a number of years provided for the payment of tuition at public expense, either State or local, for attendants at high schools located in towns and cities.

Payment of cost of transportation or board of pupils living in isolated sections from State funds and supplying dormitories for high-school pupils are other means of extending secondary education to children living in isolated communities. Among the States which report progress in furnishing free transportation to rural children are Delaware, Illinois, Louisiana, Minnesota, and New Jersey. Montana, which has long used the dormitory system, reports it as a successful and growing method for providing high-school advantages to children in that State. Additional State aid for boarding as well as lodging expenses of pupils from rural communities has recently been provided. Michigan provides for board at State expense as a means of making high schools available to rural children. Other States showing interest in special aid for boarding expenses or in the provision of dormitories for high-school pupils during the biennium are Alabama, California, Georgia, Mississippi, Nebraska, Nevada, New York, North Carolina, Tennessee, Utah, West Virginia, and Wyoming. An extensive study of dormitories in connection with public high schools for rural children in Montana, issued in February, 1927, as Bulletin 201 of the Agricultural Experiment Station of the University of Montana, is of interest in this connection.

A few experiments with the extension of high-school instruction to rural children at their homes through correspondence courses, by itinerant teachers for small groups of children, and by a modified plan of individualized instruction are reported. These may hold promise for the future not now apparent.

The effort to establish high schools within reasonable distance of farm children has inevitably led to a disproportionate number of small high schools with attendant large per capita expense and impoverished offerings. At the end of the present biennium approximately 34 per cent of the high schools in communities of 2,500 and fewer report 50 pupils or fewer enrolled; about three-fifths, 75 or fewer. A large number of these small high schools employ few teachers—43 per cent three or fewer; only 35 per cent employ more

than four teachers. This situation suggests the pertinent problems with which rural secondary education has grappled during the biennium; improved organization and enriched curriculum offerings are the paramount considerations.

Serious problems incident upon the small high-school organization have been pointed out recently by Prof. Joseph Roemer.[7] Professor Roemer says:

> (1) With respect to teaching force the small high school means (*a*) excessive teaching load, (*b*) lower standards of teacher qualification and preparation, (*c*) poor distribution of teacher assignment. (2) In the matter of curriculum, it means (*a*) limited, (*b*) poorly arranged and unbalanced curricula with practically no vocational offerings, and (*c*) unjustifiable requirements of pupils. (3) In building and equipment, (*a*) practically no working library; (*b*) very poor science equipment, if any; (*c*) little or no playground equipment, inadequate or no gymnasium or auditorium facilities, are possible. (4) In instruction the small high school means (*a*) poor quality because teachers can not specialize or are overloaded, and (*b*) little or no supervision. (5) Limited possibilities with respect to student and extracurricular activities because of insufficient numbers are inevitable.

Among the most successful means reported for improving the quality of rural secondary education are the following: Standardization, chiefly by State departments of education; reorganization on some of the several so-called junior high school plans in vogue; and further centralization. Among the States reporting progress during the biennium in standardization are Nebraska, North Carolina, and Pennsylvania. Manuals containing suggestions on improved organization and administration or new curricula and program schedules particularly adapted to small high schools recently issued in Alabama, Kentucky, Indiana, Maryland, Missouri, and West Virginia, have been received in or reported to the Bureau of Education during the biennium.

Establishment of junior high schools as a means of improving secondary education in rural areas is growing in favor. According to a recent check, 26 States have passed laws relating specifically to the junior high school and 32 State departments of public instruction encourage this type of organization within their respective States. Recent statistics show that 12 per cent of the high schools in population centers of 2,500 or fewer are organized under the junior high school system enrolling 21.6 per cent of the pupils attending high school in such centers. Most of these schools are organized as junior-senior high schools under the 2–4 or the 3–3 plan. The junior high school as an independent unit or associated with the elementary school only is comparatively infrequent in rural areas, but is showing growth in favorable sentiment. In a growing

[7] Peabody Journal of Education, July, 1928.

number of rural communities some type of junior high school organization is formed as an intermediate step in a well-rounded scheme of high school or full elementary and secondary centralization.

Outstanding studies which have appeared during the biennium in the field of junior high school education for rural communities are "The Small High School," by Prof. Francis T. Spaulding (Harvard Studies in Education No. 9) and "The Rural Junior High School," by Prof. Emery N. Ferriss (United States Bureau of Education, bulletin, 1928, No. 28).

Data recently collected in the Bureau of Education throw some light on the importance of consolidation in rural secondary education. According to a recent study 2,177, or 22 per cent, of the 9,876 high schools operating in small population centers, are in villages ranging in population from 700 to 2,500; 1,047, or 11 per cent, of them are organized and controlled as county high schools; 3,284, or 33 per cent, are reported as organized under one of the various forms of high-school consolidation; and 3,366, or 34 per cent, operate as rural or agricultural high schools and are located in the very small towns or in the open country. The study from which the above data were taken shows that nearly one-third of the high schools enrolling rural children are the result of consolidations and that consolidated schools are nation-wide in distribution. When the States are compared on the basis of the number of high-school consolidations, 20 stand out prominently. They are California, Colorado, Georgia, Illinois, Indiana, Iowa, Maine, Minnesota, Mississippi, Missouri, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, Texas, Washington, and Wisconsin. The county high school is in most cases a way of centralizing rural high-school activities. County high schools are most common in the Southern States in which the county is the administrative unit.

Comparisons in size of consolidated high schools and district high schools located in the open country or in the very small towns (the two types of high schools most frequently found in purely rural environments) illustrate the effect of consolidation as a means of improving rural secondary-school conditions; average enrollment of 68 pupils is found in the former and 40 pupils in the latter. The centralized high schools employ an average of four teachers per school, have 841 volumes per school library, $74,200 invested in buildings and grounds, and $7,667 in furniture and equipment. Independent district-school systems in rural areas employ an average of three teachers, own 594 volumes per school, and show $46,481 invested in buildings, and $4,585 in furniture and equipment.

LOCAL SUPERVISION OF INSTRUCTION

The value of professional supervision of rural schools has received constantly growing recognition during the biennium. This is evidenced (1) by the increase in the number of States in which such supervision has been initiated; (2) by the extension of supervision to additional counties in several States in which it had an established place; (3) by the added emphasis placed on the strictly supervisory function of county superintendents in States in which there are no supervisory assistants; and (4) by the improvement in the quality of supervisory service rendered. An important development of this improvement is apparent in the inclusion in supervisory programs of more and better service adapted to the special needs of exceptional children in rural areas.

At the close of the biennial period 1925–26 a decrease in the number of local rural supervisors and in the number of States and counties employing such officers was reported and the causes discussed. It was suggested at that time that the decrease was apparently temporary and not assignable either to lack of confidence in or failure of supervision. Developments during the biennium apparently justify this conclusion. Supervision has been established for the first time in Mississippi and Texas. In Mississippi a recent law provides for the expenditure of public funds and for State aid to employ primary supervisors in rural communities. "Primary" is apparently interpreted as elementary in this connection. So far, five counties in Mississippi have availed themselves of the provisions of the new law. Prospects are encouraging for extension within the next few years. In Texas funds recently made available are used for supervision in several counties. It seems probable that arrangements will be made at an early date for extension of supervision among the counties of this State.

From Alabama, Arkansas, California, Florida, Georgia, Louisiana, Maryland, Michigan, New Jersey, North Carolina, Oklahoma, Pennsylvania, South Carolina, Texas, Virginia, and West Virginia, increases are reported in the number of supervisors employed or in the counties brought under supervision during the biennium. In Alabama, Virginia, and West Virginia, the increase in numbers has been marked. In Alabama an "equalization of educational opportunity plan" recently adopted provides funds to finance a project which contemplates one supervisor for each group of 75 teachers. Nineteen supervisors are reported as added to the force during the biennium. West Virginia added 17, and in Virginia the number of rural-school supervisors has almost doubled during the 2-year period. In Oklahoma and Arkansas interest in supervision has reached such a point that legislative sanction and State funds for

its support appear to be imminent. In Louisiana the newly acquired equalization fund of $1,500,000 is expected to extend supervision to parishes which, while favorable to the plan in the past, have been financially unable to support it. The total number of local rural-school supervisors reported at the close of 1928 is 818. This number does not include administrative officials, many of whom do much supervising, nor does it include supervisors who spend less than half time in the supervision of instruction.

Despite considerable growth in the number of supervisors, the county superintendent is still the sole supervisory officer in the majority of counties in the United States. The improvement of supervision in these counties offers difficult problems which many State departments of education and State higher institutions of learning are making systematic efforts to solve. Among the States from which reports of such efforts have been recently received are Arkansas, Florida, Minnesota, Mississippi, Missouri, North Dakota, Ohio, Oklahoma, and Texas.

During the biennium an assistant in rural education has been added to the staff of the bureau of rural education of the State Department of Education in New York, whose time is devoted in large part to supervisory problems of the district superintendents. In Idaho two supervisors responsible to State normal schools and the State department of education have been added to those previously employed—a total of four assigned to the rural schools of the State.

In North Dakota a plan somewhat resembling the Minnesota, Idaho, and Missouri plans was established during the biennium. Local rural-school supervisors have not been employed in that State. In 1926–27 deputy superintendents having both administrative and supervisory duties were employed in 12 of the 53 counties. At the beginning of the school year 1927 supervision under State direction was effected through the introduction of 11 State "demonstrators." They spent one week at a school of instruction conducted at the State Teachers' College at Mayville and seven succeeding weeks in the several counties of the State working with the rural schools. Three or four days were given to visiting schools with the county superintendents, followed by conferences of teachers, county-wide or in groups, usually of one day duration, devoted to demonstration teaching, planning opening exercises, and other teaching problems. Generally each county was divided into two districts for the purpose, though occasionally size or topography necessitated a larger number. The attendance of elementary teachers was compulsory. At the end of the period favorable reports were sent to the State superintendent from a large majority of the county superintendents and teachers interested. As one result of the plan it seems reasonable to expect that county superintendents will have a new realization of the need

of more intensive supervision than they are able to give, including the possibility of "follow-up" visitation, which only local supervisors can achieve. It may thus become a factor in bringing about the employment of full-time county-school supervisors in this State.

States in which professional supervision is established report for the biennium a wider use of the results of research studies and an increasing number of such studies in which supervisors participate; that renewed and more effective efforts are being made through in-service training of teachers by supervisors and through courses offered in higher institutions to improve the supervisory services of elementary-school principals; and that teachers' meetings are becoming an increasingly effective means of supervision through improvements in the programs offered and the preparation made for them. North Carolina and New Jersey particularly report success in promoting supervision by principals.

Reports from some States indicate that considerable attention is given to the improvement of teaching in the one and two teacher schools. In Connecticut primary supervisors (usually acting as assistants to other supervisors in the same district) report progress in promoting creative work, ability among children to work in informal groups, activity projects, and in other modern teaching methods. In California an individualized instruction plan adapted to small rural schools is being carried out. In other States, of which North Carolina is an example, supervisors apparently center their attention on improving instruction in the consolidated schools.

A study of the results of supervision was recently made in North Carolina under the direction of the State department of education in which supervisors and teachers participated. Some of the results pointed out in a report of this study follow:

> Scientific test results from seven supervised counties covering a period of three years for which well-trained rural supervisors had been employed in these counties show the average reading ability of the pupils was over a grade nearer standard and their work in arithmetic was nearly one grade higher than it was when these supervisors began their work. This means, for example, that at the end of this 3-year period of efficient supervision of classroom instruction the fourth-grade pupils in these counties were reading and working arithmetic better than were the fifth-grade pupils at the beginning of this period of close supervision. In a word, it means that within this 3-year period of constant and expert supervision the pupils in these counties gained approximately one whole year in their mastery of the subjects of reading and arithmetic.
>
> The monetary value to the taxpayer of this efficient supervision * * * has been proved by the fact that the seven counties for the total expenditure of $43,160 for supervision over a period of three years, purchased the equivalent of an extra year of instruction for the pupils which, at the current cost of instruction in these schools, would have necessitated the expenditure of $351,239.56. In other words, for every dollar that was expended for supervision in

those seven counties for those three years $8.14 worth of additional instruction was purchased for the pupils.

A cooperative study of teachers' meetings was undertaken as one of the results of the second regional supervisory conference called by the United States commissioner of education in Raleigh, N. C., in 1926. Seventy-seven county superintendents and supervisors in 12 States cooperated with the Bureau of Education. Among the improvements which the results of this study indicate are necessary in the conduct of teachers' meetings are: (1) Better organization with special attention to the needs judged by size and topography of the county, number, location, and size of buildings, etc.; (2) improvement of demonstration teaching; (3) the stimulation of better and more discussion; (4) increased amount of committee work; (5) careful selection of the persons who deliver addresses in order that they be scientific as well as practical in nature; (6) that careful time allotment studies be made in order that the time devoted to teachers' meetings be spent to the best possible advantage and activities so selected as to insure substantial educational returns for the time, effort, and money spent by teachers in attending meetings.

In at least two States, Massachusetts and California, the special needs of non-English-speaking children entering the first grade have been studied and efforts for their welfare undertaken. In Massachusetts an experiment recently carried on with approximately 2,000 children, the objective of which was to find a means for eliminating the additional year commonly devoted to completion of the elementary grade, indicates that with appropriate types of teaching non-English-speaking children can progress through the elementary grades in the normal period of eight years.

During the biennium conferences on rural-school supervision were called by the United States commissioner of education in New York for the Northeastern States and in New Orleans for the Southern States. Among the studies reported on at these conferences and topics discussed which indicate significant problems in the field of supervision the following aroused special interest: The special needs of mentally deficient children and of crippled children in rural areas; a study of the kind of supervision which superior teachers need; the responsibility of educational agencies in State departments of education, higher institutions of learning, and the like, in promoting supervision; the development of characteristics of efficiency in teaching; the integration of preservice and inservice training of teachers; and research in supervision.

THE TEACHING STAFF

Two developments of the biennium in the general teacher-training field are significant to rural education in their promise favorably to

affect the outlook for eventually securing prepared teachers for the different types of rural schools: First, a number of studies have been made of the teacher situation. These are of two general types—those, state-wide in scope, aimed to determine the number and types of teaching positions within the State; the number of annual replacements occurring in each of the several types; the facilities available to prepare teachers for each type; and the probable steps necessary to avoid either a shortage or a surplus in each so far as possible, and related studies analyzing teaching activities in the different types of positions, including rural teaching positions. Second, the movement toward coordinating and unifying the functions and activities of the several agencies concerned with the preparation, certification, placement, and inservice training of teachers has been furthered in a few States through official action or voluntary cooperation.

The state-wide studies have thrown much light on the rural-teacher situation. More and better courses in teacher-preparing institutions for prospective teachers in rural schools, both elementary and secondary, should result. In addition they have shown the need of State programs for coordinating the functions of certificating and training agencies and for collecting annually information concerning the probable teacher supply and demand. When such programs follow, it seems reasonable to expect that rural schools will share according to their needs in measures adopted for the improvement of the teaching staff.

In States in which the several functions concerned with the certification and preparation of the teaching staff are centralized coordination may be readily effected. When they are decentralized, voluntary coordination of effort is essential in order that a unified program may be evolved. A plan for voluntary unification and coordination for Ohio was recently promulgated by the State director of education. It seems probable that the program outlined was suggested or stimulated by the fact that extensive state-wide studies of the teacher situation in that State were made recently. A brief description of the plan follows:

> With the appointment of John L. Clifton as State director of education a move was made to eliminate those schools which were unprepared for this work and to unify the program for teacher training in those schools which retain the privilege. A conference was called of representatives at Columbus to consider a program for teacher training. Representatives from most of the colleges came—a total of 200. After considering the difficulties and needs in the present situation the conference adopted the following tentative objectives: (1) To provide for continuous coordination among the several teacher-training agencies through a system of cooperative administration; (2) to promote a program of selection and guidance which will insure a high type of candidates for the teaching profession; (3) to promote teacher training only in institutions of high standing in which preparation for the teaching profession is a major function; (4) to secure ultimately a recognition of the principle of

equal training and compensation for elementary and secondary school-teachers; and (5) to provide for the unification and interrelation of the component parts of the professional curricula.

The first objective is to be attained through a committee representing the teacher-training institutions, the department of education, and the State teachers' association; the second by a careful selection of students for teacher training through intelligence tests, personality and health examinations, school standings, etc., before the student enters college. Under the third the board of education will limit the training of teachers to those colleges which can meet membership standards in such associations as the North Central, the American Association of Teachers' Colleges, the Ohio College Association, and the American Association of Universities, and then only to such colleges as make teacher training a major interest.—*The teacher-training program of the Ohio State department of education. H. B. Alberty. Educational Research Bulletin, Ohio State University, May 16, 1928. pp. 199–206.*

During the biennium two conferences were called by the Bureau of Education to consider problems concerned with the preparation of teachers for rural schools, one in Boston, Mass., and one in Los Angeles, Calif. The following topics selected from the programs will illustrate the trend of the discussions and the problems which have been engaging the attention of persons interested in preparing teachers for rural schools during the biennium:

Activity analysis as a basis for constructing rural curricula.

The extent and criteria of curriculum differentiation for the preparation of rural elementary school-teachers.

The adjustment of the supply of and demand for qualified teachers—The State's problem.

State legislation and regulations to guarantee an adequate professional staff for rural-school positions.

The application of standard two, three, and four-year courses to the specialized needs of rural school-teachers.

The responsibility of teacher-preparing institutions toward specialization and an adequate teaching staff.

Preservice and inservice training of rural teachers—How shall we have an integrated program?

Certification, training, and placement of teachers—a coordinated program for teacher-training institutions and State and local educational authorities.

Careful consideration through conferences and in other ways of problems of the character indicated by the titles quoted is especially promising for rural education. In the general chaos in the teacher-training field large numbers of prospective teachers are trained without due consideration to the number and types of vacancies to be filled when the graduates seek positions. Specialized curricula designed to prepare teachers for different types of positions have been offered, but there has been little guidance given or available to assist teachers in selecting the work for which they are best fitted and in which there is the greatest probability of positions. While this situation has characterized the whole field of teacher training it is especially acute in that of rural teacher training. Specialized cur-

ricula in this field are less widely offered and are not so apt to be based on careful studies of its particular needs. Placement is not so systematically managed as in urban systems and consequently a larger number proportionally of untrained teachers and teachers trained for other types of school work enter the rural schools. Studies have revealed also that when certification requirements are not coordinated with training and placement facilities, and when they are below the standard required by teacher-training schools, prepared teachers are apt to be displaced by those not so well qualified.

Recent studies in two States have shown that a surplus of teachers were trained for high-school work, while a shortage existed of teachers equally well trained for elementary schools, with the result that large numbers of teachers trained for high-school work accepted positions in elementary schools. Another result of nonadjustment of teacher-training and placement facilities is concerned with the kind of training given prospective teachers for rural secondary schools. In the majority of teacher-preparing institutions teachers major in one subject which they expect to teach in high school. A large percentage of them accept positions in small high schools where they must teach three, four, or even more subjects, for some of which they have not had adequate preparation. Training teachers especially and specifically for small high schools is of growing interest. Certain subject combinations may be established in connection with such training. It appears that there is as much need for establishing specialized courses adapted to the particular needs of teachers in small high schools as for courses to prepare teachers for one, two, and three teacher elementary schools.

The number of institutions offering courses in the training of teachers for rural schools is increasing and the quality of courses offered, judged by the time covered, has improved. Data collected for 1927–28 and compiled in Rural School Circular No. 25, issued by the Bureau of Education, show that 151 of the 185 State normal schools and teachers colleges in the United States offer differentiated courses or curricula for prospective rural elementary schoolteachers. Seventy-five institutions offer one or more curricula specifically designed for the preparation of such teachers. The curricula offered, measured by duration, and the number of institutions offering them are as follows:

Rural curricula offered	*Number of institutions*
One year only	5
Two year only	36
Four year only	5
One and two year	10
One year, one year and six weeks, and two year	1
One and four year	1
Two and four year	9
One, two, and three year	1
One, two, and four year	4
One year, one year and six weeks, and four year	2
One, two, three, four year	1

Seventy-six institutions which do not offer rural curricula offer one or more differentiated rural education courses. In a few of these the number of such courses exceeds that in some of the institutions which offer regular rural curricula.

Uniform state-wide laws and regulations governing certification, especially through setting up minimum standards in academic and professional training, are of special importance in the improvement of the rural teaching situation. A mistaken form of economy prompts low salaries in many districts. Only teachers with the lowest-grade certificate will accept. Under such circumstances reasonable minimum standards set up and enforced by the State are a protection for the children concerned.

Regulations designed to improve the teaching staff by raising certification requirements are reported for the biennium from a number of States, including Alabama, California, Montana, New Hampshire, North Carolina, Vermont, West Virginia, and Wyoming. In New Hampshire a minimum prerequisite of two years above high school was established in 1928. In California the requirement for State certificates was raised to two and one-half years above high-school graduation. California still retains the county-examination system, however, as a possible means of entrance to the teaching profession.

A review of the teacher-certification situation at the close of the biennium is encouraging. A study of State laws and regulations governing certification of teachers recently made in the Bureau of Education [2] shows that there has been notable progress in the 5-year period ended in 1927 in establishing prerequisites for the lowest grade of certificate in terms of academic and professional credits from approved higher institutions. This has been accompanied by centralization of certification in State departments of education and higher institutions. Summaries in the study show that there were at the beginning of the school year 1927–28 four States, to which New Hampshire may now be added, making in all five, in which the established prerequisite for the lowest grade of certificate is graduation from high school plus two years of professional preparation, or the equivalent of standard normal-school graduation. Nine additional States require high-school graduation and one year of professional training of higher grade; 14, high-school graduation and some professional training, less than one year; 6, four years of secondary school (may or may not include professional courses); while in 15 no definite scholarship qualifications other than those manifested in examinations given under State or county authority are required. The qualifications indicated, it should be remem-

[2] U. S. Bureau of Education, Bulletin, 1927, No. 19, "State Laws and Regulations Governing Teachers' Certificates."

bered, concern the lowest grade of certificate. All States, including the 15 in which entrance to the profession through examination is possible, issue a number of certificates requiring normal-school or college graduation.

The movement toward centralization of certificating authority in State education agencies, generally State departments of education, has been well under way for a number of years. At the present time there is complete centralization in 36 States; with a large degree of control in four additional States. Centralization of the certificating function in State education agencies may be considered as practically accomplished in 40 States. Local control still prevails in Massachusetts while county authorities issue and exercise control over some kinds of certificates in California and Wisconsin. Relatively few county certificates are issued, however, and minimum scholarship prerequisites are set up by regulations of the respective State departments of education. The Wisconsin scholarship prerequisite may be met by completion of courses in county rural normal schools. These schools are under county direction and State supervision. In California high-school graduation is required of persons desiring to take the county examinations. On the whole State standardization of certificates is a well-established policy in the United States.

Establishment of minimum scholarship prerequisites is but one of several means of restricting the number of teachers entering the profession with training below the acceptable standard. A number of States are limiting more and more and thereby diminishing year by year the number and percentage of certificates issued on examination. Correspondingly the number and percentage issued on credentials increase. The following are illustrations: In Alabama in 1927, 10,290 certificates were issued on credentials and 1,004 on examination, a percentage comparison of 91.1 and 8.9. Corresponding percentages for the preceding year were 88.4 and 11.6. Missouri issued in 1928 one-half as many certificates on examination as in 1925. In Virginia the practice of issuing certificates on examination was discontinued during the biennium. Delaware reports a large falling off in the number of second and third grade certificates issued in 1928 indicating "that better trained teachers are entering the profession."

In-service training for teachers through extension courses continues to grow in extent and improve in quality. In Massachusetts the State department has arranged recently for extension courses leading to the B. S. degree in education available to all teachers who have completed two or more years in any of the State normal schools of the State. Reports from Alabama state that the percentage of

teachers enrolled in extension courses has increased 32 per cent during the 5-year period ended 1927.

The State educational association offices of about three-fourths of the States have entered into a cooperative arrangement for the maintenance of a bureau of service located in Chicago. One of the activities of this new bureau is to assist the journals or organs of these associations to obtain first-rate materials for publication. During the present school year a series of six articles dealing with phases of the elementary-school curriculum, written by nationally known specialists, is appearing in all the magazines in this group. For the September magazines Prof. Ernest Horn wrote on the teaching of spelling. In October Prof. William S. Gray, of the University of Chicago, followed with a similar condensed treatment of the teaching of reading. As rural-school teachers probably read their own State journals rather than others more national in scope and clientele, this departure offers them an added professional stimulation.

In Connecticut a director of teacher training was added to the staff of the State department of education during the biennium.

The situation in regard to teacher supply and salaries has apparently changed little during the biennium, if at all. Of 26 States reporting, only one reports a shortage of "adequately trained teachers." Twelve report an oversupply, six a slight shortage, seven neither surplus nor shortage. Missouri and Kansas are among the States reporting a large oversupply. In neither of these States are the minimum qualifications for teaching certificates as high as in the majority of States. From Missouri it is reported, "There is a great oversupply of teachers. Hundreds of capable teachers have been unable to secure positions, while others equally well trained have been compelled to teach for smaller salaries because of the abnormally large supply."

Salaries of rural school-teachers, according to reports from 22 States, have increased in 9, decreased in 5, and are unchanged in 8. Two of the States in which efforts are being made to increase salaries plan to propose State salary schedules to the next legislative sessions. A few States report that improved standards in certification requirements have been made possible through State aid for teachers' salaries. One new State normal school is reported, that at Billings, Mont. The State superintendent reports that the supply of trained teachers for rural schools will be increased and improved through the establishment of this new normal school.

CURRICULUM CONSTRUCTION AND REVISION

In nearly all States rural school-teachers depend upon State courses of study for curriculum content and for guidance in classroom

organization and instructional practice. California is an outstanding exception. County as well as city school systems prepare the courses for their schools. In many other States some well-organized counties prepare special courses or adaptations of the State course for local use, but in general the State course of study is the basis for curriculum practice in rural schools. Improvement in curriculum construction as it affects them may, therefore, be measured largely in terms of changes made in State courses of study.

Within the biennium just ended State courses have been formulated or revised in whole or in part in 19 States. Certain progressive trends in content or in method of preparation of these courses seem to be of special importance: (1) The assignment by the chief State school officer of responsibility for curriculum construction or revision to some member or members of the staff of the State department of education; (2) a broader point of view in the selection of personnel and in the practice followed in curriculum construction; (3) improved content through wider use of problems, projects, and activities to supplement the bare outlines characteristic of older courses of study; through inclusion of recommendations for the intelligent use of practice and achievement tests and of remedial measures, and through utilization of results of recent studies and investigations in education.

States which reported the assignment of responsibility for curriculum revision to one or more members of the State department staff during 1927 and 1928 are Florida, Indiana, Kentucky, Michigan, Missouri, Nebraska, New Jersey, New York, Pennsylvania, Virginia, and Wyoming. This procedure recognizes curriculum construction as a continuous process rather than an intermittent task, and presupposes trained leadership from the State department of education as essential in promoting modern practice in curriculum revision for rural schools.

In six States from which reports are available curriculum revision was conducted through state-wide committee organization providing for extensive participation by the different education interests. In Iowa, North Dakota, and West Virginia, in each of which the course of study for elementary schools was recently revised, all of the educational institutions and agencies within the respective States were represented on the several committees; the personnel including specialists in education and in subject matter, city and county administrative officers, and teachers. A difference in point of view among these three States concerning the type of representation which should predominate is apparent in the constitution of the committees. In forming the Iowa course responsibility was placed in large part upon specialists in subject-matter and in education theory. Participation by classroom teachers was apparently limited to three mem-

bers of a committee of more than 100, the three representing the elementary school of the State university. In West Virginia, on the other hand, curriculum committees were made up largely of classroom teachers, an apparent recognition that the teacher is the determining factor measured in terms of actual practice. In North Dakota the course followed in the selection of the personnel was between these extremes. A balance was retained among subject-matter specialists, administrators, and teachers.

In Minnesota the policy followed by the State department of education is one of "continued effort in the curriculum field." Minnesota has several continuing curriculum committees, membership on all committees numbering 33. Twelve members are from the State department of education, 10 are representative of the State teachers colleges, 6 are superintendents of schools, and the remaining 5 are special and general elementary supervising officers.

In Louisiana and New Mexico volunteers were sought. Any teacher who so desired could participate in curriculum construction in both of these States. In Louisiana two units of the complete course in process of making have been completed within the past biennium, one in arithmetic and one in language. The work was done by volunteer teachers, principals, and supervisors from 19 administrative units, 14 of which were parish (county) school systems. The process was one of "integration" under the general supervision of the division of elementary schools of the State department of education. Results were reviewed and checked, and in some cases revised in education classes of the State university.

In New Mexico the preparation of the course of study was initiated in summer sessions of the several higher institutions of learning in courses given in curriculum revision. In the course offered at the University of New Mexico in the summer of 1927 the class made a study of the literature of the philosophy of education, of modern methods of teaching, of scientific determination of subject matter, and methods of formulating courses of study. Committees were organized and assigned the task of reading, evaluating, and integrating the literature in the subjects taught in the elementary schools.

In the following summer session of 1928, the class centered its efforts on the preparation of a course of study in language. Contributions from the teachers of the State were received and integrated with the work of the members of the class. When the results were ready reports were presented for discussion by officers of the New Mexico Education Association, of the State department of education, of representatives from higher educational institutions, and by city and county superintendents. The revised course was the result of the combined efforts of the groups and officials indicated.

Other minor measures reported are: Curricula to meet the special needs of mentally retarded and mentally handicapped children have been prepared and published in two States, Massachusetts and Wisconsin. The State department of North Carolina has recently issued a course of study for the preschool child including suggestions for mothers and information for primary teachers. This would indicate that the preschool child living in rural areas is not to be entirely neglected in the progress of the present movement in this field of education. The course of study completed during the biennium for Wyoming aims to make special provision for individualized instruction, alternation, and combination of classes and subjects.

The outlook for the development of a course of study which shall more nearly meet the needs of children in small one and two teacher schools is reasonably encouraging. There is need for more experimentation in the development of units of organization of content other than those based on the traditional 8-grade plan as developed for large schools in which there is one teacher for each grade. That the difficulties involved are recognized by those recently engaged in curriculum revision is indicated by such statements as the following:

Any curriculum construction must take into account the various organizations of the State with their individual differences as to administration and supervision.—*H. V. Holloway, State superintendent of public instruction, Delaware.* (*From reply to questionnaire sent from the Bureau of Education in 1928.*)

The difficulty of making a course of study to serve both rural and graded schools arises not so much out of differences in the subject matter which should be taught in these two types of schools as out of the differences in administrative problems involved in teaching in the two types of schools. All committees have been constantly alert to make special adaptations to the interests of teachers of rural schools. It is the belief of the executive committee that those responsible for making the course of study which succeeds this one should consider seriously the plan of issuing a separate course of study for rural-school teachers and one for teachers in graded schools.—*Dr. Ernest Horn in Introduction to the Course of Study of Iowa.* (*1928.*)

The outstanding problem is to make a course of study and a daily program so that the 1-room rural teacher can make good use of her time and the pupils' time in a school where she has all or nearly all of the grades.—*Bertha R. Palmer, superintendent of public instruction, North Dakota.* (*From reply to questionnaire sent from the Bureau of Education in 1928.*)

LIBRARY SERVICE TO RURAL SCHOOLS

Library service to rural schools and communities has been enlarged and improved during the biennium, though still woefully inadequate. Improvement is due in large part to new and better legislation, State supervision of school libraries, extension of traveling library service, establishment of county libraries, and the extension of cooperative effort between schools and public libraries.

Progress in securing legislation or State appropriations affecting rural-school libraries is reported from Alabama, Arkansas, California, Iowa, and North Carolina. At the close of the present biennium there are reported one or more full-time State library supervisors devoting considerable time to rural communities, especially to rural high-school libraries in six States—Indiana, Michigan, Minnesota, New York, Tennessee, and Wisconsin.

County libraries have been established during the biennium in Arkansas, Indiana, Kentucky, Mississippi, New Jersey, New York, New Mexico, North Carolina, Oregon, Pennsylvania, Texas, and West Virginia. For the United States as a whole there are 37 more county libraries reported in 1928 than in 1927, a total at the close of the biennial period of 260 counties with county library service. The Louisiana Library Commission established during the biennium two parish (county) libraries for demonstration purposes. Reports indicate that the cooperative activities worked out between schools and libraries in the parishes were effective in promoting more and better reading among school children.

In the New England States public libraries are cooperating with rural schools extensively and systematically. In Massachusetts, public librarians meet with teachers' institutes in rural communities as a means of furthering coordination between schools and libraries.

SPECIAL PLANS AFFECTING PROGRESS IN RURAL EDUCATION IN REPRESENTATIVE STATES

State Program of Public Education in North Carolina [3]

The development of public education in North Carolina for the past 10 years has been along lines which seem to promise great improvement, especially in rural education—the most baffling question in State school administration. Ten years ago North Carolina began to cope with this question seriously. The lines of development have been as follows:

(1) The consolidation of rural schools into larger units in order that teachers in the elementary-school system would have fewer grades to teach, and in order that all of the children might have an opportunity to attend high school. This development has gone on until there are more than 1,000 consolidated schools in North Carolina in which are enrolled 56,000 boys and girls in the high schools alone. More than half of the rural white children are enrolled in consolidated schools which have a teacher or more to the grade.

[3] Prepared by A. T. Allen, State superintendent of public instruction, North Carolina.

The most difficult question in the consolidation program was to secure money with which to erect large rural schools of a permanent type of construction. This was made possible by the State itself, which has provided $19,000,000 to be lent to the counties at a low rate of interest for the purpose of constructing these school buildings. Within 10 years North Carolina has put into rural-school building more than $35,000,000. The program is practically two-thirds complete. The desire of the State is that this plan of consolidation be carried forward until every rural child in the State is provided, as nearly as possible, with an opportunity to attend a school of this type.

In North Carolina we have a constitutional requirement that sets up a 6-month school term. All school terms in addition to six months are dependent upon a vote of the people authorizing the levying of a tax to extend the term. Along with the construction of these buildings the people of the State have been voting special taxes until about seven-eighths of the rural property is now under special tax and three-fourths of the white country children are in schools with terms of eight months or more. About 30,000 additional children each year are provided with an 8-month school term. It is the purpose of the State to continue this until the minimum school term in the State shall be at least eight months.

This building program and extended term has made necessary a great deal of transportation. At present North Carolina is hauling more than 150,000 children a day. When the consolidation program is completed it is estimated that it will be necessary to transport daily approximately 200,000 children.

(2) Financing the 6-month term: At the beginning of our school system in 1876 the feeling was that the county as a unit should support the 4-month school term as the constitution then required. At first this was not very difficult, but as schools began to be set up and their expenses began to increase, it was found that a great many counties were unable to operate their schools for the full term of four months. In 1907 the supreme court of the State interpreted the constitution to mean that each county was under obligations to levy whatever tax might be necessary to keep the schools open for four months. Later—that is, in 1918—the people of the State changed the constitution from four months to six months. About the same time the salary schedule for teachers was greatly increased. A great many children who had not been in school began to go to school, so the cost that rested upon the counties became very burdensome, and the tax rates for the support of the 6-month school came to be very different among the counties, extending all the way from 30 cents in one county to $1.35 in another county for the same purpose.

In 1901 the State began to provide a small equalization fund to equalize the burden of taxes among the counties. This fund has been increased almost every biennium until in 1925 it was $1,250,000. The general assembly of 1925 increased this fund to $1,500,000, and the general assembly of 1927 increased this amount to $3,250,000. It is hoped that the general assembly of 1929 will increase the equalization fund to approximately $7,500,000 and that it will distribute this money on the basis of an eight months' term rather than on the basis of a six months' term. If it is possible to secure this increase, North Carolina will then have a minimum school term of eight months. The program, then, of the State department of education is to increase the minimum school term in the State to eight months through the increase of the State equalization fund.

(3) *Teachers.*—In 1917 the State began the certification of teachers. Through these efforts the training of the teachers in North Carolina has gone up very rapidly. Out of the 24,000 teachers at work in the State now, there are approximately 6,000 college graduates. Ten years ago one-half of the teachers in the State were not high-school graduates. Now, the average training in the State for white teachers is more than two years of college work.

We have been successful in building up the teaching profession rapidly on account of a "single-salary schedule." The single-salary schedule provides for the same pay for high-school and for elementary teachers, and there is an increase in pay for additional training; that is, if a teacher who has two years of college work should stop and go to school and graduate, her salary would be increased by $28.33⅓ per month for as long as she might teach thereafter. This has built up a teaching profession in North Carolina in which there is very limited turnover. In many places this turnover is less than 5 per cent. A few years ago it was 30 per cent practically over the whole State. The salary schedule and the training of teachers has stabilized the profession. It is hoped that the general assembly will not interfere in any way with this arrangement.

State Supervisory Program of Louisiana[4]

Supervision of instruction was made a major project of the State department of education in 1919. A systematic State program revised year after year according to needs has been in operation since. Each year a program for the year is worked out in cooperation with the parish superintendents and issued from the State department of education. The general objective throughout has been the improvement of classroom instruction and of classroom conditions.

[4]Abstract of a report by A. M. Hopper, State supervisor of elementary schools.

General plan.—The first step in carrying on the program was that of training the personnel. In the beginning trained supervisors were not available. Successful teachers and principals were, therefore, selected as supervisors. They worked under the direction of members of the State department. The teacher-training institutions immediately established courses for training supervisors. They were attended by the superintendents and supervisors in service as well as by those who desired to prepare for supervisory positions opening up in the future. The long-term State supervisory program was formulated to emphasize one or two subjects each year. A reading course for teachers was prepared in the particular subject designated for the year as an important part of the in-service training.

An activity provided for in the program was the systematic use of standard and other objective tests. During the early years the testing programs were supervised by the staff of the State department of education, and teachers were trained under their direction in the administration and various uses of tests. Courses were later introduced into the teacher-training institutions, and this particular type of supervision on the part of staff members from the State department was no longer necessary.

Demonstration teaching was also a part of the long-term program. During the first few years this was done by the State superintendent and members of his staff. As local superintendents and supervisors developed skill in this direction, part of this work has been taken over by the local officials, particularly skilled teachers selected by parish superintendents and principals. Lesson planning is another major objective of the continuing State program. Bulletins have been prepared from time to time and sent out by the State department of education outlining plans and enumerating and interpreting principles of lesson planning. Group conferences rather than parish-wide conferences have predominated. These conferences are usually 1-day meetings, the forenoon devoted to observation and demonstration and the afternoon to discussion of the lessons observed. The groups selected may depend on the geographical section, but usually grouping is according to the type of work performed. Demonstration teaching is now usually done by the classroom teachers.

Other activities which have been carried on throughout the existence of the long-term program are annual State conferences of superintendents and supervisors, directed reading for teachers, the establishment of professional libraries in the different parishes, and the promotion of school consolidation. The number of 1-room schools was reduced from 729 in 1922 to 494 in 1928.

In 1926 the preparation of the State course of study was made a major objective of the State supervisory program. Responsibility

for its general direction centers in the elementary division of the State department of education. Courses in three subjects have so far been prepared. As an example, the procedure followed in the preparation of the language course is outlined briefly. Superintendents, supervisors, and teachers throughout the State were invited to cooperate in the preparation of the course. Participants were accepted from 17 parishes, 1 city-school system, and 1 city school; in all, 19 units. Teachers participating were furnished with copies of three books selected for the purpose of guidance in the preparation of the course, Language Training, by Bryce; Speaking and Writing English, by Sheridan; Language Outcomes, by Graves; and the Fourth Yearbook of the Department of Superintendence.

The participants worked through grade committees. Three or more teachers for each grade were appointed in each participating unit. Coordinating this work in each unit was a parish or school committee consisting of the chairman of each grade committee and the parish superintendent, supervisor, or principal. The latter committee reviewed the work of the grade committees and prepared a report. These reports were sent to the State department from which they were sent to the Louisiana State University where they were reviewed in education classes, and a tentative State course arranged as a result. The tentative course was then printed and sent to the participating units for experimentation and further suggestion. The results were again reviewed in the university classes and prepared in the present form.

An immediate objective of the State supervisory program at the present time is the standardization of elementary schools. The bases of standardization are the use of the State course of study, length of term, qualifications of teachers, teaching load, and type of buildings, grounds, and equipment.

State Supervisory Program for the Rural Schools of New York [5]

General aims.—(1) Survey of conditions to discover needs and to modify tentative programs in the light of findings. (2) Improve instructional supervision as practiced and extend the provisions of the State program in local supervisory districts. (3) Improve the rural-school curriculum, school plant, the organization and equipment of the school in order to make possible improved classroom procedure. (4) Inaugurate such experimentation and research as the needs seem to justify. (5) Develop selected schools as model schools for observation and demonstration. (6) Demonstrate the value of rural-school supervision under favorable conditions. (7) The uni-

[5] Abstract of a report by Helen Hay Heyl, assistant in rural education, rural education bureau, State Department of Education, New York.

fication of educational programs, State, supervisory territory, local community. (8) Familiarize all concerned with the program, its objectives, and procedures. (9) Maintain and improve an esprit de corps among district superintendents. (10) Further the administrative policies of the bureau of rural education in the State department of education.

Immediate program.—(1) The improvement of instruction. Assist the district superintendents in planning well-balanced long-term and immediate programs based on a study of the needs of the district. Emphasis in such programs for the present year on the following: District-wide conferences of superintendents, principals, and teachers; homogeneous grouping of teachers; series of school visitations planned with a definite aim for each; group meetings; individual conferences; testing program in line with the year's objectives; series of circular letters; teachers' visiting days; budgeting of superintendents' time. (2) The improvement of supervisory technique. In-service training of superintendents in: Observation and evaluation of instruction; how and when to conduct demonstration teaching; conferences and follow-up work; raising standards; adaptation of curriculum to local needs; classroom management and organization. (3) In general. Answer special calls for help and opportunities for special types of services; spend winter months, in particular, on revision of curriculum.

Future plans (the following year).—(1) Complete the work on curriculum construction and experimental tryout. (2) Study and evaluate supervisory practices in four selected supervisory districts. (Postponed temporarily.) (3) Continue work with superintendents in the selected major projects being carried on under State direction. (4) Further development of model schools. (5) Continue general supervisory practice as indicated under general aims.

Curriculum revision for 1-teacher schools.—One of the objectives of the long-term supervisory program of the rural education bureau under the direct supervision of the assistant in rural education is the preparation of a curriculum to provide for the peculiar needs and organization of the 1-room school. There was selected in 1924 a cooperating committee made up of representatives of the State normal schools, the district superintendents, the teacher-training classes, and the rural teachers to assist in the formulation of courses of study under the general supervision of the State department of education. In 1927 this became an executive committee and with the help of selected individuals and groups throughout the State initiated the preparation and revision of materials during the first year, drawing these as far as possible from rural classrooms. The work planned for the second year included the preparation of the

results of the work of the preceding year in experimental form and the beginning of testing out the material by rural teachers. The third year it was planned to issue the course with the results of the revision indicated but still in experimental form. Subcommittees as follows were appointed to work out content material. A committee was appointed in charge of each subject: Mathematics, health, natural science, social science, English literature, and arts. The duties of the committees were defined somewhat broadly. Those of three committees are quoted as illustrative of the practice:

Chairman of mathematics committee, member of present executive committee. Needs are to enlist many teachers to collect activities and problems based on the local environment for primary pupils and for grammar-grade pupils; to arrange the work already submitted in groups; to provide for individual differences; to offer some plan for individual instruction and practice materials; and to set up for each group-level, aims, work to carry out these aims, and list of outcomes.

Chairman of social committee will need the help of different individuals who will take the present materials and while still offering separate outlines in geography, history, civics, citizenship, character education, etc., will organize these more closely than at present, suggesting possible correlations, arranging the materials in more uniform groups, and basing materials a little closer on recent State syllabi.

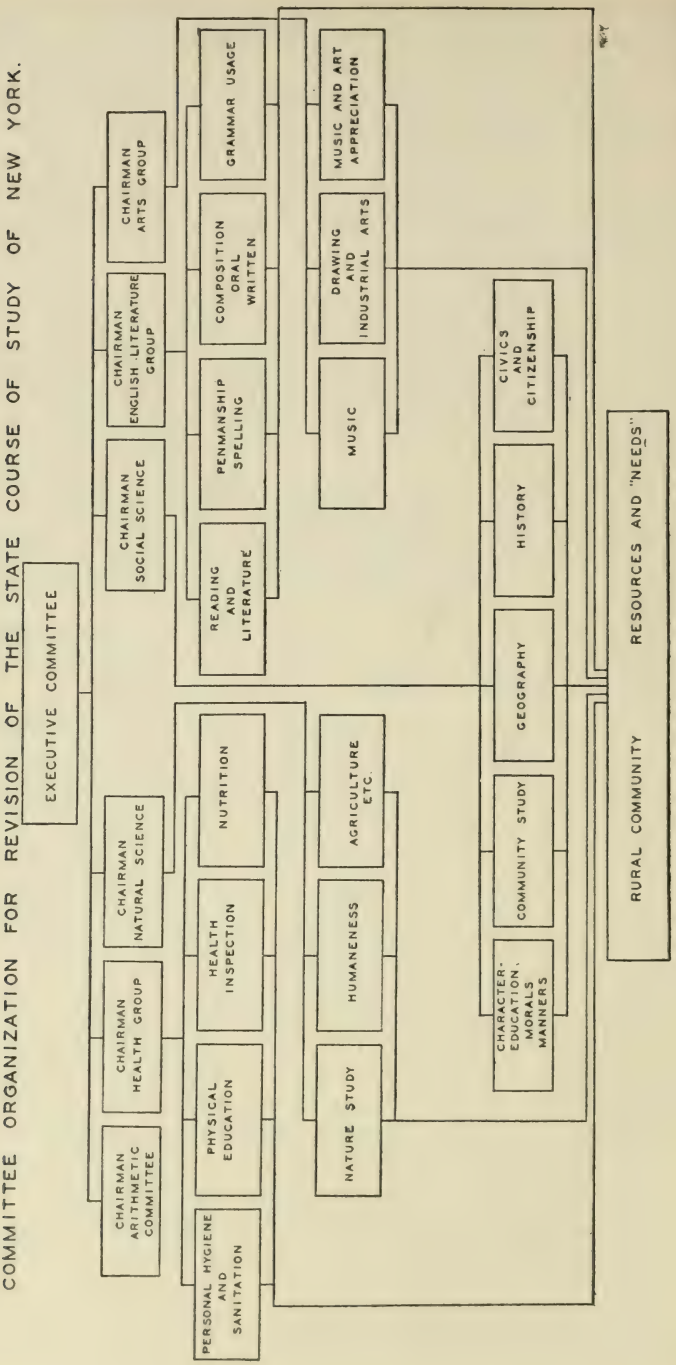
Arts group will closely correlate art and music appreciation with other courses, and with music, industrial arts, and drawing. Suggestions are needed for working out "opening exercises," etc., along these lines.

All the materials are scored by individual members of the executive committee and later in joint conference. The result of the work of the executive committee is passed upon by subject-matter specialists in each subject and by rural teachers when questions of organization are concerned. The materials finally accepted by State department officials will be mimeographed and distributed for experimentation under differing conditions prevalent in the State, as, by trained teacher under close supervision, same with little supervision, by untrained teacher under both conditions.[6]

The committees were furnished with sample units of a course designed to illustrate good practice, with illustrative "planks in the curriculum platform," such as statements concerning immediate and ultimate objectives of curriculum content, suggestions concerning the selection of material approximating life situations, material designed to provide for individual differences and increased participation in social life, and the like. Definite criteria for the evaluation of the work performed by each committee were also worked out to assist in improving the committee's work before its transmittal to the executive committee.

[6]Approximately 400 rural teachers are now experimenting with the first issue of these materials.

COMMITTEE ORGANIZATION FOR REVISION OF THE STATE COURSE OF STUDY OF NEW YORK.



Report of a Commission on Revision and Recodification of the School Laws Relating to the Financing of Education in Connecticut [7]

Preliminary findings of the commission on revision of laws relating to the financing of education in Connecticut which point toward the need of measures for equity of educational opportunity and an equalizing fund were as follows: (1) Whereas in 1854, 61 per cent of the cost of public education was borne by the towns and 39 per cent by State grants, in 1927, 94 per cent came from the towns and 6 per cent from the State with the probability that in 1928 the local burden would reach 95 per cent. (2) The wealth of the towns within the State varies from $1,400 to $80,000 per child, measured by the grand list. It is obviously impossible to furnish the same quality of education to children in towns having such varied resources. (3) The Federal income tax for 1927 was $29,000,000, or $7,000,000 more than the cost of the elementary and secondary school program, indicating that resources are available to the State which are denied to the town. (4) There is considerable migration of pupils from town to town. (5) Compulsory education laws require that all children of stated ages must attend school during the period designated compulsory annually.

In Connecticut 12 distinct State grants are available. The outstanding grant is that based on enumeration. A second important grant is one designed to aid towns of low tax valuation. It is distributed in inverse ratio to the grand list. These grants have not equalized tax burdens and school opportunities.

Concerning the educational needs of children and a State plan for financing schools, the commission laid down the following principles: (1) It is essential to provide equitable educational opportunities for all children. (2) A satisfactory financial plan necessitates finding measures of educational need and of ability of the towns to meet this need.

It was decided that a satisfactory measure of ability could be determined by the percentage of the average tax income devoted to education over a period of three years. As a result of a factual study it was determined that 34 per cent of the average tax income should be the demand on the towns made by the State if State aid was to be received. The educational task was measured in terms of the equated pupil, with $70 for each equated pupil tentatively established as a satisfactory minimum. This was derived from a study of costs of education in the State under present practice. The expense of transportation was not considered in arriving at this

[7] Abstracted from an address given by Dr. E. T. Meredith, commissioner of education, Dec. 12, 1928, Washington, D. C.

measure. The equated pupil is a measure of the educational task which considers, in addition to average daily attendance, relative costs in large and in small schools; and in high and in elementary schools, when equally efficient standards are maintained.

The State participation recommended in the report is as follows:

(*a*) The present enumeration grant is retained (reasons chiefly traditional) to the extent of assuring all towns at least the equivalent of this grant.

(*b*) For participation in the "equalization grant" any town will be required to raise from local taxation sources the equivalent of 34 per cent of the sum of the average tax income plus the income from local permanent school funds, and to devote this amount to current elementary and high-school support exclusive of the kindergarten and of transportation service.

(*c*) If the sum thus made available, together with the income from the "town deposit" fund and the enumeration grant, be found insufficient to assure $70 per equated pupil the balance up to this amount will be paid as a reimbursement by the State, provided that no State contribution shall be made to assure a total in excess of the actual expenditure for current school support, as stated under (*b*).

(*d*) Over and above this grant the State will assist towns in the support of elementary and high school transportation by reimbursing such part of the expenditures on this account as the State board of education may in its discretion and after detailed investigation find to constitute an equitable aid in this respect.

The following concrete instance, based upon 1927 data, will make the foregoing summary clearer as to its practical application:

Under (*a*) The enumeration grant in town X	$576.00
Under (*b*) Average tax income	24,079.89
Permanent local school-fund income	900.00
Total (*b*)	24,979.89
34 per cent of total (*b*)	8,493.16
Under (*c*) 34 per cent, raised by local taxation	8,493.16
Town deposit fund income	282.54
Enumeration grant	576.00
Total (*c*)	9,351.70
Total cost of $70 program (245 equated pupils times $70)	18,410.00
Subtract total (*c*)	9,351.70
To be paid by State in addition to enumeration grant	9,058.30
Enumeration grant	576.00
Total by State as refund to assure $70 program	9,634.30

Under (*d*) Town X's claim for transportation aid to be added after the need has been determined by investigation.

In case, however, this town chooses to offer less than a $70 program per equated pupil, the State will reimburse only for the difference between total (*c*) ($9,351.70) and the cost of the actual program offered. In case the town wishes to go beyond a $70 program it may do so at will, but the State's reimbursement would be no larger than the above illustration.

Under the distribution covered in (*a*), (*b*), and (*c*), approximately $3,600,000 would be assured from the State to towns and cities upon the basis of 1927 data. In addition, as covered under (*d*), the report calls for $550,000, approximately three-fourths of 1925 expenditures for elementary and high-school transportation, to assure towns an equitable aid for the element of transportation, a very vital factor in the equalization of educational opportunity, especially in the small towns. The total assured from the State under this complete plan, on the basis of 1925 data and provided all eligible towns qualify for the full grant, is approximately $4,150,000.

The proposal as set forth in the report represents a coordination of fiscal and educational conditions, based upon fact and scientific procedure with the aim of developing a simple and comprehensive plan for the support of public education. It starts and ends with the assumption that the State must look with equal favor upon all children within its borders. It represents the concern of the State in the matter of school support to be the assurance of a reasonably satisfactory educational opportunity to all children regardless of residence. The fundamental motive of the report is educational equity.

Financial Aid to Rural Schools as Provided in New York's State Program [8]

The first step taken in New York State for the equalization of educational opportunity by equalization of taxation was taken by the legislature at the 1925 session. The 1919 and the 1920 sessions of the legislature had increased the State apportionments to public education by more than $20,000,000, but the distribution of this additional fund was made on the old plan of teacher quotas, each district receiving additional amounts in proportion to number of teachers employed without regard to ability to support schools. The 1925 session of the legislature added approximately $9,000,000 to the apportionments and provided that about $4,000,000 of this amount should be distributed by what is known as the equalization quota plan. The remaining $6,000,000 was distributed on the district and

[8] Prepared by Ray P. Snyder, chief, rural education bureau, New York State department of education.

teacher quota basis, a large portion of the amount going to the small schools, since at that time it was believed that a graduated quota distribution to such schools was more equitable and satisfactory than the equalization quota.

The purpose of the 1925 legislature was to increase largely the apportionments to the rural sections which include all schools in all units having a population of fewer than 4,500. This purpose was very generally carried out although distribution of the equalization quota went only to schools employing five or more teachers.

The distribution of funds by the equalization quota plan worked so satisfactorily that the *second step* was taken in 1927 when the legislature provided additional apportionments to be distributed to all schools, the larger portion to be distributed by the equalization quota plan to those school tax units within which were employed five or more teachers. By this plan approximately $18,000,000 was added to the State apportionments the first year with provision for an additional $6,000,000 to be added each year for three succeeding years and to continue at the maximum amount thereafter.

There are two fundamental factors in determining the equalization quota that a district shall receive: (*a*) Full valuation of district, and (*b*) average daily attendance of pupils in the district.

The amount of the equalization quota increases as the pupil attendance increases and the valuation decreases. The details of the apportionment are rather complicated and can not be well explained, but the general principle of recognition of school burden and tax ability is easily understood. For the actual working out of the formula a teacher factor is used, 27 grade pupils (average daily attendance) being a teacher factor.

Although generous apportionments had been made by the acts of 1925 and 1927 to the districts in which were employed fewer than five teachers, the *third step* in the equalization of educational opportunity through tax equalization will be taken by the 1929 legislature.

Under the proposed plan all 2, 3, and 4 teacher districts will receive an equalization quota if their valuation and average daily attendance will give them such a quota. No such district will receive a smaller apportionment than is now paid under the old plan.

Each 1-teacher district will receive in State aid the difference between a 4-mill tax on full valuation and the amount expended for support and maintenance of the school in the district up to $1,300 for the first year, $1,400 for the second year, and $1,500 for the third year and thereafter. Each 1-teacher district will receive not less than it is now receiving under the old plan of apportionment. This is an entirely new proposal for small districts and it is believed

that it is more equitable than the equalization quota plan for such districts, since in many of them the average daily attendance is small. It is estimated that this new legislation will add about four or five million dollars more in State apportionments to schools.

CENTRAL RURAL SCHOOLS

The 1925 session of the legislature amended what is known as the central school act to add liberally to apportionments for central districts. By the central district law an optional plan is provided for the establishment of larger tax and administration units. Encouragement was thus given to the establishment of these units by the 1925 legislature and as a result more than 50 such districts have been established since the spring of that year.

The central district law as amended provides that a central district, when formed, shall be entitled to all the aid to which the separate districts are entitled, and in addition thereto to a building quota equal to 25 per cent of the cost of any new buildings or remodeling old buildings and to a transportation quota equal to one-half the cost of transportation carried on within the district.

When all plans are in full operation the total State apportionments to education in New York State will approximate $100,000,000.

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CHAPTER VI

SECONDARY EDUCATION

By Carl A. Jessen

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Contents.—Growth in public high schools—The reorganization movement—The junior college—The curriculum—Articulation between educational units—Research and secondary education.

GROWTH IN PUBLIC HIGH SCHOOLS

During the period 1918 to 1926 the total population of the United States increased somewhat less than 15,000,000, not quite a 14 per cent growth, according to estimates of the Bureau of the Census. During this same time the number of high schools increased 5,400, a 33 per cent increase. The teaching force in these schools practically doubled. The number of pupils, too, came within a hundred thousand of doubling during the 8-year period. Costs increased more than 300 per cent. These situations are reported in Table 1.

Table 1.—*Public high-school increases, 1918–1926*

	1918	1922	1924	1926
Number of schools	16,300	[1] 18,000	19,442	21,700
Number of teachers	84,988	129,537	144,230	169,538
Number of pupils	1,933,821	2,873,009	3,389,878	3,757,466
Cost	$162,875,761	$417,297,222	$589,189,606	$697,911,735

[1] Estimated.

At the present time more than one-half of our population of ages 15–18, inclusive, is actually enrolled in secondary schools. In 1918, the percentage was 28.29; in 1920, 37.80; in 1922, 41.74; in 1924, 48.35; and in 1926, 53.12. The corresponding percentages for enrollments in public high schools range from 25.6 in 1918 to 48.2 in 1926.

THE REORGANIZATION MOVEMENT

Attending the unprecedented expansion in secondary education is the widespread movement for reorganization. Before the war the 4-year high-school course was practically universal; organization on any other basis was relatively rare. Now we have junior high schools, senior high schools, junior-senior high schools, 5 and 6 year

high schools, and junior colleges with many varieties within each of these classes.

In 1924, 2,549 high schools, exclusive of junior colleges, reported that they had deviated from the regular 4-year organization. In 1926, the Bureau of Education had a record of 3,637 reorganized schools, a 42 per cent increase during the two years.[1]

Enrollment is an even more revealing measure of the extent to which the reorganization movement has taken hold of secondary education. The total enrollment in reorganized high schools in 1924 was 885,411; in 1926 it was 1,539,021, a 73 per cent increase.

The fact that the percentage of increase is much larger in enrollment than in the number of schools argues that reorganization is taking place more frequently in large than in small high schools. This fact is emphasized in the following paragraph, quoted from a study completed by a special committee of the National Committee on Research in Secondary Education and published by the Bureau of Education:[2]

> It is seen from the totals for each population group that 10.9 per cent of the schools involved occur in places of 100,000 or more population; 9.6 per cent occur in population centers of 30,000 to 100,000; 29.4 per cent occur in population centers of 2,500 to 30,000; 50.1 per cent occur in all urban centers combined; and 49.9 per cent occur in population centers of less than 2,500, or rural territory. Approximately 80 per cent of all high schools occur in rural territory, compared with 49.9 per cent for schools of the junior-senior type. It is obvious, therefore, that the junior high school occurs in urban territory in a higher comparative frequency than in rural territory.

It should not be concluded that reorganization is confined to or especially prevalent in any special section of the United States. The States in which the largest number of schools have been reorganized are, in order, Ohio, Indiana, Michigan, with Pennsylvania and Massachusetts tied for fourth place. The States in which the ratio of reorganized to total high schools is highest are, in order, Alabama, Massachusetts, Vermont, Utah, New Hampshire, Michigan, Colorado, West Virginia, Arizona, Florida, Wyoming, and California. In all of these States more than one-third of the schools have been reorganized.

Among the different types of reorganized schools the junior-senior organization is of greatest frequency. The number of segregated junior and senior schools and of undivided schools is, however, increasing at a much more rapid rate. The plan of having junior and

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[1] A slight discrepancy will be noted between these figures and those given in Bulletin of the U. S. Bureau of Education, 1927, No. 33, Statistics of Public High Schools, 1925–26. This variation results from the fact that not all reports had been received at the time the tables of Bulletin No. 33 were compiled.

[2] Bulletin of the U. S. Bureau of Education, 1928, No. 28, The Rural Junior High School. Dr. E. N. Ferriss, of Cornell University, was chairman of the committee making the study.

senior schools together is plainly giving way to segregation of these units or, in the smaller school systems, to consolidation into a single five or six year unit.

The 3-year unit is decidedly in the ascendancy. This is true of the segregated junior high school, the segregated senior high school, and the 3–3 plan of junior-senior high school; in all of these situations the 3-year unit outnumbers the total of all other classes approximately 3 to 1. Three-fourths of the undivided schools are of the 6-year type.

The variety in types of reorganized schools is extraordinary but not surprising when one considers that the movement has been rapid, unorganized, and without attempt at standardization nationally or regionally. In promoting reorganization, it is true, many of the States have announced uniform State plans; these have, however, usually been quite flexible—for guidance rather than for conformity to any one pattern. School systems desiring to organize on some basis other than the 7–4 or 8–4 plan have thus generally been allowed freedom in experimentation. This attitude may serve to explain the situation shown in Table 2, where 28 different types of reorganization are listed, aside from a number of unclassified schools.

The Biennial Survey of Education, 1924–1926, carried a similar table.[3] Comparison of that table with Table 2, which follows, justifies the following generalizations regarding changes during the 2-year interval:

1. In seven States the reorganization movement appears to be practically at a standstill. In some of these States reorganization was well advanced in 1924.

2. Two States, Maine and Oklahoma, show an appreciable decrease in the number of reorganized schools after 1924.

3. Fifteen States show a marked increase in the number of high schools deviating from the regular 4-year type of organization. In eight States, namely, Alabama, Florida, Illinois, Louisiana, Massachusetts, North Carolina, South Carolina, and Texas, the number of reorganized schools has increased from 100 to 800 per cent during the 2-year period.

4. The principal increases have been in the segregated senior, the segregated junior, and the five or six year undivided high schools.

While statistical data for the Nation more recent than 1926 are not available, the following statements, based upon reports submitted by State departments and city school systems, are indicative of trends in the reorganization movement since 1926:

[3] In this publication refer to Table 5 of Ch. V, Trends in the Development of Secondary Education.

TABLE 2.—*Reorganized high schools classi*

State	Total	Segregated junior high schools									Segregated senior high schools					
		Total	Grades 6 and 7	Grades 6–8	Grades 6–9	Grades 7 and 8	Grades 7–9	Grades 7–10	Grades 8 and 9	Grades 8–10	Total	Grades 8–11	Grades 9–11	Grades 9–12	Grades 10–12	Grades 10–13
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Continental United States	3,637	1,127	2	28	6	167	629	74	17	5	414	1	19	111	280	3
Alabama	164	21				1	10	9	1		3		1		2	
Arizona	17	6				1	4	1			2			1	1	
Arkansas	52	8				1	3	3		1	2				2	
California	136	77				1	76				23			1	22	
Colorado	83	18				3	15				8			2	6	
Connecticut	29	14				1	13				4			1	3	
Delaware	4															
District of Columbia	8	8					8									
Florida	63	32			1		25	5		1	4				4	
Georgia	33	15		2			11	2			6				6	
Idaho	16	3				1	2				2			1	1	
Illinois	56	26		1		11	14				13			7	6	
Indiana	276	38				18	18	2			16			11	5	
Iowa	175	25		1		3	20	1			12			2	10	
Kansas	152	62		1		23	38				47			22	25	
Kentucky	46	8				3	4	1			5			2	3	
Louisiana	18	6			1	1	1	1	2		9		2	2	4	1
Maine	24	8				3	3		2							
Maryland	21	14				1	12		1		1				1	
Massachusetts	232	109				15	92	1	1		43			13	28	2
Michigan	261	55				8	38	6	1	2	24			7	17	
Minnesota	93	27				1	23	1	2		12			1	11	
Mississippi	52	2				1		1								
Missouri	96	17				2	12	2	1		10			1	9	
Montana	14	6				3	3				1			1		
Nebraska	65	23		1		7	13	2			15			7	8	
Nevada	5	1					1				1				1	
New Hampshire	49	22				12	7	3			11		1	8	2	
New Jersey	53	29				2	27				11			1	10	
New Mexico	12	2					2				1				1	
New York	160	69				2	64		2	1	5			2	3	
North Carolina	24	6					5	1			1				1	
North Dakota	24	3				1	2									
Ohio	297	78				11	66		1		29			5	24	
Oklahoma	115	18				1	17				6				6	
Oregon	25	14			1	3	10				8			3	5	
Pennsylvania	232	89				10	68	11			26			4	22	
Rhode Island	1															
South Carolina	5															
South Dakota	13	3					3				3				3	
Tennessee	28	10				3	4	3			4		1	1	2	
Texas	67	28	2	17	2	6		1			15	1	14			
Utah	37	21					14	6	1		4				4	
Vermont	42	7				2		5			2			2		
Virginia	30	14		4			8	1	1		2				2	
Washington	37	14				2	11		1		5			2	3	
West Virginia	100	39				1	36	2			7			1	6	
Wisconsin	73	28		1	1	1	23	2			10				10	
Wyoming	22	4					3	1			1				1	

fied according to type of organization, 1926

Junior-senior high schools										Undivided high schools							Unclassified
Total	Grades 6 and 7, 8–11	Grades 6–8, 9–11	Grades 7 and 8, 9–11	Grades 7 and 8, 9–12	Grades 7–9, 10 and 11	Grades 7–9, 10–12	Grades 8 and 9, 10–12	Grades 8 and 9, 10–13	Grades 8–10, 11 and 12	Total	Grades 6–11	Grades 7–11	Grades 7–12	Grades 8–12	Grades 8–13	Grades 9–13	
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
1,407	9	10	16	610	14	735	16	2	1	596	4	27	471	86	2	6	93
124				6	4	111	3			15			14	1			1
4				4						4			3	1			1
32				9	1	22				10		1	7	2			
29				2		27				7			5	2			
44				20		24				11			9	2			2
10				2		8											1
4						4											
24				6	1	17				2			2				1
10	4	1	2		2	1				2				2			
8				6		2				2			1	1			1
15				11		4				2			2				
70			1	39		30				152		1	148	3			
121				84		32	5			13			4	9			4
39				15		23	1			3			2	1			1
20				13		7				11			7	4			2
1	1																2
10				2		8				5			1	1		3	1
5				2		3				1			1				
31			1	24		4		2		11			4	2	2	3	38
108				51		57				68			58	10			6
45				7		38				8			7	1			1
38			1	24		13				12		4	2	6			
60				28		32				7			3	4			2
7				5		2											
21				9		11	1			5			2	3			1
3						3											
16				16													
4				4						6				6			3
8				6		2											1
73				39		33	1			11			10	1			2
7	1	1	2		2	1				10	1	5		4			
15				13		2				6			1	5			
96			1	32	2	61				91		3	87	1			3
71			1	34		33	2		1	18			16	2			2
2						1	1										1
68			1	21		46				45		3	40	2			4
1				1													
4	2	1	1							1				1			
7				3		4											
12				8		4				1			1				1
12	1	6	5							10	3	7					2
11				7		3	1			1				1			
21				16		5				11			10	1			1
6		1				5				2		1		1			6
16				7		8	1			1				1			1
36				7	2	27				18		1	17				
23				6		17				12			7	5			
15				15						1		1					1

Nearly 15 per cent of the school systems located in cities of 2,500 population or more introduced junior high schools for the first time during the past two years; slightly more than 20 per cent of the cities had introduced junior high school organization previous to 1926. Alabama is looking forward to issuing a list of approved junior high schools. Connecticut reports 6 reorganizations during the biennium. Rhode Island reports 10 new junior high schools; Providence plans to open 1 new additional junior high school annually for several years to come. Kansas added 15 new junior high schools to the State approved list in 1928. Kentucky and Ohio report the establishment of many new junior high schools in cities and of 6-year high schools in villages. Louisville is establishing its school system on the 6–3–3 basis. More than one-half of the high-school pupils in Pennsylvania are enrolled in reorganized schools; the city of Philadelphia passed the half way mark in February, 1928. Practically all pupils of grades 7, 8, and 9 in Denver are now in junior high schools. Wyoming offers special State aid to those reorganized schools in which junior high school teachers hold educational qualifications equivalent to those of teachers in the senior high school. In New York State the rapidly increasing interest in junior high school organization has been one of the outstanding developments during the past two years.

THE JUNIOR COLLEGE

The public junior college is a unit of secondary education which is receiving increased attention. L. V. Koos reported in 1922 the existence of 207 junior colleges in the United States; 46 of these were parts of local public-school systems.[4] In 1927 these figures were brought down to date showing operation at that time of 325 junior colleges, 105 of which were classified as public.[5] Enrollments showed an even more convincing increase of 121 per cent during the 5-year period, with the increase reaching 217 per cent in the public junior colleges. F. L. Whitney[6] in 1928 found 382 junior colleges operating with an enrollment of 44,372 students. Directory material tentatively prepared in the fall of 1928 by the American Association of Junior Colleges listed 408 junior colleges, with an enrollment of 50,529 students.

In addition to marked development in California the public junior college has been developed especially in the Mississippi Valley from Canada to the Gulf of Mexico. California leads with 30 public

[4] Koos, L. V. The Junior College. Education Series, No. 5, 1924. University of Minnesota, Minneapolis.

[5] Koos, L. V. Recent Growth of the Junior College. School Review, April, 1928.

[6] Whitney, F. L. The Junior College in America. Colorado State Teachers College, 1928.

junior colleges and Iowa is second with 20. According to the latest lists there were 38 junior colleges accredited by the North Central Association and 13 by the Southern Association. Both of these associations maintain special committees for the study of junior college development. Iowa, Kansas, New Hampshire, Oklahoma, and Wyoming have, within the past two years, established standards for accrediting junior colleges. Foster [7] secured data in 1927 indicating that official recognition was given to junior colleges in 20 States; Whitney [8] lists 24 States in 1928. In some cases, such recognition was given by the State university; in others by the State board or the State department of education; in still others by the State college association. Standards had been prepared in some States; in others, the standards of regional and other accrediting agencies had been accepted.

The junior college as ordinarily organized is an independent 2-year unit to which pupils are admitted upon graduation from high school. A plan by which the two years of junior college would be combined with the last two years of high school has been advocated by authorities such as Koos, Proctor, and Eby In April, 1928, the school board of Pasadena, Calif., definitely adopted the 6–4–4 plan. Johnstown, Pa., and Hillsboro, Tex., are other school systems in which the junior high school is a 4-year unit with another 4-year unit of senior-high-school-junior-college grade more or less clearly defined. Principals Ewing and Harbeson and Superintendent Sexson of Pasadena have discussed the advantages of the 6–4–4 plan in recent articles.[9]

Opinion appears to be crystallizing in favor of two general types of curriculums, one preparatory to further college work, the other terminal with the end of the junior college. The terminal courses, too, are frequently of two kinds, those designed for students who desire some specific type of vocational training, and those intended for students whose plans for entrance upon a vocation are not so definitely matured.

Recent outstanding additions to the educational literature on the junior college are: An incisive study by Eells, indicating that junior-college graduates did better work in the last two years at Stanford

[7] Foster, J. Owen, and others. Some Phases of the Junior College Movement. Indiana University, Bureau of Cooperative Research, 1927.

[8] The Junior College in America, by F. L. Whitney. Colorado State Teachers College, 1928.

[9] Ewing, William F. The 6–4–4 Plan of Educational Reorganization. *In* Proctor's The Junior College, 1927.

Harbeson, John W. The 6–4–4 Plan of Schools Organization, with Special Reference to Its Application in the City of Pasadena. California Quarterly of Secondary Education, October, 1928.

Sexson, John A. Six-Four-Four Plan of School Organization. American Educational Digest, October, 1928.

University than did students who attended the university four years;[10] a group of papers given before a conference on the junior college in California;[11] bulletins on the junior-college movements in Louisiana,[12] in Iowa,[13], and in California;[14] reports by Whitney on changes in junior-college purposes and curriculums;[15] and books by Bennett,[16] Proctor,[17] and Whitney.[18]

THE CURRICULUM

The interest displayed in the curriculum during the past 35 years, and especially during the past decade, is resulting in significant changes in public schools. Monroe and Herriott[19] indicate that the principal developments in curriculum making since issuance of the Report of the Committee of Ten have been the following: Emphasis upon objectives with attendant clarification and extension of the purposes which are aimed at in our secondary schools; some elimination and a great deal of addition to subject offerings, together with grouping of subjects into curriculums; marked changes in content of subjects, especially on the junior high school level; adaptations to meet individual differences in interests, tastes, capacities, and probable futures of pupils.

Criticism of the curriculum from both within and without the school is frequent.[20] Much of this criticism must, however, be interpreted rather as lack of satisfaction with present status than as disappointment over the progress which has been made. In "the old red schoolhouse" much of the English training consisted in learning to spell unusual and unused words, reading a few classics, studying formal grammar, and memorizing rules of rhetoric; civics courses were brief and placed almost exclusive emphasis upon organization of government; physiology concerned itself with structure, botany with classification, and zoology with pickled specimens. These ghosts

[10] Eells, W. C. University Records of Students from Junior Colleges. California Quarterly of Secondary Education, June, 1928.

[11] California Quarterly of Secondary Education, October, 1928.

[12] Foote, John M. The Junior College Movement in Louisiana. State Department of Education, Baton Rouge, 1928.

[13] Samuelson, Agnes. Public Junior Colleges. State of Iowa, Des Moines, 1928.

[14] Cooper, William, John, and others. The Junior College in California. California State Department of Education, Sacramento, 1928.

[15] North Central Association Quarterly. Issues for September and December, 1928.

[16] Bennett, G. V. Vocational Education of Junior College Grade. Warwick & York, 1928.

[17] Proctor, William M. The Junior College, Its Organization and Administration. Stanford University Press, 1927.

[18] Whitney, F. L. The Junior College in America. Colorado State Teachers College, 1928.

[19] Monroe, Walter S., and Herriott, M. E. Reconstruction of the Secondary School Curriculum; Its Meaning and Trends. University of Illinois Bulletin, Urbana, June 19, 1928.

[20] See, for instance, William S. Learned's The Quality of the Educational Process in the United States and in Europe. The Carnegie Foundation for the Advancement of Teaching, 1927.

of a bygone day appear paler than ever before, if one places them in juxtaposition with modern English courses stressing oral and written composition, extensive reading, and scientifically selected spelling words; or with present-day civics courses emphasizing functional treatment of problems; or with up-to-date programs of health education. The curriculum was theoretical and is now practical, was formal and is now functional, was rigid and is now flexible, was narrow and is now broad. No one will contend that all curriculum ideals have been achieved. But we have come a long way; and the trail still leads upward.

During the period under consideration a total of 64 revised or newly developed State courses of study in one or more high-school subjects reached the Bureau of Education from 29 States. Four States published general revisions of all high-school courses and four others were engaged in such revision on July 1, 1928.

A sampling of school systems reporting to the bureau for 1926–1928 showed that 63 per cent had programs for revision of the high-school curriculum completed or in progress. In cities of more than 100,000 population the percentage reached 86, and in cities below 10,000 it dropped to 54; one explanation for the lower percentage in smaller cities may be that these school systems relied more generally upon State courses of study than did those in larger centers. One-third of the cities had programs of revision in progress at the close of the biennium; one-fifth reported completion of revision of courses of study for junior high school or senior high school or both; one-twelfth were committed to the policy of constant revision.

Consideration of the secondary-school curriculum by national and regional associations has been especially pronounced. The commission on the curriculum of the Department of Superintendence brought to a close its five years of work with two yearbooks dealing with the curriculum in secondary education. The National Society for the Study of Education issued its twenty-sixth yearbook on foundations and technique of curriculum building. The Virginia Committee for Research in Secondary Education gave its 1928 meeting to consideration of curriculum construction. The commission on unit courses and curricula of the North Central Association of Colleges and Secondary Schools presented elaborate reports to that association at the annual meetings of 1927 and 1928.

No one of these organizations attempts to set up a national curriculum or to develop courses of study which can be transferred bodily into the schools. The Department of Superintendence, in its fifth (1927) yearbook,[21] gives one part of the report to discussions of the

[21] Department of Superintendence, Fifth Yearbook. The Junior High School Curriculum. National Education Association, 1927.

place of the junior high school in the American program of education; by far the larger portion of the yearbook deals with research studies conducted in the various subjects of the junior high school curriculum. In the sixth (1928) yearbook of the Department of Superintendence [22] discussion and data are presented on problems, principles, and practices relating to the high school; as with the fifth yearbook, a considerable section is devoted to abstracts of research studies in the several subjects. The twenty-sixth (1927) yearbook of the National Society for the Study of Education [23] deals with the curriculum in a fundamental way; there is thus included much material equally significant for all levels of educational work. One chapter of the foregoing is assigned to current practices in curriculum making in public high schools, and in other chapters description is offered of curriculum construction in a number of particular cities and schools. The Virginia Committee for Research in Secondary Education [24] studied principles, trends, and techniques with special emphasis upon mathematics and social studies. The commission on unit courses and curricula of the North Central Association presented reports [25] of 16 subject committees during the past two years. The reports set up qualitative standards in the various subjects. The problem of *how much*, i. e., quantitative standards, is not considered unimportant but must, in the opinion of the commission, for its solution await answer to the question of *what kind*, i. e., qualitative standards.

Most of the curriculum studies of the biennium are classifiable as belonging to one or more of the following types: (1) Discussions of fundamental principles underlying the curriculum; (2) investigations on subject content and methods of teaching; and (3) studies in the administration and organization of the curriculum.

Ample illustration of the first type of study is offered in the committee reports referred to in earlier paragraphs. The second type of study is usually initiated by an individual, sometimes by a school system; it is often experimental, frequently statistical without controlled experimentation. Studies in the administration of the curriculum are commonly statistical investigations of practice and are likely to be found as parts of studies of the first two types mentioned.

A significant group of studies in the administration of the curriculum has recently been focused upon subject eliminations and additions viewed from an historical standpoint and upon subject requirements, elections, and enrollments as practiced at the present time.

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[22] Department of Superintendence, Sixth Yearbook. The Development of the High-School Curriculum. National Education Association, 1928.

[23] The Twenty-Sixth Yearbook of the National Society for the Study of Education. The Foundations and Technique of Curriculum Making. Public-School Publishing Co., 1926.

[24] University of Virginia Record Extension Series, Vol. XIII, No. 3, 1928.

[25] North Central Association Quarterly, March, 1927, and March, 1928.

Joseph Roemer [26] found for 844 secondary schools of the Southern Association that in five years subjects had been added 1,612 times and dropped 606 times, a ratio of 2.7 to 1. Eighty-three subjects were involved in these changes.

George S. Counts [27] found a total of 471 subject changes introduced into senior high schools of 90 cities over a period of five years. Of these changes 341 were in the nature of additions while only 130 were eliminations, a ratio of 2.6 to 1. Ninety-two subjects were involved in these changes. In the junior high school the changes were not so numerous, but the ratio of subjects added to those abandoned was 4.6 to 1. Doctor Counts comments as follows on the tendency to make additions to the curriculum:

> While this practice has resulted in a much-needed enrichment of the narrow program of language and mathematics, it can not be pursued indefinitely. Already the secondary-school curriculum exhibits weaknesses which may be traced to this constant addition of new materials of instruction. It is too often a mere aggregation of subjects, an unintegrated program of unrelated activities.

The two years under consideration have witnessed a definite trend toward inquiry into subject requirements, subject elections, and subject enrollments. It is apparent that data of this type indicate, more definitely than eliminations and additions of the past or offerings of the present, the emphasis and effort given to the various subjects in secondary schools.

Subject requirements for high-school graduation as placed by States are reported for the year 1925 in Table 15 of the sixth yearbook of the department of superintendence. Similar data for 154 cities are included in Table 9. In Table 25 are given the facts on required and elective subjects in community high schools of Illinois. An investigation conducted by the Bureau of Education [28] inquired into the requirements for graduation placed by State authorities, by city school systems, and by individual schools during the school year 1927–28.

These studies of graduation requirements agree in showing English as the subject leading both in frequency of requirement and in amount required of the subject. Social studies follow English closely. Laboratory science and mathematics run a close race, mathematics being probably slightly in the lead. Physical education takes fifth place. Few pupils are required to take foreign language or any specified group of vocational subjects. The investigation by the Bureau of Education discloses:

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[26] Bulletin of the Bureau of Education, 1928, No. 16, Secondary Schools of the Southern Association.

[27] See Chapter VII of the Twenty-Sixth Yearbook of the National Society for the Study of Education.

[28] Bulletin of the Bureau of Education, 1928, No. 21, Requirements for High-School Graduation.

If the central tendencies are accepted as typical, the high-school pupil presents for graduation 16 semester credits of constants and in addition completion of a definite curriculum, or one major and two minors aside from English, or both. Free election is thus limited to one-fourth or less of the pupil's work.

The studies dealing with subject elections of individual students are frequently limited to the graduates of one high school or to the entrance credits presented to one college or university. Illustrations of such studies are to be found in Chapter III of the sixth yearbook of the Department of Superintendence. These studies offer a good indication of the relative importance of the various subjects in any particular school for which data are gathered. If a considerable number of schools were to conduct such surveys on cooperative and comparable bases, the findings would carry greater value since the requirements of one local situation would not then so definitely govern election by pupils.

Probably the most accurate single measure of relative emphasis placed upon the various curriculum subjects is found in data regarding the number of pupils taking the several subjects. Investigations of this type were conducted by the Southern Association, the Modern Foreign Language Study, and the Bureau of Education.

The Southern Association study [29] reveals that enrollments for 1927 range from 83.9 per cent of all pupils registered in English to 0.09 per cent taking Greek. The departments of instruction named in descending order according to number of registrants are: English, mathematics, social studies, natural science, commercial work, Latin, music, Spanish, home economics, French, manual training, art, agriculture, German, and Greek. The original tables report pupil enrollments in the various subjects, (or years of work), within each of the departments named.

The Modern Foreign Language Study released in 1928 a very complete report on enrollments in foreign languages.[30] The committee conducting the inquiry secured positive information regarding foreign-language enrollments in 83 per cent of the public secondary schools in 1925. Their findings were that slightly under 24 per cent of the pupils were registered in Latin and slightly more than 24 per cent in modern languages. The modern-language enrollments, stated in terms of percentages of total enrollment, were: French, 13; Spanish, 10; German, 1; Italian and other foreign languages, negligible.

During the school year 1927–28 the Bureau of Education asked public secondary schools of the nation to report enrollments by sub-

[29] Bulletin of the Bureau of Education, 1928, No. 16, Secondary Schools of the Southern Association.

[30] Wheeler, Carleton A., and others. Enrollment in the Foreign Languages in Secondary Schools and Colleges of the United States. New York, The Macmillan Co., 1928.

jects. Returns from these reports are being tabulated and will appear in another section of the Biennial Survey of Education for 1926–1928. At the time of writing incomplete tabulations have been made for nine States—namely, California, Iowa, Louisiana, Massachusetts, Minnesota, New Jersey, Ohio, Texas, and Washington.

In these States 609,893 pupils were enrolled in the schools which have reported. The percentages which the enrollments in various subjects were of this total enrollment are indicated in Table 3. To show trends parallel percentages are given for subject enrollments in the same nine States in 1922, when the last previous tabulation of this kind was made by the Bureau of Education. The number of high-school subjects reported by these States in 1928 was 243. In order to make the items for 1928 and 1922 comparable in Table 3 it was necessary greatly to reduce this number by grouping subjects.

TABLE 3.—*Percentages of pupils in nine States enrolled in various high-school subjects, 1922 and 1928*

Subject	Percentage of total enrollment, 1928	Percentage of total enrollment, 1922	Subject	Percentage of total enrollment, 1928	Percentage of total enrollment, 1922
English	95.01	80.40	Spanish	13.16	15.16
American history	18.26	15.57	German	1.67	.66
Foreign history	28.97	32.93	Other foreign languages (Greek, Italian, Norse, Swedish, Hebrew)	.29	.24
Other history	.33	.57	Bookkeeping	10.61	14.27
Civics (community civics included)	16.52	18.44	Shorthand	8.69	9.18
Sociology	3.25	2.71	Typewriting	16.19	13.86
Economics	5.31	5.48	Commercial law	3.36	1.25
Other social studies	3.60	[1]	Commercial geography	5.14	1.92
Physics	6.83	9.13	Penmanship	1.28	2.02
Chemistry	7.84	7.99	Spelling	.30	.72
General science	18.12	17.83	Office practice	1.66	.28
Physical geography	2.36	3.89	Business organization	3.26	.03
Botany	1.19	2.86	Other commercial subjects	1.59	.32
Zoology	.32	1.04	Physical training	17.11	6.39
Biology	11.41	7.12	Agriculture	3.17	4.56
Physiology	2.26	5.20	Home economics	20.32	14.99
Hygiene and sanitation	6.60	4.54	Manual training	12.68	12.67
Other science	.96	.24	Mechanical drawing	8.39	3.12
Algebra (beginning and advanced)	31.24	36.99	Music	26.53	25.40
Geometry (plane and solid)	18.82	21.95	Art and drawing	10.11	12.66
General mathematics	6.21	[1]	Normal training	.94	1.04
Arithmetic (advanced and commercial)	9.09	11.97	Public speaking	2.32	1.32
Other mathematics	1.63	1.93	Printing	1.14	.22
Latin	18.67	22.44	Subjects not listed above	.23	.01
French	11.87	15.79			

[1] Not reported.

Emphasis, as measured by pupil enrollment in the various major departments, is in the following order: English, social studies, mathematics, science, commercial subjects, and foreign languages. In 1922 the order was: English, social studies, mathematics, science, foreign languages, and commercial subjects. The most pronounced increase in enrollment has taken place in English and in commercial

work; social studies and science enrollments have remained relatively stationary; mathematics and foreign languages have lost.

Among individual subjects it is apparent that American history is gaining at the expense of foreign history; general mathematics is making inroads into enrollments in algebra and geometry; biology, sanitation, and hygiene show material increases; physics is losing; physiography and physiology are receding in importance; botany and zoology have almost disappeared as separate subjects; all the foreign languages most frequently taught have dropped in number of pupils registered; in commercial work bookkeeping has lost while typewriting, commercial law, commercial geography, office practice, and business organization register increasing numbers of pupils; home-economics enrollments show a substantial increase; mechanical drawing is becoming important in the number of pupils enrolled; physical education has had more convincing growth in enrollment than any other major individual subject.

There has been displayed during the two years covered by this report unprecedented activity in study, construction, and revision of the secondary-school curriculum. Much remains to be done. In fact, one of the important principles which has more and more clearly emerged with the unfolding of the movement is that curriculum study is never done. Society demands of the curriculum maker that he be continually on the alert, adapting old courses and developing new ones to meet the needs of changing conditions. In that direction lies progress.

ARTICULATION BETWEEN EDUCATIONAL UNITS

Another subject upon which attention is now focused by the educational world is that of articulation between units in the educational system. Correlation of work is no less important within units than between them. However, since correlation is more easily attained within units and since lack of correlation becomes most obvious when the pupil passes from one unit to the next, the attack has generally been aimed at the places where the traditional 4-year high school joined with the elementary school on the one hand and with the college on the other. With the expansion of secondary education to include in the junior high school some of the grades formerly assigned to the elementary school and in the junior college the early college years, both of these affected areas have been drawn into secondary education, and the problem which formerly was passed from one unit to the other now becomes peculiarly germane to secondary education.

Recent evidences of the interest in articulation are to be found in various quarters. The regional associations, always concerned with

relationships between high schools and colleges, are approaching the subject through investigations of college entrance requirements and of the success of high-school graduates in college. During the biennium both the North Central and Southern Associations heard reports of committees on college entrance requirements. These two associations and the Association of the Middle States and Maryland have elaborate programs for follow-up studies of high-school graduates who enter colleges. The State Board of Education of New Hampshire gathered data for the school year 1927–28 regarding the success of high-school graduates after they entered college. The Association of College Presidents and the State department of public instruction in the State of Pennsylvania, in collaboration with the Carnegie Foundation for the Advancement of Teaching, are conducting a study of the relations of secondary and higher education in that State. Two chapters of the sixth yearbook of the department of superintendence dealt with interrelations of high schools and colleges.[31] A most convincing indication is the action of the department of superintendence in assigning its entire yearbooks of 1929 and of 1931 to the subject of articulation.

The junior high school, if it lives up to its announced ideals, is a partial solution to the problem of articulation. Bridging the gap between the elementary school and high school has been one of its avowed purposes. How well it is achieving this object is one of the questions asked by both its opponents and supporters. A study by Powers [32] indicates that pupils remain in school for a longer time and progress through school more rapidly under junior high school than under the traditional school organization. That this retention and improved promotion rate may not be altogether a gain is suggested by his findings that actual pupil achievement probably is not so great in the junior high school as in the parallel grades under the 8–4 plan; this in turn may be ascribable principally to lower ability of pupils in 6–3–3 than in 8–4 systems in the particular schools that he studied. Fritz [33] uncovered evidence that under the 6–3–3 plan the break had merely been postponed one year, occurring between the ninth and tenth grades instead of, as formerly, between the eighth and ninth grades. It is obvious that the junior high school holds the possibility of making the path of education easier by bridging the gap between units; it holds also the possibility of neutralizing efforts at articulation by merely transferring the location of the gap or of actually impeding

[31] Chs. 6 and 7.

[32] Powers, J. Orin. The Junior High School: A Study of Instructional Results in a Typical City System. Minneapolis, University of Minnesota Press, 1927.

[33] Fritz, Ralph A. An Evaluation of Two Special Purposes of Junior High School: Economy of Time and Bridging the Gap. University of Iowa Studies in Education, Vol. IV, No. 5. Iowa City, November, 1927.

progress by substituting two gaps for the one which previously existed.

At the upper end of the secondary school period the youthful junior college faces a problem of articulation no less serious. In fact, the difficulties are probably more grave; for this new arrival inherits aged animosities and old misunderstandings which have in the past beset the relationships between high schools and colleges. That the junior college has a real articulation problem to wrestle with is indicated in the findings of Koos[34] that during the first two years of a standard college course students repeat approximately four-fifths of a year of work. How much of this duplication is useful and necessary is a matter still to be determined.

One of the outcomes of the recent discussion of articulation has been revived interest in the length of the period of training. The first important call for a shortening of the period of preparation was voiced by the late President Eliot 40 years ago. Baker of Colorado, Harper and Judd of Chicago, Ives of Louisiana, Cammack of Kansas City, and Stewart of Georgia are names associated with the effort to make possible graduation of students from high school at a younger age.

The junior high school has brought enrichment but not shortening of the course; the coming of the junior college has not been accompanied with any reduction in the number of years which pupils are expected to spend in school. It is not astonishing, therefore, that with the subject of articulation holding the stage proponents of a shorter period of schooling should have injected this issue into the discussion.

The 7–4 elementary high-school system obtaining in a number of the Southern States has formed the basis for much of the argument favoring reduction in the number of years of preparation. Existing, as the 7–4 plan does, in juxtaposition with the 8–4 system, comparisons are conveniently made, and students of education, with an eye to economy of time, have naturally asked, Do the results justify the expenditure of money and time involved in retaining pupils more than 11 years in elementary and secondary schools? Three investigations conducted during the past two years are referred to here as reflecting recent approaches to this question.

For the purpose of ascertaining how extensive is the 11-year system, a letter was sent in March, 1928, from the Bureau of Education to the State departments of public instruction in all States where, according to reports on file, schools were operating on the 11-year plan. The States were requested to report the total number of pupils,

[34] Koos, Leonard V. The Junior College. Minneapolis, the University of Minnesota, 1924.

of both elementary and high-school grades, enrolled in public schools organized on the 11-year plan and on the 12-year basis. With two exceptions the data submitted were for the school year 1926–27. The information secured is as follows:

TABLE 4.—*Distribution by States of pupils enrolled in 11-year and 12-year school systems*

State	Pupil enrollment in 11-year systems	Pupil enrollment in 12-year systems	State	Pupil enrollment in 11-year systems	Pupil enrollment in 12-year systems
Georgia	652, 907	40, 000	South Carolina	471, 701	None.
Louisiana	400, 402	None.	Texas	1, 210, 127	7, 945
Maryland	118, 064	141, 541	Utah	32, 143	106, 614
Missouri	13, 367	412, 534	Virginia	512, 520	36, 797
New Hampshire	3, 426	74, 248			
North Carolina	782, 602	41, 549	Total	4, 197, 259	861, 228

The above table indicates that the 11-year system is more widespread than is generally realized. In the 10 States included, almost five times as many pupils are educated in 11-year as in 12-year systems. Two of the States have no schools organized on the 12-year plan; in four others considerably less than 10 per cent of the pupils are registered in 12-year systems. Compared with enrollments for the Nation as a whole, it becomes evident that more than one-sixth of the public-school pupils of the United States are attending schools where only 11 years are required for completion of the elementary-high-school course.

The Southern Association continued, as a part of its study of freshman college grades, a comparison of grades of students coming from 11-year systems with those of students who graduated from 12-year courses. The results showed that over a 6-year period nine-tenths of 1 per cent fewer failures were registered by students coming from 12-year school systems than were charged against graduates of 11-year schools. The report [35] states that "the difference is too small to be of importance."

The commission on length of elementary education, C. H. Judd, chairman, reported [36] in 1927. An extensive study of 7 and 8 year elementary systems had been conducted by the commission in Maryland counties, in a considerable number of city school systems of the United States, and in Ottawa and Toronto, Canada. The findings of the investigation were: That pupils in 7-year elementary systems completed school at an earlier age than in 8-year systems; that, while graduates of the 7-year schools were sufficiently well prepared to

[35] Proceedings of the Association of Colleges and Secondary Schools of the Southern States, March, 1928. See pp. 219–220.

[36] Report of the Commission on Length of Elementary Education. Published by the University of Chicago as Supplementary Educational Monograph No. 34, November, 1927.

enter high school, test results showed a slight superiority of pupils from 8-grade systems; that these differences tended to disappear when the records of pupils were followed into normal schools and colleges. The following interpretation of the findings is quoted from the report:[37]

> The commission which prepared this report has been led by its investigations and discussions to the belief that a proper understanding of the function of the elementary school will result in a very general reduction of the time devoted to rudimentary subjects and will result also in an earlier opening of high-school opportunities to all pupils. In other words, it is the belief of the commission that the evolution of the American educational system calls for a more general and a more rapid advancement of pupils into higher courses.

It appears, therefore, that two principal tendencies are operative in the matter of length of the period of schooling. One of these would add two years to the public-school course by providing, after high school, two years of training in junior college; the other would shorten the period of preparation by eliminating one or more years from the elementary-high-school course.

The opposing views are probably not so far apart as may appear at first sight. The belief is not uncommon that by careful organization and by rigorous elimination of nonessentials and duplications it may be possible to complete in 12 years all the necessary content with which pupils are now required to spend 14 years. That this is a practicable plan for students of superior ability few will question; that it is possible of realization with the average student is the contention of many; that students of all levels of ability should be allowed to progress at their natural rate as individuals is an ideal often voiced but infrequently realized.

RESEARCH AND SECONDARY EDUCATION

The amount of research conducted in secondary education is very large. Walter S. Monroe[38] lists 2,999 theses accepted during two years, 1925–1927, for master's and doctor's degrees in education. Of these, 335 are classified as dealing exclusively with secondary education. Of the 24 major subjects into which Doctor Monroe classifies education the only two for which larger numbers of studies are reported are educational psychology and a consolidated section given to special subjects of the curriculum. In a recent bulletin of the Bureau of Education[39] 103 of 1,478 research studies are classified under secondary education; here the studies in secondary education

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[37] Ibid., p. 136.

[38] Titles of Master's and Doctor's Theses in Education Accepted by Colleges and Universities in the United States Between October 15, 1925, and October 15, 1927. College of Education, University of Illinois, Urbana.

[39] Bulletin of the Bureau of Education, 1928, No. 22, Bibliography of Research Studies in Education, 1926–27.

outnumber all other classifications except a grouping under the general heading, "Special subjects of the curriculum."

Inquiry into the type of research which is carried on indicates that the majority of the studies relate to past and present practice in organization of schools, curriculum, grading of pupils, retardation and elimination, student activities, training and experience of teachers, school costs, and the like. A considerable group of studies by candidates for degrees deals with early development and current conditions in State and local school systems. The reports of research bureaus in cities and States frequently give results of intelligence and achievement testing programs.

Experimental work under conditions more or less closely controlled is receiving some attention. According to reports from 242 school systems the experiments most frequently concern adaptations made to care for individual differences; teaching methods are next in frequency; size of class is third. A total of 42 experiments on 30 different subjects were reported by the 242 school systems. Some of the experiments are so described as to suggest trial of a new device or method rather than any organized attempt at measuring and comparing results of alternative procedures.

The situation is that, with the exception of comparatively few systems, the public schools have been so busily engaged with the daily problems of providing for the ever-increasing numbers of a heterogeneous pupil personnel that scientific investigations looking toward evolution of new approaches and evaluation of old ones have been left to workers in experimental schools and in schools of education. Experimentation has thus for the most part been conducted by students in educational institutions. The experiments usually are of short duration, involve relatively few cases, and in their results are not comparable with other experiments carried on in the same field.

It appears that there is opportunity here for educational leadership. Thousands of teachers and administrators throughout the United States are eager and able to join a great cooperative undertaking for the solution of problems related to secondary education. It is entirely practicable to select certain such problems for investigation and to conduct studies for their solution in many schools contemporaneously and on a comparable basis. With authorization by Congress of an appropriation of $225,000 for a 3-year study of secondary education beginning July 1, 1929, it should be possible to shed light on a trail which is now too often shrouded in darkness.

CHAPTER VII

SCHOOL HEALTH WORK

By James Frederick Rogers

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Contents.—Medical and dental work—Studies regarding physical defects—Better teeth—Health education—Nutrition—Anthropometry—Physical education—Sanitation—Clothing—Rural schools—Summer camps—Results of school health work—Nurse training—Teacher training—Parent-teachers—Health of the teacher—Legislation and State supervision.

In the biennium 1926–1928 the three hundredth anniversary of the founding of modern physiology was celebrated. A tercentenary is an exceedingly small fraction of the time since man discovered the use of fire, invented clothes and houses, and began to huddle together under conditions which have rendered knowledge of hygiene imperative to his welfare. It is but a half century since he fully recognized his ubiquitous enemies, bacteria. However, the foundations of physiology and hygiene having been laid, man's brain has been increasingly busy along these lines and even a biennium brings forth knowledge, or applications of knowledge, in school health work that is worth recording.

MEDICAL AND DENTAL WORK

As most significant in the field of medical and dental inspection, or "health examinations," we would place the passage of a law in New York State, which reads as follows:

Physicians to be qualified for certification as school medical supervisors shall possess the following qualifications:

1. Graduation from a medical school registered by the State education department and licensed to practice medicine in New York State.

2. One year of acceptable interneship. Five years of successful practice in medicine may be accepted in lieu of one year of interneship.

3. Six semester hours of postgraduate work in a school or schools of medicine in such subjects and in such institutions as may be approved by the State commissioner of education. The following subjects indicate the type of instruction that should be included in such postgraduate courses: (*a*) Medical examination of school children; (*b*) psychiatric problems of school age; (*c*) problems of growth and nutrition; (*d*) preventable defects of eyes, ears, teeth, posture; (*e*) school sanitation; and (*f*) communicable disease control.

4. Six semester hours of postgraduate work in a school or schools of education in such subjects and in such institutions as may be approved by the State commissioner of education. The following subjects indicate the type of in-

struction that should be included in such postgraduate courses: (*a*) Principles of health education, and (*b*) organization and administration of health education in public schools.

The State commissioner of education may grant a temporary certificate to physicians who present satisfactory evidence of successful experience for three or more years in medical inspection and health service.

The temporary license shall be valid for only one year, but may be renewed twice upon presentation of evidence of postgraduate work as suggested in paragraphs 3 and 4 above.

Where undergraduate medical instruction and training have included special preparation in the field of health service equal to the qualifications set up for postgraduate work, such undergraduate preparation may be accepted for the certification of medical supervisors.

The medical supervisor or inspector has hitherto rarely had any special training for his work. Part-time employment has been taken up, as a rule, to "help along" financially, while full-time workers have usually been so poorly paid that men with special training or superior capacity for this work have not been common.

Since the State of New York pays a bonus to the local community employing a medical inspector it became evident to the State authorities that they would only get their money's worth by making sure that this employee had at least a minimum of special preparation. With this required training the schools of New York will have a better medical service than formerly, even with the same type of men who have been employed. There is a tendency throughout the country toward the payment of higher salaries for directors of school health work, which promises a better personnel for this line of work.

What has been said with regard to the lack of training of school medical inspectors applies about as well to school nurses. New York State officials have not overlooked this fact, and they require, besides the usual professional training, the completion of "at least six semester hours in approved professional courses in health education." A nurse so trained and certified is now distinguished as a "nurse-teacher." It is to be hoped that in time not only the term "school nurse" but also "nurse-teacher" will be supplanted by a title which does not savor of the sick room.

The percentage of corrected defects by which (other things considered) the effectiveness of medical inspection is to be measured seems to be increasing and has reached as high as 85 per cent in some cities. It is impossible to make comparisons in this respect, however, owing to the elasticity of the word "defect" and also of the term "corrected." Strictly speaking, most defects can not be "corrected" at all, as for example, bad vision or defective hearing or a leaking heart, but they may be compensated for or possibly improved by treatment. Since few defects can be "corrected" or

"cured" reports in which these terms are used, when "treated" or "compensated" are meant, are misleading.

In the publications of this bureau emphasis has been placed on the importance of the presence of parents at the physical examinations of their children, since much needed information can be secured from them directly and they in turn can be not only told but shown the physical needs of the child without the expensive visitations of the school nurse so often required to bring about action in regard to defects. Hitherto, it has been necessary to point to the examples of English and Canadian schools but at present it can be stated that a high percentage of parents were present at examinations in Boston during the past year, and in Kalamazoo they were present at 100 per cent of the examinations. Perhaps other cities have gone as far in this direction. Within the year one inspector has complained that the "presence of parents slows up the work of examination." Perhaps it does, and it should where it is run on the speeding-up, piecework plan too frequently in vogue. Overmuch time should not be spent on examinations and an experienced examiner can find out a great deal of importance in a few minutes, but many cases require much time if nice decisions are to be made, and these should be made. The cost and the risk are too great to recommend without due consideration such procedures as the removal of tonsils, and the wearing of glasses is not an unmixed blessing even when these are rightly fitted. Although the physician chosen by the parents is the final source of decision as to the need for treatment, he may agree only from courtesy with the school physician or he may disagree, both of which decisions are bad for the medical inspector and, in the first instance, may be bad for the child. Some years ago systems were devised by which a hundred or more children could be "run through" the inspection mill in an hour, but it is worthy of note that an average of 20 minutes per child is allowed for this by the city previously mentioned, Kalamazoo. For first examinations this is certainly none too much, and if the health of the school child is as important as it is often said to be, at least 20 out of 50,000 minutes devoted to his schooling each year may well be given over to the appraisal of his physical machinery.

An event of much importance for the future of medical inspection was the organization in 1927 of the American Association of School Physicians, which held its first meeting in 1928. The proceedings will be published by the society.

The training of teachers in the examination of children for physical defects proceeds apace both in training schools and locally in connection with the development of health work, especially in the

absence of school physicians or nurses. In Virginia, where examinations of children in rural schools are made almost wholly by the regular teachers, 95 per cent of the children were examined in the school year 1927–28; 73 per cent were found with defects of vision, hearing, nose, throat, teeth, or nutrition, and 14.5 per cent had all such defects attended to and were enrolled as "five pointers." In one county 100 per cent were examined and 58.8 per cent of those found defective were reported as having all their defects "corrected." In the State as a whole the number of "five pointers" was double that for the preceding year.

STUDIES REGARDING PHYSICAL DEFECTS

For the medical inspector the question as to whether the tonsils of a child are or are not a menace has always been a troublesome one, and a decision in the matter is of the utmost importance, for, if possible, no child should be exposed to the risk nor his parents to the expense of a tonsillectomy. Unfortunately the medical inspector himself has added very little to his own knowledge, nor is he likely to until his records on the subject consist of something more than a cross after the word "tonsils" to indicate that they were apparently "too large" or "diseased" and a similar sign to indicate that they were "corrected." However, one excellent study from school medical inspection records (so far as those records go) has been made by Kaiser of Rochester by a comparison, after a lapse of years, of the condition of children who had had their tonsils removed with the condition of those for whom removal was advised but this advice was not followed. Kaiser published his first observations after three to five years had elapsed following operations. In 1927 (Journal of American Medical Association, December 31, p. 2238), he published the results of comparisons after an interval of five to eight years. These studies seem to indicate that there is a considerable reduction in frequency of head colds and sore throat, but the effect on other conditions assumed as related to the tonsils, such as rheumatism, chorea, carditis, are very disappointing. In these cases there was no separation of children with adenoids from those with supposedly dangerous tonsils, and the method of removal is not considered, which leaves much for the future investigator.

Another excellent contribution on this subject in the biennium, from material collected partly in schools, is that of Collins and Sydenstricker, of the Public Health Service ("An Epidemiological and Statistical Study of Tonsillitis," Public Health Bulletin, No. 175, July, 1927). The findings of this study are fairly in accord with that of Kaiser.

The Public Health Service has also contributed a "Special Study of the Vision of School Children," by Kempf, Jarman, and Collins (Public Health Reports, Vol. 43, No. 27, July 6, 1928). By the use of a cycloplegic it was found that a large percentage of children who had 20/20 vision by the usual test were very defective. The authors reinforce the statement made in publications of this bureau that the Snellen test should not be used exclusively in the examination of the eyes, by recommending that "any child with symptoms of eye-strain should be sent to an eye physician for careful examination even if the naked eye reads 20/20 on the Snellen chart." This chart is of most importance in detecting myopia which these investigators found in 2 per cent of children at 6 to 7 years and it increases to 9 per cent at 12 years. It is highly important that such cases be discovered and treated.

An interesting contribution has been made in this biennium to our knowledge of "The Physical Status of the Urban Negro Child," by Dr. E. Blanche Sterling, of the Public Health Service (Public Health Reports, Vol. 43, No. 43, Oct. 19, 1928). She reports 31 per cent entirely free from dental caries and in almost 33 per cent of those defective in this particular the amount of caries was very small.

About one-third of these negro children had tonsils which were "considerably enlarged or diseased or both." A relationship between decayed teeth and abnormal tonsils has been said to exist, brought about either through the influence of the bacteria flourishing in the former or from some mutual causal relationship; but these statistics for colored children would seem to dispose of such a theory, for defective teeth are much more common among white children and the proportion reported as having defective tonsils is not usually so high among white children as among negroes.

Certainly in no biennium has so much constructive research along lines of physical defects been reported.

BETTER TEETH

Great progress has been made in the study of the causes and prevention of our most common disease, dental caries. The results of work along this line were presented in 1927 in the publication of the Bureau of Education entitled "Better Teeth." Since the time of that publication reports of a number of studies have been published, all indicating that faulty nutrition, prenatal and postnatal, are the chief cause and that the right feeding of the child even at school age is still a factor in tooth preservation. The lack of fruits, vegetables, and milk in the diet seems to be the most important factors in decay, although other things besides food may enter into the nutritional problem. The methods of prevention of decay worked

out in the Forsyth Dental Infirmary have been applied with excellent results elsewhere both in this country and abroad, and studies are in progress further to improve the technique for these procedures.

There is still an enormous waste of time and money in the removal, or ninth-hour repair of stomatic wreckage, but we may look forward to the application of the knowledge we possess in the detection of decay in its inception, or better, its anticipation by the repair of faults of structure in which decay usually begins. At least 90 per cent of the children can be sent from school with good teeth.

HEALTH EDUCATION

The development of health teaching has proceeded in the direction of the search for firmer foundations on which to build. This is evident in the use of the word " tentative " in the title of many recently constructed " outlines " or " courses of study."

There have been analyses of subject matter (as that by Miss Strang) and some inconsistencies of teaching revealed. The invocation of fairies and clowns seems to be a thing of the past and conventional health plays are mentioned by some as of doubtful value. It has become more and more evident that aside from the few habits, the results of which can be checked by the teacher from observation, there is need of the closest cooperation of the home in order to secure health practices.

The presentation of health information in connection with history, mathematics, etc., has received much attention, but such correlation presupposes a high degree of preparation on the part of the teacher and is easier said than done.

The high school remains the weakest link in the health education chain, the teaching usually being done inadequately and to a comparatively small proportion of the pupils. If our colleges were to require for entrance as much knowledge of the structure and behavior of the physical machinery, with which the student lives and works, as they do of Latin or mathematics there would be a vast change in our high-school teaching both in content and kind as regards physiology and hygiene.

NUTRITION

Nutrition work is becoming more a general feature of school health work with insistence on the practice of habits leading to better nutrition by all, and at home rather than in school. Children are now provided with better lunches than formerly whether these are brought from home or supplied at school. The school lunch in many rural schools has been improved, both as to content and feed-

ing practices, through such simple directions as have been published by this bureau. In Virginia the supervisor of physical and health education has brought about a marked improvement through the very simple plan of the supervised lunch. The children bring whatever is furnished by the parents, but are required to eat together in the presence of the teacher, with sufficient time devoted to the meal. By noting what other children bring and how their food is prepared and by the comments of the teacher there has been an improvement in the content of lunch boxes, while the leisure with which the food is consumed and other elements of hygiene have brought about a perceptible betterment in nutrition.

Open-air schools have not been reviewed for a decade and this subject has recently been taken up by this bureau. This study has not been completed but the most striking features of the information received is the variety of minimum temperatures allowed in different schools. Some still follow the early custom of adapting the child to the weather out-of-doors, but in other schools minima of 40°, 50°, 60°, and even 65° are maintained. It is also interesting to note that very few open-air schools claim, as formerly, better attendance than in other schools. This can be accounted for in part by the fact that the regular school buildings in these cities are not now superheated.

ANTHROPOMETRY

Anthropometry, which reached its height both in interest and in multiplicity of measurements about 40 years ago, has steadily declined until there has been little left of it other than weighing and measuring the height. It was abandoned by the physical educator and adopted by the nutritionist. Only those who worked in college gymnasia in the earlier epoch can appreciate the interest in his physique aroused in the student of that time by the taking and comparison of many measurements. It is true that most of those measurements were taken experimentally and were found to be of little or no intrinsic value, but we have gone too far in discarding so many of them. A revival of interest in this subject seems likely to be inaugurated by the studies of Raymond Franzen, of the American Child Health Association. From his investigations he finds that the breadth of hips is of more importance with relation to weight than is the standing height; while by a combination of measurements, of height, breadth of hips and depth and breadth of chest he can determine with great accuracy the correlative body weight. We may look forward to interesting developments in the practical application of this study.

PHYSICAL EDUCATION

The increase to 35 in the number of States having laws requiring the teaching of physical education and to 17 in the number of State directors of physical education and health has, of course, meant an extension of physical activities in schools. In some States the appointment of one or more assistants to the State director has made local stimulation and direction more possible. In Virginia, where a division was made into 10 supervisory districts, each with a director, these assistants not only visited in one year 4,600 schools, but introduced physical activities for the first time into 1,400 of them.

There has been a steady increase in the number and size of school playgrounds and some attention has been turned toward making them usable for as many days of the year as possible. The provision of after-school supervision of play for all pupils, rather than exclusively for those on competitive athletic teams, has been made in some communities and the need for this is more and more appreciated. Here the school merges with other agencies of civic welfare.

The conduct of interscholastic games is faced rather than ignored by school authorities and it may be expected that before long athletics will be managed by the school instead of the school being controlled by the athletic interests inside and outside its walls.

By a recent revision of the physical education law of Michigan "the superintendent of public instruction shall have supervision and may exercise control over the interscholastic athletic activities of all schools of the State." In Maryland these activities have long been under the control of the State department, while in seven other States having State directors of physical education, these officials are connected with the State interscholastic athletic associations and help to shape their policies.

In New York State an effort initiated by Dr. Frederick Rand Rogers has been made to render coaches and other adults less conspicuous in the management of games and to return them to the hands of the players where they properly belong. Such reforms are already spreading to other States.

The Carnegie Foundation for the Advancement of Teaching is making a study of athletics in colleges and has issued a publication dealing with athletics in schools abroad. Dr. Louis I. Dublin has been conducting an investigation into the longevity of college athletes. From his preliminary report men of such superior motor vigor do not seem to last longer than the average of the general public.

The biennium has brought forth a number of studies both in high schools and colleges of the showing of students participating in athletics as regards intelligence and scholarship. The results of some of these studies have been negative and some positive. On the whole,

there seems little relationship one way or the other unless it be that those who prefer football tend to rank lower in scholarship than those participating in other sports.

In the biennium a committee of the department of superintendence on health and physical education in junior and senior high schools made its report on programs for these schools and this was published by the National Education Association and by the American Physical Education Association.

The use of leisure in our twentieth century world becomes a concern for the educator not only during the period of school life but in preparation for after-school days. The monotony of the daily task of the average adult makes it the more imperative that the lengthening hours outside the office and factory be happily employed. If suitable opportunity and supervision are furnished, physical activities will, by choice, occupy the leisure of a large percentage of pupils of school age, and they are thus better prepared for such use of leisure in later life. The school physical education program therefore links itself with the general recreational system of a community. Whether it influences beneficially the use of leisure out of school hours becomes a test of its value. As Carl Schrader puts it, "Unless we can interest and hold the children during their leisure hours our usefulness in the field of education may well be questioned."

To anticipate the limitations of life in man's later years Sir Farquhar Buzzard, Regius Professor of Medicine of Oxford, suggests—

> that a multiplication of interests in early life, the opening up of numerous association paths in the nervous system, is a measure to be encouraged and one which may well be calculated to check the advances of senility. * * * Fashions are notoriously fickle, but every few years there arises a vogue for physical culture founded partly on aesthetic grounds, but largely on the fallacy that our good health has some relation to the size of our muscles and that violent muscular exertion is a valuable antidote to the poisonous properties of mental effort. I do not hesitate to say that I have seen a number of cases of exhaustion neurosis resulting from this popular conception of hygiene, and there is little doubt that confusion reigns in the lay mind in regard to the relative merits of physical culture, the object of which is to develop muscles, and of games of skill, the chief advantages of which lie in the fact that they supply mental recreation. From the gerontologists' point of view, therefore, athletic games are to be encouraged in that they add to the list of cerebral activities, to the sum of varied interests. Even when advancing years prohibit personal participation, the rôle of an understanding spectator is not to be despised.

SANITATION

The problem of ventilation is far from solved either in theory or practice. In the past two years the New York Committee on Ventilation has resumed its studies. The experiments carried on in the

schools of Syracuse and in Cattaraugus County, N. Y., would seem to prove that there is considerably more respiratory illness among children attending newer schools with systems of forced ventilation than in the older buildings with change of air by gravity.

There has been steady improvement in the provision of sanitary toilets, especially in the Southern States where much of this change has been made mandatory by law. The consolidation of schools, with the provision of water-carriage disposal of sewage, has helped toward better conditions along this line.

A survey was made by the school health department of the Metropolitan Life Insurance Co. in 404 schools, housing 243,795 pupils, in 22 States. In 53 per cent of the buildings hot water was furnished for hand-washing, in 80 per cent soap, and in 84 per cent towels. Only about 20 per cent furnished hot water, soap, and towels conveniently located and at least one lavatory for every 40 pupils.

There has been much talk of prophylactic and curative effects of ultra-violet light, and some schools have become interested and special glass has been installed in at least a few buildings of the open-air type. Investigations bearing on the subject have not been encouraging to the use of special glass, since the amount of ultra-violet light transmitted (at least in the latitude of the northern half of the United States) does not warrant the expense. A few minutes in the open air prove more valuable than many hours under special glass.

CLOTHING

Since ventilation is looked upon now as chiefly concerned with the regulation of conditions affecting the elimination of heat from the body, the character of the clothing becomes closely related to it. Some of the recent studies of the New York Commission seem to give evidence of the relation of rapid air exchange to the more frequent chilling of the bodies of those children who have been exposed to wet weather. At any rate, wet clothing and, especially, wet shoes and stockings have long been known to be prejudicial to health. In the schools of some other countries dry stockings are furnished to children. In a few American schools the similar practice of having children keep an extra pair of stockings in their desks for emergency has recently been adopted. Such a simple expedient will no doubt prevent colds, sore throats, and even more formidable illnesses which have an important effect on school attendance.

RURAL SCHOOLS

The promotion of health work in rural schools has probably made more progress in the past two years than in any previous biennium. Legislation in a few States for sanitary improvements has been put

in practice either through departments of health or of education. In Virginia by the division of the State into 10 districts each under the supervision of a director of health and physical education, the water supply was investigated and made safe in more than 100 schools, and toilets were supplied or made sanitary in 800 schools; all of which was accomplished in a single year. Through better teacher-training more regard is had for the physical condition of school children and to their instruction in hygiene. As mentioned elsewhere the school lunch has been improved both as to food and to habits of feeding.

While the teacher working in a rural school on her own initiative can do much, it is by the special machinery possible only in a county or district organization that best work can be accomplished. In 1924 the operation of "school hygiene districts," under full-time health directors, was authorized by law in New York, and such a district was established in Cattaraugus County. In 1928 a second district was organized in Ontario County which will be watched with interest. The organization of county departments of health, which goes on apace throughout the country, has furnished in many of these counties the means for medical inspection and sanitary supervision of rural schools.

Many superintendents and teachers in rural schools are interested in the health of their pupils, but do not know how to go about its promotion. As a help to these persons this bureau issued in 1928 a leaflet entitled "Ten Steps in the Promotion of Health in Rural Schools." The interest in the subject was shown by the orders for thousands of copies which have been received. In Michigan an excellent outline for a "Suggested Health Education Program in Smaller Schools" has been prepared by the State supervisor of physical education. This outline has been presented at teachers' meetings throughout the State.

SUMMER CAMPS

While there is little to relate regarding the development of summer camps in connection with public schools, a number of colleges and universities have recently made use of the camp to bring their pupils in touch with materials studied in courses dealing with nature, such as botany, zoology, geology, and engineering; and at the same time furnish recreational facilities. The summer camp has become, of course, an integral part of the training of those who are preparing for the profession of physical education.

In at least one college camp "classes in art, mathematics, sociology, history, and English are carried on, in addition to a full physical education program."

RESULTS OF SCHOOL HEALTH WORK

It is but natural, especially in an age of measuring and standardizing, that a demonstration of the actual results of school health work should be asked for. In fact such work would be prosecuted with far more vigor if figures were available to show physical and mental improvement. Such statistics as might appeal strongly to the very "practical" man are not likely to be forthcoming, for health is not a static condition, and school progress depends on many factors, the most fundamental of which, an adequate cerebral machinery, being fairly fixed by heredity.

Comparisons of the mentality and physique of school children have shown a definite though not marked relationship, and as a rule children who rank high in intelligence and scholastic tests are comparatively free from serious physical defects. It does not follow, however, that, by the treatment of defects or improvement of hygiene, distinctly measurable results will always occur as regards school progress. In exceptional cases spectacular change does result, but not a large proportion of retardation can be so reduced. The mind of the taxpayer has been centered too much on the child who, because of serious mental or physical handicaps, fails to keep pace with the scholastic procession. He forgets that many of the ninety and nine who "pass" would do better work with improved physical equipment.

There can be no doubt that for every defect adequately treated or removed and every item of personal or school hygiene improved, the physical and mental machinery of the child reacts more effectively even though not measurably and, other things being equal, his welfare in future is more assured.

While health is not a measurable thing, certain signs of health (as absence of defects, progress in growth, and freedom from disease) can be appraised and deserve to be compared with the school practices which are intended to bring them about. The percentage of defects of school children treated adequately is a measure of the effectiveness of the school medical and dental program. For health teaching, perhaps the most careful appraisement of results has been made in the Malden, Mass., schools by Prof. C. E. Turner. In 1925 he presented data showing improvement in several health practices. In 1928 he presented evidence from a study of height and weight of children exposed to an intensive health education program as compared with like measurements of a control group. The "rate of gain in both height and weight for the children receiving health education was measurably and significantly greater than for the children of the control group." There was not, however, any fundamental change in the height-weight ratio.

The American Child Health Association has been making a thoroughgoing survey in a number of cities of health education methods and results, and the reports of their studies are looked forward to with interest.

It may be asked whether there is not some evidence from mortality records as to the general results of work for the health of the school child in and out of school. The death rates for children from 5 to 14 years of age (and also from 15 to 19 years) have declined somewhat in the past 10 years, but the decline has not been so great as in many other countries, partly because our death rates were already relatively low. Six other countries—Australia, Denmark, France, New Zealand, Germany, and Switzerland—had, in the period 1921–1925, lower death rates at these ages, so there is room for much further improvement in the United States. The health of the child is conditioned by many things over which the school has but a remote influence. In the high school and college, however, we might do more to further appreciation and support of general public health work by our future citizens.

NURSE TRAINING

Ten years ago a school nurse was any nurse, with or without the usual hospital training, who might secure a position in this special field. As her work was chiefly that of exterminating verminous and other skin diseases, giving first aid, and making occasional home visitations, her preparation was usually ample. Comparatively few school nurses to-day have more than the usual training of a bedside nurse, but as many of them now assume responsibility for the promotion of the entire school health program, it is evident that they need special training.

The education committee of the National Organization for Public Health Nursing published in December, 1928, the outline of a course for school nurses which covers four summer terms with winter extension work. It was prepared by Beatrice Short, assistant director of the organization, and Anna L. Stanley, chairman of the school nurses' section. The program is as follows:

First Summer

1. Principles of public health nursing: Present objectives, scope of work, organization and methods in school nursing. Two points.
2. Family social work: The effects of social disabilities on the family; case method of handling problems; discussion of living standards. Two points.
3. Child health: Standards for normal health and development including habit formation. Discussion of communicable diseases, health hazards and nutrition problems, or educational psychology. Two points.

Suggestions for additional courses for summer or extension work in winter.
Practice work in school nursing under educative supervision. Two points.
English composition. Two points. Public speaking. Two points.

Second Summer

1. Methods of health education in the elementary schools. Adaptation of subject matter and methods to health education. Consideration of various devices used in health teaching. Two points.
2. Educational psychology: Elementary psychology with special emphasis on professional situations. Two points.
3. Nutrition in health education: Includes essentials of adequate diet and food needs for different ages. The nutritive value of food materials with regard to application of such knowledge to health education, or mental hygiene. Two points.

Suggestions for additional courses for summer or for winter work.
Practice in family social work. Four points.
(This would require a full month's work under educative supervision.)
History of education: Introduction to educational problems in a democratic state with special reference to our own national situation. The increased responsibility of the State for education. Two points.

Third Summer

1. Mental hygiene. Development of personality; deviations in personality and behavior disorders of childhood with reference to prevention and adjustment. Two points.
2. Child psychology. Two points.
3. Educational sociology: Social and human origins as backgrounds for consideration of problems of modern society and the sociological method of approach to them. Two points.

Suggestions for additional courses for summer or winter extension work.
Practice work on staff of visiting nurse association under educative supervision (2 months). Four points.
Practice work in health education under educative supervision. Two points.
Physical education: Folk dances, stunts, team games. Two points.
Additional course in English. Two points.

Fourth Summer

1. Public health nursing: This course should give a broad understanding of the many phases of public health nursing, their relation to each other and to educational and social improvement. The organization of public health nursing under official and nonofficial agencies. The advantages, plan of organization and work in a completely generalized or partially generalized service. Two points.
2. Personal hygiene or biology. Two points.
3. Organization and supervision of health education: Principles governing health education in relation to the rest of the educational program. Criteria for selecting materials and activities. Departmental correlation, or teaching of home nursing and child care classes. Two points.

Suggestions for additional courses for summer or for winter extension work.
Public health administration and preventable disease. Two points.

TEACHER TRAINING

There has been steady progress in the improvement in the training of regular teachers for health and physical education work in schools. The physical fitness of the applicant for training is more seriously considered and better medical and sanitary supervision is offered by many schools.

The opportunities for preparation for special work in this field have increased. Whereas a half century ago one might need to travel half across the continent to secure such training, there are now, besides the 14 special schools, 50 public colleges and universities, as many private institutions of this nature, and 40 teachers' colleges and normal schools offering major courses leading to a degree.

Most of the special schools have reached a 3-year basis and some of them now have 4-year courses.

The Harvard University School of Public Health has been added to the institutions of this kind giving special courses for school health workers.

PARENT-TEACHERS

Parent-teacher organizations have been busy in furthering the health work of the schools. The most spectacular of their endeavors has been the promotion of physical examinations of children just before their entrance to school—the "Summer Round-up." In 1925, 102 local associations in 22 States responded to this movement, while in 1927, 2,120 communities in 44 States were active.

THE HEALTH OF THE TEACHER

Considerable interest has been displayed of late in the health of the teacher. Since the bureau's publication on this subject, which was issued in 1926, a committee of the School Health Bureau of the Metropolitan Life Insurance Co. has added some information as regards city schools. Forty-eight superintendents answered its questionnaire and 62 per cent of these reported some kind of health supervision for teachers. "Included in the methods of supervision were health examinations for certification and employment of teacher-applicants, periodic health examinations for certification and employment of teacher-applicants, periodic health examinations and some care for sick teachers."

A questionnaire investigation as to medical supervision in teacher-training institutions, made by Dr. A. O. De Weese, physician and health officer of the State Normal College, Kent, Ohio, would seem

to indicate that more of these schools are giving attention to the physical fitness of persons admitted for training. Ability to manage pupils with ease has more to do with the health of the teacher than any other condition and it would seem of the utmost importance that pupils in these schools should be taken on probation and be given, as early as possible, such experience in actual teaching as will make it evident to them and to others whether the mental wear and tear entailed will warrant further training for such work.

The wide variation in the granting of sick leave was shown in an article in SCHOOL LIFE for October, 1927. The subject is, of course, closely connected with the selection of teachers for training and the health supervision of teachers employed. As a group, teachers show comparatively little absence on account of illness, yet by better selection and supervision this absenteeism can be further reduced. Having made its selection and provided for health supervision, the school should be liberal in its allowance for absence on account of illness, for teachers are often at work when they would better be in bed and they should not be made to lose salary because of unavoidable illness. The granting of leave by the cumulative method, more commonly adopted in England, seems to be gaining favor in this country.

LEGISLATION AND STATE SUPERVISION

In the past biennium, two States, Florida and Arizona, were added to the list of those which have laws making provisions for physical education in public schools. There are now 35 States in which physical education is virtually a required subject. In most of these States the law applies to teacher-training institutions. The teaching of hygiene is usually included with physical education.

The following States now have a director of health or physical education or of both in the State departments of education: Alabama, Calfornia, Connecticut, Delaware, Florida, Maryland, Massachusetts, Michigan, Minnesota, Missouri, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Virginia, and West Virginia.

In the following States one or more assistants to the State directors are employed: California, Connecticut, Florida, Massachusetts, Michigan, Missouri, New Jersey, New York, and Pennsylvania.

In at least seven of these States the expenditures for salaries and travel expense of such State officials exceed $10,000. It is manifestly unfair, however, to make comparisons of expenditures along this line, as the school population would need to be taken into account and also whether subsidies to local schools are allowed, as is the case in Maine,

Nevada, New York, and Virginia. In Maine, for example, the expenditures for the promotion of physical education amounted in 1927 to $34,500.

In New York State the expenditures are large not only for the direction of hygiene and physical education and for subsidies, but also for the supervision of medical inspection which, in this State, is taken care of by the department of public instruction. In a very few States public funds are spent on school health work through the department of health, as in North Carolina, where, in 1927, $60,000 was used in the promotion of medical examinations and treatment. In a few States, such as Alabama, Indiana, and Kentucky, the State department of health is active in improving school sanitation, but in about half the States of the country the active promotion of school health work through either State department is meager or absent. In four States, where the physical education law includes provision for a State director, there are no funds for this purpose and no such official has been appointed.

The physical education service of the Playground and Recreation Association of America has been very active under the direction of James Edward Rogers, and much of the legislative action and other State activities in the past two years leading to better State supervision have been in large measure due to his efforts.

Statewise there has been little change in laws or in direction, or lack of direction, of medical inspection. The chaotic condition in this field has been described more in detail in "The Status of School Hygiene in the United States," a paper presented by the author before the American Public Health Association in 1927, and published by that organization.

In one State medical inspection is directed actively by an officer of the State department of education; in an adjoining State the same work is sponsored by the department of health, while in another neighboring Commonwealth there is supervision by neither State department. Specifications as to who may examine for defects, and what defects are to be examined for, are just as diverse.

Half of the school children of the country have never had a physical examination of any kind nor will they have until the teacher-training schools prepare their students for this work, and until some State department is made responsible for the promotion and supervision of school medical service.

Unsatisfactory as are many of our legal declarations and much of our practice as regards medical inspection, it must be recalled that there was no legislation on this subject a quarter of a century ago, and very little was done along this line even in our largest

cities until after the beginning of this century. There have already been some important revisions of the legal enactments on this subject, one of which in New York concerning the qualifications of medical inspectors has already been mentioned.

While physical education has had some recognition in this country for more than a century, few of the State laws making it an integral part of the school program are more than 10 years old. On the whole there has been rapid progress in public appreciation of school health work and we can go forward with improvement in the details of its practice.

CHAPTER VIII

INDUSTRIAL EDUCATION[1]

By Maris M. Proffitt

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Contents.—Causes stimulating the development of industrial education—Variety in courses and industrial organization—Improved housing facilities—Part-time and evening schools—Age for entering employment increasing—Printing—Model boat and airplane building—School exhibits—Guidance—Tests—Teachers—Summary

CAUSES STIMULATING THE DEVELOPMENT OF INDUSTRIAL EDUCATION

The past two years have witnessed a continued and an increasing emphasis upon vocational-industrial and manual-arts types of work in the school curriculum, and a further adjustment of the work to make it a still more effective factor in the realization of the aims of the public schools. In general there has been considerable growth in the enrollments in these types of courses. In the vocational-industrial courses the increase in enrollment is particularly noticeable in part-time and evening classes. This is indicative of the growing recognition of the value of these types of classes in a vocational-industrial program. Manual arts in the junior high school grades is more and more becoming a required subject. In the senior high school grades a more thoughtful consideration than formerly is now generally given to the organization of courses in accordance with the needs of the different groups and with regard to specific ways in which the training may function in contributing to the objectives of the secondary school.

The housing facilities for shop work and other types of industrial courses have been improved in many places. During the biennium there was an increased realization of the fact that efficient work can not be carried on without adequate shop rooms and equipment. This is indicated by the number of schools that have erected new vocational buildings, built additions to their present ones, or made provisions for shops in new academic buildings. In some sections of the country shops have been provided in new gymnasium buildings.

[1] This chapter does not deal with the administration of vocational-industrial education provided by the Smith-Hughes law. The reports of the Federal Board for Vocational Education cover this subject.

The stimulation of the industrial education program is due to a number of causes. Among the most important ones are:

1. *An increased effort to make the public-school program democratic in fact as well as in name.*—There is a growing demand that the secondary schools assume their full responsibility for meeting the needs of the various groups of students contained within their rapidly increasing enrollments. In the 36 years from 1890 to 1926 the population of the continental United States increased 86 per cent, while the college and university enrollment increased about 550 per cent, and the secondary school enrollment increased almost 1,100 per cent. The student body of the secondary school is no longer the selected unified group it once was, and with the inclusion, in large numbers, of groups with different attitudes, aptitudes, and opportunities relative to life occupational interests there is the necessity for providing educational training that will have functional values corresponding to the group needs and will be commensurate with the time, effort, and money expended.

In 1926 public-school enrollment in the tenth grade, or the second year of the 4-year high school, was only 52 per cent of the enrollment in the seventh grade. Evidently an important factor contributing to school-leaving during these grades was the lack of a sufficient variety of courses to meet the needs of the different groups included in the school enrollment. A specific example of this situation, together with a plan for meeting it, is found in a certain comparatively large city. In this particular school system in the year 1927–28 there were 90 per cent as many pupils enrolled in the first year of the 4-year high-school system as were enrolled in the last year of the elementary schools, but the enrollment in the second year high school was 27.5 per cent less than in the first year. The superintendent and school board realizing the situation took immediate steps to provide enlarged opportunities in industrial arts, vocational-industrial, and technical subjects with which more nearly to meet the needs of the cosmopolitan character of the secondary school student body. A well-known educator and president of a large State university recently said that "Democratic society has insisted on the school offering training in many lines. * * * Each individual is entitled to that educational opportunity which corresponds to his ability and power to achieve."

2. *A fuller recognition of individual differences.*—Individual differences which are fundamental to a consideration of types of training that should be provided consist not only of differences in I. Q. and mental alertness, but differences in attitudes, aptitudes, and opportunities relative to life occupational interests as they are conditioned by economic and other environmental circumstances. The probability of success in any contemplated line of work is conditioned

not only by mentality as determined by standardized intelligence tests, but also by the opportunity to achieve and the willingness to achieve. The assumption that an individual with a high I. Q. should, because of that fact, train for some one of the professions is just as fallacious as is the practice of putting an individual with a low I. Q. into a shop representing a trade that requires a high degree of skill and ready technical knowledge, with the expectation that he will make good in competition with others with liberal mental endowments. In both instances good mentality is essential to efficiency, and in both instances interest and effort are important factors in ultimate success. It is true, however, that occupational activities vary in their complexity. The less complex activities do not require so high a degree of intelligence as the more complex activities do. It is in these less complex occupations, whether in the field of manufacturing, building, merchandising, commerce, or the professions, that the individual with the lower I. Q. will find his optimum opportunity for success.

During the past two years progress was made toward solving some of the problems connected with individual differences as related to training and placement. Contributions to this end have come from studies and practices of an experimental or pioneer nature carried on by the industrial education, the guidance and placement, and the research divisions in the public schools; by the employment and personnel divisions of industrial plants; and by industrial associations interested in the training and up-grading of employees in the industries they represent. The most important contributions have included studies dealing with the following subjects:

(*a*) Occupational levels. These studies have furnished valuable information relative to the technical knowledge and skill required for employment in the different levels of a major occupational division of work.

(*b*) Job analyses made for instructional purposes. Job analyses made by persons with practical experience who have a knowledge of the learning process have added during the past two years very materially to our knowledge of the abilities necessary to do the jobs included in a particular occupation.

(*c*) Success factors. Considerable attention has been given to the types of abilities that make for success in different occupations. In addition to the factors of skill and technical knowledge, which are essential, there are other factors of a personal character such as specific interests, temperament, emotional stability, and social adjustment which are frequently the causes of success or failure. Little information relative to these questions has been compiled and published, but teachers of vocational subjects, production foremen, and

employment officers are accumulating valuable information of an empirical character on these problems as a part of their observations based upon experience. These various types of studies and experimental practices have set forth more clearly the feasibility of providing vocational-industrial courses and the possibilities which such courses have for vocational efficiency. These have resulted in a stimulation of industrial education in the public schools, especially in the cooperation of the schools with industry in providing practical types of training.

3. *Growth of the junior high school movement.*—The junior high school movement started about 1909. In 1926 there were 1,109 junior high schools and in addition 1,149 junior high school departments in connection with senior high schools. The rapid growth previously made in the junior high school development was continued during 1926–1928. The growth of the junior high school movement has been accompanied by a very material increase in the manual arts work due, first, to the philosophy of the junior high school, which emphasizes the need for providing for individual and group differences, for exploration and discovery of aptitudes and interests, and for an enriched curriculum of general education; and second, to the flexibility of the instructional organization which more easily permits the introduction of shop courses.

4. *Increased recognition of the need for training in abilities necessary for the intelligent use and care of industrial products and services in common use about the home and in connection with leisure time and avocational activities.*—These desired abilities relate both to specific knowledge of an industrial character and to mechanical manipulation. As examples of circumstances which have contributed to the need for such training we may note the increased use of electrical and mechanical appliances in the home, of conventional drawings and symbols as a means of representing ideas in literature and plans dealing with the construction of homes, and of the automobile and the consequent need for abilities relating to its purchase, care, and operation. Courses in these subjects, when carefully organized for the purpose, are of great value in developing abilities which the consumer should have.

Information received by special reports to the Bureau of Education is to the effect that among the most common subjects added during the past two years by school systems to their industrial arts programs are home mechanics, auto mechanics, drafting, and electricity. A number of schools enroll girls in some types of these courses.

5. *Recognition of the economic returns to the State by those who go to work.*—A more general recognition of the early economic return to the State by those who early leave the full-time school to

enter upon employment in the trades and industries was during the past two years an important factor influencing the increase of vocational-industrial courses in the public schools. Such training should be provided not only because the State owes it to these individuals as a social service but also because it pays a financial return on the investment in the way of increased economic wealth.

In 1920, according to the United States Census report for that year, there were 41,614,248 persons 10 years of age and over who were gainfully employed. Of those gainfully employed 30.8 per cent were engaged in manufacturing and mechanical pursuits; 26.3 per cent in agriculture, forestry, and animal husbandry; and 5.2 per cent in professional service. In 1919 there were 10,812,736 persons engaged in manufacturing industries only, of whom 79.4 per cent were males and 20.6 per cent were females. Of this number 120,919 were under 16 years of age. Of these 53.3 per cent were male and 46.7 per cent were female.

6. *Growth of industries.*—The United States is rapidly becoming an industrial nation as evidenced by shifts in population centers. The States which have made the larger relative gains in population since 1910 are, almost without exception, the industrial ones, while the States making the smaller relative gains are quite generally those in which agriculture is the dominant industry.

7. *Cooperative relations with industry.*—During the past two years the cooperative relations developed with industry for the promotion of vocational education have resulted in many places in the enlargement and improvement of the vocational program. These mutually helpful relationships, based on a common interest and for a common purpose, have expressed themselves in various ways, among which may be mentioned:

(1) The establishment of contact or advisory committees, composed of employers and employees, for the purpose of securing their advice and cooperation in the determination of the courses to be offered, the content and instructional material for the courses, the selection of trainees, and the selection and qualifications of instructors.

(2) The participation of industry in the programs of educational organizations resulting in a better understanding by the public schools of the training needs of industry, and a better appreciation by industry of the possibilities of training in and through cooperation with the public schools, all of which is conducive to the development of a feasible vocational-industrial program.

(3) The appointment of coordinators for part-time students who act in an official advisory capacity between industry and the school relative to the employment work and the school training of the in-

dividual students, thus bringing about a unified plan of procedure for work and training. Sometimes the coordinators are men from the industries, and in some instances carry on the work of coordination without expense to the school.

(4) The supplying of suitable equipment by industry for specific types of vocational-industrial courses. For example, in the building-stone industries some of the companies producing building stone or doing construction work in stone have supplied schools with granite, marble, or limestone to be used for instructional purposes together with necessary machines and tools.

(5) *Foremen conferences.*—The growth of foremen conferences as a part of the local vocational-industrial program has had a stimulating effect upon the development of trade courses. There are a number of reasons why this is true. Through such conferences the school gains a very intimate insight as to the kinds of trade courses the local community most needs; often valuable information is obtained as to what the content of such courses should be, and frequently there is discovered a valuable source of supply of trade teachers.

8. *Improvement of mechanical devices.*—Inventions and improvements in machines and mechanical processes are creating needs for additional training courses which are demanding inclusion in the industrial programs of the public schools. For example, the advance in aviation and radio work has already caused courses in some phases of these subjects to be introduced into a number of schools. Scientific discoveries and the invention of labor-saving machinery and tools are constantly bringing about changes in manufacturing processes and creating a demand for trained mechanics. All these change-producing forces have been quite active during the past two years.

9. *Research studies and job analyses.*—Studies by industrial organizations, made for the purpose of increasing efficiency in production, for rating and up-grading employees, and for the selection and training of employees, together with job analyses for instructional purposes made by persons interested in the development of unit courses of training, all have contributed content material for trade courses and thereby have stimulated the organization of such courses.

10. *Universal need for highly skilled mechanics.*—There is a universal demand in the industries for men who can fill positions requiring a high degree of skill and technical knowledge, such as tool and dye makers and builders of precision tools and machines. It is necessary that men for these positions be trained in our own country, as other countries, such as England, Germany, and Russia, are in the same condition as the United States, their demand for such skilled artisans exceeding their supply. The increased use of machines for

performing operations previously done by hand and the demand for refinements in machines to meet the need for machine products worked to smaller dimensions are constantly increasing the need for high-skilled tool and machine builders the world over.

VARIETY IN COURSES AND INSTRUCTIONAL ORGANIZATION

A study of the industrial program in the public schools during the past two years shows an increase in the variety of courses offered. Instruction is now given in subjects which a few years ago would have met with no consideration from most superintendents. There was also further development and modification of plans for the organization, administration, supervision, and instruction relative to industrial courses. Information collected by the Bureau of Education shows that a number of schools have introduced courses in some phase of aviation. For example, the Joliet (Ill.) Township High School now offers a course in aeronautics in which the theory of flying is stressed. Instruction relative to airplane engines is given in connection with the fourth-year work in auto mechanics. Other examples of the newer types of courses follow:

The Frank Wiggins Trade School, Los Angeles, Calif., offers a janitors' engineering course for men employed in janitorial work. The course covers heating, lighting, and ventilating from the standpoint of a janitor's responsibilities. Owing to the demand for service men in the radio industry the vocational education board of Essex County, N. J., made a survey of the radio manufacturing industries in the county. On the basis of this information specific courses were organized in the trade schools of the county to train for production and service jobs in the radio industry. The Santa Barbara (Calif.) High School offers a course in stagecraft in which the students learn to construct scenery, do painting and decorating, and electric wiring for illumination. The high school at Stockton, Calif., offers a course in foundry practice in cooperation with a large harvester company. The instruction is carried on in the factory of the company by an expert foreman. Students for the course are carefully selected with reference to their aptitudes and interest for the work. The Union High School, Fort Bragg, Calif., has developed a plan of vocational and industrial education in cooperation with local industries. The program includes courses in power-plant engineering, laundry work, and linotype work. Bedford (Ind.) High School, in the center of the oolitic limestone industry, offers a course in stone drafting together with work in the actual production of finished materials for buildings. The local companies cooperate with the high school and furnish a mill and necessary equipment for doing production jobs.

IMPROVED HOUSING FACILITIES

Special reports from State boards of education and information from various other sources indicate that during 1926–1928 there was considerable activity in providing additional housing facilities. A comparatively large number of new buildings for industrial work were erected, additions made to old buildings, and shop facilities provided in new elementary and high-school buildings. For example, New York State added about 15 new buildings for industrial education work and provided for shops in about 50 new school buildings. Michigan made provision for shops in 55 new school buildings and erected a few buildings for industrial work. Some States which have a comparatively small program in industrial work made noticeable progress in providing room for shops. For example, Utah added shop facilities in 19 buildings, New Hampshire in 13, Wyoming in 12, and Arkansas in 11. There is a tendency in some States to provide shops in new gymnasium buildings, underneath the inclined seating space and facing the outside of the building. When properly incorporated in the original plans this arrangement is very satisfactory for shop space.

Among the new buildings for industrial and technical work may be mentioned the Central Trades School building, Pittsburgh, Pa., erected at a cost of more than $2,000,000; the new building erected at Syracuse, N. Y., for the exclusive use of continuation school pupils, at a cost of approximately $250,000; the new technical high-school building, Washington, D. C., which cost for building, grounds, and equipment $3,500,000; the new addition to the Lathrop Trade School, Kansas City, Mo., costing about $80,000; the large addition to the Milwaukee (Wis.) Vocational School, which probably makes this the largest school building in the United States devoted exclusively to vocational and vocational-related subjects; the new shop building at Santa Barbara, Calif.; the vocational school building, Pensauken Township, N. J., costing $1,000,000; and the new vocational high school, Minneapolis, Minn., at a cost of $1,600,000.

Notwithstanding the progress made in providing housing facilities for industrial work many reports indicate that additional shops and classrooms are necessary in order to meet the increased demand for enrollment in this type of work.

PART-TIME AND EVENING SCHOOLS

Part-time and evening classes rendered a large service during the past two years in supplying effective training for many whose needs were great. There is a growing recognition of the value of evening trade-extension courses for employed persons and of part-time courses

for employed young people. In addition to the increased enrollment in these types of courses during the past two years, considerable development has taken place with respect to the improvement of instruction, supervision, equipment, and housing facilities. A number of the larger cities have constructed new buildings in which to take care of the increasing enrollment in part-time classes. There is also a general tendency to raise the qualifications for teachers in part-time and evening classes. The continuation schools of New York City are now on a par with the high schools with respect to personnel. The principals of these schools are appointed in the same manner as the regular high-school principals and the principals and teachers are on the same salary schedule.

In some places the growth in enrollment in evening and part-time classes has been quite impressive and is significant of the value attached to such courses by the public. For example, the enrollment of building-trades apprentices in evening classes in New Jersey increased from 100 five years ago to 2,500 at the present time. Both employers and employees cooperate in making the courses successful. Some of the trade organizations pay the necessary enrollment charges of their students. In some places in New Jersey apprenticeship agreements have been made with the school. This is especially true for the printing and carpentry trades.

In 1928 there was an increase of 9,500 pupils in the compulsory continuation schools of New York City. There are 15 centers for continuation classes for employed young people between 14 and 17 years of age. Practically all of the subjects offered in the evening classes are offered in the continuation classes. Vocational guidance and placement work is carried on. During the 1927 school year, 2,356 boys and girls, who were enrolled in part-time courses in five New York City high schools offering cooperative courses, earned $151,439. The students were in school and in employment on alternate weeks.

In 1928 the Boston Continuation School made a study of 1,200 of the 1,600 girls enrolled in its courses. It was found that they left school beginning with the sixth grade and the dropping-out process continued in succeeding grades through the eleventh. The model grade for leaving school was the eighth. The largest number was employed in candy factories, the artificial flower business, and in the food products industries and service. The greatest number of calls for help came from candy and other manufacturing industries where the work was of a light nature. Factory work paid the highest wages. The weekly wages ranged from $8 to $15.

The Washburne Continuation School, Chicago, Ill., is a part-time school for boys, operating on an 8-hour day schedule. Both con-

tinuation and apprenticeship pupils, ranging from 14 to 17 years of age, are enrolled under the compulsory part-time school law, and attend school once a week. In December, 1927, the number of apprentices distributed among the trades represented was as follows: Carpenters, 575; electricians, 524; machinists, 157; sheet metal workers, 105; painters and decorators, 256; steam fitters, 377. The subjects offered the apprentice group are: English, mathematics, civics, applied science, drawing, estimating, and other trade-related subjects. Shops are maintained for sheet metal, steam fitting, woodworking, painting, baking, electricity, and paperhanging. Much of the equipment for the school was donated by industry.

There are coordinators for the apprentice boys who articulate the work of the school with that of industry. The coordinators are usually men from the industries. The organizations to which the apprentices are responsible are usually very strict in the enforcement of the apprenticeship contract, and if a boy fails to make good in school or fails to attend regularly, his apprenticeship is taken away from him. There is a large waiting list for the steamfitters' course.

Provisions made in 1928 in the laws of the State of New York relative to part-time and evening instruction represent some progressive tendencies toward providing legal regulations affecting these types of public-school courses. The law provides that minors from 14 to 17 years of age, who have received employment certificates and are employed, shall attend upon part-time day instruction. This provision, however, applies only to cities of 20,000 or more inhabitants and to school districts which have 200 or more employed minors under 17 years of age. Boards of education in cities with smaller population may require attendance of minors upon part-time instruction. Attendance upon full-time instruction is required up to 14 years of age, and until 16 years of age if not employed. City school boards are empowered to require attendance of minors from 16 to 17 years of age who are not employed in the full-time day school. In cities coming under the provision of this law, but whose boards of education do not require unemployed minors over 16 years of age to attend the full-time day school, such minors between 16 and 17 years of age, not voluntarily attending upon full-time day instruction, are required to be in attendance upon part-time day instruction.

For part-time day classes at least four hours of instruction per week during the time that the full-time day schools are in session are required. The law definitely limits the time of day during which part-time instruction shall be given by stating that it shall be between 8 a. m. and 5 p. m., on the days that the regular full-time classes are in session, and between 8 a. m. and 12 o'clock noon on Saturday. The law empowers local school authorities, upon the

request of employers, to substitute a half-time system for groups of employed minors in a given occupation.

The law is specific in its definition of what constitutes lawful absence from part-time instruction and provides that unlawful absences shall be made up by hours of attendance in excess of those otherwise required. It also sets up procedure for determining whether an individual is mentally or physically unable to attend school or to benefit by instruction. The law states that school subjects shall be included for the enlargement of the civic, vocational intelligence, and skill of the part-time pupils. The State department of education is given the power to alter the subjects taught.

Evening schools in cities with population of 100,000 or more are required to be in session for at least 100 nights; in cities with population between 50,000 and 100,000, for at least 75 nights; and in other cities and school districts having 20 or more minors who under the law are required to attend upon evening instruction, 50 nights. In school systems which provide evening instruction in accordance with the State law, minors between 17 and 21 years of age who are unable to use the English language to a degree of efficiency comparable with the abilities required for the completion of the fifth year of the elementary school, and who are not attending the full-time day school, are required to attend upon evening instruction.

AGE FOR ENTERING EMPLOYMENT INCREASING

A number of factors are operating in most parts of the country which tend to increase the age at which young people enter upon full-time employment in the industries. Among the causes contributing toward this end is the increasing responsibility placed upon employers by the operation of liability laws. This has resulted in firms in a number of instances refusing to employ persons as young as they previously did in certain positions. Especially is this true for types of work which involve any particular hazard, such as work about power machinery and certain kinds of production jobs in the steel mills. Then, too, the attitude of labor has influenced this tendency by the stand it has taken for the education of the youth of the country, which means more years in school and a later entry upon employment.

Some employers' associations have also taken a stand favorable to increasing the age for entering the industries. For example, The National Association of Manufacturers has gone on record as favoring employment of children between the ages of 14 and 16 only when certain requirements are met relative to physical fitness, educational training, regulations for hours of work, and prohibited employment in dangerous occupations. Compulsory school laws also

affect the situation by holding children either in the full-time school or in part-time classes for an increasing number of years. Thirty-one States have now enacted some form of compulsory part-time law. A few States have made 18 the minimum age for school leaving. Certain exemptions, however, are provided. The inclusion in high schools, in technical schools, and in trade and other vocational schools of types of work which make an appeal to larger numbers than these schools formerly did, has resulted in increasing the holding power of the schools. The results from these causes and some other subtle influences are that the flow from school to full-time employment has been slowed down for the younger ages.

PRINTING

Printing is one of the school subjects that showed considerable growth during the past two years. This is in keeping with the development of the printing industry, which now ranks among the largest in the United States with respect to wages paid. The American Type Founders' Co. estimates that there are 450,000 persons employed in the printing industry and that the annual payroll amounts to $560,000,000.

According to a report of the United Typothetæ of America 28,537 students were enrolled in printing courses in the United States and Canada in 1926–27. Teachers of printing numbered 443 and institutions in which printing courses were offered, 369. The types and number of institutions offering instruction in printing were as follows: Academic high schools, 88; junior high schools, 86; technical high schools, 22; evening schools, 31; colleges and normal schools, 9; "plant" schools, 10; elementary schools, 29; continuation and part-time schools, 17. The time given to instruction varies greatly according to the school grade in which a course is offered, the objective of the course, and the practice of the school. The range is from 1 to 48 hours per week, and from 5 weeks to 6 years for completion of the course. The report estimates the value of school equipment for printing at $3,316,960.

New York City has enlarged its program in printing instruction in an effort to meet the demand for trained printers. There has been added to the Central Printing Trades Continuation School a department called the school for machine training, offering instruction in maintenance and repair to hand compositors who have had 4 years of experience in the composing room and have had at least 3 years of training in hand composition, of an apprentice grade, in some approved school.

The operation of the school for machine training is an excellent example of the cooperative relationships that may be established

between schools and industry for the purpose of offering instruction in industrial lines of work. The school is conducted under the direction of the board of education and has the cooperation of the New York Employers' Association, the New York Newspaper Publishers' Association, and Typographical Union No. 6. A board consisting of representatives of these four bodies administers the school under terms of a contract entered into between the four groups concerned. The board of education supplies space, custodial service, heat, light, power, and the instructors' salaries. The other parties to the contract agree to cooperate in providing the machine equipment and the supplies needed for instruction. They further aid in the selection of expert instructors and augment as much as is necessary the salaries paid by the board of education.

Students in the Central Printing Trades Continuation School who have completed three years of instruction in the school for printers' apprentices may take for their final year of apprenticeship training the course in machine training. Apprentices who elect this course are required to attend regularly in order to receive credit for a diploma. Attendance is for 6 hours per week, 3 hours of which are in the afternoon and the other 3 hours in the evening of the same day. The afternoon attendance is on the employers' time, while the evening attendance is on the time of the apprentice. The course runs 40 weeks per year. The Central Printing Trades Continuation School has also organized a school for printing pressmen and a newspaper pressmen's school. Both of these departments are operated along the same lines as is the department of machine training.

MODEL BOAT AND MODEL AIRPLANE BUILDING

Two types of project work included in manual arts courses showed a rapid growth in popularity during the past two years, namely model boat and model airplane building. Of approximately 200 representative school systems of cities having more than 10,000 inhabitants, reporting to the Bureau of Education, 42 per cent offered instruction in model boat building in the year 1927–28, and the same percentage offered work in model airplane building. A large number provide work in both. Seventy per cent of the cities having 100,000 or more inhabitants have courses in model boat building and 70 per cent in model airplane building, with a large number offering instruction in both. Of these cities, with a population between 10,000 and 25,000, only 32 per cent have work in boat building and only 32 per cent in airplane building. The reports indicate that these subjects enjoy about equal popularity in the school program, and that their frequency with respect to the size of cities represents a very regular curve which is in direct ratio to the size of the cities.

A number of schools hold yearly contests at which the boats are judged for design, quality of workmanship, and performance in the water. For example, the boats made in the manual arts department of the St. Petersburg (Fla.) High School are displayed before a committee from the local yacht club and a silver cup is awarded to the builder of the best boat. The Model Yacht Racing Association of America, which is a member of the International Model Yacht Racing Association, is doing much to promote interest in model boat building and sailing. Many articles have appeared in the periodicals on model boat building, and there are some books on this subject.

Detroit, Mich., was one of the first cities to provide a definite program in model airplane construction in the public schools. The work was introduced in 1923 and has proved to be of great interest to the boys, who frequently remain after the regular school hours for work on their planes. Student airplane clubs have been formed in a majority of the secondary schools of the city.

A number of cities hold local airplane tournaments which serve not only for a public display of the school's work and for the awarding of prizes but also for the selection of a contestant to be sent to a regional or national meet. The first national contest of the Airplane Model League of America was held in Detroit, Mich., in 1927. There were 259 contestants from different parts of the country. The expenses of some of them were borne by newspapers, civic clubs, or other local organizations. A number of valuable prizes were awarded. Two boys won trips to Europe as guests of The American Boy magazine.

The increased attention given to model boat and airplane building in the public schools during the past two years is in keeping with the theory that projects in the manual arts should be in harmony with the interest and ability levels of the pupils and that at least some of them should contribute to the pupils' leisure time and play activities.

SCHOOL EXHIBITS

The past two years have witnessed a growing interest in shop exhibits of the public schools. Periodical literature covering the time of the year when most schools are closing contained many notices of public displays of products of the industrial and manual arts shops of the public schools. This is having a beneficial effect on shop programs. Through such exhibits the attention of the public is called to the work the school is doing. A more intelligent and sympathetic understanding of the industrial education program is developed on the part of the parents, representatives of the local industries, and the general public. Usually this becomes a factor in crystalizing public opinion for the approval and support of the

industrial education program. As an example of local exhibits from the industrial school shops the display made in one of the Young Men's Christian Association buildings in Chicago in 1928 may be noted. Shop work from 35 elementary schools, junior high schools, and senior high schools was placed on exhibition and included miniature speed boats equipped with small motors, model airplanes, products of the print shop, electrical apparatus, art work, metal work, foundry work, basketry, radios, etc.

Sometimes regional exhibits are held. For example, there was held in May, 1928, at the Iowa College of Agriculture and Mechanic Arts, Ames, Iowa, an industrial arts judging contest and display in which more than 60 high schools of the State participated. The exhibits consisted of construction work in wood, metal, fiber, etc., and drawings from the mechanical drafting departments of the schools. The exhibits represented in a concrete way the industrial work carried on in the schools of the State. Prizes were awarded for the best exhibits in each of the different classes of projects included. An interesting feature of the plans governing the exhibit was the provision whereby the schools of the State were classified according to certain common characteristics, and each school entered its exhibits for competition with the schools in the same class to which it belonged. The classification for the schools was: Rural and consolidated schools, small-town junior high schools, small-town senior high schools, urban junior high schools, and urban senior high schools.

GUIDANCE

A great deal of attention has been given during the past two years to the theory and practice of guidance. Programs of teachers' meetings, research studies, and educational literature have dealt to a considerable extent with the problems of guidance in the public schools. With the growing realization of the importance of this work as a factor in the final satisfactory adjustment of the individual into a wage-earning life occupation, the general public has become greatly interested in the discussions of ways and means for making guidance effective. During the past two years a broader view has been taken of the problems involved and less emphasis has been placed upon a hasty attempt to guide inexperienced youth with limited practical training into specific occupations. More emphasis has been placed upon an educational guidance procedure covering a term of years, which aims through various forms of direct and indirect experience to furnish opportunities for the gradual development and discovery of aptitudes and interests and for gaining reliable information as to the training required for specific occupations and the employment

conditions in the occupations. Indirect experience includes reading, study, and observation relative to occupations; direct experience includes manipulative work in a variety of construction materials and in various mechanical operations performed in the school shops and in employment.

One means of providing indirect experience is the inclusion in the program of studies of a course in occupations, usually offered in one of the junior high-school years or in connection with the work in continuation school classes. As an evidence of the tendency to increase the emphasis placed upon occupational studies as a part of a general guidance program, reports to the Bureau of Education for 1927–28 from 215 representative school systems in cities having a population of 10,000 or more, show that slightly more than one-half offer a course in occupations. Of the cities reporting which have fewer than 50,000 population, 40.4 per cent offer such a course, while of the cities having more than 50,000 inhabitants 61 per cent offer a course in occupations. Reports covering the year 1925–26, showed that only about one-third offered a course in occupations, thus indicating a gain of approximately 16 per cent in the number of cities offering such a course.

Notwithstanding the increase in the number of schools offering courses in occupations, and the fact that many schools have teachers who do some counseling and make some contacts with industries for the purpose of finding employment for pupils seeking wage-earning positions, only a small percentage of schools have a coordinated and centralized program covering all phases of guidance. Fewer still have such a program under the direction of one person employed with reference to his special qualifications for the work. A complete guidance program includes studies in occupations, tryout and exploration in mechanical and manipulative types of work, counseling, placement, and follow-up work. In vocational guidance emphasis is placed on individual counseling.

Although the subject of vocational guidance has been discussed for years, its inclusion in local school programs is not general, and in many instances the procedure is varied and often experimental. However, there is a growing demand for the development of guidance work. The committee on resolutions of the National Education Association recommended, in 1927, "that educational and vocational guidance be considered a primary obligation of organized education."

A few State departments of education have outlined guidance programs for the schools of their States, and in some instances have issued bulletins and other publications giving suggestions for the organization of the guidance work and furnishing lists of reference material. A few large cities have made valuable contributions to the

literature suitable for use in courses in occupations, by the production of studies covering different occupations. Each study deals with the training and qualifications necessary for employment in the occupation, the nature of the work, employment and working conditions, wages, opportunities for advancement, and the future of the trade.

In the smaller schools, especially those in rural communities, it is more difficult to organize guidance work than in the large city schools with sufficient student bodies to warrant the employment of special personnel for the purpose and where there are local opportunities to place individuals in a large number of occupations. However, there are found occasionally in rural communities and in small cities practices which are based upon feasible and effective organization plans. During the school year of 1926–27 some citizens of Hunterdon County, N. J., effected the organization of the Hunterdon County vocational guidance committee, whose membership included representative citizens, five high-school principals, the county superintendent of schools, and the secretary of the Young Men's Christian Association of the county. In the beginning the aim of the committee was only to assist the graduates of the high schools in the county to find employment positions best suited to their abilities. However, it soon realized that successful placement was dependent upon the development of previous occupational information and guidance. Arrangements were made whereby the services of the professor of educational and vocational guidance at Rutgers University were secured to meet with the faculty of each of the high schools in the county for the purpose of outlining the essentials of a comprehensive guidance program.

A study was made of the educational and vocational interests of the seniors in each high school. Each senior received counsel relative to further education and to occupational employment. A questionnaire was developed and sent by the committee to former students who were already in employment. By this means information was secured as to age and grade at which pupils left school, reasons for leaving, the nature of initial jobs, promotions in employment, training necessary for particular jobs, etc. Rutgers University assisted in making a report on these questionnaire returns. Later, extension classes in guidance were organized for the teachers under the direction of the county superintendent and programs in guidance were planned for the schools, which are carried out under his direction.

The problem involved in educational guidance, especially in the junior high school, is not to get from pupils through printed tests information as to their present interests and aptitudes, based upon their very limited experiences, so much as it is to furnish them with

opportunities in the form of both direct and indirect experiences through which they may discover and build up aptitudes, interests, and attitudes relative to the choice of an occupation.

There are a number of studies that generally should be carried on by schools, the accumulated data from which would in the course of a few years throw a good deal of light upon some of the problems connected with guidance and placement. For example, there are needed more records as to activities carried on outside of school hours and as to employment for a few years after leaving school. A few schools have made studies relative to such questions. In 1927, according to a published report, a study was made of 758 boys representing a cross section of the student body of the Rindge Technical High School, Cambridge, Mass. Of this number 361 worked after school hours for pay and 397 did not. Of the working group 107 were compelled to work in order to remain in school and 254 worked in order that they might have the additional pleasures their earnings would afford. The workers were distributed in various common jobs. Sixty-four were employed on paper routes, 57 in commercial shops, 37 as errand boys, 7 in libraries, 3 in laboratories, 3 as music teachers, and the remainder in miscellaneous jobs of a common type.

Intelligence scores for each were recorded and some comparisons made on this basis. It was found that there was no difference between the working group and the nonworking group relative to intelligence scores. The workers, judged by the number of failure marks received, were a little more successful in their school work. Of the two working groups, those who were obliged to work had better average school marks, had fewer failure marks, and more honor marks per pupil than did the group who worked to obtain extra spending money. The average school marks for the group obliged to work were higher than for either the nonworkers or the group which worked to earn additional spending money.

The David Ranken Junior School of Mechanical Trades, St. Louis, Mo., has compiled records of its graduates for approximately the past 15 years with reference to their remaining in the trade or a closely related line of work for which they were trained. These percentages for the different trades in which instruction is offered are as follows: Carpentry, 84 per cent; painting, 84 per cent; plumbing, 85 per cent; auto mechanics, 85 per cent; machine shop practice, 81 per cent; steam engineering, 77 per cent; patternmaking, 76 per cent; and electricity, 80 per cent.

A report received from the State Trade School, New Britain, Conn., based on a study of returns from 88 per cent of its graduates in the past 16 years, shows the following percentages of graduates remaining in the trade for which they were trained or in a closely re-

lated trade: Auto repair, 85 per cent; carpentry, 100; machine drafting, 98; electrical work, 79.4; machine trades, 95; masonry trades, 100; wood patternmaking, 78.7; printing, 100; plumbing, 100. Information on the question of the percentage remaining in the trade for which they were trained indicates that it varies with a number of factors, such as local employment conditions in the trades, local opportunities for obtaining employment in other than trade lines of work; and the source and character of the students coming to the trade school.

There is a growing demand that teachers in guidance work and those doing vocational counseling have specific training. New York City has set up special qualifications for teachers who serve as vocational counselors. They are required to pass an examination for a special license to become teachers of vocational and educational guidance subjects. The school board has created the position of director of guidance and placement, who supervises all the work for the city.

The Vocational Service for Juniors, a privately financed organization of New York City, has done much to aid the development of guidance and placement work in that city. Its specific aim is to aid young people to make adjustments to their future work, and to demonstrate to the public the value of such service. It provides scholarships to deserving children to enable them to go through high school or to take a vocational course in a trade school. For the school year 1926–27 this society maintained an average of 98 scholarships, ranging from $3 to $6 per week, throughout the school year. Of the 1927 scholarship graduates, 12 are making their way through college, 4 are working and continuing their education in evening college, and 5 are in the line of work for which they were trained.

It is interesting to note that during this year the society received 6,209 requests from employers for help. Of these, 37 per cent were for errand jobs, 23 per cent for semiskilled factory jobs; 15 per cent for office jobs; 10 per cent for mercantile jobs; 4 per cent for skilled clerical jobs; 3 per cent for trade jobs; and 2 per cent skilled factory jobs. The remaining 6 per cent were distributed between miscellaneous, part-time, and temporary types of work.

Courses in occupations and work in guidance and placement are constantly affected by changing conditions in the industries, such as the development of new machines and manufacturing processes, fluctuations in the demand for particular industrial products and services, and the creation of new types of products and services. In recent years there has been a large increase in distribution, assembling, and service jobs. The radio business is an example of this.

It is estimated that from 1920 to 1927 the number of persons engaged in manufacturing, assembling, distributing, and servicing radio products increased from 25,000 to 150,000; the number engaged in the production, distribution, and servicing of automotive products increased about three-quarters of a million; the number engaged in the motion-picture industry increased by 150,000; and the barbers and hairdressers increased from 216,000 to 385,000.

TESTS

Experimental and other forms of research studies carried on during the past two years indicate that the work of developing paper tests for discovering mechanical aptitudes is still in the experimental stage. The question has been raised of the validity of some tests which have been devised for this purpose and there is need of further experimental work to determine whether they really measure native mechanical ability. In fact, the whole question of developing paper tests that will have prognostic values sufficient to warrant their use for this particular purpose is still in the realm of the problematical. In the attempt to devise such tests it must be borne in mind that the ability to answer a list of questions about machines, apparatus, tools, and mechanical processes may or may not correlate highly with the ability to manipulate tools and materials. The information necessary for answering such questions correctly may or may not have been derived from experiences coming as a result of natural interests and abilities. The fundamental factor which brought such experiences into the pupil's life may have been the result, more or less, of chance and environmental circumstances.

The value of performance tests for determining mechanical ability should also be the subject of further research. Although such tests attempt in a direct and concrete manner to determine the pupil's mechanical ability by measuring the quality of workmanship shown on the test, it is not always certain to what extent the abilities manifested are due to native aptitudes or to skill acquired in practice. Moreover, the time and effort, both of the instructor and the pupil, required for giving such tests are important factors in determining the extent to which it is feasible to use them. There are some indications, however, that performance tests may be developed that will yield valuable information for the improvement of instruction, even though their value for discovering native mechanical ability may be exceedingly doubtful.

Progress was made during the past two years in the development of achievement or accomplishment tests in industrial educational subjects. Especially was this true for mechanical drafting in which

subject some objective tests were devised that seem to have value for determining pupil achievement. With the efforts that are now made to set up standards of accomplishment in industrial arts subjects in terms of given units of training, further development and refinement of ways and means for measuring accomplishment abilities may be expected.

TEACHERS

The qualifications that should be set up for industrial arts teachers was the subject of discussion during the past two years. The results of this are reflected in the changes made by teacher-training institutions in their curricula, in the requirements by State boards of education for licenses to teach industrial arts subjects, and by the requirements for employment fixed by some local school boards. A few State teacher-training colleges now offer a 4-year curriculum for industrial arts teachers. Others have provided additional courses, particularly in special methods and shop organization. There is also a tendency for teacher-training schools to provide more shop work, especially with respect to the inclusion of a greater number of shop activities. This policy is in keeping with the increase in the number of junior high schools, as variety in shop activities in these schools is an important factor for realizing the exploratory objective of the junior high school. In some instances an effort was made to provide at least some special work for junior-high-school teachers of industrial subjects. This is an apparent need, as the objectives, plan of shop organization, and methods of instruction vary quite decidedly from those of the senior high school.

Some local school systems are cooperating with State teacher-training institutions in providing extension courses for the upgrading of their industrial arts teachers. The State Teachers College, Santa Barbara, Calif., is offering a number of such courses. A course dealing with the organization, instruction, and activities of the general shop is very frequently included in the extension work carried on in connection with a local school system.

A conference composed of persons engaged in the training of industrial arts teachers in the State teachers colleges and representatives of the State Department of California was called in December, 1926, by the State superintendent for the purpose of considering some of the problems involved in training teachers of industrial arts subjects of a nonvocational type. It was unanimously agreed that 40 semester hours of shop work be prescribed as a basic course, with 10 electives in shop work, making a total of 50 semester hours of shop work required for a degree. The 40 hours of prescribed

shop work include woodwork, machine shop, auto mechanics, wood finishing, electricity, sheet metal, plumbing, leather work, forging and welding, mechanical and architectural drawing, and cement and concrete construction.

As a further example of higher requirements of industrial arts teachers, the State Department of Education of Pennsylvania has ruled that after 1931 all applicants for teaching industrial arts subjects must have three years of college work and that after 1932 such applicants will be required to hold a 4-year college degree.

During the past two years there was much activity manifested by teachers of industrial and manual arts subjects in teachers' clubs and other forms of teachers' organizations. More than a score of new local and regional organizations were formed during this period. These associations had some excellent programs and contributed in no small way to the promotion of industrial types of work, both in respect to the improvement of instruction and the organization of programs to meet existing needs.

SUMMARY OF SOME PRESENT CONDITIONS, TENDENCIES, AND PROBLEMS RELATIVE TO INDUSTRIAL EDUCATION

1. During the past two years the total number of different specific industrial courses offered by the public schools was materially increased. The tendency is still further to meet the needs of industry and labor by this means.

2. There is a growing tendency to regard vocational-industrial training as cooperative work with industry, in which the school, the parent, and the industry are vitally interested. School authorities are realizing the necessity of seeking the sympathetic cooperation of the industries, including employers and employees, in the development of their vocational-industrial programs.

3. The part-time program showed comparatively large development during the past two years. Part-time work, especially of the cooperative type, is regarded as a very effective method of training.

4. Some of the large cities are organizing their vocational courses with respect to housing and administration according to the trade; that is, on the basis of providing separate trades schools, such as an automobile trade school, a printing trades school, etc. Other cities are organizing trades schools wherein are housed and taught under the direction of one principal a variety of unit trades.

5. Compulsory part-time school attendance laws are increasing. Thirty-one States have enacted such laws.

6. Some studies have been made in occupational levels, but information on this subject is still very limited. Studies to determine the

occupational levels in the major occupational fields are very greatly needed for the light they would throw upon the need for specific training and opportunities for placement.

7. The question as to the kind and amount of training that should be provided for seriously retarded children is still almost wholly unsolved. Studies including all of the major occupational vocations should be made with a view to finding a field of employment for retarded children when given the necessary training.

8. Housing facilities for all types of industrial work were improved during the past two years. In some places there are definite plans for improving the housing facilities for part-time classes.

9. There is an increasing recognition of the need for special qualifications and training for the supervision of industrial arts courses.

10. There is a growing conviction that there should be vocational terminal courses in the junior college for some positions in the intermediate occupational levels in industry.

11. The requirements for obtaining a position as an industrial arts teacher are higher than formerly in respect to both academic and professional work, and to practical training.

12. There has been an increase in the number of schools using the general shop, with its variety of activities, as a type of organization for offering instruction in industrial arts in the junior high school grades.

13. Information from more than 200 representative school systems shows that there was an increase during the past two years of about 15 per cent in the number of schools offering a course in occupations.

14. The age at which youth enters upon full-time employment is increasing.

15. There is a tendency for more schools to offer a course in home mechanics or some type of general mechanics courses.

16. In a few schools girls are enrolled in home mechanics courses. There is an increasing tendency for girls to take work which will enable them better to perform mechanical tasks of a nonspecialized character in connection with home and leisure-time activities. There is also a demand for a type of training for girls which will qualify them to operate and care for mechanical and electrical machines and appliances which they will have occasion to use about the home and in their leisure time.

17. Projects in model boat and airplane construction are very popular in the junior high school.

18. The cost of instruction and the size of classes in industrial arts shop courses are studied in a number of schools by persons interested in the development and improvement of this type of work.

19. The attitude of industrial arts teachers and supervisors toward the use of mechanical aptitude tests is that of intelligent questioning and experimenting.

20. Much interest was manifested during the past two years on the part of industrial arts and vocational-industrial education teachers and supervisors in organizing and promoting the usefulness of local and regional clubs and associations for professional improvement and the development of all types of industrial education.

CHAPTER IX

TRENDS IN HOME-ECONOMICS EDUCATION

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Contents.—Introduction—Organization of supervisors and teachers of home economics—Curriculum reconstruction—Health education—Child development and parental education—Social and family relationships—Home economics in business—Home economics for boys and men—Home economics for adults—Home-economic studies and researches

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INTRODUCTION

Home-economics education during the biennium has made notable progress. Among the achievements are the formation of the Organization of Supervisors and Teachers of Home Economics, further curriculum revision, better integration of home-economics instruction with health education, larger opportunities for child development and parental education, organized courses for social and family relationships, increased interest in business opportunities for women trained in home economics, courses for boys and men, greater Federal appropriations, and more research or fact-finding studies in the various fields of home economics.

The formation of the Organization of Supervisors and Teachers of Home Economics at Asheville, N. C., June 24, 1927, was the result of the home-economics conferences held in that city June 20, 1927, and similar ones at various times and places called by the United States Commissioner of Education.

Curriculum reconstruction has occupied the time and attention of supervisors and teachers of home economics all over the United States, and with few exceptions the work of revision has been in addition to their daily school responsibilities. Many of them spent their summer vacations in study—selecting for this purpose those institutions of higher education offering courses in the techniques and methods of curriculum research and educational philosophies underlying curriculum revision.

In a number of cases members of the curriculum-revision committee of a city school home-economics department attended the same institution, registered for the same courses, received the same guidance as to how to interpret the findings of their investigations, and how to apply them to the revision of their own curriculum.

Health is one of the major objectives of home economics. The American Child Health Association found in its study of 53 schools that home-economics instruction in 30 is considered basic to health education, because of the sane attitude of home economics toward food and clothing, cleanliness, care of the home, self-control, self-respect, and individual, community, and national health habits.

The South Bend, Ind., 1928, household-arts course of study includes the statement that one of its general objectives is "to create ideals and attitudes toward health and establish such habits that girls will have an appreciation of health as a personal and family asset and will carry it over into the community as a factor of better citizenship."

Child development and parental education, according to the field worker in that subject of the American Home-Economics Association, is offered in 148 colleges as residence and in 25 as extension courses. Twenty-seven colleges cooperate with nursery schools; 17 have nursery schools administered by departments of home economics; 10 offer research in child development conducted by staff members of the home-economics departments, and 8 have research workers directing the studies in the field of child development and parental education.

During the biennium, the National Research Council and the National Council of Parental Education have awarded fellowships to 48 trained home-economics workers for further study in child development and parental education.

Instruction in "social and family relationships," under that title and others, such as "home problems," "home management," "worthy home membership," and citizen home making, is offered very generally in the departments of home economics throughout the United States.

The objectives of such courses are to develop in the students appreciation of the real functions of the home and its contributions to the happiness and welfare of society, and to the preparation of students for effective participation in the physical, social, and spiritual activities of home life.

Home economics in business is a comparatively new field in education. Business firms, including banking and publishing houses, are appreciating that this type of education trains children and adults in the wise use of economic goods. Therefore such firms are employing trained home-economics workers for the purpose of ascertaining the consumers' demands and directing purchasers so that better values received may be possible for moneys expended.

Home economics is now offered to boys in many sections of the United States. In some cases boys are permitted to take this work

with the girls. This is true in the new Everett High School of San Francisco, Calif., and in the Thomas Jefferson High School, of New York, N. Y.

The Oklahoma Agricultural and Mechanical College, at Stillwater, offers an elective home-economics course which is popular with the men students of the college; and a number of other institutions of higher education offer home-economics courses to men.

Home economics for adults was officially recognized and financially aided by the Federal Government through laws known as Smith-Lever Act (1914), Smith-Hughes Act (1917), and Capper-Ketcham Act (1928). The Smith-Lever and Capper-Ketcham Acts made possible Federal funds for extension work in home economics, and certain Smith-Hughes funds are primarily designed for vocational home economics for girls 14 years of age and above and for adults in all-day, part-time, and evening schools.

ORGANIZATION OF SUPERVISORS AND TEACHERS OF HOME ECONOMICS

Since 1915 conferences have been called at various times by the United States Commissioner of Education for the consideration of problems of home economics in public schools. Such a conference was called upon the suggestion of the president of the American Home-Economics Association by the Commissioner of Education and was held at Asheville, N. C., June 20, 1927, in conjunction with the twentieth annual meeting of the American Home-Economics Association.

At the close of the conference the supervisors decided that they should organize into a homogeneous group for mutual professional helpfulness and for the advancement of home-economics education in the elementary and secondary schools, and that they should relate themselves more closely with the educational conventions conducted by the men and women dominant in the administration of elementary and secondary education. Accordingly, the "Organization of Supervisors and Teachers of Home Economics" was formed. The organization held its first national conference February 24 and 25, 1928, at Boston, Mass., in conjunction with the Department of Superintendence of the National Education Association.

The proceedings of this conference were published by the United States Bureau of Education as Home-Economics Letter No. 3, 1928, under the title "Home Economics in the Junior High School."

The members of the organization voted to affiliate with the National Education Association as the Department of Supervisors and Teachers of Home Economics.

The major purpose of this organization is to obtain "more real home economics for more pupils in our schools." It is stated that this can be accomplished more easily and quickly if: (1) Supervisors all over the United States are organized to promote general understanding of the contributions of home economics to worthy home membership; (2) there is close cooperation between classroom and special teachers, principals, and supervisors; and (3) cooperative studies are made for the improvement of home-economics instruction.

In accordance with this view the 350 or more supervisors and teachers of home economics attending the conference in Boston in 1928 voted to have their organizations undertake in the various sections of the United States cooperative studies of home economics in the junior high schools. The studies were concerned with time allotment, in what grades home economics is required or elective, and subject matter taught. For the purpose of conducting these studies the United States was divided into nine divisions, as used by the Bureau of the Census of the United States Department of Commerce.

The home-economics supervisor of Baltimore, Md., was elected chairman of these divisions and nine other home-economics supervisors were chosen as regional vice chairmen.

The regional vice chairmen were the city supervisors of home economics of Brookline, Mass.; New York, N. Y.; Detroit, Mich.; St. Louis, Mo.; Atlanta, Ga.; Birmingham, Ala.; Tulsa, Okla.; Denver, Colo.; and Long Beach, Calif.

Questionnaires for the studies were prepared by the specialist in home economics of the Bureau of Education and sent to the respective vice chairman, who in turn made copies of the questionnaires and sent them to the home-economics supervisors of the cities in their several divisions. By this method a representative picture was procured of the present practices concerning the problems cited above. The Bureau of Education compiled the material obtained by the questionnaires from the regions unable for any reason to make the compilations. Reports of these studies appear in Bureau of Education Home-Economics Letter No. 5, 1928.

CURRICULUM RECONSTRUCTION

Curriculum reorganization in home economics in our public schools is constantly proceeding. It is stimulated by the desire of supervisors and classroom teachers of home economics to keep abreast with the times, a little ahead of the industrial, social, and economic changes in our civilization, and to incorporate into their classroom practices the reforms needed for better living.

According to Prof. Franklin Bobbitt, no one can speak with entire certainty as to what the curriculum should be, but there appears to

be developing a common understanding among curriculum builders that the curriculum should aim definitely at the improvement of human living and behavior for all persons.

This, however, should not be taken to mean uniformity of behavior, for it is recognized that individual differences of inherent abilities would make such an aim forever impossible even if it were desirable. But wholesome living commensurate with native ability to enjoy should be equal for all.

The aim of education then appears to be high-grade living. To this the departments of home economics and home mechanics are making a worthy contribution by offering training to girls and boys in the daily pursuits of living. Such training aims to lift to a higher level many of the activities of human living.

In the reorganization of the home-economics curriculum it is expected:

First. (*a*) To determine, by means of studies and investigations, the pupils' interests in home and community; their needs, physical, social, and economic; and their capacities. (*b*) To develop, in accordance with the findings of these investigations, curriculum content conforming with the interests, needs, and capacities of the pupils and as far as possible to raise these to a higher level. (*c*) To formulate tests which will aid in determining whether the subject matter taught functions in the daily lives of the pupils and has important educational value for them.

Second. (*a*) To develop in the pupils appreciation for home and family life. (*b*) To organize the pupils' home-economics work in such a way that it may serve, if needed, as basic training for gainful occupations whether in the professional or commercial world.

Cities that revised their courses of study during the biennium are South Bend, Ind.; Kansas City, Mo.; Baltimore, Md.; Washington, D. C.; Chicago, Ill.; Long Beach and San Francisco, Calif.; Milwaukee, Wis.; Grand Rapids, Ann Arbor, Kalamazoo, and Flint, Mich., and many others.

The States that revised their home-economics courses in 1926–1928 were Alabama, Connecticut, Florida, Georgia, Illinois, Kentucky, Massachusetts, Michigan, Mississippi, Missouri, Montana, New Hampshire, Oklahoma, Texas, Utah, and Wisconsin.

West Virginia during the biennium conducted a state-wide educational survey. It approached the field of home-economics education with the view of determining how well home economics in the junior and senior high schools contributes to the "controlling aims selected to guide the education of West Virginia boys and girls."

These aims are: "(1) To do one's part as a worthy member of a home in securing and maintaining the best family standards; (2)

to secure and maintain a condition of good health and physical fitness; and (3) to engage in vocational activities."

The survey commission recommends that home-economics teachers of West Virginia "give considerably more attention to this aspect of the curriculum to the end that its educational values may be realized."

The State Home-Economics Association of California issued its first bulletin on three courses entitled respectively "High-school courses in science of the household, nutrition, and citizen home making," with the purpose of promoting interest in and giving "information about these three high-school courses which may be given by home-economics teachers and accepted as satisfying certain high-school graduation requirements."

For example, the course in science of the household is similar in scope and purpose to the general science course usually required for high-school graduation, and may be used as an alternative in satisfying this requirement of one unit of laboratory science for high-school graduation. The nutrition course is designed as an advanced course to follow the one in science of the household but may also be offered as an alternative for the laboratory science unit. The citizen home-making course may be used as an alternative for one unit of credit toward a social science major.

The State Home-Economics Association of Massachusetts gave valuable assistance to the State home-economics survey committee appointed by the State commissioner of education. The findings of the survey committee were used as a basis for building the home-economics program for the junior high schools, or grades 7, 8, 9, in Massachusetts. The committee agreed that:

I. Home economics furnishes subject matter "well adapted to training the minds of boys and girls through purposeful activity" in developing their ability to reason, plan, discriminate, and understand.

II. The home-economics objectives of the junior high school are to build upon the girls' and boys' experiences as participators in home life gained in the elementary school; and to "assist girls and boys to buy, prepare, serve, and care for food in accordance with their families' needs and income; enable girls to make simple garments and instruct girls and boys in the selection and care of their clothing; interest them in the right use of money, the care, management, income, and expenditures of their homes, and develop appreciation for the good selection and arrangement of household furnishings and equipment; stimulate sympathetic, helpful, and cooperative attitudes toward all the members of the household, particularly the younger ones; and offer training in the best welfare of the young child."

The main objective of the 1928 spring meeting of the State Home-Economics Association of Indiana was to set up a work plan for the revision of the State high-school home-economics course of study. This revision forms the present program of effort of the association, and three important studies were outlined for it. They are entitled:

I. High-school girls: (*a*) Their home differences, (*b*) attitudes toward home life and parents, (*c*) social conditions.

II. Working conditions of the school: (*a*) Housing, (*b*) equipment, (*c*) staffing, (*d*) financing, (*e*) program, and (*f*) instructional supplies.

III. Life needs of the girls concerned with the (*a*) activities of girls, (*b*) job of home makers, (*c*) cultural needs, (*d*) changing homes, (*e*) vocations, (*f*) scholastic aptitude-indexes or capacities, and (*g*) the psychology of learning.

Supervisors and teachers of home economics during the biennium have come to see more clearly that home economics in the comprehensive high school should serve the needs of various classes of girls in accordance with their interests, needs, and capacities, and that among such classes are girls who—

(1) Plan to complete their education in a higher educational institution, but desire home-economics knowledge which will aid them to meet better their daily living needs.

(2) Anticipate high-school graduation and higher educational preparation leading to a professional career for which high-school home economics is basic, such as home-economics teaching, nursing, institutional work, and various positions in the commercial world.

(3) Expect upon high-school graduation to become: Home-making assistants to their mothers, mistresses of their own homes, stenographers or salesgirls, and wage earners in various other gainful occupations.

(4) Leave school before graduation to earn a livelihood by caring for young children, assisting in lunch rooms, cafeterias, tea rooms, and other eating places, helping in clothing-alteration shops, making children's clothing and articles for novelty shops, or in similar ways.

In conclusion, many curriculum builders in home-economics appreciate that—

(1) It is not sufficient to know the pupils' needs as judged by the individual teachers or as revealed by home-economics research committees, but in addition that both teachers and committees should promptly indicate how well the subject matter recommended by them operates at the different ability levels of the pupils.

(2) Orientations in modern educational approaches to curriculum construction are necessary.

(3) An organization composed of the interested school people to carry on the studies and investigations is needed.

(4) A clerical staff to assist in the compilation of the studies is necessary, and, finally,

(5) It requires the entire teaching staff to test with an open mind the finished product.

HEALTH EDUCATION

Adequate nutrition and hygienic living are foremost in health education and occupy a prominent place in any home-economics program. An example of this is the Newton, Mass., school health study, inaugurated in the spring of 1919, and recently reported in Monograph No. 5 of the school-health bureau, welfare division, of the Metropolitan Life Insurance Co. The report states:

> Especially significant is the health emphasis in the study of foods and nutrition. The general objective of the work is to teach the needs and uses of the different kinds of food in the body and to develop standards and judgment with regard to the selection of food in its relation to health, through the preparation and serving of meals planned on the health basis. An effort has been made to use these classes as opportunities for the teaching of health ideals and establishing health practices. Hence several years ago the name "cooking classes" was changed to that of "foods and nutrition" and the course was enlarged to include an elementary analysis of foods in their relation to health and nutrition as well as the preparation and serving of foods.

A course in "foods and nutrition" is required of all seventh-grade girls in the schools of Newton, Mass., who twice each week devote to this work two consecutive periods of 50 minutes each, or 100 minutes per class period. Special attention is given to all the class members who are physically below par, with the view of enlisting their interests in adequate dietaries suitable for them. In this city seven years ago milk lunches were inaugurated in one elementary school. To-day every elementary school in Newton, Mass., serves mid-morning milk. Forty-eight per cent of the children in these schools take advantage of this milk service, and all the children 10 per cent or more underweight who are unable to buy the mid-morning milk have it provided for them by the Junior Red Cross.

Boys and girls of the junior high schools who are 10 per cent or more underweight go to the school cafeteria every day for their mid-morning milk, and while there their nutritional progress is observed by the cafeteria director, who is a trained home-economics worker.

During the past year 100 per cent of the underweight cases passing under the observation of the cafeteria director took their mid-morning milk. Also 37.5 per cent of the average number of boys and girls served in the cafeteria, about 400 took milk as part of their luncheon. Concerning this milk service, school principals

report that "while no definite proof can be advanced of improved academic standing or discipline, it seems that the mid-morning lunch relieves much of the tension of the long morning and thereby is a possible factor in achieving a better grade of work with a lessening fatigue."

Aside from forming the habit of milk drinking, school children learn that milk is the best food for promoting growth. Schools in various sections of the country are demonstrating to children by means of actual feeding experiments that animals such as rats, guinea pigs, calves, lambs, and pigs fed on milk as compared with other foods gain in weight much more rapidly and attain a greater growth. Descriptions of such experiments are now found in many of the modern textbooks designed for home-economics classes and may also be had from various other sources, among them the United States Department of Agriculture, National Dairy Council, and nutrition laboratories in many of the privately and publicly endowed institutions of higher education.

The study, "Health Trends in Secondary Education," conducted and published by the American Child Health Association, makes the following pronouncements for departments of home economics:

1. Home economics is a vital subject in the health-education program through its food and nutrition, clothing, housing, child care and training, and family relationship units.

2. Home economics can function best in the health-education program when opportunities are presented for the work to be vitalized by way of activities in the school, home, and, if possible, a home-management cottage or apartment.

3. A home-economics trained person should be held responsible at all times for the nutrition program of the school. This may be directed by a nutritionist, the home-economics teacher, or the cafeteria director, (if adequately trained).

4. The school lunch room is and should be a vital factor in the school health program and this idea should be fostered at all times by a trained home-economics person or a trained dietitian.

5. At no time should the function of the school lunch department be exploited for the purpose of making money.

6. The health education work that permeates the home-economics course should be a part of the boys' school training as well as the girls'. Provision should be made for the boys to have an opportunity to take this work, including nutrition, food selection, care and selection of clothing, child care and training, budgets, and social relationships of the family.

7. The home-economics department should utilize other courses in every way possible and thus work toward a coordinated health-education program.

The child-health demonstration committee in its final report, covering a 5-year health program in Fargo, N. Dak., assigns to home economics an important place in the health-education program. The Association for the Improvement of the Condition of the Poor, of New York, N. Y., in the educational work conducted by its nutrition bureau, emphasizes adequate nutrition, personal hygiene, and home

cleanliness. In school health programs generally adequate nutrition, or well-balanced meals, and hygienic habits are recognized as fundamental and essential factors.

Proper diet is an important phase of every Boy Scout's training. The official Boy Scout pamphlet on Camp Health, Safety, and Sanitation gives what Boy Scouts should know about keeping their camp sanitary, themselves fit, and what constitutes a healthful diet.

The July, 1928, number of the Journal of Home Economics reports a school-community health program in which the home-economics department in a consolidated rural school of Elida, N. Mex., held the central position in the entire health program for this community. The program was especially concerned with the health needs of the children, and the efforts of the home-economics department resulted in better health examination for the children, establishment of a lunch room in the grade school and interesting the entire rural community in better nutrition and general health education.

CHILD DEVELOPMENT AND PARENTAL EDUCATION

The status of child development and parental education in the field of home economics is described in three bulletins issued during the biennium.

These bulletins are: United States Department of the Interior, Bureau of Education Bulletin, 1927, No. 17, "Typical child care and parenthood education in home-economics departments"; Merrill-Palmer School, Detroit, Mich., "A survey of public-school courses in child care for girls"; and American Home-Economics Association, Baltimore, Md., "Child development and parental education in home economics, a survey of schools and colleges."

According to the Twenty-eighth Yearbook of the National Society for the Study of Education, these three publications contain the best data compiled on the subject.[1] The twenty-eighth yearbook was largely produced during the biennium by a committee composed of some of the outstanding leaders on preschool and parental education. Also, this yearbook ascribes to the vision, foresight, and leaders of home economics the establishment in 1922 of the first nursery school to be used as a laboratory for the education of young girls in the care and training of children.[2]

Since that date, and especially during the biennium home-economics departments in many State colleges, universities, and privately endowed institutions of higher education, have either established

[1] National Society for the Study of Education. Twenty-eighth yearbook. Bloomington, Ill., Public School Publishing Co., 1929. Vol. XIV, p. 366.

[2] National Society for the Study of Education. Twenty-eighth yearbook. Bloomington, Ill., Public School Publishing Co., 1929. Vol. XIV, p. 28.

nursery schools or provided other opportunities for the observation and study of young children by student teachers. In addition the Manual Arts High School of Los Angeles, Calif., opened a nursery school in connection with its home-economics department. This is the second instance of this kind in the United States. Practically all of the home-economics courses of study, State and city, revised during the biennium have provided a unit in the care and training of preschool children.

The 1927 syllabus of home economics for high schools of Illinois states its objectives in child care and training are the development of appreciations of (*a*) responsibilities involved in the intelligent and systematic care and training of babies and young children and the privileges attached thereto; (*b*) lack of adequate knowledge and training of many women for their duties as mothers; (*c*) sources of information and opportunities for gaining child-training knowledge and right habit formation; and (*d*) importance of surrounding young children with worth-while and beautiful things, such as books, toys, pictures, and songs. The syllabus outlines the learning activities for high-school pupils to be: (1) The preparation and discussion of children's problems and their solutions; (2) methods of bathing, dressing, and feeding the baby; (3) preparation of its food; (4) establishment of proper health habits; and (5) cause and cure of common behavior difficulties.

The State home-economics course of study for Texas, issued June, 1928, contains suggestions for child care and guidance for girls below the eighth grade, the eighth, and above. South Bend, Ind., includes in the hygienic course of its home-economics course, issued in 1928, lessons on the responsibility of parenthood and an understanding of the underlying principles involved in the mental and physical care of young children.

An important accomplishment during the biennium is the establishment of the Washington (D. C.) Child Research Center. Funds for this project were made available to the American Home-Economics Association from the Laura Spelman Rockefeller Memorial. During the year there were enrolled in classes offered at this center 72 students of college grade, 2 graduate students, 170 parents, and 33 other persons in study groups.

SOCIAL AND FAMILY RELATIONSHIPS

Practically all departments of home economics in the junior and senior high schools offer some instruction in the social relationships of the family. Outlines of such instruction in the various home-economics courses of study appear under such captions as "citizen home making," "home management," "home and community,"

"home problems," "the girl and society," "family and the home," and "the social relationships of the family."

To determine whether parents considered the above subjects of sufficient importance to incorporate them in a home-economics course Daisy Alice Kugel, graduate student in home economics at Teachers College, Columbia University, in 1927, prepared a questionnaire and distributed 800 copies, largely to mothers. The questions asked concerned the following major topics: Relationships within the family group, changes affecting family life, marriage and its responsibilities, business practices in the home, family-community relationships, infant care, and health of the family.

Replies were received from 510 persons in 14 different States. The answers were largely from mothers who had daughters in school. Practically all of the persons replying expressed themselves in favor of including such instruction as the above topics suggest in the home-economics courses.

Of the number replying 46 per cent approved introducing into the home-economics course of study at least 50 of the 53 topics outlined in the questionnaire; 51 per cent as against 49 per cent favored the inclusion of the topic on companionate marriage; from 63 to 71 per cent favored the discussion of topics on prenatal life, divorce, and desertion; and from 69 to 70 per cent approved instruction on the family income, its proper division among the members. Also 90 per cent of the parents replying feel that in the home-economics classes the following topics might be considered with profit: Cultivation of personal traits such as courtesy, loyalty, love of desirable home life; proper distribution of home responsibilities for all the members of the family; money management, investments, savings, and the wise use of the family income; effect on family life of commercially prepared foods and ready-made clothing; responsibility for law enforcement; and observance of general health habits.

The parents further expressed their interest in the questionnaire by such appended comments as, "I wish my girls had had home economics like this"; "The teaching of the above subjects should be made compulsory"; "The schools can teach these subjects much better than the home"; "Boys and girls would become better parents if we taught these subjects."

The December, 1928, number of the Home-Economics Counselor of New Mexico, reports a most helpful method in teaching to high-school girls social and family relationships. The work centers around the girl's own home and school life and has for its objectives the development of the girl's appreciations for her responsibilities in making her home the happiest place to live in and the school a delightful community to work and play in. It is suggested that the

teacher in planning the problems for the unit in social relationships bear in mind that the problems meet the interests of the class members, represent real situations in the girls' environments, and develop their thinking, reasoning, and judging, with the final outcomes of right attitudes toward the responsibilities of home and community life.

The syllabus of home economics for the high schools of Illinois gives its objectives for the course in family relations to be desirable family relationships based upon factors essential to wholesome family life, such as (1) prevention of divorce and juvenile delinquencies; (2) development of high standards of ethical behavior, moral conduct, personality traits desirable to all members of the family; (3) the best ways of using leisure time; (4) desirable attitudes to different members of the family; (5) methods of analyzing right and wrong family situations and suggesting ways and means for promoting successes and failures in family life; (6) promotion of suitable recreation for various members of the family, home activities interesting to all the members, (adults, adolescents, elementary, and preschool children); and (7) a cooperative attitude toward the family budget.

The State Home-Economics Association of California is the first to outline a course on family relationships whose academic credit is interchangeable with a course listed in the social-science departments.

Long Beach, Calif., requires of every girl for high-school graduation a semester's course in home economics in which the students meet five times per week on budgets and home management.

The February, 1929, number of the Michigan Home-Economics News Letter presents excerpts on methods of teaching family relationships used by supervisors and teachers of home economics in the following cities of that State: Byron, Detroit, East Jordan, Flint, Fordson, Grand Rapids, Ironwood, Midland, Saginaw, Vassar, and in the Michigan State Normal College at Ypsilanti.

A high-school course on family relationships was developed during the biennium by a former director of teacher training of the department of home economics of the University of New Hampshire.

This course deals with (*a*) the meaning and purpose of the family, (*b*) the history of the home, (*c*) the responsibilities of the various members of the family, (*d*) the relations between the older and the younger generations in the home, (*e*) learning to live in the home, (*f*) qualities desirable in home members, (*g*) family courtesies and customs, (*h*) the responsibility of the home in the preparation of children for life, (*i*) the home as a source of character building, (*j*) religion in the home, (*k*) the use of leisure time in the home, (*l*) the forming of friendships by young people, (*m*) romance and its part

in the girl's life, (*n*) personal attractiveness, (*o*) marriage, (*p*) dangers that threaten the home, (*q*) the girl who leaves home for a career, (*r*) the relation of the home to the community, (*s*) contributions of the outside world brought into the home, and (*t*) the art of family life.

For each topic is outlined a list of thought-provoking questions and a selected bibliography bearing directly upon the problems suggested.

A course similar in nature, called "Social Training," is required for graduation of all girls in the Julia Richman High School of New York, N. Y.

During the summer of 1926 Vassar College held a "euthenics institute" whose central themes were family relationships and the young child. These things were discussed from the angles of the pediatricians, psychiatrists, sociologists, psychologists, home economists, mothers, teachers, newlyweds, and prospective brides. The personnel of the institute was composed of graduates from various colleges and universities.

This type of education on the family is now offered in home-economics departments in many institutions of higher education, both public and private. The first home-economics departments to offer such instruction are the State universities of Wisconsin at Madison and of Wyoming at Laramie.

HOME ECONOMICS IN BUSINESS

The services of trained home-economics women in business appear to form the link between the agencies of production and those of consumption. Evidence of this is seen in the rapidly increasing demands of business firms for trained home-economics workers to direct newly established departments of home economics. Concerning this comparatively new home-economics service Jessie M. Hoover, director of the home-economics department in one of the largest merchandising institutions in the world, says:

> Business concerns recognize that the consumer is eager for reliable information regarding the merchandise she purchases and therefore seek to answer her insistent demand. Investigations have shown business that the field of home economics furnishes this direct contact between business and the home maker. Forty-five different types of business concerns are developing home-economics departments and employ more than 200 trained home-economics women to handle the work.
>
> Our own home-economics department cooperates with the various merchandise divisions of our company and with its hundreds of chain retail stores located in all sections of the United States as well as our central analytical laboratory which tests samples of all merchandise before it is offered for sale.

Our department is organized under three main projects: 1. Home equipment—including appliances and furnishings. 2. Home beautification and color harmony. 3. Textiles and clothing—color and design.

Through our department we establish contacts with organized home makers, such as women's clubs, church groups, parent-teacher associations, home-economics extension groups, and similar organizations.

To these groups of home makers we present the facts about values, and the best methods of selecting and using merchandise. We instruct them: (1) In the application of lacquer, enamel, and other interior finishes; (2) how to refinish old furniture, do upholstering, select suitable and effective kitchen equipment, and choose suitable colors and fabrics for different types of individuals.

We send illustrative materials on consignment to certain official groups for educational talks or exhibits, such as curtains and draperies, dinner ware, kitchen equipment, health shoes, and textile fabrics for home sewing.

We cooperate with Federal departments, universities, colleges, and schools in securing their advice regarding educational trends and in turn furnish merchandising facts of value to these organizations.

Our company encourages research in home problems by supporting an annual home-economics fellowship and our home-economics department directs the extensive cooperations which our firm extends to the girls of the 4-H clubs, and furnishes authentic merchandising information as to values to millions of home makers.

Another outstanding business organization through its home-economics department keeps in touch with the interests of the housewife and with every type of organization and educational institution interested in home economics by means of published reviews of experimental work; cooperation with women's organizations; commercial food departments; releases; bulletins; recipes; motion pictures; lectures; illustrative material, such as exhibits, slides, menu plans, charts, etc.; discussions; food classes; demonstrations; institutional material for hospitals, tea rooms, restaurants, dormitories; and consultations.

The membership in the "home economics in business" section of the American Home-Economics Association has increased within five years from 17 to approximately 300 members in 1928.

Service may be rendered in this new field of home-economics education by home-economics graduates either without or with practical experience.

Majorie M. Heseltine, chairman of the home economics in business section of the American Home-Economics Association, reports that—

Positions for those of the first type are for the most part limited to assistantships in test kitchens, home service departments of public utilities companies, and the educational departments of manufacturers of foods or of other household commodities. The work of these positions is largely of a routine nature, requiring accuracy and painstaking devotion to details. There is evidence that such assistants are rarely promoted to more responsible positions in their own companies because of their lack of experience with the broad home-economics

field. Occasionally a home-economics trained person is able to enter a more responsible position immediately upon graduation through personal contacts or outstanding ability.

Salaries for this class vary in different parts of the country and according to the qualifications of the candidate.

Positions for those of the second type are in (*a*) the home-service departments of public utilities which employ trained women for demonstrating foodstuffs or household equipment, broadcasting, and preparing or supervising the preparation of literature to be used in promoting "educational campaigns."

(*b*) The educational departments of (1) manufacturers of food products, textiles, soaps, dyes, and household supplies; (2) trade associations and life insurance companies as demonstrators, lecturers, supervisors of the field staff, testers, research workers, and editors. Some educational departments maintain a fairly large staff, but on the whole the entire activities of each establishment are conducted by one trained women.

(*c*) The editorial departments of women's magazines, certain trade journals, and newspapers. Some newspapers maintain demonstration kitchens in which the work done is comparable to that performed by the public utilities companies.

(*d*) Certain plants which manufacture foods or household appliances, department stores, and trade associations which maintain research laboratories directed by home-economics women well grounded in the physical sciences.

(*e*) A few department stores and banks in the large cities which maintain a budget advisory service to aid depositors and patrons in saving and in wise purchasing.

(*f*) A limited number of advertising agencies where trained women on a full or part time basis act as consultants on advertising copy, publications, and photography to be used in promoting "educational campaigns" on household utilities.

Salaries for persons rendering the foregoing services are not standardized. One large home-service department of a public utilities company requires two years' successful experience in teaching or home-economics demonstration work. A food company, which maintains a fairly large staff of field workers, demands some experience preferably along demonstration lines.

In general, it seems desirable that the candidate for a home-economics position in business should have familiarity with the general educational field, including the extension service, and have special training in subject matter concerned with her field.

Grants for studies in home economics have been made by individual companies and trade associations. Notable among these are the Institute of American Meat Packers, Chicago, for the study of

cooking meats; Evaporated Milk Association, Chicago, for relative digestibility and value of evaporated milk as compared with fresh pasteurized milk, and relative values of evaporated milk as compared with raw and pasteurized milk from the standpoint of content of the various vitamin B factors; Hills Brothers Co., New York, for the quantitative determination of vitamin C content of several Dromedary products, especially canned grapefruit; Fleischmann Co., New York, to determine the action of yeast in dough, to study vitamin B retention; Welch Grape Juice Co., Westfield, N. Y., for the value of grape juice in nutrition; Charles B. Knox Gelatin Co., Johnstown, N. Y., for the determination of the nutritional value of gelatin and development of feeding formulas and recipes for invalid cooking; National Canners' Association, Washington, D. C., for determining vitamin content, especially retention of vitamins B and C, in canned foods; Ball Brothers Co., of Muncie, Ind., for establishing home-canning time tables for nonacid vegetables and meats processed by the hot-water method; and the National Live Stock and Meat Board, for determining the "factors influencing quality and palatibility of meat," a cooperative project in which 23 colleges are helping. Many other researches can not be mentioned for lack of space.

Manufacturers realize the need of scientific information concerning their respective products, and they appreciate that this information may be had from the research departments of colleges, universities, and industrial research laboratories. Science and business are interdependent one upon the other and through cooperation can make a greater contribution to society.

Recently a trained home-economics woman from the business group was appointed trade commissioner for Norway and Sweden, with headquarters at Oslo, Norway. She is the third woman, but the first woman trained in home economics, to be honored with such an appointment.

HOME ECONOMICS FOR BOYS AND MEN

Whereas the advisability of offering home-economics instruction to boys was seriously questioned even five years ago, to-day it is offered to junior and senior high-school boys in many cities of the United States.

Although handicapped for lack of sufficient laboratory facilities and teaching staff there has been a steady growth in the number of cities and in schools making this instruction possible for boys of junior and senior high-school grade.

The Thomas Jefferson High School of New York, N. Y., offered in the fall of 1928 a semester's course in nutrition to a mixed class

numbering 155 boys and girls. In this class were 87 underweight and 68 overweight children. During the term the underweights each averaged a gain from 8 to 10 pounds; the overweights averaged each a loss in weight of 10 to 12 pounds. Two students, each 60 pounds overweight, lost more than 20 pounds each and without a single day's absence from school. Ten students gained more than 10 pounds each, 2 gained 14 pounds each, 5 showed improvement, 2 were ill, and 3 did not lose weight because they could not control their appetites.

During the second semester more boys than girls registered for the course. Among the registrants were prominent members of the ball team. They wanted to become "more fit." Others have joined the class for the purpose of learning how to live properly.

The June, 1928, home-economics report for the Board of Public Education of Philadelphia, Pa., states that—

> Boys' classes in food increased in the one high school in which it was offered and a boys' camp cookery club had a large enrollment in another coeducational high school.
>
> Nutrition classes were filled to overflowing in the high schools, and in several of these schools special opportunities were given to underweight boys who are especially anxious to be of normal weight and good health, and are alert and responsive to instruction directed toward these ends.
>
> In one special school the boys were given a chance to learn to take care of their own clothes; to learn to patch, mend, sew buttons on their garments, and to wash and iron their own blouses. An extension of this work is urged, and much more could be done for these boys were there shower baths available that would make possible an increased emphasis on personal cleanliness.

According to the report of the division of home economics of the Board of Public Education of Philadelphia, Pa., for the year ending December 31, 1927, the boys of the Overbrook High School, soon after its opening, asked for a course in nutrition and camp cookery. This request was granted and a small class was organized as an experiment.

The popularity for the course grew to such extent that at the close of the school year in June, 69 boys registered for the work to be given in the fall of the next school year. The boys showed keen interest in the work and desired information related to the "maintenance of their own health and strength."

In the special schools the home-economics work for both boys and girls was so acceptable "that deprivation of the privilege of doing this work was a punishment and opportunity for the instruction a real honor."

The 1927 report of the school superintendent of Boston, Mass., gives an account of the contributions of home economics to the boys of the Boston Disciplinary Day School. Here the boys are taught how to buy, prepare, and serve food because it was found that hun-

gry, ill-nourished children could not be taught with profit. Moreover, these boys had lost interest in their homes and it was thought they could thus be led back to their firesides. The boys look forward to the time spent in the kitchen. Three classes go there daily. The first group buys and partially prepares the food. The second group continues the food preparation, prepares the food counter, and sells the food in cafeteria style. The third group cleans up and puts the kitchen in order. Each day the menu is changed; the food is sold at cost.

Whereas many of the boys used to spend their spare cash in "smokes, sweets, and movies" they now spend it for wholesome food. This practice has resulted in better health condition for all of them. In a recent survey for anemic children by the State nurses only 5 per cent of the boys were found to be underweight. The boys take pride in keeping their uniforms spick-and-span and enjoy laundering their caps and aprons.

Many of these boys come from broken homes where the home environment is far from normal and where boys are lonely, neglected, and as a result resort to willful disobedience to show their individuality.

During the school year of 1926–27 the school enrolled 226 boys; of this number 71 per cent lacked a normal home life, 80 per cent of their parents suffered from chronic illnesses, and many of the homes were mere hovels. Despite this condition the school authorities feel that no matter how humble the home it is where the boys desire to be, and it is far better for them to be there than in the best-regulated institutions.

The goal of the school is to reduce institutional commitments, prevent homes from being broken, help the underprivileged to better conduct. To these objectives the school authorities feel that the boys' experiences and activities in the school kitchen and cafeteria are of paramount value.

The Oklahoma Agricultural and Mechanical College, at Stillwater; University of New Hampshire, at Durham; State College of Washington, at Pullman; North Dakota Agricultural College, at Fargo; and a number of other State colleges and universities offered some instruction to men students in nutrition, social etiquette, family relationships, household budgeting, and related subjects.

HOME ECONOMICS FOR ADULTS

Home economics for adult women is now offered by many agencies. Among these are 31 institutions of higher education offering correspondence courses in home economics and the Smith-Lever Act of 1914 provided a permanent nation-wide system of cooperative

extension work in agriculture and home economics between the States and the Federal Government.

According to the Official Record of June 13, 1928, of the United States Department of Agriculture, the system under the Smith-Lever Act has grown in 14 years "from one which in its first year of operation employed men agents for agricultural work in 928 counties and women agents in 279 counties to its present size of a total staff of approximately 5,000 technically trained men and women, including county workers, specialists, and administrative workers."

The number of homes in the United States adopting better practices because of this service in 1927 was 1,179,408, an increase of 140,455 over the previous year. The practices included better food preparation and preservation, nutrition, clothing selection and construction, home management, house furnishing, and home and health sanitation.

The Capper-Ketcham Act of May 22, 1928, provided additional funds, making possible to men and women and boys and girls desired home-economics information that State agricultural colleges and the United States Department of Agriculture possess.

The value of adult education through extension services has been epitomized by the chief of the office of cooperative extension of the United States Department of Agriculture in the following:

> A good home, a satisfying home, is oftentimes more a matter of work and of right planning and right thinking than of an increased income. From all past experience we know that the average increased income due to our extension efforts is going to be small. It is false doctrine to put off improvement of the home and an enlargement of one's life pending an increased income. The rose growing over the door, the shrubs screening the foundations, the smooth lawn are more matters of work and desire than of increased income. Fruits and fresh vegetables for the table, milk and honey from the cellar are more matters of planning and work than of increased income. Neighborliness is not a matter of increased income, nor is sociability, a clean and orderly home, or wholesome thinking, and yet these are the things that make up the greater part of man's life and give to him his greatest satisfactions. They are matters of the will and the spirit and all go into the making of the kind of home that men want.

The Smith-Hughes Act, passed in 1917, made possible in 1928 home-economics instruction to 175,944 women and girls above the age of 14 years. These adults were enrolled in classes held at a time most convenient for them; either in evening, part-time, or all-day schools. In addition, a total of 56,056 women and girls received home-economics training in the foregoing types of classes not Federally aided but wholly supported by State funds. Some of the States offering such opportunities to its adult womanhood are Arkansas, Georgia, Indiana, Louisiana, Mississippi, New York, North Carolina, South Dakota, Virginia, and Wisconsin.

Private organizations, national in character, offering home economics to adult women are the Young Women's Christian Association, American Red Cross, Association for Improving the Condition of the Poor, of New York, N. Y., American Child Health Organization, National Dairy Council, and others.

HOME-ECONOMICS STUDIES AND RESEARCHES

The spirit of research, according to Sir William Henry Bragg, Director of the Royal Institution of Great Britain, "is like the movement of running water and the absence of it like the stagnation of a pool." Research represents a belief that no matter how well things appear to be going they may be made to go better by careful seeking and a better understanding. Beyond what appears on the surface there is much to be discovered for the betterment of mankind.

Home-economics research in the land-grant colleges received a tremendous impetus through the passage of the Purnell Act in 1925. Up to that time research in these colleges was federally aided in only four States, but three and one-half years later 42 States received from the Purnell fund for research in home economics a total appropriation of $251,474, or 10.47 per cent of the entire appropriation made available through this act. Florida, Mississippi, New York, and Texas had in 1928 for home-economics research more than 25 per cent of the total Purnell fund allotted to each.

According to the specialist in foods and nutrition of the Office of Experiment Stations of the United States Department of Agriculture, in the official record of that department, there are now under investigation in the land-grant colleges more than 100 projects in the field of home economics. Sixty of these are in foods and nutrition, 5 in textiles and clothing, 26 in the social and economic problems of the home, and 9 on home problems chiefly concerned with equipment.

The keen interest in curriculum research for elementary and secondary education manifested in educational circles all over the United States has stimulated home-economics investigations in these fields.

Bureau of Education Bulletin, 1928, No. 22, lists, among other studies in education, those completed in home economics during the fiscal year of 1926–27, and there is in preparation a list of home-economics and other studies completed for the fiscal year of 1927–28. The mimeographed bibliographies of the Bureau of Education on research studies, including home economics in progress for 1927–28, were published respectively in March and May of 1928.

Bureau of Education mimeographed Home-Economics Letters Nos. 4 and 5, published in June and September, 1928, respectively,

report studies concerning the circumstances surrounding the election of home economics in the senior and regular high schools, and cooperative home-economics studies in the junior high school as to time allotment for 1927–28; extent home economics is required or elective in grades 7, 8, and 9; and home-economics subject matter taught in these grades.

The fifth and sixth yearbooks of the department of superintendence of the National Education Association of the United States, respectively, list home-economics studies in progress and completed during the biennium for junior and senior high schools.

In addition, the Journal of Home Economics contains abstracts from periodicals and reports of studies in many of its numbers, for the years 1926, 1927, and 1928, on food and nutrition; textiles and clothing; child development and parental education; household equipment and management, including cooking, heating, laundering, lighting, house construction, refrigeration and storage, ventilation, and use and care of household appliances.

The 1928 March, April, and May numbers of the Journal of Home Economics describe the field of research as concerned with the economic and social problems of the home.

Among other notable studies in public-school home-economics education made during the biennium are: "The placement of home-economics content in junior and senior high schools," and "The administration of home-economics in city schools," by Annie Robertson Dyer (New York, Teachers College, Columbia University, 1928).

CHAPTER X

COMMERCIAL EDUCATION

By J. O. Malott

Specialist in Commercial Education, Office of Education

Contents—Increased enrollments in commercial education—Trend of objectives—Changing requirements of business positions—Commercial occupation surveys—State and regional studies—Analyses of the duties of business positions—Recent developments in secondary schools—Commercial teacher training—Higher education for business—Conferences—Conclusion.

Business and responsibilities of business are growing. Increasingly large numbers of opportunities in business are developing. The requirements of the positions are changing constantly. Increased efficiency of the personnel in businesses of different sizes and types is dependent more definitely from year to year upon effective preparation. Likewise, there is a growing realization that a full appreciation and an intelligent consumption of business services is dependent to some extent upon a general knowledge of commerce and business. The number of persons preparing for business is increasing rapidly. As a result, education for business is increasing in scope and definiteness.

During the biennium there has been more progress in discharging the vocational and social responsibilities of this phase of education than in any similar period. Particularly in the secondary schools, there has been a further development of general business courses designed to provide information regarding the fundamental principles of business practice that should be part of the equipment of every member of society regardless of his vocation; to develop a fuller appreciation of the complexity of modern business and its services; and to raise the standard of everyday business contacts of the citizen in the home and community. The outstanding developments, however, pertained to the making of studies of employment opportunities in business and of the requirements of business positions. In fact, considerably more progress has been made in the accumulation of information about the requirements than in actually meeting them. Even in meeting the requirements more progress has been made in providing technical information and skills than in the development of abilities to deal effectively with people. It is the consensus of opinion among the leaders that a more efficient and continuous pro-

gram of education for business and about business based upon first-hand knowledge of conditions is urgently needed.

The purpose of this report is to set forth briefly the status and outstanding developments in the program of education for business during the biennium 1926–1928. A review of the education and business literature, including general and special reports pertaining to statistics, city and State school systems, universities, conferences, courses of study, research, and business men's organizations, reveals the operation of many factors in the process of modernizing the traditional program of commercial education. 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.

INCREASED ENROLLMENTS IN COMMERCIAL EDUCATION

Approximately 1,000,000 pupils in the public and private high schools, private business colleges, and universities are definitely preparing to enter business occupations. The number is increasing annually. Two-thirds of those enrolled in business curricula are women. The number of women taking business subjects is increasing more rapidly than the number of men. The greatest increase of women in business subjects is in the secondary schools.

From 1922 to 1928 there was an increase of 72 per cent in the enrollments in the commercial subjects offered in the public high schools. Of the total number preparing for business occupations two-thirds are in these schools. Approximately 17 per cent of all pupils enrolled in the public secondary schools are pursuing commercial curricula. In addition to the number preparing for business occupations, other pupils are taking one or more commercial subjects for nonvocational objectives.

In the secondary schools a large increase appears in the number of pupils enrolled in commercial arithmetic, typewriting, commercial geography, and elementary business training. Prior to the biennium enrollments in the traditional subjects, shorthand, typewriting, and bookkeeping, had increased more rapidly than enrollments in other subjects. The number of pupils pursuing typewriting courses continues to exceed the number in any other commercial subject. The second and third largest enrollments are in bookkeeping and shorthand, respectively. Although the enrollments in practically all of the commercial subjects are increasing, the rates of increase are comparatively small in shorthand and bookkeeping. The chief reasons for the small increases in the enrollments in the latter subjects are that: These subjects were well established prior to the biennium; commercial teachers are beginning to require more rigid

standards of achievement; the courses in these subjects in many cities have been moved from the first two years of the high school to the last two years; and more pupils realize that these subjects are not essential to obtain certain types of office and store positions.

Of the total number preparing for business occupations only 57,728 were majoring in business subjects in the colleges and universities in 1926. The number of these institutions reporting commerce and business curricula increased from 129 in 1924 to 132 in 1926. In the institutions offering these curricula in 1926, there were 2,575 instructors of business subjects, which represents an increase of 16 per cent over the number reported in 1924. During the same period, there was an increase of 21 per cent in enrollment in these curricula. Eighty-four per cent of those pursuing commerce courses in these institutions are men, but the percentage of increase for women during the 2-year period is greater than that for the men.

Collegiate facilities for obtaining a general business education are expanding. Although only 132 offered curricula in business, approximately 400, or half of the colleges and universities, offered some business courses. Approximately one-half of the colleges and universities offering curricula in business have only one or two courses in each of three or four subjects in this field. Such institutions ordinarily permit the students to pursue a general business major. Such a curriculum provides orientation in general business but seldom prepares for proficiency in highly specialized initial opportunities.

The list of higher institutions offering a sufficient number of specific business courses to prepare for immediate job proficiency or a career in any specialized field is comparatively small. For example, of the 127 higher institutions offering courses in foreign trade and foreign service in 1928, 65 reported only one course in this field; 26, two courses; 8, three courses; 8, four courses; 2, five courses; 2, six courses; 5, seven courses; 2, eight courses; and 9 reported ten or more courses. Although 358 higher institutions offered courses in accounting in 1928, approximately only 10 per cent of that number offered a major in this subject. In regard to other specialized curricula a trend is toward specialization in function among the collegiate schools of commerce. Data show a concentration of students pursuing particular kinds of specialized training in a comparatively small number of institutions. During the two-year period, there were very few changes in the lists of schools emphasizing such curricula as merchandising, insurance, transportation, or banking and finance.

TREND OF THE OBJECTIVES

During the past two years, there was much discussion regarding the objectives of commercial education [1] and the place of commercial education in the general education program.[2] The expression of the differences of opinion has helped to clarify many of the problems and bring about greater harmony. Particularly has the increased emphasis on definite vocational objectives stimulated those urging the broader social objectives to develop more fully their point of view.

There is general agreement that the commercial curriculum should be designed to prepare for the activities of life, emphasizing preparation for occupational efficiency; the commercial subjects in the curriculum should be so organized as to coordinate vocational education and training with those initial and promotional opportunities in business found ordinarily in the local communities; and the commercial subjects and the vocations into which they lead should be designed to offer to the student a new, unifying, and continuing experience in which each of the seven cardinal principles [3] has an essential and related part. The vocational objective as discussed during the biennium requires that the standards of achievement in school should very definitely be those that are acceptable standards for employment. An increasingly large number of commercial teachers believe that those students who seek their livelihood in business occupations should not have their occupational careers jeopardized by lower standards because so much of vocational and social happiness is dependent upon their vocational efficiency.

Although the trend of the primary objective of commercial education is more definitely toward preparing for increased proficiency in initial and promotional opportunities in business, many students pursue commercial subjects for other purposes. The selection of and the emphasis on the commercial subjects varies according to the different objectives. Most closely related to the primary vocational objective are the background and guidance objectives of those who have not definitely decided upon a vocational career. Next, there are the many diversified occupations to which business education and training can contribute generously. For both of these groups the chief contribution of the commercial subjects is vocational. Never-

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[1] McKinsey, J. O. Objectives and Methods in Business Education. *In* Stanford Business Series No. 1. Stanford University Press, Stanford University, Calif., 1926, pp. 122–137.

Research in High-School Commercial Studies. *In* Sixth Yearbook, Department of Superintendence, National Education Association. Washington, D. C., 1928. Ch. XXIII.

[2] Lomax, Paul S. What Should Be the Place of Business Education in American Education? *In* The Balance Sheet, vol. 9, No. 7, March, 1928.

[3] Cardinal Principles of Secondary Education. Bureau of Education Bulletin, 1918, No. 35. Washington, D. C., Government Printing Office.

theless, the nonvocational values of this phase of education are ordinarily comparable in quantity and quality to those of other special subjects. This is due to the great similarity between certain business and social activities.

Another objective that has been emphasized during the biennium pertains to the fact that business education is fundamentally a program of economic education. Junior business education in the junior high schools and courses in economics, commercial geography, and other marginal social sciences and business subjects in the high schools and colleges represent an endeavor to provide general business education. This objective pertains to the broad social and economic values that are coextensive with all human endeavor. The cultivation of this marginal responsibility of the social sciences and business education—the refinement of the instruction materials and of the organization of these phases of education—should result in a more satisfactory attainment of the vocational objectives and the nonvocational values of commercial education.

CHANGING REQUIREMENTS OF BUSINESS POSITIONS

Inasmuch as the primary objective of commercial education is preparation for job proficiency, increased attention has been given to the changed and changing requirements of business positions.[4] These changes have been caused primarily by the creation of new business enterprises, the application of the principles of personnel management, the development of new methods in business, and introduction and refinement of office machines. Various steps in the evolution of office and store occupations began earlier and have been more rapid in the large companies than in the smaller ones.

Among the most significant changes regarding business positions are: The breaking up of the duties of former office and store positions into a large number of highly specialized jobs; a tendency toward standardization of the business positions; development of objective measures of the achievement of the workers for grading and classification; a tendency toward requiring specialized preparation for each position; a trend toward substituting workers with technical training for those without such training; the lessening of the opportunity for the workers in a particular business position to study the duties and requirements for higher positions; the creation of lower, intermediate, and higher occupational levels; and the upgrading of the upper levels of these occupations into business professions.

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[4] The Changing Requirements of Education for Business. Journal of Commercial Education, 57 : 198, 1928.

Coyle, Grace L. Present Trend of Clerical Occupations. New York, The Woman's Press, 600 Lexington Avenue, 1928.

The changes in the requirements of business positions have been made more rapidly than changes in the program of education for business have been made to meet these needs. Prior to the biennium period the adjustments in the business training program were retarded chiefly by the failure on the part of commercial teachers generally, first, to accept the primary vocational objective; second, to make the necessary studies of the needs of students preparing for business occupations; and third, to apply the findings of such studies in course of study revisions.

COMMERCIAL OCCUPATION SURVEYS

A clearer understanding of the objectives and an awareness of the changing requirements of business positions have encouraged the making of studies designed to give a fact basis for commercial education. Each of the studies has sought to procure information on one or more of the following factors: (1) Kinds and requirements of initial positions which dropouts and graduates obtain; (2) kinds and requirements of promotional opportunities; (3) duties, traits, difficulties, etc.; (4) standards of proficiency on the job; (5) most appropriate content and the most efficient methods of instruction to attain these standards; (6) technique in guidance, placement, follow-up, and other functions.

The extent to which commercial occupation surveys have been conducted during the past two years is positive evidence that commercial education is entering upon a new era of scientific curriculum revision to meet definite vocational objectives. More progress has been made regarding the first step in the program for the revision of these curricula during this period than in any previous 2-year period. Not less than 50 commercial occupation surveys and follow-up studies have been in progress or completed. Many studies of placement data have been made. Practically all of the larger school systems and universities are contributing data regarding opportunities in business.

CHICAGO, ILL.

A timely investigation was conducted in Chicago, Ill., of all types of beginning office positions filled by boys between the ages of 14 and 19, regardless of whether special school training was a prerequisite. Although the study [5] reports some data regarding the 4,169 girls in initial positions, it is devoted almost entirely to the 4,158 boys employed in their first jobs by 57 firms in that city. Data from this study explained to a certain extent the trend of enrollments in

[5] Vocational Guidance Bureau. A Study of Clerical Positions for Boys in Large Chicago Offices. Board of Education, Chicago, Ill. Occupational Studies, No. 15, 1928.

commercial education that are due more to self-adjustment by the pupils than to organized guidance.

One of the findings of great significance in guidance, course of study revision, and placement pertains to the distribution of the employees in different types of positions. Forty-two per cent of the boys and less than 5 per cent of the girls were reported as messengers. It is equally significant that 25 per cent of the girls and one-half of 1 per cent of the boys were engaged as stenographers, typists, and dictaphone operators. Fifteen of the 4,169 girls and only 8 of the 4,158 boys were employed as bookkeepers. The report indicates that boys enter the nonrecording types of jobs for which little special preparation is needed, and that girls go directly into typing, filing, or machine operation for which they have been trained. Preparation for initial positions, salaries, promotional opportunities, and other problems are discussed in the report.

GRAND RAPIDS, MICH.

The local Office Managers' Association cooperated with the Board of Education of Grand Rapids, Mich., in conducting a commercial-occupation survey, which was completed in 1927. Data were gathered on a large number of important problems, including clerical training, placement, machine operation, and desirable traits for office workers. The report shows that higher percentages of the employees were in bookkeeping and stenographic positions in that city than in some of the larger cities in which similar surveys have been made. The number of smaller offices studied in the Grand Rapids survey probably accounts for the higher percentage of bookkeeping and stenographic positions. In 1927–28 the findings of the survey were applied in the revision of the courses of study for commercial subjects and in the introduction of a course in machine operation. Equipment for the classes in machine operation is moved annually to each of the five high schools in turn, in order that all of the commercial pupils may have an opportunity to take the new course.

The following extracts are indicative of the progress in collecting and using commercial-occupation data in secondary commercial education in an increasingly large number of cities:

> The special activities concerning commercial education in the Grand Rapids schools during the past two years may be briefly stated as follows: The making of a commercial survey, the introduction of a number of office appliances, and a revision of the courses of study for the junior and the senior high schools.
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> In October, 1926, our superintendent of schools, Mr. Leslie A. Butler, appointed a committee on commercial education for the purpose of revising the present courses of study and to effect a better unification of all commerce work in the various departments of the city.

Since nothing had ever been attempted in the nature of a survey for Grand Rapids, the committee immediately agreed that it would be worth while to attempt something along this line before considering any changes whatever. Consequently, a plan was arranged and carried out. * * * The survey tended to make a closer contact between the school and the business office as well as to furnish some definite ideas to be incorporated in new courses of study. It is recommended by the committee that future and more extensive surveys be made.

FRESNO, CALIF.

An example of cooperation for the improvement of the secondary commercial education program was the study of commercial conditions in Fresno, Calif., conducted by the division of vocational education of the University of California and the State board of education in that State. The study was concerned with requirements and opportunities for employment in local offices and stores; extent to which the local program was meeting the community needs; programs for commercial education in other communities in that State; and recommendations for adjusting the business-training program to the needs of the community. The study was a part of a comprehensive survey of vocational education [6] in that city.

Offices and stores were found to present the largest field for employment. The study embodies elements of a commercial-occupation survey and job analysis. The report contains for each major business occupation a summary of findings regarding initial and promotional opportunities and prerequisites for employment, such as age, training, and business experience. Among the recommendations of the survey committee is a decisive step forward in a guidance program. The committee recommends achievement standards in specified subjects as prerequisites for entrance into the major vocational curricula, and that in case certain standards are not attained at the time the pupil wishes to enter the curricula he be compelled to pursue specified subjects without credit.

RICHMOND, IND.

In 1926 a commercial survey was made in 90 per cent of the business firms of Richmond to answer the following questions: "Does the commercial department of the schools equip its graduates to fit into the vocational needs of the community? Are all the graduates absorbed in our community? Is the training adequate to meet the requirements expected of the graduates of the departments?" The commercial teachers and pupils conducted the study. Data regarding the major groups of business positions show the following dis-

[6] A Study of Vocational Conditions in the City of Fresno. Division of Vocational Education of the University of California and the State Board of Education. Berkeley, Calif. University of California, Berkeley. General Vocational Education Series, No. 2, Division Bulletin No. 20, Ch. V, 1926.

tribution: Selling, 32.5 per cent; clerical and secretarial, 29.8 per cent; bookkeeping and accounting, 16.2 per cent; machine operation, 14.5 per cent; miscellaneous, 7 per cent. Other data gathered in this survey pertained to labor turnover in the offices, training of employees in different kinds of positions, desirable personality traits, office equipment, and other factors.

Some of the findings of the survey are: The sales people in Richmond are not adequately trained and more training should be offered in that subject; since there are many small business firms in the city, graduates from the commercial department should have a general business training; an employment bureau is needed; and 85 per cent of the employers desired the commercial department to follow up the placement of the graduates with advice and suggestions to increase the efficiency of the employee.

Although there has been much similarity in the kinds of data gathered, as well as in the findings of the commercial occupation surveys in different communities, a number of studies are unique. For example, in Dayton, Ohio, a follow-up study was made of 841 commercial students who graduated from the Stivers High School during the 10-year period from 1915 to 1925. Pittsburgh, Pa., followed up 1,000 of its commercial graduates. Follow-up studies were made in Minneapolis, Minn., and Philadelphia, Pa. In New Bedford and Springfield, Mass., the local chambers of commerce cooperated in making commercial occupation and office equipment surveys. In Lincoln, Nebr., a survey [7] of the commercial occupations and the training of 4,024 men and 2,274 women in offices and stores was conducted. Similar occupation surveys, some of which included a study of office equipment, were conducted in Flint and Hamtramck, Mich.; New Haven, Conn.; La Crosse, Wis.; Oakland and Modesto, Calif.; Johnstown and New Castle, Pa.; and a number of other cities.

STATE AND REGIONAL STUDIES

Improvements in the programs of education for business made possible by the commercial occupation surveys conducted in the cities have led to the making of a number of state-wide and regional studies. The problems and combination of problems studied have varied greatly and have given direction to improvements of different kinds. Many of these studies have been made in cooperation with the State departments of education by graduate students at the universities. Fifteen local commercial occupation surveys were conducted in connection with one of these studies.

[7] Noll, Effie M. The Commercial Curriculum of Lincoln High School and the Needs of the Community. *In* Education Research Bulletin No. 4. University of Nebraska, Lincoln, 1927.

Due to the fact that comparatively few commercial occupation surveys reported data regarding promotional opportunities in business, the "Survey of Occupational Histories of Iowa Commercial Students," [8] by Dr. E. G. Blackstone, is significant. The report, which is a study of 2,897 drop-outs and graduates from the commercial departments of the high schools of Iowa, contains data regarding initial jobs, job sequences, tenure, and other factors. The report contains evidence of the increased need for guidance, clerical, and salesmanship courses. Probably one of the most valuable facts pertains to the percentage of office and store employees who secure executive positions from each type of job. The report shows that clerical and salesmanship positions lead to executive positions as frequently or more frequently than do the bookkeeping and stenographic positions.

The most comprehensive survey [9] pertaining to secondary commercial education conducted during the biennium was submitted as a graduate thesis by Dr. F. J. Weersing at the University of Minnesota. The study was conducted in cooperation with the department of education in that State and was composed of three main parts: (1) A detailed survey of commercial education, to discover the actual status of this subject in the public high schools of a typical midwestern State. (2) A survey and job analysis of commercial and clerical occupations and of the general or nonvocational uses of commercial education, to discover the proper aims of commercial education. (3) An evaluation or appraisal of commercial education as it was found to exist, in terms of the aims set up by the job analysis and leading to a series of constructive suggestions for the further improvement and possible reorganization of the subject.

The findings of the survey pertain to a large number of problems and provide a basis for reorganization of the program. Mr. Weersing pointed out the need of understanding the vocational and nonvocational objectives. He emphasized the need for courses to prepare general business workers and sales people. His data led him to the conclusion that the local school authorities should provide better facilities for pupil guidance, placement, and follow-up. He recommends that local commercial occupation surveys and other fact-finding studies be made to provide for city and State programs of commercial education a solid foundation of facts.

Harvard University has distributed 15,000 questionnaires to leading business men in the United States in an attempt to ascertain

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[8] Blackstone, E. G. Survey of Occupational Histories of Iowa Commercial Students. *In* University of Iowa Monographs in Education. State University of Iowa. Iowa City, November, 1928.

[9] Weersing, Frederick J. The Administration of Commercial Education in the Public High Schools of Minnesota. *In* Monographs in Education, State University of Iowa, Iowa City. First Series, No. 9, November, 1928.

the reasons for their success. The survey is an attempt to obtain first-hand information regarding the social classes from which business leaders are recruited, the extent of their education and training, and pertinent facts regarding their business biographies. The study is sponsored by a large number of prominent business men and is conducted under a grant from the Milton Fund. From the results of the study the authors hope to be able to present facts regarding comparative opportunities in the various social classes for advancement in business and whether the tendency in modern business is toward wider diffusion or closer restriction of such opportunities.

The National Federation of Business and Professional Women's Clubs undertook as one of its major projects for the year 1926–27, an occupational study of its members. This detailed study of the experience of a group of nearly 50,000 women, active in a variety of occupations, offers an unusual opportunity to gather information never before collected about the work of business and professional women. The chief aims of the study are (1) to provide an accurate occupational record of the members of the National Federation of Business and Professional Women's Clubs, and (2) to make available reliable vocational information to younger women who have not yet found their places in business or the professions. The study is also designed to throw light on such problems as earnings, training, promotion, placement methods, and other factors in the hope of assisting women to render increasingly effective service in the business and professional world. Data from approximately 15,000 returns were compiled during the biennium at the bureau of business research, School of Business Administration, University of Michigan, Ann Arbor.

Many other commercial-occupation surveys and studies pertaining to secondary and higher education for business have been made. Follow-up studies of the graduates from the high schools of Wisconsin and Connecticut were reported. The latter study showed that 77 per cent of the graduates from the high-school commercial courses in Connecticut were actually engaged in commercial occupations. State-wide studies were conducted in various phases of secondary education in California, Indiana, Kansas, Oklahoma, and Wyoming. Dr. C. O. Ruggles, of Harvard University, conducted a survey of the opportunities in the public utility companies. St. Louis (Mo.) University has in progress a survey of the local opportunities in business for drop-outs and graduates from the collegiate schools of commerce. The study pertains also to the need for evening school courses in that community. One portion of the survey of the land-grant colleges under way at the Bureau of Education is devoted to a study of the business biographies of the graduates from

the commerce and business courses of these institutions. Placement and follow-up data from the colleges and universities, as well as reports on the employment records of business firms, have contributed to a better understanding of the requirements for business occupations.

The commercial-occupation surveys and follow-up studies have shown and are continuing to show the relative importance of preparation for various types of initial and promotional opportunities in business; they have demonstrated the need for definite preparatory and extension training for a greater variety of business positions; they have given direction to the coordination of the training courses with employment opportunities; they have given direction to the organization of intensive undergraduate, postgraduate, and evening-school courses of various kinds and lengths; they have provided data for the purchase of equipment; and they have revealed many of the changes that are taking place regarding requirements for business positions. To a less extent the surveys have revealed through job titles some information regarding actual duties; some have provided data regarding desired traits, attitudes, and personal qualities; and a much smaller number have contributed valuable information regarding promotional opportunities in business occupations. In fact, the data gathered in these surveys have been the greatest force in breaking down the resistance to definite job training in a program of education for business. The leaders are now devoting increased attention to analyses of the duties of business positions.

ANALYSES OF THE DUTIES OF BUSINESS POSITIONS

Although relatively large numbers of schools have not applied the findings of commercial-occupation surveys to the organization of commercial education, some progress has been made in the next major step, namely, job analysis. The job analyses that have been made are pioneering efforts directed toward greater definiteness in commercial education and toward increased efficiency in business positions.[10] Not only is it necessary to know what drop-outs and graduates are doing in the sense of knowing their job titles but it is necessary to have detailed analyses of the personality traits, duties, and difficulties of employees on the lower, intermediate, and higher occupational levels of the various business positions. To date the job analyses have had comparatively little effect on the selection of content or other problems. A number of steps in the process of curriculum revision are necessary before these data can be used successfully in a training program. Instructors either in the secondary schools

[10] Annual Report of Personnel Research Federation, 1927. Personnel Research Federation, (Inc.), 40 West Fortieth Street, New York, N. Y.

Leffingwell, W. H. A Neglected Business Function That Wastes $6,000,000 a Day. The Magazine of Business, Vol. LV, No. 5, pp. 549, 551, 576, 579.

or in the colleges and universities have difficulty in making much use of these studies in their original form. In fact, comparatively few fully appreciate the significance of job-analysis technique in course of study revision.

CLERICAL WORK

The analysis of the duties, traits, and other requirements of clerical workers conducted by F. G. Nichols and others at Harvard University, in cooperation with the National Association of Office Managers, is a comprehensive research study.[11] The significance of the study is increased by the fact that training for sales and clerical positions is the most neglected phase of the program of education for business. In addition to the analysis of the duties of the clerks, other important phases of the study pertain to the trends in clerical occupations; training and experience of those in various types of clerical positions; additional training needed; the grouping of clerical duties in units for course of study construction; and the proper place in the high-school curriculum for the various units of clerical training. This report had an immediate and definite effect in giving direction to improvements in course of study revision and in equipping commercial departments throughout the country. The day, evening, and continuation schools will find this report helpful in developing courses to prepare for efficiency in the clerical trades.

Another very complete analysis of general clerical duties was made under the auspices of the Board of Education, Cleveland, Ohio, and the office managers' group of the Cleveland Association of Credit Men. In November, 1926, committees were appointed "to analyze the duties of the clerical workers other than those whose work is primarily stenography and bookkeeping, and to build a course of study for the training of this group." The recent commercial occupation survey in Cleveland and the observation of the office managers that large numbers of clerks had no vocational preparation prompted this study.

The committee's report is an outstanding contribution to course of study building in commercial subjects. In making this study an index number was obtained for each duty by taking into consideration the following: The frequency of the duty in the day's work; the difficulty or ease of learning the duty; and those duties best learned on the job and those to be learned in school. After the duties were thus ranked, they were arranged in three levels for curriculum-making purposes: Those to be stressed in class and practiced until automatic; those to be discussed in class until understood; and those to be mentioned or referred to in class.

[11] Nichols, Frederick G., *and others*. A New Conception of Office Practice. Harvard University Bulletin in Education, No. XII. Cambridge, Mass., Harvard University Press, 1927.

BOOKKEEPING

An analysis of the work of bookkeeping positions in Cleveland, Ohio, initiated by the board of education in 1923 was completed in 1926.[12] "The Tentative Course of Study in Elementary Accounting," published by the board of education in 1928, is based upon this research.

Bookkeeping Duties and the Commercial Curriculum, a graduate thesis completed by Dr. Benjamin E. Strumpf in 1926 at New York University, contains a frequency ranking of 479 duties of bookkeepers, an analysis of the difficulties of learning the various duties, an analysis as to where the duties can be learned to best advantage, and supplementary data for the development of the bookkeeping curriculum. Using data regarding the actual duties of bookkeepers and an analysis of what they need to know to perform more efficiently such duties, the author reveals many shortcomings of the current bookkeeping courses and textbooks. The author states: "In a word, there are no real standards to guide us. * * * It devolves upon us to write an ideal course of study and a textbook to match." He suggests a procedure to be followed in the development of curricula to prepare for increased proficiency in bookkeeping positions.

A Job Analysis of Bookkeepers' Duties,[13] a graduate thesis prepared at the State University of Iowa, Iowa City, pertains to the duties of bookkeepers in a city of 20,000 inhabitants. This study indicates also that certain nonbookkeeping duties are so frequently required that they should be made a part of the high-school bookkeeping course of study. The most significant of such duties pertaining to clerical work is typing, handling of cash, and banking duties of the simple sort. At Bliss College (Columbus, Ohio) a study of bookkeeping duties performed by, and bookkeeping information necessary for, certain types of nonbookkeeping executive positions is in progress.

STENOGRAPHY

The most comprehensive contribution to the analysis of the work of stenographers completed during the biennium was made by B. F. Kyker, in connection with a graduate thesis at George Peabody College for Teachers, Nashville, Tenn. Although the author did not compile so large a list of the duties of stenographers and secretaries

[12] Jones, Lloyd L. Job Analysis in Bookkeeping. University of Iowa Monographs in Education, July, 1926, pp. 145–151. State University of Iowa, Iowa City.

[13] Nyquist, R. E. A Job Analysis of Bookkeepers' Duties. *In* University of Iowa Monographs in Education. First series, No. 8. Jan. 1, 1928. State University of Iowa, Iowa City.

as is reported in Analysis of Secretarial Duties and Traits,[14] he gathered various types of supplementary data pertinent to the vocationalizing of the stenographic curriculum. Emphasis is placed upon the problem of the selection of content for the secondary curriculum in stenography. The study shows also that the place of the major vocational training in stenography should be in the latter part of the high-school course or in subsequent courses. An interesting feature of the study is the effort to gather data regarding standards of performance of the duties. The findings of this investigation are in such form that they can be readily used by course of study committees. Interpretation[15] of the analyses has been made for instructional and course-of-study purposes.

EXECUTIVE POSITIONS

Problems in the analysis of the business positions on the higher occupational levels are more difficult. More factors enter into the problems concerning which executive decisions are made. Many of the factors are almost intangible and difficult to list and analyze. Because of these difficulties and because of the lack of general acceptance of the values of job analyses for revision of the collegiate curricula in business, contributions in this field are coming chiefly from a small number of institutions.

The Research Bureau for Retail Training, University of Pittsburgh, has made outstanding contributions to the analysis of the duties of buyers, floormen, merchandise managers, sales people, and executives in stores.[16] The school attempts to find out exactly what the person to be trained has to do and to collect and organize the content and develop methods of procedure which should indicate exactly how to perform these operations. In cooperation with department stores in that city, the duties of executives in the stores were analyzed. The findings of these studies were used as a basis for the training courses. The difficulty analyses made by the school are in some respects more closely related in the training program than the duty analyses.

The American Council on Education, Washington, D. C., is making an analysis of the duties of certain executives in the Federal Government and has fostered similar studies of the work of execu-

[14] Charters, W. W., *and* Whitley, I. B. Analysis of Secretarial Duties and Traits. Baltimore, Williams & Wilkins, 1924, pp. 75–96. Contains a frequency ranking of 871 secretarial duties.

[15] Barnhart, E. W. Analysis of the Work of a Stenographer. *In* American Shorthand Teacher.

[16] Personnel Research in Department Stores. Research Bureau for Retail Training. University of Pittsburgh, Pittsburgh, Pa., 1926.

tives in business. The American Management Association and the Personnel Research Federation, both of New York City, are encouraging further activity along this line.

These and other studies, particularly those made by business firms for private use, have resulted in the accumulation, during the past two years, of a fund of detailed information about the actual duties, difficulties, desired traits, etc., for business positions. Such studies represent the kind of contributions that the leaders believe should be and must be forthcoming for all business occupations before definite efficient vocational curricula can be organized. The development of job analysis technique has encouraged a few investigators to study not only the duties to be performed in the various business positions but the standards of performance in quantity and quality. For example, they believe it is not sufficient to know that a certain percentage of the office and store employees are stenographers nor to know that to transcribe business letters is one of the 871 duties performed by stenographers. They believe that for purposes of personnel and salary administration it is essential to know for the various occupational levels of stenographers what are the standards of performance in quantity and quality in transcribing material of different degrees of difficulty and under other controlled conditions. Only by obtaining, interpreting, and testing such data about business occupations and by more careful study of the pupils and students entering business curricula is it possible to offer them intelligent guidance, adequate training, and extension education that will enable them to make the most of their opportunities.

RECENT DEVELOPMENTS IN SECONDARY SCHOOLS

The dominant interest in secondary commercial education is in curriculum revision. In the process of rewriting the commercial courses of study considerable progress was made in certain communities in the application of the findings of commercial occupation surveys to the organization and administration of commercial education. There was much less progress in the application of the findings of job analyses and research in methods of instruction. Sufficient research studies have been made, however, to give direction to a complete reorganization of secondary commercial education on a fact rather than on an opinion basis. Furthermore, there is increased evidence of a clearer understanding of the objectives and of the place of commercial education in the secondary curriculum.[17]

[17] Lomax, Paul S. Commercial Teaching Problems. New York, Prentice-Hall, (Inc.), 1928.

JUNIOR HIGH SCHOOL

Significant developments in junior high schools center around the junior business training courses.[18] The number of schools that added this subject was fourteen times as great as the number that discontinued it in the past three years. Eight times as many added elementary office practice as discontinued it. The only other commercial subjects that held their own numerically were commercial geography and typewriting, the latter increasing only 20 per cent in the 3-year period. Approximately twice as many schools discontinued as added the following subjects: Commercial arithmetic, spelling, penmanship, bookkeeping, and shorthand. If the present trends continue, the time is not far distant when junior business training and commercial geography will be the outstanding leaders in the junior high schools of the small communities and junior business training, elementary office practice, and typewriting in the larger communities.

The literature[19] pertaining to commercial education in the junior high school is focused upon the development of the junior business training course. The administrators are seeking a general business course in harmony with the objectives of the school. The leaders in the social sciences point to the need of general business information for all. Those interested in vocational guidance consider the course as a subsidiary step in the guidance program. Those who study the drop-out tables and junior commercial occupation surveys emphasize the need of helping the pupils who leave school early. Practically all consider the course as prevocational for those who pursue the major commercial courses in the senior high schools. Gradually there is developing general agreement concerning the objectives and content. New textbooks, courses of study, teachers' manuals, magazine articles on methods of instruction, and a few methods courses for teachers have motivated the classroom instruction in the subject. The city and State superintendents of public instruction in special reports to the bureau indicate that the greatest difficulty in the development of the junior business training courses is that of obtaining teachers who can motivate the instruction. The developments of the past two years will undoubtedly overcome the present difficulties and lead to further introduction of the general business information and elementary office practice courses.

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[18] Lewis, E. E. *and others.* Junior Commerce Curriculum. *In* Fifth Yearbook, Department of Superintendence, National Education Association, 1927. Ch. XVIII, p. 430.

[19] Commercial Education: Junior Business Training. Bibliography. Bureau of Education, Department of the Interior, Washington, D. C.

SENIOR HIGH SCHOOL

The trend of developments in the senior high schools relates to closer coordination of the training program with initial employment opportunities.[20] Many contributions have been made in the efforts to revise the course of study according to research data collected during the past two years. A greater variety of courses has been developed particularly in the large schools and in the high schools of commerce. The development of clerical training, machine operating, and cooperative retail selling courses has made possible improvements in the guidance programs. These and many other interrelated developments indicate that secondary commercial education is overcoming its traditional handicap and is rapidly entering a new era of definite training for occupational efficiency in a wider variety of initial positions. Although greater emphasis is placed on the vocational objectives there is also more interest in the development of a balanced curriculum. More highly specialized training frequently releases more time for general education.

The most significant trend in harmony with changing requirements of positions filled by pupils leaving the secondary schools has been the development of clerical training and machine-operating courses. For many years well-managed high schools in the larger cities have offered such courses. During the biennium there was an increase in the number of schools that have offered specialized training in office practice and in the operation of special machines. Outstanding progress in the development of clerical training and machine-operating courses is reported from New Bedford, Springfield, and Boston, Mass.; New Britain and New Haven, Conn.; Providence, R. I.; Cleveland, Ohio; Philadelphia, Pa.; and Grand Rapids, Mich.

No phase of commercial education has greater opportunity for expansion and has been retarded more than retail selling. As a result of certain difficulties, prejudices, insistence upon the traditional curriculum, and the dearth of qualified teachers of salesmanship in secondary schools, fewer than 100 cities in the United States have cooperative part-time courses in this subject. Initiative for the organization of these courses has frequently come from local merchants. During the past two years researches [21] and courses of study that should facilitate the development of these courses have been made. Nine large cities recently prepared courses of study for this

[20] Lee, E. A. Objectives and Problems of Vocational Education. New York, McGraw-Hill Book Co., (Inc.), 1928, Ch. V.

[21] Decker, D. D. The Objectives, Content, and Methods of Retail Merchandising Education in the Secondary Schools of California. Graduate Thesis, University of Southern California. Los Angeles, Calif., 1928.

subject. Instruction material has been prepared specifically for clerks in meat markets and grocery stores.

Many refinements have been made in cooperative training in New York, N. Y.; Los Angeles, Calif.; Boston, Mass.; Portland, Me.; Wilmington, Del.; San Jose, Calif.; and in a number of other cities. Reports of excellent progress, particularly in training for retail selling, are coming not only from the large cities but from cities having a population of less than 25,000. The time to be devoted to actual experience, plans for granting credit, curricula in which cooperative courses are offered, arrangements concerning compensation, and other factors vary greatly in the different communities. Confidence in the chief objective, namely, helping pupils to bridge the gap between schools and business positions, together with experiments in the plans for administering the work, is encouraging the extension of cooperative training. Nevertheless, some of the school systems that pioneered and contributed most to the development of cooperative training of commercial pupils discontinued this phase of the work.

Other significant developments related directly and indirectly to methods of instruction, tests, and measurements,[22] placement, evening schools[23] and supervision.[24] The courses of study were revised or are in process of revision in Pennsylvania, Indiana, and Maine, and in a large number of cities, including Harrisburg, Lancaster, New Castle, and Pittsburgh, Pa.; Lansing, Mich.; New Britain, Conn.; Somerville and Springfield, Mass.; Sioux City, Iowa; Dallas and San Antonio, Tex.; Newark and Elizabeth, N. J.; Chicago, Ill.; and many other cities. An increased number of day high schools, including those in Boston, Mass.; Detroit, Mich.; Tacoma, Wash.; and Jamestown, N. Y.; inaugurated the 1-year intensive commercial course for seniors and postgraduates. Greater efficiency was achieved in the guidance of commercial pupils in Cleveland, Ohio; Portland, Me.; Berkeley, Calif.; and other cities. Prognostic tests[25] were given in a national survey by one of the publishing companies and efforts were made to obtain a correlation between the intelligence quotients and success in certain academic subjects with success in particular business subjects. The 1928 an-

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[22] Commercial Education: Tests and Measurements. Bibliography. Bureau of Education, Department of the Interior, Washington, D. C., 1928.

[23] Worley, R. J. Commercial Education in the Evening School. *In* The Balance Sheet, 8: 13,November, 1926.

[24] Neuner, John J. W. Why a City Director of Commercial Education? *In* The Balance Sheet, 8:12, April, 1927.

Blackstone, E. G. The Supervision of Commercial Education. *In* The Supervision of Secondary Studies. Uhl *and others*. Ch. VIII. New York, Appleton.

[25] A Nation-Wide Study of the Results Obtained from the Hoke and Rollinson Tests. *In* The American Shorthand Teacher, 8: 123, December, 1927.

nual report of the superintendent of public schools in Boston, Mass., and of the director of commercial education in Philadelphia, Pa., give especial attention to the developments in commercial education in these cities.

PRIVATE COMMERCIAL AND BUSINESS SCHOOLS

During the past two years there has been a tendency among private business schools to seek junior college and collegiate standing. Many of the schools have sought the privilege of granting degrees in commerce and business. The larger and probably the better-managed schools are endeavoring to attract high-school graduates rather than those who have dropped out of high school. For success over a long period these schools are very definitely dependent upon satisfactorily preparing their pupils for job proficiency and upon finding suitable employment for them. The majority of these schools realize, therefore, that high-school graduates, or those who have had from two to four years of high-school education contribute more to the reputation of their training programs than do students with less education. The endeavor on the part of a large number of these schools to obtain students of higher qualifications is in harmony with the up-grading requirements for business positions.

Additional accrediting associations among private business and commercial schools have been organized. During the past two years the oldest one, the National Association of Accredited Commercial Schools, has been active in endeavoring to raise the standards of these schools. The association has been particularly active in creating a spirit of cooperation and in developing higher standards of administration and better educational programs. Realizing the need for a greater variety of types of training and the need for constant improvements to meet changing conditions this association has had many committees at work on different problems. Reports of educational committees and one special report [26] should be beneficial to these schools.

COMMERCIAL TEACHER TRAINING

Different groups of leaders emphasize, respectively, the philosophical and scientific approaches to determine the content, organization, and emphasis in commercial teacher training in undergraduate as well as graduate and extension courses. The exchange of opinions and the investigations [27] have revealed the need for data regarding duties of commercial teachers in initial and subsequent positions.

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[26] Nichols, F. G. The Problem of the Private Business School. *In* Accredited News, 7 : 8, December, 1927.

[27] Bibliography of Research on Commercial Teacher Training, pp. 417–419. *In* First Yearbook, Eastern Commercial Teachers Association, 253 Lexington Avenue, New York, N. Y., 1928.

Many believe that when training is to be given for a specified vocation the first step is to determine the requirements of that occupation and then to provide the most efficient known devices for enabling the trainee to meet those requirements. The accepted procedure then is to work from occupational demands to the building of the commercial teacher-training curriculum which, of course, should provide for more than mere technical training. The social significance of education, business, and education for business are very important factors.

The elimination of some of the two and three year curricula and the organization of additional 4-year courses have resulted in some confusion regarding the objectives. Frequently the objectives of the new curricula are comparable to those of the collegiate schools of business. Some set up the objective of preparation for highly specialized positions including certified public accountancy. Reports from some of the teachers colleges and normal schools indicate that many times more students are pursuing the commercial teacher-training curricula than could be absorbed within the respective States. The reports frankly state that the students do not intend to teach. So far as the commerce departments are concerned, such institutions might be considered regional or State trade schools offering technical preparation for business on the junior college and university levels. Nevertheless, the major burden of commercial teacher training continues to rest upon the undergraduate curricula in teachers colleges and normal schools. Many developments in the practical training program have come from these schools.

During the biennium a number of studies were made regarding the commercial teacher-training curricula, subject combinations taught by commercial teachers, the preparation of those in service, and other factors. Among the States in which studies were made are Kansas, Illinois, Minnesota, Missouri, New Jersey, Ohio, and Oklahoma. One study was made regarding the emphasis placed on technical training and general education, respectively, in the commercial teacher-training curricula in different types of institutions.

In a study [28] conducted by Miss Ruth Hoadley, she finds that:

> From 9 to 40 months is the time necessary to complete a commercial teacher-training course, the average being 31 months. The range of subjects is so broad and their contents such as to indicate that schools have given little thought to determining what basic training is essential for commercial teachers. * * * Under the present situation the teacher goes into the field with inadequate background of definite methods and procedures; * * * to counterbalance the dearth of methods courses, practice teaching would need to be given in all institutions. * * * Business training is required by only 20 out of 59 schools. In the light of all the advantages accruing to the commercial teacher from such experience, this is a deplorable situation.

[28] Hoadley, Ruth. Status of Commercial Teacher Training in the United States. *In* Iowa Monographs in Education, State University of Iowa, Iowa City. First series, No. 9, 1928.

A unique system of practice teaching has been developed at the State Teachers College at Indiana, Pa. A number of typical high-school commerce departments in near-by towns and cities have been turned over to the commercial teacher-training department as practice-teaching centers. These centers are directly supervised by full-time local supervisors. They are also supervised one or two days each week by the regular members of the commercial teacher-training faculty, each member of which is given one full day every week for this purpose. Graduation from the recently organized commercial teacher-training curriculum at Fresno, Calif., requires one-half year of business experience along the line in which the student is majoring. Other reports on new and worthy developments were received chiefly from those State teachers colleges and normal schools in which commercial teacher training is concentrated for the respective States and from the large universities.

HIGHER EDUCATION FOR BUSINESS

Increased attention has been devoted by the collegiate schools of business to the problems of training for executive levels of business occupations. Harvard University is approaching the task by developing case material about business situations. The University of Chicago is developing the functional approach, pertaining to production, transportation, and communication, and is insistent upon the importance of understanding the social and physical background of business activities. The University of Pittsburgh has been active in analyzing the work of executives for purposes of curriculum construction. Many other institutions, as well as leaders in particular fields, are contributing much toward this problem.

During the past two years additional facilities have been provided for the increasingly large number of students pursuing commerce courses. Harvard University was the beneficiary of the George F. Baker Foundation, established through the gift of $5,000,000 from George F. Baker, for erecting suitable buildings and endowing the research of the school. The entire new plant of 10 buildings was completed during the biennium. Northwestern University, through the Wiebolt Foundation and other contributions, was enabled to add to its downtown facilities for meeting the rapidly growing demand for late afternoon and evening classes. Among other institutions at which new commerce buildings were completed or dedicated during the past two years are the University of Illinois, University of Alabama, and Georgia School of Technology. New colleges of commerce were organized at Miami University, Louisiana State University, University of Florida, and the University of Idaho.

Schools of business are placing increased emphasis on research as an essential in enriching and giving greater reality to the business courses. Additional bureaus of business research were organized during the past two years at Boston University, Temple University, University of Buffalo, University of Detroit, University of Georgia, University of Iowa, University of Kentucky, University of Oklahoma, and University of Texas. One of the developments immediately following the Bureau of Education survey of Rutgers University[29] was the organization of a bureau of economic and business research in 1927. Plans were developed for the organization of similar bureaus at Louisiana State University, University of Missouri, University of North Dakota, and St. Louis University. In addition to the bureaus of business research, organized by the higher institutions, many of these schools have cooperative relationships with separately organized research agencies.

Beginning in 1926 the American Association of Collegiate Schools of Business issued five reports on research projects in progress and completed by members of the association. These reports have been helpful to small as well as large business firms and municipalities in their adjustment to the constantly changing economic and business conditions. The making of these investigations in the current problems of the various business communities has had a stimulating effect on the pupils and instructors. At the University of Nebraska and Ohio State University plans were developed for all members of the staff to conduct research studies periodically.

Other outstanding developments pertain chiefly to the expansion of the curriculum; business experience as a requirement for graduation; and extension education and institutes for merchants, accountants, and real-estate salesmen. University of California, University of Missouri, and a few others enlarged their offerings in personnel management, the need for which was emphasized in a recent report by the American Management Association. The greatest expansion of the courses was in accounting. Two institutions introduced courses in commercial aviation. Columbia University and a number of smaller schools organized short, intensive curricula in technical business subjects for those who do not intend to graduate. Such curricula seek to meet a rapidly growing need that has been neglected in many institutions. Additional institutions organized cooperative part-time training, and the University of Missouri and the North Texas Agricultural College are planning such courses. Summer school courses for executives and additional endowments for the training of executives were made available. The outstanding con-

[29] Klein, Arthur Jay, director. Survey of Rutgers University. Department of the Interior, Bureau of Education, Washington, D. C., 1927.

tribution to the literature on collegiate education for business was made by Dr. Leon C. Marshall.[30] The reports of many deans of colleges of commerce and presidents of universities emphasize the necessity of increased funds to meet the growing demands for business courses, business libraries, and statistical and research facilities. These and other developments during the past two years have been definite responses to the growing needs of business and the cultivation of closer relationships with business men.

CONFERENCES

The programs of commercial education conferences of the past two years have pertained chiefly to research and constructive group undertakings. The Eastern Commercial Teachers' Association, in 1927, adopted a 3-year professional program to result in the preparation of three yearbooks on foundations, curriculum-making, and administration and supervision of commercial education. The 1928 yearbook[31] is an excellent beginning of this program.

At each of the Iowa Research Conferences on Commercial Education, held in 1926, 1927, and 1928, under the auspices of the State University of Iowa, reports were made of the outstanding researches completed since the previous meetings. The calling of the conferences and the distribution of the published reports[32] were an important service to secondary commercial education. The conferences have been a factor in cultivating the research attitude, in encouraging commercial teachers to conduct studies, and in speeding up the application of the findings. The researches reported at the conferences have pertained to a wide range of important problems. In 1928 a joint meeting was held with the National Association of Commercial Teacher Training Institutions.

The leaders of the commercial teachers' associations are realizing the opportunities and the responsibilities of such associations. The constitutions of the new associations set forth objectives that indicate a vision of greater service. The two purposes for the organization of the Ohio Commercial Teachers' Association in 1928 were reported[33] to be: First, the securing of a State director of commercial education, and, second, the raising of the standards for commercial teachers. Committees were appointed to make recom-

[30] Marshall, Leon C., *and others*. The Collegiate School of Business: Its Status at the Close of the First Quarter of the Twentieth Century. Chicago, Ill., University of Chicago Press, 1928.

[31] Foundations of Commercial Education. 1928 Yearbook. Eastern Commercial Teachers' Association, New York. The secretary, 253 Lexington Avenue, New York, N. Y.

[32] Research Studies in Commercial Education, I, II. University of Iowa Monographs in Education, State University of Iowa, Iowa City. First Series, No. 7, July, 1926; No. 8, January, 1928.

[33] The Business Educator, 33: 32, May, 1928.

mendations regarding the organization of commercial education in the junior and senior high schools, respectively. At the 1927 meeting of the American Vocational Association a committee was appointed to prepare a report on the need of city and State supervisors of commercial education. The Virginia Education Association conducted a survey of commercial education in that State in 1927–28, and has submitted its report to the State department of education. The North California Commercial Teachers' Association appointed a committee in 1926 to investigate the possibilities of the appointment of a supervisor of commercial education in that State, and in 1928 such an appointment was made. The regional groups of commercial teachers in Nebraska and the Commercial Teachers' Association in Oklahoma are gathering data for course of study revision. In a number of the States the associations are sponsoring State contests [34] in commercial subjects and rendering other services.

In addition to the meetings of the American Association of Collegiate Schools of Business, the Pacific Collegiate Economic and Commercial Conference, and the regular meetings of collegiate instructors in the various fields, conferences were held in connection with the dedication of the new commerce buildings at the University of Illinois in 1926,[35] and at Northwestern University in 1927. Among the outstanding contributions at the collegiate conferences was a report [36] by Dr. J. O. McKinsey at the conference held in connection with the opening of the graduate school of business at Stanford University. Doctor McKinsey outlined a worthy program for analyzing executive and staff positions in business for purposes of curriculum construction.

CONCLUSION

Lack of general acceptance of definite, worthy objectives based upon the changing, yet known or knowable requirements of business positions, is retarding the progress of business education. Although this phase of the educational program is undergoing many changes and is receiving more attention annually, the requirements of business positions are continuing to change more rapidly than the preparatory and extension education programs are readjusted. Even in curriculum revision the emphasis has been on the traditional com-

[34] Slinker, Clay D. A Survey of Commercial Contests. Research Studies in Commercial Education. III. University of Iowa Monographs in Education. First Series, No. 9, Nov. 1, 1928. p. 57. University of Iowa, Iowa City.

Colvin, A. O. The Pros and Cons of Commercial Contests. The Balance Sheet, 10: 68, 1928.

[35] Conference on Collegiate Education for Business. University of Illinois, Urbana, Ill., 1927.

[36] McKinsey, J. O. Objectives and Methods in Business Education. *In* Stanford Business Series, No. 1, Stanford University Press, Stanford University, Calif., 1926, pp. 122–13[illegible].

mercial subjects rather than the actual employment opportunities and requirements which are fundamental in effective vocational education. The development of vocational and professional curricula in other fields has not materially affected education for business. Furthermore, there has not been a full realization of the educational significance of general business information for all students, occupational levels, diversity of employment opportunities, desirable mobility in business positions, and the relation of job proficiency to vocational and social happiness.

The consensus of opinion is that the outstanding need in the program of secondary commercial education is supervision. Every investigation of this problem has emphasized the urgent need of city and State supervisors. No other phase of secondary vocational education has so many students enrolled, is composed of so many subjects, or prepares for so vast a variety of gainful occupations; no other phase has so little supervision to give direction to research and to obtain a prompt and general application of the findings of worthy investigations. As a result of the lack of supervision and the operation of the many retarding influences, there is a wide variation in the stages of development of business education in the different communities. This phase of education is passing concurrently through the stages of introducing, lengthening, upgrading, and differentiating the curricula, and developing programs of guidance, placement, and supervision. The rapidity, extent, and effectiveness of the adjustments are dependent largely upon local leadership. In communities having supervisors of commercial education or principals of high schools of commerce, the possibilities of such leadership have been successfully demonstrated. In fact, the commercial occupation surveys, job analyses, studies of standards of achievement in business positions, and refinements in the methods of instruction—all of which can be credited to relatively few workers in this field—are examples of the kinds of service necessary to develop progressive commercial education.

The extremely rapid development of new and diverse industries, the equally rapid modification of older industries and business practices, the reshaping of domestic and foreign business relationships, and recent economic changes indicate emphatically the growing responsibility of education for economic and business leadership. A continuing, capable leadership, schooled in the social implications and obligations of business, to cope with new and complex problems of management, is increasingly important for our general welfare. Various aspects of this leadership can be analyzed and programs of guidance and training can be scientifically developed. Although some pioneering has been done and a few additional studies are in progress, this important subject is deserving of far more thorough

and critical study than it has received. Inasmuch as biographies of business leaders indicate that there are different approaches to the higher executive positions, research should determine to what extent collegiate business education is achieving its objectives, wherein the program can be made more effective, and to what extent curricula combining commerce with engineering, law, and other subject-matter fields should be developed.

The 93 collegiate schools of commerce, with their 31 bureaus of business research and constantly expanding facilities, are in a position to make personnel studies, the findings of which if and when applied should change materially the character of higher education for business. There is need for a program of personnel studies centering around the opportunities and requirements of initial and promotional opportunities of the drop-outs and graduates, including studies of: The students who apply for the business courses; the needs of these students for curricula of different kinds and lengths; the educational and occupational biographies of former students or workers in a given region or industry, emphasizing those factors that are significant for promotion; duty, difficulty, and trait analyses of intermediate and higher occupational levels in particular occupations and industries; and appraisal by the former students of the curricular and extracurricular practices. The use of standardized forms and procedures in conducting such studies will make possible the compilation of the data on a nation-wide basis.

Other significant problems of this phase of education at the close of the 2-year period pertain to the slowness not only in accepting but in distinguishing between definite social-science and vocational objectives of business education; tremendous increase in enrollments, particularly of women; introduction of the traditional courses into the high schools of the smaller communities without readapting the content to the needs of those communities; failure to promote courses in retail selling, clerical training, and machine operation in accordance with the needs revealed by surveys; slowness to study the possibilities and difficulties of part-time training; failure to develop a continuous program of education for business, particularly as regards post-secondary training requiring less than four years; slowness to develop guidance programs based on studies of those who are successful on the various occupational levels of different business positions; slowness to develop commercial teacher-training curricula and certification based on actual requirements of teachers in initial and subsequent positions; and failure to provide an experimental school for conducting research and applying the findings in order to prevent many years of trial and error procedures and amateur experimentation in thousands of schoolrooms.

CHAPTER XI

ADULT EDUCATION ACTIVITIES

By L. R. Alderman

Specialist in Adult Education, Office of Education

Contents.—Introduction—Ability of adults to learn—State activities—Illiteracy—Education of the foreign born—Modern life demands education—Parent education—College and university extension—National adult education associations—Home reading courses.

INTRODUCTION

There has been increased interest and activity in the field of adult education during the biennium 1926–1928. The term "adult education" is used in so many ways that the question is often asked, What is adult education?

"Adult education" came into general use in the United States soon after the World War. The shock of the war so aroused men and women that they began to look for a means to prevent such a calamity from ever happening again. It was more clearly seen that a people can not by any machinery or form of government exonerate themselves from responsibility for the acts of their Government. When mistakes are made by rulers, the people must suffer the consequences. This concept forces one anew to the conclusion that education of the whole people is most important. Men saw that rank and promotion in any military organization depend much upon education. The war revealed the fact that a very large number of men of military age were unfitted for general military assignment because of the lack of ability to read ordinary communications or to convey information by writing. From the National Academy of Sciences came the shocking announcement that about one-fourth of the American Army were not functionally literate.

The World War also revealed anew the fact that America is made up of many nationalities; that there were sections of this country which were essentially foreign in language, customs, and ideals. Assimilation had not gone on as fast as it was generally believed. Citizens generally saw that if this country was to enter into any action that required a united people it was necessary to assimilate this large number of foreigners. The alien himself saw that in order to carry on in this country it was necessary for him to become naturalized. The demand for instruction for our alien population received a great stimulus. The movement was called by the general

name of Americanization. Almost every large community established classes for preparing the foreign-born for American citizenship. To these classes, where the alien was taught to read and write the English language, came also native-born citizens. The term Americanization evidently did not fit and, to avoid its use the term "adult education," which has a much broader significance and was well-known in Europe, came gradually into general use.

Adult education was accepted as a challenge by many grown people. Adult education became a slogan for continued education. Numerous organizations adopted it as their objective. New organizations were formed to promote various phases of education for grown men and women.

Another reason why so much interest has been manifested in adult education is that a much larger number of our people have more leisure than ever before on account of the wider use of machinery and the improved organization of business. This increased leisure, viewed by some with alarm, makes adult education on a large scale possible. Whenever men are free from the necessity of putting forth all their efforts for immediate objectives they begin to think of more remote and ultimate objectives. The efforts to discover these ultimate objectives and to adjust one's life in harmony with them is what some people have in mind when they speak of adult education. Since the average man's contacts with the world have increased in number and meaning within the past few years, his environment may be said to be limited only by his ability and industry. Our times in a new sense motivate continuing education.

Adult education is the cause of much optimism because an increased number of people see in it a remedy for uninteresting and pessimistic old age. Perhaps the greatest contrasts in life are noticeable in men and women after 45 or 50 years of age because some are able at this time to make a transition from interests that are largely physical to those that are more largely mental and spiritual, while others for some reason do not make this important transition, and their old age is, therefore, uninteresting and pessimistic—one of the greatest tragedies in life.

Those who have thought much on the subject have given up the idea, at present, of stating accurately just what adult education is. They are content, for the time being, to give some outstanding characteristics of formal adult education, namely: (1) The work must be voluntary; (2) it must be taken during leisure time; (3) it must be somewhat continuous and consecutive.

There is no agreement as to how old the individual must be before his studying may be said to come under the head of adult education. Some claim that the individual must be 21 years of age or more; others claim, for practical purposes, that if the studying is carried

on under the conditions enumerated above by persons who have passed the compulsory school age it may be called adult education.

ABILITY OF ADULTS TO LEARN

The discovery and proclamation on the part of eminent psychologists that learning ability does not stop with maturity has greatly stimulated expectations as to what might be accomplished in this field of education. There is speculation as to whether the attention of educators should be focused upon the education of adults or upon the education of children and youths. There is no doubt that educational thought in this country, during the last half century at least, has been focused principally upon the training of young people. There are many who claim that American education has not measured up to expectations, because educators have not followed their students into mature life and thereby gaged the success or failure of their educational methods by the success of their students. There are probably few who would not agree that the ultimate end of education is to produce the largest possible number of educated adults. Hence, the system of education of youth is the best which contributes most to this end.

Probably the most outstanding event during the biennium in the field of adult education was the publication of "Adult Learning," by Dr. E. L. Thorndike and others, which study reveals very clearly that learning ability is tenacious. Doctor Thorndike says:

> If an adult class were to be divided into two sections, one expected to make rapid progress and the other expected to make slow progress, age would be practically worthless as a basis for the division. * * * The misinterpretation of a careless comment on the fixity of adult habits has afflicted popular pedagogy with an erroneously exaggerated estimate of the lack of plasticity—or learning power, or modifiability—of adults. This exaggeration may have helped to preserve the custom of confining education to early years, a custom for which there is, in my opinion, no ultimate justification of any sort. There certainly is no justification for it on the grounds of the futility of education of adults. * * * The provision of opportunities whereby adults can learn those things which they are able to learn and which it is for the common good that they should learn is a safe philanthropy and a productive investment of the nation. * * * Adult education suffers no mystical handicap because of the age of the students. On the other hand, it is not freed by the nature of its clients from any of the general difficulties—of adaptation to individual differences, stimulation of interest, arrangement for economy in learning each element, and organization of the subject of study so that each element of learning shall help all the others as much as possible and interfere with them as little as possible.

President F. B. Robinson, of the College of the City of New York, says:

> Comparing youth and middle age I find that there is hardly a subject in our curriculum that the average mature mind will not grasp with equal ease and with superior understanding. Take two men of equal intelligence, one 45 and

one 20, both in good health and with good habits, both free from hampering worries, and turn them loose on a new subject in which they are both interested. One finds immediately that the man of age and experience has all the advantage.

STATE ACTIVITIES

Since education in this country is a State function, it is desirable to know what is done by State departments of education to provide opportunities for those who can not take advantage of the regular day-school sessions. The information contained in the following table was compiled from questionnaires received from State departments of education:

Adult education activities as reported by State departments of education

State	Has State enacted legislation to provide education for—				Number of State supervisors of adult education in terms of full-time supervisors	Does State give financial aid to local communities for adult education?		Per cent of cost of adult education provided by State	Local communities having public-school classes for adults July 1, 1926, to June 30, 1928	Enrollment in all adult classes (native and foreign-born)		Institutions giving training courses to teachers of adult classes	Has State an illiteracy commission?	
	Adult foreigners		Adult native illiterates											
	Yes	No	Yes	No		Yes	No			1926–27	1927–28		Yes	No
Alabama	X		X		1½	X		50	436		13,757	0		X
Arkansas		X	X		1		X	0		1,163	3,459	1	X	
California	X		X		1½	X		[1]		46,641	56,801	4		X
Connecticut	X		X		2	X		15	54	8,743	9,246	1		X
Delaware	X		X		2	X		98	73	2,276	2,251	1		X
District of Columbia	X		X		2	X		[2] 100	[3] 17		299	2		X
Florida	X		X		0		X	0						X
Idaho	X		X		0		X	0				0		X
Illinois	X		X		0		X	0						X
Iowa		X		X	0		X	0				3		X
Kansas		X		X	0		X	0	3			0		X
Louisiana		X		X	0		X	0				0		X
Maine	X		X		2	X		66⅔	20			0		X
Maryland		X		X	0		X	0	1	6,187	6,551	1		X
Massachusetts	X				2	X		50	95	25,123	25,086	2		X
Michigan	X		X		0		X	0				2		
Minnesota	X		X		1/10	X		50	47			0		X
Missouri		X		X	0		X	0				0		X
Montana	X				0		X	0	0			0		X
Nebraska	X		X		4	X		80	12		1,206	1		X
Nevada	X		X		0	X		[1]	5			0		X
New Hampshire	X		X		0	X		[1]				0		X
New Mexico		X		X	0		X	0						
New York	X		X		6	X		50	130	74,900	75,000	10		X
North Carolina	X		X		0		X	0	18	1,082	1,182	1	X	
North Dakota	X		X		0	X		50	25					X
Ohio	X		X		1		X	0	35		24,596			X
Oklahoma		X		X	0		X	0	500	5,000		0	X	
Oregon	X				1		X	0	12	1,800	2,000			X
Pennsylvania	X		X		2	X		[1]	92	19,500	22,443	2		X
Rhode Island	X			X	2	X		[1]	20			2		X
South Carolina		X	X		1	X		75	688	11,967	9,775	1	X	
South Dakota	X		X		½	X		50	6	42	655			X
Tennessee		X	X		0	X		[1]						X
Texas		X		X	0		X	0						X
Utah		X		X	0		X	0	4					X
Vermont		X		X	0		X	0	3			0	X	
Washington		X		X		X		[1]	18		7,481		X	
West Virginia	X		X		0	X		[1]	100			0		X
Wyoming	X		X			X			25		520	0		X
Total	26	14	25	12	31⅗	21	19		2,439	204,424	262,308	34	6	32

[1] State aid to local districts varies.
[2] In the District of Columbia school funds are provided in part by taxation upon property in the District of Columbia and in part from the Treasury of the United States.
[3] Schools for adults are provided in 17 centers.

It will be noted from the foregoing table that 26 States report that there has been legislation pertaining to the education of foreign-born adults and that 25 States report that there has been legislation for the education of adult native illiterates. Seventeen States indicate that they give supervision for adult work from the State department of education and that the supervision in terms of full-time supervisors amounts to a total of 31⅗ persons. From the reports of State departments of education which provide supervision of adult education work, it will be seen that the amount of supervision ranges from six full-time supervisors, in the State reporting the most, to one-tenth of the time of one supervisor in the State reporting the least.

Twenty-one States report that they give financial aid to school districts which provide adult classes. The State paying the largest per cent is Delaware, which provides 98 per cent of the cost. Fifty per cent is the most common division of the cost of adult education between the State and local community.

The States reporting give 2,439 communities as holding classes for adults and the total enrollments as 204,424 for the year 1926–27, and 262,308 for the year 1927–28.

Thirty-four institutions of higher learning are reported as offering training for teachers of adults. Six States report that they have illiteracy commissions.

A few examples of adult education activities, based on reports of the respective State departments of education, follow:

Connecticut.—Adult education in Connecticut has been confined during the past two years to the education of non-English-speaking adults in reading, speaking, and writing of English and in civics. In this particular field, there has been: (*a*) Marked interest shown by the towns of the State, both large and small; (*b*) considerable increase in registration and marked increase in average attendance in spite of restricted immigration; (*c*) greater number of teachers seeking training in this particular field; and (*d*) much better instruction offered in the classes.

"Restricted immigration has emphasized the necessity for education, for intelligent citizenship. * * * It has brought home civic responsibility, and the classes contain thousands who have long been alien residents of this country and yet unable to speak English. The value of English-speaking communities is being impressed deeply on town officials."

The above comment by the Commissioner of Education of the State of Connecticut shows the effect which the law restricting immigration is having upon the desire for education by aliens who are already here.

Delaware.—The rural adult class work in this State should be of interest to rural dwellers everywhere and to all others who are concerned with rural-life problems.

During the past two years the expansion and extension of activities in rural districts of Delaware have been noteworthy. In 1927–28, 1,178 men and women came together for study and discussion in 52 centers of rural Delaware. Their ages ranged from 16 to 80 years, 60 per cent being between the ages of 21 and 55 years. They were farmers, merchants, teachers, preachers, housewives, engineers, beekeepers, postal clerks, highway policemen, factory employees, and others. Their previous education ranged from none whatever to university graduation.

Each individual in these groups wished to know more of the world in which he lived and worked, and to participate more fully in its life and development. The means by which these ends could be achieved varied with different groups and different communities. As far as its resources would permit, the public-school system of the State provided that form of educational activity desired by each group. Classes conducted as a result of these desires provided for the study of country-life problems, economic and industrial history, State and National Government, parliamentary law, community organization, current history, salesmanship, industrial arts, poultry husbandry, elementary reading, writing, and arithmetic.

A large number of these classes were held in one and two room school buildings in isolated sections of the open country. They met 2 nights a week for 10 weeks in the months of January, February, and March.

Teachers qualified to lead these groups, it is reported, were extremely difficult to secure because of the time and effort required for traveling to the different centers. Among those who served were university professors, specialists in the State departments of health, agriculture, and marketing, rural school supervisors, school superintendents, directors of bureaus in the State department of public instruction, business men, high-school and elementary-school teachers.

From one of the most remote sections of the State came a request for a course of 10 lectures. The subjects to be covered in these lectures were health, music, science, Delaware history, rural-life development, cooperative marketing in Denmark, world-mindedness. When the wisdom of such a comprehensive program was questioned, a member of the community making the request said: "We want to have a little bit of many things this year, so that we may know what we want to study in detail next year."

To assist and advise the director in the development of adult education in rural Delaware, a council has been formed consisting of one representative from each center in the State. This council met three times in 1927–28.

The desire of the adult population of rural Delaware for opportunities for growth and development is the natural outcome of the program of community organization carried on by the State Parent-Teacher Association for the past eight years.

At the union graduating exercises of the adult evening classes of Delaware, an interesting feature of the exercises was the reports from chosen students of the various classes. The students who made reports ranged in age from 25 to 60 years. The reports showed that both vocational and cultural subjects had been studied and four outstanding results were emphasized, namely: (1) New intellectual interests by the members of the classes had been discovered; (2) sources of helps for individual study had been learned; (3) the social life of the members of the classes had been made richer; (4) valuable information in various fields of knowledge had been acquired.

As the program progressed it could be seen that both pupils and teachers were enthusiastic over the winter's work and that plans were under way for an enlarged program for the next year.

This development in Delaware has succeeded largely because of the leadership of the State department of education.

Pennsylvania.—The report from this State gives such a clear picture of its comprehensive adult educational program that it is reproduced here in some detail.

I. Objectives for the biennium, submitted in 1926:

(1) Increase of enrollment in schools and classes for immigrants and native illiterates; (2) system of follow-up and enrollment of new immigrant arrivals; (3) modification of courses of study to meet needs of immigrants and native illiterates; (4) development of state-wide plan for acceptance of public-school credentials in lieu of naturalization examinations; (5) special study of immigrant education problems through University of Pittsburgh; (6) development of home classes for foreign-born mothers; (7) experimentation in the administration of standard evening high schools; (8) development of high-school correspondence courses; (9) establishment of bases for extension education reimbursement; (10) the coordination of extension education agencies; (11) the establishment of extension centers; (12) the formulation of minimum standards governing university extension credit-course instruction; (13) the formulation of minimum standards governing summer high-school instruction in advanced-credit courses; (14) the development of systematic

and recreational reading courses not too academic in their nature for the masses; (15) the publication of needed bulletins in extension education.

II. The extent to which the objectives for the past biennium were realized:

Of the 15 objectives mentioned, creditable progress has been made in realizing 10. This section will be arranged under two major captions: (1) Objectives toward which definite progress was made; (2) objectives toward which little or no progress was made.

(1) Objectives toward which definite progress was made: (*a*) Increase in enrollment: Total enrollment of immigrants in public-school classes, an increase during the biennium from 18,562 to 22,443, or more than 20.8 per cent; total enrollment in extension elementary schools, an increase from 8,100 to 13,123, or more than 62 per cent; total enrollment in extension secondary schools, an increase from 35,300 to 36,305, or more than 2.2 per cent. These enrollments are exclusive of Smith-Hughes vocational evening classes throughout the State. (*b*) Development of home classes for foreign-born mothers: Unusually well done; enrollment of foreign-born mothers in home classes conservatively estimated at 4,000; many cities now employ full-time home-class teachers, Pittsburgh leading the entire Commonwealth with 16 such teachers, seven of whom were added to the force during the past year. During the same year Philadelphia added one home-class teacher, Aliquippa added one, and work was begun for the first time in Butler, Butler Township, Clearfield, Williamsport, and North Braddock. There is constantly growing interest and support in this work. (*c*) Modification of immigrant-education courses: Courses have been markedly modified throughout the Commonwealth to meet the needs of the new immigrant who reaches our shores well educated in his native schools; intensive courses differing radically from the traditional courses offer opportunity for speedy learning of the English language and an early finding of one's place in the educational régime of this country. (*d*) Experimentation in the standard evening high school: Well and thoroughly done; minimum standards formulated and approved and evening high schools being accredited according to such standards. Philadelphia was first to have a fully accredited evening high school, and others followed. (*e*) Establishment of basis for reimbursement: Completed; minimum standards formulated and approved; policy of inspection and report as basis for approval established and procedure rather fully defined, including policy with regard to scope of classwork which will be reimbursable under the law. (*f*) Coordination of extension education agencies: Well under way; several special State conferences and one general State conference were held during the biennium; virtual agreement to plan has been constantly evident; university extension

is only phase of coordinated program not yet agreed upon by agencies concerned. (*g*) The establishment of extension centers: Part of the coordination program, but little actually done; indirectly it has stimulated the organization of the Johnstown and Erie centers now maintained by the University of Pittsburgh. (*h*) Formulation of minimum standards governing university extension instruction: Standards fully formulated and submitted; not yet approved by the State council of education; action taken by council upon recommendation of superintendent looking toward early conclusion. (*i*) The formulation of minimum standards governing accreditment of summer high-school instruction in advanced credit courses: Well under way; minimum standards fully formulated to become effective during summer session of 1929 and distributed to public-school superintendents maintaining such classes for review and criticism before approval is requested. (*j*) The publication of needed bulletins in extension education: Bulletin of scope and administration of extension education fully prepared and manuscript submitted for approval; bulletin on function of extension education prepared and manuscript submitted for approval; bulletin on bibliography in process of preparation, dealing with immigrant education exclusively.

(2) Objectives toward which little or no progress was made: (*a*) Development of follow-up and enrollment system for new immigrant arrivals; (*b*) development of state-wide plan for acceptance by naturalization courts of public-school credentials in English and citizenship in lieu of naturalization examinations; (*c*) special study of immigrant education problems through medium of university master's theses and doctor's dissertations; (*d*) development of system of high-school correspondence courses for directed study; (*e*) development of recreational and systematic reading courses of a nature not too academic in service to rank and file workers of the Commonwealth.

South Carolina.—The report from the South Carolina State Department of Education will be interesting to many people and especially to those who know something of the excellent work which has been done in that State.

Under the adult education department comes the organization and supervision of all instruction for pupils over 14 years of age who have not completed the elementary grades. Emphasis has been placed on teaching those who have never gone to school or who have gone very little.

In order to meet all needs, four types of schools have been organized: (1) Night or continuation schools in mill villages, taught by day-school teachers for two or three nights a week during the winter; (2) all-year schools, taught by special teachers employed by the mills and the State not only to give instruction to groups of workers but to

go into the homes to teach the mothers; (3) lay-by schools in country districts, taught during August by specially prepared teachers who are willing to devote one month's vacation to such instruction; (4) two opportunity schools which are literally college vacation schools for workers.

The ultimate aim of adult elementary education in South Carolina is not only to teach the mastery of the fundamentals but to awaken in the pupils some intellectual curiosity so that they may become readers and be able to identify themselves with community development. Therefore, the course of study is organized around practical problems of every-day life and thus, while the pupils are mastering the "3 R's," they are given an opportunity to study health habits; good manners; budgeting; saving; our Government, what it is, what it does for us, and what we can do for it; inspiring biographical sketches. During the past year two units of work were given on travel, culminating in a visit to Washington, in August of 1927, by the opportunity-school pupils, and one to Charleston, in the spring of 1928, by the continuation pupils.

A review of the year's work is both encouraging and discouraging—encouraging because of the demand for more schools and longer terms; discouraging because a reduction in the appropriation not only has made it impossible to meet this demand but has necessitated the supervisor's devoting her time to office detail rather than to the organization of schools and to the professional direction and training of teachers. Nevertheless, schools have been organized in 32 counties. The following figures were compiled from the reports of the 312 schools.

	White	Negro	Total
Number of schools	251	61	312
Number of teachers	382	93	475
Total enrollment	7,405	2,370	9,775
Number of students over 21 years of age	3,664	1,661	5,325
Number of students under 21 years of age	3,741	709	4,450
Average attendance	4,756	1,690	6,446
Number of students in first grade	1,722	689	2,420
Number of students in second and third grades	2,528	871	3,399
Number of students in fourth grade and above	3,082	801	3,883
Number of students taught to read	902	394	1,296
Number of students taught to write	1,040	437	1,477
Number of students perfect in attendance	1,305	321	1,626
Expenditure per pupil	$3.62	$1.45	$3.09
Total expenditure	$26,862.00	$3,454.00	$30,316.00

The pupils ranged in ages from 14 years to past 70, with the average age 25 years and 6 months, in grade ability from no schooling to 7 years, with an average of third grade. Of the 475 teachers employed, all held first-grade certificates except 3 white teachers and 15 negro teachers. Practically every white teacher had some special training before beginning work.

Elementary education of adults is difficult because—

(1) Public-school officials have not generally accepted the responsibility for furthering night schools. These schools are expected to run with little direction and are often given only that part of time and money which is left after the day-school program is carried out. The per capita expenditure for night school (white) pupils last year was $3.62, as against $60.25 for day-school pupils.

(2) It is difficult to secure and hold trained teachers because the salary is too small for the demands made upon their energy, ability, and sympathy.

(3) Adult pupils, regardless of ambition, are tired, sensitive, often undernourished from poorly prepared food, and handicapped through low earning ability. A study of 164 life histories of opportunity school pupils, 90 per cent registering from textile communities, presents a cross section giving the background of the lives of 4,000 pupils enrolled in the night or continuation schools. Most of the pupils were reared in homes with not fewer than six children. Forty-eight (30 per cent) of the pupils had lost one parent. The average age was 21 years and the average age for starting to work was 14 years. The average schooling was 40 months, with fourth-grade ability. The median salary received was $13 a week, out of which the average pupil assisted in the support of three people. Fourteen per cent were married, with an average of three children to a family.

The work in mill villages was much easier than in rural districts because of the superior educational advantages and of the generous support given by mill executives. A laissez faire attitude was found in the country which could be overcome only through personal contact of the teacher with landlords and pupils. Long distances made this difficult in a short-term school. The pupils in the rural sections were 9 years older than those in the mill communities, the average age being 30 years. The average schooling was 25 months, 15 months less than that in mill communities; the earning capacity was also less than that of the mill pupils.

The past 10 years have witnessed the greatest educational progress in the history of the State. In evaluation it must be borne in mind that all results can not be measured and that all progressive movements and organizations have played a part in bringing about better conditions. The marked improvement in the public schools has been one of the determining factors in the educational awakening but likewise the night schools have hastened this awakening. The figures which follow show the value of the work accomplished by the night schools.

From 1900 to 1910, when there was little concerted effort against illiteracy, the reduction in the number of illiterates was 4,133 (7

per cent), while from 1910 to 1920, the decade in which night schools were generally organized, the reduction in the number of illiterates was 11,500 (22 per cent).

The five counties leading in adult work during the past 10 years show a gain in white day-school enrollment of 37 per cent and a gain of 11 per cent in average attendance. Contrast this with the five counties reporting few adult schools where the enrollment gain was only 14 per cent and the average attendance only 6 per cent.

The gain in seventh-grade enrollment in five counties furthering adult work was 86 per cent, while in five counties, where little work was done, the gain was only 21 per cent.

More important than the instruction in the classrooms has been the reflex influence of the schools. To illustrate, a few excerpts are given from teachers' reports:

> Those who have shown an interest in previous campaigns show the fact in many ways, more pride in the appearance of their homes, their yards, and themselves.
>
> Mr. ——— has started his children to day school and has brought his wife and older son to school with him every night. He regrets now that his four married daughters never went to school a day, for he now sees the value of an education. He hopes they will have the chance of going to an adult school.
>
> Mr. ———, with whom I board, is one of my pupils. He had never been in school a day in his life until several years ago when he entered a lay-by school. To-day he is superintendent of his Sunday school and a leader in his community.

As a rule, the adult-school pupil becomes a booster for his school. Through civic instruction and friendly relationship with his teacher he is given a new self-respect and is made to appreciate the State services at his command and to see his obligation to himself, his community, and his family. He becomes *a part of* rather than *apart from* his neighborhood.

It will be noted that the largest number of pupils in the night schools were in the third, fourth, and fifth grades, demonstrating a desire for more learning on the part of those who have had some advantages.

Practically one-half of the pupils were within the public-school age.

Is it right to make provision for the fortunate child privileged to attend day school and not for those who are forced out of school because of economic need, parental avarice, or indifference? There are thousands in South Carolina who would study at night if proper provision were made. Even when the compulsory education law is passed there will still be a demand for after-work-hour education, for some children must necessarily be bread winners, and as education becomes more diffused a larger majority of the people in the State will desire opportunity to study during leisure hours. As an

illustration, there were enrolled during the past year in the night schools of one town two 15-year-old boys who, before they were 14 years of age and through no fault of their own had thrown on their shoulders the burden of the support of a mother and six and seven younger children, respectively. When they entered the mill three years ago they registered in a night school as first-grade pupils. Their earning capacity has increased during the three years from an average of $4 a week to $11 a week, and each year has found them in night schools developing into desirable types of young manhood. These cases are typical of many others, for last year there were enrolled in the night schools 4,450 pupils between the ages of 14 and 21 years. For the education of a similar number of day-school pupils, between the ages of 14 and 21 years, the State spent last year $156,551, in contrast with $13,740 on these young folk who attended school after long hours of work.

It should be borne in mind that both South Carolina and Alabama excelled all other States in the Union in the matter of the reduction of illiteracy between 1910 and 1920.

ILLITERACY

There has been an effort in some States by school officials and outside organizations to reduce the number of illiterates in those States before the 1930 census is taken. This work has been difficult because it was hard to locate those persons who could not read or write. In some cases the names and addresses of illiterates reported in the 1920 census were secured from the Bureau of the Census. It was found that after a lapse of five or six years so many of those reported by the Bureau of the Census as illiterate had moved their residence that this information was of little value. In some places local censuses were taken, and it was found that there was considerable variance between these records and those reported by the United States Bureau of the Census. The State Department of Education of Nebraska has undertaken to ascertain at the time of the annual school census in June the names and addresses of all adults in the school districts, together with information as to whether they can read and write. This information will be most valuable in planning the elementary instruction needed by those beyond compulsory school age.

When it is so well known that illiteracy of parents is a handicap to the district in training their children and to the general prosperity of the community it is difficult to understand why there is not more activity in all States to reduce illiteracy to a minimum.

In organizing a program for the reduction of illiteracy among those beyond compulsory school age voluntary workers can be of great assistance in at least three ways, namely: (1) By ascertaining

who and where the illiterates and the near-illiterates are; (2) by bringing to the attention of the boards of education the importance of providing instruction for these persons; and (3) by helping to recruit students for classes. This last is a matter that requires time, tact, and patience. The service can best be performed by some one who is known to the prospective student or to some of his friends, as grown illiterates are usually timid and suspicious.

Experience in most States has shown that voluntary workers should not attempt to give actual instruction to illiterates unless they happen to be trained teachers. Even if the voluntary worker is a trained teacher it is claimed that best results are obtained by having the class organized as a part of the regular school system, so that the students may carry on from year to year.

Illiteracy is not a matter that can be removed by a few lessons unless we are willing to assume that the mere writing of one's name makes him literate. It takes many lessons to teach an illiterate to read well enough to get pleasure from what he reads and thus acquire the habit of reading.

EDUCATION OF THE FOREIGN BORN

More and more the foreign born are seeking opportunities for education, with naturalization as an objective.

There also has been during the biennium an awakening to the importance of education of foreign-speaking women who, on account of the number of children in the home or because of racial customs, can not at first be induced to attend regular afternoon or evening classes. Instruction in the homes of these foreign mothers has proved a very effective means of orienting them to American ways. It is found that after a relatively few home classes these mothers often are willing to attend the regular afternoon or evening classes provided by school authorities.

MODERN LIFE DEMANDS EDUCATION

Employers in industry are beginning to look more and more into the causes of accidents, with their attendant slowing down of production. They find that many accidents are due directly to the inability of employees to read warning signs and to understand the principles involved in the operations which they perform. In times past an employee was a lone worker with a certain amount of labor to perform. Under the conditions of modern manufacturing one employee depends upon the work of another employee, and all are apt to be managing a complicated machine, so that the education of each employee is of vital concern not only to the employer but to every other employee of the system.

In our complicated age, with the very rapid substitution of mechanical devices for manual labor, it is found that the undereducated man is hardest to become rehabilitated in new employment.

PARENT EDUCATION

Parent education, which is receiving much attention, is looked upon as an important approach to the education of boys and girls. The most dominating influence in the life of a child is that of his parents and other adults in the home. It was found in some of the remote mountain sections of Buncombe County, N. C., that before the adults were brought into the evening schools it was almost impossible to secure regular attendance of children at the day schools. The attendance of parents in evening schools in one year increased the day-school attendance of children from 68 to 86 per cent in some districts. Superintendents of city schools are discovering that evening schools have a decided, wholesome effect not only upon the attitude of the children of parents who attend them but upon the attitude of large groups of adults, as most adults who attend evening school belong to various organizations which are led through their influence to support the school program. Our motto has been "Educate all of the children of all of the people," but we find that we have not succeeded in this because we diagnosed the case to be much more simple than it is. We find that we can not educate all of the children without also educating all of the people.

There is a growing tendency on the part of school administrators to acquaint parents with the month-by-month objectives of the day schools, as it is found that parents can strengthen pupils in their school studies. This is especially true in drill subjects, such as learning the multiplication tables, tables of measurements, and spelling. Many believe that this plan has great possibilities in parent training, as most parents have a natural desire to keep up with their children in educational matters.

COLLEGE AND UNIVERSITY EXTENSION

Universities and colleges, through class work held outside of regular hours or outside of the institutions, and through correspondence courses, promotion of debates, forums, conferences, loan of books, and by what are called "package libraries," are doing much to advance many phases of adult education. This field is almost unlimited and will grow with the demand for such service. Almost any individual or group can now receive guidance and help from some college.

A decided movement in adult education is the part which urban universities are taking. Classes are organized to meet the needs of adults who need special subjects. These classes, in many cases, are organized in down-town centers; for example, Cleveland College of Western Reserve University has taken as its main function the education of adults.

A question which is receiving much attention in the field of adult education is, should institutions of secondary and higher education give credit to those who are studying under the conditions outlined in the preceding pages as "adult education"? Many desire to have adult education free from the conditions now imposed in connection with the granting of credits and degrees. However, if adult education is to assume the significance that many predict for it, it will not be confined to the boundaries set for it by any particular group. Many will desire credit, and the officials who grant credit under the authority of the State will be asked to give credit. Far-seeing educators are trying to find a way for granting credits that will stimulate the greatest possible number of people to undertake bona fide educational endeavor in fields most suited to their needs and will not lower educational standards. It is freely granted, however, by students of this subject that as matters now stand many students (this is more true of adult students), in order to secure credit, are required to pursue studies in which they have but slight interest and to forego the study of other subjects in which they have a vital interest because of the arbitrary precedent for giving credit for the one and not for the other. And what is more pertinent to adult education, accrediting agencies have not yet evolved a satisfactory plan for giving credit for work done by those who are not regular resident students.

NATIONAL ADULT EDUCATION ASSOCIATIONS

During the past two years there has been marked activity on the part of two national organizations which have as their main purpose the promotion of adult education. The department of adult education of the National Education Association has held several meetings which have given a picture of what is now taking place in the elementary education of adults. At these meetings valuable committee reports have been published in *Adult Education* (previously known as *Interstate Bulletin*), the official organ of the department.

The American Association for Adult Education has held two national meetings, has sponsored lines of research, and has fostered the publication of a number of valuable studies, in addition to that by Doctor Thorndike, mentioned previously, among which appear two very important studies concerning the whole field of adult educa-

tion in Buffalo, N. Y., and Cleveland, Ohio. These surveys are valuable not only to the residents of these cities but to all cities which may desire to make similar studies. In most cities there are people who are interested in aiding their communities to secure well-rounded adult education programs. Even a tentative study in many cities will show that cooperation and coordination of the existing educational and recreational agencies will give additional educational opportunities to many people. From the Cleveland survey, we quote:

From the point of view of the community's fundamental interest in education, particular organizations, such as schools, colleges, and museums, are seen to be instrumentalities of value in so far as they are useful in achieving an educational purpose; they are to be strengthened, modified, supplemented, or abandoned according as they fulfill this purpose. It is, in fine, the paramount functional unity of the educational process that makes necessary the correlation and expansion of the community's institutional mechanisms under such leadership as shall envisage the process as a whole.

Under this interpretation of the term education, existing and potential educational activities in the community may be divided into two large groups: (1) Those concerned with the education of persons who are registered as regular full-time students in educational institutions, and (2) those concerned with the education of persons above legal school age who are not enrolled as regular full-time students in an educational institution.

In Cleveland the potential student body in the second group numbers over 750,000, while the first group numbers approximately 250,000.

"Adult education" is understood, then, to be the conventional term for all those educational activities that fall, by more or less common consent, within the second group. * * *

Practically all adults are engaged in some sort of occupation—in industry, commerce, home-making, the professions. This occupation constitutes their chief interest and claims the major portion of their day. Around it are centered all other activities. Manifestly, to plan an educational program for adults without reference to this central activity and interest is to court failure.

On the other hand, adult education is not to be thought of as limited to instruction having a distinctly vocational purpose. In addition to being a productive worker, each adult is also a social being, a citizen, a member of some home, a physical organism, and an individual with highly significant mental and spiritual potentialities. Therefore, no complete program in adult education may neglect proper provision for continuing the education of those, whether native or foreign born, who feel, or can be brought to feel, a real need for educative experience in each of the following fields of adult activity and interest: English and other subjects, habit formation in citizenship, parental and other home activities and responsibilities, health activities and habits, guidance in spare-time activities.

HOME READING COURSES

Realizing the need for broadening and strengthening home reading of worth-while books among the American people, representatives from four national organizations, namely, the United States Bureau of Education, the American Library Association, the National Congress of Parents and Teachers, and the National University Exten-

sion Association, met in April, 1928, in Washington, D. C., to cooperate in formulating plans for furthering home reading.

As a result of this meeting a specific program was unanimously adopted, and each organization assumed a definite part in its development. According to this plan, the Bureau of Education and the American Library Association, separately or jointly, will prepare graded, annotated reading courses on general and special subjects, as may be requested by organizations or even individuals, and print and distribute these courses within the limits of their respective budgets; they will also give publicity to this project. While the Bureau of Education and the American Library Association formulate these courses, they may not always have at hand the requisite data for their construction. In such cases they will endeavor to secure whatever help is necessary from outside specialists equipped to give such data.

When these courses have been prepared and distributed, the American Library Association notifies the various library purchasing agencies that there probably will be a demand for the books contained in these reading courses.

The National University Extension Association adopts and promotes, as a part of its extension program, the reading courses issued by the Bureau of Education and the American Library Association. The extension division of each of the universities and colleges subscribing to this program issues on its own behalf certificates of achievement to those persons who satisfactorily complete reading courses.

For the service attendant upon examining summaries of books, giving suggestions, and issuing a certificate a small fee may be charged by an extension division; otherwise the services of the extension divisions are free.

The National Congress of Parents and Teachers actively promotes the use of these courses by the formation of reading and study groups and also devises plans for making available in interested communities the books required for these courses.

While these four national organizations have initiated and are sponsoring this plan for the promotion of more worthy home reading, all other interested organizations may cooperate in the project.

CHAPTER XII

SOME PHASES OF NURSERY-KINDERGARTEN-PRIMARY EDUCATION

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Contents.—Enriched environment—A new type of educational literature—Children's introduction to reading—Reconstruction of report cards—Nursery school and parent education—Children's progress aided in kindergarten and first grade—Contributions from research for teaching problems.

Three terms which refer to "the child" as the center of education have come into common use during the 1926–1928 biennium. The terms, "the whole child," "the child-centered school," and "creative expression," when translated into current practice, indicate significant progress in educational procedures.

The "whole child" indicates the several phases of child development which are now considered in many school programs, particularly those for nursery schools, kindergartens, and the first grades. These programs have emphasized social behaviors or character development equally with achievement in the school subjects; physical development is considered in its relation to social and intellectual development, not alone as an end in itself; home and school programs have set similar standards for the child's 24-hour day and for his progress from the nursery school through the kindergarten and elementary grades.

The school program that is "child centered" has emphasized the necessity of providing an environment in which the potential abilities of individual children are discovered and developed. The program provides activities of interest to children through which skill in reading, arithmetic, in social cooperation, and other social and intellectual abilities develops. It offers occasions for the self-initiated or original work frequently termed "creative expression." During such work a child's unanticipated skills and talents, as well as his lack of ability, are exposed to the teacher. With such information the teacher gives individual guidance, capitalizing each child's strength and achievement.

Such procedures as those briefly described indicate that the progressive program of education during the past two years has been

essentially constructive and positive. The program has placed a new importance upon the educational influence of environment. Fundamentally accepted in principle for the past 5 or 10 years, the actual demonstration in classroom practice of an adequate educational environment has been more widespread and more frequently stimulated and supported by scientific research than it has in the past. Instances of this demonstration in practice, which are suggestive of many others, are discussed in this report.

ENRICHED ENVIRONMENT

School environment was formerly understood to refer merely to the physical surroundings in which a child lives. As now defined, the term includes the behaviors and thinking of those persons with whom the child comes in contact. The child's responses in thought and action to everything he sees, feels, and of which he becomes conscious have long been recognized. The need for providing the kinds of situations which guide his responses into proper habits and attitudes and toward adequate knowledge is a part of the recent emphasis on the value of enriched environment.

Two researches give pertinent illustrations of the influence of environment upon expressed intelligence. A study made by the Family Welfare Society, of Atlanta, Ga., and reported in the Georgia Educational Journal for December, 1927, showed that 12 and 13 year old children in underprivileged families had an average of 20 points lower I. Q. than their 4 and 5 year old brothers and sisters. The cause of this deterioration of I. Q. was laid to home conditions. In this environment there was no social nor intellectual stimulus nor regularity of living. There were no playthings, and the parents made no effort to provide worth-while experiences for the children nor to have conversations which would increase their fund of knowledge or ability to express themselves.

Among the outstanding studies reported in the Twenty-Seventh Yearbook of the National Society for the Study of Education is one giving the effect of environment in contrast to inheritance upon children's expressed intelligence. The influence of environment on the intelligence, school achievement, and conduct of foster children, as reported in the study, shows that children in better foster homes gained considerably more in measured intelligence than did those in poorer homes; that children adopted at an early age gained more than those adopted at a later age; that siblings placed in better homes expressed superior intelligence over those placed in poorer homes; that unrelated children in the same home resembled each other in intelligence. The findings for children who were not selected for

adoption because of their brightness show decidedly that enriched environment increases children's expressed intelligence.

Such support from research has proved helpful to administrators in justifying the introduction of newer types of teaching method and equipment and in developing courses of study based on newer educational objectives. The studies give added support to the teachers and school administrators who have been following progressive ideas of education. School practice has not, however, waited upon research. A report made in 1926 by Mrs. Hughes, of the Milwaukee State Normal School, on creative activities in her first grade described the situation provided for the children enrolled:

> Modern psychology and pedagogy have given us enlightenment as to the real meaning of education * * *. We are now providing a happy, colorful, and joyous environment where children may really live together * * *. The new environment provides many avenues to help children express their ideas, and provides many educative materials * * *. The teacher has a very definite part in the new régime. Her function is "to set the stage" in this new environment, so that children may find worth-while activities.

In such a program every effort is made to protect the child from his particular social handicaps and to safeguard and to promote his mental and physical health. The teacher in this situation must be equipped with a wide range of knowledge, with a keen sensitiveness to children's reactions to classroom procedures, with techniques for discovering the causes for children's social and intellectual disabilities, and for carrying on remedial measures. Such a teacher also needs a social skill in establishing a classroom atmosphere which begets activity and happiness in the child and in creating rapport with parents in the home.

Assistance for classroom work in matters of behavior problems and social welfare has been provided in many school systems by visiting teachers who go into the homes and by psychological service. To the department of research in the Los Angeles public schools there has been added a division for the study of children of preschool age. A nursery school has been established as a laboratory. It is anticipated that through this laboratory information will be obtained which will be of direct service to teachers of young children, not only in matters pertaining to behavior of children but also in problems of teaching techniques. Corrective work with high-school pupils has been a major feature of this research department's program. It is now accepting preventive work with the young child as of equal and perhaps of greater importance.

An example of cooperation which helps classroom teachers with materials for instruction is found in the close affiliation between the public library and the public schools of Kalamazoo, Mich. The children's department of the public library has established "a children's

house." In this house not only books are available for the children and the teachers, but mounted photographs, stereoscope pictures, stereopticon slides, and mounted exhibits showing industrial processes may also be borrowed for classroom use. A museum of local historical interest and of foreign material is well arranged for classroom visitation.

These two examples indicate types of service to assist teachers in providing a more adequate educational environment. Many others could be mentioned such as the transportation provided by several cities for school children to visit art museums, botanical and zoological gardens, and places of civic and industrial interest. In fact, there is little limit to the possibilties for enrichng the school environment.

A NEW TYPE OF EDUCATIONAL LITERATURE

Many timely reports of creative work in education have been issued during the past two years by universities, teachers colleges, boards of education of public-school systems, and by private organizations. These reports both printed and mimeographed, are the beginning of a new type of educational literature which is making a definite contribution to current practice of progressive education. In times past, such reports have been confined to privately supported schools and institutions and to research centers. It is particularly significant to note that current contributions are now coming from all types of public and private institutions interested in the education of young children. Problems presented from many individual points of view add materially to the suggestiveness of the help available for those about to inaugurate new methods or materials of teaching.

The subjects covered in these reports include creative activities in classroom work, equipment, and supplies for activity curricula, reports on conditioning young children's behaviors, studies in character development, and reports of individual and coordinated effort in conducting programs of child development and parent education.

The Boston public schools have issued a bulletin entitled "Training the Emotions, Controlling Fear." This study not only shows how children may be helped to control the fear impulse but it includes outlines for classroom discussion which will guide the teacher in helping the children to overcome their fears. A study from the department of statistics of the public schools of Flint, Mich., covers the types of movable and stationary desks and seats for the primary grades. The institute for the coordination of women's interests, of Smith College, describes the nursery school as a social experiment. A report from the commonwealth fund presents a group of papers to show the relation of the child-guidance clinic to the community, giv-

ing the viewpoint of a clinic, the juvenile court, the school, the child-welfare agency, and the parent. The National Research Council, committee on child development, has issued a directory of researches under way in child development. The Teachers College of the University of Nebraska describes the educational activities inherent in an air-mail and a railroad project carried on by primary grades. The State Teachers College at Moorhead, Minn., describes two experiments in conduct education, and the State Normal School in Milwaukee, Wis., has issued a series of pamphlets on creative activities in the kindergarten-primary grades. Between 60 and 70 such pamphlets have been received by the Bureau of Education during the past two years. They dignify current achievements, suggest new projects, and encourage other groups of workers both to experiment with educational method and procedure, and to give to others the benefit of their achievements.

CHILDREN'S INTRODUCTION TO READING

There seems to have been slower progress in making a psychological approach to the teaching of reading, arithmetic, spelling, and handwriting, traditionally accepted as " fundamental " subjects, than to nature study, fine and industrial arts, and the sciences. However, correlation of subject matter in units of work has motivated the teaching of these subjects. Through a single activity such as dramatization there is a definite need for reading and for writing plans and records of progress, and for number activities to estimate and measure for costumes and scenery. An appeal is made to the children's interests and abilities. In fact, such units of work give a definite purpose for developing skill in all subjects through drill, whether individual or group. Programs so planned are easily detected by the classroom visitor who sees small groups of children independently engaged in a variety of both construction and drill activities.

Using beginning reading as an example, an effort was made to discover the extent to which changes in methods of teaching the more traditional subjects have taken place in current practice during the past two years. Three questions were asked of students enrolled in Dr. Laura Zirbes' class in methods of teaching reading, Teachers College, Columbia University, in the summer of 1928. The following is a summary of the replies received from the instructor and from 14 graduate students[1] working in city and State school systems

[1] These students included 5 general supervisors and assistant superintendents, 4 critic teachers, 2 directors of remedial reading in public-school systems, 2 elementary school principals, and 1 State supervisory agent. They represented 10 States and the Canal Zone.

and in teacher-training institutions throughout the country. The three questions were: (1) What have been the outstanding points of progress in teaching reading to beginners during the past two years? (2) To what extent is this progress actually in practice in your classrooms? (3) What influences seem to have retarded progress?

Progress in methods of teaching beginning reading.—Replies to this question are summarized as follows: Experiences and activities of interest to children are considered the best content for first lessons in reading. By this method the meaning of what is read is emphasized at the outset, book reading becomes a means to an end instead of an end in itself, abstractions are eliminated, life situations of interest to children are immediately connected with school work, and the child's initiative is used and his desire to read is whetted.

Methods of teaching beginning reading, based on children's interests and experiences, emphasize different procedures from those which the stereotyped "systems" encourage. Reading is now considered a life activity and handled as such rather than as a formal school subject; it is, therefore, not confined to a reading period but used in all experiences of the day's program. Teachers are capitalizing the interests children bring to the classroom and in addition are providing rich and varied experiences before beginning the definite teaching of reading. The children's own vocabulary is used as a starting point for the addition of many new words in their daily conversation and in their reading lessons. Kindergarten teachers are assuming a definite responsibility with their pupils in providing rich experiences, in building vocabularies, in developing clear-cut diction and enunciation, in providing practice in the use of complete sentences, and in stimulating curiosity regarding material to be read.[2]

The practice of teaching children to read by first comprehending the meaning of *wholes*, such as the sentence, before they are taught to recognize phrases and words, is widely accepted. The teaching of these wider units helps to prevent slow and laborious reading. Phonics is used to meet individual needs rather than presented as formal drill to all children. Premature stressing of phonics is avoided, since it tends to fix habits of word calling and short perceptual span units. There is less emphasis upon oral reading and more upon silent reading. More attention is given to individual differences in reading, in ease of learning, in interests, and in difficulties. Informal tests are

[2] National Society for the Study of Education. Twenty-fourth Yearbook. Part I. Report of the National Committee on Reading. Bloomington, Ill., Public School Publishing Co., 1925. 26 p.

used to record progress in acquiring skill instead of depending upon the exclusive use of commercially made "seatwork." Wider reading experiences, guided by the teacher, are preferred to intensive work in mastering a few selections. Care is taken to prevent strain and other emotional disturbances which formerly resulted from the undue pressure on reading power.

The extent to which these progressive ideas in teaching are in actual practice was chiefly described by those giving information as "not widespread" and as "50 per cent." Students leave the training schools with the new ideas of reading method, but frequently take positions in school systems where formal methods of teaching and "systems" of learning to read are required of the teachers. In some school systems the new ideas are still in the experimental stage. To introduce these, one school system first used a single classroom as a laboratory for experimentation. In this way the value of the methods studied could be proved with a view to later adoption by other first grades. Extensive reading is encouraged so far as materials are available.

Factors retarding progress in methods of teaching beginning reading are arranged in the order of frequency with which they were mentioned. Parents, school superintendents, boards of education, and the general public often have a wrong attitude toward new ideas of teaching method. Many parents want children to read too early and do not realize the values of soliciting children's interests to increase their knowledge and skills. There is a lack of appreciation on the part of many school superintendents that child study instead of subject matter forms the basis of teaching method. Many superintendents still require teachers to use formal and traditional methods of teaching. Public opinion generally favors a more formal type of teaching.

Many teachers are not acquainted with the psychology of an activity program and are not prepared to carry a teaching program on that basis. This is sometimes due to a lack of recent study or training, and sometimes to a definite "mind set" against change in procedure. Either a total lack of supervision or supervision which disregards the new philosophy of child study has hindered the progress of new methods of teaching beginning reading. This has particularly affected the inexperienced teachers working in their first positions. Suitable reading material is a necessity for the new program of teaching reading. The library of books necessary to supplement sets of readers is often lacking.

Other statements of hindrances include curricula based wholly on subject matter; promotion requirements for first grade based upon the mastery of a certain number of books or pages read; expectation

of uniform progress for all children; large classes which make it difficult for teachers to provide for individual differences among the children; daily programs divided into short periods; programs of testing which emphasize achievement to the exclusion of growth.

All of the hindrances to the practice of using new methods of teaching reading are remediable. Popular magazines are arousing general interest in child study in relation to learning. More teachers colleges and normal schools are basing the theory and practice work offered their students on the new ideas of developing skills through interests. More experienced teachers are enrolling each year in the summer sessions and extension departments of teachers colleges and universities. Teachers' professional organizations are including demonstration work and discussion of modern school practices in their programs of meetings. Mechanical work involved in preparation of typed or mimeographed materials needed by teachers is cared for in many school systems by clerks assigned to assist in elementary school buildings. A sound basis for changing certain undesirable promotion requirements is given in a recent investigation [3] which shows that a 6-year chronological age does not in itself constitute readiness for reading.

In some instances, public schools and practice departments of teacher-training institutions are offering special assistance to teachers by the appointment of teachers of remedial reading. Teachers are studying and have more knowledge about the techniques of teaching in their relation to activities of the school program and to the important objectives of social behaviors now generally emphasized. These constructive influences may well bring to the children throughout the country greater ease and happiness in learning to read. They may also guide public opinion in thinking of learning to read as a thought-getting and thought-expressing process rather than one of alphabet or word recognition.

RECONSTRUCTION OF REPORT CARDS

Measures of pupil progress, recorded on report cards for the benefit of parents, have, perhaps, been less affected by the new ideas regarding curricula or methods of teaching than have any other one part of the school program. This may be due both to the fact that teachers do not have confidence in modern educational methods, and to the difficulty of explaining newer educational terms and methods of rating to school patrons and to the lay public. To effect changes

[3] An investigation of practices in first-grade admission and promotion. Mary M. Reed. New York City, 1927. New York City, Teachers College, Columbia University, 1927. 126 p. (Contributions to Education, No. 290.)

in content and in form of such a personal record as a report card requires a carefully planned educational program for the parents. Findings from a study of 419 cards in current use for kindergarten-elementary grades indicate how few reflect modern principles of education. The mechanics and contents of the cards were studied for evidences of the following new educational objectives emphasized in recently constructed curricula: Importance of character development; correlation of subject matter; emphasis on individual instruction; use of standardized tests; appeal to children's interests and use of their experiences in school programs; cooperation of school and home; recognition of the educational value of extracurricular activities; encouragement of appreciative and creative expression in such activities as art, music, and literature.

On the greater number of cards studied, the pupils' behaviors are rated only under the general traditional terms of "conduct," "deportment," and "effort." Comparatively few cards list from 4 to 20 such behaviors to be rated as courtesy, cooperation, obedience, initiative, self-control, etc. On still fewer cards the behavior traits are classified, defined, or placed in relation to specific situations. For example, "Courtesy—Listens attentively while others are talking; avoids interrupting the person speaking; shares work and play material with others." A major number of the behaviors defined are stated in such negative forms as "wastes time," "gives up too easily," and "is discourteous." In only rare instances have "social studies" or "units of work" supplemented lists of detached subjects. Just as infrequently are ratings given for such specific types of skills as oral and silent reading. Few ratings relate the individual child's achievement to his individual capacity and to standard norms. "Creative expression" and the pupil's individual interests are given space on the cards in only a few instances, and advantage is rarely taken of the opportunity to capitalize parent cooperation in the child's all-around education.

No one card reporting pupil progress can be used satisfactorily by all school systems. Curricula and administrative organization of classes and supervisory units in individual cities require individual consideration. The groups of lower and upper elementary grades seem to need different items for rating and different methods of rating. In constructing a new report card, parent cooperation is proving both helpful and economical. Such cooperation familiarizes parents with the new objectives of education and enlists their aid in strengthening the school's efforts to develop desirable habits in the children.

A program that is being developed in San Francisco as a test of effectiveness for its activity curriculum, which has been in use

for three years, is expected to lead the way to a reconstruction of the report card. A detailed inquiry has been submitted to parents who have indicated their willingness and ability to cooperate by keeping records. This inquiry, which is arranged in two columns, is headed by such objectives and activities accepted for the school program as *habits* of sharing responsibilities, of motor control, of health, of table behaviors, and of rest and relaxation; *attitudes* of courtesy, of respecting the rights of others, of fairness in dealing with others, of self-reliance and initiative, and of respect for law and authority; *use of school subjects and materials*, such as language, use of materials, nature work, reading, numbers, and music. In one column are statements of the desired school attainments and in the other are statements showing a possible carry-over of these attainments in the home. Space is left in the second column for insertions and a blank page is left for written explanations. To illustrate: Under "Sharing responsibilities" the first statement in column 1 is "Hangs up hat and coat. Takes care of rubbers and umbrella." In column 2 the first statement is "Puts away own clothes" and the parent is requested to check one of the following terms, "voluntarily," "when reminded," "when scolded."

Parents so initiated into the new objectives of school work can be depended upon for cooperation when a change from a traditional type of report card is desired. The desired goal is for records of progress which shall be sufficiently comprehensible to parents, teachers, and children to assure intelligent and unified effort in helping a child progress socially, physically, and intellectually.

NURSERY SCHOOL AND PARENT EDUCATION

Objectives and procedures of every new movement, to which many organizations actively contribute, are in a condition of continual change. The nursery school is such a movement. Specific contributions are made to its program by people from the fields of education, nutrition, psychology, and mental and physical hygiene. Due to these contributions, most of which are based on scientific research, there has been no crystalization of the programs of education for young children in nursery schools. Questions which are still controversial include the size, kind, and quantity of play materials and of physical apparatus; the amount of independent personal care and care for property to be expected of children at the 2, 3, and 4 year age levels; the size of group which a nursery school teacher can handle, and the desirability of conducting any organized group work; the amount of indoor and outdoor play; adequate provision of food for midmorning, noon, and afternoon lunch; the values of conducting nursery schools a full day or a half day; types of records

to be kept each day, each week, and at other times during the school year; the details of physical examination considered essential and methods of preventing contagion; adequate methods of giving mental and social tests.

Even this list of controversial questions does not complete the problems continually arising in nursery schools. A wholesome outlet for these questions has been provided at the annual meetings of the International Kindergarten Union, at the conference on research of the committee on child development of the National Research Council, and at the biennial conference of nursery school workers called by the National Committee on Nursery Schools.

A subcommittee of this National Committee on Nursery Schools has continued its study of minimum essentials for nursery-school education. Due, perhaps, to the many points of view of those cooperating in the work, the committee has found it a difficult task to outline the minimum requirements for nursery schools without apparently determining procedures which could be interpreted as typical. A need for the minimum essentials is found in the number of informally organized schools using the name "nursery school" without providing trained teachers and consultants to guide the work.

The number of nursery schools listed by the Bureau of Education in 1926 was 67, and in 1928 it was 121. Many of the schools listed in 1926 did not continue and many new ones have since been opened. Of those listed in 1928, there are 68 which were opened during the years 1926, 1927, and 1928. The 121 schools are located in 70 cities in 27 States and the Territory of Hawaii.

A total enrollment of 2,573 children is reported from 107 of the nursery schools, with a median enrollment of between 16 and 20 children. There is an average of 9 children per teacher, with, however, a certain amount of assistance from student teachers, research workers, nurses, or parents.

The median length of day for all the nursery schools listed in the directory is between 6 and 8 hours. In this way all the problems of growth connected with the child's eating and sleeping habits, as well as the social problems and those connected with handling play materials, are brought to the attention of the teacher. Nearly all the schools operate for 5 days a week; 2 schools in orphanages operate 7 days a week; and 7 schools, 2 supported by tuition fees, 4 caring for the children of working mothers, and 1 located in a hospital, run for 6 days a week.

For all nursery schools there is one main service to be rendered. That service is the education of young children and their parents. In addition, some schools act as demonstration and teacher-training centers and others as research laboratories. Of the schools listed by the Bureau of Education, 74 are organized specifically for the edu-

cation of young children and their parents; approximately half of these schools are supported by tuition fees and the other half by philanthropic organizations; 10 nursery schools included in the 74 are located in public-school buildings, but only 4 of these are wholly supported by the school systems. Thirty-two nursery schools act as demonstration or teacher-training centers for departments of home economics and education in colleges and universities. Three schools offer demonstration facilities for home economics courses in institutions of high-school level. Twelve nursery schools act as laboratories for institutes of research in child development.

Few advocate that nursery schools be made a part of public-school education. This would be hardly defensible until more definite techniques of teaching young children have been determined and until a larger proportion of the 4 and 5 year old children are cared for in kindergartens. However, nursery schools are being organized as demonstration centers in a few public-school systems and teacher-training institutions. They inform the teachers of all grades or the students in training about the educability of preschool children. Opportunity is provided for the observation of the reactions of children much younger than those with whom teachers are accustomed to work. They are able to see the simple elements of behavior in their earlier phases of development. The public-school nursery school also makes preparental education possible. In Detroit, Highland Park, Mich., and Los Angeles, Calif., both elementary and high-school pupils have opportunity to observe and to participate in the work with young children, learning something of the responsibilities of parenthood.

Education of the children's parents is cared for in nursery schools in several ways. These include daily conferences with teachers, discussion and study groups, home visits by the school staff, and observation of and participation in the actual work with the children. In 14 nursery schools the mothers, and in one or two instances the fathers also, are expected to give stated time to participation in the nursery school program.

The nursery school exercises marked influence in furthering parents' observation and study of their children. Such observation and study focus attention upon the home environment as a most significant factor in controlling children's social and intellectual growth as well as their physical development. The importance of fitting the home to the child is emphasized. This refers both to actual provision of space and of proper proportioned equipment for children, and also to the standards of home programs. Study groups provided for parent education have placed special emphasis upon the necessity for parents to control their own emotional and intellectual life because of its influence upon their children.

In keeping with the growth of interest in the education and welfare of young children, a committee of seven, with 124 associates and contributors from the National Society for the Study of Education, has assembled material during the past two years for the yearbook "Preschool and Parental Education." A complete picture of programs contributing to the development of young children and to the profession of parenthood has been prepared. The history and the purpose of the preschool and parental education movement have been summarized; detailed descriptions of the organizations and programs of work of child-welfare agencies, day nurseries, clinics, nursery schools, and kindergartens have been prepared; a survey has been made of all projects sponsoring parent education, as well as an extensive survey of completed research in the fields of preschool and parent education.

This yearbook specifically shows the breadth of interest in preschool education. It also shows appreciation of its importance in relation to the whole gamut of growth which determines the success of childhood and adult life.

Another indication of the breadth of interest in preschool education is found in the variety of sources from which inquiries concerning nursery-school education have come to the United States Bureau of Education. These inquiries suggest that there is perhaps as wide a variety of organizations vitally concerned with the education of young children as there is in any other one phase of education. Aside from superintendents of schools, from those in charge of departments of education in universities and colleges, from directors of teacher-training institutions, teachers, and others engaged in the school program, inquiries have been received about preschool education from the following agencies: National organizations, such as the American Federation of Labor, American Sociological Society, American Child Health Association, and American Red Cross; from Federal bureaus; from State boards of health, public welfare, agriculture, and control; from county bureaus of health and home advancement; from municipal departments of health, of public and infant welfare, of child guidance, of "institutes and agencies," of research; from clinics for infant feeding, committees on preventing delinquency, and from juvenile and family courts; from municipal and philanthropic charities, community chest committees, public charity associations, day nursery associations, social settlement centers; from foundations which aid projects in preschool and parent education; from organizations such as parent-teacher associations; and from public libraries, editors of periodicals, and consulates and educators in foreign countries.

There is evidently a definite and a widespread appreciation of the need to establish right beginnings of adequate personal, social, and

intellectual habits and attitudes in young children. There is, also, widespread appreciation of the need for making a profession of parenthood.

CHILDREN'S PROGRESS AIDED IN KINDERGARTEN AND FIRST GRADE

Benefits children receive from attending kindergarten have been well described in two research studies recently completed by Edward W. Goetch and Ada S. Woolfolk, respectively.[4] Mr. Goetch compares achievements in the elementary school of children with and without kindergarten experience. He finds that kindergarten children have a higher scholarship and a higher social ranking, based on teachers' estimates; that they have higher intelligence and achievement scores and a higher educational age according to objective tests; and that they have fewer failures in promotion and more regular progress through the elementary grades. "The kindergarten is an important factor in later elementary school achievements in preparing pupils to undertake the work of the first grade successfully and in enabling them to maintain almost unbroken progress through the first six grades."

With the opening of public-school kindergartens in Atlanta, Ga., an opportunity was given to test the value of kindergarten attendance in aiding underprivileged children to overcome the influence of an adverse environment. A group of 75 children were given the Stanford-Binet test. Part of this group went to kindergarten and part were unable to go. At the end of the school year, the children were retested and only those who went to kindergarten showed improvement in mental development.

Establishing and maintaining kindergartens in a public-school system depend largely upon the knowledge school patrons and school administrators have of the educative results of kindergarten attendance. Results from such studies as those reported are of definite value to those seeking information.

The extent to which city school systems now provide kindergarten education is indicated by the number of their elementary-school buildings which house kindergartens. Data from a sampling of 160 city school systems maintaining kindergartens representing cities of all population sizes, located in 41 States, give the following information:

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[4] The kindergarten as a factor in elementary school achievement and progress. Edward W. Goetch. University of Iowa Studies: Studies in Education, Vol. III, No. 4, 1926.

The mental growth of the preschool child in the dependent family. Ada S. Woolfolk. Georgia Education Journal, Vol. 20, No. 4, December, 1927.

Elementary-school buildings housing kindergartens in 160 cities

Population	Per cent of elementary-school buildings that house kindergartens	
	Median	Range
100,000 and more	61.5	16–100
30,000 to 100,000	91.5	13–100
10,000 to 30,000	83.0	5–100
Fewer than 10,000	100.0	20–100

The per cent of buildings having kindergartens in some of the larger school systems is reduced by the fact that some elementary buildings contain only upper grades, and the kindergartens are housed in buildings with the primary grades.

The ratio between kindergarten and first-grade enrollments indicates the use that parents make of the opportunity to send children to kindergartens. In considering the figures given, however, certain facts must be kept in mind: The proportion of elementary-school buildings housing kindergartens in these 160 cities, as indicated in the first table; the general custom of providing more rooms for first grades than for kindergartens, though one kindergarten room generally cares for two enrollments each day by having different groups attend morning and afternoon sessions; waiting lists maintained by many cities for kindergarten enrollments, although 6-year-old children are rarely refused admission to a first grade. The following figures indicate a fairly high proportion of first-grade children who have had kindergarten experience:

Kindergarten enrollment compared with first-grade enrollment in 160 school systems

Population	Per cent of kindergarten to first-grade enrollment	
	Median	Range
100,000 and more	48.0	15.0 –127
30,000 to 100,000	75.5	23.0 –210
10,000 to 30,000	70.5	8.0 –126
Fewer than 10,000	70.5	.04–384

Cities having a decidedly larger enrollment in kindergartens than in first grades evidently provide a 2-year differentiated curriculum in the kindergarten. In 29 of the States having permissive or mandatory laws for the establishment of kindergartens the entrance ages are 3, 4, or 4½ years.

It has been said that the kindergarten is naturally the recruiting and receiving division of the school system. It has many functions in regulating school entrance, in establishing valuable contacts with the children's parents, and in enlisting assistance from such public and private agencies as contribute to the protection and the supervision of the development of infants and young children. These functions of regulating school entrance are assumed by the first grades in school systems which do not maintain kindergartens.

Rules and regulations provided by boards of education for controlling entrance to kindergarten and first grade list but few requirements and seldom suggest possible home preparation of the child for school entrance. There is a surprising indifference to the responsibility which should be placed with this port of entry to the school system. A study of kindergarten entrance requirements reported by 108 cities showed that in 98 cities children are admitted solely on a chronological age, at 4 or 5 years. Ten cities require a mental test, but none mentions records of personal or social characteristics nor physical examinations. It has been stated frequently that tests administered to young children before they feel at home in their new environment undoubtedly give inaccurate results. Consequently many school systems include the test for mental age during their year's program, though they do not mention it in their rules for admission. At the close of the child's year or two years in kindergarten the school should have records of his home and social background, of his physical condition, his mental age, and his personal characteristics. Such records give the school a foundation for grade and group classification.

Adaptations of curriculum are made to meet the needs of both slow and rapid learners, mental and social maturity being determining factors in grade placement and group classification. To meet the individual needs of children entering kindergarten at 4 years of age, several curricula have been constructed to cover two years of kindergarten experience. A notable example of this is the "Suggestive Curriculum Material for the Four and Five Year Old Kindergartens" developed by the Wisconsin State Kindergarten Association. This material analyzes the typical responses of children at these age levels and suggests specific educational objectives and activities with materials, in plays and games, language and literature, drawing, and other art experiences for each age. To this beginning, other phases of kindergarten work will be added. The whole curriculum is in loose-leaf form allowing for alterations and insertions.

Entrance requirements for first grade reported by 97 cities are also based chiefly on chronological age. Ten cities, however, definitely state that chronological age must be supplemented by a mental age

of 6 years or by a record of kindergarten attendance. Several cities now require kindergarten attendance as a prerequisite for first-grade entrance regardless of chronological age. In her study "An Investigation of Practices in First-Grade Admission and Promotion," Dr. Mary M. Reed includes the following statements in the interpretation of her data:

> The use of chronological age as the decisive factor for the admission of children to first grade shows a tendency to hold to traditional objectives, to disregard the findings of scientific research, and to ignore the value of kindergarten learning as a basis for first-grade work on differing levels of ability.
>
> The lack of correspondence between the chronological age factor for the admission of children to first grade and the reading factor for the promotion from low first to high first grade tends to disregard those curriculum objectives which are based upon continuity in developing traits important for the individual and social life of a child at this stage of growth.
>
> To admit children to first grade on a chronological age basis and promote them on a reading achievement basis without scientific placement of reading inevitably tends (1) to lead both teacher and pupil to place emphasis on a narrow aspect of the curriculum and to neglect the outcomes from a balanced curriculum, comprehending leisure, practical efficiency, health, and citizenship, and (2) to place emphasis on curriculum content for which children may not be mentally, intellectually, emotionally, or physically ready.

Many schools in New York City have extended their kindergarten program to include informally organized first-grade work under the name "kindergarten extension classes." In a social and informal environment, the curriculum covered in these classes is a step in advance of the kindergarten and includes the activities 6-year-old children need and enjoy. An investigation of the value of these classes was made by the district superintendent in charge of Districts 43 and 44 and reported in the 1927–28 Report of the Superintendent of Schools, New York City, page 401:

> The value of the training received in the kindergarten and kindergarten extension classes has been a moot question since their establishment. During the past year I made a study of the age-grade progress reports of the present 4B grade in the schools of these districts with the view of finding out the relative progress of pupils receiving this training and of those not receiving it. My survey showed that the children having had both kindergarten and kindergarten extension training made the best progress and those having kindergarten training only made better progress than those who entered school in the 1A grade.

For children of a 6-year chronological age but a lower mental age, several school systems, including Rochester, N. Y., Seattle, Wash., and San Francisco, Calif., are providing preprimary classes or slow-moving first grades. These classes provide "work on his own level in an atmosphere of success" for the child of slow mentality or for the foreign child with a language handicap. It has been found that children repeating first grade are more apt to repeat the failure in

later grades, due as much to negative mental attitudes early acquired, as to inability. The preprimary grades give an opportunity to discover individual differences in reading readiness before the child is placed in a grade where the acquisition of that skill is necessary. As these children make certain desirable social adjustments and give evidence of reading readiness, they may be transferred to classrooms where the children are progressing at a more rapid rate. The plan is a less formal version of the X-Y-Z grouping used in certain cities. These plans help to classify children on ability levels during the first years of their school life. Opportunity classes are organized in most large school systems to care for older children who are retarded. No system of classification has been generally adopted to care for younger children of slow mentality or for those who lack social adjustment.

The value of preprimary groups in Rochester, N. Y., was studied by a committee appointed by the superintendent of schools. It was found that by placing approximately one-fourth of the children completing kindergarten in preprimary grades, that the resulting increased proportion of successful children has warranted the continuation of the experiment. Further experimentation is being conducted in Rochester with slow-moving classes in the third and fifth grades for the purpose of giving the slow child definite opportunity to keep his intellectual and emotional balance through the elementary school.

The large amount of retardation in first grades throughout the country has prompted these plans for caring for individual differences of young children. The advisability of introducing a new name, preprimary, for one of the early grades has been questioned since there has been continual controversy about the use of the name kindergarten to denote the first unit of the elementary school. The name "preprimary" is used in certain situations to satisfy patrons that the child of a 6-year chronological age is having some form of first-grade work. It also prevents the child's discouragement on being retained a second year in either the kindergarten or first grade. The differentiated 2-year kindergarten curriculum as used in Wisconsin provides for the slow-moving children without introducing a new grade name.

To make adequate provision for individual differences among children and to assure continuity from grade to grade, it is necessary for teachers to be able to work with any of the different age levels within the first school unit. Training for teachers of young children, offered in a majority of colleges and universities, covers the entire unit of kindergarten-primary education and, in many instances, also includes preschool and parent education.

CONTRIBUTIONS FROM RESEARCH FOR TEACHING PROBLEMS

A number of plans have been devised to give practical aid to classroom teachers. Supervision is the aid most commonly provided. In a few city school systems the supervisory program is so organized that helping teachers, skilled in some particular phases of school work, go into classrooms to demonstrate, to guide and, occasionally, to stay until the classroom teacher's problem is well on its way to solution. Demonstration schools have been provided in some school systems. Teachers may go to them for observation of some special teaching technique or for help with some detail of classroom management or arrangement. In both cases, supervisory and demonstration school programs, investigations are continually in progress to discover more effective ways of solving teaching problems. The reports, previously mentioned, of studies and of work accomplished by different educational agencies offer practical examples of available assistance for all teachers and school administrators.

Findings from scientific research seem to be more helpful in analyzing and solving practical teaching problems than they have been heretofore. Special contributions have been made by research to behavior problems involved in curriculum construction, in teaching techniques, in language development, and in child personality. Findings of special help are illustrated by the following digests of certain studies completed within the past two years[5].

Self-measurement of teaching techniques.—Under the headings of "Adaptation of routine procedures so as to promote in the children both physical development and desirable habits, attitudes, and skills" and "Adaptation and use of the school situation for the children's need for educative work and play,"[6] Doctor Bain analyzes teaching techniques to be used with young children. Under these headings a scaled analysis is made of 28 observable teaching procedures with which a teacher may evaluate her own work.

The teaching procedures include physical care of the classroom such as cleanliness, lighting, and ventilation. They include descriptions of the teacher's and children's responsibilities in developing habits of personal hygiene; care of personal property; protection from physical danger; and promotion of health expressed in posture.

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[5] Lists and digests of other researches may be found in the following publications:

Bibliography of research studies in education, 1926–27. Washington, Government Printing Office, 1928. (U. S. Bureau of Education. Bulletin, 1928, No. 22.)

Child development abstracts and bibliography. Issued by Committee on Child Development, National Research Council, Washington, D. C.

Twenty-eighth Yearbook of the National Society for the Study of Education, Preschool and Parental Education. Part II. Research and Method. Public-School Publishing Co., Bloomington, Ill.

[6] Teaching in nursery school, kindergarten, and first grade. Bain, Winifred S. New York, Teachers College, Columbia University, 1928. 123 p. (Contributions to Education, No. 332.)

food assimilation, rest, and repose. They include desirable social and emotional adjustments, provision for creative work and for artistic expression, for solving problems, and for attaining skill in reading, writing, and number work. Items listed on the scale may easily stimulate teachers to think of their teaching techniques in specific terms—terms associated in each case with both their own and the children's behaviors or modes of thinking. Any teacher can compare her rating on the different scales with that of 30 nursery school-teachers, 98 kindergartners, and 103 first-grade teachers.

Child personality observed in spontaneous conversation.—A guide to teachers in observing personality traits expressed by children in their spontaneous conversation is offered by the first of a series of studies dealing with child personality.[7] Records of 3,125 remarks made by kindergarten children were analyzed to discover characteristics of personality of this age child. Approximately 40 per cent or 1,275 of these remarks were descriptive of the traits termed "self-assertion—e. g., of personal power, of self-display, of interjection of self into a situation, of defense of one's feeling of ownership, of resistance to interference, of contradiction, of commands, threats, and derision." "The photographing of the whole kindergarten child in action reveals him as essentially a defender of his individuality, a nonconformist, a relatively unsocial being." A guide to teachers is given in the deduction that the life of the kindergarten-primary child is essentially individualistic, but that it also is a life in which social adjustment must be made gradually. It must necessarily be a period in which the child is becoming acquainted with the verbal side of his environment—a stage of linguistic experimentation and of dramatic play.

Truthful and untruthful children.—Some relationship may be said to exist between the characteristic of assertiveness in young children and the characteristic in untruthful children of making overstatements. Overstatement was found by Doctor Slaght[8] to be the strongest statistical measure of untruthfulness.

The findings from his study of truthful and untruthful children in grades from the fourth to the tenth show that untruthful children are inclined to overstate. Whether this was done with intent to misrepresent or from the desire to gain social recognition could not be determined by the data. Untruthful children tend to express overconfidence and self-assurance. They are less inhibited mentally

[7] Studies in child personality. I. A study of the language of kindergarten children. Harold Rugg, Louise Krueger, and Arsena Sondergaard. *In* Journal of Educational Psychology, Vol. XX, No. 1, January, 1929.

[8] Untruthfulness in children: Its conditioning factors and its setting in child nature. W. E. Slaght. University of Iowa Studies. Studies in Character. Vol. 1, No. 4. Published by the university, Iowa City, Iowa, February, 1928. 79 p.

in the presence of an exciting situation. They show evidence of being more vacillating, more impulsive, and have less reliability in judgment and less emotional stability. They are the product, as a rule, of poor home environment, both cultural and economic.

The truthful children seem to have the more stable and centrally coordinated personality, to show a decidedly wider range of information about facts and situations regarding home and social life, nature, mechanics, literature, religion, etc. They were, on the whole, from better home surroundings.

Close relationship exists between favorable home environment and truthfulness. The study may suggest to the teacher certain methods of handling social-moral situations in school. A rich environment, stimulating many ideas and continuous activity, unquestionably fills the child's mind and keeps him busy. An honest, constructive attitude on the part of the teacher helps to lift the children's spontaneous responses to the level of honesty. Knowledge of home conditions can not help but assist the correction of behavior difficulties expressed in school. The parent-education movement is leading to cooperative endeavor with the schools which will assure careful consideration of the child's needs during his 24-hour day.

Influence of teachers' language upon children's conduct.—Another study focuses the teacher's attention upon the language she uses with children.[9] It emphasizes the control of conduct through language and the effect expressed approval has upon children's learning. Positive results followed experiments in both situations.

How preschool children may successfully solve problems.—Thoughtfulness in solving problem situations can be encouraged with very young children.[10] An analysis of techniques which aid children to handle problems courageously and successfully gives specific suggestions to teachers of children at all age levels. The techniques are quite characteristic of the positive, constructive attitudes maintained toward children by nursery school teachers. They effectively draw out the children's latent abilities. In summary, the analysis indicates that interesting situations which are not too stimulating arouse a solving approach conducive to the arousal of insight; the attention of self-conscious children should be specifically directed to the problem and away from themselves; children lacking in self-confidence and who are overreliant upon adult approval should be encouraged to try out all possible approaches to a problem; children

[9] The relation between early language habits and early habits of conduct control. Ethel Busnell Waring. New York, Teachers College, Columbia University, 1927. 125 p. (Contributions to Education, No. 260.)

[10] The solving of problem situations by preschool children: An analysis. Augusta Alpert. New York, Teachers College, Columbia University, 1928. 69 p. (Contributions to Education, No. 323.)

should be taught to vary their solving procedure to avoid unwarranted persistence on one aspect of a problem which interferes with seeing the problem as a whole and hence with the arousal of insight; children who tend to become easily discouraged require individual presentation of the problem to insure at least partial success, since failure renders insight in a particular situation impossible and colors the approach to subsequent problems.

Children's responses to the teachers' behavior patterns.—Sufficient attention has not been given to the effect of teachers' attitudes upon children's behavior. The same idea applies in other situations in which people having different degrees of authority work together. Many practical suggestions for such situations can be taken from Doctor Wickman's study.[11] He defines behavior problems as those forms of behavior declared undesirable and unwholesome by social and personal approval. In so far as the children's behaviors attack the teachers' moral sensitivities, personal integrity, authority, and immediate teaching purposes, they are recognized by her as problems in behavior; in so far as behavior is agreeable to teachers, respects their authority, fits in with their teaching purposes as well as their ethical beliefs, it is considered desirable behavior.

There is a tendency for teachers to counterattack children's undesirable behaviors without considering that children are more naturally aggressive and experimental than adults. Teachers require special training to understand what constitutes normal behaviors. They need to be informed about the social and physical backgrounds of children in their classrooms. They also need instruction in methods of treating behavior problems which are caused by emotional disturbances. This is a definite challenge to those in charge of curricula for teacher-training institutions.

School as a behavior-forming situation.—In "The Child in America," [12] reports are given of important surveys and typical programs for child study in the United States and Canada. They show how the school is tending to assume responsibility for the "whole child" and to convert its program, at least for the lower age levels, into a behavior-forming situation. The summaries in this book are encouraging. What the schools have accomplished thus far in broadening and enriching their programs may be but an indication of a far richer future for the children.

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[11] Children's behavior and teachers' attitude. E. K. Wickman. New York, Institute of Child Guidance. The Commonwealth Fund, division of publications, 1928.

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CHAPTER XIII

TEACHER TRAINING

By Benjamin W. Frazier

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Contents.—Definition and scope of teacher training—Increased professionalization of teaching and of teacher training—Growth in number of teachers colleges, schools of education, and other training agencies—State control of teacher training—Financial support—The teacher-training staff—Increased supply of trained teachers in relation to the demand—The raising of State certification requirements—Selective measures applied to applicants for training—Revision and construction of the curriculum—The training school—Improvement of faculty instruction—Teacher placement—Training of teachers in service—Conclusion

Among the outstanding trends in teacher training during the biennium 1926–1928 may be noted some tendencies which have been growing cumulatively in force for about two decades. Some of these tendencies, as reported by responsible officials of the institutions which train teachers and by State departments of education, or which are disclosed by examination of research studies, reports, and other publications in the field, are the following:

1. Development of a clearer conception of the definition, scope, and objectives of teacher training.
2. Increased professionalization of teaching and of teacher training.
3. Growth in number of teachers colleges, and schools and colleges of education.
4. Increase in direct State control of teacher-training agencies and the consequent development of more unified and effective State teacher-training programs.
5. Increase in financial support of institutions and agencies which train teachers.
6. Raising of standards of qualifications for the staffs of the training institutions.
7. Increase in the number of trained teachers in relation to the number of teaching positions available.
8. Raising of State certification requirements.
9. Development of a greater degree of selectivity in the choice of trainees.

10. Improvement of teacher-training curricula.
11. Development of training school facilities and offerings.
12. Improvement of instruction in the training institutions.
13. Development of more effective institutional facilities for the placement of teachers.
14. Enlargement and increased diversification of training-in-service programs.

DEFINITION AND SCOPE OF TEACHER TRAINING

What constitutes a trained teacher? The answer changes with each decade. In round numbers, 1,000,000 teachers at the present time are required to instruct something like 32,000,000 children and adults in the classrooms of this country. In a great variety of ways and to varying degrees of completeness these teachers have all been "trained" for their work. Among the States having 75 per cent or more of their public-school teachers with preparation equivalent to two years beyond secondary education are: Connecticut, Arizona, Massachusetts, California, New Jersey, Rhode Island, New York, Utah, Oregon, and perhaps a few others. About eight States have less than 25 per cent of their teachers with two years of college-grade training. These percentages are approximate only, as data are extremely difficult to secure. The typical State the country over probably has slightly less than 50 per cent of its teachers with two years of training above secondary education.

"Standards" of training also vary among different groups of teachers. Typically, a graduate of a 2-year normal school, or a teacher with equivalent training, with one or more years experience in teaching, will meet the standards for the elementary schools of the average American city at the present time. In the elementary schools of a few of the wealthier or more progressive cities and States, and in the accredited high schools, a bachelor's degree, including work in professional education courses, is considered the standard for an adequately trained teacher. This is a tentative minimum standard for all teachers often suggested by educators. In the colleges and universities, a trained teacher may possess varying amounts of academic or technical training ranging from one to three years of graduate work, but typically, neither experience in teaching nor training in professional education is required. In typical rural elementary schools a high-school graduate with about a year's additional work in education and academic subject matter is accepted as a trained teacher. In most colored elementary schools the requirements are still lower.

The nature of the cultural, technical, and professional subject matter, which constitute part of the equipment of teachers, like-

wise varies greatly among the many types of instructors. Teacher training includes cultural elements but its aim is not primarily cultural. Objection is sometimes made to the term "teacher training." The term "teacher education," however, is also inadequate. A teacher must possess not only scholarship; he must be able also to exercise the skills of a practitioner. Actual practice work with children for the development of teaching skills is a distinguishing element in the preparation of teachers. The training of teachers is conducted on varying levels; but the professional training ordinarily given a public-school teacher is not the equivalent of that commonly demanded for medicine or law. The term "professional education" should be the ideal one, but it does not apply to much of the work of the teacher-training high schools and of the county normal schools.

The general public often thinks of teacher training as referring to the work in professional education only. Skill in the use of an ample and well-selected body of subject matter is, perhaps, an even more important element in the training of a teacher. Ideally, a teacher should be at home in all the common fields of human knowledge. Preeminently, he should be in the finest sense a person of culture. The teacher trainer is interested, too, in the development of scores of marginal abilities and traits, such as those included under the loose terms "personality" or "character."

A marked tendency during recent years is to define teacher training in terms of its immediate objective, which is specific preparation for a very definite type of teaching, supervisory, or administrative service. Teacher training can not be well understood nor confidently undertaken apart from a thorough knowledge of the requirements of the specific positions to be filled. This is a scientific basis upon which to build a training program.

Teacher training, then, consists in the provision of opportunities for a prospective teacher to acquire the requisite body of knowledge, the professional attitudes, the teaching skills, and the capabilities for future growth, which are demanded by the specific requirements of the position to be filled.

INCREASED PROFESSIONALIZATION OF TEACHING AND OF TEACHER TRAINING

The increased professionalization of teaching and of teacher training is a noteworthy tendency of the past few years; it has been relatively a short time since almost anyone who wished to realize a little money out of a high-school education could secure a job in the schools. Since progress in teacher training is intimately associated with progress in public education as a whole, some tendencies

toward the professionalization of public-school teaching are of interest. Such teaching more and more partakes of the nature of the learned professions of medicine, law, and theology. The members of such recognized professions are licensed, or are otherwise differentiated from the laity by recognized authority. Teaching has been characterized during recent years by decidedly improved standards of certification. Again, professional workers enjoy certain advantages in tenure, and usually are able to accumulate enough to retire in some comfort, or are the beneficiaries of retirement or pension laws. The increase in tenure and retirement laws for teachers has been marked during the biennium.

Further, a professional organization usually insists that its members give reasonable observance to an established code of ethics. Codes of ethics for teachers are constantly formulated, and the general underlying principles in the best of these codes are well understood and reasonably well observed by most teachers.

Public recognition characterizes professional work; one indication of public recognition of workers is the amount the public is willing to pay for their services. The average teacher's salary has more than doubled during the past decade; the increase ranges from slightly over $600 to $1,300. Even when the decreased purchasing power of the dollar is considered, cultural and professional improvement are now more nearly within the means of the teacher. Again, well-established professional organizations among professional workers are almost universal. The enrollment in the National Education Association has increased from 10,104 in 1918 to 181,350 in 1928, and in State education associations from 200,000 in 1917 to more than 600,000 in 1927. Finally, adequate and distinctive professional training, specific in nature to meet the needs of specific positions, must be given workers in order that they may render the expert service which perhaps is the chief characteristic of a profession. Such professional training, the better teacher-training institutions now afford.

Probably no one factor in the upbuilding of truly professional work in the training institutions is more important than scientific study and research in teacher training and in related aspects of education. Many research agencies are contributing to the increasing body of knowledge available. One measure of the increase in research in teacher training during the past decade may be found in the number of master's and doctor's theses produced in this field. In 1917, W. S. Monroe reports one doctor's thesis in the field of teacher training; in 1927, 20 were listed for the single year. In 1917, 13 master's theses were produced; in 1927, 100. During the decade, a total of 76 doctor's theses and 386 master's theses were reported in the field of teacher training, or in closely related fields. Nearly half of

the total number of both kinds of theses reported during the decade were produced during the past two years—a remarkable contribution for such a limited period.

Comparatively little research in education is undertaken in the normal schools and teachers colleges in comparison with the amount of research carried on in the large colleges and schools of education in the universities. The reasons are fairly obvious. The offerings of the 2-year normal schools are of the lower collegiate level only. Instruction on graduate levels is offered in perhaps not over a half-dozen of the State teachers colleges. State funds for research in the newly established teachers colleges have been strictly limited, and neither adequate personnel nor material facilities for thorough-going research programs have been provided. Furthermore, the conception is still commonly held that teacher-training institutions have a specific training function which precludes the undertaking by these institutions of work that traditionally has been held to be the somewhat exclusive prerogative of the universities.

While several teachers colleges, which are financially or otherwise in a position to do so, are making appreciable progress in the field of research, a still larger number of institutions are neglecting abundant opportunities to carry through most profitable scientific or semiscientific studies of their own institutional problems. As a first step, institutional officials should establish adequate channels through which information concerning the functioning of their own institutions could be promptly secured. The teaching load of a few qualified staff members could be reduced, and such individuals put to work on institutional problems.

As the number and complexity of research productions increase, the gulf widens between the research worker in education and the practitioner in the public schools. Experienced teacher trainers who are also skilled interpreters of scientific findings are increasingly in demand. The average classroom teacher reads publications devoted to practical teaching devices rather than technical and scientific articles and books. Prospective teachers are now given more instruction in up-to-date institutions in the more easily applied principles and techniques of research applied to classroom activities.

The American Association of Teachers Colleges, after considerable preliminary work in the formulation of standards and in the inspection of teachers colleges, adopted in February, 1928, a list of accredited institutions, including 65 class A teachers colleges, 7 class A junior teachers colleges, and 3 class B junior colleges. Changes in standards are adopted from time to time, and the lists of institutions will be enlarged or otherwise changed from year to year in

keeping with the observance by the institutions of the standards adopted. The steady pressure exerted by the association on the teachers colleges and normal schools during recent years is undoubtedly one of the outstanding factors contributing to the development of teacher training as a professional activity.

Among other organizations which contribute directly to the general professional advancement of teacher training may be mentioned the National Society of College Teachers of Education, the Association of Departments of Education in State Universities and Land-Grant Colleges, the City Teacher-Training School Section of the National Education Association, and the National Association of Supervisors of Student Teaching. So closely related is teacher training to the whole field of professional education that almost every active professional organization of educators contributes in some way to the general upbuilding of professional teacher training.

GROWTH IN NUMBER OF TEACHERS COLLEGES, SCHOOLS OF EDUCATION, AND OTHER TRAINING AGENCIES

The outstanding trends in the growth of teacher-training institutions are the continued increase in the number of teachers colleges, the decrease in the number of State and county normal schools, and the general expansion of offerings by almost every type of training agency. Some of these tendencies may be noted below:

Number of training institutions

Year	Teachers colleges	State normal schools (including 3-year institutions)	Private normal schools	City normal schools	County normal schools
1919–20	46	137	60	33	95
1921–22	80	110	63	34	95
1923–24	88	108	67	29	90
1925–26	101	102	64	27	108
1927–28	137	69	59	28	46

The 36 institutions added to the list of teachers colleges in 1927–28 are distributed over 15 States. Most of the 4-year institutions were developed from 2 and 3 year normal schools by the addition of a year or two of work. While the 2-year curriculum is usually retained in the 4-year organization of courses, the number of 2-year normal schools is constantly decreasing. There is a prevailing belief that four years' work, including professional training, should constitute the minimum preparation for elementary teachers. In 1920 two-fifths of all students enrolled in teacher-training institutions were enrolled in teachers colleges. In 1928 three-fourths of all students in teacher-

training institutions, as a result of the increase in number of teachers colleges, were enrolled in the 4-year teachers colleges.

The number of institutions which train teachers as a secondary or incidental function can not be definitely stated; by far the larger number of approximately 975 colleges, junior colleges, and universities contribute to the training of teachers, supervisors, and administrators for American schools. Many of the small liberal arts colleges and junior colleges, having discovered that as many as half or more of their graduates enter teaching, are setting up training programs to meet State certification requirements. Most of the State universities, land-grant colleges, and women's colleges, and many of the large private higher institutions of learning have well-developed departments, schools, or colleges of education; and it is in the graduate schools of such institutions that most educational leaders receive their advanced training. Many of the State teachers colleges are developing regular training programs for secondary-school teachers, as in New Jersey. Graduate work is also undertaken by the teachers colleges as increased State support is provided. These lines of development have in some States reawakened the old question of the limits to be set to expansion among State-supported higher institutions of learning offering similar work.

A continual decrease in the amount of subcollegiate work offered by the training institutions is reported. Such work is tolerated in progressive schools chiefly to serve a diminishing group of ill-trained but mature teachers. The organization of the college work is now kept distinct from that of the work of secondary grade. Considerable demand for the continuance of this type of training still comes from backward sections not yet able or ready to pay the salaries demanded by normal-school graduates.

A lively discussion has been carried on during the biennium concerning the function and probable future of the teacher-training high school and of the county normal school. A few States, such as Michigan and Wisconsin, have county normal schools. About half the States of the Union have established, or recognized in State law, teacher-training courses or departments in high schools. Several States with excellent standard normal schools or teachers colleges maintain such training units. Courses in education are offered in more than 3,000 high schools located in almost every State. The teacher-training objective, however, is not commonly foremost in such schools.

The demand for the type of training which is offered by the county or local high-school teacher-training unit arises largely through the demand for teachers at very low salaries in rural and semirural sections. A large proportion of the teachers in the colored schools also

receive training of secondary grade only. There are, undoubtedly, needs for teachers in some localities which are not met by training institutions which offer work only on higher professional levels. Teacher-college graduates will not accept the salaries and living conditions in many rural sections.

About half the State superintendents or State officials concerned are more or less actively opposed to the county or high-school training unit. It is indorsed without qualification by very few State departments. The remainder accept the unit on its merits as an expedient that they would like to think is temporary. The number of States which will accept high-school graduation as sufficient scholastic preparation for teaching has decreased approximately 15 per cent during the past five years. A marked decrease, as in Ohio, in the number of county teacher-training units is reported over the biennium. The tendency is against a general increase in numbers of teacher-training high schools and county normals.

Suitable types of regular normal school or teachers college training may be adapted to meet the needs of the rural or other communities that actually suffer from a scarcity of teachers, but temporary concessions to necessity should not obscure the ultimate goal of full professional training of collegiate grade for every teacher.

Enrollment of teachers in summer schools during the biennium reached the highest point in the history of the summer school movement. An estimate has been made that at least one teacher in four each year attends sessions of this convenient training agency. The summer terms range from 5 to 12 weeks in length. A steady increase is reported in the number of institutions with the longer terms, and of institutions which make the summer term an integral part of the regular session. Practically all the teachers colleges and the majority of the normal schools offer work during summer sessions. An increasing number of technical schools, universities, and liberal arts colleges make special provisions during the summer months for teachers by offering courses in education and in general subject matter. Well-known educators are in constant demand for such work. A dozen or more of the universities and other institutions in the leading countries of Europe and South America now definitely bid for the attendance of American teachers; examples are Oxford University, The Sorbonne, University of Buenos Aires, University of Brazil, and the University of Mexico. The number of such institutions is steadily increasing.

Growth in the number of schools, colleges, and equivalent major divisions of education has been an outstanding tendency during the past decade. More than three-fourths of the State universities now have schools or colleges of education; approximately half of these schools or colleges have been organized within the past decade. Some

of the advantages claimed for this type of organization are: The teacher-training policies and programs are determined by the teacher trainers themselves, and not primarily by specialists in subject-matter fields; the professional school has exclusive control of the necessary professional advisement of students; the teacher-training curricula are determined by those who should be in a position to decide what knowledge, skills, and attitudes a teacher should have; and there is a greater possibility of proper teacher placement and follow-up work. After the organization of a school or college of education, however, a problem still remains. Typically five-sixths to seven-eighths of a teacher's preparation in college or university is in strictly academic or technical subject-matter fields other than education, and therefore most of the training of the prospective teacher is usually done by instructors outside the school or college of education. Hence the administrative problem arises as to the best ways and means of organizing a genuine professional program of training extending over four years of work.

A rather difficult problem is presented in many universities and colleges in which teacher training is offered in a number of separated departments. Many of the staff members who teach academic or technical subject matter quite naturally have little interest in the field of professional education or of teacher training and often have had the additional academic distrust of a new subject-matter field. On the other hand, the claims of some of the earlier followers of the new science of education were characterized more by the exuberance of adolescence than by the humility of experience. All this would have led to more or less salutary exchanges of opinion and consequent benefit to all concerned, had not the matter been confused by the bane of college administration—overdepartmentalization. The free ventilation of the minds of faculty members by the cross currents of thought and attitude prevailing in an institution of higher learning has been shut off too often by high administrative walls. The relative amount of financial support to be accorded the several departments of the institution, the development of curricula, the determination of lines of administrative authority, and agreement on the major division in which trainees shall register, become unduly troublesome problems.

Institutional authorities who have been most successful in establishing harmonious and fruitful relationships among separated departments engaged in teacher training have first of all assumed definite responsibility for such relationships. It is true that superior personalities among staff members go far toward compensating for deficiencies of institutional organization. With some fine souls, almost any type of organization seems workable. But wise administrators, with modern personnel methods in mind, are learning to

protect their staff members from undue hindrances in the progress of their work and from strain in their personal and professional relationships.

STATE CONTROL OF TEACHER TRAINING

A growing tendency is noted for the State departments of education to assume a greater measure of direct control over the State-supported teacher-training institutions, and this tendency is indirectly affecting the teacher-training programs of private institutions. The State is, of course, the ultimate authority over all State-supported public education, although so much authority has been delegated in the past to local units that not a few teacher-training and other higher institutions have operated in "splendid isolation and majesty."

The reasons are apparent for the assumption by many of the State departments of measures of authority commensurate with their responsibility. The task of supplying the increasing number of new teachers required yearly in the public schools has become extremely heavy; standards for teachers' qualifications have become higher; the character of training agencies has become more diverse; conflicts instead of unity of effort have often arisen among training institutions; the administration of certification regulations has become more difficult; and the amount of State funds allotted the several institutions has become much greater, necessitating more supervision over expenditures of such funds.

In 1900 only one State exercised direct supervision by professional staff officers of teacher training. In 1926 Alabama, Connecticut, Indiana, Massachusetts, New York, North Carolina, Ohio, Pennsylvania, Virginia, and West Virginia had regular divisions or bureaus of teacher training. Teacher-training work in high schools is commonly supervised in some degree by the State department. Direct State control of the certification of teachers had just begun in 1900; now three-fourths of the States exercise such function, and all the remainder of the States offer some kind of oversight or semiprofessional supervision over the certification of teachers.

Some of the most common functions now undertaken by the State departments which affect teacher training are: (1) The certification of teachers; (2) the promotion or direction of conferences and group meetings of teacher trainers; (3) direction or supervision of extension, reading circle, and other forms of in-service training; (4) accreditment of teachers from other States; (5) inspection of teacher-training institutions; (6) placement of teachers; (7) advisement in the selection of the teacher-training staff, including the president or principal of the institution; and (8) the conduct of a

large variety of miscellaneous activities, such as informal advisory services to the institution.

Supervision of instruction by the State, and by counties, cities, and other local units, is really a form of teacher training; the growth of such work is one of the major tendencies of the century in education.

In 1926, 10 States had established the position of State director of teacher training. This important office serves to coordinate the teacher-training activities of the department of education and usually to afford some degree of professional guidance and service to the training institutions. A continued growth in the number of such offices is to be expected; only with the development of highly trained professional staffs is much genuine assistance in the professional activities of the teacher-training institutions to be expected of the State departments. Without such staffs only general clerical, inspectorial, or statistical work is possible.

Constant opportunity is afforded the State departments of education to contribute materially to the professional teacher-training programs of the country. There is a constant demand for the scientific upbuilding of certification requirements. There must be some degree of uniformity within the several States in the entrance and graduation requirements for curricula leading to specific teaching certificates. Minimum requirements must be established for such subjects as music, art, physical education, and so on.

The definite limits to State department activity have not so far been established. Such limits are at present largely conditioned by the financial support accorded the department by the State, and the consequent size and professional qualifications of the staff. The qualifications of the typical State director of teacher training include graduate training equivalent to that required for the M. A. degree, and six or eight years practical experience in teaching or other public school work.

The development by the State department of professional leadership, as well as of administrative authority, is a marked tendency of recent years. The development of such leadership has become most desirable, for the job of raising standards in teacher training and of coordinating such activities in a State is tedious and complex. Professional knowledge and some courage are demanded to unify the diverse teacher-training programs of strong and well-entrenched institutions of higher learning, while small and weak teacher-training institutions may often profit by professional assistance.

The relationships of teacher-training agencies to the Federal Government steadily become more significant and fruitful. The Bureau of Education, the Federal Board for Vocational Education,

and other agencies of the Federal Government have rapidly enlarged their programs of service to the educational public. In the Bureau of Education, a variety of professional services is offered in addition to the usual service of collecting and disseminating statistics and other data on education. A specialist in teacher training was appointed during the biennium. A survey of the land-grant colleges was begun. A part of this survey includes a detailed investigation of vocational and other forms of teacher training in 69 institutions located in every State in the Union.

FINANCIAL SUPPORT

The property valuation of normal schools and teachers colleges has increased more than one-third during the past decade. Ten years ago there were about half a dozen teachers colleges with valuations of a million dollars or more; now there are more than a score of such institutions. Eight or nine teachers colleges have valuations of from two to three million dollars each. In 10 years approximately 50 schools show incomes increased by 200 per cent or more; at least two show an increase of from 1,000 to 1,400 per cent. The receipts from the States for maintenance and capital outlay have likewise greatly increased. Examples of the most liberally supported institutions are the State Normal College at Ypsilanti, Mich., which reports for 1928–29 a total of $887,855 from the State for maintenance, $250,000 for permanent improvements, and some additional income from other than State funds; Western State Teachers College at Kalamazoo, Mich., reports $867,000 receipts for maintenance; and State Teachers College, Cedar Falls, Iowa, reports $633,500 receipts from the State for maintenance, a moderate sum for permanent improvements, and $200,000 from sources other than State funds.

Teachers colleges and normal schools in 1928 reported $22,171,374 in endowments. Gifts and bequests in 1926 amounted to $8,728,950—nearly five times the amount in 1924. Later data are not available.

Recent efforts have been made to calculate expenditures on a unit basis with some interesting results. The cost of giving a teachers college student nine months training, in terms of current expense, is reported to be over six times as great in one institution as in another in a different State. The size of the student body determines much of this difference. Current expenditures per student in teachers colleges are typically nearly twice as great in institutions with less than 400 enrollment as in schools of more than 1,700 enrollment. The approximate median annual cost per pupil to the State in terms of current expense is about $300 in normal schools, and $270 in the teachers colleges.

The expenses of students in teachers colleges and normal schools are lower than in any other type of higher educational institution. According to a study made in the Bureau of Education, minimum expenses in the teachers colleges average $335 per year, covering tuition, fees, board, room, and incidentals. More than one-fourth of the men and one-sixth of the women work at outside occupations during term time and earn half a million dollars annually. Eleven per cent of the men and 4 per cent of the women are entirely self-supporting. The percentage of students who work at outside occupations is much less in teachers colleges than in other types of higher institutions; many, however, earn additional money by teaching at intervals before graduation.

THE TEACHER-TRAINING STAFF

In the teachers colleges and normal schools a distinct effort is made to raise standards of training for staff members. In California, for instance, three-fourths of the teachers college faculty must possess master's degrees or higher by 1930. The departments, schools, and colleges of education of the universities and other higher institutions are now qualitatively as well staffed, except for training supervisors, as the academic departments. The practice a few years ago, when trained men in education were hard to secure, was to pick instructors from almost any related subject-matter field, such as philosophy and psychology, for work in the new field of "education." Abundant trained personnel is now available.

Much room for improvement still exists in the training of the staff of the normal schools and teachers colleges. The typical teacher-training institution has less than 10 per cent of its faculty with the doctor's degree, and less than half of the typical staff have the master's or doctor's degree. In teaching experience the showing is more favorable; training supervisors, for instance, average nearly 13 years' experience in public-school work. The low scholastic standard, however, for training supervisors and demonstration teachers, one-fourth of whom do not hold the bachelor's degree, has been a cause for constant dissatisfaction. If the training school is to be the heart of the institution, the staff should at least equal the other members of the faculty in training, salary, and faculty rank.

The American Association of Teachers Colleges sets as a minimum standard of training for members of the faculty who give instruction in the college departments at least a year of graduate study in their respective fields, with recommendations for even higher standards; while the immediate requirement for teachers in the training school is the bachelor's degree, with eventual training equal to that of teachers in the regular college departments.

The standards of the American Association of Teachers Colleges are not fixed, but are constantly rising. As a result, the steady pressure exerted upon the training institutions to raise the amount of training of their faculties has evoked much discussion. Most objections offered to the increasing quantitative requirements for training are based on the fact that it is difficult to secure really superior teachers who possess the doctor's degree for the salaries most training institutions can afford to pay. No one can intelligently question the value to a college instructor of ample scholarship of the right sort.

The objections raised to the nature of the training which the teachers college faculty member secures in the universities should receive a sympathetic hearing by the large graduate schools and colleges. The average staff member in the teachers college is given little or no opportunity to use the elaborate research techniques which he so laboriously acquired in his graduate training. He is called upon in the teachers college to instruct young people in superior classroom teaching, but he is given no training in such work in the university, nor is he given any particular encouragement to acquire the art for himself. He should know a great deal about elementary education, but the supply of doctors of philosophy adequately equipped with a knowledge of this field is entirely insufficient for the needs of the training institutions.

Fortunately, at least two or three of the larger universities which train teachers have made definite provisions for many of these specific needs of future instructors in teachers colleges. There is good reason to believe that the type of instructors that is in greatest demand in training institutions will be supplied in more ample measure in the near future.

The teaching load of instructors has always been excessive in training institutions, but it has been steadily reduced until now the average in accredited institutions is around 16 clock hours per week of classroom work. This average is slowly diminishing.

Salaries for professors in the teachers colleges and normal schools which have a system of academic ranking have increased during the biennium about 11 per cent; the salaries of faculty members with less than the rank of professor, 10 per cent. The increase in the salaries of all teachers in the smaller institutions in which a system of academic ranking is not usually established was 7 per cent. The increase in the salaries of training supervisors in both types of institutions was only 4 per cent in the two years. According to statistics collected by the Bureau of Education at the close of the decade, the median salary of professors on the basis of nine months' service is $3,000, to which should be added $450 for summer session work. The median salary of instructors with less than the rank of pro-

fessor is $2,200, or $2,600 including summer session work. In institutions with no system of academic ranking the median for all teachers is $2,400, or $2,780 including summer school work. The median salary of training supervisors is $1,875 for nine months, and $2,330 including summer school work. The median salary of the president or principal is $6,000. As these data include colored schools, normal schools, and teachers colleges, a wide range in amounts of salaries exists among the institutions considered. For example, the salaries, including perquisites, of the presidents of teacher-training institutions, range from $2,700 to $10,000 or more.

INCREASED SUPPLY OF TRAINED TEACHERS IN RELATION TO THE DEMAND

The existing supply of professionally trained teachers, conceived in terms of genuine social needs, is totally inadequate. When considered in relation to existing certification requirements, and in relation to the minimum requirements in training demanded for employment, there is an apparent quantitative oversupply of some types of teachers at the close of the decade in many sections of the country. An oversupply of elementary teachers is reported, among other sections, in portions of New England, as in Massachusetts, and in the Middle Atlantic States, as in New York.

The number of students enrolled in all types of institutions which train teachers is more than half a million. This is more than 400 per cent greater than the number undergoing training two decades ago. During the same period, the number of teaching positions has increased by approximately 35 per cent. During the biennium, there was an increase of enrollments in perhaps two out of three teachers colleges and normal schools. The decreases reported in the enrollments of a number of teacher-training institutions during the biennium are significant. Some institutions have forestalled such decreases by making careful studies of local and State needs for beginning teachers, and of redirecting institutional training programs accordingly. Such local studies often disclose actual shortages of trained teachers for certain subjects.

The system of distribution throughout the country is rather faulty. Despite the reputation of teachers as birds of passage, there is now demand in some quarters for means of increasing the mobility of the teaching population. At present four-fifths of the graduates of a typical teachers' college or normal school obtain their first positions within 150 miles of the institution.

Unless other factors operate, the usual result of an oversupply of workers in most occupations is a lowering of wages or salaries.

Educational leaders are hopeful that the prevailing salary schedules for teachers may be at least maintained at the present levels, and perhaps increased, as a result of public appreciation of the services of teachers with superior qualifications. Hence educational leaders in many States are advancing the standards of qualifications of teachers by such means as raising State certification requirements, lengthening the training period, and better selection of trainees. These movements necessitate scientific adjustment of salaries and construction of salary schedules which adequately compensate teachers who have met the requirements of improved standards. Many progressive city school systems are now making such adjustments. In the rural schools, which usually suffer from an undersupply of well-trained teachers, such adjustments have been hastened by the application in several States of improved equalization programs in the distribution of State school funds.

The complex problems involved in a consideration of teacher supply and demand are of major importance to teacher-training institutions, to State departments, to employers of teachers, and to the teachers themselves. Among the States which report progress in the investigation of the difficult problems involved are Arkansas, California, Illinois, New York, Ohio, and Pennsylvania. The need is urgent for the establishment of more adequate basic records of the number of trained teachers of different types and qualifications, and for the initiation of intensive research based upon such records.

RAISING OF STATE REQUIREMENTS FOR CERTIFICATION

Raising of certification requirements among the States is one of the outstanding tendencies of the biennium. A movement toward the centralization of the power of certification directly into the hands of the State, instead of allowing such power to remain in the hands of local districts, counties, and cities, has been proceeding many years. Thirty years ago only three States issued and controlled all teachers' certificates. In 1926, 36 State departments exercised such powers. Certification on the basis of examination continues to decrease, while certification on the basis of institutional training continues to increase. At present, all States grant one or more certificates primarily on the basis of professional training.

Little uniformity exists among the States as to certification requirements. Such requirements are determined often by local necessities and traditions. Many of the States give little or no recognition to certificates granted outside their boundaries.

Nearly all the States, in one way or another, are raising standards by enforcing higher minimum scholarship requirements, usually

extending the application of such requirements over a period of years. Low-grade certificates, such as those granted on examination or as temporary credentials, are dispensed with as the supply of trained teachers is increased. Course requirements for life certificates have been raised from two to three or four years in several States. There is a tendency in a few localities to abandon altogether the life certificate. Among many other States raising standards for the higher-level certificates may be mentioned Michigan, New York, New Jersey, California, and Colorado.

The raising of certification requirements results in a much larger job for the several types of training agencies; in Pennsylvania, for example, of more than 8,000 teachers taking summer courses in the 24 colleges and universities offering accredited work, 80 per cent during the past year were completing requirements for converting their existing teaching certificates into more advanced credentials.

The good effects of the raising of certification requirements may be illustrated in almost every State. In Virginia, for instance, the number of teachers who are normal-school and college graduates has doubled in the past five years. The advancement of certification requirements was one important factor in this raising of the level of teacher preparation.

In the formulation of salary schedules teaching experience is often given more weight than training. Certification requirements, however, more often raise standards of training than of experience. The salaries paid teachers eventually determine the amount of training which it is economically feasible for teachers to acquire. Many State departments, however, have not taken full advantage of present possibilities for raising standards by means of increased certification requirements. The States that are the last to raise standards may be among the first to witness a lowering of teachers' salaries.

The requirements for professional work in education subjects continue to rise; 16 to 20 semester hours in professional education is the typical requirement for graduates of colleges who plan to teach in high schools. There is, however, a very wide range of requirements in this respect among the several States.

Not the least important among tendencies in certification is the increasing practice of granting certificates for special types of teaching positions. Among these are the several academic subjects, vocational subjects such as agriculture and home economics, nonacademic subjects such as music and art, and special differentiated grade positions such as primary, intermediate, and junior high school work. In almost half the States some kinds of special certificates for principals, supervisors, or superintendents are provided.

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SELECTIVE MEASURES APPLIED TO APPLICANTS FOR TRAINING

By far the greater number of officials and instructors of the teacher-training institutions desire more effective selective measures applied to the increasing number of applicants for training. Teacher training is definitely vocationalized; its aim is not that of the cultural college; and teaching requires and deserves better personnel than many other vocations. The quantity of human material now available affords a propitious opportunity to insist upon better quality. Consequently, a variety of selective measures has been employed with varying degrees of effectiveness. A general strengthening of formal admission requirements by the institutions has been a desirable first step. The most common measures thereafter adopted are:

1. The use of intelligence and other psychological tests. More than one-third of the teachers colleges and normal schools now use, before or after admission, intelligence tests such as those devised by Otis, Terman, Thurstone, and Thorndike. It is recognized that the correlation between abstract intelligence and success in teaching, is not very high, but extremely low intelligence should, as a rule, mean elimination of the deficient applicant.

2. The recommendation of the applicant's former high-school principal is required in a substantial number of institutions. This method is limited in usefulness, if such recommendation does not contain definite information concerning specific traits of the applicant.

3. Certificates of health are required in about half the institutions. Once largely a formality, the health examination has become a valuable means, not only of keeping out students of low vitality, poor health habits, or those handicapped by disease, but it also affords an important guide for remedial measures to be undertaken later by the institution.

4. More than a dozen teacher-training institutions require a superior scholarship record in high school before admission to the freshman class. A certain percentage only of the high-school graduating class, such as the upper 50 per cent, are eligible for admission to these institutions.

After admission to the institution the selective process is continuous. Nearly half of the teachers colleges at the end of the first term or semester directly or indirectly eliminate varying proportions of the unfit, largely on account of poor scholarship. A minimum number of "quality points," indicating satisfactory scholastic marks, are occasionally required for graduation. Students in about a dozen institutions are not admitted to practice teaching who have not attained a minimum scholastic average. Lack of conformity to com-

mon social or ethical standards and voluntary withdrawals account for some eliminations.

No selective measures have been discovered that alone are satisfactory. Scientific study of the whole problem is urgently needed. No scientific method has been discovered by which to measure accurately most of the human traits which have a direct bearing on success in teaching. With the very inadequate means at hand, an extremely coarse sieve is provided, but a rapidly growing use of the means we have, or of better means to be devised, may be confidently expected in the future.

The consensus of opinion is that the best predictive measures of future teaching success are intelligence tests, high-school scholarship marks, and marks made in the training institution. But the groups of traits so measured are composites of only a limited number of abstract intellectual traits. A very superior personality or well-balanced emotional characteristics may often compensate for moderate deficiencies in scholarship. Very few applicants for training, if any, should be accepted whose mental, physical, or emotional deficiencies are decidedly greater than those typical of the general population of the country.

The increasing urbanization of the general population is leading to certain shifts in the composition of the student body in the training institutions. Typically, the teacher is country reared, but it is noticeable at the close of the biennium that the proportion of trainees of urban origin is greater than of rural origin in several States, such as Michigan, Pennsylvania, and Massachusetts. The trainees in municipal normal schools and teachers colleges are, of course, usually local city students. In the large cities, a considerable number of teachers are of foreign-born parentage; in New York City, for example, over half the students preparing to teach in the elementary schools have one or both parents foreign born.

The number of men who are preparing to teach is slowly increasing. About one teacher in five is a man. About one in seven was the proportion in 1920. The number of men had been decreasing steadily for a half century prior to 1920; 50 years ago approximately three-sevenths of the teachers were men. Most men are in public-school administrative work, in college teaching, and in high-school work, especially in certain vocational subjects. Very few men are in elementary school teaching; the proportion is largest in the rural schools of the South.

There has been much discussion during the biennium of the possibilities and methods of both educational and professional guidance. Effective programs in these fields, however, must be based upon more thoroughgoing research than has yet been made, if these move-

ments are to eventuate in more than expressions of pious hopes. A detailed knowledge of the fluctuating demands for teachers trained for specific positions and of the needs of teachers in the field, a thorough and detailed analysis of the abilities of the student, more adequate support of institutional placement agencies, and an intensive and continuous education of employers of teachers in the selection of teachers trained for specific jobs, are all highly desirable as elements of thoroughgoing guidance programs for prospective teachers. The responsibility in the majority of institutions for the selection of teaching as a vocation, or of the field of specialization in education, is placed upon the student; chance influences too often determine his choice. There is a sufficiently large number of failures and near failures among young teachers to justify much more careful guidance programs. The prevailing method, that of post-graduation tryout, is antiquated and extremely wasteful of human effort and possibilities.

REVISION AND CONSTRUCTION OF THE CURRICULUM

Curricula construction and revision are bringing about one of the most noteworthy advances of recent years in teacher training. Established textbooks, traditional offerings, and the pronouncements of subject-matter specialists are running the fire of critical inspection and evaluation. Older methods of curriculum construction are being displaced in part by a newer and more scientific method of procedure, and many constructive achievements are noted in the formulation of training curricula.

A disposition prevails in the most fruitful curriculum revision programs to pool the activities and findings of many contributing agencies. In the first place, an expert curriculum builder plans the program of revision. The entire teaching force is usually organized into a working body. Numerous committees select, evaluate, and organize curriculum materials. Often officials of several institutions cooperate in state-wide curriculum revision programs, as in Oklahoma, Pennsylvania, and West Virginia. The educational scientist is called upon to select and apply many of the techniques of the study. For instance, he may point out the necessity for determining the personal traits, the development of which is essential to a teacher, and he may analyze the specific teaching and managerial activities undertaken in the classroom. An illustration of the work of the educational scientist is found in the recently completed Commonwealth Study. The philosopher and the educational sociologist outline the broader considerations governing the job of teacher training as a whole. The subject-matter specialists assist in the selection and organization of curriculum materials. The educational psy-

chologist determines the most effective ways of modifying the mental and emotional behavior of the prospective teacher and of the children whom the teacher will later instruct. The school administrator decides upon the relative amount of financial support to be given the teaching of each curriculum element. Finally, the expert curriculum builder brings together and coordinates the activities of all the contributing agencies engaged in the work of curriculum revision.

Remarkable growth continues in quantity, and corresponding improvement is maintained in quality, of professional education subject matter. Between one-fifth and one-third of the courses offered in teachers colleges are in the field of education. In the 4-year teacher-training curricula of the colleges and universities one-eighth to one-sixth of each curriculum, on an average, is in the field of professional education. This proportion varies greatly among the higher institutions which are governed largely by the certification requirements of the several State departments of education. In the early part of the century, the teachers of "education" had little to teach that was not to be found in older subjects or in the experience of practitioners. Now the difficulty is to choose from an embarrassment of riches. It is very difficult to organize and professionalize properly what is chosen. Many topics taught in education courses may be quite academic in nature, and worthless as professional material. Excessive duplication among courses is still common. Terminology is confused. And the failure of many courses in education, as taught, to change very materially the skills, emotionalized attitudes, or possibilities of growth of the prospective teacher is a constant challenge to the conscientious teacher of professional education.

Increasing specialization by workers in the broadening field of education has led to the differentiation of curricula in nearly all types of teacher-training institutions. A common recommendation of educationists is differentiation of offerings into primary, intermediate, junior high school, and rural school work. At present, the teachers college curricula leading to special-type diplomas or degrees are, in order of frequency: Home economics, 2-year normal work, elementary teaching, intermediate teaching, music, mechanical arts, and commercial education. Many other curricula are offered, such as those for junior high school, kindergarten-primary, rural school, and other types of work. In the State universities and in the larger private institutions, there are almost as many teacher-training curricula as there are majors in subject-matter fields; approximately 40, for instance, were offered near the close of the biennium at the University of Minnesota.

Rural school leaders have often asserted that the many special needs of rural teachers are not adequately provided for in general teacher-training curricula. Many teacher-training institutions are

now making provision for special courses, differentiated curricula, or special departments designed to care for the training of prospective rural teachers. In Connecticut, some training in the rural school aspects of education is required of every student in the normal schools. Not more than one teacher in eight, however, the country over, is definitely preparing for rural school teaching.

The best results are secured in the preparation of rural school teachers in fully organized rural school departments, which are found in their most complete development in 12 or 15 institutions. Adequate differentiation of offerings and activities in such departments is characterized by rural school laboratory or practice work, distinct groups of trainees, differentiated curricula, extension and follow-up work for graduates and ex-students, a staff trained for rural school teacher preparation, and specific and adequate financial support. Some objection has arisen to the development of special rural school departments. The arguments are that fundamentally most of the elements in the rural school curriculum are common to other curricula; that rural school curricula are too meager; and that there is little point in this age of rapid interchange of population to further set off the rural group from the urban one. Probably the matter of increased costs for separate rural education departments inspires some of these objections. It must be admitted that in a locality where existing curricula are inadequate to provide for the teacher needs of the rural population, there is certainly a direct responsibility not met by the training institution. This is a responsibility to be shared, however, by States or localities which do not offer sufficient inducements in salaries or living conditions to make it worth while for teachers to prepare for rural school work.

The names of the degrees conferred by the institutions give little indication of the nature of the curricula offered. In the teachers colleges the B. A. degree is still most common. It is granted in two-fifths or more of such institutions. Other degrees conferred include the B. S., B. S. in Education, A. B. in Education, Bachelor in Education, and others. Comparatively few State teachers colleges confer graduate degrees.

A majority of the teachers colleges still use the plan of offering majors or minors. There is a growing tendency in many of the colleges and universities which train teachers to dispense with these terms in connection with the offerings in teacher training; neither the term "major" nor "minor" denotes very well the program of professional studies and activities undertaken.

Entirely too little agreement exists among State teachers colleges as to what courses should be required, or as to how many should be required. In education, for instance, slightly more than half the

courses offered in the several curricula, on the average, are prescribed. Slightly less than one-third are directed electives and about one-fifth are free electives. The required subjects in education in half or more of the teachers colleges are: Observation or practice teaching, principles of teaching (or of education), educational psychology, special methods, history of education, introduction to teaching (or to education), and educational measurements. Two courses only, practice teaching and educational psychology, are uniformly required in the teachers colleges. In the 2-year normal schools, the number of prescribed subjects, both in education and in academic subject matter, is much greater than in the 4-year institutions. In the colleges and universities the required undergraduate subjects in education correspond roughly to those in the teachers colleges; emphasis, in the colleges and universities, is put more on courses in education bearing on high-school teaching, and not so many courses in education are required for graduation.

The content and organization of the subject matter in the several professional courses, as taught in the better schools, are subject to constant change as research advances and as a better understanding is attained of the needs of teachers. In psychology, for instance, there is a decided tendency to cut down on the strictly technical phases of the subject. The value of many topics in general psychology to a busy teacher is often questioned. More actual observation and study are now made of the mental and emotional reactions of children. The laws of learning applied to particular subjects are stressed. Emphasis is put on such topics as behavior, tests of personality, and mental hygiene. Thorndike has emphasized additional possibilities in adult learning, and Charters and Horne, among others, have suggested improved techniques in character education.

Introduction to teaching or to education is comparatively a new study but it is a popular one. A number of the best teachers offer some regular observation work with children in connection with the course. The aim of the course is not yet sufficiently clear in the minds of many instructors, but, nevertheless, educators usually agree as to the value of the work.

In the special methods courses, instructors are getting away from the earlier textbook presentations of simple teaching devices. Without practice in the use of such devices the point of diminishing returns in their presentation is soon reached. The best teachers of special methods are now endeavoring to take hold of subject matter in a fundamental way and to instruct and drill the prospective teacher in its proper selection and presentation to children. This method is a safe rock to anchor to; less fundamental methods of teaching shift with the tides.

Educational measurements, under various titles, are usually offered as a two or three semester hour course. In some institutions the subject matter in this field is taught as a part of educational psychology. Educational measurements is a rapidly growing field; more than 550 educational and mental tests were available in commercial quantities at the close of the biennium. The emphasis is now on diagnostic testing. Some attention is given to informal test construction. Very simple statistical procedures only are presented. The chief emphasis is on tests of nonintellectual traits, such as attitudes, character, and emotions. Analytical measures, rather than general blanket measures, are now applied to intellectual traits.

Principles of education continue to draw, with constantly shifting emphasis, from philosophy, sociology, psychology, methods, practical experience, and common sense. The realization is growing that "principles" in education, as in other fields, are relative. They are largely dependent for their validity, in a rapidly changing age, upon the stage of advancement of educational science and philosophy.

History of education, while still required in many teachers colleges, occupies a less and less important place in the training program. The tendency now among progressive curriculum builders is to leave the subject out entirely in the 2-year curriculum and to require it for one term or semester in the third or fourth year of the 4-year curriculum.

The professionalization of subject matter continues to afford a fruitful topic of discussion among many leaders in teacher training. The normal schools and teachers colleges, as a whole, are inclined to emphasize the teaching of professional education. The liberal arts institutions and the technical schools which train teachers are more inclined to trust in the efficacy of academic or technical subject-matter offerings. The proponents of the idea of professionalized subject matter busy themselves with the idea of preventing a lopsided development of teacher training in either professional education or in traditional subject-matter offerings.

While the concept of professionalized subject matter has not yet been reduced to a very workable form, it represents undoubtedly the most valuable attempt made so far to reconcile some very troublesome differences of opinion in curriculum construction. In some fashion or other, the concept affects the organization and practice of teacher training in most of our progressive institutions. The most promising growth in the development of the idea is to be found in progressive institutions with professionally trained staff members who are given abundant opportunity to participate in the teaching of children in the laboratory school, and to experiment in subject-matter

presentation. While many excellent instructors admit their inability to define professionalized subject matter, nevertheless, as a result of thoughtful experimentation and fruitful experience in the teaching of children, such instructors give special treatment to academic or technical subject matter that differentiates these materials rather markedly from the traditional courses in such fields. The best instructors afford prospective teachers new views of familiar material. Larger possibilities are revealed for the use of such material in the public schools, and the methodology which the trainee often unconsciously acquires is in the highest sense professional. These outcomes, which are inherent in the definition of professionalized subject matter, are now quite commonly attained in the best work of expert teachers.

The arts and science subjects are, of course, standard content in most teacher-training institutions. The humanistic studies are uniformly a required element in some degree in nearly all curricula. Such subjects are largely cultural in function, but since they are a part of the necessary equipment of a teacher they are also of professional value. The sciences are offered not only as elements in the prospective teacher's general education but also as preparatory training for some of the vocations. The liberal arts and related offerings of many of the larger teachers colleges have become sufficiently adequate to result in the accreditment as standard 4-year colleges of a number of such institutions by the North Central Association of Colleges and Secondary Schools.

The so-called special subjects, such as public-school music, art, and physical education and health, have become almost as "regular" as English or student teaching. These special or nonacademic subjects are usually required in most normal schools and teachers colleges and in varying degrees in the colleges and universities. The present demand for teachers of such nonacademic work is illustrated in the field of health and physical education. An estimated number of 20,000 full-time teachers of the subject are employed in the schools of this country.

The demand is growing rapidly for the establishment of new courses and curricula for the training of teachers of subnormal children. An estimated number of 1,000,000 subnormal children of grammar-school age, most of whom are educable, are becoming the increasing concern of public-school officials. More than one-third of the States have recognized in some way in school legislation the needs of these important groups of future citizens. School employment officials, however, have been forced by the inadequate supply of trained teachers for exceptional children to draw almost entirely upon superior teachers whose chief qualifications are experience and

personality. A dozen or more institutions, such as Teachers College, Columbia University, and the Training School at Vineland, N. J., now offer special work for teachers of subnormal or of superior children.

The demands for teachers of vocational agriculture, home economics, trades and industries, commercial work, and similar subjects have led to vigorous and sustained programs of teacher training in these fields during the past 10 years. The amount of financial support available is an important factor in curriculum development. Under the provisions of the Smith-Hughes Act Federal funds for the training of vocational teachers, supervisors, and directors of agricultural subjects and teachers of trade and industrial and home economics subjects, has made available for the current year a total of approximately $1,100,000, which is matched by State or local money. Many of the wealthy States, especially those in which agriculture is an important industry, have added very greatly to the Federal funds available for each State.

Many of the existing trends in teacher training as a whole are reflected, of course, in the training of teachers of vocational subjects. The field is a virile and growing one, and constant and fruitful efforts are being made by leaders in vocational education to evaluate and redirect their programs. Among many items engaging current attention may be mentioned the expansion of teacher-training offerings in home economics; the formulation of clearer objectives for each type of training activity and training agency, following continuous studies of the requirements of vocational teaching positions and the individual needs of trainees; the formulation of definite standards for each training agency; and increased provisions in the construction of curricula for the training of local leaders, such as supervisors and directors.

Standards of admissions have been greatly strengthened in practically all the State teacher-training institutions, and the laxity in some schools, which was a source of concern a few years ago, has been largely eliminated. The American Association of Teachers Colleges has set a minimum quantitative requirement for college entrance at 15 units of secondary-school work or the equivalent. Such work must be in secondary schools approved by the State department of public instruction, and of similarly approved quality and quantity, or must be evidenced by the results of examinations. The regulations governing the admission of special students correspond fairly closely to the regulations adopted by the liberal arts colleges. Instances of present practice in respect to the matter of admissions are shown in the Pennsylvania State normal schools for which students qualify for entrance only if graduates of 4-year high

schools approved by the State department of public instruction. Beginning in the fall of 1928, Michigan State normal schools will accept only graduates of high schools accredited by the University of Michigan.

Criticism of the scholarship of young teachers by employers and complaint concerning subject-matter deficiencies of newly admitted high-school graduates have led to the adoption of several expedients to remedy these conditions. A few teachers colleges require the student to pass examinations in certain elementary school subjects before admission or before actual teaching is begun. The old type review courses for college credit have nearly all been discontinued. Various kinds of noncredit "hospitalization" or "make-up" courses are now offered. More attention has been directed to the needs of the high school in respect to its function as a preparatory agency for teacher-training institutions. About a dozen training institutions now cooperate with high schools in arranging secondary-school courses of study for students who plan eventually to enter the teachers colleges.

In graduate work in education a new emphasis is seen in the recent modification of regulations in the University of Southern California and in Stanford University. The usual research work necessary for the completion of the dissertation is largely dispensed with, and the time thus saved is devoted to the mastery of academic, technical, or professional content. Perhaps 75 per cent of all graduate students who secure a doctor's degree, other than in medicine, law, or theology, enter teaching, and research or the job is only a minor activity for most of them. More teachers are needed who are especially trained for work in the junior colleges, normal schools, and colleges. The new graduate programs of study which lead to a practitioner's degree are designed to prepare such teachers.

Of all the tendencies in curriculum revision and construction during the biennium perhaps the outstanding one is the displacement of the old method of constructing curricula on the basis of frequency of practice in the larger institutions and the adoption instead of more scientific methods of curriculum construction. Such scientific methods include the study of personal traits of the prospective teacher which are important as professional assets and the study of the specific activities which teachers undertake on the job. As a result of such studies, efforts are now made to improve the quality of instructional materials rather than merely to increase the quantity. Teacher trainers have been convinced that the two, three, and even four year curricula are not long enough. Now they are becoming convinced that such curricula are neither wide enough nor deep enough. They have come to an increasing recognition of the present limitations of the

training institutions in respect to the professional development of the trainee not only in sound scholarship of the right sort but also in appropriate emotionalized attitudes, professional ideals, and capacity for future growth.

Sensing in somewhat uncertain fashion the needs which have long been pointed out by the public and by employers of teachers, institutional officers have made many changes in methodology, in curriculum offerings, and in institutional activities, to the end that personality, managerial ability, character, attitudes, and a host of related traits might receive recognition in the training programs. The teaching of health and physical education and of art and music has been given attention. The offices of dean of men and of women have been established. Character education has been attempted. Extracurricular activities and offerings of many kinds have been fostered, but the objectives of all such activities and offerings have never been unified, nor, indeed, quite clear.

The time now seems near when all these so-called extracurricular training activities and agencies may be definitely incorporated as integral and essential parts of a newer and broader curriculum. Sound scholarship of the right sort will always be the keystone utilized by curriculum builders. But in the whole arch many stones are needed. It is not impossible that many of these may yet be discovered to be the odd pieces which have been long relegated to the rubbish heap.

THE TRAINING SCHOOL

The training school is theoretically considered the center around which the whole training program should revolve. It is the laboratory school work that chiefly characterizes teacher training. The minimum amount of student teaching accepted in the standards of the American Association of Teachers Colleges is at present 90 clock hours. The average teachers college actually requires a larger number of hours. As a rule, four semester hours or six quarter hours of college credit are granted for 90 clock hours of work. The minimum required in the colleges and universities varies but is usually considerably less than in the teachers colleges. The amount is often determined by the minimum accepted for certification by the State departments.

Some of the aims most commonly accepted at present for student teaching are: To enable the inexperienced teacher to feel at home in the classroom; to give individual assistance to each teacher in personal problems of classroom management and instruction; to develop favorable emotional and intellectual attitudes toward teaching and education as a whole; to secure a degree of control over the

simple techniques of instruction and pupil management; and to develop the capability for further growth.

The training school building is an integral part of most of the normal school and teachers college plants. Considerable attention is devoted to the improvement of the plans for such buildings. The special needs of a training school building are legion in respect to practice rooms, model administrative offices, conference rooms, offices for training supervisors, and abundant facilities for special training programs. Slightly more than half of the State universities have their own training school buildings. Near-by high schools are often utilized instead and the public-school teachers are frequently empowered to act as training supervisors or demonstration teachers. Nearly all the teachers colleges have their own fully controlled training facilities, slightly less than three-fourths have separate buildings, and about two-fifths have additional training facilities in the public schools.

The consensus of opinion now is that an ideal situation provides for a campus school for the development, under constant supervision, of teaching skill. Public schools should also be utilized when possible, for in them the trainees may best obtain exposure to typical school conditions. The training program, either in campus or in off-campus schools, usually functions much better when under the complete control of the training institution. Local conditions, of course, sometimes render this impossible.

"Apprentice" teaching, that is, student teaching during which the trainee leaves the institution for a limited period and teaches or assists in teaching a regular class, apparently gains ground very slowly if at all, owing among other reasons, to the expense and difficulty of supervision. In some institutions, such as Ohio State University, the work has been very highly developed and excellent results are secured.

In general, training-school curricula, for obvious reasons, follow in some degree the State courses of study. The improvement of such courses of study is within the province of the training school and is undertaken in some way in a growing number of up-to-date institutions. Between one-fifth and one-fourth of the teachers colleges make their own training-school courses of study.

There is an increasing tendency to base instruction of trainees on actual analyses of their needs; one study, for instance, shows the difficulties reported by student teachers to be, in order of frequency: Devising and managing educational seat work, managing two or more sections of children simultaneously, teaching beginners, teaching children how to study, teaching phonics, teaching subject matter in the common branches, and pupil management.

In methodology, the training supervisors, while usually up to date, are moderately conservative. Only a few traces remain of the Herbartianism of a generation or so ago. More self-direction is permitted the trainee as well as the pupil. The desirability of controlled conditions in typical training exercises, however, remains unquestioned.

The office of director or dean of training is now becoming common. A high type of professional worker is developing in this position, which, under the presidency, is one of the most important in the whole institution. A superior type of training supervisor is growing up who occupies a sort of intermediate level between the director of training and the regular demonstration teacher. An important function of the director of training may well be to develop and maintain coordination of the instructional activities of the training supervisors and demonstration teachers with the instruction of the main institution. Such coordination is at present an outstanding need both in the academic program of instruction and in the laboratory-school training program.

A number of small liberal-arts colleges and junior colleges are endeavoring to realize their primary aim of offering liberal education and at the same time to train teachers. The necessity of establishing an expensive laboratory-training program is leading to difficulties in a number of these institutions as progressive State departments continue to set standards higher and higher.

In general, most institutions are not wholly satisfied with their existing student teaching facilities. The training school typically does not afford anything like all the exercises desirable for the extraordinarily varied practical experiences necessary for the preparation of a well-trained teacher. The expense of maintaining special housing facilities and a typical training staff of 10 or 12 members is quite large. Often the number of training-school pupils is inadequate. The training staff is usually undertrained. Probably the chief directions of future progress will center about the raising of qualifications of the training-school staff, the provision of additional plant and facilities, and improvement of the materials and techniques of training discovered as a result of the rapidly increasing amount of research in the field.

IMPROVEMENT OF FACULTY INSTRUCTION

Great interest has been expressed during the biennium in the improvement of the instruction offered by the teacher-training staff. The influence of example in teaching is particularly strong in institutions which train teachers, and it is inconsistent to maintain expensive demonstration schools and at the same time permit slipshod

work among the regular instructors of the institutions. The chief means undertaken for the improvement of college and normal school instruction are:

1. The requirement of greater scholastic training for instructors. The mere possession of the Ph. D. degree, however, offers no assurance that a specialist is a good classroom teacher.

2. The requirement of more work in professional education, more especially in courses dealing with elementary teaching. The value of such work apparently depends somewhat upon the courses taken, upon their practical application, and upon the attitude of the individual instructor toward improvement.

3. Increased requirements in teaching experience for staff members. The colleges and universities do not usually stress such requirements. Teachers of education in the normal schools and teachers colleges, especially the training supervisors, are usually expected to have public-school experience.

4. Supervision of instruction. This has been undertaken in a few institutions, as, for example, in Colorado State Teachers College, at Greeley. It is difficult in most institutions to secure men with suitable personality traits and sufficient professional and general training to influence very much the general faculty body. Tradition is all against "supervision" which involves routine inspections and autocratic demands from above. However, advances have been made in helping the younger or more inexperienced instructors, in some cases by direct supervisory assistance. Improvements in methods of constructing tests and examinations and of the proper selection and presentation of subject matter are examples of the activities undertaken.

5. Cooperative research projects undertaken by staff members on institutional problems. Very satisfactory results have been secured in a few institutions, such as the University of Minnesota.

6. Curriculum revision. Duplications among courses and topics are reduced, better selections of materials are made, courses are better defined, and lines of curriculum expansion are determined.

7. Specific recognition of superior teaching ability by increase of salary or by promotions. Little progress is noted in this apparently logical method of stimulating faculty advancement.

TEACHER PLACEMENT

There is a growing realization among teacher-training institutions that the complete cycle of institutional service to the individual and to the State is not rounded out when the student leaves the institution. Curricula are frequently differentiated with great minuteness; the

student is trained for primary or intermediate work or for work in one or two academic subjects. Upon graduation, however, chance or fancy too often determines the kind of position secured. Some boards of education do not yet realize the desirability of specialized training for their teachers. A blanket normal school diploma or a degree in any field suffices. The tendency is for the teacher to take the first attractive position, as determined by salary, good location, or perhaps necessity, which is offered. When conditions are such that teachers secure positions unlike the ones for which they were prepared, the differentiated training program may be even less effective than an undifferentiated one.

Definite organization of placement activities is highly desirable in any institution. Even a part-time placement officer must be given adequate facilities and time to do thorough work. At present, of the normal schools and State-supported universities and colleges which train teachers, approximately one-fifth make no definite provisions for placement service. Individual professors, the president, and various training officials assist the best students to any attractive positions that happen to be reported vacant. In about one-fifth of these publicly supported institutions, some official, such as the director of training or dean of education, assists part time in the placement of teachers. In these institutions there are no placement bureaus. In about three-fifths of all teacher-training institutions definitely organized placement bureaus function for the benefit of employers and prospective teachers.

In all, the cost of placing a teacher ranges from $8 to $12 per registrant in the typical institutions. Most of the institutions charge the students no fees for placement service. Usually the superior teachers are given first chances at the best positions. Perhaps a third of the registrants, usually the less promising ones, are left to shift for themselves and quite often secure places for which they have had little specific preparation.

There is at present no adequate recognition of the possibilities of making the placement function a decidedly professional one; the work is still too largely clerical. A scientific study of the actual needs of new teachers on the job should go hand in hand with the development of a thoroughgoing placement service. The specific weaknesses and needs of teachers in the field are too often inadequately reported to the institution. The placement bureau could study its function as a connecting link between the instructors of the institution and the teachers of the State. As a result of such studies considerable improvement could be made in the nature of existing objectives of the placement bureau and of the institution as a whole. Other studies could be made concerning such matters as the quali-

tative demands of the teacher market and concerning ways and means for improving the present irregular distribution of teachers over the district served by the institution.

TRAINING OF TEACHERS IN SERVICE

The training possessed by the average teacher is two years or more below the tentative standard set by most educators as a desirable minimum. Teachers with one or two years training must keep abreast of rising requirements from year to year. Improvement in educational methods and teaching techniques are constant. Even the teacher originally well trained, after three or four years experience, tends, as his work becomes routinized, to reach a standstill in professional improvement. Teachers have subscribed to the belief that the best time to learn anything is the time when one needs or wishes to know it. Institutionalized training conducted intensively over a comparatively brief period is not enough. Hence a variety of agencies has arisen to care for the needs of an increasing number of teachers who realize that professional education, as well as education in general, is a lifelong process. Class extension courses, correspondence courses, conferences of teachers, both graduate and undergraduate summer school work, short courses, and other professional education programs of training in service, have been soundly established as integral parts of fully developed institutional and State teacher-training programs.

The State, county, or city usually sets up a program of supervision which is really a form of teacher training, and which, of course, frequently includes service to the normal school graduate. Occasionally, the normal school or teachers college establishes a follow-up semisupervisory program for recent graduates. Examples of this service are found in the Central Missouri State Teachers College, in the Eastern State Teachers College of South Dakota, and elsewhere. Another plan of training in service which is found occasionally is that of local or regional conferences of young teachers as in the normal school at Westfield, Mass. Itinerant teacher training is undertaken chiefly by colleges of agriculture. This service is designed primarily to help the recent graduate of the institution to put into practice what he has learned and otherwise to hasten his professional development.

The extension of training into the period of employment is illustrated at the State Teachers College at Buffalo, N. Y. The college has an agreement with near-by institutions which enables graduates of the institution to receive advanced college credit for probationary work in teaching centers in Buffalo. Strong advisory teachers are a necessary part of the plan. This program extends

over a period of three years, during which as many as 12 college credits may be secured. At the University of Cincinnati certain graduate students may secure credit for work toward the M. A. degree for successful teaching done under controlled conditions in the city schools. This work is carried on in connection with the students' university work in education.

An example of the possibilities of evening school work for teachers is shown at Seattle. More than 800 teachers and principals registered during a recent session for credit in professional courses. City authorities suggest that such a number invites comparison with the enrollment of many fair-sized colleges.

Almost without exception all the agencies and activities for training in service have increased in both number and scope during the biennium. Above all, they have become largely professional in objective and method.

The training institution which confines its activities to the campus alone is losing sight of one of the most significant tendencies of the decade in the whole matter of the professional education of teachers. It is passing by an excellent opening for future expansion of institutional service to the State.

CONCLUSION

Of the dozen or more tendencies in teacher training during the biennium which have been briefly outlined, which are most significant? All the trends mentioned are too closely related in cause and effect to evaluate as separate movements. Slight advancement in one phase of educational activity may be more significant than great advancement in another. In each tendency discussed, however, there are in varying degrees evidences of genuine progress.

Teacher training and public-school education naturally share the same tendencies. Coincident with the growth of wealth the financial support of public education has more than doubled in a decade and the number of students in the schools has increased far more rapidly in proportion than the population of the country. This is evidence that the confidence of the general public in education has been maintained and extended. The public, which pays the present annual bill of $2,000,000,000 for education, does so only because it is getting in the main the services it wishes; that is, not only the maintenance of the existing level of social intelligence, but also a satisfactory increment of the elements of civilization it prizes most.

As never before, social leaders perceive that the continuation and advancement of an increasingly complex civilization are absolutely dependent upon the work of the teachers. They transmit the major portion of the social heritage from generation to generation replacing

the losses due to human disability and death. Society is not content to have novices and incompetents despoil the materials and break up the machinery of progress.

In the last analysis, however, it is the *margin of increase* from generation to generation in the desirable elements of our social heritage that alone justifies an increase in our immense program of public education. The enormously increased support, then, of society for public education and for teacher training is an outstanding tendency which has a twofold meaning; it is the recognition by society of value received, and it affords abundant proof of the fundamental faith of humanity in its own progressive evolution. Increased support of education demands greater service in return by teachers and by teacher trainers. The increased standards of selection and of training for teachers, the increase in number of teacher-training agencies, and the improvement of their offerings are but the ways and means of justifying the support by society of the most outstanding agency of human progress—the public school.

As to the immediate needs of the future, the necessity is clear for maintaining the necessary flexibility of organization and viewpoint among the training staffs which will assure the easy dissemination among them of the increasing flow of professional knowledge available. The teacher trainer must depend in large part for his professional advancement upon the discoveries of a great number of constructive educational and social agencies. But he himself has abundant opportunity for creative work of the highest order. This type of work is, in fact, his daily occupation. More scientific study of teacher training and the development of a larger supply and more vigorous type of educational leadership than at present exists in the field are, perhaps, the outstanding needs of the future. The further professional education and training of the teacher trainers themselves, therefore, will afford an excellent index to future progress.

CHAPTER XIV

PARENT EDUCATION

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Contents.—Governmental activities—State activities—Private agencies promoting programs of parent education—National Congress of Parents and Teachers—Organizations in large cities—Periodicals for parents—International Federation of Home and School—Results of inquiry into world cooperation of home and school, by Mlle. Marie Butts.

Significant progress has been made during the biennium 1926–1928 in the parent education movement, which is one of the developing phases of adult education. This progress is due principally to the efforts of parents and their groups and to many national, State, and local public and private agencies. In several States, scattered and isolated efforts were brought together and, where previously projects were carried on ineffectively, good teamwork was established with favorable results.

GOVERNMENTAL ACTIVITIES

Distinct contributions to parent education have been made through the service of several governmental departments, such as the Department of Labor, Children's Bureau; the Department of Agriculture, Extension Service and Bureau of Home Economics; the Department of the Treasury, Public Health Service; and the Department of the Interior, Bureau of Education.

Under the designation of home education, the Bureau of Education of the Department of the Interior has conducted a project of parent education since 1913. During the past two years the activities of this service have been reorganized, and they now include the preparation of material for parent education; conducting studies in the progress of this phase of education and in other fields; rendering advisory service on the education of parents and the care and training of children; and preparing bulletins and pamphlets relating to these activities.

In addition to studies already begun, the Bureau of Education has prepared and issued reading courses for parents and for boys and girls containing questions or suggestions and references. The program now under way includes the issuance monthly of circular letters on parent education, the completion of studies already begun,

and the preparation of reading courses on a wide variety of subjects. In connection with its home economics work a survey of the progress of child care and training in elementary, junior and senior high schools, and in higher educational institutions was issued by the Bureau of Education.[1]

During 1927, two other studies of similar nature were issued by agencies outside the Government, one of public-school courses on child care for girls, by the Merrill-Palmer School, and the other on child development and parental education in home economics, by the American Home Economics Association.

Through its research activities and studies of conditions under which children live, and through its other activities, such as leaflets, folders, dodgers, bulletins, films, and reports, the Children's Bureau has given aid to parents and others interested in infant and maternal welfare in recognizing and combating malnutrition, in preventing and correcting poor posture and developing good posture in children, and has assisted State and local agencies in the development of programs of child care, especially of the delinquent and handicapped child.

Of particular and immediate educational value to parents in rural districts are some of the contributions for the betterment of home conditions for the family which have been made by the Extension Service and the Bureau of Home Economics of the Department of Agriculture. In addition to research work and cooperation with State agencies in many fields affecting the home, that department has made demonstrations of labor-saving devices for the conservation of the time and energy of the rural housewife; it has organized home projects for boys and girls; and it has issued bulletins and leaflets on planning and recording family expenditures, proper methods of preparing and cooking meats, and suggestions for designing and making children's rompers and sun suits and dresses for little girls for all occasions.

STATE ACTIVITIES

In a few States, parent education has been incorporated into the public education program. In California, for instance, the State department of education and the State university at Berkeley have united in a state-wide program of parent education. This project includes a nursery school in the Institute of Child Welfare in Berkeley in which children may be studied by laboratory methods; training is given in the analysis of situations connected with problems

[1] Whitcomb, Emeline S. Typical Child Care and Parenthood Education in Home Economics Departments. Washington, D. C., Government Printing Office. (U. S. Bureau of Education. Bulletin, 1927, No. 17.)

of child life; parents of children attending the nursery school are provided with opportunities for consultation and with reliable information; and study groups of parents are formed in cooperation with existing agencies such as parent-teacher associations, women's clubs, and the American Association of University Women.[2] These organizations take the initial steps to form the groups but when they are organized they are conducted under State laws and by conforming to specified conditions they are entitled to support from public funds and become a part of the public-school system. It is reported that in connection with this work 164 discussion groups numbering approximately 5,000 persons were organized in 1927–28.

In 1928 at Berkeley, the Institute of Child Welfare included in its research program such projects as the description and measurement of the development of children; factors influencing development, nutrition, nursery schools, and miscellaneous projects.

The extension division of the University of California at Los Angeles conducted, in 1927, for members of parent-teacher associations and others interested in child welfare, a group of courses which included the preschool child, constructive programs of home education, behavior of children, and household management.

In the department of education of the summer sessions of 1928 of the University of California at Los Angeles and Berkeley, courses were conducted for training leaders of parents' groups and for parents on problems of child development.

The California State Board of Health, in its bureau of child hygiene furnishes outlines for mothers' study clubs, issues leaflets, circulars, etc., on many phases of child life and thus supplements the work of the public agencies described above.

Another excellent program for parental education varying somewhat in its methods of procedure is conducted by the University of Minnesota in cooperation with related agencies. The Institute of Child Welfare, which conducts a nursery school for research purposes, carries on studies in child development, trains leaders in the field of child life, and disseminates scientific information through conferences with parents, publications, and extension service.[3]

A free correspondence course for residents of Minnesota for which, during 1927, 3,900 individuals are reported to have enrolled, was conducted by the Institute of Child Welfare. To persons who reside outside of Minnesota this course is offered at a nominal fee. Lessons include the following subjects: Importance of early growth,

[2] The Nursery School at the Institute of Child Welfare. Berkeley, Calif., University of California. Parents' Bulletin No. 1, April, 1928. 10 pp.

[3] Bulletin of the University of Minnesota, Institute of Child Welfare. Announcement for the years 1926–1928. Minneapolis, Minn. Vol. XXX, No. 5, Jan. 24, 1927. 11 pp.

physical growth and development, diet and clothing, children's diseases, mental growth of the child, learning, emotional habits, eating and sleeping habits, etc.

Courses of six or more lessons on child care and training have been given through the Minnesota Agricultural College to study groups in some counties. Organizations having common aims and purposes in harmony with the college form study groups in cooperation with the college. During 1926–27 in Minneapolis, St. Paul, and Duluth, two 3-credit extension courses were given in cooperation with the general extension division.

Conferences on child health and parent education were organized through the cooperation of many local agencies in Minneapolis and St. Paul, in 1927 and 1928, and brought together specialists for the discussion of the child for the benefit of parents. It is reported that at St. Paul 300 fathers attended one session of the conference.

The Iowa Child Welfare Research Station, established in 1917 under public funds which were subsequently augmented by grants from a foundation, carries on its research studies not only in laboratory preschool groups of the University of Iowa but also in a children's hospital, the university elementary school and high school, and in the homes of Iowa City. This station, which is reported to be the first of its kind in the United States, acts as a coordinating center for the child welfare research of the university. Fundamental problems on physical, mental, moral, and social development are studied and students are trained in the care of children. Conferences and institutes on child study are conducted for parents, teachers, and others whose interests are allied.

PRIVATE AGENCIES PROMOTING PROGRAMS OF PARENT EDUCATION

At Harrisburg, Pa., in 1928, a state-wide conference on parental education was held which was attended by 30 representatives from city school boards, university faculties, social work and adult education agencies, national and State organizations of parents and teachers.

A committee of the Pennsylvania Congress of Parents and Teachers was appointed to survey and report on all parent-education work carried on in Pennsylvania and to formulate concrete plans for using all educational and social agencies in the development of a State program of cooperation in this phase of education. This committee outlined a 4-year program in parenthood which has been published by the Pennsylvania Congress of Parents and Teachers.[4]

[4] Education in Parenthood. Year I—The Home Background. Pennsylvania Congress of Parents and Teachers. 1928. 16 pp.

General specifications for the guidance of experts chosen to prepare the material for this project cover 31 topics, namely:

Year I—The home background.—(1) Some essentials in the home; (2) heredity; (3) environment; (4) the partners in parenthood; (5) partnership adjustments; (6) home organization; (7) health; (8) the intellectual setting.

Year II—The preschool age.—(1) Before birth; (2) infancy and early years; (3) the nature and the instincts of the preschool child; (4) habits and what to do with them; (5) some more habits; (6) health—later and now; (7) play and playmates.

Year III—The school child.—(1) The elementary school years; (2) making the most of habits; (3) attitudes and aptitudes; (4) social development and adjustments; (5) recreation; (6) what your child reads; (7) succeeding in school; (8) when and how, for things your child should know.

Year IV—Adolescent youth.—(1) The nature of adolescence; (2) the emotional background; (3) attitudes and habits; (4) social needs; (5) educational guidance; (6) vocational guidance; (7) recreation and health; (8) the intellectual and spiritual.

The publication included thought-stimulating questions; questions suitable for a parent-teacher association meeting; reports of experiences and home projects; the use of the home as a laboratory for carrying out suggestions for procedures, observation, and the development of habits in parents and children; and annotated references.

At Columbia University, New York, the Institute of Child Welfare Research of Teachers College, which is a center for research in child life and parent education, is used for the various research activities of Teachers College in problems of child development. This includes some of a nonacademic nature. Demonstrations and experiments are conducted by the institute which, in training leaders in the field of parental education and child development, makes use of the study groups organized by the Child Study Association of America as demonstration centers.

Cooperating with other agencies, the findings of scientific research in child welfare are made public. The activities of the institute, according to reports of the university, include: Intensive study of children in the nursery school or psychoeducational clinic, maintained in connection with the institute for 16 children between 2 and 4 years of age; problem children and the effect of their surroundings; a clinic for educational research; child care; the training of students in the technique of obtaining and compiling scientific data regarding children; a study of factors in the home that influence sleep; and the problems of child-caring institutions.

Under the direction of the home-study division of the department of university extension of Columbia University, in 1926, radio lectures (for parents) were broadcast once each week from October to June on the health of children of all ages. Outlines of the lectures were furnished in advance. The lectures covered: Factors preceding birth which influenced the health of the child, health of the infant, the runabout child, and the adolescent child.

In 1927–28, the Washington (D. C.) Child Welfare Research Center was organized. The following eight local organizations, including three governmental agencies, are represented on the executive committee and consulting staff of this center: Bureau of Home Economics, Public Health Service, Bureau of Education, American Home Economics Association, American Association of University Women, National Research Council, George Washington University, and University of Maryland. A director of research and four teachers constitute the staff of the center which has facilities for 25 children whose ages approximate 3 years. Contemplated in the plans of this center are classes and conferences for the parents of children enrolled, and observation and research in the development and growth of these young children.

The educational program of the Merrill-Palmer School of Detroit, Mich., includes preparental and parental instruction. Three types of courses are given through individual instruction to: Parents of children attending the nursery school, parents of children brought for consultation, and outsiders seeking assistance from specialists. Group instruction is given to persons outside the nursery school through special lectures and organized courses.

The course in parental education offered by Cleveland College, Western Reserve University, is designed especially to meet the needs of parents and others interested in the welfare of children. The problems of health, nutrition, housekeeping, art in the home, the psychology and education of the child in each period of its growth, family relations, parental education leadership, fathers' problems, and parent-teacher work constitute the subjects treated in this course.

Baylor University, Texas, the Universities of Georgia and of Cincinnati, and home economics departments in many schools and colleges offer instruction of some type or other on child development and family life or on related subjects.

FOUNDATION GRANTS ENCOURAGE PARENTAL EDUCATION

In order to develop the field of research in child development and parent education, the Laura Spelman Rockefeller Memorial has appropriated funds, beginning in 1924, which make possible the development of centers for scientific research, national fellowships, activi-

ties in some phase of parent education in several private organizations, and the research work conducted by the Committee on Child Development of the National Research Council.

The purposes of this foundation in making various grants are specifically stated in reports to be "for scientific research, the preparation of teaching materials, the training of leaders for child-study work, and practical organization of parent and teacher groups for the study of child life and child welfare."

Centers for research in child life and parental education are in operation under these grants at University of California, Teachers College of Columbia University, University of Iowa, Iowa State College of Agriculture, University of Minnesota, Yale University, State College of Agriculture of University of Georgia, College of Home Economics of Cornell University, and State Department of Education of California, and elsewhere.

This foundation has made it possible through grants for several organizations to extend their programs of service to parents. Among these are: American Association of University Women, American Home Economics Association, Child Study Association of America, Committee on Child Development of National Research Council, Cleveland Foundation, Child Welfare Research Center, Washington, D. C., and other agencies.

CHILD STUDY ASSOCIATION OF AMERICA

This organization, centered in New York City, arranges and conducts local and regional institutes, conferences, and training classes, and assists the Institute of Child Welfare of Columbia University in its demonstrations and experiments in child study and parental education. The formation and development of study groups is reported by this organization as its basic work. Fifty-four graduate students, eight of whom were fellowship students, are reported to have been registered for a course in parental education conducted jointly in 1926–27 by the Child Study Association of America and the Child Welfare Research Institute of Teachers College, Columbia University. To provide for student practice in leadership 28 special groups were organized. These were connected with various organizations, such as parents' associations, neighborhood houses and settlements, health and welfare centers, churches, and other groups. Ten other groups were organized among foreign-born women for student observation.

Seventy-five qualified workers in parental education or related fields registered for the 10-day institute on parental education held in January, 1927, to bring together for critical examination and discussion the contributions of modern science to this subject.

Twelve groups, conducted at the headquarters of the Child Study Association of America in New York City during 1927–28, having a total membership of 231 persons and under the leadership of experienced staff members, discussed problems of childhood. More than 150 local child study groups, approximating 1,800 members, affiliated with the organization. Lectures and conferences, varying from one to three days each, have been held for fathers and mothers. A 4-week training course for leaders in parental education was conducted in 1928 at the headquarters, in which eight students were enrolled. Reports, pamphlets, lists of books for parents and for boys and girls, manuals for leaders, and Child Study, the official monthly organ of the association, constitute some of the publications of the organization.

CHILD-GUIDANCE CLINICS

Child-guidance clinics, developed under the Commonwealth Fund, have been considered community projects requiring in each center the cooperation of all local health, social, and educational agencies. Children from 3 to 17 years of age whose behavior showed undesirable personality traits and habits, which, if not corrected early, might develop into delinquency in adult life, have been placed by parents, teachers, social and health agencies under the child-guidance clinics wherever they are established. Such community clinics have been established in Cleveland, Dallas, Minneapolis, Los Angeles, St. Louis, St. Paul, Baltimore, Milwaukee, Pasadena, and Richmond, and some aid has been given to other cities having some, but not all, of the facilities for establishing such clinics. Variations exist in the organization and methods of the clinics.

It is reported that during the year 1927–28 the Commonwealth Fund granted $697,000 to develop child-guidance clinics, visiting teacher work in public schools, and other projects related to child welfare.

Following a 3-year demonstration in the visiting teacher service, this work has been established in the public-school systems of 48 communities in 32 different States. It is reported that 15,439 children have been aided in these centers.

The establishment of an Institute of Child Guidance in New York City provides a fully equipped center for research and for practical demonstration for the problems of children and special training of psychiatrists, psychologists, and social workers. Fellowship funds for students in this institute have been established by the Commonwealth Fund and are administered by the New York School of Social Work, Smith College School for Social Work, and the National Committee for Mental Hygiene.

The Commonwealth Fund has issued a pamphlet in which the clinics are discussed in relationship to various social factors.[5] It also published in 1928 a study in parent-child relationships which contains valuable data for parents drawn from some of the typical experiences of fathers and mothers which have been gathered from records of the clinics.[6]

AMERICAN HOME ECONOMICS ASSOCIATION

The American Home Economics Association has conducted for the past two years to aid teachers a project in child development and parental education, the program for which is in charge of a field worker who gives a service of consultation and makes studies and investigations. This project is associated with the teaching of home economics in schools and colleges. A survey has been made by this organization of the child-development work in day, part-time, and evening classes in public schools and the departments of colleges, and has been issued under the title of Child Development and Parental Education in Home Economics. This association administers the funds granted by the Laura Spelman Rockefeller Memorial for the Washington (D. C.) Child Welfare Research Center. Through its monthly official organ, the Journal of Home Economics, articles on child development and parental education are published together with abstracts of the periodical literature of the field.

STUDY GROUPS FOR COLLEGE-TRAINED WOMEN

The American Association of University Women reports an intensive study during 1927–28 in preschool, elementary, and adolescent education, and has carried on a project of organizing study groups among college-trained women. It is reported that during 1927–28 the mothers of young children and other adults interested in young children constituted the membership of 419 study groups which were organized under the direction of this association. In 23 cities branches of the American Association of University Women cooperated last year with the program of study. The quarterly journal of this association contains a department on preschool, elementary, and adolescent education.

NATIONAL COUNCIL OF PARENTAL EDUCATION

Active leaders engaged in organized programs for parental education formed a national council for parental education in 1926 to pro-

[5] Truitt, Ralph P., and others. The Child Guidance Clinic and the Community. New York, The Commonwealth Fund, division of publications, 1928. 106 pp.

[6] Sayles, Mary Buell. The Problem Child at Home. New York, The Commonwealth Fund, division of publications, 1928. 342 pp.

mote the development of leadership in this field; to act as a clearing house of information on the subject of parental education and allied subjects; to disseminate information of the work being done; to study and evaluate methods, materials, and results in the field of parental education; to encourage the preparation of materials and to foster the development of parental education through existing agencies. The office of this organization is in New York City in charge of an executive secretary. A chairman of the council, consulting director, committee chairmen, and a governing board formulate and direct the policies of the council.

OTHER AGENCIES

Many organizations not already noted are making worthy contributions to the education of parents in mental and physical health and in allied subjects, including Russell Sage Foundation, American Child Health Association, National Committee for Mental Hygiene, Elizabeth McCormick Memorial Fund, Playground and Recreation Association of America, American Social Hygiene Association, American Medical Association, and many other organizations.

NATIONAL CONGRESS OF PARENTS AND TEACHERS

Reports on the progress of parent-teacher associations in the United States set forth the numerical growth and the trends of these organizations from year to year since 1897, when the movement to bring about cooperation between the home and school began.[7] Some of the outstanding features of the program of this organization are: The gradual molding of local units as integral parts of the National Congress of Parents and Teachers; the changing emphasis from money-raising activities to a program for the serious study of parent problems; the development of an educational program adaptable alike to rural or city conditions and to national, State, or local organizations; the establishment of cooperative relationships with agencies and organizations whose aims are allied; and the development of a suitable literature to meet the growing needs of organizations and members.

The numerical growth of the National Congress of Parents and Teachers during the biennium of 1926–1928 has reached the high level of 1,275,401 members, an increase of about 32 per cent during

[7] Parent-Teacher Associations at Work. Biennial survey of education, 1922–1924. Washington, D. C., Superintendent of Documents, Government Printing Office, 1925. 15 pp. (U. S. Bureau of Education. Bulletin, 1925, No. 30.) Parent-Teacher Associations. Biennial survey of education, 1924–1926. Washington, D. C., Superintendent of Documents, Government Printing Office, 1927. 28 pp. (U. S. Bureau of Education. Bulletin, 1927, No. 11.)

the past two years.[8] The membership in Maine and in Utah is reported to have more than doubled during 1928.

The parent-teacher movement depends for its normal growth upon the excellence of leadership and strict adherence to fundamental purposes and voluntary service of a high character. During the past two years increase in membership has been accelerated by membership drives carried on by local associations in an attempt to attain standards of excellence established by the national organization.

STANDARD AND SUPERIOR ASSOCIATIONS

A standard association, as defined by the National Congress of Parents and Teachers, is one in which there is a membership of 50 per cent of the homes and teachers; an attendance annually of at least 60 per cent of the membership; active, working standing committees, including hospitality, publicity, programs, and membership; six regular meetings during the year; compliance with State by-laws regarding dues; a program planned in advance, based upon certain educational objectives; a local publicity chairman furnishing local papers regularly with the news of the organization; a program celebrating the founding of the organization followed by a gift for State and national extension work; 10 per cent or more of families subscribing for the national and State official organs; no promotion of commercial undertakings or sectarian or political partisanship, and observance of parliamentary procedure in conducting meetings approved by State branch.[9]

To be classed as a "superior association," a local organization must not only fulfill the foregoing requirements but in addition must develop a membership of 75 per cent of the parents and teachers; and 15 per cent of the families in membership must be subscribers to the national official organ. The association must maintain, in accordance with national standards, one active preschool circle. In addition to the committees named for a standard association, it must have six additional standing committees with contacts established with corresponding committees of State organizations. It must give aid in organizing a new association or help one in need; it must send one delegate to the district or council meeting, and one delegate, with expenses paid, to the State convention. It must present or read short messages from national and State presidents at regular meetings. It is believed by leaders in this work that the

[8] Proceedings. Thirty-second annual meeting, Cleveland, Ohio, Apr. 30 to May 5, 1928. Growth of National Congress of Parents and Teachers, p. 354. Washington, D. C., National Congress of Parents and Teachers, 1928. 539 pp.

[9] Handbook. National Congress of Parents and Teachers. Standards of Excellence for Parent-Teacher Associations. Washington, D. C., National Congress of Parents and Teachers, 1928. Pp. 68–69.

maintenance of such standards ensures the strengthening and growth of these units. Directions for the work of membership committees have been outlined by the national organization.[10]

EXTENSION SERVICE FOR ORGANIZATIONS

The great increase numerically of the National Congress of Parents and Teachers necessitated the establishment in 1927 of an extension division for research at the national headquarters in Washington to study intensively the needs of the field and to devise plans for meeting them. An extension secretary assembled, organized, and evaluated bulletins, magazines, pamphlets, posters, and material on child welfare, of all descriptions; organized a pamphlet service and prepared or arranged sources of supply of visual aids to parent-teacher work, such as charts, maps, slides, etc., which are made available to organizations in membership with State and national congress organizations. This division and the executive division are the units of service maintained at the headquarters in Washington, D. C.

DEPARTMENTS, BUREAUS, STANDING COMMITTEES

Following a study of the departments, bureaus, and standing committees of the National Congress of Parents and Teachers during 1927–28, a reorganization of the machinery of the organization was begun in the interest of efficiency. This resulted in the consolidation of some related activities, the discontinuance of some, and the reallocation of others. There are now 5 committees at large; 6 bureaus and 33 committees allocated in departments, each of which is under the direction of a vice president. In the new alignment there are no committees under the department of organization and research. The committees are grouped under six departments as follows: Department of extension—parent-teacher courses and membership committees; department of public welfare—citizenship, juvenile protection, legislation, library extension, motion pictures, recreation, and safety committees; department of education—art, music, drama and pageantry, humane education, kindergarten extension, school education, student loans and scholarships, and physical education committees; department of home service—children's reading, home economics, home education, standards of literature, social standards, thrift, and spiritual training; department of health—physical hygiene, mental hygiene, social hygiene, and the summer round-up of children; committees at large—child welfare magazine, endowment fund, budget, extension among colored people, and founder's day committees.

[10] Handbook. National Congress of Parents and Teachers. Washington, D. C., National Congress of Parents and Teachers, 1928. 108 pp.

Work of the National Congress of Parents and Teachers is carried on by the officers and the committees, bureaus, and committees at large. The operation of this machinery for child welfare has been previously described in a bulletin of the Bureau of Education.[11]

PARENT-TEACHER ASSOCIATIONS AND PUBLICITY

The maintenance by the National Congress of Parents and Teachers of a publicity bureau with an active manager capable of conducting not only practical press service necessary to educate the public on the important phases of the movement and its progress but also of training novices in publicity work, has been an important factor in the development of the parent-teacher movement. A country-wide correspondence course in publicity was carried on in 1927–28, and demonstrations, experiments, and institutes were among the activities reported. In consequence, publicity budgets were instituted in 19 State organizations; many State organizations send their chairmen of publicity to conventions; and parent-teacher news is constantly interchanged through local, State, and national agencies. A compilation of plans, methods, and results of publicity work for five years was issued to guide State and local workers in interpreting to the public the meaning of the parent-teacher movement.[12]

SUMMER ROUND-UP OF CHILDREN

During the past two years the summer round-up of children, a nation-wide activity of the National Congress of Parents and Teachers, begun in 1925, to insure the entrance into school of children free from remediable physical defects, has reached new levels. The project was initiated and developed under the direction of Mrs. A. H. Reeve, president, 1923–1928. The main objectives are to give children a better start in life, to reduce the number of children whose work may be retarded by physical handicaps, and to reduce the number who fail to pass into the second grade because of physical handicaps.

Examinations, recommendations, and the correction of defects must necessarily be made by experts, but the decision as to whether the examination shall be made and whether the defects discovered shall be corrected rests with parents. Such a campaign, properly conducted, carries with it an educational value for parents and teachers. Reports indicate that during 1927–28 a total of 2,120 groups in local communities in 44 States participated in this campaign. This was an increase of nearly 40 per cent over the groups

[11] Reeve, Margaretta W., and Lombard, Ellen C. The Parent-Teacher Associations, 1924–1926. Washington, D. C., Government Printing Office, 1927. 28 pp. (U. S. Bureau of Education. Bulletin, 1927, No. 11.)

[12] Kohn, Laura Underhill. A Publicity Primer. Washington, D. C., National Congress of Parents and Teachers, 1927.

registered in 1927 and in the number which carried through the campaign requirements. In Flint, Mich., for example, a local parent-teacher association is connected with every school and a summer round-up is carried on in every association. Cooperation with existing agencies is advocated rather than to set up new machinery for this project. In practice this has resulted in the welding together of national, State, and local public and private organizations and institutions capable of making suitable contributions to this campaign.

In connection with this campaign free medical and dental service is provided for children of indigent families. This is arranged by a committee which cooperates unostentatiously with social agencies prepared to take care of such matters.

Several States, including California, have found it difficult, for one reason or another, to adapt the summer round-up plans of the National Congress of Parents and Teachers to their particular situations. California, has, however, carried on an excellent statewide child health program for several years.

Registrations for the 1928–29 campaign before July, 1928, are reported to have been made by 2,432 parent-teacher associations.

The National Congress of Parents and Teachers has adopted the summer round-up of children as a permanent activity of the organization, functioning under its department of health. Among the organizations cooperating actively in this project are the Children's Bureau, Bureau of Education, American Child Health Association, American Medical Association, State departments of education and health, and a long list of experts in health, education, and allied subjects.

COURSES IN PARENT-TEACHER WORK

One of the handicaps of the parent-teacher movement has been the lack of trained, experienced leaders. The National Congress of Parents and Teachers has initiated a constructive program in order to overcome this handicap. Through courses, institutes, schools of instruction, conferences and classes in parent-teacher work, leaders are trained in the technic of the work by regularly appointed officers, field workers, or secretaries of the national organization. Qualified instructors are provided for credit courses in colleges and universities. Two courses are given at the summer school of Columbia University by the executive secretary of the organization. Among the 86 students enrolled in 1927 in this course were superintendents, supervisors, college teachers, deans, supervising principals, high and grade school teachers, some of whom were working for master's or doctor's degrees. A course in parent-teacher work for training normal school, college, and university teachers was instituted in 1926 at Columbia under the same instructor.

Credit courses in the technic of organization, development, and conduct of parent-teacher associations and of program making are reported in 1927–28 to have been given in at least 16 States. They are usually offered in summer sessions by universities, colleges, and normal schools. Schedules have been issued announcing either credit or noncredit courses of varying length to be given in 1928–29 at the following institutions: Alabama College; Alabama Polytechnic Institute; Northern Arizona State Teachers College; Arkansas State Teachers College; San Diego (Calif.) State Teachers College; Adams State Normal School, Alamosa, Colo.; University of Delaware; University of Florida; University of Georgia; University of Hawaii; University of Idaho; Illinois State Normal University; Indiana University; Iowa State Teachers College; Central Michigan Normal School; Northern State Teachers College, Marquette, Mich.; Michigan State Normal College; University of Mississippi; Columbia University, New York; North Carolina College for Women; University of North Carolina; North Dakota State Teachers College; Wittenberg College, Springfield, Ohio; Miami University, Oxford, Ohio; Ohio Northern University; Cleveland (Ohio) College; University of Pittsburgh; Winthrop College, Rock Hill, S. C.; University of Tennessee; Tennessee State Teachers Colleges; Denton (Tex.) State Teachers College; University of Virginia; Marshall College, Huntington, W. Va.

RURAL DEMONSTRATIONS IN PARENT-TEACHER ORGANIZATION

The 5-year rural demonstration in parent-teacher organization in North Dakota which was inaugurated in 1924 at the request of the State superintendent of public instruction has been directed and financed for three years by the National Congress of Parents and Teachers. This demonstration was suspended at the end of the third year in order to give the organizations time to coordinate their efforts within the State. That conditions existed requiring special adjustment is evidenced in the report of the State president for 1927–28 in which it is stated that most of the local organizations are in connection with 1-room rural schools where it is difficult to make contacts with other organizations. Thirty county councils of parent-teacher associations were organized during the year 1927–28 to give inspiration and to close up the gaps between the local and the State organization. The North Dakota organization reports that during the biennium 1926–1928 the membership increased from 8,552 to 23,960.

The National Congress of Parents and Teachers transferred its rural demonstration work in the organization of parent-teacher as-

sociations from North Dakota for the time being to Nebraska late in 1926. The objective for the first year was to organize parent-teacher associations in 10 per cent of the schools in counties participating by September, 1928. It is reported that 47 county superintendents of schools requested assistance in their respective counties. Four field organizers of the national organization worked in the State strengthening weak parent-teacher associations, organizing new associations, addressing teachers' institutes, and training leaders. Two hundred and one associations were organized under this demonstration during 1927–28.

A bulletin entitled "Program Discussion Material for Nebraska Rural Parent-Teacher Associations," prepared by the director of rural education in the State department of education, and issued by the department in 1927, provided basic material for meetings of rural associations. County superintendents report a better spirit of cooperation between parents and teachers, greater interest in the schools, better community spirit, and increase in the number of organizations.

PROGRAMS FOR RURAL GROUPS

The development of parent-teacher associations in rural sections has been a slow and difficult problem. The demonstrations in rural communities in Delaware, North Dakota, and Nebraska indicate what progress may be expected when leaders are trained to organize and when suitable programs are available for rural groups.

Under the guidance of a specialist in rural life of the bureau of rural life of the National Congress of Parents and Teachers, a committee was constituted of 100 men and women nationally known for their contribution to the progress of the farm, the rural home, the rural school, and rural community life.

Three conferences were held by this committee during 1927 and 1928, the first two in Washington, D. C., and the third in Cleveland, Ohio. At the first conference January 6, 1927, the objective of the committee's work was determined: "To consider the environment of the rural child in relation to the seven objectives in education adopted by the congress as its general program." At this conference seven subcommittees were organized and assignments were made for the work of the committees.

The purpose of the rural life bureau is: To place general information at the service of the States regarding those rural life interests which require special research or national action and to prepare practical plans and programs which may be adapted to the needs of the individual rural community.

Special chairmen who were experts in their fields were chosen to work with selected groups of committee members in preparing source material based upon the seven cardinal objectives of education which have been adopted as the program of the national organization.[13]

In building the program for rural parent-teacher associations a conference was held in Washington, D. C., at the Bureau of Education, September 26 and 27, 1927.[14] The objective of this conference was to develop for the programs of rural parent-teacher units such materials as might be useful in carrying forward their work successfully. Participants in this conference were representatives of the Bureau of Education, Federal Board for Vocational Education, Department of Agriculture, Children's Bureau, Public Health Service, American Home Economics Association, National Education Association, American Civic Association, National Catholic Welfare Conference, Better Homes in America, the United States Chamber of Commerce, Southern Woman's Educational Alliance, and officers and workers of the National Congress of Parents and Teachers. Organized into seven groups, each group considered one of the following objectives of education: Sound health, worthy home membership, vocational effectiveness, mastery of tools, technics and spirit of learning, wise use of leisure, useful citizenship, ethical character. The following four questions were discussed: (1) What are the problems which relate to the topic of your committee? (2) What is the solution with reference to these particular problems? (3) What can be done by this organization toward the solution of these problems? (4) What agencies, methods, and plans may be worked out?

The Challenge of Rural Youth to the National Congress of Parents and Teachers was the theme of the third conference held at Cleveland, Ohio, April 27–28, 1928, by the rural life bureau.[15]

Twenty-one States were represented at this conference. The report brings out: The desirability of helping the rural population to see the possibilities for satisfactions in rural life; that rural schools offer advantages which are not fully realized by educators; that right conditions in the home, in the school, and in the community are necessary to the proper development of children; and that in order to do constructive work parent-teacher associations should cooperate with all existing agencies engaged in work for the welfare of children in rural districts.

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[13] Rural Life Bureau, National Congress of Parents. Source material for the use of rural parent-teacher association units. 1927. 46 pp.

[14] National Congress of Parents and Teachers. Conference on rural life, September 23–26, 1927. Washington, D. C., 1927. 20 pp.

[15] Proceedings. Thirty-second annual meeting, Cleveland, Ohio, Apr. 30–May 5, 1928. Conference of rural bureau, pp. 509–530. Washington, D. C., National Congress of Parents and Teachers, 1928.

PARENT EDUCATION—HOME EDUCATION

The bureau of parent education, formerly called the bureau of child development, which had functioned since 1925 under the direction of Dr. Bird T. Baldwin until his death, was placed in 1928 under the direction of Dr. Lawson G. Lowrey. In this bureau the activities relating to study groups, study courses, and adolescence have been allocated. A course for study entitled "The Young Child,"[16] outlines for individual or group study, published monthly in the official organ of the National Congress of Parents and Teachers; the courses of the United States Bureau of Education; Six Programs by Garry Cleveland Myers; and Study Outlines issued by the American Association of University Women are reported to have been used by many study groups. Topics of interest to the members are selected by other groups and the discussion and lecture methods are used generally.

Approximately 400 study circles for parents were reported in 1927–28 by one-third of the State organizations of parent-teacher associations. California with 185 groups ranks first in number and Illinois second with 100 groups.

According to the report of a conference on parental education held in connection with the annual convention of the national congress at Cleveland, May 3, 1928, four conclusions were reached, namely: That this organization should use books with outlines as the basis of study; that the books selected should contain discussions of the needs of children at different periods; that the materials should be fitted to the needs of the average parent; and that a series of graded programs be prepared.

The home education committee of the National Congress of Parents and Teachers is another agency which conducts a program for the education of parents and others in the home. It encourages reading habits by furnishing reading courses and by promoting the organization of reading circles and the development of library facilities to meet the needs of this work. In 1927–28 this committee worked through 30 State and local home education committees. The materials recommended for the work are the leaflets of the congress, the reading courses and circular letters of the United States Bureau of Education, the reading courses of the American Library Association, and courses of extension divisions of universities.

Four organizations sent representatives to a meeting of the National Committee on Home Education called by the United States Commissioner of Education at Washington, D. C., April 6, 1928, at

[16] Baldwin, Dr. Bird T. The Young Child. Chicago, Ill., American Library Association, 1928. 34 pp.

which the following program, subsequently adopted by the respective organizations represented, was recommended:

1. The Bureau of Education will prepare graded, annotated reading courses on general and special subjects, as may be warranted by public demand. These courses will be prepared in printed form and distributed free of charge. The bureau will also undertake to give wide publicity to the project of home reading and study courses.

2. The American Library Association will (*a*) continue the preparation and publication of its Reading With a Purpose series; and (*b*) use its good offices in urging upon local libraries, State libraries, and library commissions the desirability and importance of cooperating in making available to readers the books required for the successful pursuit of these courses.

3. The National Congress of Parents and Teachers will actively promote the use of the reading courses prepared by the Bureau of Education, the American Library Association, and the respective university extension divisions, and the formation of reading and study groups for the further use of these courses. The congress will also devise plans for making available in interested communities the books required for these courses.

4. The National University Extension Association will adopt and promulgate as part of the extension program the reading courses issued by the United States Bureau of Education, the American Library Association, and the respective extension divisions. Each extension division subscribing to this program will issue on its own behalf a certificate of achievement to those persons who complete courses to the satisfaction of the issuing institution. For the service of reading papers and issuing the certificate a reasonable fee may be charged. For the present it is recommended that this fee be $1. It is also recommended that each extension division consider the advisability of popularizing these reading courses and other means of adult education through State committees, congresses, conferences, institutes, and other forms of cooperative endeavor.

This program has been adopted in extension divisions of 16 State universities, and by the university extension division of the Massachusetts Department of Education. Other States are considering the advisability of including it as a part of the extension education work.

In California, during 1927–28, in addition to the reading and study circle work carried on as a part of the State and local organizations of parents and teachers, there were 164 parental education groups with an enrollment of 5,000 parents organized as a part of the adult education program under paid leaders. This state-wide project has the active support of the California Congress of Parents and Teachers.

LITERATURE ON THE PARENT-TEACHER MOVEMENT

Literature on this movement has generally been confined to leaflets and bulletins issued by State and national organizations, by State departments of education, by extension divisions of universities, or by the United States Bureau of Education.

The educational significance and underlying principles of the movement for the cooperation of home, school, and community, and the part the parent-teacher association may take in the development of child life have been set forth in Parents and Teachers, a textbook which has been issued under the auspices of the National Congress of Parents and Teachers.[17]

School Life, the official periodical of the United States Bureau of Education, carries frequent articles on this movement, and the Journal of Education, of the National Education Association, and bulletins of the State teachers associations in many States give space in their columns to further the work.

In a recent study of the parent-teacher organization, the activities of 800 local organizations in 9 States were listed, analyzed, and classified. These States were: California, Iowa, Michigan, New Jersey, New York, North Carolina, Ohio, Texas, and Virginia. Three major problems were stated as objectives of the study: (1) To discover what activities parent-teacher associations usually engage in; (2) to consider what place, if any, such an organization should have in our educational program; and (3) to undertake an evaluation of present activities to see in what ways, if any, redirection of energy should take place.[18]

ORGANIZATIONS IN LARGE CITIES

Parents' Educational Bureau.—The work of the Parents' Educational Bureau of Portland, Oreg., an organization whose funds are derived from popular subscription to the community chest, is carried on by the volunteer service of the members of the Oregon Congress of Parents and Teachers, local physicians, and nurses.

Parents whose children register with the bureau are eligible to attend the lectures and discussions on practical problems of childhood which were announced in 1927. The bureau is intended for clinical work with children residing in the city between the ages of 2 and 7 years and of any age up to 7 years outside of the city limits.

PARENTS' COUNCIL OF PHILADELPHIA

During 1927–28 the Parents' Council of Philadelphia had a membership of 913 fathers and mothers in 47 child-study groups which met weekly or semimonthly. The council maintains for its groups a reference and loan library, a bookshop which supplies books for

[17] Mason, Martha Sprague, editor. Parents and Teachers. A survey of organized cooperation of home, school, and community. Boston, Ginn & Co., 1928. 317 pp.

[18] Butterworth, Julian E. The Parent-Teacher Association and Its Work. New York, Macmillan Co., 1928. 149 pp.

parents which are not easily found in bookstores, a bibliography service, and a speakers' bureau. Publicity has been issued through the official organ, Parents' Council Pilot. Parenthood education for families in the community who desire it is stated as the objective of this organization.

The parents' council furnishes leadership for child-study groups but takes no responsibility for the organization, administration, or housing of the groups which have been formed by parent-teacher associations, clubs, churches, or other community groups.

The program for a course of lecture-conference on personality growth in children was prepared in cooperation with the Philadelphia Child Guidance Clinic in 1928. Leaders in education, psychology, and psychiatry open the discussions which follow the lectures, and members of the group participate.

A monthly bulletin has been issued in mimeographed form as a part of the service of this council.

THE UNITED PARENTS' ASSOCIATIONS OF GREATER NEW YORK SCHOOLS (INC.)

A series of programs on trends in elementary and secondary education were prepared by a committee of the United Parents' Associations for its meetings in 1927–28. The topics for the program, selected because of their importance in the life of the average child, dealt with what the school is doing for the individual child; the changes in present-day living; education 24 hours a day; progressive movements in education, etc. The speakers' bureau furnished speakers for all topics listed in the program, and, when necessary, speakers in foreign languages were supplied.

In 1928 the United Parents' Associations sponsored a parents' exposition primarily for parents. This project had the cooperation of all local agencies of child welfare. It was reported that 93 outstanding authorities worked on the various committees which arranged the program.

The fundamental purpose for which this organization was established is to awaken and instruct parents as to the importance of improved school conditions, adequate instruction, teachers of the highest type, and other equally important topics.

The organization is serving its member associations by providing a field service on organization problems; helping committee chairmen plan programs; publishing The School Parent, the official organ, weekly, except in July and August; giving radio talks; acting as a clearing house; conducting studies on problems affecting the schools, and recommending united action on them.

PERIODICALS FOR PARENTS

The following is an incomplete list of periodicals, some of which are official organs of organizations, which contain popular or technical contributions of educational value for the use of parents or others interested in child life: American Child; American Childhood; Babyhood; Childhood Education; Children, the Parents' Magazine; Child Welfare Magazine; Child Study; Hygeia; Journal of the American Association of University Women; Journal of Home Economics; Mother and Child; Progressive Education; and School Life. There are many more publications which, from time to time, furnish excellent material for parent education; among these are the popular women's journals.

INTERNATIONAL FEDERATION OF HOME AND SCHOOL

A federation of the forces engaged in child welfare throughout the world was organized into an International Federation of Home and School at the meeting of the World Federation of Education Associations in Toronto, Canada, in 1927, and headquarters were established at Northwest School, 1421 Race Street, Philadelphia, Pa.

The organizations represented at this meeting were the Canadian National Federation of Home and School; the National Mothers Congress of Japan; the Union International de Secours aux Enfants, Switzerland; Parents' National Educational Union, Ireland; National Congress of Parents and Teachers, United States; Austro-American Institute of Education, Austria; Ligue de l'Education Familiale, Belgium; National Ministry of Education, China; Department of Education, Cuba; People's College, Denmark; New Education Fellowship, England; Junior Red Cross, France; Prussian Landtag, Germany; Department of Education, Hawaii; Hindustan Association of American and Gawalior College, India; Japanese Education Association, Japan; Department of Education, Mexico.

The objective of this organization is to bring together the forces which are working "in home, school, and community, whether for the purpose of training parents, teachers, or children, for the improvement of the conditions under which boys and girls of all ages live and work and play." The program for the two years 1927–1929 includes: Acting as a clearing house of information on matters concerned with the fundamental purposes; publishing an international news letter; conducting a biennial conference coincident with the meeting of the World Federation of Education Associations; and promoting the organization of national groups.

Results of Inquiry into World Cooperation of Home and School

By Mlle. Marie Butts

General Secretary International Bureau of Education, Geneva, Switzerland; Chairman, Committee on Education, International Federation of Home and School

In a message to all countries the president of the International Federation of Home and School says:

> We fully understand that each nation must have its own special program. We, in the United States, do not claim that our plan of parent-teacher associations is a perfect one, but we know by experience that it succeeds with a great variety of nationalities. We have in our National Congress of Parents and Teachers groups speaking German, Spanish, Japanese, Russian, etc. We have developed here organizations which are not purely Anglo-Saxon but which may be adapted to the varied viewpoints of people of all nationalities.

With the desire of making an inquiry into the methods employed in other countries to bring together the school and the home, a questionnaire was sent out by the International Bureau of Education, Geneva, Switzerland, for the International Federation of Home and School. About 50 replies from departments of public instruction and principals of public and private schools were received. Members and correspondents in more than 50 countries were then asked to send information, and 77 replies came from 32 countries.

In proceeding to make the abstract of the returns, a distinction was made between the official organizations prescribed by law, and the private undertakings. It is important to note that the governments of various countries, far from being indifferent to the movements to bring school and home together have, far more often than is generally believed, made serious efforts to establish conditions of good understanding between the home and the school.

Parents' councils are created by law in several countries, especially those in which German is the language, such as Germany, the territory of the Saare, the Free City of Danzig, and Austria. These councils (Elternbeiräte), at whose meetings the teaching body is invited to be present, permit parents to express their desires as to the education of their children with a view to the establishment of understanding and cooperation between home and school. In Germany large groups are formed for the support of a special type of school to which they may be attached—for example, the Free National Association of Parents of the German High Schools, and the National Parents' Club of the German Intermediate Schools, etc.

Here are a few details in regard to the parents' councils of Saxony. At the beginning of each school year, the parents may, if they so desire, elect a council of parents to which fathers and mothers

whose children attend the school are eligible. Generally, in Saxony, these councils are divided into two sections—the clerical group and the lay group. These councils try to develop a sense of parental responsibility to work with the teachers for the success of the school activities, but they have no authority to interfere with school officials, the teaching force, or the individual teacher. The school-directing committee, established in Saxony more than a half century ago, exercises the right of control over the teachers. Teachers and official authorities are represented on it.

In Hamburg the Council of Parents names the head master. Moreover, the school council is composed of an equal number of parents and teachers, and each school has its parents' publications.

In Danzig the faculty of the primary schools is elected by the school deputies who are named by the citizens and is composed as follows: One-third, residents of the school district; one-third, teachers; and one-third, members of the senate. These deputies seek to establish a close contact and collaboration between the home and school. Formerly this activity was impeded by political considerations, but politics has passed into the background and, it is reported, it is necessary to guard against its reappearance.

In Austria the Parents' Council, comprising one-third teachers and two-thirds parents, with the addition of the president of the city school board, the district school inspector, the school physician, etc., is chosen by the members of the Parents' Association. Since the World War these associations have developed rapidly in Austria. They are to be found in all primary (elementary) schools of Vienna and of the Province, where the majority of the inhabitants are reported to be social democrats. They have to be recognized by law and the decree of August 4, 1922, insists upon their obligation to establish a close collaboration of home and school.

Their activities are especially practical in nature. They furnish funds by the organization of school festivals, excursions, gymnastic lessons, reading rooms, for the purchase of musical instruments, material for manual training, etc. The cost of country vacations for delicate children has been met, but they can not officially organize child protective activities. They have no right of supervision over the teachers, and they must keep out of politics.

Poland has in certain Provinces official councils of parents, and in Holland and in Belgium receptions and meetings are prescribed by law, but this does not mean that they are actually organized everywhere.

It is in Rumania that the Government and the teachers have apparently profited most by the aid of the parents. Each school has its committee, instituted under a law of 1919, and composed of

parents, teachers, local authorities, former pupils, and other interested persons. These committees work for the benefit of the schools along the following lines: The construction or repair of school buildings; planting of gardens; promoting school museums, art classes, libraries; organization of conferences, festivals, courses, vacation colonies, open-air schools; aid for needy pupils, etc. It is due to the support of the parents that after the war it was possible to reconstruct the schools and that they are now functioning satisfactorily.

In some countries there are parents' associations in addition to the parents' councils. They are to be found, as previously mentioned, in Austria; in Bulgaria they are organized in all the secondary schools of the capital. They are also to be found in Australia, where they are called "Parents and Citizens Associations"; they correspond to the parent-teacher associations of the United States. Their by-laws must be approved by the Minister of Public Instruction. They have no teaching jurisdiction and must not interfere in matters of instruction, but their object is to defend the interests of the school and to sustain the teaching body in its relations with the public. They endeavor to promote regular school attendance, give aid to the teachers, and supply funds for the improvement of the schools (playgrounds, books, pianos, etc.). In Western Australia, the parents' associations appoint the school board and are united in a federation called the "Federation of the Parents and Citizens Associations," which publishes a monthly journal. In Victoria the school committees, appointed by the parents and the parents' association, play the same rôle as the parents' and citizens' associations in the other Provinces.[19]

It is quite evident that in many countries parents, if they are not organized into councils or associations, are officially represented on school committees, educational commissions, and others of the kind. This is pointed out in replies from Belgium, Scotland, Estonia, Norway, Switzerland, and India. As an example of what is done, in the community of St. Gilles, Belgium, the members of the school committee are: The fathers and mothers of the children attending community schools; delegates from clubs of various activities; post-school and outside of school fathers and mothers in their turn. The fathers and mothers are appointed by the parents of the pupils, gathered in an assembly, which is presided over by the Provost of Public Instruction. At these assemblies, or parents' meetings, the representative of the department of public instruction makes an address on the organization and plan of the teaching in the community

[19] It should not be inferred that the Australian school boards and school committees have the same functions as our agencies which bear those titles. In Australia teachers are appointed and assigned and schools are maintained by the central government of each State.—*Editor.*

schools and discusses with the parents the best methods of preparing their children for life.

In the elementary schools of Estonia, the parents and teachers meet at least three times a year to discuss educational and pedagogical questions. Their wishes are then submitted to the educational council and to the Kuratorium. The Kuratorium, composed of one-third teachers, one-third school authorities, and one-third parents, concerns itself with financial questions and with school attendance.

For purposes of home education there is in England the Parents' National Educational Union which was founded 30 years ago, well known for its special methods of home education and for organizing the Parents' Union School. Its official journal is the Parents' Review.

In Switzerland the canton of Schaffhausen has a Cantonal Society of Instruction which deals with educational questions and to which belong people of all classes and of all political parties. And at Soleure a decree of May 26, 1877, instituted in each of the 10 districts of the canton, an educational association recruited from the school commission (teachers and friends of the school) of the district.

There is a project under French law which aims to create school councils, whose members are reported to be the mayor of a community, the head masters and mistresses of the school, with an equal number of municipal councilors, fathers and mothers of the pupils, and teachers. These councils are intended primarily to take care of the material interests of the school. An article on the Manual of Elementary Instruction (January 16, 1926) declares:

> We conceive of the school council as first of all the center, where will of necessity be united all the subsidies, legal or optional, together with other resources, which the State, the departments, the communities, and private individuals may lend to the school, and as the agent especially authorized to use these credits and these contributions. The council will supervise the fitting up and the maintenance of the local schools; will take the necessary hygienic measures; will create gardens, studios, experiment stations, etc.; but it shall not interfere in the organization of the curriculum. The principal shall maintain his educational independence. Thanks to the school council it will be possible to attach to the school the civic personnel so that it will become autonomous from the financial point of view.

In Paraguay each public school has a people's educational commission, composed of parents and teachers, and appointed by the national council of education.

From this enumeration of facts taken from the report which was based upon replies to an inquiry, a conclusion has been drawn that in spite of the many praiseworthy efforts which are briefly described, the problems of cooperation of the forces of home and school have not yet been solved. The two groups still oppose and contradict each other. The reasons for this incompatibility have been given

frequently in detail: The lack of education or of interest in educational matters on the part of parents; distrust on the part of the teachers, who do not like to have the parents interfering in their affairs; social prejudices; politics, etc. In Norway, for example, we are told that the supervising committees, composed partly of parents, have only increased the difficulties of the teachers, especially in matters of discipline, and have even caused attacks to be made upon the teachers in the labor papers. In such countries as India, where the new generation is far removed from the old, the parents would have difficulty in giving really effective cooperation. An English correspondent points out that it would be difficult to create an association of parents and teachers in England because societies are already too numerous; the social conditions do not allow the success of organizations of the type found in the United States; and the English teachers are professionals, men of certain technique, individualists, and little disposed to allow themselves to be counseled or aided by parents. In South Africa in response to the questionnaire it was stated that the school administrators are already so largely controlled and influenced by the public that they do not need to meet with the parents; in another section it is the opinion of the superintendent that parent-teacher associations would not be very useful in the rural districts because the teachers are already in daily contact with the parents, but in the cities they might render invaluable service.

In spite of all difficulties and although progress may be slow, the cooperation of home and school is steadily advancing. It engages more and more people, and methods are being improved. When these methods, adjusted to meet the needs of each country, shall have been centralized by a strong organization directing them definitely toward the same end, it will be possible to fully realize this community of action between parents and teachers.

CHAPTER XV

EDUCATIONAL BOARDS AND FOUNDATIONS

By Henry R. Evans

Editorial Division, Office of Education

Contents.—General Education Board—Rockefeller Foundation—Laura Spelman Rockefeller Memorial—Carnegie Corporation of New York—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—Baron de Hirsch Fund—Kahn Foundation for Foreign Travel of American Teachers—Commonwealth Fund—Julius Rosenwald Fund—Payne Fund.

GENERAL EDUCATION BOARD[1]

The General Education Board has, since its foundation in 1902, to June 30, 1928, appropriated $176,689,425.54 for the promotion of education in the United States. Of this sum $112,163,437.95 was paid to colleges and other institutions for whites; $12,991,854.75 to institutions for negroes; and $1,317,023.91 to miscellaneous objects.

The sum of $17,487,062.74 was appropriated by the board for the year ended June 30, 1928; in addition there was appropriated from income of the Anna T. Jeanes Fund for Negro Rural Schools the sum of $9,624.33, making a grand total of $17,496,687.07. Of the total of $17,487,062.74, $12,462,000 represents appropriations from principal and $5,025,062.74 appropriations from income.

The receipts of the General Education Board were as follows: Balance, June 30, 1927, $14,204,582.64; refunds on account of payments made in previous years, $30,234.52; income, July 1, 1927, to June 30, 1928, $5,242,433.36; total $19,477,250.52.

The statement of disbursements of income for educational purposes is as follows:

For whites.—American Journal of Pathology, $7,500. Universities and colleges: Endowment and general purposes, $3,478,935; to increase teachers' salaries, $10,835.60. County school consolidation, $370.25; fellowships and scholarships, $55,700; humanistic studies and research, $569,300; industrial art, $15,501.14; Lincoln School, $111,000; medical schools, $727,861.28; National Academy of Sciences, $11,327.72; public education (colleges), $42,500; repairs and reequipment of schoolhouses in flooded Southern States, $138,432.40; rural school agents, $38,094.23; State departments of education (di-

[1] Data compiled from report filed with the Secretary of the Interior.

visions of school buildings, information, school service, demonstration in supervision, etc.), $71,747.96.

For negroes.—Colleges and schools: Endowment and general purposes, $570,227.49; to increase teachers' salaries, $13,000. County training schools, $64,629.06; fellowships and scholarships, $38,250; expenses of special students at summer schools, $3,874.42; John F. Slater Fund, $52,000; medical schools, $227,607.69; National Research Council fellowship, $2,500; negro rural school fund, $90,000; rural school agents, $99,769.76; summer schools, $23,810.61; repairs and re-equipment of schoolhouses in flooded Southern States, $11,567.60; training negro teachers in private and denominational colleges, $11,222.22.

Miscellaneous.—Conferences, $1,694.02; improvement of accounting systems in educational institutions, $542.27; revision of paper on teachers' salaries, $10,420.03; rural school supervision, $24,318.85; studies in the field of public education, $6,273.82; surveys (miscellaneous), $14,449.68.

Administration, $226,684.89. Grand total, $6,771,947.99. Income on hand June 30, 1928, as accounted for in balance sheet, $12,705,302.53.

President: Wickliffe Rose, 61 Broadway, New York, N. Y.

Secretary: William W. Brierley, 61 Broadway, New York, N. Y.

ROCKEFELLER FOUNDATION

The activities of the Rockefeller Foundation for 1927 are summarized as follows by George E. Vincent, president of the foundation:

During 1927 the Rockefeller Foundation, in disbursing from income and capital $11,223,124, (1) aided local health organizations in 85 counties of six States in the Mississippi flood area; (2) operated an emergency field training station for health workers in this region besides contributing toward the support of nine other training centers elsewhere; (3) assisted nine schools or institutes of public health and three departments of hygiene in university medical schools; (4) gave aid to 17 nurse-training schools in nine countries; (5) furnished funds for land, buildings, operation, or endowment to 19 medical schools in 14 countries; (6) supported the Peking Union Medical College; (7) paid $2,000,000 toward a new site for the University of London; (8) helped Brazil to maintain precautionary measures against yellow fever; (9) continued studies of that disease in West Africa on the Gold Coast and in Nigeria; (10) had a part in malaria control demonstrations or surveys in eight States of the southern United States and in 11 foreign countries; (11) aided 19 governments to bring hookworm disease under control; (12) contributed to the health budgets of 268 counties in 23 States of the American Commonwealth and of 31 similar governmental divisions in 14 foreign countries; (13) helped to set up or maintain public health laboratory services or divisions of vital statistics, sanitary engineering, or epidemiology in the national health services of 19 countries abroad and in the State health departments of 16 American States; (14) made grants for mental hygiene work in the United States and Canada; (15) provided funds for biological research at the Johns Hopkins University

and aided investigations in this field at Yale University, the State University of Iowa, the University of Hawaii, the Bernice P. Bishop Museum in Honolulu, and certain universities of Australia; (16) helped the League of Nations to conduct study tours or interchanges for 125 health officers from 44 countries, to supply world-wide information about communicable diseases, to train government officials in vital statistics, and to establish a library of health documents; (17) provided, directly or indirectly, fellowships for 864 men and women from 52 different countries, and paid the traveling expenses of 115 officials or professors making study visits either individually or in commissions; (18) made minor appropriations for improving the teaching of the premedical sciences in China and Siam, for the operating expenses of hospitals in China, and for laboratory supplies, equipment, and literature for European medical centers which have not yet recovered from the after effects of the war; (19) lent staff members as consultants and gave small sums for various purposes to many governments and institutions; (20) made surveys of health conditions and of medical and nursing education in 14 countries.

The income of the foundation during the year was $9,331,903; the balance carried over from 1926 was $6,098,647. The following is a summary of expenditures in 1927: Public health, $3,785,718; medical education, $4,097,343; miscellaneous, $2,714,546; administration, $625,517.

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 1928, appropriated for educational, charitable, and scientific purposes the sum of $37,154,933.63, which with contingent appropriations of $927,124.71 makes a grand total of $38,082,058.34.

On January 3, 1929, the Laura Spelman Rockefeller Memorial was consolidated with the Rockefeller Foundation and terminated its existence as a separate organization. According to a report issued in 1929, "the increasing interest of the memorial in the social sciences and the development of the Rockefeller Foundation's own program for the advancement of knowledge made it desirable for the principal activities of these organizations to be continued under a single administration."

The sum of $5,000,000 was appropriated to assist in the establishment of the Great Smoky Mountains National Park.

The continuation of the memorial's activities for the study of child development and parent education, for the improvement of interracial relationships, and in cooperation with public agencies will be effected through an appropriation of $10,000,000 which has been made to the Spelman Fund of New York.

President: John D. Rockefeller, jr., 61 Broadway, New York, N. Y.

Secretary: W. S. Richardson, 61 Broadway, New York, N. Y.

CARNEGIE CORPORATION OF NEW YORK

The following appropriations were authorized by the Carnegie Corporation of New York for the fiscal year 1927–28: Library service, $140,000; adult education, $102,000; the arts, $487,500; educational studies, research, and publications, $645,750; general interests, $666,000; total grants authorized from principal fund and special fund, $2,041,250.

Of the grants made during the current year from the funds applicable in the United States, the largest was to the Institute of International Education. The institute, originally founded by the Carnegie Endowment, but independent since 1923, has, under the leadership of Dr. Stephen P. Duggan, proved of great usefulness both to foreign scholars and students visiting the United States and to Americans contemplating foreign study.

The African program of the corporation is progressing. Says President Frederick P. Keppel, in his annual report for the year ended September 30, 1928:

> The Carnegie Corporation really administers two endowments under the direction of a single board of trustees. The major part of its income is limited under its charter to activities for the advancement and diffusion of knowledge and understanding among the people of the United States, but Mr. Carnegie's far-seeing generosity made provision also, by a special gift of $10,000,000, for the carrying out of the same broad purposes "in Canada and the British Colonies." It is from this second source that the corporation has embarked during the year under review upon a five-year program in British Africa, for which it has set aside the sum of $500,000. This action followed a visit to Africa and a report to the trustees made by the secretary and the president of the corporation. Thanks to the generous and intelligent help which the corporation received on every hand, and most notably from Dr. C. T. Loram, it has already been able to carry this program forward to a degree which would otherwise have been impossible. Definite grants have been voted, usually providing for annual installments during the five-year period, which aggregate about half the total sum set aside. Responsible local bodies are already selecting representative South Africans for visits to the United States and Canada, and for the selection and oversight of scientific researches, including a major cooperative research upon what is known in South Africa as the "Poor White" problem. Perhaps the most important result of the visits of the commissions sent to Africa by the Phelps Stokes Fund, under the leadership of Dr. Thomas Jesse Jones, has been the development of the so-called Jeanes School, which represents the adaptation of the fruits of our American experience with the southern negroes to the education of the native African. Since 1925 the corporation has been contributing to the support of a Jeanes School in Kenya Colony, and it has now agreed to give similar help to five additional schools, to be established, respectively, two within the Union of South Africa, and one each in Northern and Southern Rhodesia and in Nyasaland. Although none of the gifts made by the corporation in this program have been subject to formal conditions as to the receipt of funds from other sources, it may be said that in practically every case funds at least equal to

those furnished by the corporation are being provided by the Government of the Union or from some other African source.

President: Frederick P. Keppel, 522 Fifth Avenue, New York, N. Y.

Secretary: James Bertram, 522 Fifth Avenue, New York, N. Y.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING

The Carnegie Foundation for the Advancement of Teaching, in its report for the year ended June 30, 1927, announces progress on bulletins dealing with dental education, legal education; school, college, and university athletics in Great Britain and the United States; the present character and relations of schools and colleges in the United States as compared with those in several European countries; and authorizes the continuance of the last inquiry in a specific study of the relations of schools and colleges in the State of Pennsylvania.

The executive committee received with satisfaction information that retiring allowances from the foundation had been declared free of income tax in Massachusetts, and approved the recommendations of the president concerning the establishment of a central agency for the sale, purchase, and custody for securities for the foundation, in cooperation with the Carnegie Corporation of New York, the Carnegie Endowment for International Peace, and the Carnegie Institution of Washington.

Desiring from time to time to assist certain educational projects through the Carnegie Foundation, the Carnegie Corporation voted and the foundation accepted, during the year, appropriations of $10,000 for a study of graduate instruction, of $10,000 for a study of accredited schools in cooperation with the Association of Colleges and Secondary Schools of the Middle States and Maryland, and of $3,000 for aid in the publication of miscellaneous educational reports.

In administering the rules for retirement the committee voted that expectation of a retiring allowance is not interfered with by the transfer of a teacher from an institution that was associated with the foundation in 1915 to an institution that had become associated after that date but before the transfer of the teacher.

During the year the trustees received a total income of $1,389,644 for general purposes and $23,000 for special purposes, in addition to $57,862.40 from the endowment of the division of educational inquiry, $789,644.13 from the general endowment, and $623,000 from the Carnegie Corporation of New York on account of its appropriation of $600,000 a year for 10 years for general purposes and of certain specific appropriations of $23,000. The current expenditures were as follows:

(*a*) General endowment: Retiring allowances and pensions in institutions on the associated list, $1,257,770.40; retiring allowances and pensions granted to individuals, $76,283.64; total retiring allowances and pensions, $1,334,054.04; pension studies, $2,640.43; expenses of administration, $85,560.39; publication, $5,000.

(*b*) Division of educational inquiry: General, $8,636.33; study of legal education, $10,649.76; study of dental education, $6,574.08; study of graduate instruction, $2,000; study of comparative education, $9,680.05; study of college athletics, $22,806.77; other studies, $13,747.50; total, $74,094.49. Grand total, $1,501,349.35.

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 1927–28 were made by the Education Committee of the John F. Slater Fund: Colleges, $22,050; Hampton-Tuskegee campaign fund, $10,000; county training schools, $35,000; special work, $2,000; total $69,050.

For several years the Slater Fund has been paying, or assisting in paying, the salary of a professor in the English or science department in each of 20 colleges. The professors to whose salaries the contributions have been made are graduates of, or have attended Harvard, Yale, Dartmouth, Columbia, Chicago, Northwestern, California, Illinois, Howard, Fisk, or some other well-known institution.

Of the 306 county training schools aided by the fund, in 1926–27, there were 82 which report a four-year high-school course: Alabama, 10; Arkansas, 1; Florida, 1; Georgia, 5; Kentucky, 7; Louisiana, 8; Maryland, 2; Mississippi, 3; North Carolina, 17; Oklahoma, 1; South Carolina, 4; Tennessee, 8; Texas, 10; Virginia, 5. There are 66 schools which have dormitories; and 98 which have teachers' homes.

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, 1927, with public-school boards and superintendents in 306 counties in 14 States.[1]

The 309 supervising teachers, paid partly by the counties and partly through the Jeanes Fund, visited regularly in these counties 9,428 country schools, making in all 51,011 visits, and raising for the purpose of school improvement $495,845. The total of salaries paid to the supervising teachers was $273,418, of which $164,871 was paid by the public-school authorities and $108,547 through the Jeanes Fund.

The business of these traveling teachers, working under the direction of the county superintendents, is to help and encourage the

[1] One county had 3 Jeanes' teachers; 3 counties had 2; and 3 teachers served in 2 counties.

rural teachers; to introduce into small country schools simple home industries; to give 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 $1,200,000.

In recognition of the advancement which many negro secondary schools and colleges have made during the 10 years since the report on those institutions was issued in 1916, the Phelps-Stokes Fund, at the request of the Association of Colleges for Negro Youth, recently appropriated $5,000 to assist the United States Bureau of Education to make a resurvey of the institutions of higher learning for negroes in America. The Bureau of Education has completed this survey, which has been published under the title "Survey of Negro Colleges and Universities." Approximately 40 per cent of the money provided by the Phelps-Stokes Fund and by other cooperating institutions was returned at the conclusion of the survey.

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 secondary and collegiate types, such as Fisk University, Atlanta University, Hampton Institute, Tuskegee Institute, Calhoun Colored School, Penn Normal and Industrial School, and Lincoln University (Pennsylvania).

The fund has also aided the work of the interracial commissions and such conferences as the "National Interracial Conference" held in Washington in December, 1928.

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. 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 were 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), were printed to report the findings of these 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 60 persons have thus been enabled to study negro education at first hand in the United States. 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.

Recently the fund has been giving much attention to assisting the Liberian Government through the establishment of a public library, the development of public education, the encouragement of sound education under missionary auspices, and the development of an adequate industrial and agricultural institute on the lines of Tuskegee.

The fund, in addition to its educational work, is interested in improving housing conditions in New York, especially among negroes.

A report covering the work and expenditures of the fund since its foundation has been prepared and will be available for distribution early in 1929.

President: Anson Phelps Stokes, 2408 Massachusetts Avenue 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, which is administered by the Institute of International Education, with headquarters in New York City, has for its objective the establishment of "an enduring memorial for the 127 Field Service men who gave their lives in the Great War." It seeks "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. Nine fellowships were awarded for the year 1928–29.

President: Paul D. Cravath, 2 West Forty-fifth Street, New York, N. Y.

Executive Secretary: Archie M. Palmer, 2 West Forty-fifth Street, 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 calendar year 1927 contributed the sum of $150,000 for the completion of the Louvain Library. This final donation brings the gifts through the foundation for the building and maintenance of that library to $665,000. The foundation authorized a contribution of 9,500,000 Belgian francs for the completion of the main group of the new buildings of the University of Brussels at the Solbosch site. This final gift to Brussels University brings the total of gifts and expenditures of the foundation for the Solbosch building program to 31,348,746.77 francs (equivalent to $1,254,230.50). The foundation has also given this university the sum of 15,000,000 francs for future physical expansion (equivalent to $681,818.10).

The foundation supported Commission for Relief in Belgium advanced fellowships for Belgians in the United States and three advanced fellowships for Americans in Belgium for the 1927–1928. It likewise maintained its Commission for Relief in Belgium graduate fellowships with 27 Belgian students, including nine renewals and one honorary fellow in the United States for the foregoing period.

President: Herbert Hoover.

Secretary: Perrin C. Galpin, 42 Broadway, New York, N. Y.

BARON DE HIRSCH FUND

The Baron de Hirsch Fund, which was organized on March 13, 1890, was incorporated on February 12, 1891, under the New York Membership Corporation 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. In addition to the work conducted by its trade school, it also grants agricultural scholarships to Jewish young men between the ages of 16 and 19, at the State Institute of Applied Agriculture, Farmingdale, Long Island, N. Y., and the State School of Agriculture, Delhi, N. Y. The Trade and Industrial School, established by the fund in New York City, offers to young men courses of training that will fit them for employment in skilled trades, such as printing, sign painting, show-card writing, plumbing, machine work, electrical work, and automechanics.

President: S. G. Rosenbaum, Woolworth Building, New York, N. Y.

Assistant Secretary: George Bookstaver, Woolworth Building, New York, N. Y.

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. A report to the trustees, on "Race and Population," was made by Prof. Owen Beaty, of the Southern Methodist University, Dallas, Tex., who was the Albert Kahn fellow for 1926–27. The stipend of the single fellowship is $5,000.

President: Edward D. Adams, 598 Madison Avenue, New York, N. Y.

Secretary: Frank D. Fackenthal, 531 West One hundred sixteenth Street, New York, N. Y.

COMMONWEALTH FUND

The Commonwealth Fund during the fiscal year ending September 30, 1928, continued its activities in the fields of child welfare, public health, and education. The following appropriations were voted for 1927–28: Commonwealth Fund programs, $1,675,191.45. Special grants—health, $89,300; mental hygiene and child guidance, $218,925; miscellaneous, $100,205.35. Total, $2,083,621.80. Special grants are made chiefly to institutions and organizations for the conduct of various educational, social, and philanthropic undertakings, with which the fund has no administrative connection, direct or indirect. Among the more important unclassified grants are included $12,500 to the Boy Scouts of America, for a study of the effects of scouting in a number of American cities, with the purpose of discovering weaknesses and indicated changes in program.

President, Edward S. Harkness, 1 East Fifty-seventh Street, New York, N. Y.

Secretary, Katherine Hoffart, 1 East Fifty-seventh Street, New York, N. Y.

JULIUS ROSENWALD FUND

The Julius Rosenwald Fund was incorporated in 1917, under the laws of the State of Illinois, for charitable, scientific, educational, and religious purposes. Its total expenditures for the fiscal year ended June 30, 1928, amounted to $364,831.21. This fund has devoted its attention chiefly to a program for the building of negro schoolhouses in rural sections of 14 Southern States. On June 30,

1928, there were 4,138 Rosenwald schools, a number of them with separate buildings for shops and teachers' homes, standing in the 14 States of the South. During the fiscal year $301,341 was expended for negro rural schools; and $6,428.56 for small libraries in 140 rural schools.

President: Edwin R. Embree, 5733 Kembark Avenue, Chicago, Ill.

Secretary and Controller: William B. Harrell, 925 South Homan Avenue, Chicago, Ill.

THE PAYNE FUND

The Payne Fund, which was organized on September 1, 1927, and incorporated April 9, 1929, under the membership corporations law of the State of New York, was founded to provide for enlargement of the activities and interests that developed during the work of members of the fund who first organized as the National Committee for the Study of Juvenile Reading on April 1, 1925. In carrying out its purposes "to initiate, assist, or conduct researches, surveys, experiments, and other projects from which may be developed increased understanding of youth and its needs and capacities for constructive participation in organized society" the fund has (1) continued to provide for the National Committee for the Study of Juvenile Reading; (2) financed the first two years of the survey and planned program of the National Committee for the Study of Social Values in Motion Pictures; (3) established the Payne Fund Committee on Educational Research (in Motion Pictures) cooperating with the University of Chicago, Yale University, Ohio State University, Iowa State University, and New York University in scientific research in connection with motion pictures and youth; (4) financed the Preliminary Committee on Educational Broadcasting for a national survey of the possibilities for radio broadcasting to schools; (5) cooperated with the Ohio State Department of Education in organizing and maintaining the "Ohio School of the Air" broadcasting regular programs for the schools of the State; (6) continued to finance a study of the biblio-psychology methods of Dr. Nicholas Roubakine, of the Bureau of International Education, Geneva, Switzerland; (7) contributed to the Orthological Institute of London for development of a condensed English vocabulary for use of youth in non-English speaking countries; (8) contributed the services of staff radio specialists to assist members of the Department of Superintendence of the National Education Association in developing plans for the participation of organized education in school broadcasting; (9) assisted the magazine Children financially and with staff advisers; (10) continued to maintain two staff members in Geneva, Switzerland, for research in

some of the problems on the program of the League of Nations, including child welfare, public health, opium and dangerous drugs, and migration.

The fund is at present maintained by descendants of the Payne family of Ohio and is using the income on approximately $2,000,000.

President: H. M. Clymer, No. 1 Madison Avenue, New York, N. Y.

Secretary: Ella Phillips Crandall, No. 1 Madison Avenue, New York, N. Y.

CHAPTER XVI

WORK OF THE BUREAU OF EDUCATION FOR THE NATIVES OF ALASKA

By William Hamilton

Assistant Chief, Alaska Division, Office of Education

In addition to maintaining schools for the native children, the United States Bureau of Education aids entire communities by extending medical aid, by relieving destitution, by fostering commercial enterprises, by supervising the reindeer industry, and by promoting generally the interests of the natives.

The organization of the Alaska division of the bureau consists of the office in Washington with 3 employees; the office in Seattle, Wash., which is the headquarters of the chief of the Alaska Division and functions as the purchasing and disbursing office for the bureau's Alaskan work, with 7 employees; and the field force in Alaska, which, during the fiscal year 1927–28, included 6 superintendents, 177 teachers, 9 physicians, 28 nurses, 3 employees in connection with the reindeer service, 17 employees on the U. S. S. *Boxer* and on the Yukon River medical boat; also 19 cooks, janitors, and orderlies, a total of 269 employees. Ninety-five schools were maintained with an enrollment of 3,742 pupils.

The bureau's vessel, the *Boxer*, continues to render valuable service in transporting appointees, equipment, and supplies from Seattle to their remote destinations on the coast, on the outlying islands, or on the rivers of Alaska. Leaving Seattle in the spring the vessel makes its first voyage of the season through the waters of southeastern Alaska and along the southern coast as far as Kodiak Island; on its second voyage it visits the settlements on the shores of the Alaska Peninsula and of Bering Sea; its third voyage is the long cruise to the Eskimo villages beside the waters of the Arctic Ocean as far north as Point Barrow. The annual visit of the *Boxer* furnishes to many settlements their only means of communication with the rest of the world. Its passengers are the teachers, doctors, and nurses

going to or returning from their voluntary exile. Its cargo includes the lumber and hardware for use in constructing school buildings at various places in Alaska, the coal and food supplies required for a year, and a year's supply of the books, furniture, and equipment needed by the schools. On its last voyage for the season it brings to Seattle reindeer meat, furs, and ivory carvings which are sold for the Eskimos through the Seattle office of the Alaska Division.

Through employing Alaskan natives as sailors, the *Boxer* also functions as a training ship in the educational program of the bureau.

In each of the day schools, in addition to instruction in the usual academic subjects, attention is given to such industrial work as conditions permit. Sewing, cooking, and carpentry are emphasized. Important as the industrial work of the day schools is, it must be supplemented by specialized training in such activities as will enable the natives successfully to meet the new conditions resulting from the advance of civilization. With this in view, three industrial boarding schools are maintained, located at White Mountain on Seward Peninsula; at Kanakanak on Bristol Bay; and at Eklutna on the Alaska Railroad north of Anchorage. The curriculum of these schools includes such industries as carpentry, furniture making, boat building, the making of clothes, shoemaking, sled construction, operation and repair of gas engines, ivory carving, taxidermy, and basket weaving. The innate dexterity of the natives insures their success in these industries.

Having in view the necessity for the training of natives for service in connection with their cooperative stores, instruction is given in typewriting, stenography, clerical work, and business methods. Problems in connection with the reindeer industry are considered. Reindeer skins are tanned and made into garments. Instruction in health and sanitation is given by resident nurses. Directed play includes basketball, baseball, and tennis, as well as the primitive games of the natives themselves. Utilization of Alaska's food supply is stressed. Fish and berries, obtained plentifully during the season, are canned for winter use. The gardens at Eklutna furnish many of the vegetables required and hunting expeditions by the older boys supply the school with the meat of the caribou and the mountain sheep. From these industrial schools students will go directly into the industrial and business life of their communities, applying at once the knowledge and skill gained in the schools.

Experience has shown that teachers appointed from the States to schools in Alaska frequently have difficulty in adjusting themselves to local conditions and to the work for the natives. As the result

of conferences between the United States Commissioner of Education and the president of the Alaska Agricultural College and School of Mines, at Fairbanks, decision has been made to include in the work of that institution courses in the training of teachers for the schools of the natives of Alaska. Graduates from these courses will be considered for appointment by the Bureau of Education. The familiarity of these persons with the climate and general conditions in the Territory is expected to be advantageous.

On January 18, 1928, the school building at Barrow was destroyed by fire with all school supplies and personal effects of the teachers. The teachers and natives borrowed from the school at Wainwright, more than 100 miles distant, and transported by dog sleds, supplies, books, and equipment, and reopened school in a storeroom. Congress promptly made an emergency appropriation of $16,000 for the erection of a new building and the purchase of supplies and equipment.

During the night of April 1, 1928, fire destroyed the 2-room log school building at White Mountain. Books, equipment, most of the records, the laundry of the boarding pupils, and a quantity of food stored in the building were burned. The building was erected a number of years ago as a day school, long before the industrial school was established. Congress made an appropriation of $60,000 for a commodious building with its equipment, for a storehouse at Golovin, on the seacoast, and for a power boat to transport building materials and supplies from Golovin to White Mountain.

On June 8, 1928, the school building at Killisnoo, a village in southeastern Alaska, was destroyed by a fire that burned practically the entire village. Most of the natives have moved from Killisnoo to the neighboring village of Angoon.

In the autumn of 1927 the Combined Packers' Association deposited at Kanakanak, in southwestern Alaska, lumber, with plans and specifications, for a boys' dormitory at Kanakanak Industrial School. By special legislation the Secretary of the Interior was empowered to accept officially this gift. At the opening of the 1928 cannery season in May carpenters were sent by the association to complete the erection of this building during the summer months.

Hospitals have been maintained at Juneau, Tanana, Akiak, Kanakanak, and Noorvik. Contracts were entered into with hospitals at Nome, Anchorage, and Cordova in Alaska, as well as with hospitals in the States of Washington and Oregon, for the treatment of Alaskan natives. Several native boys and girls were brought to Seattle for special treatment. The professional service rendered in Alaska during the fiscal year 1928 is shown in the following table:

Medical service by doctors and nurses

Service	By nurses	By doctors	Total
Number of visits to homes	8,725	201	8,926
Number of patients treated	11,304	5,150	16,454
Number of treatments given	31,286	20,659	51,945
Number of births reported	124	39	163
Number of deaths reported	128	30	158
Total days of hospital care	655	14,601	15,256
Out and clinic patients	657	3,988	4,645
Out and clinic calls	10,052	6,399	16,451

In the majority of the native settlements the teachers must of necessity extend medical aid to the best of their ability. In many regions the school is the only place within a radius of several hundred miles where the natives can obtain medical relief, and they make long journeys to secure it. The extent of this service is set forth below.

Community service rendered by teachers

District	Visits made to homes	Medical assistance rendered	Births reported	Deaths reported	Native population served	Number of teachers reporting
Central	2,901	4,701	60	43	1,898	32
Northwestern	2,889	3,394	61	34	2,260	22
Seward Peninsula	4,636	4,633	59	15	2,142	29
Southeastern	3,343	5,192	104	168	4,784	39
Southwestern	1,963	3,544	34	40	1,417	28
Western	3,666	6,306	45	41	2,020	27
Total	19,398	27,770	363	341	14,521	177

In order to extend medical relief to natives scattered throughout the Yukon Valley, the Yukon medical boat was again operated during the season of open navigation. In 1927 it was in charge of Dr. John Huston, detailed from the Juneau hospital, who was assisted by two trained nurses. The boat went into operation at Nenana on June 1, 1927, and its work was very successful during the early summer. Unfortunately, Doctor Huston fell overboard on July 16 and was drowned. After his death the two nurses continued to treat all cases along the river that required medical attention. During the cruise of the boat 1,473 patients were treated and much dental work accomplished, including 884 extractions. The opportunity for securing medical aid is greatly appreciated by the natives and whites in the isolated settlements along the river.

On June 8, 1928, the Yukon medical boat again went into commission with a physician, a dentist, and two nurses as its professional staff.

In view of the fact that a large number of reindeer are killed for food locally and for exportation it is difficult to state the precise number in Alaska at any given date. It is estimated that there are between 400,000 and 500,000 reindeer in the Territory.

The great increase in the number of herds of reindeer in northern and western Alaska rendered it urgent that provision be made for the allotment of grazing lands. By the act of March 4, 1927, authority was granted for the establishment by the Secretary of the Interior of grazing districts in Alaska and for the granting of leases for definitely described areas therein. The provisions of this act are being carried into effect as rapidly as possible. This action will regulate the occupancy of grazing lands by the reindeer herds and prevent friction among the owners of reindeer in regions where the herds are most numerous.

In order to interest the natives in reindeer raising and to encourage them, the reindeer were distributed among them through a system of apprenticeship; the result is a large number of individual owners. In 15 localities native owners of reindeer have combined their herds and formed cooperative associations, thus insuring better safeguarding of their interests, more efficient methods for the sale of meat and hides, economy in the herding, and simplification of the marking of the reindeer, one mark for the entire association being substituted for the large number of marks of the individual owners. These cooperative associations own approximately 160,000 reindeer.

It has been found that the ability of the natives to manage their herds is a condition to their success in the reindeer industry. The Commissioner of Education and the president of the Alaska Agricultural College and School of Mines have entered into an agreement by which a limited number of Eskimo young men will be received by that institution in order to furnish them an opportunity to acquire training to fit them for the independent management of their herds. At the experiment station of the Bureau of Biological Survey, maintained in connection with the college, these natives will be instructed in reindeer husbandry, including selective breeding, the prevention and cure of diseases, the marketing of the meat and hides, and the nutritive value of the various forage plants eaten by the reindeer. They will also be given special courses in the college in cooking, sanitation, hygiene, and such elementary school subjects as are found suitable to their requirements. Six young men, whose expenses are paid by the Federal Government, have entered upon this course. A succession of natives thus trained would provide competent administrators of the reindeer industry and insure its permanent success.

As part of their duty, the teachers in the Bureau of Education's schools in those regions affected by the reindeer industry have hitherto been required to exercise supervision over the herds in the vicinity of their schools. The growth and importance of the industry have necessitated the appointment of a general supervisor whose duties cover all matters connected with the reindeer service, including

the inspection of the herds, the establishment of new herds, the making of recommendations for the issuing of leases for grazing areas, cooperation in the prevention of disease, promoting the marketing of the meat and hides, and furthering all other measures for the advancement of the industry.

One of the problems in connection with the reindeer industry is the providing of a market for the meat, which is greatly in excess of local demands. Progress is, however, being made in this direction. When returning from northernmost Alaska, the *Boxer* calls at Eskimo villages along the Arctic coast north of Nome and takes on board about 500 carcasses, which, at Nome, are transferred to steamers bound to Seattle. The *Boxer* then proceeds to St. Lawrence Island, in northern Bering Sea, and again fills her cold-storage space to capacity with carcasses for sale to dealers in the towns along the southern coast of Alaska and in Seattle.

An incorporated company, with a capital of $3,000,000, exports large quantities of reindeer meat each season and maintains six plants on the Seward Peninsula, to which reindeer are driven when in prime condition, slaughtered, and placed in cold storage. For the transportation of its reindeer meat from Alaska to Seattle and of supplies needed in Alaska, this company operates the *Sierra*, a freighter with a capacity of 2,000 tons, which makes three round trips during the season of navigation, transporting approximately 12,000 carcasses during the season. The steamers *Victoria* and *Alameda*, of the Alaska Steamship Co., have also been equipped with refrigeration facilities and transport reindeer meat from Nome to Seattle. A cold-storage plant has been constructed on the shore of Bristol Bay for the storage and sale of reindeer meat to the 28 canneries operated in that region during the summer months; surplus meat at the end of the season is shipped to the Pacific coast on the cannery tenders. Flat-bottomed barges, decked over and provided with cold-storage compartments, are towed from deep water into shallow bays and rivers to furnish storage for reindeer slaughtered at Kotzebue, within the Arctic Circle, St. Michael, near the mouth of the Yukon River, and at Kokrines, on the lower Yukon River.

The increase in the exportation of reindeer meat rendered desirable an inquiry into its nutritive value. Chemical and biological analyses of reindeer meat made by the Department of Agriculture, at the request of the Bureau of Education, show that it has high protein, low fat, and comparatively low moisture. This means that reindeer meat possesses high nutritive value in proportion to its weight, which is an important fact in a commodity which is shipped long distances from its source of supply.

CHAPTER XVII

CHANGING CONCEPTIONS OF THE SCHOOL-BUILDING PROBLEM

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Contents.—Evolution of the modern city school building—Some results of a study of school buildings in 90 cities in 33 States—Developing school-building standards—The school site—Methods of conducting school-building surveys—Summary

Progress in the school-building field has been so rapid and so much has been written on the subject during the past few years that it would be impossible to cover adequately all the different phases of this work within the limits of this report. Therefore, only a few subjects will be touched upon which are significant of new developments in regard to the school-building problem. For example, although elementary and high school buildings are of equal importance, considerable space is given to the evolution of the elementary school building of the city school systems because it represents a wider departure from previous types; for the same reason the school-building survey is discussed at length because this is a comparatively new field in which new methods are constantly being worked out.

EVOLUTION OF THE MODERN CITY SCHOOL BUILDING

Probably no type of school building represents such a radical departure from tradition as the modern city elementary school building. To understand its development it will be necessary to review briefly the history of its evolution.

Broadly speaking, there have been three stages in the development of the school building, each of them the result of three important changes in our social and industrial life. In the early pioneer days life outside of school contained many activities of great educational value for children. There were crops to be planted and harvested and animals to be taken care of; cooking and sewing had to be done; and there was work with tools that developed mechanical ingenuity. Man in those days had to live close to the elements and had to depend upon his own ingenuity in dealing with them. Children naturally

shared these responsibilities with their fathers and mothers, and so developed a resourcefulness in meeting all kinds of situations which was of the greatest value in enabling them to become men and women equipped for their social group. For these reasons, it was not necessary for the school to teach anything more than the three R's. This in turn meant that the one-room schoolhouse of those days was adequate so far as school facilities were concerned.

Toward the middle of the last century, however, the concentration of large numbers of people in cities brought about changes in our social life which have vitally affected the whole development of our school system. At first, as the cities developed, there was no recognition of the need of changing in any radical way our educational program and school buildings to meet the changed conditions. The people who founded the cities came from the farms and had had the training which we have just described. It was natural for them to bring to the city the same kind of school which they had attended. But, as many children had to be accommodated in a single school in a city, a one-room schoolhouse would not do. Consequently, 4, 8, or 12 one-room schools were put under one roof. This is the period in schoolhouse planning known as the 1848 period. The buildings were usually three stories high, with large, high-ceilinged rooms, with no corridors, or else a "well" in the center of the building. As the science of lighting and ventilation had not yet developed, children were forced to sit in rooms five hours a day under conditions that developed eye strain, bad posture, and bad respiratory troubles.

Undesirable as these physical conditions were, yet they did not constitute the most serious objections to this type of school. The real objection to it was that it was entirely unfitted to meet the needs of children living in cities. The building itself usually was directly on the street and had little more than a small paved yard for play. The result was that more and more children took to the streets as their only playgrounds. Also, this type of building gave no opportunity for anything but the traditional study of the three R's, and in the growing cities of this period children did not find the opportunities for the wholesome work and play which had been part of the life of children in the pioneer days.

While the cities were small and still had vacant lots which served as playgrounds, the inadequacy of the sit-and-study school was not apparent, but as cities grew in size and became so congested that all available vacant spaces were covered with apartment houses, factories, and tenements, it began to be clear that the school curriculum of a generation ago would not suffice for the modern city child; that the school must counteract the effects of city life upon children. The mounting record of juvenile crime and delinquency, and of deaths and injuries to children from playing in city streets, coupled with a

greater vision and sense of social responsibility on the part of the educational group, has brought about radical changes in the educational program of the schools.

In the first place, it is now recognized that cities are not good places for children, first, because there are usually not sufficient spaces and opportunities for play. The need for healthful, wholesome play is one of the fundamental needs of childhood. Too often the average person has the impression that play is something to be indulged in only after the serious business of the day is over. Play is considered as an ornament; something that is desirable if there is time for it. But play is really more fundamental socially and racially than the "business" of life. Children become acquainted with the world through play, through repeating new experiences over and over until they have some sense of mastery over them; and children have a physical need of play. They need to run, to throw at a mark, to hit at something, to climb, to wrestle in order to develop their bodies and get release from nervous tension. Particularly is this true for the city child since his whole environment develops nervous tension.

In the second place, the city does not meet the fundamental needs of children because it shuts children away from contact with the actual, physical world. A child is curious about the world in which he lives. He likes to analyze it, to form theories about it. He is always asking "Why?" In the old pioneer days when the majority of children lived in the country this curiosity was nourished and developed through intimate acquaintance with all aspects of nature—the earth at different seasons of the year, the stars at night, trees, birds, animals, brooks, rivers, the sea. He was always exploring this amazing world about him, soaking up knowledge about it through his very pores, and by a process of trial and error gaining some sense of control over it. He knew the signs of spring, autumn, winter. He had a healthy respect for the ways of nature and animals, the sea at high and low tide or in a storm, a swollen river, a fallen tree, a drouth, a storm.

This is the kind of subject matter upon which every child should have the opportunity to feed his curiosity. Each generation needs these contacts with the actual physical world for the sake of its own growth and for the preservation of the race. For human beings to shut themselves up in skyscraper cities and bring up generations of children on city pavements and in crowded apartment houses, to give growing children little or no opportunity for any first-hand knowledge of the earth's surface upon which we live, is a menace to the whole future welfare of the race.

Another fundamental need of children which is not satisfied by the city environment unless it is deliberately modified by the schools

is the need of children to construct things. Children in cities no longer get the chance to take part in activities about the home or in community life which formerly were educational in character, for the reason that such activities are no longer carried on in the home. Economic changes have taken certain simple, fundamental educational activities out of the home, and neither optimism nor hope will put them back again. The modern city fails to give children the opportunity to create things with their hands which the simpler farm environment of a generation ago made possible.

Another of the serious problems of the education of children which has arisen out of the effect upon them of city environment is the use of their leisure time. Every father and mother knows what a real problem this is. The investigations of the scientific student of social conditions are revealing some of the disastrous effects of a civilization that gives little opportunity for relaxation and wholesome recreation as an integral and essential part of everyday life. The psychiatrist is showing what are some of the unfortunate psychological effects of starving the emotional life of children.

This means that the school in which children spend so much of their time must give the opportunity for the wholesome, happy expression of the emotional as well as the physical and mental sides of a child's nature. Creating, seeing, and hearing good plays, pageants, concerts, lectures, therefore, become a necessary part of school life and give that release of spirit and stirring of the imagination that is so vitally important in the lives of children—so important, in fact, that if it is balked in its wholesome, natural expression it finds an outlet in a world of phantasy.

It is obvious that if the schools are to counteract the effect of city life upon children by giving them in school the opportunities for the many educational activities which they no longer get outside school, then a very different type of school building from that of the early pioneer days or of the 1848 period is needed.

In the attempt to meet the demands of this enriched curriculum there has been a great deal of experimentation, and it is only within the past 20 years that there has come into existence what is known as "the modern school building," which is of a totally different type from those of any previous period. It contains not only classrooms, but shops, cooking and sewing rooms, nature-study rooms, library, drawing and music rooms, auditorium, and gymnasiums. Moreover, these facilities are found not only in high schools but in many instances in elementary schools. The construction of the building in all its details is in striking contrast to school buildings of the pioneer or 1848 period. The building is essentially flexible, i. e., it is so constructed that it can be added to with the minimum of expense; par-

titions are removable so that rooms can be altered in size to meet the needs of a changing curriculum. Instead of the boxlike type with no corridors, many of the buildings are constructed in the shape of an E, H, or U, with rooms built on one or on both sides of a wide corridor running the length of the building and down the wings. These buildings also usually have an auditorium and one or two gymnasiums. Whether the E, H, or U type, or variations upon them, is used depends upon many factors, such as light, exposure, environment, shape of site, etc.

RESULTS OF A SURVEY OF SCHOOL BUILDINGS IN 90 CITIES IN 33 STATES

In order to determine to what extent this modern type of school building, with its variety of activities, particularly in elementary schools, is found throughout the country, the Bureau of Education recently made a study of school buildings in 90 cities in 33 States. Of this number, 26 cities had a population of 100,000 and more, 48 a population of 30,000 to 100,000, and 16 from 10,000 to 30,000. The total population of the 90 cities was 10,486,439. Returns were received from 2,227 elementary schools whose combined school enrollment was 1,513,420. In the case of 32 cities the superintendents reported that they had platoon schools as well as schools of the traditional type and that 373,702 pupils were enrolled in these schools. Since the type of school organization affects the planning of the building, the returns were tabulated by traditional schools (1,817) and platoon schools (410).

As one of the aims of the questionnaire was to discover how widespread was the tendency to include in elementary school buildings other facilities than classrooms, such as auditoriums, gymnasiums, and special rooms, the following returns to this question are interesting.

Of 2,191 elementary schools, 1,085, or 50 per cent, stated that they had auditoriums. Of the 1,781 schools of the traditional type, 752, or 42 per cent, reported auditoriums. Of the 410 platoon schools, 333, or 81 per cent, had auditoriums.

Of the 2,039 schools which answered the question as to whether they had a gymnasium, 746, or 37 per cent, stated that they had gymnasiums. Of the 1,629 traditional schools, 391, or 24 per cent, had gymnasiums, and of the 410 platoon schools, 355, or 87 per cent, had gymnasiums.

Such educational units as libraries, nature-study rooms, drawing and music rooms, shops, cooking and sewing rooms have been grouped under the term "special rooms." Facilities of this sort were reported by 884 of the 1,817 traditional schools, or 49 per cent. Of

this number, 310 had one special room, 213 two such rooms, and 262 three or four special rooms. All the platoon schools reported special rooms, the majority having more than four such rooms.

In considering the above data it should be remembered that many of the buildings referred to in the above summary were old buildings. Suggestive as such data might be as to tendencies to include auditorium, gymnasium, and special rooms in elementary school buildings, yet it was felt that, as many of the buildings were not of recent construction, it would be well to secure the same data in regard to what was considered the most modern elementary school building in each city. This section of the questionnaire included questions on 35 points, of which only the following items will be taken up in this report: Number of floors, capacity of the building, size of the building (number of rooms), number of auditoriums, gymnasiums, special rooms, number of schools having kindergartens. Returns were received from 84 cities, 58 of which had traditional schools and 26 platoon schools. Each of the buildings had been erected within the past 5 years. The following data give a general picture of the types of the buildings:

Number of floors.—Of the 84 modern elementary school buildings 47 had basements. Of this number, 16 had a basement and 2 floors, 6 a basement and 3 floors, and 25 a basement, ground floor, and 1, 2, or 3 floors. Twenty-four schools had a ground floor plus 1, 2, or 3 floors, 14 had 1, 2, or 3 floors without the ground floor, or basement. Only 1 building was a 1-story building.

Size of buildings.—Of the 84 buildings, 68, or 80 per cent, had from 12 to 36 classrooms; 44, or over half, had 16 to 28 rooms. Only one building had less than 8 rooms. Of the 58 traditional schools, 44, or 76 per cent, had from 12 to 36 classrooms; 13, or 22 per cent, had from 8 to 12 rooms. Of the 26 platoon schools, 24, or 92 per cent, had from 12 to 36 rooms. Only 2, or 8 per cent, had from 8 to 12 rooms.

Capacity.—Of the 84 buildings, 23, or 27 per cent, had a capacity of 1,000 to 2,000 pupils; 40, or nearly half, had a capacity of 600 to 1,000, and 21 had 600 or less. Only one had a capacity of over 2,000. Of the 59 traditional schools, only 13 had a capacity of over 1,000. Of the 25 platoon schools, 10, or nearly half, had a capacity of 1,000 or over.

Auditoriums.—Of the 84 schools, 69, or 82 per cent, had auditoriums. Of the 58 traditional schools, 45 reported auditoriums, and of the 26 platoon schools, 24 had auditoriums. In the matter of the capacity of the auditoriums it was found that of the 45 traditional schools which had auditoriums, 34, or 76 per cent, had a capacity of over 500, while 15, or one-third, had a capacity of over 600.

In the platoon schools only 6 of the 26 schools had a capacity of over 500, while only 3 had a capacity of over 600.

Gymnasiums.—Of the 84 modern elementary schools, 51, or 60 per cent, had gymnasiums. Of this number only 28 were in the 58 traditional schools, while 23 of the 26 platoon schools had gymnasiums.

Special rooms.—Sixty-three of the 84 modern elementary school buildings, or 75 per cent, reported that they had special rooms. A further analysis of these returns showed that 38 of the 58 traditional schools reported special rooms as follows: Ten schools had art rooms, libraries, manual-training shops, and home economics rooms; 9 had music rooms; and 3 had nature-study rooms. Of the platoon schools, all had special rooms, 20 had art rooms, 19 had libraries, 17 had music and home economics, 13 had manual-training shops, and 5 had nature-study rooms.

Kindergartens.—Of the 84 cities, 62 replied that they had kindergartens in their modern elementary school buildings. Twenty-two did not reply to this question.

A study of the above data from 84 representative cities in 33 States apparently indicates that it is true that there is a growing tendency in planning elementary school buildings to provide such facilities as auditoriums, gymnasiums, and special rooms, which until comparatively recently have been found only in junior and senior high schools. Schools having the platoon type of organization apparently tend to have a greater number of these facilities, yet it is evident that the traditional type of school also includes them.

DEVELOPING SCHOOL-BUILDING STANDARDS

Having considered some of the features that are more or less common to all modern elementary school buildings, let us now consider some of the problems which have developed in the attempt to provide these facilities. The present elementary school building is a distinct advance on those of previous generations, but, as often happens, the solution of one problem only develops new problems to be solved.

It is one thing to know what educational facilities should be provided in a building; it is another thing to know how to construct a building so that (1) each room may be adequately planned for the work that is to be carried on in it and so that (2) there shall be no waste space. A building constructed for 1,200 pupils and containing classrooms, shops, music and drawing rooms, nature-study rooms, an auditorium, and gymnasiums is far more expensive per pupil than the older type. It is essential that every dollar invested in it should count educationally. If a room is larger than is necessary, this means that the money wasted in this way can not be spent

on additional rooms or equipment. If a room is not adapted in all its details to the requirements of the subject to be taught in it, then the teaching of that subject is made more difficult because of the petty annoyances due to the mechanical mistakes in construction, or money has to be spent on its reconstruction.

The modern school building requires for its construction the combined skills of many people. Since the kind of school building to be erected depends upon the education to be carried on in it, there has to be close cooperation between the school authorities who plan the educational program and the architect. In the larger cities school architects who are part of the administrative staff of the schools or are employed almost continuously on the planning of school buildings give practically all their time to the solution of school-building problems. In addition, the services of the landscape architect and heating, ventilating, and lighting engineers are required. Experts in each of these fields are engaged on working out school-building standards. A survey of the literature on the subject during the past few years shows steady progress in bringing specialists together, particularly with respect to the planning of high-school buildings. Not so much work has been done on elementary schools, due probably to the fact that the additional facilities of the enriched curriculum of the elementary school are of comparatively recent growth. The following data, therefore, in regard to dimensions of classrooms in modern elementary schools, dimensions of special rooms, and the construction of gymnasiums and auditoriums, collected in connection with the school-building survey already referred to, will be of interest to those planning such buildings.

Dimensions of classrooms.—When the dimensions of classrooms in elementary schools are considered it is found that one of the best-known score cards [1] gives the standard for such rooms as 24 by 30 feet. On the other hand, in platoon schools the standard appears to be 23 by 30 or 22 by 30 feet. Although these are generally recognized as the prevailing standards, yet the Bureau of Education survey of the recently erected elementary school buildings in 84 cities shows that there was the greatest diversity in the dimensions of classrooms. For example, in the 50 traditional schools which answered the questionnaire there were classrooms of 33 different dimensions. The dimensions varied from 21 by 28 to 30 by 45 feet. Only 5 buildings had classrooms of 24 by 30 feet. Half the classrooms were larger than 23 by 30 feet. In 21 of the schools the classrooms were wider than 23 feet; in half the schools the classrooms were longer than 30 feet. In the 20 platoon schools which replied to this question 8 had classrooms larger than 23 by 30 feet. So far as these 80 cities are

[1] Score Card for City School Buildings, by Strayer and Engelhardt.

concerned, it would seem that the standardization in regard to classrooms has not gone so far in practice as in theory.

Special rooms.—Very little information is available in regard to the dimensions of special rooms. It appears to be the prevailing practice, however, to make the shops in elementary schools a unit and a half large; the cooking and sewing activities are either carried on in two rooms, each slightly larger than a regular classroom, or else there is a combined cooking and sewing room which is either a unit and a half or two units in size. The more elaborate suites for these activities which are found in high schools are usually not provided in elementary schools. In some schools the cafeteria is part of the domestic science suite, and the children prepare the lunches as part of their work in domestic science. In other schools there is a complete separation of these two activities, with the cafeteria in one part of the building and the domestic science in another.

In platoon schools, where considerable attention has had to be given to special activitity rooms, such rooms as drawing rooms, music rooms, nature-study rooms are usually the same size as the classrooms, 22 by 30 or 23 by 30 feet. They are specially equipped for their several subjects. For example, the drawing rooms have drawing tables and easels, and usually two sides of the room are covered with cork board for displays. There are cupboards for each child's work. In the music room there are usually tablet-arm chairs instead of desks, and a piano and a victrola. Cork board is also used for the display of pictures of musical instruments, photographs of famous musicians, etc. The nature-study room is usually placed near the geography room, with sometimes a conservatory adjoining both rooms. Both the nature-study and the geography rooms usually have tables and chairs rather than desks, and in the nature-study room there are also sand tables, an aquarium, plants, and often pets in cages. In all these rooms there are cupboards for storing the pupil's materials. The library is usually a unit and a half large, and is fully equipped with library tables and chairs, bookcases, librarian's desk, card catalogue, magazine racks, and bulletin board.

Gymnasiums.—The dimensions of gymnasiums vary greatly and appear to have no relation to the size of the school. The survey showed that although there were very few schools with more than 1,400 pupils, yet the dimensions of gymnasiums varied from 33 by 30 to 60 by 100 feet. There was less variation in schools having the platoon organization. Apparently 40 by 60 feet are the usual dimensions for gymnasiums in platoon schools with a capacity for 1,200 to 1,600 pupils. In schools built from 5 to 10 years ago little provision was made for showers in connection with the gymnasium. For that matter, there were very few gymnasiums in elementary schools. Building plans for more recent schools, however, show that the

tendency now is to provide shower facilities and also locker rooms in which the children may keep their gymnasium shoes and other gymnasium equipment. In many schools there is a small room for corrective gymnastics and also an office for the gymnasium instructor.

Auditoriums.—Judging by reports received on the auditorium, the auditorium in a modern elementary school building is evidently considered to be one of the most interesting units in the building—interesting because of its possibilities and because its purposes, and, consequently, its plans of construction are of very recent development. The modern auditorium is a far cry from the old "assembly room." The latter room was usually a large, square room with a level floor and a small platform with a speaker's stand poised precariously on its edge. Originally it was a place where the whole school assembled during the first few moments in the morning to hold "opening exercises." It was rarely used except for such exercises and special occasions, such as commencement exercises. The pupils took little part in the activities of the auditorium. They usually sat and received announcements from the principal or listened to a talk by some outside speaker.

The auditorium in the modern elementary school, on the other hand, appears to have an entirely different function. The tendency seems to be to use the auditorium more continuously than formerly and to enable the children to develop worth-while tastes for the use of leisure time through seeing in the auditorium good plays, hearing good music, lectures, etc. Increasingly it appears to be the socializing factor in the school, or, as it has been called, "the clearing house for all the activities of the school." In a recent report on this subject, entitled "A Source Book for Auditorium Teachers," written by the auditorium directors of the Dallas (Tex.) public schools and published by the board of education of that city, the objectives of the auditorium are summarized as follows:

> The purpose of the auditorium period is to furnish opportunities and situations for the exercise and development of abilities for which the usual classroom does not provide.
>
> The ultimate aim, as in all education, is a more thorough development of each child for complete living.
>
> Some of the possible results to be realized by the auditorium work in the lives of pupils are:
>
> 1. Discovering and training special abilities in individual pupils.
> 2. Inspiring and developing initiative, ingenuity, originality, and resourcefulness in response to situations natural in auditorium activities.
> 3. Making it habitual to use the knowledge and the skill acquired in other departments of school.
> 4. The appreciation of opportunities to gain valuable knowledge and skill outside of school.
> 5. The establishment of a livelier interest in school and community life.
> 6. Acquiring ability to use leisure time wisely.

7. The formation of proper habits of conduct in public assembly.
8. A more accurate and broader knowledge by means of visual education.
9. Motivation of interest in other school work.
10. Increased ability to study effectively.
11. Magnifying the home and the pupil's duties and responsibilities therein.
12. A more wholesome attitude toward other teachers of the school.
13. Valuable training in social efficiency.

As William McAndrew has stated in a report published some years ago:[2]

> The assembly is an opportunity, to be used by conscious planning and purpose, to foster the social virtues, to engender *esprit de corps*, ideals of integrity, loyalty, friendship, respect for the feeling and rights of others, sympathy with suffering and affliction, generosity, unselfishness, helpfulness, cheerfulness, love of work, courtesy, chivalry, heroism, courage, love of truth, reliability, love of right, refinement of thought and heart, and the other ideals which are touched upon if at all only incidentally in courses of study. The inspirational possibilities of the assembly exercises are extraordinary. * * *
>
> The assembly must be "gone to with delight," as Shakespeare says of a true man's business. The loftiest, purest, finest presentations of the social virtues may pall upon the children if unvaried by provision for other human appetites. * * * The assembly must have liveliness and snap, picturesqueness and laughter, motion and color. Amusing stories told and acted are an essential necessity for the full development of the minds of children. There is a wealth of entertaining talent among teachers and pupils which should be capitalized for making school the alluring place which it ought to be. * * * The possible variety of ends to be secured is fascinating in its abundance. You can instruct, amuse, discipline, inspire, and train.

The programs in the auditorium usually consist of plays, illustrated talks by pupils, lectures, concerts, motion pictures, etc. In platoon schools the auditorium is in use every period of the day, and even in the traditional type of school attempts are now being made to use the auditorium more frequently than formerly. If there is continuous use of the auditorium for the type of programs listed above, then it is obvious that the auditorium must be so constructed that it may be practicable to carry out such programs effectively. As indicated by the returns from the Bureau of Education questionnaire on school buildings, the tendency is to have small rather than large auditoriums. A capacity for 500 or 600 appears to be usual in schools accommodating 1,200 to 1,500 pupils. Much more attention than formerly is now being paid to the planning of the auditorium stage and equipment. The stage in the older type of auditorium is often a compromise between the old assembly platform and a theater stage. It is usually very shallow, with almost no wing space and no dressing rooms. In the modern auditorium, however, the stage in an auditorium with a capacity for about 500 is

[2] The School Assembly, published by the Division of Reference and Research, Department of Education, City of New York.

often 52 feet long and 40 feet deep, with as much wing space as there is playing space on the stage. Usually, there are also two dressing rooms and a property room with lockers for the properties. There are also footlights, flood lights, spot lights, and bunch lights. In other words, the auditorium in the modern elementary school is much on the order of the little theater.

Reports written during the past two years on the auditorium emphasize the fact that as the auditorium unit is an expensive part of the school plant, and as it costs a great deal to change it after it has once been built, it is important that it should be planned in the beginning so as to be of the greatest practical use. If it is true that the auditorium is likely to become one of the most important units in the school for the socialization of the school, it is essential that all of the details of its construction should be so planned that it may function effectively.

Community uses of the auditorium.—Equally important with the development of the use of the auditorium during the school day is the community use of the auditorium. The indications are that the public school is becoming more and more the community center for the particular district of the city in which it is located, and no part of the school contributes more to such community use than does the auditorium. In it are given plays, lectures, band and orchestra concerts, motion pictures, demonstrations of school work, public meetings for discussion of local problems. In other words, it is coming more and more to serve the same purposes as the town hall in the pioneer days; that is, it is a place to which the local community naturally turns for its recreation and for group meetings of all kinds.

Instead of the auditorium being used only occasionally, it is open in some cities four or five evenings a week for nine months in the year. Such extensive use by the adults and youth of the community is important in many ways. It develops a social group spirit among the people of a given community; it tends to develop local talent and the habit of cooperative work on plays and entertainments of all kinds; and it tends to bring the adults to the school and so develops a friendly feeling and mutual understanding between the school and the community.

THE SCHOOL SITE

The recognition of the importance of having large sites for school buildings has come even later than the realization of the need of the modern type of school building, which has just been described. When those who were responsible for the governing of our cities were men and women who had been brought up on the farm it was difficult to persuade them of the importance of providing large play-

grounds for city children. They had always had adequate play space, and it was hard for them to realize to what an extent the city child had been deprived of opportunities for wholesome play. Now, however, that the men and women who are responsible for the administration of our cities are in many cases those who have been born and brought up in cities, it is easier for them to realize the desirability of having adequate playgrounds for each school building.

The literature upon school sites and playgrounds published in the past few years indicates that there is a growing consensus of opinion in regard to the school site on the following points: It should meet the recreational needs not only of the children attending the school but of the adults in the district served by the school; when possible, it is desirable to include in the site not only playground space but park space; care should be taken that the landscaping of the grounds should be beautiful.

Selection of the site.—The location of the site is, of course, of primary importance and can only be determined after a careful population study for the purpose of determining population trends. This subject is treated at some length in the next section. Not only should the selection of the site be based upon careful forecasting but it is now generally recognized that it is desirable to purchase school sites ahead of the time when they will be needed. Points that are important to consider in selecting the site, after its general location has been determined from the population study, are the size and shape of the site, the general contour of the land, character of the soil, drainage, distance from through boulevards and main-traffic streets, etc.

The size and shape of sites.—For elementary schools the generally accepted standard appears to be 5 acres for a school of 1,000 to 1,200 pupils; for high schools, 10 to 20 acres. In the large cities, particularly in the East, where the city has grown up around schools planned before the need of large sites was realized, it is difficult to attain this standard except at great cost. The reports of those making surveys of such cities indicate, however, that efforts are being made to approximate this standard. More often than would seem probable there is vacant land near school buildings or municipal playgrounds or land that is not valuable. In many cases playgrounds are built upon the roofs of school buildings. Again, by closing a street and leveling the ground between the street and the building the combined space of the street and the school site gives a more adequate playground than would otherwise be possible. In more recently built cities, particularly in the West, not only are 5 acres often provided for sites for elementary schools and 10 acres for high schools but often the sites are as large as 20 or 40 acres.

In Gary, Ind., for example, 12 of the 18 schools have sites ranging from 10 to 45 acres; 8 of these schools have sites of 20 to 45 acres. All but 5 of the schools have parks or natural woods as part of the school site in addition to extensive playgrounds and gardens.

There appears to be a growing tendency in many cities to place school sites near public playgrounds, or vice versa, in case the park is not part of the school site. For example, in Portland, Oreg., in the case of at least three schools, the school sites adjoin a public playground and park so that the total acreage is nearly double what it would be if these two municipal facilities were separated. The public playground is used by the school as if it were part of the school site, and the school auditorium and gymnasiums are used for adult recreational purposes, in this way eliminating the need for a separate community center on the public playground.

Twenty or thirty years ago the tendency appeared to be to select for school sites patches of land of irregular shapes, which were not desirable for other purposes and consequently could be secured at low cost. At the present time, because playgrounds and athletic fields require not only space but layouts of more or less standardized dimensions, the tendency is to select, so far as possible, sites in the shape of standard city blocks, on level land, and with good drainage.

Location of the school building on the site.—In locating the school building on the site one of the first considerations is to make sure that the building is so placed that it will not interfere with securing adequate play space. If the site is 5 acres or less the building is usually placed close to the street with playgrounds at the rear and gardens or tennis courts at the side of the building. If the site is 10 acres or more the tendency appears to be to have a park or natural woods in front of the school, with the playgrounds at the rear and school gardens or primary playgrounds at the sides. The orientation of the building and its position from the standpoint of the prevailing winds are, of course, of fundamental importance.

Playground facilities.—For elementary schools there are usually playgrounds for the older boys and girls, including tennis courts, baseball diamonds, volley ball, and basket ball courts, etc. There are also playgrounds with playground apparatus, wading pools, sand piles, etc., for the younger children. In addition, space is usually provided for vegetable and flower gardens, and in some schools there are animal-husbandry facilities. In the case of the larger schools and high schools athletic fields with football fields, running tracks, etc., are provided. All these facilities require large playgrounds, particularly in view of the fact that they are used by adults after school as well as by children during school hours. The playground should be, preferably, at the rear of the building, with easy access to the

shower baths, dressing rooms, lavatories, and equipment facilities of the gymnasiums. One detail that is important is the provision of fences for the playgrounds. The tendency appears to be to erect an 8-foot fence around the playgrounds and gardens. Another detail which there seems to be difficulty in solving is the question of playground surfacing. The differences in the natural materials available in different localities makes any uniform solution difficult, and yet the surfacing and proper drainage of playgrounds is essential for the successful development of playground activities.

Landscape architecture.—The modern school site must not only be so planned as to meet the requirements of the present day curriculum but it must be planned with an eye to the artistic effect of the whole. Consequently, landscape architecture is now an important part of the planning of the school site. In fact, in many cities the landscape architect reports, before the site is chosen, upon the adequacy of the position and shape of the site and the soil and contours of the land with a view to determining the desirability of the site not only for building purposes but for playground and park purposes.

METHODS OF CONDUCTING SCHOOL-BUILDING SURVEYS

Because the planning of a school-building program which shall provide the type of buildings and site described in the foregoing sections involves the expenditure of a large amount of money, and because such a program should meet the needs of a city for 10 or 15 years, it has come to be recognized that it is important to have preliminary school-building surveys to determine the probable population growth, the number of children to be provided for within 10 or 15 years, the number of schools needed, the location of school buildings, and the probable cost of the program.

During the past two years there has come to the notice of the Bureau of Education at least 30 such school-building surveys in addition to those conducted by the Bureau of Education. The practical value of such preliminary surveys before a school-building program is embarked upon can hardly be questioned. The making of such surveys is, however, still in the experimental stage, and, consequently, a description will be given of some of the methods of conducting such surveys.

In a recent school-building survey conducted by the Bureau of Education the purposes of a city school-building program were given as follows:

General purposes.—The underlying purpose of a modern school-building program is to provide an environment for children within the adult world of the city in which children may have: (1) Opportunities for safe, wholesome, outdoor play activities which they need to give them a foundation of good health for all their future lives; (2) modern school buildings so planned and

equipped that all children may have the opportunity to study under the best possible conditions, to do creative work in shops and special rooms, and to develop tastes for worth-while use of their leisure time. The school should also be so planned that it can be a center for recreational and work activities for adults.

In other words, a school-building program is a problem in social and educational engineering, the purpose of which is to make the city as healthful and satisfying a place for both children and adults to live in as is possible.

Specific purposes.—(1) To eliminate school congestion and provide modern school facilities—including buildings and grounds—both for the present school population and for future growth over a period of 10 or 15 years.

(2) Through a scientific study of population growth to determine population trends.

(3) On the basis of population trends, to recommend: (*a*) The purchase of adequate sites for both new buildings and additions in those parts of the city where it is evident that buildings will have to be erected; additional sites for existing buildings where necessary. (*b*) The erection of new buildings and additions which shall provide modern school facilities for the children and which can also be used by adults in the evenings. (*c*) The reconstruction of existing buildings, where necessary, in order to provide modern school facilities. (*d*) The abandonment of existing buildings that have outlived their usefulness.

(4) To give a detailed estimate of the cost of new buildings, additions, contents, and sites.

The population study.—The first task in undertaking a school-building survey is to make a population study as a basis for estimating growth in different parts of the city, and, on the basis of these facts and those in regard to congestion and age and size of school, to determine where new buildings and additions should be built and old buildings reconstructed.

A study of reports on recent school-building surveys indicates that there is rapidly developing a scientific technique in the making of population studies. Because the scientific study of population trends in any community should result in a more accurate determination of where buildings are needed, what size they should be, and how many there should be, such studies should represent a distinct financial saving to the cities surveyed.

Another noticeable characteristic of recent surveys is that apparently one of the chief aims of the population study is to so conduct the work that, after the survey is completed, the school authorities may have all the data for carrying on in the future a continuous, up-to-date study of school population growth for each section of the city.

Since there have been many requests for information as to the details of conducting such population studies, the following description of the methods used by the Bureau of Education, which are also characteristic of other school building surveys, is given.

Boards of education asking for school-building surveys usually request that a school-building program be worked out for at least

a 10-year period. In making estimates of the number of children who will have to be accommodated for the 10 years following the survey the building program is based upon the actual number of children living in a city as given by the school census and not upon the school enrollment. The reasons for this are obvious. The purpose of a school-building program is to provide for all children of school age in a city. The school enrollment gives only the number of children enrolled, which is not necessarily synonymous with the number of children of school age living in the city—in fact, is rarely so. When building programs are based upon enrollment the likelihood is that when the new buildings are erected they attract children not formerly enrolled and so it is found that the buildings are congested nearly as soon as they are erected.

Not only does the school census usually give the total number of children from under 1 to 17 or 18 years of age, but also it gives these data block by block for the whole city. The existing school-district boundaries in any city surveyed are usually not based upon studies of population trends, but rather have had to be determined by such facts as the location of existing buildings, which in many instances are not where they should be. Consequently, the tabulation of the number of children, by ages, block by block, and the making of a school population map, showing the number of children in each block by ages, is of first importance. After determining upon the form of school organization upon which the building program is to be worked out, a similar map is made for the different grade groups. If the census for the previous 10 years is available, then similar tabulations are made for that period. Such figures, however, often do not exist.

Important as are the school-census figures, they alone are not sufficient. It is also of fundamental importance to secure the actual and estimated growth in the number of families over a period of years, and it is necessary to secure these data by small geographical areas.

The United States census statistics on the number of families in any given city are available for different 10-year periods, but as these periods do not always synchronize with the year the survey is conducted it is necessary to secure data on the number of families for more recent periods. All groups which make school-building surveys are apparently agreed that the surveys of the telephone companies on the actual and estimated number of families in different cities are among the most reliable and exhaustive studies available. These studies are particularly valuable for school-building surveys because the number of families is based on actual count, because the data are given for small geographical areas, usually called "telephone sections," and because the studies are usually rechecked every three or four years.

Since it is necessary to compare the actual and the estimated number of families with the school-census figures, a map showing the telephone-section boundaries and the number of families in each section is made and the number of children by age groups is allocated within these boundaries, block by block. The percentage of increase in the number of families in each telephone section is then applied to the number of children living in the section at the time of the school census, and thus an estimate of the number of children for 10 years is obtained. Since the original data are by blocks, it is possible to distribute and redistribute the estimated number of children—according to telephone sections—within present or proposed school districts.

In addition to securing the figures on school population and the actual and estimated increase in the number of families over a 10 or 15 year period, it is also desirable to secure from the local building department of the city the number of new buildings actually erected in the preceding 10-year period and the number of families provided for in these new buildings. Furthermore, if there are many apartment houses in the city, data on not only the number of families having children in each apartment house but also the number of children per family are obtained. This information is secured from the school-census cards and distributed according to apartment houses.

Not only are the figures on school population, number of families, number of new buildings, and number of children per family in apartment houses essential but also many other factors have to be taken into consideration in an adequate population study, such as recent population flow from near-by localities into the city, railroad developments, car lines, boulevards, breaking up and development of estates, the character of each section of the city, public improvements, and the location, block by block, of each dwelling, apartment house, and tenement, retail stores, manufacturing and wholesale establishments, libraries, hospitals, churches, clubs, public buildings, parks, etc.

Having secured all this information, the final "population-study" map is made. Since this map is left in the local board of education offices as the basis for a continuous population study which will in the future make such an exhaustive population study as just described unnecessary, it has been found desirable to construct the map on the following lines: The map should be sufficiently large so that every detail can be easily read. As the geographical areas known as telephone sections are the basis for future population studies, these areas are outlined and then the items listed above are indicated, block by block, within these areas. When the new proposed school-

district boundaries have been determined upon as a result of the study of all the factors in the situation the proposed school-district boundary lines are drawn in colors that make them the outstanding feature on the map. The school buildings to be retained are located, as well as the new buildings to be erected.

At the same time that the population study is being conducted an appraisal is also being made of the existing school plant, including buildings and grounds, the age and type of each building, the amount of money invested in it, the educational facilities which it contains, and its physical condition, together with its capacity and the population trend in the district, in order to determine whether it shall be retained; and if so, for how long.

One of the most important factors in the survey is the study of school sites. In the average city the amount of play space around each school is very small. For this reason, data are secured not only on the number of square feet in each site but also the number of square feet of play space for each pupil, by schools. The correct selection of future sites—their location, size, location of the building, and general layout of the grounds—is of the greatest importance to the whole future of the city.

After the population study and the appraisal of the school plant has been completed and the location, size, and number of buildings and sites, together with the estimated costs, have been determined, there remains the question of how the recommendations for the building program shall be presented. It might seem at first sight as though this were a comparatively simple problem, but those making school-building surveys are agreed that it is one of the most difficult.

There are, broadly speaking, three groups in a community which are vitally interested in school-building problems: First, the educational authorities—the board of education, superintendent of schools, and administrative and teaching force; second, the city government and taxpayers; and, third, the general public, more particularly the parents of public-school children. This latter group also includes some of the second group. The interests of these groups in a survey report are not necessarily identical. For example, all parents are, in general, interested in the report from the standpoint of what is going to happen to the school which their children are attending; the educational authorities want a report which gives the findings of the survey and the recommendations both in a summarized text and detailed statistical tables; the taxpayers are interested in what the cost is going to be.

A study of recent survey reports shows that there is recognition of the fact that the report must meet the demands of all these groups—and be so written that it will be read by them. In other

words, these reports are of interest not merely for the light which they throw upon progress in the technique of making school-building surveys; they are also illuminating as evidence of a growing recognition of the fact that the education of public opinion about educational matters is an important part of the whole school-building problem.

SUMMARY

A survey of the school-building problem during the past few years indicates that:

The planning and erection of school buildings is becoming a highly technical task which demands the combined knowledge and skill of educators, health specialists, building and landscape architects, heating, ventilating, lighting, and sanitation experts.

The modern school building, which has been developed during the past 20 years, represents a radical departure from the school building of previous periods. Owing to changed social and industrial conditions which have deprived children in cities of many of the educational activities which formerly existed in the community life outside of the school, the curriculum of the modern school has been enriched so as to give children much greater opportunities than formerly for a variety of play, handwork, and social activities.

The school building has had to be changed to meet these new educational demands. At the same time advances in the science of heating, ventilating, lighting, and equipping school buildings are making it possible to prevent many of the health defects, i. e., bad posture, poor eyesight, respiratory troubles, etc., which developed in children as a result of the conditions in the older type of school building.

The findings of the Bureau of Education school-building study of modern school buildings in 84 cities in 33 States, which was made in order to determine to what extent modern facilities such as auditoriums, gymnasiums, and special rooms were being included in new school buildings, showed that of the elementary schools studied 82 per cent had auditoriums, 60 per cent had gymnasiums, 75 per cent had special rooms, and 74 per cent had kindergartens. It also indicated that, although standards in regard to size and equipment of auditoriums, gymnasiums, and special rooms were gradually being worked out, these matters were still in the experimental stage.

The planning of the school site, its location, size, provision for playground facilities, gardens, etc., is now of equal importance with the planning of the building.

The tendency to have school-building surveys preliminary to working out school-building programs appears to be one of the well-established techniques in the solution of the school-building problem.

CHAPTER XVIII

REVIEW OF EDUCATIONAL LEGISLATION

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CONTENTS.—Educational investigations and surveys—Recodification of school laws—State administration—State school support—County administration—County superintendents—Consolidation and transportation—Secondary education—Junior college—Adult education—Teachers' certificates—Teachers' pensions—Teachers' salaries—Teachers' tenure—Physical welfare of school children—Safety of school children—Handicapped children—Private degree-conferring institutions.

During the biennium 1926–1928 approximately 1,200 educational acts of general application were passed in continental United States. The outstanding general feature is the increased tendency to employ educational surveys and state-wide investigations as bases for educational legislation.

In recent years legislatures and school officials have manifested increased interest in securing information concerning school conditions and problems as a basis for formulating legislative and administrative policies affecting the schools. Critical public opinion, demanding economy and efficiency, and the growing science of education have largely favored this tendency.

EDUCATIONAL INVESTIGATIONS AND SURVEYS

School surveys became a prominent factor in the administration of city school systems less than two decades ago. Such surveys are now applied to county and State school systems and to institutions and classes of institutions and are of general and special types. From the standpoint of the reviewer of legislation state-wide surveys are of most interest since this is the kind of study that usually contains recommendations of legislation and often results in the passage of new laws. During 1927 more than a dozen state-wide educational surveys or studies were provided for by legislative action.

The Alabama Legislature authorized a state-wide school-building survey. It provided that the character of permanent construction most economical and available in the various sections of the State and the value and adequacy of the present school building facilities shall be studied and that estimates be made as to the amounts needed

to provide reasonably adequate buildings for all public schools of the State.

The Legislature of California authorized three state-wide investigations: (1) Provided for the appointment by the governor of a committee to investigate the present conditions and future possibilities of the public-school teachers' retirement fund and report its findings to the next legislature; (2) directed the State board of education to investigate the supplementary books used in the elementary schools of the State and to report thereon to the State board of control; (3) directed the State department of education to investigate the educational, geographical, financial, and organizational problems of public education in the State beyond the elementary grades and to prevent a report to the governor for transmission to the next legislature.

Colorado, by concurrent resolution, authorized the governor to appoint a committee of three representatives to study the problems concerning a teachers' retirement fund law and report to the next general assembly.

The Florida Legislature authorized the governor to appoint a commission of five to survey the public educational system of the State, including all schools and educational institutions, and to report to the next legislature. A noteworthy feature of this act is that the survey commission is directed to employ a staff of experts from outside the State trained in educational survey work to make an impartial investigation as to the organization, administration, financial condition, and general efficiency of the educational system in accordance with approved scientific standards of educational research and to make definite recommendations for the improvement thereof. The legislature appropriated $50,000 for this survey.

An Illinois legislative enactment created a commission of seven members to study and investigate the workings of the general tax and revenue laws of the State and similar laws in other States and to collect full data and information regarding the passage and operation of the same and report to the next legislature.

North Carolina authorized two state-wide investigations: (1) Created a tax commission of five members to study thoroughly the State taxation system, including cities, counties, and subdivisions and to study taxation systems in other States and places and the classification of property; and to make comparative study of taxation in various phases, including the relationship between State tax and the Federal tax and to report its findings to the governor who shall submit the same to the legislature with recommendations. (2) Created a State board of equalization composed of 11 members who are authorized and directed to study, investigate, compare, and de-

termine the true value of all property subject to taxation in each county which value shall be the basis upon which taxes for the six months' school term shall be levied and collected and the basis upon which the equalization fund shall be apportioned.

Pennsylvania created a commission of nine members and the State superintendent (ex officio) as chairman to study distribution of State subsidies to districts; it also provided that the question of creating a fund for insuring school buildings against fire be referred to the insurance commissioner to make a study of the subject and to report to the next legislature.

The 1928 New Jersey Legislature, by joint resolution, appointed a commission of 15 members to inquire into the work and activities of the public schools and other public educational institutions of New Jersey and other States; to investigate the manner and method by which public-school funds are raised; to recommend an adequate and comprehensive program of education for New Jersey; to suggest methods that would put in practice and economical operation the program recommended and to report to the next legislature; appropriated $25,000 for this inquiry. Another New Jersey resolution created a commission consisting of nine members to examine the existing relationship of the State with Rutgers University and to recommend to the legislature such reorganization and means of reorganization as may be deemed to be to the best interests of the State.

The Virginia Legislature at the special session of 1927 created a commission to survey the educational system of the State, with especial reference to present conditions and future needs in respect to maintenance, organization, curricula, business management, etc., and to report to the next general assembly.

RECODIFICATION OF SCHOOL LAWS

The practice of adding new school laws and amendments at each session of the legislature over a period of years generally results in illogical arrangement of school codes, and duplications and inconsistencies in school laws develop in many instances.

Within the two years here reviewed more States than usual took legislative action toward revising and codifying their school laws. Alabama provided for complete revision and codification of all laws relating to education. The Legislature of California created a code commission to study the laws relating to the establishment, control, administration, support, and all other concerns of the public-school system and to submit a new school code to the next (1929) legislature. The Connecticut Legislature authorized the State board of education to revise and codify the school laws. The Kansas Legislature created a school code commission to study the school laws of

Kansas and to recommend to the next legislature amendments which it deemed necessary for the purpose of clarifying, revising, and codifying such laws.

Judging from the report of the Kansas commission the steps taken by Kansas are of especial interest and value. The commission established called to its assistance men and women in all walks of life within the State and was aided by others interested in education outside the State. The work of the committee included a comprehensive study of Kansas school laws and problems and in addition a general study of the school systems in other States.

In 1928 the Legislature of Virginia, acting upon the report of the State commission created in 1927 to study the educational needs of the State, made sweeping changes in its school code, especially in respect to the selection of the State board of education and the State and division superintendents of schools. Important constitutional amendments were initiated. Wisconsin revised the principal chapters of its statutes relating to the administration and supervision of public schools.

STATE ADMINISTRATION

The trend of present legislation is toward fixing greater responsibility in the State boards for the administration of the State school systems. Within the 2-year period comprehended in this review several changes in the composition and duties of the State departments were made by legislative enactment. California increased the membership of the State board of education from 7 to 10, and provided for the establishment of a division of schoolhouse planning in the State department of education.

A constitutional amendment in Virginia made a complete change in the composition of the State board of education. Heretofore the State board has been composed of the governor, attorney general, superintendent of public instruction, and three educators elected by the senate from a list of eligibles consisting of one person from each faculty of certain State institutions of higher learning. The constitutional amendment provided that henceforth the State department shall consist of seven members appointed by the governor, subject to confirmation by the general assembly. Under this provision the governor may use his discretion in the selection of members of the State board of education.

Another amendment to the constitution of Virginia provided that the State superintendent shall be appointed by the governor until January 1, 1932. Formerly he was elected by the people. The amendment authorized the legislature, after January 1, 1932, to provide for the appointment or election of the State superintendent in such manner as it may deem best.

During the period of this review the Legislature of Nevada adopted a provision which requires that, in order to be eligible to hold the office of State superintendent, one must be a graduate of the State university or institution of equal standing and must have completed at least 20 credit hours in educational subjects.

New York raised the salary of the State commissioner of education to $15,000 and the salary of the assistant commissioner of education to $7,000. New Jersey provided for a fifth assistant commissioner of education, increased salaries of all assistant commissioners to $7,000, and directed that one assistant commissioner be director of business matters.[1]

STATE SCHOOL SUPPORT

Financing public education now constitutes the foremost problem in educational legislation. Within the past decade practically every State has in some way endeavored to equalize educational opportunities by increasing State aid to poor communities. Examples of increased State participation in school support during the past two years are here enumerated.

The Alabama Legislature appropriated $900,000 annually to be known as the State equalization fund for equalizing education opportunities in public schools, which provides under certain conditions increased support for rural schools, libraries, normal schools, and elementary and secondary schools; it also appropriated $600,000 for the support of public schools for a minimum term of seven months. The legislature further proposed a State bond issue not to exceed $20,000,000 for the construction and improvement of public-school buildings, including institutions of higher learning and normal schools, but this issue was defeated at the polls in January, 1928.

The Arkansas Legislature created a State revolving loan fund to aid needy school districts in repairing, erecting, and equipping school buildings. It also created a State equalization fund for free public schools, and authorized the State board of education to fix a minimum school term and a minimum salary schedule for teachers.

California authorized State aid for schools for the children of migratory laborers engaged in seasonal industries in rural districts of the State.

Delaware provided that four-fifths of all license or franchise fees received by the State tax department should be paid to the State treasury to be used by the State board of education for the support of public schools; the State tax on personal and real property was reduced from 25 cents to 15 cents per $100 valuation.

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[1] In 1929 the salary of the New Jersey commissioner of education was raised to $15,000 per annum.

The Florida Legislature increased the school revenue by levying a 1-cent tax on each gallon of gasoline, by levying an additional one-quarter mill on all personal and real property, and by imposing a State and county license tax on all automobile, tire and tube dealers.

The Georgia Legislature provided an equalization school fund by a State tax of one-half cent per gallon on motor fuel and 1 cent per gallon on kerosene. It has been estimated that the revenue from these sources will exceed $1,000,000 annually. The State department of education is given wide latitude in working out the administrative details in connection with its distribution.

The 1928 Legislature of Louisiana provided additional State school revenue by increasing the severance tax and including in said tax carbon products obtained from natural gas.

A Maine act authorized State-aid increase from $800 to $1,200 per annum to school supervisory unions and that no school union shall receive less than $1,000 per annum.

The Michigan Legislature appropriated $1,000,000 annually to be apportioned to districts having an "average school membership in excess of the average for the whole State for each $100,000 of equalized valuation."

A Montana act (ch. 119) created a State common-school equalization fund and made the State board of education the common-school equalization board. This act makes it mandatory for the State board to determine the minimum educational program which shall be equalized, and in determining such program to consider the following factors: "The minimum length of school term, the minimum school-tax levy, the assessed maximum valuation per child in average daily attendance, the minimum enrollment," and such other factors as the said board may deem necessary to carry out the act.

Missouri provided $35,000 to be applied to the deficiency in the rural high-school aid fund, also $300,000 for aid of teacher training in high schools.

The Legislature of New York increased State aid to poor districts by allowing $500 for districts with five or more teachers; $550 for districts with more than one and less than five teachers, this sum to be $600 beginning August 1, 1928, $650 beginning August 1, 1929, and $700 each year thereafter; $300 to districts with but one teacher and having valuation not exceeding $100,000. Increased State aid was granted to still smaller districts. The legislature also allowed apportionment of school funds for teachers in part-time or continuation school on the same basis as for high-school teachers.

In North Carolina an act was passed which provided for more adequate distribution of the equalization fund so that the amount due from the State to counties shall be the amount by which the

necessary cost of six months' school term exceeds the amount produced by a 40-cent levy on $100 valuation in the respective counties. The State equalization board was authorized to allow $2,000 to any county when in the opinion of the board the said county has made efforts deserving of aid for the improvement of the teaching personnel. The legislature authorized the issue of State bonds to the amount of $2,500,000 for special building fund to be loaned to county boards of education to aid in erecting schoolhouses. It also authorized the issuance of State bonds for more than $2,000,000 for permanent improvement of State colleges and normal schools.

The Legislature of Oklahoma provided for a special school equalization fund and for its distribution by the State board of education for the purpose of carrying out as nearly as practicable the constitutional provision guaranteeing equality of educational opportunities to "all the children of all the people" in the State. This equalization fund is created from 25 per cent of the revenue tax on oil, gas, and other minerals, and the amount that can be expended under this act shall not exceed $1,500,000 per annum. The fund shall be apportioned on the following bases: (*a*) Districts must levy a tax of 15 mills before becoming eligible to State distribution; (*b*) average daily attendance considered; (*c*) eight months' school term required before becoming eligible to State distribution; (*d*) weakness of districts as exhibited in their sworn statement as to assessed valuation per child and expenditures per child; (*e*) transfer and transportation of pupils considered; the State board is authorized to withhold aid where it appears that, because of small attendance in any district, transfer and transportation of all pupils to an adjacent school would be the most advisable and economical program; (*f*) total annual expenditures per pupil in average daily attendance shall not exceed $45 per pupil; (*g*) districts which pay athletic instructors more than $125 per month shall not participate in this fund.

The Oregon Legislature authorized the State land board to purchase a portion of surplus bonds issued by school districts.

The South Dakota Legislature provided a $1 tax on each resident over 21 years of age for the support of common schools and appropriated $40,000 in aid of the common schools to be distributed to the several counties in proportion to the acreage of indemnity and endowment lands in the respective districts in each county.

A Tennessee act authorized the expenditure of $1,000,000 for building and repairing rural public schoolhouses in the State and authorized the issuance of State bonds therefor.

Vermont provided a new form of distributing part of State aid available for towns. The districts are divided into seven groups according to funds raised by local taxation which are expended for

school support. Other things being equal, the lower this rate the lower will be the State aid, and the higher the rate the higher will be the State aid. Vermont also appropriated $5,000 for a community schoolhouse fund, and provided that when any district raises money otherwise than by taxation for furnishing and improving buildings or school grounds an equal amount, not to exceed $100 per year, shall be supplied by the State.

By a constitutional amendment in Virginia the general assembly of that State is allowed greater freedom to apportion State school funds on bases determined by it to be best, and an act of the legislature allowed State aid to high schools on the condition that the local county or city provide at least 50 per cent of the amount furnished by the State.

Washington provided that the commissioner of public lands shall control lands acquired by the State by escheat or operation of law or by gift and that the proceeds of the lease or sale of such lands shall be a part of the county school fund of the county in which said land is situated.

The Wyoming Legislature provided for the distribution of oil, gas, or mineral royalties from leasing of school lands; 33⅓ per cent of such royalties shall be paid into the State treasury and be credited to the land income fund for the benefit of schools.

COUNTY ADMINISTRATION

As compared with other governmental or civil units, the county entered the business of administering public education somewhat late. In general, the community unit, township or district, was the first in the field, but since the beginning of the present century the county has rapidly attained an important place in public education. There is a decided trend toward placing greater responsibility upon the county as a unit in educational affairs. This responsibility, it should be remembered, has shifted from the district and not from the State.

Within the past two years several legislative acts relating to county school administration were enacted. Alabama provided for the consolidation of administration and control of public-school systems in certain counties and for the establishment of county boards of education in lieu of all other city and county boards in those counties. The Legislature of Arkansas sought to increase school efficiency by making provision for county boards of education in certain counties; provided for establishing by vote of the people in any county exceeding 75,000 population, a county school unit system; and authorized county boards of education to dissolve any school district not maintaining 120 days' school or whose daily attendance does not exceed

15 pupils, and to attach said district to adjacent school district, providing the dissolving district is taxed at the minimum rate. A Minnesota act provided for the organization of certain counties as school districts. The Oregon Legislature provided that in districts where the county high school law is in operation any high-school organization may be taken over by the county school board upon mutual consent of the local school committee and county authorities. The Legislature of Texas provided for aid in the formation and maintenance of rural high-school districts according to a county-wide plan. In 1928 Virginia strengthened the county unit act of 1922 by providing that all school finances, except district indebtedness and future capital outlay, shall be handled on a county-wide basis; and authorized county boards of education instead of district boards to establish high schools.

COUNTY SUPERINTENDENTS

The tendency to raise the qualifications required of county superintendents appeared in a few States. Alabama provided that county superintendents must have three years' successful experience in teaching within five years next preceding appointment and that they need not be residents of the county; Arkansas required county superintendents to be holders of valid teachers' certificates; Indiana required county superintendents to have five years' successful experience in teaching and to hold a first or second grade supervisor's license. The most noticeable changes in respect to the county superintendent's qualifications occurred in Virginia in 1928, where by constitutional amendment the State board of education is required to certify to the local school boards of each division a list of persons having "reasonable academic and business qualifications for division superintendent of schools, one of whom shall be selected by said board as superintendent." In pursuance to this amendment the State board of education has adopted the following minimum requirements: (1) Graduation from a standard 4-year college with at least 15 hours of professional training, and two years of practical experience as school principal or supervisor, or five years' experience as a teacher; or (2) graduation from a standard 4-year college with degree of B. S. or A. B. with four years' experience as school principal or supervisor, or six years' experience as a teacher; and (3) general administrative ability as evidenced by practical experience in business or in the business administration of education. Wyoming requires candidates for county superintendent, on or before election, to file with the county clerk their teachers' certificates of as high a rank as first class.

Recent legislation also shows a tendency to increase the salaries of county superintendents in Arkansas, Colorado, Illinois, Indiana,

Iowa, Mississippi, Missouri, and New Jersey. Marked increases in compensation appeared in Illinois and Mississippi.

CONSOLIDATION AND TRANSPORTATION

Recent enactments show a tendency to provide for larger school units in rural communities by the abandonment of small schools, especially 1-teacher schools, and by transportation of pupils of such schools to larger school buildings, comprising in many cases several teachers. Legislative provisions encouraging consolidation and transportation during the biennial period under review were enacted in more than half of the States. Below are some examples of such provisions.

The steps taken by Alabama, Arkansas, Minnesota, and Oregon with respect to consolidation have already been mentioned under the subject of county administration. California authorized elementary districts to annex to high-school districts, and allowed transportation in all high-school districts. The 1926 act of Georgia as amended in 1927 provided for the merger of independent school systems with less than 200,000 population into county-school systems. County boards of education or district trustees were authorized to provide transportation of pupils and teachers when deemed for the best interest of the school. Furthermore, the Georgia Legislature required the State superintendent to set aside $400,000 annually to aid in establishing and maintaining consolidated schools, and authorized him to grant $500 annually to consolidated schools with as many as four teachers and $1,000 annually to consolidated 4-year high schools needing help. Idaho authorized nonhigh-school districts to furnish transportation of high-school pupils to nearest high school and pay the expense incurred. Illinois authorized school boards to pay transportation of pupils to school in their own or other districts. Indiana provided for the establishment of joint schools by different districts. In 1928 the Legislature of Kentucky authorized graded common-school districts to consolidate with county districts in order to promote more economical and efficient administration of schools, and required such consolidation where any common-school district fails to provide adequate schools. The Legislature of Louisiana authorized parish school boards to provide transportation for children living more than two miles from a school of suitable grade on the condition that they attend any school approved by the State board of education. Maine authorized towns to furnish board in lieu of transportation of high-school pupils. Mississippi authorized county superintendents to provide for the transportation of children from rural districts in which no school is maintained and provided for the payment of transportation by

said district. Missouri required school boards to maintain elementary schools within 3½ miles by the nearest traveled road of every child or provide transportation. Montana, Nebraska, Nevada, and North Dakota authorized elementary-school districts to unite with high-school districts.

An Oregon act required a petition of 20 per cent of the voters before the matter of uniting or dividing districts may be submitted to a vote of the people. Oregon also provided that when consolidated districts transport pupils of a district which was annexed to consolidated district, the county superintendent shall apportion to the consolidated district the proportion of the State elementary school fund which the annexed district was entitled to receive at the time of annexation. Pennsylvania provided reimbursement to fourth-class districts which provide free transportation to children under 16 years of age. Rhode Island authorized school committees to provide transportation in lieu of providing convenient location of schools. Wisconsin provided for consolidation of certain districts for the establishment of high schools.

SECONDARY EDUCATION

In recent years the legislatures in the majority of States have manifested a laudable effort to provide means for all children to receive secondary instruction. The effort has been not so much in the way of establishing more high schools, but rather in providing means whereby pupils may attend such schools already established. Enactments in this respect generally include one or more of the following provisions: (1) Require high-school districts to accept qualified pupils from nonhigh-school districts when facilities permit. (2) Authorize nonhigh-school districts to contract with high-school districts whereby pupils of the former district may attend high school in the latter on the condition that the former district pay the cost of instruction of such pupils. (3) Require or authorize nonhigh-school districts to furnish transportation or tuition or both to its pupils attending in another district. (4) Authorize high-school districts to provide transportation of resident pupils where, because of distance, it is impracticable for them to attend; or to authorize such districts to pay their tuition while attending a more accessible high school in another district. (5) Furnish board in lieu of transportation. Enactments embracing one or more of the above provisions were made during the two years here reviewed in the following States: California, Colorado, Idaho, Illinois, Kansas, Kentucky, Maine, Massachusetts, Montana, Minnesota, Nebraska, New Hampshire, Pennsylvania, Louisiana, Mississippi, Vermont, and Wisconsin.

Some examples of further legislation which provides for extending secondary educational facilities follow:

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An act of Georgia authorized State aid to the amount of $1,000 annually to consolidated 4-year high schools needing help. The Legislature of Iowa enacted a provision requiring a petition signed by 25 per cent of the voters before the question of abolishing a high school can be submitted to a vote of the people. Kansas authorized certain districts maintaining accredited high schools to levy a direct tax not exceeding 10 mills for the maintenance thereof. The Legislatures of Maine and New Hampshire enacted provisions for substantial State reimbursement to certain towns paying the tuition of its high-school pupils. Maryland provided for the classification of high schools into two groups instead of three; and provided that all graduates of first-group high schools shall be admitted to State-aided institutions of higher learning regardless of whether they pursued the academic course in high school. The Missouri Legislature appropriated more than $35,000 for the rural high-school aid fund deficiency and $78,000 for the salaries and traveling expenses of high-school superintendents and inspectors. A Nevada act made provision for organizing parts of adjoining counties into high-school districts. A North Carolina enactment provided that high schools maintaining nine months' terms and meeting all other requirements and offering superior instruction with fewer than 45 pupils in average daily attendance may be considered for standardization. North Dakota authorized the establishment and maintenance of high schools by two or more districts. The Legislature of Pennsylvania permitted districts to arrange with other districts for the education of high-school pupils without county examination upon the approval in writing of the county superintendent. An act of Texas made provision for a State bonus to consolidated rural schools. The Wisconsin Legislature made provision for the consolidation of certain districts for the establishment of high schools and authorized certain common districts to establish such schools.

JUNIOR COLLEGES

The junior-college movement during the period of this review constituted the most impelling measure with respect to higher education which confronted legislators, and, judging from legislative enactments, it is a rapidly advancing movement. Within the two years here considered legislative measures providing for junior colleges were enacted for the first time in 11 States: Arizona, Connecticut, Georgia, Idaho, Iowa, Minnesota, Missouri, Pennsylvania, and Tennessee, in 1927, and Louisiana and Mississippi, in 1928. Moreover, California in 1927 amended its junior-college law of 1921 by repealing the provision relating to the payment of tuition in junior colleges by nonresidents of junior-college districts. Seventeen

States now have statutory provisions for junior colleges. The States enacting such provision prior to 1927 are California, Kansas, Michigan, Montana, Oklahoma, and Colorado.

The principal tendencies of junior-college legislation are: (1) To restrict their establishment to cities or districts which can adequately support such institutions, taking into consideration population and wealth; (2) to provide for their establishment and maintenance under the approval and regulation of State authority.

ADULT EDUCATION

One of the outstanding features of educational legislation in recent years consists in providing means for adult education.

The first enactments after the war for this purpose were prompted and characterized by a feeling of necessity for educating adult immigrants in the principles and ideals of our democracy and in the use of the English language. The blending of this view with the growing recognition of the importance of educated electors as a safeguard to democratic government has led to the movement for more liberal adult education and has resulted in enactments which provide education for adults in general, including those of native as well as foreign origin.

During 1927 laws relating to adult education were passed in Arkansas, Connecticut, Delaware, Florida, Illinois, Nebraska, and Rhode Island. Only a summary of enactments in these States can be given here.

Arkansas changed the name of " The Arkansas Illiteracy Commission " to " The Arkansas Adult Education Commission."

Connecticut required that the State board of education establish a division of adult education and appoint a director thereof, and authorized the school committee of any town designated by the State board of education to appoint, subject to the approval of the said board, a director of adult education. Furthermore, the legislature provided for the organization of and State aid to schools for non-English-speaking adults. Such schools must be established in districts where 20 or more such persons 16 years of age or over shall apply in writing therefor.

An act of the Delaware Legislature authorized the State board of education to create a service bureau for foreign-born residents, to promote the process of Americanizing such residents, and to protect them from exploitation and injustice.

A Florida enactment provided for the establishment of public evening schools, elementary and high, as a branch of the school system which shall be available to all residents, native or foreign born, who are unable to attend any public day school.

An Illinois legislative enactment authorized school boards to establish classes for adults.

A Nebraska act provided for the establishment of adult immigrant education services in the department of education for education of adult aliens and others, under the direction of the State superintendent. Under this act, local school boards and school authorities are authorized to expend money for conducting schools and classes in school buildings, industrial establishments, places of employment, and other places for giving instruction to foreign-born and native adults and minors over the age of 16. Such course of instruction or study must include English, history, civics, and other subjects tending to promote good citizenship and increase vocational efficiency. The State superintendent of public instruction is required to designate courses of study, approve the selection of teachers, and supervise the instruction.

The Rhode Island Legislature appropriated $3,000 for the fiscal year ending July 1, 1928, for the promotion of home and community classes in any town or district for instruction in the use of the English language, in the common rights and obligations of citizenship, and in the fundamental principles of the American plan of government. This resolution authorized the State board or local committees of any town to establish and maintain classes for persons over 16 years of age who can not read, write, or speak the English language; and provided that such classes may be held in homes or other suitable places. It furthermore provided that if a class of 20 or more such persons has been organized, the school committee shall hire a teacher and pay for such instruction, in which case, the school committee shall be entitled to State reimbursement.

TEACHERS' CERTIFICATES

The tendency to raise the qualifications required of teachers which has been marked for many years, continues. The minimum standard toward which the States are working is high-school graduation plus two years of normal training for every teacher in the elementary schools. Only the notable changes with respect to teachers' requirements are reported here.

An act of Idaho provided that all teachers in elementary schools must have one or more years of normal training; and that after September, 1929, two years of normal training shall be required. A Minnesota act authorized that first-grade professional certificates be granted to graduates of accredited colleges of education or liberal arts colleges or universities with evidence of such professional training as may be prescribed by the said board of education. An Oregon enactment provided that from January 1, 1929, to January 1, 1931,

all beginning teachers must have completed an elementary teachers' training course of 48 weeks' duration; from January 1, 1931, to January 1, 1933, 60 weeks; and after January 1, 1933, the completion of 72 weeks of teacher training shall be required. The Legislature of North Dakota authorized the State superintendent of public instruction to issue vocational certificates in art and physical education; and required candidates for primary certificates by examination to pass an examination in civics, American literature, and current events. Texas authorized the renewal of teachers' certificates for one year where the holder completes four subjects in a summer school at an approved teachers college. In 1928, Mississippi increased the qualifications for music teachers, requiring them to be graduates of four-year music departments of a standard four-year college, or to have received equivalent instruction. New Jersey in 1928 required all permanent teachers in the public schools to be citizens of the United States, except foreign-language teachers who have not been residents 10 years.

TEACHERS' PENSIONS

State-wide pension systems are now in operation in approximately one-half of the States, and pension laws applicable to certain cities are found in nearly a dozen other States. Legislative acts within the past two years affecting teachers' pensions were primarily efforts to perfect, by appropriate amendments, pension laws already enacted. A dozen or more States amended their teacher pension laws in some way; mostly to the benefit of the teacher. An original teachers' pension law was enacted in Kentucky which created a state-wide teachers' retirement system, providing for voluntary membership.

TEACHERS' SALARIES

Legislative enactments within the past two years tend to provide more adequate and uniform teachers' salaries. A California act provided for uniform allowance in salary schedule "for years of teaching and years of service." A Delaware enactment provided that teachers' salaries shall be uniform in application, without discrimination on account of race, color, or religious belief. The Legislature of Georgia made provision for carrying into effect the constitutional amendment of November, 1926, which authorized the issuance of bonds to the amount of $3,500,000 for teachers' salaries. Nevada authorized boards of education to pay teachers in 12 monthly payments for 10 months' service; and in their discretion to pay salary to any teacher unavoidably absent due to personal illness or death in immediate family. A 1928 act of Kentucky provided that teachers with 10 years' experience in a county shall re-

ceive the same basal salary as a high-school graduate in such county without teaching experience. The full meaning and purpose of this law do not appear.

TEACHER TENURE

Teacher tenure laws now prevail in many States. Some difficulty has been experienced in enacting satisfactory tenure laws. Recently enacted tenure laws provide a probationary period for teachers and to place on the school board, after such probationary period is passed, the burden of showing cause why any teacher should be dismissed or reduced. Within the 2-year period of this review, four States enacted legislation relating to teacher tenure. California amended its tenure law by making it applicable to all public-school teachers. An act of Illinois provided that teachers, principals, and superintendents may be appointed for three years after a probationary period of two years, and the Indiana act provided that appointment after five years of service shall be permanent except for incompetency, insubordination, or immorality. An act of Montana provided that after election of any teacher or principal for the third consecutive year, such teacher shall be elected from year to year unless otherwise notified. New York extended tenure protection for full-time district clerks in many municipalities of more than 25,000 population after three years' service.

PHYSICAL WELFARE OF SCHOOL CHILDREN

Conservation and promotion of health and safety have long been recognized as functions of the public-school system, and laws to make them so continue to be enacted. Within the 2-year period here reviewed, approximately one-half of the States enacted laws which in some way tend to promote the health and physical safety of school children.

The laws relating especially to the conservation and promotion of health may be indicated as follows: Arizona appointed a State physical director and required that all public elementary and secondary schools provide physical training. The Legislature of Florida provided for the creation of the position of State supervisor of physical and health education. An Idaho act authorized county superintendents to close school buildings reported by health officers to be in insanitary condition. Illinois requires that school boards shall provide physical education for one hour per week, that normal schools shall give physical education courses, and that no student shall be graduated without having completed one year's work in physical education of one hundred and forty-four 45-minute periods. The Illinois Legislature authorized cities of more than 100,000

population to levy three-twentieths of 1 mill on each dollar of assessed value of taxable property to maintain playgrounds. An act of Kansas authorized boards of education in cities of first class to provide free inspection and treatment of physical defects and ailments of public-school children who are unable to pay the necessary expense for private treatment. New Jersey made provision for the employment of school nurses who shall examine every pupil to ascertain whether any physical defects exist and keep a record from year to year of the growth and development of pupils. Texas authorized the commissioner's courts of the various counties to employ one or more registered nurses at not more than $1,800 per annum to visit the public schools and to investigate the health conditions and sanitary surroundings of such schools and the physical conditions of school pupils. An act of Wyoming requires teachers, with the assistance of county health nurses or county physicians, or both, to examine children to ascertain if any are suffering from defective sight, hearing, or diseases of the nose or throat. In 1928 the New Jersey Legislature authorized the use of public parks or playgrounds as playgrounds for public-school pupils; and Virginia required that physical and health education be emphasized throughout the elementary course of proper lessons, drills, and physical exercises set up by the State board of education.

SAFETY OF SCHOOL CHILDREN

Laws to guard the physical safety of school children and to prevent accidents were enacted in a number of States. Arizona, Kansas, Michigan, and South Carolina required school busses to stop before crossing a railroad track; South Carolina required fire drills in all public schools and that schools of two or more stories be equipped with adequate fire escapes. Two States required actual schoolroom instruction to prevent accidents. Arkansas required the teaching of methods of fire prevention. North Carolina provided for giving publicity to highway traffic laws through public schools; the State highway commission is required to prepare a digest of State traffic laws suitable for use in public schools and to deliver the same to the State superintendent of public instruction. Said digest shall be brought to the attention of school children at least once each week until it has been read and explained.

HANDICAPPED CHILDREN

Recent years have witnessed a growing desire of helpfulness to weak children which has manifested itself in legislative enactments to provide for their educational welfare.

Alabama authorized the State board of education to maintain a register of blind persons and to assist in their rehabilitation, and made an appropriation therefor; and also made an appropriation for the repair of the buildings of the State school for the blind and deaf. The Legislature of California provided for the establishment of "kindergarten service" and for vocational education in the State school for the blind; required doctors and nurses and others to report deaf and partially deaf children to superintendents of schools; and authorized school districts to provide education for children with defective vision, hearing, and such other physically handicapped "individuals" as the State superintendent of public instruction may designate. The Colorado Legislature enlarged the State aid for the welfare of the blind and deaf. An Iowa act allowed State aid for instruction of deaf children up to 16 years of age, instead of 12 years as formerly. Massachusetts required the education of all deaf children between 7 and 18 years when practicable. Nebraska provided State reimbursement for districts maintaining schools for the instruction of deaf children. An act of Tennessee provides for compulsory education of blind children between 7 and 16 years. A Louisiana act created a State board for the blind which is required to keep a register of the blind and of their ability for vocational education and industrial occupation.

Within the past two years, several States enacted laws to promote the education of crippled children. California amended its law so as to empower the State superintendent to make education compulsory for crippled children whom he may designate. The Legislature of Indiana provided for the establishment of special classes of instruction for children who, because of physical disability, can not be taught profitably in regular school classes, and granted State aid in an amount equal to three-fourths of the cost of such instruction in excess of the cost of instructing same number of children in regular classes. Michigan required district boards of education to provide a budget annually for expenditures in maintaining instruction for the crippled. An act of Wisconsin made provision for the transportation to school of physically disabled children, and authorized boards of education to establish special classes for such children. In 1928, Kentucky authorized cities of first class to provide for transportation of crippled children to and from public school; and New Jersey required boards of education to provide special facilities for crippled children and to establish special classes with as few as eight crippled children, and provided State reimbursement for one-half of the cost of such classes.

Alabama, Colorado, and Kansas enacted provisions to provide special instruction for mentally retarded children.

PRIVATE DEGREE-CONFERRING INSTITUTIONS

Recent years have shown an increased State control over private degree-conferring institutions. Legislatures have shown a tendency to require such institutions to be incorporated and to reserve to the State the power of regulation, in order that certain standards may be maintained. California, Iowa, and Missouri in 1927 and New York in 1928 enacted laws of this character.

California provided that no person, firm, or association other than corporations incorporated under law shall have the power to confer academic or professional degrees, and provided a penalty for violation. Iowa required that no academic degree for which compensation shall be paid shall be conferred by any individual or corporation unless the person obtaining the degree shall have completed one academic year of resident work at the institution which grants the degree; provided a penalty for violation. Missouri prohibited medical schools and colleges for issuing certificates of graduation or diplomas without requiring the recipient to meet certain requirements. New York provided that no person or association not holding university-or-college-degree-conferring power by special charter from the legislature or from the State board of regents shall confer any degree or transact business or in any way assume the name "university" or "college" until written permission is given to it, and such name shall have been granted by the regents under their seal.

With respect to correspondence schools, Illinois prohibited any person or persons from maintaining professional correspondence schools, including preparatory schools, colleges, academies, universities, and manual and mechanical trade schools without having a certification of registration issued by the State department of registration and education. Persons seeking authority to maintain such schools must apply in writing to the department upon blanks prepared and furnished by the said department. The applicant must state the name and location of the school; the nature, extent, and purpose of each course to be given; fees to be charged and conditions under which they are to be paid; plan of giving instruction; credential or certificate to be issued to students upon completion of course of instruction, copy of which is to be attached to the application; and such other information as the department deems pertinent to determine the character of the school. The department shall require such proof as shall be deemed desirable as to the bona fides of the applicant. The department shall make an examination to ascertain whether the courses to be given are adequate, suitable, and proper, whether the fees and the terms under which they are to be paid are reasonable; whether the facilities are sufficient and proper for successfully giving the instruction offered; whether the correspondence school

promises or agrees to give rights or privileges in respect to admission to professional examination or to the practice of any profession in violation of the laws of the State; and whether the trade schools offer inducements that are designed to deceive students or make any promise which it does not have the present means or ability to perform. If, after taking into consideration these factors, the department deems that they have been satisfactorily met, a certificate of registration shall be issued. The certificate may be revoked for violation of the conditions governing its issuance or rules adopted by the department, or for fraudulent conduct.

CHAPTER XIX

STATISTICAL SUMMARY OF EDUCATION

By Frank M. Phillips

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The purpose of this report is to bring together and to summarize statistical information published in other chapters of the Biennial Survey of Education, and to present some new material that does not belong exclusively to any other statistical report. Data on public elementary and secondary schools are furnished by State departments of education. Data on private elementary schools are furnished by State departments of education, by the National Catholic Welfare Conference, and by a few individual reports from schools. Statistics of private and parochial secondary schools are furnished by State departments of education, by city school superintendents, by the National Catholic Welfare Conference, and by reports from practically all the schools included under this description. City school superintendents and their business managers report considerable data concerning schools in urban localities. The college, university, professional school, and teacher-training school authorities report upon their own institutions. Information for special schools, such as schools for delinquents and defectives, is reported by the schools having classes for these groups. Data for Indian schools are furnished by the Indian Office.

To insure accuracy and completeness, four field agents are employed to visit institutions and offices and assist them in making reports, and to advise reporting agencies how best to keep records. During the biennium approximately 30,000 schedules were received, verified, and compiled in order to make the 1927–28 report possible.

Table 1 shows a distribution of pupils in various types of schools according to public and to private control. The grand total shows 29,410,615 persons enrolled in the types included in the table. No information is available for the number enrolled in trade schools which are not public institutions, in correspondence schools, nor in any other type excepting as indicated. The number given for the outlying parts includes all types of schools in those parts from kindergarten to and including the universities.

TABLE 1.—*School and college enrollments, according to public and private control, 1927–28*

Schools	Public	Private	Total
Kindergartens	695,490	[1] 54,456	749,946
Elementary schools (includes elementary grades in junior high schools)	20,572,927	2,234,999	22,807,926
City schools (included with elementary and high)	12,273,412	----------	12,273,412
Total elementary and kindergarten	21,268,417	2,289,455	23,557,872
Secondary (high schools and academies)	3,911,279	341,158	4,252,437
Preparatory departments of colleges	12,528	38,060	50,588
Secondary students in teacher-training institutions	17,048	1,288	18,336
Total secondary students	3,940,855	380,506	4,321,361
Teachers colleges	196,644	10,155	206,799
Normal schools (excluding secondary students)	58,313	9,236	67,549
Total in normal schools and teachers colleges	254,957	19,391	274,348
Universities, colleges, and professional schools (excluding preparatory)	335,009	533,784	868,793
Industrial schools for delinquents (1927)	84,317	----------	84,317
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 subnormals (1927)	101,605	2,416	104,021
Schools for Indians	28,459	[2] 6,259	34,718
Government schools in Alaska	3,742	----------	3,742
Other public schools in Alaska	4,829	----------	4,829
Private commercial and business schools (1925)	----------	188,363	188,363
Grand total, excluding duplicates	25,989,508	3,421,107	29,410,615
All schools in the outlying parts of the United States (not included above)	1,421,939	99,066	1,521,005

[1] 1924 data. [2] Includes pupils in 129 day schools and in 75 boarding schools.

In Table 2 only those schools are included which furnish a financial statement of the cost of maintaining and operating the schools. The per capita costs are based upon enrollments because in many schools it is not possible to secure a statement of the number in average daily attendance. Since per capita cost data are discussed in other parts of the biennial survey, no further comment is made at this point.

The total enrollment in schools furnishing a statement of expenditures is 29,276,068, and the total cost of education in 1928 amounts to $3,033,706,590, an increase of more than $290,000,000 over the cost of approximately the same schools for 1926.

TABLE 2.—*School enrollments, expenditures, and per capita costs in schools reporting finances, 1927–28*

Classification	Enrollment	Estimated cost per student enrolled	Total expenditure, including outlays
Public elementary schools (including kindergartens)	21,268,417	$86.77	$2,184,847,200
Public high schools (excluding elementary pupils in junior schools)	3,911,279		
Private elementary schools (including kindergartens)	2,289,455	[1] 86.77	228,258,290
Private high schools and academies	341,158		
Universities and colleges (including preparatory students):			
Public	347,537	592.03	[2] 205,753,979
Private	571,844	508.49	[2] 290,775,330
Teachers colleges (including all resident students)	219,119	207.84	45,542,706
Normal schools, including all resident students:			
State	48,065	234.62	11,277,101
City	14,154	240.11	3,398,576
County	1,425	242.96	346,215
Private	14,667	258.06	3,785,000
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 public 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 public schools)	51,814		
Private	2,416	552.65	1,335,212
Government schools for natives in Alaska	3,742	123.81	463,290
Other public schools for natives in Alaska	4,829	139.89	657,515
Government Indian schools	28,459	212.30	[3] 6,041,835
Grand total, excluding duplicates	29,276,068		3,033,706,590

[1] Estimated same as public schools.
[2] Receipts, excluding addition to endowments.
[3] The Indian Office computes per capita costs of Indian schools upon basis of average attendance.

In Table 3 is given a summary statement of the number of teachers by sex in all schools reporting for 1927–28. This grand total of 1,010,232 teachers is composed of about 20 per cent men and 80 per cent women. The men outnumber the women only in institutions of higher learning.

TABLE 3.—*Distribution of teachers for six periods*

Teachers in—	1890		1900		1910		1920		1926		1928		
	Men	Women	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	69,455	573,257	642,712
Public high schools	3,648	5,472	10,172	10,200	18,890	22,777	32,386	69,572	63,374	106,164	68,738	120,484	[1] 189,222
Private elementary schools (estimated)	6,807	15,199	6,648	19,768	5,171	29,572	6,322	38,977	1,702	54,570	1,466	60,101	61,567
Private high schools	3,272	3,937	4,275	5,842	4,512	6,634	5,698	9,248	7,397	12,748	8,157	13,631	21,788
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	1,834	1,433	3,267
Collegiate departments			8,987	2,110	14,051	3,230	21,644	6,469	32,605	10,721	36,783	13,339	50,122
Other departments							982	1,239	550	885	27	89	116
Professional schools	4,758	----------	8,277	----------	13,285	----------	10,603	312	[2] 14,152	[2] 581	[2] 14,343	[2] 542	[2] 14,915
Teachers colleges and normal schools, public	----------	----------	1,068	1,847	1,692	3,122	2,963	5,161	4,952	7,327	4,966	7,481	12,447
Teachers colleges and normal schools, private	----------	----------	792	665	503	597	597	866	822	1,130	865	1,150	2,015
Commercial and business schools	1,133	460	1,413	699	1,736	1,200	2,976	3,189	1,910	2,195	1,910	2,195	4,105
Schools for defectives and delinquents	564	962	813	1,650	1,134	2,352	[3] 1,165	[3] 2,744	1,578	6,571	1,578	6,571	8,149
Indian and Alaskan schools	644	965	1,189	1,793	1,702	2,456	141	652	63	96	----------	----------	[4] 1,018
Kindergartens:													
Public	1,050	4,950	1,350	7,150	1,500	8,000	0	10,022	0	[5] 10,852	----------	----------	----------
Private							0	717	0	[5] 2,140	----------	----------	----------
Total, including undistributed items	149,428	267,653	163,999	339,599	158,574	471,633	[6] 151,215	[6] 663,958	205,689	770,630	209,398	799,816	1,010,232

[1] Includes 3,869 men and 11,518 women teachers in junior high schools.
[2] Professional departments.
[3] Figures for 1918.
[4] Not distributed by sex.
[5] Data for 1924. Included with elementary.
[6] Does not include 1,832 men and 817 women, duplicates, in universities, colleges, and professional schools.

Table 4 gives a summary of the number of pupils enrolled in various types of schools by 5-year periods from 1890 to 1928 with the exception of 1925. No complete data are available for 1925 since statistics are now collected only biennially.

TABLE 4.—*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	1928
Kindergartens (public and private)	[4] 346,189	486,800	510,949	749,946
Public elementary schools (including public kindergartens)	16,898,791	18,375,225	19,378,927	20,572,927
Private elementary schools (largely estimated)	1,558,437	1,615,091	1,485,561	2,234,999
Total elementary and kindergarten	18,457,228	19,990,316	20,864,488	22,807,926
Public high schools	915,061	1,328,984	[5] 2,199,389	3,911,279
Private high schools	117,400	155,044	[5] 213,920	341,158
Preparatory schools (in colleges and universities)	66,042	67,440	59,309	50,588
Secondary students in normal schools	12,890	13,504	22,058	18,336
Total secondary students	1,111,393	1,564,972	2,494,676	4,321,361
Normal schools and teachers' colleges (excluding secondary students)	88,561	100,325	135,412	274,348
Colleges, universities, and professional schools (excluding preparatory students))	266,654	303,233	462,445	868,793
Total college and normal students	355,215	403,558	597,857	1,143,141
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] 1925.

In Table 5 is a summary of enrollments by States for elementary schools, high schools, teacher-training institutions, and institutions of higher education according to public and private control. These figures are submitted for reference.

TABLE 5.—*Enrollment in certain types of schools, by States, 1927–28*

State	Elementary schools and kindergartens		Secondary schools		Normal schools and teachers colleges		Universities, colleges, and professional schools	
	Public	Private	Public	Private	Public	Private	Public	Private
1	2	3	4	5	6	7	8	9
Continental United States	21,268,417	2,234,999	3,940,855	380,506	254,961	19,343	335,009	533,784
Alabama	580,572	11,572	55,381	6,941	7,699	997	5,251	3,658
Arizona	76,984	3,823	12,100	474	1,708	-------	2,337	72
Arkansas	440,469	4,726	39,774	2,374	2,111	-------	2,104	2,775
California	805,798	43,692	199,940	15,810	8,424	216	27,035	26,762
Colorado	194,624	11,106	44,670	2,018	5,547	138	5,063	3,932
Connecticut	266,210	48,438	46,255	7,573	1,159	388	635	7,006
Delaware	34,518	6,194	6,351	995	-------	-------	707	-------
District of Columbia	62,838	7,846	14,590	2,960	538	200	144	14,010
Florida	320,433	5,292	40,924	1,333	-------	-------	3,511	1,959
Georgia	632,787	4,295	72,488	4,978	2,648	-------	5,559	7,728
Idaho	97,073	2,290	23,773	662	1,519	237	2,340	790
Illinois	1,109,823	233,350	270,699	40,531	14,717	1,567	17,321	49,278
Indiana	523,103	61,902	131,617	6,571	5,601	2,561	8,390	13,339
Iowa	441,924	39,560	110,260	8,512	5,716	29	10,816	11,464
Kansas	338,473	31,507	87,497	8,977	8,058	-------	10,099	7,303
Kentucky	526,923	31,262	55,712	9,018	8,751	-------	4,176	4,592
Louisiana	367,796	38,611	48,333	4,940	2,381	-------	4,196	5,412
Maine	123,540	20,807	28,408	5,544	2,467	-------	1,359	1,884
Maryland	234,640	39,160	36,260	4,612	1,398	-------	4,353	8,664
Massachusetts	596,220	157,712	148,128	45,002	5,021	1,982	800	47,043
Michigan	710,327	12,580	132,492	13,261	14,546	-------	17,645	8,590
Minnesota	463,288	50,659	91,140	10,963	5,385	425	12,892	6,780
Mississippi	555,287	6,057	50,828	3,528	2,028	310	4,168	3,247
Missouri	554,864	61,500	125,948	10,178	11,969	-------	6,808	16,867
Montana	95,740	8,510	22,232	1,257	1,086	-------	2,791	273
Nebraska	260,702	21,782	66,227	3,735	5,377	298	6,908	5,879
Nevada	13,304	0	4,175	0	0	-------	1,002	-------
New Hampshire	59,865	22,492	13,177	4,186	1,202	-------	1,658	2,416
New Jersey	653,708	115,925	106,488	12,094	4,226	332	3,024	6,583
New Mexico	77,233	7,314	9,787	982	1,307	-------	1,291	-------
New York	1,701,088	341,563	361,342	42,101	19,312	1,271	33,940	94,166
North Carolina	746,375	1,717	102,647	8,500	3,537	1,632	6,208	9,494
North Dakota	145,719	7,487	27,251	1,039	5,217	-------	3,258	546
Ohio	1,052,665	150,627	243,023	22,143	6,746	335	29,045	30,928
Oklahoma	588,038	5,128	95,781	1,940	14,024	-------	9,798	3,569
Oregon	144,851	8,952	42,520	2,208	2,788	333	7,180	2,762
Pennsylvania	1,621,650	277,423	262,779	25,338	14,484	302	4,113	61,424
Rhode Island	97,178	28,816	16,278	3,832	890	-------	536	2,697
South Carolina	422,638	1,705	53,793	1,947	108	63	5,854	4,882
South Dakota	136,501	9,637	28,364	1,164	3,425	32	2,323	1,816
Tennessee	610,944	5,083	66,252	3,301	6,436	4,033	3,568	10,355
Texas	1,016,464	38,872	217,594	5,819	19,412	-------	16,157	20,518
Utah	108,532	1,324	28,053	3,952	0	43	4,287	2,117
Vermont	53,511	7,892	11,018	712	125	-------	1,235	1,058
Virginia	497,500	7,275	57,530	2,775	5,898	1,441	6,243	7,944
Washington	260,764	16,347	78,237	5,126	3,744	178	11,493	1,965
West Virginia	357,178	7,241	44,598	1,251	6,308	-------	4,513	2,011
Wisconsin	445,251	97,987	97,314	7,310	9,918	-------	9,672	7,226
Wyoming	42,504	757	10,827	39	0	-------	1,203	-------

PERCENTAGE OF THE COLLEGE AGE GROUP IN COLLEGES

The following table is introduced to show the number of students enrolled regularly in universities, colleges, and professional schools from 1900 to 1928; the number enrolled in summer sessions and in extension and correspondence courses in these institutions as early as such students began to be reported; the number enrolled in teachers colleges and in collegiate courses in State normal schools in regular sessions, summer sessions, and in extension and correspondence courses and a grand total of the number of students doing college work in some of the institutions just mentioned from 1900 to date. The table shows also the percentage of the college age group, ages 19, 20, 21, and 22, enrolled in regular sessions of universities, colleges, and professional schools, and the per cent the grand total is of the number in these four single-age groups for the years under consideration. In 1900, 5,911,425 persons were in the college age group, 7,242,147 in 1910, and 7,321,028 in 1920. The numbers for the other years are estimated from these census counts, the estimated number for 1928 being 7,384,127.

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TABLE 6.—*Number of students taking some form of college work, and per cent of those of ages 19, 20, 21, and 22, so engaged, 1900–1928*

Year	Universities and colleges			Teachers colleges			Collegiate students in normal schools			Estimated grand total, excluding duplicates	Per cent column 2 is of total age group	Per cent column 11 is of total age group
	Regular year	Summer session	Extension, correspondence	Regular year	Summer session	Extension, correspondence	Regular year	Summer session	Extension, correspondence			
1	2	3	4	5	6	7	8	9	10	11	12	13
1928	868,793	239,570	292,074	114,618	120,019	61,090	46,627	23,187	7,744	1,325,675	11.77	17.95
1926	767,263	209,454	273,235	85,207	92,588	40,076	49,609	38,419	11,508	1,193,521	10.41	16.20
1924	664,266	189,943	144,858	58,896	74,619	32,362	11,240	13,563	16,927	964,058	9.03	13.11
1922	550,906	148,063	119,708	56,432	72,248	24,665	[1]	[1]	10,790	773,418	7.51	10.54
1920	462,445	94,838	83,100	54,721	38,011	13,360	[1]	[1]	5,202	542,275	6.32	7.41
1918	330,689	78,059	50,314							345,442	4.53	4.73
1916	354,325	89,438								371,229	4.86	5.09
1915	303,233	83,234								318,964	4.16	4.38
1910	266,654									266,654	3.68	3.68
1905	199,045									199,045	3.03	3.03
1900	167,999									167,999	2.84	2.84

[1] No data.

In 1900, 2.8 per cent of the college-age group were enrolled in regular sessions of universities, colleges, and professional schools. In 1910, 3.7 were so enrolled; in 1920, 6.3 per cent; and in 1928, 11.8 per cent. The rate dropped off in 1918 at the time of the World War. Teachers college records were separated from other colleges and universities in 1920, and when all students in these institutions taking work of the college level are considered, the per cent of the college-age group taking college work has increased from 2.2 per cent in 1880 to approximately 18 per cent in 1928. At the present time, after deducting the number of those in graduate work and those in professional departments above the fourth year of college preparation approximately one person out of every six in the college-age group is training for culture or leadership in the arts and sciences, or for a career in law, medicine, dentistry, theology, teaching, engineering, business, or for opportunities in administration or in a managerial capacity, or in some other field in which a college training seems to be of prime importance. Some of these are training for improvement without having any particular occupation in mind, but many of those in the arts and sciences, and most of those in the professions have a more or less definite employment in mind upon graduation.

A survey of current literature reveals the fear which is expressed by careful students in the field of higher education that we may be training too many for employment, too many for the competition which exists for landing jobs, too many for the money value of education, and that we might well stress the civic values, the social values, and the cultural values of college training more extensively than we are now doing. However, these figures indicate that the educational level of our adults is being raised considerably. To-day less than 2.5 per cent of our adults are college graduates, and another 4.6 per cent have had some college training.

PER CENT OF HIGH-SCHOOL GRADUATES CONTINUING EDUCATION

The data contained in Table 4 indicate the rapid and continuous growth of both secondary schools and institutions for higher education. One wonders whether or not the colleges and universities are getting a constant share of high-school graduates year after year. Valuable material has been collected since 1918 which throws light upon this question. The number attending colleges and other institutions in 1918 and 1920, however, has to be matched with the number of high-school graduates for those same years. Beginning with 1922 the number of graduates is reported for the year from which the college entrants come. For example, the 1921 graduates continued their education in 1922 or later. Data from 1922 on do not indicate the number beginning further education later than the first year

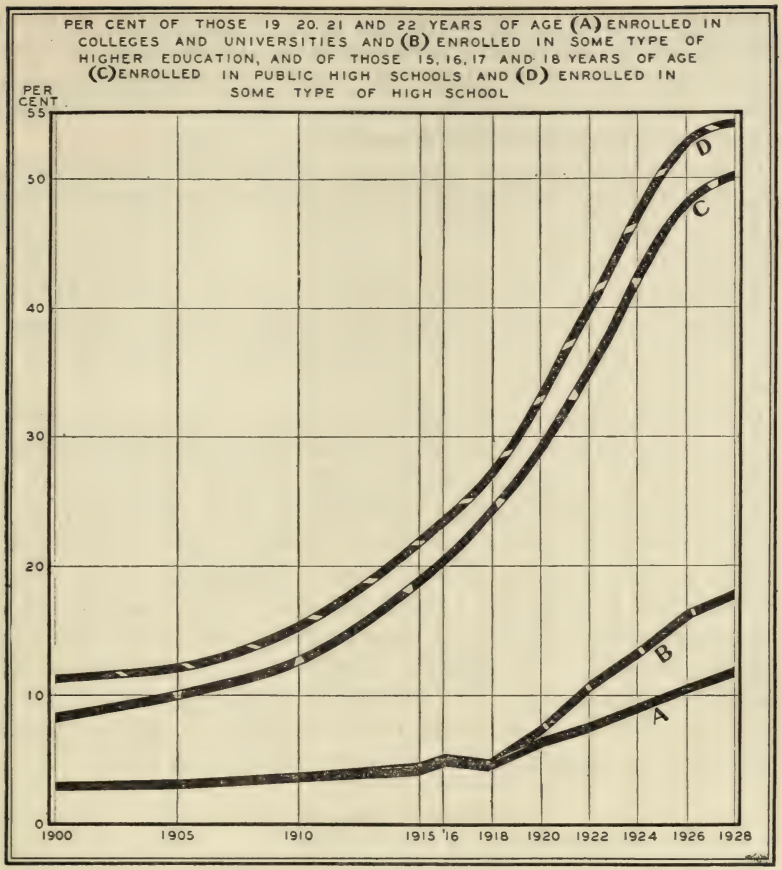
after graduation. The percentages given in the following table are therefore likely to be smaller than the actual figures, but it seems impossible to get a careful check upon the number beginning a college or other education later than the first year after graduation had passed. The data presented, therefore, show the per cent of each sex attending college or other institution during the first year after graduation from a public high school.

Year	Per cent attending college the next year		Per cent attending some other institution	
	Boys	Girls	Boys	Girls
1927	35.0	27.0	8.1	15.7
1925	37.4	27.8	9.0	17.9
1923	37.2	25.7	10.1	17.4
1921	39.8	22.5	9.2	15.5

These figures show that about 40 per cent of the boy graduates of public high schools went to college the year after graduation in 1921, and that the percentage decreased to 35 per cent of those graduating in 1927. It is difficult to make a statement of trends concerning girl graduates, because the number of women enrolled in colleges has been increasing of late years faster than the increase in the number of men enrolled. The increase in the rates from 22.5 per cent in 1921 to 27.8 in 1925 bears out this statement. The reduction from 27.8 per cent in 1925 to 27 in 1927 may or may not be significant.

The other institutions included in the above table are private commercial schools, teacher-training schools, and trade schools. The decrease in the percentage of boys attending these other institutions since 1923, and the decrease in the percentage of girls attending since 1925 seems to be supported by the falling off in the enrollments in commercial schools, and in the slower growth noted in teacher-training schools.

Data by sex are not available for private high schools, but in 1921, 44.6 per cent of the graduates went to college the next year. This rate decreased to 42.4 in 1925 and then increased to 44.2 in 1927. The percentage going to other institutions has remained about constant at 16.6 ever since 1921. From 100 public high-school graduates in 1921 and in 1927, 31 went to college the next year. From 100 private high-school graduates for these same years, 44 went to college the next year. The following graph shows the percentage increase of certain age groups in schools from 1900 to 1928.



SURVIVAL RATES IN PUBLIC SCHOOLS

A careful study of survival rates made by the office in 1918 shows that of every 1,000 pupils reaching the fifth grade at that time, 634 reached the eighth grade, 342 entered the high school, and 139 were graduated. Since that time the number enrolled in the early grades has decreased slightly, while the number in the upper grades has increased considerably. In 1918 the public high schools enrolled 1,933,821 pupils, and in 1926 they enrolled 3,911,279, or twice as many. The 1918 rates are, therefore, no longer applicable.

In making survival rates for 1928, it is observed that a larger number of children are enrolled in each of the first five elementary grades, allowing for duplicates, than there are 6-year-olds, or 7-year-olds. Without correcting for repeaters, or for those enrolled in private schools, it is assumed that practically all children attend school until after they enter the fifth grade.

Making allowance for duplication, it is now estimated that of an original 1,000 entering the public schools for the first time, 974 reach the sixth grade, 855 reach the seventh grade, and 768 reach the eighth grade. No data are available concerning the number of pupils who complete the work of the eighth grade.

Of the original 1,000, the number entering the first year of the high school is 610, while 438 reach the second year, 321 reach the third year, 268 reach the fourth year, and 260 are finally graduated from high school.

After making an adjustment for those communities that have but seven years of elementary school work instead of eight, the length of public-school life to-day is just a little beyond the completion of the first year of high school.

It is not possible to show survival rates by years beyond the high school at this time, but, excluding preparatory students, the colleges, universities, professional schools, and teachers colleges enrolled 338,759 students in 1918, and 1,325,675 in 1928. First and professional degrees were granted to 37,915 college students in 1918, and 111,161 in 1928, with 44,165 continuing with graduate work. Of the original 1,000 in 1918, the number entering college was 72, and the number graduated was 23. A conservative estimate for 1928 would indicate that 160 of the original 1,000 entered college and 50 were graduated. These data do not include 138,074 enrolled in normal schools in 1918, and 25,613 in 1926, nor those in private business schools, nor in other types of schools not mentioned above.

SUMMER SCHOOLS

The following tabulation is included to show the enrollments in summer sessions of colleges, universities, and teacher-training institutions from 1917 to and including 1927:

School	1917	1919	1921	1923	1925	1927
Universities and colleges	54,624	94,838	148,063	189,943	209,454	239,570
Teacher-training schools	78,059	73,348	119,908	132,859	137,976	144,285
Total	132,683	168,186	267,971	322,802	347,430	383,855

These data indicate that enrollments in summer sessions of colleges and universities increased about 74 per cent between 1917 and 1919, 56 per cent in the next 2-year period, 28 in the next, 10 in the next, and 14.4 per cent between 1925 and 1927. In teacher-training institutions the summer session enrollments decreased between 1917 and 1919, then increased about 64 per cent from 1919 to 1921, 11 per cent during the next 2-year period, 4 per cent in the next, and 4.6 per cent between 1925 and 1927.

With one exception, these enrollments have increased with each 2-year period, but the high rate of increase noted up to 1921, has been replaced by a continuously slower rate of increase.

COST OF SCHOOL AND COLLEGE TEXTBOOKS FOR 1928

Sixty publishers of school and college textbooks report total net sales in the United States and in the Philippine Islands amounting to $49,097,466 for the calendar year 1928. The list of publishers includes the State printer of books in California and all the larger publishing concerns, thus representing the bulk of the textbook business in this country. Practically all those reporting were able to divide the business according to books sold under each classification. For elementary school purposes, 39,406,677 books were sold for $22,735,745 net; for high-school purposes, 18,683,290 books for $16,288,422 net; and for college, university, professional school, and teacher-training institution purposes, 6,080,484 books for $10,073,299 net. The total number of books sold during the year is 64,170,484.

The average net cost of an elementary textbook is, therefore, 57.7 cents; of a high-school textbook, 87.2 cents; and of a college textbook, 165.7 cents; making an average for all books sold of 76.5 cents. These figures represent the net cost, which does not include a dealer's profit. As books are sold generally at 20 to 25 per cent off list prices, it is necessary to add 30 per cent to the net cost to get the cost per book at retail.

It is not possible to state in exact terms the amount of net sales that went to public schools, but since 91 per cent of the total elementary and high-school enrollment is in public schools, 91 per cent of $39,024,067 may be assumed to be the total net sales for books used in public schools. It is probably true that the private-school pupils buy more books proportionately than do the public-school pupils, because of fewer free textbook systems among the private schools, but this factor is offset partly, if not entirely, by the fact that the public schools have a higher proportion than do the private schools of their pupils in high schools where the cost per book is higher. In 1928 the private schools had 13 per cent of their pupils in high schools, while the public schools had 16 per cent of their pupils in high schools. Ninety-one per cent of $39,024,067, or $35,511,992, represents 1.63 per cent of the total expenditure for public-school education in 1927-28. Of this total public-school expenditure, $2,184,847,200, the amount expended for free textbooks by boards of education in all States is $23,256,151, or 65.5 per cent of the total net sales of books used in public schools. The greater part of this is for elementary texts. If the amount expended for free textbooks in public schools be subtracted from $35,511,992, there remains $12,255,841 as the amount of net sales of books bought

by individuals, presumably through dealers. A 30 per cent profit would make $15,932,593 the cost to the general public for new books for the year. No data were collected to show the volume of the secondhand book business, but as those books merely change ownership, the net expenditure by individuals for textbooks used in public schools is between 16 and 17 million dollars for the year.

In 1913, 43 publishing concerns reported net sales amounting to $17,274,030, of which amount $14,261,768 was for public-school use. This amounts to 78.3 cents for each child enrolled during that year, and to 2.73 per cent of the total expenditures for public-school education. The 1928 net sales amounted to $1.351 per child enrolled during 1927–28. In 1913 boards of education in public schools spent for free textbooks an amount equivalent to 80.5 per cent of the total net sales for that year. Since 1913 the public-school enrollment has been multiplied by about one and one-third, the amount expended for free textbooks by two, the net sales of public-school textbooks by two and one-half, and the total expenditures for public schools by four.

VALUE OF SCHOOL PROPERTY

At the close of the school year 1927–28, state departments of education report a total value of property used for public-school purposes of $5,486,938,599. Private high schools report a total valuation of $635,848,000, which includes $75,376,000 in endowment. Teacher-training institutions report a valuation of $222,554,652, which includes endowments valued at $22,171,374. The universities, colleges, and professional schools report property valued at $2,413,748,981, which includes $1,150,112,251 as value of endowments. If the private elementary school property is valued at $400,000,000, the total value of property belonging to the types of schools mentioned above is about $9,159,100,000, which includes endowments and productive funds amounting to $1,247,660,000.

HIGH-SCHOOL ENROLLMENT BY SUBJECT

The data contained in Table 7 are discussed briefly for private high schools, and more extensively for public high schools in other sections of the biennial survey. This table combines the summaries for both types of schools. In the public high schools 2,896,630 pupils were taking 14,498,964 subject enrollments, counting every subject reported whether a year subject, or a semester subject, or some other activity. This amounts to five subjects per pupil for the year. In private high schools, counting everything reported, 248,015 pupils were registered for 1,364,000 subject enrollments, or 5.5 subjects for each pupil enrolled. These averages indicate that the reports upon subject enrollments are rather complete.

TABLE 7.—*Students in certain studies in public and in private high schools combined, 1890–1928*

Studies	1890		1895		1900		1905		1910 [1]		1915		1922		1928	
	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total
Total number students in schools reporting studies	297,894		468,446		630,048		786,909		817,653		1,291,187		2,335,623		3,144,645	
Students in—																
Latin	100,144	33.62	205,006	43.76	314,856	49.97	391,067	49.69	405,502	49.59	503,985	39.03	688,547	29.48	777,081	24.71
French	28,032	9.41	45,746	9.77	65,684	10.43	89,777	11.40	95,671	11.70	136,131	10.54	391,481	16.76	480,120	15.27
German	34,208	11.48	58,921	12.58	94,873	15.06	160,066	20.34	192,933	23.60	312,358	24.19	19,643	.84	62,184	1.98
Spanish									5,283	.65	35,148	2.72	263,834	11.30	296,009	9.41
Greek	12,869	4.32	22,159	4.73	24,869	3.95	17,158	2.18	10,739	1.31	10,671	.83	7,978	.34	8,165	.26
Algebra	127,397	42.77	245,465	52.40	347,013	55.08	444,092	56.43	465,375	56.92	636,016	49.26	949,161	40.64	1,133,930	36.06
Geometry	59,781	20.07	114,813	24.51	168,518	26.75	219,083	27.84	252,404	30.87	346,064	26.80	537,087	23.00	641,603	20.40
Trigonometry			15,243	3.25	15,268	2.42	17,256	2.19	17,864	2.18	22,478	1.74	38,809	1.66	45,631	1.45
General mathematics															177,340	5.64
Astronomy			24,690	5.27	21,595	3.43	13,507	1.71	7,216	.88	5,767	.45	2,319	.10	2,045	.07
Physics	63,644	21.36	103,768	22.15	118,936	18.88	123,282	15.66	120,910	14.79	184,426	14.28	213,237	9.13	224,233	7.13
Chemistry	28,665	9.62	43,607	9.31	50,431	8.00	55,414	7.04	58,290	7.13	98,516	7.63	176,761	7.57	230,020	7.31
Physical geography			105,124	22.44	144,135	22.88	165,631	21.05	156,500	19.14	189,229	14.66	104,797	4.49	81,807	2.60
Zoology									64,428	7.88	41,893	3.24	35,458	1.52	24,184	.77
Botany									133,667	16.34	118,193	9.15	89,938	3.85	50,611	1.61
Biology											85,339	6.61	201,834	8.64	418,121	13.30
Geology			25,866	5.52	25,300	4.02	20,596	2.62	11,251	1.38	7,590	.59	4,142	.18	2,816	.09
Physiology			131,304	28.03	169,844	26.96	171,850	21.84	128,826	15.76	128,343	9.94	122,277	5.24	85,276	2.71
Hygiene and sanitation													142,859	6.12	237,760	7.56
General science													413,466	17.70	532,314	16.93
Psychology			15,677	3.35	20,126	3.19	14,540	1.84	11,004	1.35	18,521	1.43	22,953	.98	32,455	1.03
Principles of teaching													21,689	.93	12,023	.38
Rhetoric			146,672	31.31	237,502	37.70	372,266	47.30	462,711	56.59	718,075	55.61	1,857,316	79.52	2,930,153	93.18
English literature					259,493	41.19	378,819	48.14	466,477	57.05	724,018	56.07				
American history	82,909	27.83	162,336	34.65	238,134	37.80	318,775	40.50	455,200	55.67	664,478	51.46	359,057	15.37	559,517	17.79
English history													74,756	3.20	34,811	1.11
World history															182,611	5.81
Ancient history													413,014	17.68	353,141	11.23
Medieval and modern history													361,641	15.48	369,139	11.74
Civil government					132,863	21.09	140,459	17.85	130,740	15.99	113,716	8.81	444,306	19.02	206,784	6.58
Civics, community											93,022	7.20			412,418	13.11
Sociology													52,853	2.26	80,375	2.56
Economics													107,642	4.61	153,858	4.89
Problems of democracy															31,964	1.02

[1] Beginning with 1910, percentages are computed upon basis of number of pupils in the schools reporting by subject; previous to that time upon total number of pupils in all high schools reporting.

TABLE 7.—*Students in certain studies in public and in private high schools combined, 1890–1928*—Continued

Studies	1890		1895		1900		1905		1910		1915		1922		1928	
	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total
Students in—Continued.																
Agriculture									37,203	4.55	89,338	6.92	114,582	4.90	108,713	3.46
Home economics									33,866	4.14	163,826	12.69	321,136	13.75	449,835	14.30
Manual training and vocations											137,318	10.64	247,585	10.60	263,669	8.38
Drawing and art											297,498	23.04	346,941	14.85	359,444	11.43
Mechanical drawing													55,414	2.37	206,561	6.57
Music (vocal)											414,655	32.19	525,735	22.51	671,567	21.36
Arithmetic													248,249	10.63	75,835	2.41
Bookkeeping											42,431	3.29	289,005	12.37	328,205	10.44
Shorthand													208,216	8.91	273,566	8.70
Typewriting													303,535	13.00	470,949	14.98
Commercial arithmetic													32,536	1.39	211,194	6.72
Commercial law													20,620	.88	83,572	2.66
Commercial geography													37,300	1.60	144,525	4.60
Commercial history													8,363	.36	5,322	.17
Penmanship													37,188	1,59	22,172	.71

CHAPTER XX

STATISTICS OF STATE SCHOOL SYSTEMS, 1927–28

Data collected from State departments of education in the various States concerning public elementary and high schools for the year 1927–28 show increases in many of the principal items over those collected from the same source for 1925–26. A few show decreases. The information collected shows a tendency for elementary-school enrollments, high-school enrollments, number of teachers employed, total expenditures, and per-pupil cost, to increase less rapidly than they have in the past, and to approach a point whereby any increases will become insignificant in comparison with those we have experienced since 1916.

Many of the derived figures in this report must of necessity be based upon population data. Census counts are made by the Federal Government on years ending in 0, and are supplemented by certain State census counts taken on years ending in 5. Data for single-age groups are taken by the Federal census only. Figures for postcensal years can be computed from 1910 and 1920 reports. The school census, number of children of ages 5 to 17, inclusive, therefore, is accurate only at the time the count is made, and is reasonably accurate in other years for the country as a whole, and for States having little migration. A falling birth rate tends to make the trended figures a little too high. In States having a heavy migration the data are probably too low. The data for California and for Florida in Table 3, column 3, are examples where the general practice fails to give accurate results. No adjustment of the figures can well be made until after the 1930 census figures have been reported.

SCHOOL ENROLLMENTS

Enrollments in elementary schools, including elementary grades in junior high schools, increased in number 284,415 from 1926 to 1928. This is larger than the increase between 1924 and 1926. This difference is more than accounted for by the increase in the first-grade enrollment between 1926 and 1928. The enrollment in the elementary grade increased 85,072 between 1924 and 1926. The first-grade enrollment increased 194,287 between 1926 and 1928. Compared with biennial increases previous to 1924, the 1926 to 1928 increase for elementary grades is rather small. Between 1922 and 1924 the elementary-grade enrollment increased 532,712, and between 1920

and 1922, 988,291. The factors involved in bringing about this reduction in the biennial increase in enrollment will be discussed later.

High-school enrollments, including secondary grades in junior high schools, increased 153,813 from 1926 to 1928. This increase is smaller

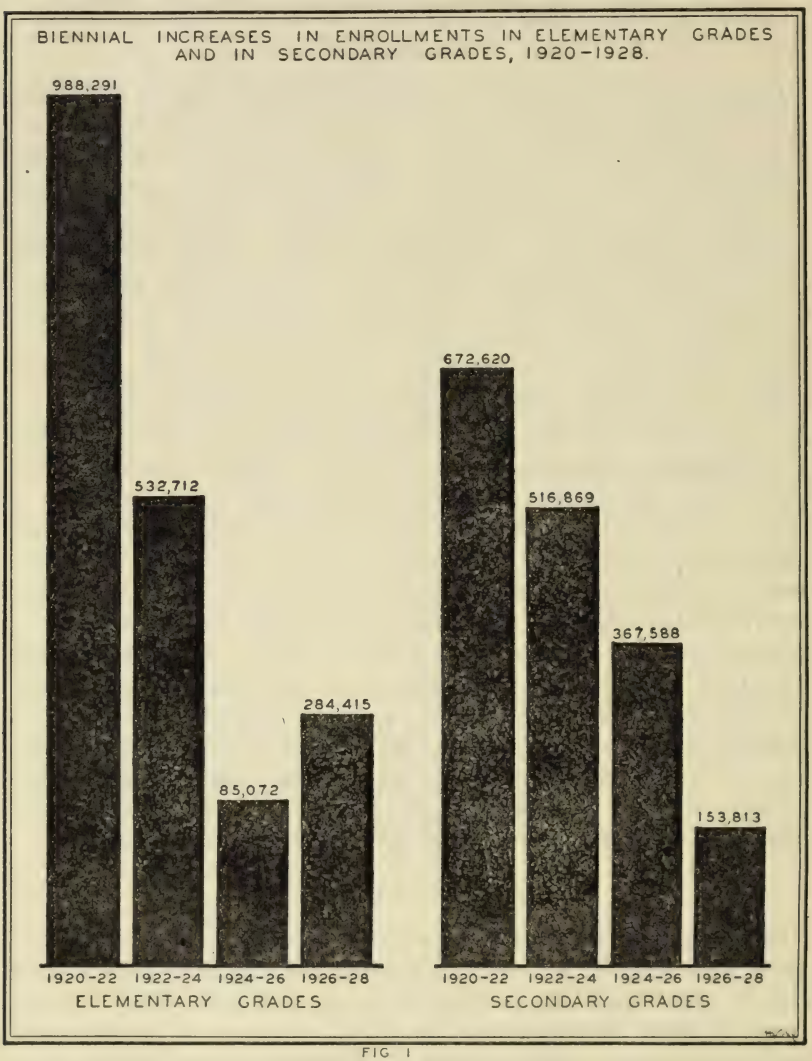


FIG 1

than biennial increases for previous periods. The increase between 1924 and 1926 was 367,588; between 1922 and 1924, 516,869; and between 1920 and 1922, 672,620.

The number of pupils in average daily attendance in public schools increased from 19,855,881 in 1926 to 20,608,353, an increase of 752,472

for the 2-year period. This item has increased at the rate of a little over 700,000 for each biennium since 1922. Better attendance rates have more than balanced the reduction in enrollment increases.

ATTENDANCE

In 1928 schools were in session an average of 171.5 days. The corresponding figure for 1926 is 169.3 days; for 1922, 164 days; and for 1920, 161.9 days. Every pupil enrolled attended an average of 140.4 days in 1928 as compared with 136.5 days in 1920. The per cent of attendance increased from 80.5 in 1920 to 81.8 in 1928.

TEACHERS

The number of teachers employed increased from 814,169 to 831,934 from 1926 to 1928, an increase of 17,765 during the two years. Increases for this item for the three previous biennial periods are: 42,761; 38,332; and 43,443.

The average annual salary of teachers, including supervisors and principals, increased from $1,277 in 1926 to $1,364 in 1928, which is the greatest biennial increase in this item since 1920–1922. Since 1922 the average annual increase in this salary has been about $33.

EXPENDITURES

The total amount expended for public-school education for 1927–28 was $2,184,336,638, an increase of $158,000,000 over the expenditure for 1925–26. The increase in cost between 1924 and 1926 was $205,500,000; between 1922 and 1924, $240,000,000; and between 1920 and 1922, $544,500,000. The 1928 expenditure, which includes both current expenditures as well as cost of capital outlays, is more than twice the cost which was for 1919–20, $1,036,151,209. The total expenditure for 1928 amounts to $105.99 for each child in average daily attendance, an increase of $3.94 over the cost for 1926. The increase in per capita cost from 1924 to 1926 was $6.78; from 1922 to 1924, $9.41; and from 1920 to 1922, $21.60.

Expenditures for capital outlays, which increased from $153,542,852 in 1920 to $433,584,559 in 1925, have been decreasing since that time. The 1926 expenditure for grounds, buildings, and contents is $411,037,774, and for 1928 it is $382,996,156. These reductions in recent years indicate that building programs are being completed, and that a large part of the congestion reported a few years ago is being taken care of. This reduction in the amount expended for construction work aids materially in slowing up the increase in total costs.

SCHOOL BUILDINGS

School buildings have decreased in numbers for the past 15 years. The States reported 271,319 public-school buildings in use in 1920, 270,574 in 1922, 263,280 in 1924, 258,859 in 1925, 256,104 in 1926, and 254,726 in 1928. This reduction of 16,593 school buildings can be explained by the fact that the number of new buildings, most of which contain more than one room, has not increased as rapidly as the number of 1-room buildings has decreased. One-room school buildings decreased in number from 189,227 in 1920 to 153,306 in

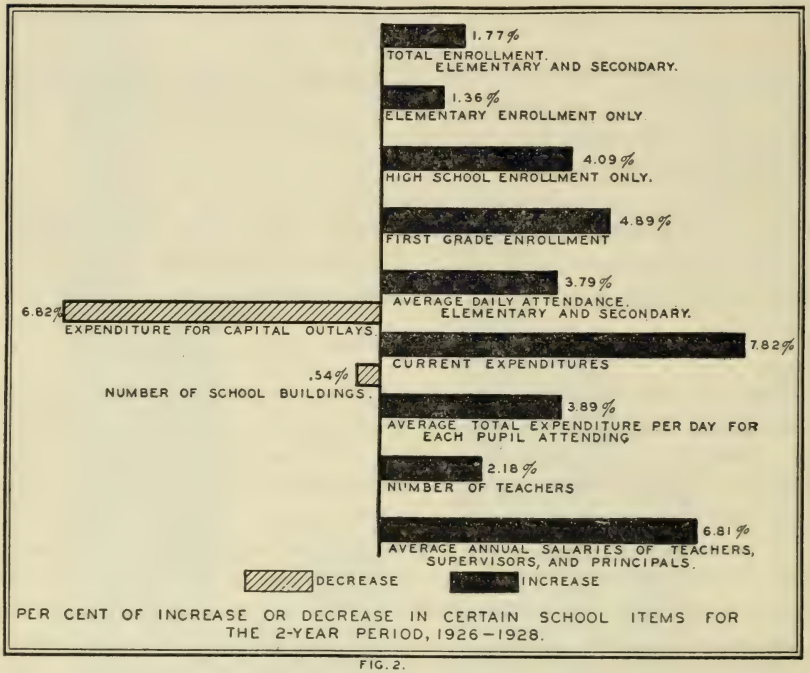


FIG. 2.

1928. These small schools have been replaced by larger consolidated or union schools. The consolidated schools numbered 9,752 in 1920, and 16,050 in 1928. Approximately 6,300 consolidated schools did away with thirty-six thousand 1-room schools, which indicates that a single consolidated school replaced more than five 1-room schools.

Table 2 is designed to show enrollments in public schools by grades for a full 12-year period, 1917 to 1928, inclusive, and the percentage distribution by grades for this same period. Data for even-numbered years and for 1925 were furnished by State departments of education, and those for other years are interpolations of data from the year preceding and from the year following the year indicated.

It will be observed that the kindergarten enrollment shows an increase for each year over the previous year for the entire period. Although material is not given in this table for years previous to 1917, the first-grade enrollment reached its maximum in 1918, then decreased almost continuously until 1926, and then increased in 1928. Second-grade enrollments reached their maximum in 1922, third and fourth grades in 1924, and fifth grade in 1925. The upper-grade enrollments have increased almost continuously from year to year during the entire period, the greater rate of increase being in the high-school years.

Certain difficulties confront us when we attempt to point out the significance of these changes. The first, and perhaps the most difficult, is the relation of grade enrollments to the number of children in single-age groups that are considered to be normal for each grade. For example, in 1920, a census count shows 2,338,315 children of age 6. Every grade below the fifth for that year exceeds this number. Moreover, about 91 per cent of the elementary and high-school enrollment of this country are in the public schools. If 91 per cent of the number of 6-year-old children be taken as the number that might possibly enter the public schools for the first time in 1920, it can be shown that this number is about one-half of the number reported as enrolled in the first grade in public schools for that year. During this year 4,320,823 children were reported as enrolled in the first grade of the public schools, while 91 per cent of 2,338,315 is 2,127,867. It is possible that more than 9 per cent of the children who enter school for the first time go to a private or a parochial school. For the high-school years the percentage is considerably smaller than the average for the whole group.

Some reasons for this large first-grade enrollment as compared with the number of 6-year-old children need to be pointed out. Those children who enroll for the first time at the beginning of a second semester in any school year, are reported in the first grade for two consecutive years, even if they make normal progress. The large number of repeaters contributes its share to first-grade enrollments. Children move from school to school and from place to place and duplications exist however carefully records may be kept. Legal and other reasons exist in some localities for high enrollments. If, however, these factors may be considered to be more or less constant year after year, trends in enrollments need not be ignored. Those who are held responsible for providing space and funds for educational purposes must have some basis for making provisions for future needs.

Other difficulties arise from lack of uniformity in the methods of keeping records in the various communities, and of making reports.

Uniformity of definition and of collecting data is essential in any statistical presentation of facts.

Total enrollments may be held constant by computing a percentage distribution by grades for each year. These data, given in Table 2, show significant changes in the grade distribution of pupils over a 12-year period. In 1917, 57.1 per cent of the pupils in public schools were in the first four grades. In 1928, 48.8 per cent were in these first four grades. Twelve years ago, 8.7 per cent of the pupils were enrolled in the last four grades, or in the regular high-school years. In 1928, 15.5 per cent were in the last four grades. This shift of pupils from the lower grades toward the upper grades indicates a tendency to lengthen the period of public-school life, and gives some reasons for the increasing cost of educating a pupil in recent years. High-school education is always more expensive than elementary education.

Kindergarten enrollments increased from 2.1 per cent of the total in 1917 to 2.8 per cent in 1928. The first-grade enrollment decreased from 20.7 per cent of the total in 1918 to 16.1 per cent in 1926, and then increased to 16.6 per cent in 1928. The second-grade enrollment decreased from 12.6 per cent of the total in 1917 to 11.2 per cent in 1928; the third-grade from 12.2 to 10.6; the fourth from 11.8 to 10.5; and the fifth from 10.2 to 9.7 per cent of the total during the same period.

The last year of the high school enrolled 1.2 per cent of the total enrollment in public schools in 1917, and 2.5 per cent in 1928; the eleventh grade increased from 1.6 per cent to 3.1; the tenth from 2.3 to 4.2; the ninth from 3.6 to 5.9; the eighth from 5.9 to 6.3; the seventh from 7.2 to 8.0; and the sixth shows little change, but increased from 8.8 per cent to 8.9 per cent of the total during the 12-year period.

The reduction in the number enrolled, as well as in the percentage enrolled in the early grades may be accounted for partly by the reduction in the birth rate, partly by better systems of promotion, and partly by better records. The birth rate has been declining for a number of years. Data for the registration area begin with 1915, but data for Massachusetts may be used previous to that time. In 1915 the birth rate for the registration area was 25.1 per thousand of the population within that area. The rate for Massachusetts for that year was 25.2, and for 1913 and for 1914, as well, it was 25.6. By using Massachusetts data for 1913, and 1914, we have data showing birth rates by years from 1913 to the present time. The rate for 1928 is 19.7, and while returns are incomplete for 1929 it is perhaps under 19 per thousand.

Since children born in 1920 would not ordinarily enter school until 1926, or during the school year 1926–27, it is necessary to use a 7-year

lag in comparing birth rates with either the number entering school, or the percentage of pupils in the first grade. The lag is really 6.5 years since the birth rate is for a calendar year, while the school year ends about the middle of a calendar year. Birth rates for 1913 may then be compared with first-grade enrollments for 1920, and 1921 birth rates with school data for 1928. When comparisons are made in this way, the first-grade enrollment appears to be rather sensitive to changes in the birth rate.

The birth rate declined from 25.6 in 1913 to 24.6 in 1918, and then suddenly dropped to 22.3 in 1919, due perhaps partly to the effect of the activities of the war period, and to the influenza which reached its peak of epidemicity in November 1918. The first-grade enrollment in 1926 dropped below 4,000,000, the first time this had happened since 1913. The birth rate then increased to 23.7 in 1920, and to 24.3 in 1921. Likewise the first-grade enrollment increased to 4,171,037 in 1928. There is little evidence that the first-grade enrollment for 1927 showed any increase, since the second-grade enrollment in 1928 is still below the second-grade enrollment in 1926. Data for 1927 in Table 2 are interpolations made from 1926 and 1928 data.

In 1922 the birth rate dropped to 22.5 and has gradually become smaller each year since almost without exception, reaching 19.7 in 1928. It is safe to predict a continuing decrease in the first-grade enrollment as far ahead as 1935. Figure 3 shows the birth rate with a 7-year lag, and the percentage of enrollments in grades 1, 2, 5, 9, and 12 from 1920 to 1928.

A better indication of the relation of the birth rate to first-grade enrollments can be obtained by reducing both to index numbers. This is done by taking the average of the annual enrollments from 1920 to 1928 as a base, and an average of the birth rates from 1913 to 1921 as a base, and then computing the index numbers for the 9-year period upon these bases. This method maintains the 7-year lag. Enrollments decreased from an index of 104 in 1920 to 95.7 in 1926 and then increased to 100.4 in 1928. The corresponding indices for birth rate are 105.3, 91.7, and 99.9. Figure 4 shows these index numbers for the period indicated.

Other factors, however constant they may be, prevent these curves from being identical in behavior. Some of them, enrollment for two consecutive years, repeating, and duplication, have already been mentioned. It is not possible with the information at hand to evaluate any of the other factors. With respect to the birth rate, it has declined so rapidly during the past 15 years that it is doubtful if the number of 5-year-old children, or the number of 6-year-old children is increasing materially from year to year.

This falling off in the enrollment in the early grades has been noticed, even in growing cities, for several years. Chicago, for

example, which is growing at the rate of 56,000 per year, had a healthy increase in the total enrollment in the first six grades to and including

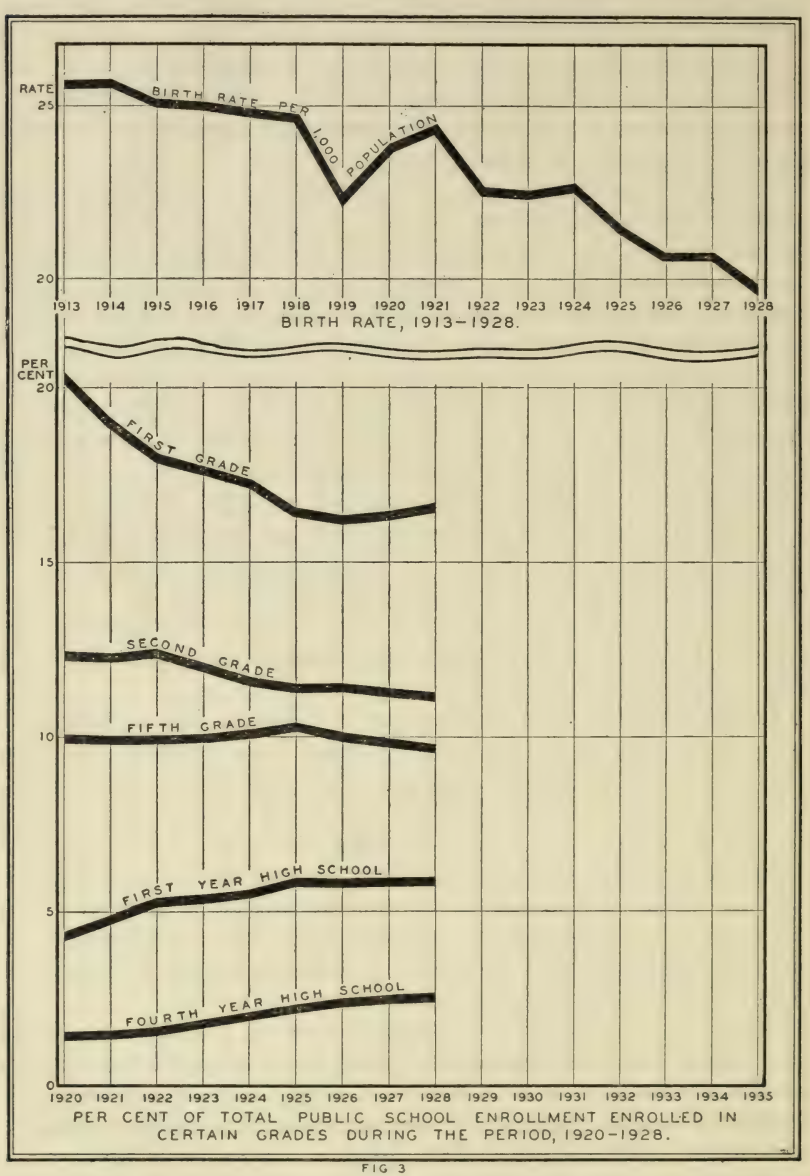


FIG 3

1924. Since that time these enrollments have been falling off. In 1924 Chicago reported 260,872 children as members of the first six grades in regular day schools at the end of September. The cor-

responding figure for 1929 is 254,666. During a greater part of this same period the parochial schools report a reduction in enrollment.

It is difficult to evaluate the effect of immigration upon school enrollments, but it is almost negligible. In 1928 the excess of immigration over emigration amounted to 261,809, of which number

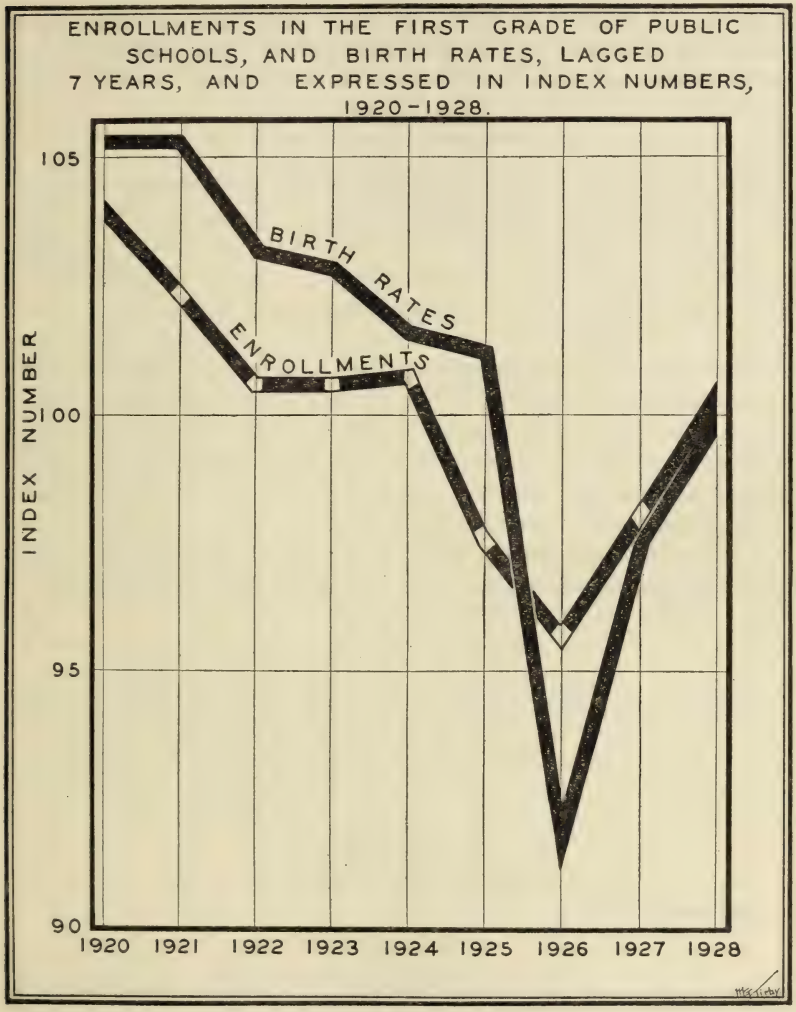


FIG 4.

48,703, or 18.6 per cent, were under 16. In 1924, a high year for immigration, the excess was 630,107, of which number 128,547, or 20.4 per cent, were under 16. The percentage of the excess under 16 years of age was 25.5 for the 5-year period from 1920 to 1924, and 28.2 for the previous 5-year period. It is not possible to tell how

many of these attend school after arrival, nor how many of them are in the 6-year-old group. In 1920, the census enumeration showed 26,466 foreign-born whites of age 6. This number is 0.2 per cent of the total number of foreign born in the United States in 1920, and 1.1 per cent of the total number of 6-year-olds enumerated for that year. In the general population, the percentage belonging to the 6-year-old group was 2.2 per cent in 1920. It is probable that the reduction in immigration accounts for less than one-half of 1 per cent of the loss recorded in the early grades in recent years.

DATA FOR REORGANIZED SCHOOLS

A few States find it difficult to make reports excepting upon the basis of reorganization into junior and senior systems. Many States find it difficult to report upon this basis. Data are tabulated, therefore, upon both bases at this time, and the hope is expressed that all States may set up machinery for collecting data which will show the extent of reorganization within their own systems. Individual schools find no difficulty in making adequate reports, and many city systems already furnish the Office of Education with reports based upon reorganization. As long as the districts are equipped to furnish enrollments, attendance, number of teachers, and costs for junior systems, junior-senior systems, and senior systems, the State already has a start in making such reports.

No analysis of the data presented is possible, because of paucity of data, and no trends can be shown until the data cover a period of time.

LENGTH OF CURRICULUM

As late as 1922 eight States reported all their pupils in the 7–4 plan, that is, no elementary pupils in the eighth grade. Since that time Alabama has organized upon the 6–3–3 plan, and Baltimore and three counties in Maryland have adopted the 12-year basis. Several cities in Georgia, Louisiana, North Carolina, and Virginia now have 12 years of elementary and secondary school work. Only South Carolina and Texas report no elementary school pupils in 1928 beyond the seventh year of work.

NIGHT SCHOOLS

More or less complete reports were received from 31 States concerning their night-school activities. Reports from 27 States show enrollments amounting to 833,054, and 27 which are not identical with those reporting enrollments, report expenditures amounting to $5,821,497 for the year.

Thirteen States reported both enrollments and cost for 1926 and for 1928 as well. These States show an enrollment in night schools

in 1926 of 238,217 with a total cost of $2,406,319. These same States in 1928 had 252,528 enrolled in night schools at a cost of $2,733,207. The cost per pupil was, therefore, $101.01 in 1926 and $108.23 in 1928. Information regarding individual States is given in Table 12.

VALUE OF SCHOOL PROPERTY

The value of all property used for public-school purposes increased from $4,676,603,539 in 1926 to $5,486,938,599 in 1928, or from an average value per pupil enrolled of $189 to $218. The range among the States in value per child is from $46 in Tennessee to $386 in California. Sites and buildings comprise about 90.8 per cent of the total value, while libraries, equipment, and other contents of buildings comprise 9.2 per cent of the total value. Further detail is given in Table 15.

PERMANENT SCHOOL FUNDS AND SCHOOL LANDS

In 1928 all of the States report some permanent school funds with the exception of Maryland and Georgia. Maryland reported $403,874 in 1926 but has since sold its investments and distributed the funds for school buildings. The total amount reported for all States for 1928 is $483,496,583. Minnesota leads with $56,351,932; Texas follows with $47,934,185; then Illinois with $47,609,152; and Missouri with $34,374,599.

New Mexico reports 8,689,796 acres of unsold school lands; Arizona reports 7,577,230; and Montana, 4,250,482. Minnesota reports school lands valued at $81,900,000; Montana, $42,504,824; Colorado, $41,030,310; Illinois, $39,556,622; Wyoming, $34,685,160; New Mexico, $33,259,531; and South Dakota, $30,000,000. The total number of acres of unsold school lands in all the various States reporting is 43,617,572, and the value, $433,646,936. Details for each State reporting are given in Table 16.

SCHOOL INDEBTEDNESS

Thirty-six States report a total indebtedness of $2,158,148,666, and 39 States report interest paid on school indebtedness during the year of $92,024,739. If the school debt can be assumed to be the average amount owed during the year, and the interest paid as representing the interest upon this average amount, data from States reporting both items indicate that an average of a little over 5.5 per cent interest was paid upon the school debt. Table 17 gives data concerning debts, sinking funds, bonds, and interest, as reported by the States.

FINANCIAL SUPPORT

A study of Table 19 and the other tables from which these percentages were derived shows a variety of methods of distributing the responsibility of taxation and appropriations for meeting school costs in the different States. In Delaware 86.6 per cent of the total taxes and appropriations are collected and distributed by the State. In New Mexico 69.6 per cent comes from the county; in Nevada, 68.7 per cent; in North Carolina, 61.8; in Virginia, 58; in Tennessee, 56.8; and in Louisiana, 53 per cent. South Dakota leads in local support with 99.7 per cent of the total; Kansas comes next with 99.3 per cent; then Nebraska with 97.7; Connecticut with 97.5; Iowa, 95.8; North Dakota, 93.8; Illinois, 93.4; Indiana, 92.8; Washington, 92.3; Missouri, 91.4; and Massachusetts with 90.1 per cent of the total taxation and appropriation furnished by local sources.

In 1895 the State furnished 19.6 per cent of the public-school revenue. The portion furnished by the State decreased to 13.8 per cent in 1920, and since that time has increased to 15.2 per cent in 1928.

DISTRIBUTION OF EXPENDITURES

Reference to Table 27 shows considerable range in the proportion of total costs going to the different fundamental accounts. Lack of uniform definitions, however, renders a careful analysis impracticable. There is nothing to show, for example, whether Arizona, where general control is 7.5 per cent of the total costs, includes the same items of expenditure as are included in Michigan, where general control is 1.1 per cent of the total cost.

Expenditures for general control seem to be above the average for the United States in Arizona, South Dakota, Texas, Minnesota, Montana, New Hampshire, Arkansas, Florida, Wyoming, Nebraska, Iowa, New Mexico, and in a number of other States, and considerably below the average in Michigan, the District of Columbia, Kansas, Missouri, and in a few other States. For the United States, general control includes 4.3 per cent of the current expenditures, and 3.5 per cent of the total expenditures.

Instruction costs represent 67.9 per cent of the current costs, and 55.9 per cent of all expenditures. Teachers' salaries represent 53.4 per cent of the total cost, with a range of 34.1 per cent in Florida to 69 per cent in Georgia. Large expenditures for outlays in Florida are partly responsible for a small percentage going for salaries. There is considerable lack of uniformity in the various States concerning the definition of a teacher. Some States include librarians with teachers, and some include stenographers and clerical employees. Legal restrictions concerning certification render uniformity difficult to attain.

PER CAPITA COSTS

Per capita cost data for each State, as given in Table 28, show considerable range. The average cost for current expenditures per pupil in average daily attendance for the United States is $87.22, ranging from $34.35 in Arkansas to $144.56 in Wyoming. Compaction of population is certainly a factor in unit costs. Sparsely settled communities may expect to pay more per pupil for a given educational program than do those communities where density of population is more pronounced. Of those States having a per capita cost of more than $100 for current expenses for each pupil in average daily attendance, Arizona, California, Colorado, Kansas, Montana, Nevada, North Dakota, Oregon, South Dakota, Washington, and Wyoming each had fewer than 30 persons per square mile in the last census. These States must pay for transportation of pupils, or assign a smaller number of pupils to a teacher than is assigned elsewhere.

The amount of expenditure per pupil for capital outlays depends upon whether or not a community is growing, or changing its administrative units, as for example, organizing junior and senior schools; or conducting a building campaign. California, New Jersey, New York, Rhode Island, and Michigan expended more than $30 per pupil in average daily attendance during the school year ending in June, 1928. The smallest expenditure per pupil for grounds, buildings, and contents, $2.77 for the year, was in Georgia.

TABLE 1.—*Statistical summary of elementary and secondary schools combined, 1870–1928*

Item	1870	1880	1890	1900	1905	1910	1915	1920	1925	1928
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	115, 378, 000	120, 013, 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, 887, 167
Pupils enrolled (excluding duplicates)	6, 871, 522	9, 867, 505	12, 722, 581	15, 503, 110	16, 468, 300	17, 813, 852	19, 704, 209	21, 578, 316	24, 650, 291	25, 179, 696
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	1, 561, 556	2, 199, 389	3, 650, 903	3, 911, 279
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	20, 608, 353
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, 535, 249, 377
Men teachers	77, 529	122, 795	125, 525	126, 588	110, 532	110, 481	118, 449	95, 654	131, 164	138, 193
Women teachers	122, 986	163, 798	238, 397	296, 474	349, 737	412, 729	485, 852	583, 648	646, 781	693, 741
Total teachers	200, 515	286, 593	363, 922	423, 062	460, 269	523, 210	604, 301	[4] 679, 533	777, 945	831, 934
Number of schoolhouses	116, 312	178, 122	224, 526	248, 279	256, 826	265, 474	277, 941	271, 319	258, 859	254, 726
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	$5, 486, 938, 599
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	$26, 390, 797
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, 600, 516, 451
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	308, 392, 472
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	90, 450, 618
Total			143, 194, 806	219, 765, 989	301, 819, 069	433, 063, 697	589, 651, 593	970, 120, 298	1, 705, 167, 760	2, 025, 750, 338
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	382, 996, 156
For salaries of superintendents, supervisors, principals, and teachers	$37, 842, 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, 207, 046, 110
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	594, 294, 372
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, 184, 336, 638

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	25.7	25.7
Per cent of total population enrolled	17.82	19.67	20.32	20.51	19.94	19.56	19.63	20.4	21.4	21.0
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	81.5
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	15.5
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	81.8
Average number of days the schools were in session	[5] 132.2	130.3	134.7	144.3	150.9	157.5	159.4	161.9	169.6	171.5
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	140.4
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	114.5
Per cent of men teachers	38.7	42.8	34.5	29.9	24	21.1	19.6	14.1	16.9	16.6
Average annual salaries of all teachers	[6] $189	[6] $195	[6] $252	[6] $325	[6] $386	[6] $485	[6] $543	[7] $871	[8] $1,252	[9] $1,364
Per cent of revenue derived from—										
Permanent funds and lands			5.4	4.2	4.4	3.2	2.9	2.7	1.4	1.3
State taxes			18.4	17.2	14.7	14.9	15.5	13.8	14.1	15.2
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	4.5
Per cent of expenditures devoted to—										
Sites, buildings, etc			18.6	16.5	19.3	16.4	17	14.8	22.3	17.5
Salaries	59.7	71.6	65.4	64	60.9	59.6	57	59.2	51.7	55.3
All other purposes			16	19.5	19.8	24	26	26	26	27.2
Total expenditure per capita of population	$1.64	$1.56	$2.24	$2.84	$3.53	$4.64	$6.03	$9.80	$16.87	$18.20
Total expenditure per pupil in average attendance	$15.55	$12.71	$17.23	$20.21	$25.40	$33.23	$40.43	$64.16	$98.10	$105.99
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	61.8

[1] United States census reports or estimates thereon.
[2] For 1871.
[3] From reports of public high schools.
[4] Includes 231 part-time teachers in Massachusetts.
[5] Several States not included in this average.
[6] Computed from number of teaching positions
[7] Computed from number of teaching positions plus 6,583 supervisors and 13,638 principals.
[8] Computed from number of teaching positions plus 7,809 supervisors and 24,734 principals.
[9] Computed from number of teaching positions plus 6,629 supervisors and 25,848 principals.

TABLE 2.—*Distribution of pupils by grades, in public schools only, partly estimated*

Pupils	1917 [1]	1918	1919 [1]	1920	1921 [1]	1922	1923 [1]	1924	1925	1926	1927 [1]	1928
Total enrollment	20,602,602	20,853,516	21,215,916	21,578,316	22,408,773	23,239,227	23,764,017	24,288,808	24,650,201	24,741,468	24,960,582	25,179,696
In elementary schools	18,807,710	18,919,695	19,148,811	19,377,927	19,872,124	20,366,218	20,632,624	20,898,930	20,998,988	20,984,002	21,126,210	21,268,417
In high schools	1,794,892	1,933,821	2,067,105	2,200,389	2,536,649	2,873,009	3,131,393	3,389,878	3,651,213	3,757,466	3,834,372	3,911,279
Per cent in each grade:												
Kindergarten	2.11	2.08	2.16	2.23	2.26	2.28	2.40	2.51	2.43	2.72	2.74	2.76
First	20.51	20.74	20.37	20.03	18.97	17.98	17.60	17.23	16.42	16.07	16.32	16.57
Second	12.62	12.51	12.36	12.22	12.24	12.26	11.92	11.58	11.36	11.40	11.29	11.19
Third	12.15	12.10	11.84	11.57	11.63	11.69	11.60	11.51	11.08	11.03	10.80	10.57
Fourth	11.77	11.70	11.78	11.85	11.42	11.01	11.08	11.15	10.94	10.76	10.61	10.45
Fifth	10.22	10.20	10.09	9.98	9.91	9.85	9.95	10.05	10.20	10.00	9.83	9.67
Sixth	8.80	8.82	8.79	8.76	8.81	8.86	8.79	8.73	8.87	9.03	8.97	8.91
Seventh	7.19	7.11	7.24	7.38	7.44	7.50	7.55	7.60	7.83	7.79	7.91	8.03
Eighth	5.92	5.47	5.63	5.78	6.01	6.21	5.94	5.68	6.06	6.01	6.17	6.32
First year high school	3.61	3.91	4.08	4.25	4.75	5.22	5.35	5.47	5.78	5.76	5.81	5.86
Second year high school	2.31	2.43	2.55	2.67	3.03	3.36	3.58	3.79	3.94	4.06	4.11	4.15
Third year high school	1.57	1.64	1.74	1.84	2.03	2.22	2.45	2.68	2.90	2.98	3.01	3.05
Fourth year high school	1.22	1.29	1.37	1.44	1.50	1.56	1.79	2.02	2.19	2.39	2.43	2.47
Number in each grade:												
Kindergarten	433,700	433,377	457,322	481,266	505,252	529,235	569,447	609,659	599,684	673,231	684,360	695,490
First	[2] 4,224,907	4,323,170	4,321,996	4,320,823	4,248,745	4,176,667	4,180,450	4,184,232	4,048,808	3,976,750	4,073,894	4,171,037
Second	2,600,418	[2] 2,607,727	2,622,775	2,637,822	2,743,417	2,849,013	2,831,210	2,813,409	2,799,520	2,819,896	2,818,218	2,816,540
Third	2,503,813	2,524,215	[2] 2,510,915	2,497,615	2,606,922	2,716,229	2,755,947	2,795,665	2,730,383	2,729,252	2,695,615	2,661,977
Fourth	2,425,708	2,440,871	2,498,633	[2] 2,556,395	2,558,036	2,559,677	2,634,084	2,708,491	2,696,479	2,662,205	2,647,339	2,632,474
Fifth	2,104,986	2,128,086	2,140,588	2,153,091	[2] 2,221,331	2,289,571	2,365,065	2,440,558	2,514,493	2,473,053	2,454,260	2,435,466
Sixth	1,814,236	1,838,770	1,864,631	1,890,492	1,974,256	2,058,019	2,089,418	2,120,817	2,186,346	2,234,246	2,238,844	2,243,443
Seventh	1,481,027	1,482,675	1,537,385	1,592,095	1,668,158	1,744,222	[2] 1,795,314	1,846,407	1,930,732	1,927,265	1,974,451	2,021,636
Eighth	1,218,915	1,140,804	1,194,566	1,248,328	1,346,007	1,443,685	1,411,689	[2] 1,379,692	1,492,843	1,488,104	1,539,229	1,590,354
First year high school	743,064	816,396	866,519	916,642	1,065,177	1,213,713	1,271,062	1,328,412	[2] 1,424,304	1,425,204	1,450,564	1,475,924
Second year high school	476,406	506,974	541,462	575,950	678,752	781,553	850,766	919,979	970,415	[2] 1,004,503	1,025,030	1,045,558
Third year high school	324,163	341,534	368,888	396,242	455,842	515,542	583,386	651,329	715,978	736,254	[2] 751,980	767,706
Fourth year high school	251,259	268,917	290,236	311,555	336,878	362,201	426,179	490,158	540,516	591,505	606,798	[2] 622,091

[1] Estimated from other years.

[2] The class beginning in 1917.

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	1927–28	1870–71	1879–80	1889–90	1899–1900	1909–10	1919–20	1927–28
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	21.0	0.615	0.655	0.686	0.724	0.731	0.778	0.815
Alabama	13.9	14.2	19.9	20.6	19.9	24.3	24.7	.404	.426	.558	.617	.627	.741	.749
Arizona	----	10.4	13.4	13.4	15.4	22.9	18.8	----	.532	.527	.519	.620	.880	.747
Arkansas	13.7	10.2	19.8	24.0	25.3	27.6	24.6	.403	.308	.554	.710	.800	.857	.767
California	15.6	18.4	18.4	18.2	15.5	20.3	22.1	.636	.734	.774	.796	.786	1.025	1.156
Colorado	9.3	11.4	15.9	21.8	21.1	23.4	21.9	.423	.608	.722	.882	.896	.950	.881
Connecticut	20.8	19.2	17.0	17.0	17.3	18.9	18.7	.808	.770	.720	.745	.738	.803	.808
Delaware	15.8	19.0	18.7	20.0	14.3	17.3	16.7	.500	.652	.662	.753	.715	.733	.748
District of Columbia	11.2	14.9	16.0	16.7	16.9	14.9	14.0	.416	.554	.631	.768	.833	.843	.882
Florida	7.2	15.6	23.6	20.6	19.7	23.2	25.6	.212	.442	.711	.666	.681	.826	1.121
Georgia	4.1	15.3	20.8	21.8	21.3	[1] 23.9	22.0	.119	.462	.585	.653	.668	[1] .740	.691
Idaho	5.6	17.9	17.0	22.7	23.4	26.7	22.1	.461	.779	.627	.732	.879	.948	.791
Illinois	26.0	22.9	20.3	19.9	17.8	17.4	18.6	.810	.746	.720	.727	.717	.721	.802
Indiana	26.3	25.9	23.4	22.4	19.7	19.3	20.6	.786	.824	.792	.811	.784	.794	.877
Iowa	28.2	26.2	25.8	25.4	23.1	21.4	22.7	.844	.835	.855	.891	.869	.861	.904
Kansas	22.3	23.2	28.0	26.5	23.7	23.0	23.2	.742	.732	.886	.892	.887	.879	.892
Kentucky	13.2	16.7	21.5	23.3	21.7	[2] 22.2	22.8	----	----	.656	.753	.736	.762	.799
Louisiana	7.7	8.3	10.8	14.2	16.0	19.7	21.3	.248	.259	.316	.436	.508	.635	.702
Maine	24.3	23.1	21.1	18.9	19.5	17.9	19.1	[1] .874	.898	.859	.814	.845	.763	.801
Maryland	14.6	17.4	17.7	18.7	18.4	16.7	16.8	.467	.581	.604	.670	.699	.669	.713
Massachusetts	18.3	17.2	16.6	16.9	15.9	16.2	17.3	.723	.718	.726	.762	.706	.713	.757
Michigan	24.0	22.2	20.4	20.9	19.3	18.9	18.3	.797	.781	.735	.771	.780	.793	.817
Minnesota	24.5	23.1	21.6	22.8	21.2	21.1	20.3	.759	.759	.746	.776	.779	.818	.834
Mississippi	13.7	20.9	25.9	24.9	26.1	[3] 23.1	33.8	.406	.613	.706	.733	.804	[3] .698	.865
Missouri	18.7	22.3	23.2	23.2	21.5	19.8	19.3	.560	.689	.744	.786	.818	.783	.791
Montana	7.5	10.9	12.9	16.2	17.6	23.1	21.5	.702	.638	.711	.728	.807	.922	.632
Nebraska	16.6	20.5	22.7	27.0	23.7	24.1	23.1	.588	.685	.754	.895	.865	.905	.898
Nevada	7.0	14.5	16.1	15.8	11.1	18.2	22.7	.540	.797	.738	.741	.739	.915	1.019
New Hampshire	22.4	18.5	15.9	16.0	14.9	14.5	16.0	.913	.813	.713	.740	.666	.643	.704
New Jersey	18.3	18.1	16.2	17.1	17.0	18.8	20.0	.632	.648	.622	.685	.700	.774	.838
New Mexico	1.4	4.0	11.9	18.8	17.2	22.6	21.8	[1] .044	.133	.423	.614	.592	.754	.722
New York	23.2	20.3	17.4	16.6	15.6	16.6	17.8	.830	.771	.707	.696	.678	.728	.787
North Carolina	10.5	18.1	19.9	21.1	23.6	27.0	28.9	[1] .312	.559	.564	.636	.735	.824	.891
North Dakota	9.3	10.2	19.5	24.3	24.2	26.0	26.9	[1] .393	.417	.713	.813	.854	.846	.748
Ohio	26.5	22.8	21.7	19.9	17.6	17.7	19.0	.840	.767	.765	.754	.738	.766	.857
Oklahoma	----	----	----	25.0	25.5	29.1	28.1	----	----	----	.798	.829	.926	.912
Oregon	21.6	21.5	20.2	21.6	17.6	19.3	20.8	.677	.750	.748	.821	.792	.841	.902
Pennsylvania	23.2	21.9	19.4	18.3	16.7	18.5	19.1	.764	.744	.695	.689	.667	.715	.739
Rhode Island	15.1	14.7	15.3	15.7	14.8	15.5	15.8	[1] .592	.596	.627	.668	.631	.654	.716
South Carolina	9.1	13.5	17.5	21.0	22.4	28.4	25.6	.273	.406	.471	.607	.673	.839	.761
South Dakota	(4)	(4)	23.7	24.6	21.6	23.1	23.4	(4)	(4)	.810	.795	.777	.829	.862
Tennessee	10.9	19.5	25.3	24.0	24.0	26.5	27.0	[1] .320	.582	.741	.751	.795	.876	.900
Texas	7.3	13.8	20.9	21.6	21.1	22.2	22.5	.210	[1] .424	.595	.647	.672	.734	.781
Utah	18.6	16.9	17.9	26.4	24.6	26.1	25.7	.534	.506	.553	.810	.843	.872	.867
Vermont	[5] 19.8	22.6	[5] 19.7	19.2	18.7	17.5	18.3	----	.872	----	.822	.803	.734	.756
Virginia	10.5	14.6	20.7	20.0	19.6	21.9	21.5	.323	.450	.605	.632	.643	.733	.743
Washington	18.6	19.7	16.0	22.2	19.0	21.5	21.4	[1] .690	.724	.706	.879	.853	.941	.939
West Virginia	16.9	23.1	25.3	24.2	22.8	23.7	23.3	.495	.692	.753	.786	.779	.798	.795
Wisconsin	24.6	22.8	20.9	21.5	19.9	17.7	18.3	.739	.738	.698	.725	.724	.682	.753
Wyoming	4.6	14.0	11.6	15.7	16.9	22.2	21.5	[1] .453	.774	.545	.657	.797	.916	.859
Outlying parts of the U. S.														
Alaska	----	----	----	----	----	6.1	8.8	----	----	----	----	----	.268	----
American Samoa	----	----	----	----	----	----	22.5	----	----	----	----	----	----	----
Canal Zone	----	----	----	----	----	15.3	20.1	----	----	----	----	----	.854	----
Guam	----	----	----	----	----	----	27.1	----	----	----	----	----	----	----
Hawaii	----	----	----	----	----	16.2	18.2	----	----	----	----	----	----	----
Philippine Islands	----	----	----	----	----	[6] 9.0	8.1	----	----	----	----	----	----	----
Porto Rico	----	----	----	----	----	13.9	14.0	----	----	----	----	----	----	----
Virgin Islands	----	----	----	----	----	----	11.2	----	----	----	----	----	----	----

[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), 1927–28*

State	Total estimated population (thousands) July 1, 1928	Population 5–17 years, inclusive (estimated)	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	120,013	30,887,167	10,821,638	10,446,779	21,268,417	1,881,887	2,029,392	3,911,279	12,703,525	12,476,171	25,179,696
Alabama	2,573	848,346	292,152	288,420	580,572	24,461	30,257	54,718	316,613	318,677	635,290
Arizona	474	119,220	39,819	37,165	76,984	5,881	6,175	12,056	45,700	43,340	89,040
Arkansas	1,944	624,421	215,444	225,025	440,469	17,777	20,862	38,639	233,221	245,887	479,108
California	4,556	[1] 869,090	[2] 415,293	[2] 390,505	[2] 805,798	[3] 98,896	[3] 100,378	[3] 199,274	514,189	490,883	1,005,072
Colorado	1,090	271,116	100,268	94,356	194,624	20,893	23,405	44,298	121,161	117,761	238,922
Connecticut	1,667	386,655	135,814	130,396	266,210	24,620	21,589	46,209	160,434	151,985	312,419
Delaware	244	54,659	17,650	16,868	34,518	2,826	3,525	6,351	20,476	20,393	40,869
District of Columbia	552	87,688	31,243	31,595	62,838	6,787	7,743	14,530	38,030	39,338	77,368
Florida	1,411	322,213	[4] 162,346	[4] 158,087	[4] 320,433	[4] 20,188	[4] 20,736	[4] 40,924	182,534	178,823	361,357
Georgia	3,203	1,020,854	305,067	327,720	632,787	34,782	37,367	72,149	339,849	365,087	704,936
Idaho	546	152,776	50,389	46,684	97,073	11,172	12,601	23,773	61,561	59,285	120,846
Illinois	7,396	1,719,901	571,710	538,113	1,109,823	136,382	132,546	268,928	708,092	670,659	1,378,751
Indiana	3,176	746,173	265,841	257,262	523,103	66,803	64,694	131,497	332,644	321,956	654,600
Iowa	2,428	609,716	227,271	214,653	441,924	50,559	58,917	109,476	277,830	273,570	551,400
Kansas	1,835	476,973	174,508	163,965	338,473	40,762	46,189	86,951	215,270	210,154	425,424
Kentucky	2,553	728,210	267,940	258,983	526,923	24,344	30,914	55,258	292,284	289,897	582,181
Louisiana	1,950	591,540	182,927	184,867	367,796	20,844	26,841	47,685	203,773	211,708	415,481
Maine	795	189,627	63,306	60,234	123,540	13,391	14,983	28,374	76,697	75,217	151,914
Maryland	1,616	380,086	118,131	116,509	234,640	18,253	18,007	36,260	136,384	134,516	270,900
Massachusetts	4,290	983,386	306,332	289,888	596,220	72,009	75,751	147,760	378,341	365,639	743,980
Michigan	4,591	1,029,994	355,180	355,147	710,327	65,345	65,350	130,695	420,525	420,497	841,022
Minnesota	2,722	662,666	232,617	230,671	463,288	44,930	44,576	89,506	277,547	275,247	552,794
Mississippi	1,790	[5] 700,330	271,751	283,536	555,287	24,981	25,265	50,246	296,732	308,801	605,533
Missouri	3,523	858,963	283,702	271,162	554,864	59,396	65,337	124,733	343,098	336,499	679,597
Montana	548	186,737	49,378	46,362	95,740	10,078	12,154	22,232	59,456	58,516	117,972
Nebraska	1,408	362,749	134,788	125,914	260,702	29,930	35,151	65,081	164,718	161,065	325,783
Nevada	77	17,157	6,841	6,463	13,304	2,340	1,835	4,175	9,181	8,298	17,479
New Hampshire	456	103,485	30,733	29,132	59,865	6,250	6,777	13,027	36,983	35,909	72,892
New Jersey	3,821	907,358	334,521	319,187	653,708	54,376	51,960	106,336	388,897	371,147	760,044
New Mexico	396	119,469	39,421	37,812	77,233	4,217	4,789	9,006	43,638	42,601	86,239

New York	11,550	2,615,196	872,087	829,001	1,701,088	178,818	178,810	357,628	1,050,905	1,007,811	2,058,716
North Carolina	2,938	952,520	380,652	365,723	746,375	48,344	54,059	102,403	428,996	419,782	848,778
North Dakota	641	230,695	75,458	70,261	145,719	11,343	15,477	26,820	86,801	85,738	172,539
Ohio	6,826	1,511,039	541,665	511,000	1,052,665	117,689	124,303	241,992	659,354	635,303	1,294,657
Oklahoma	2,426	748,289	301,010	287,028	588,038	43,340	50,881	94,221	344,350	337,909	682,259
Oregon	902	207,545	74,690	70,161	144,851	20,037	22,301	42,338	94,727	92,462	187,189
Pennsylvania	9,854	2,550,179	829,919	791,731	1,621,650	126,860	134,913	261,773	956,779	926,644	1,883,423
Rhode Island	716	158,281	49,608	47,570	97,178	7,748	8,465	16,213	57,356	56,035	113,391
South Carolina	1,864	626,050	206,115	216,523	422,638	22,927	30,710	53,637	229,042	247,233	476,275
South Dakota	704	190,780	70,741	65,760	136,501	11,908	16,018	27,926	82,649	81,778	164,427
Tennessee	2,502	753,289	311,117	299,827	610,944	28,723	36,754	65,477	339,840	336,581	676,421
Texas	5,487	1,577,692	528,049	488,415	1,016,464	100,800	115,432	216,232	628,849	603,847	1,232,696
Utah	531	157,526	56,136	52,396	108,532	13,801	14,252	28,053	69,937	66,648	136,585
Vermont	352	85,336	27,095	26,416	53,511	5,580	5,438	11,018	32,675	31,854	64,529
Virginia	2,575	744,818	248,461	249,039	497,500	23,835	32,382	56,217	272,296	281,421	553,717
Washington	1,587	361,034	134,981	125,783	260,764	37,465	40,772	78,237	172,446	166,555	339,001
West Virginia	1,724	504,263	182,362	174,816	357,178	20,247	23,689	43,936	202,609	198,505	401,114
Wisconsin	2,953	719,176	227,397	217,854	445,251	44,050	52,317	96,367	271,447	270,171	541,618
Wyoming	247	61,901	21,710	20,794	42,504	4,899	5,745	10,644	26,609	26,539	53,148
Outlying parts of the United States											
Alaska	55		2,076	2,039	4,115	349	365	714	2,425	2,404	4,829
American Samoa [6]	8		1,234	566	1,800				1,234	566	1,800
Canal Zone	28		2,606	2,465	5,071	256	288	544	2,862	2,753	5,615
Guam	13		1,822	1,620	3,442	42	33	75	1,864	1,653	3,517
Hawaii	355		31,203	28,822	60,025	2,475	2,287	4,762	33,678	31,109	64,787
Philippine Islands	13,686		606,103	441,065	1,047,168	39,909	24,326	64,235	646,012	465,391	1,111,403
Porto Rico	1,581		116,728	97,422	214,150	3,310	3,480	6,790	120,038	100,902	220,940
Virgin Islands	26		1,507	1,401	2,908	7	4	11	1,514	1,405	2,919

[1] State census, Oct. 1, 1927, shows 1,209,137 under 18.
[2] Not including 3,956 boys and 8,571 girls in special day and evening classes in elementary schools.
[3] Not including 12,026 boys and 10,278 girls in part-time continuation schools 16 to 18 years old; 5,985 boys and 22,805 girls in special day and evening classes (mostly evening) in high schools; 110,603 boys and 106,114 girls in evening schools and 1,397 boys and 1,374 girls in junior colleges for which financial data are included in receipts and payments.
[4] Distribution estimated.
[5] Estimated from State census of 1927.
[6] Statistics of 1926–27.

TABLE 5.—*Average daily attendance, 1927–28*

State	Elementary schools [1]	Reorganized high schools			Regular and vocational high schools	Total
		Junior	Junior-senior	Senior		
1	2	3	4	5	6	7
Continental United States	[2] 13,023,714	[2] 321,988	[2] 171,700	[2] 63,571	[2] 2,448,210	20,608,353
Alabama	369,786		95,569			465,355
Arizona	58,400				10,172	68,572
Arkansas	283,245	2,612	39,773	1,819	21,532	348,981
California	610,322	88,863			148,651	847,836
Colorado						187,109
Connecticut	226,096				36,296	262,392
Delaware	29,642				5,361	35,003
District of Columbia	45,897	6,684			11,327	63,908
Florida						275,442
Georgia						535,196
Idaho						95,740
Illinois	941,910				234,068	1,175,978
Indiana						604,392
Iowa						461,861
Kansas	260,208	26,743			70,078	357,029
Kentucky	381,020				46,766	427,786
Louisiana	283,087				41,313	324,400
Maine	109,622				25,306	134,928
Maryland	178,124	17,055	2,406	9,233	18,851	225,669
Massachusetts	524,626				131,201	655,827
Michigan						770,362
Minnesota	352,762	31,868	18,893		49,780	453,303
Mississippi						427,789
Missouri						583,308
Montana	81,835				19,433	101,268
Nebraska	209,063				58,248	267,311
Nevada	11,177				3,698	14,875
New Hampshire	46,853	5,164			11,764	63,781
New Jersey	523,193	23,819		12,142	72,867	632,021
New Mexico	53,378				6,584	59,962
New York	1,473,578				294,786	1,768,364
North Carolina	555,151				85,500	640,651
North Dakota	113,267				24,138	137,405
Ohio	822,415	80,240		32,714	149,893	1,085,262
Oklahoma	376,616				81,367	457,983
Oregon	126,788				37,300	164,088
Pennsylvania	1,369,044				230,307	1,599,351
Rhode Island						97,729
South Carolina						348,394
South Dakota						135,754
Tennessee	422,722				53,970	476,692
Texas	837,046				189,028	1,026,074
Utah	94,358				24,659	119,017
Vermont						56,094
Virginia	378,069	8,910			50,882	437,861
Washington	209,956				63,586	273,542
West Virginia	274,708	22,773			34,688	332,169
Wisconsin	358,768	7,257	15,059	7,663	96,878	485,625
Wyoming	30,982				7,932	38,914
Outlying parts of the United States						
Alaska	3,350				623	3,973
American Samoa [3]	1,600					1,600
Canal Zone	4,380				475	4,855
Guam	3,269				69	3,338
Hawaii						60,084
Philippine Islands	934,630				59,757	994,387
Porto Rico	186,746				5,304	192,050
Virgin Islands	2,582	225				2,807

[1] Includes kindergartens. [2] Total of States reporting. [3] Statistics of 1926–27.

TABLE 6.—*Aggregate number of days attended, 1927–28*

State	Elementary schools [1]	Reorganized high schools			Regular and vocational high schools	Total
		Junior	Junior-senior	Senior		
1	2	3	4	5	6	7
Continental U. S.	[2] 1, 761, 341, 413	[2] 51, 678, 532	[2] 29, 410, 833	[2] 11, 549, 646	[2] 343, 544, 159	3, 535, 249, 377
Alabama	52, 852, 527		15, 976, 031			68, 828, 558
Arizona	9, 765, 232				1, 790, 272	11, 555, 504
Arkansas	39, 342, 224	457, 100	6, 876, 205	318, 325	3, 789, 632	50, 783, 486
California	110, 551, 755	16, 428, 868			26, 608, 529	153, 589, 152
Colorado [3]						33, 305, 402
Connecticut [4]	41, 126, 862				6, 656, 686	47, 783, 548
Delaware	5, 476, 259				998, 045	6, 474, 304
District of Columbia	8, 272, 416	1, 209, 881			2, 050, 103	11, 532, 400
Florida						42, 445, 177
Georgia [3]						79, 209, 008
Idaho						17, 037, 530
Illinois	175, 597, 389				44, 081, 396	219, 678, 785
Indiana						105, 164, 208
Iowa						79, 901, 982
Kansas [3]						59, 390, 968
Kentucky [3]	62, 106, 260				8, 230, 816	70, 337, 076
Louisiana	42, 812, 976				6, 927, 374	49, 740, 350
Maine	19, 325, 108				4, 620, 483	23, 945, 591
Maryland	33, 235, 098	3, 252, 832	475, 100	1, 718, 196	3, 536, 976	42, 218, 202
Massachusetts	96, 154, 790				24, 074, 845	120, 229, 635
Michigan						143, 806, 760
Minnesota	62, 504, 171	5, 739, 400	3, 400, 740		8, 970, 535	80, 614, 846
Mississippi						59, 417, 618
Missouri						102, 480, 696
Montana	14, 442, 233				3, 499, 011	17, 941, 244
Nebraska	37, 100, 294				10, 281, 316	47, 381, 610
Nevada	1, 836, 192				651, 902	2, 488, 094
New Hampshire	8, 308, 885	914, 028			2, 086, 985	11, 309, 898
New Jersey	98, 360, 241	4, 477, 976		2, 282, 707	13, 704, 088	118, 825, 012
New Mexico [3]	9, 608, 040				1, 185, 120	10, 793, 160
New York						325, 335, 995
North Carolina [3]						95, 713, 259
North Dakota						23, 084, 040
Ohio	146, 677, 130	14, 202, 480		5, 865, 309	26, 536, 622	190, 281, 541
Oklahoma	55, 400, 214				12, 855, 986	68, 256, 200
Oregon	22, 104, 489				6, 501, 086	28, 605, 575
Pennsylvania	246, 716, 268				43, 629, 475	290, 345, 743
Rhode Island						17, 786, 678
South Carolina [3]						50, 865, 524
South Dakota						23, 621, 196
Tennessee	68, 627, 078				9, 555, 351	78, 182, 429
Texas	126, 725, 149				30, 167, 512	156, 892, 661
Utah	15, 207, 530				4, 236, 308	19, 443, 838
Vermont						9, 567, 467
Virginia [3]						69, 591, 286
Washington	37, 712, 554				11, 516, 665	49, 229, 219
West Virginia	45, 147, 253	3, 703, 181			6, 160, 373	55, 010, 807
Wisconsin	62, 946, 874	1, 292, 786	2, 682, 757	1, 365, 109	17, 260, 499	85, 548, 025
Wyoming	5, 297, 922				1, 380, 168	6, 678, 090
Outlying parts of the United States						
Alaska	594, 670				104, 366	699, 036
American Samoa [5]	297, 000					297, 000
Canal Zone	865, 526				81, 158	946, 684
Guam	673, 600				14, 214	687, 814
Hawaii						9, 913, 860
Philippine Islands	185, 991, 370				11, 891, 643	197, 883, 013
Porto Rico	34, 361, 264				997, 152	35, 358, 416
Virgin Islands	521, 564	45, 450				567, 014

[1] Includes kindergartens.
[2] Total of States reporting.
[3] Estimated.
[4] No data included for 4,652 pupils in vocational schools.
[5] Statistics of 1926–27.

TABLE 7.—*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	1927–28
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	20, 608, 353
Alabama	107, 666	117, 978	182, 467	297, 805	266, 589	367, 554	465, 355
Arizona	----------	2, 847	4, 702	10, 177	20, 094	46, 420	68, 572
Arkansas	46, 600	[1] 54, 700	[1] 148, 714	195, 401	255, 135	326, 053	348, 981
California	64, 286	100, 966	146, 589	197, 395	286, 744	480, 864	847, 836
Colorado	2, 611	12, 618	38, 715	73, 291	107, 520	150, 090	187, 109
Connecticut	62, 683	73, 546	83, 656	111, 564	[2] 147, 190	205, 213	262, 392
Delaware	12, 700	17, 439	19, 649	[1] 25, 300	22, 559	27, 368	35, 003
District of Columbia	10, 261	20, 637	28, 184	35, 463	44, 627	52, 739	63, 908
Florida	10, 900	27, 046	64, 819	75, 003	103, 892	165, 720	275, 442
Georgia	31, 377	145, 190	240, 791	298, 237	346, 295	467, 081	535, 196
Idaho	600	3, 863	[1] 9, 500	21, 962	51, 137	84, 642	95, 740
Illinois	341, 686	431, 638	538, 310	737, 576	779, 040	956, 090	1, 175, 978
Indiana	295, 071	321, 659	342, 275	429, 566	420, 780	457, 113	604, 392
Iowa	211, 562	259, 836	306, 309	373, 474	360, 178	405, 567	461, 861
Kansas	52, 891	137, 669	243, 300	261, 783	291, 329	309, 505	357, 029
Kentucky	129, 866	178, 000	225, 739	310, 339	315, 196	[3] 342, 669	427, 786
Louisiana	40, 500	[1] 54, 800	87, 536	146, 323	182, 659	256, 133	324, 400
Maine	100, 392	103, 115	98, 364	97, 697	106, 955	115, 885	134, 928
Maryland	56, 435	85, 778	102, 351	134, 400	145, 762	175, 312	225, 669
Massachusetts	201, 750	233, 127	273, 910	366, 136	444, 090	519, 905	655, 827
Michigan	193, 000	[1] 240, 000	[1] 282, 000	355, 226	443, 458	521, 251	770, 362
Minnesota	50, 694	[1] 78, 400	127, 025	243, 224	348, 500	394, 859	453, 303
Mississippi	90, 000	156, 761	207, 704	224, 526	261, 384	[3] 259, 982	427, 789
Missouri	187, 024	[1] 281, 000	384, 627	460, 012	490, 390	531, 221	583, 308
Montana	1, 100	[1] 3, 000	10, 596	[1] 26, 300	41, 314	91, 744	101, 268
Nebraska	14, 300	60, 156	146, 139	181, 874	191, 076	232, 515	267, 311
Nevada	1, 800	5, 401	5, 064	4, 698	[1] 7, 400	10, 625	14, 875
New Hampshire	48, 150	48, 966	41, 526	47, 276	50, 101	53, 245	63, 781
New Jersey	86, 812	115, 194	133, 286	207, 947	324, 239	476, 261	632, 021
New Mexico	880	3, 150	[1] 13, 000	22, 433	37, 389	59, 442	59, 962
New York	493, 648	573, 089	642, 984	857, 488	1, 122, 649	1, 361, 600	1, 768, 364
North Carolina	73, 000	170, 100	203, 100	206, 918	331, 335	473, 552	640, 651
North Dakota	1, 040	[1] 8, 530	20, 694	43, 500	90, 149	128, 436	137, 405
Ohio	432, 452	476, 279	549, 269	616, 365	648, 544	808, 712	1, 085, 262
Oklahoma	----------	----------	----------	63, 718	278, 650	355, 998	457, 983
Oregon	[1] 15, 000	27, 435	43, 333	64, 411	103, 553	136, 575	164, 088
Pennsylvania	567, 188	601, 627	682, 941	854, 640	1, 001, 464	1, 266, 350	1, 599, 351
Rhode Island	22, 485	27, 217	33, 905	47, 124	61, 487	73, 387	97, 729
South Carolina	44, 700	[1] 90, 600	147, 799	201, 295	243, 901	331, 451	348, 394
South Dakota	([4])	([4])	48, 327	[1] 68, 000	80, 032	98, 907	135, 754
Tennessee	89, 000	208, 528	323, 548	338, 566	363, 953	457, 503	476, 692
Texas	41, 000	[1] 132, 000	291, 941	438, 779	544, 691	745, 667	1, 026, 074
Utah	12, 819	17, 178	20, 967	50, 595	69, 246	97, 745	119, 017
Vermont	44, 100	48, 606	45, 887	47, 020	52, 104	50, 186	56, 094
Virginia	77, 402	128, 404	198, 290	216, 464	259, 394	351, 171	437, 861
Washington	3, 300	10, 546	36, 946	74, 717	156, 064	211, 239	273, 542
West Virginia	51, 336	91, 604	121, 700	151, 254	189, 900	256, 479	332, 169
Wisconsin	132, 000	156, 000	200, 457	[1] 309, 800	320, 439	368, 712	485, 625
Wyoming	250	1, 920	[1] 4, 700	[1] 9, 650	16, 730	33, 297	38, 914
Outlying parts of the U. S.							
Alaska	----------	----------	----------	----------	----------	2, 505	3, 973
American Samoa	----------	----------	----------	----------	----------	----------	1, 600
Canal Zone	----------	----------	----------	----------	----------	2, 575	4, 855
Guam	----------	----------	----------	----------	----------	----------	3, 338
Hawaii	----------	----------	----------	----------	----------	38, 451	60, 084
Philippine Islands	----------	----------	----------	----------	----------	756, 533	999, 387
Porto Rico	----------	----------	----------	----------	----------	145, 250	192, 050
Virgin Islands	----------	----------	----------	----------	----------	----------	2, 807

[1] Approximate.
[2] High-school attendance not reported.
[3] Figures for 1919.
[4] Included with North Dakota.

TABLE 8.—*Average length of school term and school attendance*

State	Average number of days schools were in session, 1871–1928										Average number of days attended by each pupil enrolled, 1928	Number attending daily for each 100 enrolled, 1928
							1927–28					
	1870–71 [1]	1879–80	1889–90	1899–1900	1909–10	1919–20	Elementary schools [2]	Reorganized high schools	Regular and vocational high schools	All schools		
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental U. S.	132	130	135	144	158	161.9	[3] 171.9	[3] 177.6	[3] 178.7	171.5	140.4	81.8
Alabama	67	81	74	78	117	123.1	142.9	167.2	------	147.9	108.3	73.3
Arizona	-----	109	126	125	[1] 136	162.6	167.2	------	176.0	168.5	129.8	77.0
Arkansas	-----	-----	[1] 75	78	107	126.3	138.9	173.1	176.0	145.5	106.0	72.8
California	123	147	158	166	175	174.0	181.1	183.0	179.0	181.1	152.8	84.4
Colorado	92	[1] 132	144	150	156	167.9	------	------	------	178.0	139.4	78.3
Connecticut	172	179	183	189	185	183.5	181.9	------	183.4	181.2	152.9	84.0
Delaware	132	158	166	170	173	181.7	184.7	------	186.2	185.0	158.4	85.6
District of Columbia	200	193	178	179	181	178.0	180.2	181.0	181.0	180.5	149.1	82.6
Florida	-----	-----	120	93	106	133.1	------	------	------	154.1	117.5	76.2
Georgia	59	[1] 65	83	112	144	145.0	------	------	------	148.0	112.4	75.9
Idaho	45	94	[1] 70	106	[1] 137	172.7	------	------	------	177.9	141.0	79.2
Illinois	147	150	155	152	171	170.9	186.4	------	188.3	186.8	159.3	85.3
Indiana	99	136	130	152	147	155.8	------	------	------	174.0	160.7	92.3
Iowa	130	148	156	160	172	174.0	------	------	------	173.0	144.9	83.8
Kansas	116	120	135	126	164	164.0	------	------	------	166.4	139.6	83.9
Kentucky	110	102	94	118	125	[4] 123.0	163.0	------	176.0	164.4	120.8	73.5
Louisiana	65	79	101	120	136	148.9	151.2	------	167.7	153.3	119.7	78.1
Maine	98	109	112	141	159	169.2	176.3	------	182.6	177.5	157.6	88.8
Maryland	183	187	184	183	[1] 185	179.6	186.6	189.8	187.6	187.1	155.8	83.3
Massachusetts	169	177	177	189	186	179.4	183.3	------	183.5	183.3	161.6	88.2
Michigan	140	150	156	164	171	172.0	------	------	------	186.7	171.0	91.6
Minnesota	83	94	128	169	149	160.0	177.2	180.1	180.2	177.8	145.8	82.0
Mississippi	110	75	[1] 86	101	123	[4] 122.0	------	------	------	138.9	98.1	70.6
Missouri	90	[1] 104	129	144	155	162.8	------	------	------	175.7	150.8	85.8
Montana	89	96	143	107	185	166.4	176.5	------	180.0	177.2	152.1	85.8
Nebraska	72	82	140	135	174	164.0	177.5	------	176.5	177.3	145.4	82.1
Nevada	142	143	140	154	[1] 145	167.0	164.3	------	176.3	167.3	142.3	85.1
New Hampshire	70	105	118	148	164	174.0	177.3	177.0	177.4	177.3	155.2	87.5
New Jersey	178	192	192	186	184	189.0	188.0	188.0	188.0	188.0	156.3	83.2
New Mexico	111	111	[1] 67	97	100	165.0	180.0	------	180.0	180.0	125.2	69.5
New York	176	179	187	175	188	188.0	------	------	------	184.0	158.0	85.9
North Carolina	50	50	59	71	102	134.0	------	------	------	149.4	111.6	75.5
North Dakota	75	[1] 96	113	156	147	166.9	------	------	------	168.0	133.8	79.6
Ohio	165	152	162	165	170	165.0	178.3	177.7	177.0	178.1	149.3	83.8
Oklahoma	-----	-----	-----	95	140	166.4	147.1	------	158.0	149.0	100.0	67.1
Oregon	90	90	118	117	138	152.0	174.3	------	174.3	174.3	152.8	87.7
Pennsylvania	127	133	148	167	170	176.8	180.2	------	189.4	181.5	154.2	84.9
Rhode Island	170	184	188	191	193	182.1	------	------	------	182.0	156.9	86.2
South Carolina	100	70	70	88	105	109.6	------	------	------	146.0	106.8	73.1
South Dakota	[5]	[5]	145	129	166	167.0	------	------	------	174.0	143.7	82.6
Tennessee	77	68	86	96	130	133.5	162.3	------	177.0	164.0	115.6	70.5
Texas	140	72	100	108	131	155.6	151.4	------	159.6	152.9	127.3	83.2
Utah	152	128	133	151	165	166.4	161.5	------	171.8	164.1	142.4	87.1
Vermont	116	126	136	156	160	162.0	------	------	------	170.6	148.3	86.9
Virginia	93	113	118	120	140	147.0	------	------	------	165.0	125.7	79.1
Washington	80	[1] 91	97	128	172	176.4	179.6	------	181.1	180.0	145.2	80.7
West Virginia	77	90	97	106	134	138.9	164.3	162.6	177.5	165.6	137.1	82.8
Wisconsin	155	165	159	160	180	175.3	175.5	178.1	178.2	176.1	157.9	89.7
Wyoming	-----	119	[1] 120	[1] 110	141	152.0	171.0	------	174.0	171.6	125.7	73.2
Outlying parts of the U. S.												
Alaska	-----	-----	-----	-----	-----	177.4	177.5	------	167.5	175.9	144.8	82.3
American Samoa	-----	-----	-----	-----	-----	------	185.6	------	------	185.6	165.0	88.9
Canal Zone	-----	-----	-----	-----	-----	154.6	197.6	------	170.9	195.0	168.6	86.5
Guam	-----	-----	-----	-----	-----	------	206.1	------	206.0	206.1	195.6	94.9
Hawaii	-----	-----	-----	-----	-----	181.0	------	------	------	165.0	153.0	92.7
Philippine Islands	-----	-----	-----	-----	-----	193.0	199.0	------	199.0	199.0	178.0	89.5
Porto Rico	-----	-----	-----	-----	-----	181.0	184.0	------	188.0	184.1	160.0	86.9
Virgin Islands	-----	-----	-----	-----	-----	------	202.0	202.0	------	202.0	194.2	96.2

[1] Estimated.
[2] Includes kindergartens.
[3] Total of States reporting.
[4] Statistics of 1918–19.
[5] Included in report for North Dakota.

TABLE 9.—*Enrollment of pupils by grades, 1927–28*

State	In kindergartens 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.	695, 490	4, 171, 037	2, 816, 540	2, 661, 977	2, 632, 474	2, 435, 466	2, 243, 443	2, 021, 636	1, 590, 354	21, 268, 417	1, 475, 924	1, 045, 558	767, 706	622, 091	3, 911, 279	25, 179, 696
Alabama	[1] 744	184, 714	80, 033	74, 764	68, 094	58, 136	51, 717	36, 268	26, 102	580, 572	20, 290	14, 753	10, 878	8, 797	54, 718	635, 290
Arizona	2, 685	20, 083	10, 543	9, 213	8, 455	7, 378	6, 442	5, 847	6, 338	76, 984	4, 797	3, 031	2, 321	1, 907	12, 056	89, 040
Arkansas		105, 882	60, 915	57, 984	58, 413	50, 716	41, 455	34, 833	30, 271	440, 469	15, 725	10, 607	7, 103	5, 204	38, 639	479, 108
California	76, 899	142, 718	95, 194	87, 541	87, 322	82, 584	78, 940	79, 523	75, 077	805, 798	71, 201	55, 099	41, 050	31, 924	199, 274	1, 005, 072
Colorado [2]	8, 054	28, 825	23, 881	23, 023	23, 172	22, 444	21, 885	22, 053	21, 287	194, 624	14, 565	11, 907	9, 356	8, 470	44, 298	238, 922
Connecticut [3]	20, 789	37, 451	32, 641	30, 678	31, 021	30, 727	29, 942	28, 272	24, 689	266, 210	16, 123	12, 643	9, 676	7, 767	46, 209	312, 419
Delaware	68	5, 708	4, 666	4, 472	4, 489	4, 340	4, 026	3, 707	3, 042	34, 518	2, 684	1, 585	1, 154	928	6, 351	40, 869
Dist. of Columbia	6, 098	10, 412	7, 467	6, 786	6, 701	7, 166	6, 276	6, 207	5, 725	62, 838	5, 834	3, 871	2, 733	2, 098	14, 530	77, 368
Florida	[3] 1, 995	88, 868	43, 151	40, 020	37, 584	34, 410	29, 362	24, 581	20, 462	320, 433	16, 285	11, 138	7, 546	5, 955	40, 924	361, 357
Georgia	6, 411	182, 426	100, 844	88, 205	79, 755	67, 173	54, 389	44, 305	[4] 9, 279	632, 787	27, 322	20, 333	14, 687	9, 807	72, 149	704, 936
Idaho		14, 658	12, 590	12, 076	12, 241	12, 416	11, 493	11, 396	10, 203	97, 073	8, 855	6, 340	4, 643	3, 935	23, 773	120, 846
Illinois	60, 905	172, 205	132, 925	126, 372	136, 298	123, 533	133, 474	103, 868	120, 243	1, 109, 823	[5] 128, 010	60, 724	43, 559	36, 655	268, 928	1, 378, 751
Indiana	14, 385	80, 225	67, 405	63, 539	64, 709	62, 114	60, 334	57, 485	52, 907	523, 103	45, 462	35, 019	27, 152	23, 864	131, 497	654, 600
Iowa [3]	17, 811	66, 882	56, 195	52, 972	53, 947	51, 784	50, 300	47, 925	44, 108	441, 924	37, 846	29, 153	22, 607	19, 870	109, 476	551, 400
Kansas	9, 688	49, 815	42, 589	41, 227	41, 196	39, 435	38, 578	38, 737	37, 208	338, 473	27, 852	23, 480	18, 682	16, 937	86, 951	425, 424
Kentucky	[6] 4, 345	134, 815	72, 241	66, 392	63, 969	48, 003	56, 433	36, 147	44, 578	526, 923	21, 772	14, 571	10, 394	8, 521	55, 258	582, 181
Louisiana	[6] 4, 408	104, 924	56, 315	52, 777	49, 771	41, 358	32, 356	23, 387	[4] 2, 500	367, 796	17, 120	12, 583	10, 026	7, 956	47, 685	415, 481
Maine	7, 887	18, 424	15, 486	14, 827	14, 561	14, 525	13, 404	12, 849	11, 577	123, 540	9, 432	7, 738	6, 055	5, 149	28, 374	151, 914
Maryland	7, 031	41, 152	33, 663	31, 069	31, 251	29, 498	26, 972	23, 717	[4] 10, 287	234, 640	14, 877	9, 243	6, 893	5, 247	36, 260	270, 900
Massachusetts [7]	[3] 26, 197	85, 866	75, 680	70, 729	72, 038	71, 242	70, 160	66, 007	57, 301	596, 220	52, 189	40, 442	30, 734	24, 395	147, 760	743, 980
Michigan	84, 381	102, 718	83, 000	77, 367	79, 683	75, 489	71, 546	71, 483	64, 660	710, 327	48, 723	36, 242	25, 263	20, 467	130, 695	841, 022
Minnesota	24, 238	71, 038	55, 716	52, 862	54, 091	53, 257	51, 149	50, 710	50, 227	463, 288	30, 695	24, 206	18, 975	15, 630	89, 506	552, 794
Mississippi	666	177, 761	77, 949	71, 375	64, 846	52, 783	43, 266	35, 659	30, 982	555, 287	19, 172	13, 880	9, 248	7, 946	50, 246	605, 533
Missouri [3]	[3] 16, 296	91, 758	94, 622	91, 189	87, 813	63, 395	37, 870	36, 707	35, 214	554, 864	37, 707	33, 391	29, 524	24, 111	124, 733	679, 597
Montana	657	14, 757	12, 066	11, 733	12, 456	11, 610	11, 286	10, 583	10, 592	95, 740	7, 959	5, 867	4, 558	3, 848	22, 232	117, 972

Nebraska	11,274	39,759	32,600	31,727	30,555	30,455	28,360	28,285	27,687	260,702	21,945	17,097	13,953	12,086	65,081	325,783
Nevada	537	2,202	1,701	1,557	1,538	1,504	1,494	1,413	1,358	13,304	1,386	1,207	837	745	4,175	17,479
New Hampshire	2,239	9,069	7,555	7,214	7,220	7,184	6,992	6,621	5,771	59,865	4,406	3,571	2,806	2,244	13,027	72,892
New Jersey	45,594	110,838	81,565	78,377	78,451	78,401	70,320	60,927	49,235	653,708	41,968	28,569	19,795	16,004	106,336	760,044
New Mexico	1,277	16,581	14,371	12,199	9,722	7,861	5,985	4,907	4,330	77,233	3,692	2,357	1,671	1,286	9,006	86,239
New York	97,944	253,778	206,325	199,752	204,240	202,958	194,942	180,033	161,116	1,701,088	154,209	98,848	59,366	45,205	357,628	2,058,716
North Carolina	774	221,071	110,349	102,967	96,928	83,806	69,639	58,977	[4] 1,864	746,375	40,326	27,465	19,733	14,879	102,403	848,778
North Dakota	656	23,607	18,142	17,792	17,894	17,924	17,253	15,883	16,568	145,719	9,878	6,941	5,090	4,911	26,820	172,539
Ohio	36,560	158,106	131,789	125,590	128,842	127,420	121,628	117,563	105,167	1,052,665	85,786	65,217	49,342	41,647	241,992	1,294,657
Oklahoma [2]	[6] 3,794	127,574	72,858	75,857	73,799	68,271	62,508	53,570	49,807	588,038	35,500	24,959	18,487	15,275	94,221	682,259
Oregon	[3] 506	23,075	18,002	17,210	17,596	17,493	16,934	17,230	16,805	144,851	14,662	11,277	8,630	7,769	42,338	187,189
Pennsylvania	[6] 27,689	233,072	216,977	205,950	208,220	204,328	193,300	178,868	153,246	1,621,650	99,421	69,475	51,124	41,753	261,773	1,883,423
Rhode Island [2]	6,395	13,853	12,074	11,348	11,475	11,366	11,076	10,458	9,133	97,178	5,657	4,436	3,395	2,725	16,213	113,391
South Carolina	[3] 100	131,932	72,947	60,733	53,802	43,701	33,473	25,950	----------	422,638	20,905	14,531	10,788	7,413	53,637	476,275
South Dakota	[6] 1,071	20,571	16,817	16,459	16,683	16,700	16,191	16,901	15,108	136,501	9,107	7,358	6,049	5,412	27,926	164,427
Tennessee	[3] 843	165,253	82,331	79,232	75,846	66,960	56,493	45,051	38,935	610,944	25,261	17,476	12,722	10,018	65,477	676,421
Texas	18,437	250,353	139,894	135,704	134,722	123,852	106,965	106,537	----------	1,016,464	86,860	59,853	41,548	27,971	216,232	1,232,696
Utah	2,756	16,300	13,997	13,317	13,306	12,675	12,334	12,621	11,226	108,532	10,416	7,700	5,596	4,341	28,053	136,585
Vermont [2]	[6] 454	8,038	7,117	6,807	6,726	6,705	6,298	6,015	5,351	53,511	3,682	3,010	2,358	1,968	11,018	64,529
Virginia	1,917	120,936	72,904	67,763	66,245	61,252	56,306	44,213	[4] 5,964	497,500	21,563	15,459	11,852	7,343	56,217	553,717
Washington	2,774	40,350	32,687	31,475	31,784	31,088	30,727	30,494	29,385	260,764	27,158	20,457	15,479	15,143	78,237	339,001
West Virginia	[6] 823	77,149	46,754	45,397	46,433	42,790	37,254	31,682	28,896	357,178	16,533	11,739	8,719	6,945	43,936	401,114
Wisconsin	26,593	66,532	53,458	53,117	51,243	50,157	49,092	50,715	44,344	445,251	29,360	25,769	21,419	19,819	96,367	541,618
Wyoming	845	6,953	5,549	5,241	5,328	5,099	4,824	4,466	4,199	42,504	3,746	2,941	2,150	1,807	10,644	53,148
Outlying parts of the U. S.																
Alaska	74	835	525	547	522	448	454	387	323	4,115	274	189	136	115	714	4,829
American Samoa [8]	1,049	209	196	169	92	46	20	15	4	1,800	----------	----------	----------	----------	----------	1,800
Canal Zone	----------	1,017	782	736	704	588	531	387	326	5,071	199	147	114	84	544	5,615
Guam	----------	1,276	605	528	505	280	147	55	46	3,442	30	26	12	7	75	3,517
Hawaii	3,848	10,794	9,271	8,001	7,904	6,660	5,779	4,231	3,537	60,025	1,827	1,276	907	752	4,762	64,787
Philippine Islands	----------	314,788	219,410	172,535	139,388	90,518	62,913	47,559	59	1,047,168	24,986	16,947	12,796	9,506	64,235	1,111,403
Porto Rico	----------	66,592	45,365	37,536	28,949	13,398	9,006	7,556	5,748	214,150	2,657	1,700	1,309	1,124	6,790	220,940
Virgin Islands	430	277	474	523	439	298	295	129	43	2,908	11	----------	----------	----------	11	2,919

[1] Statistics of 1924.
[2] Distribution estimated.
[3] Statistics of cities only.
[4] State as a whole on 7–4 plan.
[5] Includes many in continuation and other classes in Chicago.
[6] Statistics of 1926.
[7] 25,934 continuation school pupils not included.
[8] Statistics of 1927.

TABLE 10.—*Number and sex of teachers employed, not including*

State	Elementary [1]			Reorganized high schools					
				Junior			Junior-senior		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10
Continental U. S.	69,455	573,257	642,712	[2] 3,869	[2]11,518	[2]15,387	[2] 2,614	[2] 4,235	[2]6,849
Alabama	1,133	11,176	12,309				1,688	2,798	4,486
Arizona	307	2,024	2,331						
Arkansas	2,991	8,100	11,091	17	66	83	463	613	1,076
California	828	20,776	21,604	1,048	3,039	4,087			
Colorado [3]	861	6,432	7,293	220	795	1,015			
Connecticut	180	7,399	7,579						
Delaware	68	1,056	1,124						
District of Columbia	66	1,656	1,722	68	253	321			
Florida [3]	1,117	9,054	10,171						
Georgia	1,172	13,963	15,135						
Idaho	481	2,995	3,476						
Illinois [3]	3,765	31,275	35,040						
Indiana	2,854	11,334	14,188	356	754	1,110			
Iowa [3]	340	17,165	17,505						
Kansas	1,426	12,156	13,582	214	812	1,026			
Kentucky	2,903	10,544	13,447						
Louisiana	548	8,615	9,163						
Maine [4]	319	5,047	5,366						
Maryland	430	5,954	6,384	144	555	699	40	67	107
Massachusetts	1,036	17,950	18,986						
Michigan [3]	5,007	24,527	29,534						
Minnesota [5]	280	15,916	16,196	258	1,028	1,286	318	539	857
Mississippi	3,202	12,417	15,619						
Missouri	2,705	16,188	18,893						
Montana	366	4,820	5,186						
Nebraska	506	10,601	11,107						
Nevada	34	572	606						
New Hampshire	57	2,012	2,069	37	193	230			
New Jersey	860	17,658	18,518	286	908	1,194			
New Mexico	532	2,294	2,826						
New York	4,487	52,215	56,702						
North Carolina	1,995	17,436	19,431						
North Dakota	600	6,141	6,741						
Ohio	3,482	25,678	29,160	977	2,607	3,584			
Oklahoma	2,565	12,295	14,860						
Oregon	502	5,331	5,833						
Pennsylvania	5,038	37,127	42,165						
Rhode Island [3]	140	2,913	3,053						
South Carolina	948	9,388	10,336						
South Dakota	568	6,369	6,937						
Tennessee	2,767	12,301	15,068						
Texas [3]	3,392	25,007	28,399						
Utah	416	2,630	3,046						
Vermont	85	2,302	2,387						
Virginia	897	12,644	13,541	64	295	359			
Washington	530	7,159	7,689						
West Virginia	3,267	8,698	11,965						
Wisconsin	1,068	13,775	14,843	180	213	393	105	218	323
Wyoming	334	2,172	2,506						
Outlying parts of the United States									
Alaska	14	163	177						
American Samoa [6]	39	6	45						
Canal Zone	54	65	169						
Guam	47	67	114						
Hawaii	228	1,616	1,844	42	89	131	20	35	55
Philippine Islands	13,736	10,732	24,468						
Porto Rico	1,114	2,995	4,109						
Virgin Islands	19	64	83	5	4	9			

[1] Includes kindergartens. [2] Total of States reporting. [3] Distribution estimated except for total.

superintendents, supervisors, and principals, when separately reported, 1927–28

Reorganized high schools—Con.			Regular and vocational high schools			Total			Total number of teaching positions	State
Senior										
Men	Women	Total	Men	Women	Total	Men	Women	Total		
11	12	13	14	15	16	17	18	19	20	21
[2] 1,341	[2] 1,901	[2] 3,242	60,914	102,830	163,744	138,193	693,741	831,934	821,753	Continental U. S.
						2,821	13,974	16,795	16,306	Alabama.
			197	370	567	504	2,394	2,898	2,826	Arizona.
15	44	59	191	267	458	3,677	9,090	12,767	12,434	Arkansas.
			3,571	5,924	9,495	5,447	29,739	35,186	35,186	California.
			767	737	1,504	1,848	7,964	9,812	9,812	Colorado.[3]
			631	1,210	1,811	811	8,609	9,420	9,420	Connecticut.
			93	181	274	161	1,237	1,398	1,385	Delaware.
			173	383	556	307	2,292	2,599	2,599	Dist. of Columbia.
			230	820	1,050	1,347	9,874	11,221	11,150	Florida.[3]
			1,733	1,937	3,670	2,905	15,900	18,805	18,805	Georgia.
			494	599	1,093	975	3,594	4,569	4,569	Idaho.
			3,445	6,100	9,545	7,210	37,375	44,585	44,585	Illinois.[3]
			2,883	3,422	6,305	6,093	15,510	21,603	21,603	Indiana.
			1,546	4,679	6,225	1,886	21,844	23,730	23,730	Iowa.[3]
			1,821	2,712	4,533	3,461	15,680	19,141	19,141	Kansas.
			1,128	1,432	2,560	4,031	11,976	16,007	15,917	Kentucky.
			900	1,410	2,310	1,448	10,025	11,473	11,473	Louisiana.
			438	779	1,217	757	5,826	6,583	6,157	Maine.[4]
227	218	445	359	658	1,017	1,200	7,452	8,652	8,230	Maryland.
			2,215	4,050	6,265	3,251	22,000	25,251	25,251	Massachusetts.
			551	3,034	3,585	5,558	27,561	33,119	30,900	Michigan.[3]
			1,168	1,977	3,145	2,024	19,460	21,484	21,484	Minnesota.[5]
			221	713	934	3,423	13,130	16,553	14,997	Mississippi.
			2,484	3,494	5,978	5,189	19,682	24,871	24,871	Missouri.
			451	740	1,191	817	5,560	6,377	5,926	Montana.
			998	2,111	3,109	1,504	12,712	14,216	14,216	Nebraska.
			92	123	215	126	695	821	821	Nevada.
			266	436	702	360	2,641	3,001	2,908	New Hampshire.
210	375	585	1,347	2,233	3,580	2,703	21,174	23,877	23,712	New Jersey.
			130	231	361	662	2,525	3,187	3,187	New Mexico.
			4,467	9,680	14,147	8,954	61,895	70,849	70,849	New York.
			1,669	2,573	4,242	3,664	20,009	23,673	23,673	North Carolina.
			760	1,049	1,809	1,360	7,190	8,550	8,550	North Dakota.
649	960	1,609	3,111	4,207	7,318	8,219	33,452	41,671	41,091	Ohio.
			1,853	2,417	4,270	4,418	14,712	19,130	19,130	Oklahoma.
			798	1,309	2,107	1,300	6,640	7,940	7,940	Oregon.
			5,381	8,013	13,394	10,419	45,140	55,559	55,559	Pennsylvania.
			275	487	762	415	3,400	3,815	3,724	Rhode Island.[3]
			1,006	1,723	2,729	1,954	11,111	13,065	13,065	South Carolina.
			202	928	1,130	770	7,297	8,067	6,075	South Dakota.
			1,314	1,660	2,974	4,081	13,961	18,042	17,448	Tennessee.
			4,767	6,740	11,507	8,159	31,747	39,906	39,906	Texas.[3]
			513	473	986	929	3,103	4,032	4,032	Utah.
			174	385	559	259	2,687	2,946	2,594	Vermont.
			619	1,822	2,441	1,580	14,761	16,341	16,341	Virginia.
			931	1,806	2,737	1,461	8,965	10,426	10,282	Washington.
			1,033	1,847	2,880	4,300	10,545	14,845	14,845	West Virginia.
240	304	544	1,277	2,572	3,849	2,870	17,082	19,952	19,952	Wisconsin.
			241	377	618	575	2,549	3,124	3,096	Wyoming.
										Outlying parts of the United States
			11	29	40	25	192	217	217	Alaska.
						39	6	45	45	American Samoa [6]
			5	14	19	59	79	138	138	Canal Zone.
			8	2	10	55	69	124	123	Guam.
69	121	190	5	1	6	364	1,862	2,226	2,087	Hawaii.
			987	525	1,512	14,733	11,257	25,990	24,106	Philippine Islands.
			82	287	369	1,196	3,282	4,478	4,478	Porto Rico.
						24	68	92	92	Virgin Islands.

[4] Sex distribution estimated. [5] Sex distribution estimated except for total. [6] Statistics of 1926–27.

TABLE 11.—*Salaries of teachers and percentage of men teachers*

State	Average annual salaries of teachers, supervisors, and principals	Percentage of men teachers						
		1870–71[1]	1879–80	1889–90	1899–1900	1909–10	1919–20	1927–28
1	2	3	4	5	6	7	8	9
Continental United States	$1,364	41.0	42.8	34.5	29.9	21.1	14.1	16.6
Alabama	747	66.8	63.8	62.9	30.1	35.0	20.3	16.8
Arizona	1,587	------	47.5	38.8	27.3	17.0	10.8	17.4
Arkansas	680	75.6	78.4	68.5	59.7	47.0	31.2	28.8
California	2,186	40.0	33.6	21.4	17.8	13.8	12.2	15.5
Colorado	1,450	48.8	36.4	26.2	20.9	15.6	9.2	18.8
Connecticut	1,715	22.1	[1] 22.8	[1] 13.4	[1] 9.0	6.2	7.3	8.6
Delaware	1,451	29.9	46.6	[1] 31.0	25.3	13.7	10.8	11.5
District of Columbia	2,196	8.2	7.8	13.0	13.1	11.5	11.9	11.8
Florida	906	65.7	61.6	48.0	36.9	25.7	15.8	12.0
Georgia	647	71.4	[1] 65.2	53.3	44.0	24.4	13.1	15.4
Idaho	1,160	64.3	57.4	[1] 33.4	31.2	25.5	14.8	21.3
Illinois	1,634	43.5	39.7	32.5	26.4	18.5	15.0	16.2
Indiana	1,430	60.5	57.5	51.1	46.2	35.7	16.9	28.2
Iowa	1,076	39.0	33.6	20.6	17.2	9.8	8.2	7.9
Kansas	1,166	47.2	45.1	40.8	32.7	18.0	12.1	18.1
Kentucky	851	66.0	64.6	49.8	45.5	41.7	21.0	25.2
Louisiana	980	50.9	46.1	44.7	47.9	21.4	13.7	12.6
Maine	927	24.4	[1] 27.2	[1] 16.0	[1] 16.4	11.2	8.5	13.0
Maryland	1,418	45.0	42.6	27.8	21.7	17.1	11.5	13.9
Massachusetts	1,823	12.7	13.2	9.8	8.8	9.1	8.6	12.9
Michigan	1,543	26.3	29.2	22.3	20.3	14.0	11.5	16.8
Minnesota	1,259	33.7	35.9	23.9	19.4	12.0	8.8	9.4
Mississippi	[2] 545	60.8	61.2	49.6	44.2	31.0	22.0	20.7
Missouri	1,164	65.3	58.1	44.4	37.6	26.4	16.2	20.9
Montana	1,137	60.3	38.5	22.9	16.6	12.0	10.7	12.8
Nebraska	1,092	51.9	40.7	27.1	21.8	11.9	7.3	10.6
Nevada	1,504	32.4	46.7	16.3	11.1	10.8	9.0	15.3
New Hampshire	1,185	15.0	16.8	9.8	8.9	7.1	8.3	12.0
New Jersey	2,002	32.5	28.5	18.4	12.9	12.3	10.5	11.3
New Mexico	1,037	91.7	78.0	[1] 62.2	[1] 55.2	34.4	20.6	20.8
New York	2,337	22.9	26.0	16.9	14.9	11.7	10.3	12.6
North Carolina	837	73.2	[1] 71.3	59.1	49.4	28.5	15.8	15.5
North Dakota	837	24.7	[1] 40.8	28.3	28.8	17.4	12.3	15.9
Ohio	1,529	43.2	47.8	43.1	40.4	31.1	18.0	19.7
Oklahoma	963	------	------	------	42.8	26.2	18.9	23.1
Oregon	1,348	51.7	48.3	43.3	28.4	19.4	12.8	16.4
Pennsylvania	1,538	42.8	45.5	34.2	32.0	22.6	16.3	18.8
Rhode Island	1,382	20.4	20.2	12.6	9.5	8.9	7.8	10.9
South Carolina	769	62.4	59.5	49.6	[1] 43.5	23.1	14.7	15.0
South Dakota	1,105	([3])	([3])	29.0	24.4	16.6	10.5	9.5
Tennessee	835	75.0	74.4	61.8	[1] 54.0	37.0	22.4	22.6
Texas	842	77.3	[1] 75.0	61.1	48.9	30.8	18.0	20.4
Utah	1,299	55.0	54.5	46.6	36.5	26.6	24.9	23.0
Vermont	988	16.5	16.8	12.0	13.6	8.9	3.7	8.8
Virginia	822	64.5	61.8	41.5	31.5	19.9	10.9	9.7
Washington	1,538	46.5	37.4	40.6	28.9	20.0	13.9	14.0
West Virginia	1,122	79.0	75.2	63.4	57.9	48.0	28.7	29.0
Wisconsin	1,290	28.8	28.9	19.8	18.4	11.8	8.9	14.4
Wyoming	1,151	28.6	44.3	22.4	15.6	12.8	11.0	18.4
Outlying parts of the United States								
Alaska	1,551	------	------	------	------	------	11.0	11.5
American Samoa	293	------	------	------	------	------	------	86.7
Canal Zone	1,588	------	------	------	------	------	31.4	42.8
Guam	303	------	------	------	------	------	------	44.4
Hawaii	1,552	------	------	------	------	------	11.1	16.4
Philippine Islands	386	------	------	------	------	------	60.6	56.7
Porto Rico	857	------	------	------	------	------	27.8	26.7
Virgin Islands	760	------	------	------	------	------	------	26.1

[1] Estimated. [2] Partly estimated. [3] Included in North Dakota.

TABLE 12.—*Personnel and cost of instruction in public night schools, 1927–28*

State	Teachers			Students			Total cost of instruction
	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8
Total for States reporting	4,587	5,089	18,675	256,823	243,550	833,054	[1] $5,821,497
Alabama	49	64	113	2,190	1,843	4,033	73,992
California	1,515	1,535	3,050	116,588	128,449	245,037	([2])
Colorado				5,867	6,342	12,209	
Connecticut	156	503	659			20,643	267,626
Delaware	54	122	176	755	928	1,683	49,369
District of Columbia	48	205	253	4,993	5,756	10,749	91,697
Georgia			242			9,458	22,142
Idaho	41	5	46	790	421	1,211	3,542
Illinois			1,000	34,000	22,000	56,000	573,634
Indiana			242			10,632	[2] 52,430
Kansas			235			7,291	[2] 36,117
Louisiana						10,281	62,676
Maine			163			3,729	39,696
Maryland			311			12,717	126,693
Massachusetts			3,313			85,759	[3] 533,781
Minnesota	52	285	337	4,166	3,581	7,747	41,220
Nevada							[2] 1,578
New Hampshire	39	82	121	1,133	1,374	2,507	20,644
New Jersey	677	564	1,241	26,698	17,047	43,745	684,459
New York			3,018			155,064	[2] 1,897,625
North Carolina							39,627
North Dakota	6	10	16	255	371	626	2,012
Ohio	692	598	1,290	27,644	23,194	50,838	439,072
Oklahoma							68,324
Rhode Island	149	354	503	5,813	6,325	12,138	106,720
South Carolina			475			9,775	30,316
Utah							36,803
Virginia	194	68	262			7,332	66,798
Washington	189	111	300	7,847	5,154	13,001	
Wisconsin	726	583	1,309	16,100	20,114	36,214	452,844
Wyoming				1,984	651	2,635	
Outlying parts of the United States							
Alaska	5	11	16	180	25	205	2,868
Guam	8	2	10	41	34	75	
Hawaii	3	40	43	60	839	899	10,817
Philippine Islands				5,794	625	6,419	

[1] $2,498,372 of this amount is included in day-school costs.
[2] Included in day-school costs.
[3] $510,562 of this amount is included in day-school costs.

TABLE 13.—*Personnel and cost of instruction in summer schools, 1927–28*

State	Teachers			Students			Total cost of instruction
	Men	Women	Total	Men	Women	Total	
1	2	3	4	5	6	7	8
Total for States reporting	875	2,243	5,147	67,250	66,158	155,215	[1] $628,310
Delaware	11	7	18	15	223	238	[2] 12,592
District of Columbia	49	205	254	5,094	5,756	10,850	26,994
Illinois			800	15,000	12,000	27,000	
Maryland	42	98	140	3,816	3,673	7,489	31,326
Massachusetts			880			20,698	[2] 160,865
New Hampshire	3	24	27	317	292	609	2,773
New Jersey	236	1,101	1,337	21,661	19,799	41,460	240,699
Ohio	467	754	1,221	16,492	18,239	34,731	
Rhode Island			26	497	408	905	5,028
South Carolina			57			1,109	7,657
Virginia			266	3,350	4,356	7,706	79,834
Wisconsin	67	54	121	1,008	1,412	2,420	60,542
Outlying parts of the United States							
Hawaii	15	22	37	142	859	1,001	7,500
Philippine Islands	51	62	113			3,644	

[1] $173,457 of this amount is included in day-school costs. [2] Included in day-school costs.

TABLE 14.—*Schools and school buildings, 1927–28*

State	Consolidated schools		1-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	700	16,050	153,306	244,128	10,598	254,726
Alabama	46	543	3,015	5,888	142	6,030
Arizona	2	54	204	499	36	535
Arkansas			3,758	6,122	73	6,195
California	9	172	1,519	6,525	422	6,947
Colorado	1	167	1,910	3,027	156	3,183
Connecticut			536	1,388	66	1,454
Delaware	1	54	232	417	27	444
District of Columbia	0	0	0	146	20	166
Florida			[1] 946	2,419	[2] 74	2,493
Georgia	193	984	1,396	6,478	30	6,508
Idaho	[3] 15	[3] 100	926	1,583	[4] 48	1,631
Illinois	3	114	10,105	13,656	580	14,236
Indiana	19	1,483	2,518	4,815	179	4,994
Iowa	0	386	9,585	11,294	[4] 839	12,133
Kansas	3	179	7,200	8,645	[4] 641	9,286
Kentucky		[5] 312	6,256	[4] 7,146	[4] 707	[4] 7,853
Louisiana		500	1,513	3,149	50	3,199
Maine	2	15	1,868	2,590	92	2,682
Maryland			1,206	2,147	50	2,197
Massachusetts			570	2,713	[4] 210	2,923
Michigan	10	237	6,372	7,067	[4] 1,873	8,940
Minnesota	3	396	6,997	9,085	90	9,175
Mississippi	57	988	2,930	3,599	0	3,599
Missouri		380	7,393	[4] 9,810	[4] 289	[4] 10,099
Montana	9	74	2,425	3,457	127	3,584
Nebraska		81	6,081	7,459	157	7,616
Nevada		12	212	290	[2] 32	322
New Hampshire	0	23	608	991	34	1,025
New Jersey		[6] 274	430	2,185	115	2,300
New Mexico		112	827	1,427	52	1,479
New York	29	455	7,350	11,931	[2] 170	[4] 12,101
North Carolina	11	951	1,907	6,146	[4] 133	6,279
North Dakota		503	4,361	5,119	21	5,140
Ohio		1,031	4,910	8,019	417	8,436
Oklahoma	8	447	3,426	5,868	[2] 121	5,989
Oregon	23	130	1,536	2,541	140	2,681
Pennsylvania	63	524	7,821	13,310	531	13,841
Rhode Island	2	15	97	466	23	489
South Carolina		[4] 406	1,905	4,184	[2] 51	4,235
South Dakota	0	108	4,796	4,796	608	5,404
Tennessee	55	822	3,471	6,974	[2] 73	7,047
Texas		1,195	3,899	11,751	[2] 179	11,930
Utah			115	669	43	712
Vermont	0	[4] 50	1,087	1,363	17	1,380
Virginia	38	812	3,015	5,873	[2] 60	5,933
Washington	50	396	1,313	2,784	157	2,941
West Virginia	37	389	4,979	6,700	459	7,159
Wisconsin	1	73	6,665	8,143	160	8,303
Wyoming	10	103	1,115	1,474	24	1,498
Outlying parts of the United States						
Alaska			61		1	92
American Samoa [5]			15		0	21
Canal Zone			1		0	22
Guam						25
Hawaii			22		34	
Philippine Islands						7,457
Porto Rico		300			21	2,161
Virgin Islands	0	1	3		3	26

[1] Statistics of 1929.
[2] Estimated from reports from high schools.
[3] Estimated statistics of 1927.
[4] Statistics of 1926.
[5] Statistics of 1927.
[6] Statistics of 1925.

TABLE 15.—*Value of public property used for school purposes, 1927–28*

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] $4,205,080,224	[1] $409,062,623	$5,486,938,599	$218
Alabama	41,581,559	4,894,216	46,475,775	73
Arizona [2]			17,000,000	191
Arkansas	27,819,869	3,908,893	31,728,762	66
California	347,765,529	40,610,597	388,376,126	386
Colorado	53,630,764	6,107,689	59,738,453	250
Connecticut	85,878,107	507,652	86,385,759	277
Delaware			9,341,173	229
District of Columbia [2]			29,000,000	375
Florida			75,078,362	208
Georgia	43,756,968	4,897,355	48,654,323	69
Idaho	[3] 19,120,579	[3] 3,226,989	22,347,568	185
Illinois	356,729,864	28,302,143	385,032,007	279
Indiana	84,993,195	11,327,780	96,320,975	147
Iowa			117,956,782	214
Kansas			86,355,515	203
Kentucky	47,405,547	4,552,100	51,957,647	89
Louisiana	53,368,475	5,664,156	59,032,631	142
Maine	27,577,977	3,226,471	30,804,448	203
Maryland			51,765,517	191
Massachusetts	229,965,961	14,926,533	244,892,494	329
Michigan			295,524,716	351
Minnesota	151,988,440		151,988,440	275
Mississippi [2]			40,000,000	66
Missouri	139,138,495	14,659,140	153,797,635	226
Montana	24,772,613	3,851,071	28,623,684	243
Nebraska	71,915,428	8,476,907	80,392,335	247
Nevada	4,248,614	824,061	5,072,675	290
New Hampshire	16,635,940	1,917,505	18,553,445	255
New Jersey	238,060,787	17,656,708	255,717,495	336
New Mexico [4]	8,383,760	1,132,526	9,516,286	110
New York	671,255,016	55,612,050	726,867,066	353
North Carolina			100,929,364	119
North Dakota			38,305,639	222
Ohio	257,175,812	30,358,889	287,534,701	222
Oklahoma [4]	67,464,127	13,393,279	80,857,406	119
Oregon	34,833,285	5,059,672	39,892,957	213
Pennsylvania	462,429,680	44,987,435	507,417,115	269
Rhode Island	26,682,223	2,323,000	29,005,223	256
South Carolina	35,669,812	3,639,074	39,308,886	83
South Dakota	33,521,973	4,523,190	38,045,163	231
Tennessee	28,214,098	3,211,483	31,425,581	46
Texas	156,588,049	22,612,549	179,200,598	145
Utah	24,781,470	2,688,072	27,469,542	201
Vermont			10,538,684	163
Virginia	56,639,874	5,301,323	61,941,197	112
Washington	68,555,028	8,937,799	77,492,827	229
West Virginia	59,131,500	6,811,577	65,943,077	164
Wisconsin	135,081,486	16,650,516	151,732,002	280
Wyoming	13,318,320	2,282,223	15,600,543	294
Outlying parts of the United States				
Alaska	1,000,000	110,000	1,110,000	230
American Samoa [5]	33,000	2,000	35,000	19
Canal Zone			323,480	147
Guam	83,775	6,945	90,720	26
Hawaii	10,110,017	920,506	11,030,523	170
Philippine Islands			20,197,574	18
Porto Rico	[4] 4,600,000	877,320	5,477,320	25
Virgin Islands			82,500	28

[1] Total of States reporting.
[2] Estimated.
[3] Distribution estimated.
[4] Statistics of 1926.
[5] Statistics of 1927.

TABLE 16.—*Permanent school funds, State debts to permanent school funds, and school lands, 1927–28*

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] $398,763,848	[1] $22,208,645	[1] $54,167,089	$483,496,583	43,617,572	$433,646,936
Alabama	[2] 3,159,839	14,587		3,174,426	130,000	2,000,000
Arizona	1,442,564			1,442,564	7,577,230	22,731,169
Arkansas	1,732,614			1,732,614		
California	11,315,774			11,315,774	800,000	1,600,000
Colorado [3]	7,235,269			7,235,269	2,735,354	41,030,310
Connecticut	2,096,615		975,886	3,072,501	0	0
Delaware	944,407		60,000	1,004,407	0	0
Florida	4,393,078			4,393,078	183,699	
Idaho [4]	10,376,972			10,376,972	2,454,563	24,545,625
Illinois	948,955		46,660,197	47,609,152	[5] 6,566	39,556,622
Indiana	15,356,629		2,492,350	17,848,979	[4] 915	[4] 34,954
Iowa [4]	4,813,481			4,813,481		30,527
Kansas	10,615,266			10,615,266	0	0
Kentucky	[6] 2,447,436			2,447,436		
Louisiana	2,900,550			2,900,550	134,941	2,540,000
Maine	561,974		714,864	1,276,838		
Massachusetts	5,000,000			5,000,000	0	0
Michigan	5,500,000			5,500,000		
Minnesota	56,351,932			56,351,932	1,363,398	81,900,000
Mississippi [7]	1,036,519			1,036,519	575,000	
Missouri	[4] 20,811,948	11,068,207	2,494,444	34,374,599	0	0
Montana	18,010,742			18,010,742	4,250,482	42,504,824
Nebraska	10,901,753			10,901,753	1,582,334	19,779,172
Nevada	2,943,742			2,943,742	12,323	15,403
New Hampshire	59,723		769,348	829,071	0	0
New Jersey	11,126,416	168,000		11,294,416	0	0
New Mexico [4]	1,294,641			1,294,641	8,689,796	33,259,531
New York [7]	9,546,803			9,546,803	0	0
North Carolina	1,305,332			1,305,332	0	0
North Dakota	20,960,857			20,960,857	1,949,555	22,418,334
Ohio	4,565,824			4,565,824	9,444	371,654
Oklahoma	28,572,258			28,572,258	[8] 333,786	6,406,339
Oregon	7,703,010			7,703,010	700,000	1,750,000
Pennsylvania	1,168,686			1,168,686	0	0
Rhode Island	325,380			325,380	0	0
South Carolina	66,758			66,758	0	0
South Dakota	20,432,332			20,432,332	2,207,662	30,000,000
Tennessee	2,512,500			2,512,500		
Texas	36,976,334	10,957,851		47,934,185	219,239	1,675,762
Utah	5,023,929			5,023,929	2,500,000	6,250,000
Vermont	1,377,027			1,377,027	[9] 47,220	[9] 1,770,000
Virginia	5,810,946			5,810,946	0	0
Washington	21,514,717			21,514,717	1,673,155	16,731,550
West Virginia	1,000,000			1,000,000		
Wisconsin				8,357,001	12,394	60,000
Wyoming	16,522,316			16,522,316	3,468,516	34,685,160

[1] Total of States reporting.
[2] State debt.
[3] Statistics of 1922.
[4] Statistics of 1926.
[5] Not including 141 city lots.
[6] Of this amount $2,315,636 is a State debt.
[7] Statistics of 1925.
[8] Not including 3,211 town lots.
[9] Statistics of 1920.

TABLE 17.—*Indebtedness, sinking funds, and payments on indebtedness, 1927–28*

State	School bonds outstanding and other forms of debt	Total amount in school sinking funds	Bonds and other indebtedness paid in 1927–28	Transfers to sinking funds	Interest paid on indebtedness	Refunds
1	2	3	4	5	6	7
Continental U. S.	$2,158,148,666	$100,698,289	$142,675,839	$19,184,914	$92,024,739	$2,475,333
Alabama	19,753,512		1,017,694		226,446	
Arizona	11,837,149	1,730,301	1,185,550	1,867,476	722,964	
Arkansas	16,659,546		834,176		886,996	
California	211,847,453					
Colorado	32,754,383		719,916		1,902,144	
Connecticut			2,417,053	372,240	1,477,542	
Delaware	1,274,167		63,500		50,986	4,331
Florida	65,665,954		8,471,905		3,935,798	
Georgia			[1] 3,379,443		[2]	
Idaho	11,442,055	959,165	956,579		1,244,148	
Illinois	68,180,753		3,967,452		4,580,324	
Indiana	65,424,421		4,727,718		2,185,104	
Iowa	57,351,275		2,167,987		2,377,416	
Kansas	13,612,449		[3] 245,000		[3] 556,389	
Kentucky			3,949,032		389,743	
Louisiana	23,543,414	0	1,664,720		1,393,873	754,119
Maine			[4]		[1] 509,561	
Maryland	[5] 35,056,160		1,068,775		1,062,923	
Michigan	[6] 147,953,098		[1] 15,761,496		[7]	
Minnesota	74,587,590		4,017,644		[2]	
Mississippi	[5] 6,920,100		1,279,954		[2]	
Missouri	46,147,312					
Montana	11,095,705	1,202,309	1,112,265	1,246,875	591,639	3,945
Nebraska	34,184,564	2,141,552	2,617,320		997,573	44,400
Nevada	1,801,639		300,878			
New Hampshire	6,678,605		612,207		303,162	
New Jersey	183,903,020	14,241,857	6,441,292	690,683	8,159,624	
New Mexico [6]	6,133,718		340,672	104,029	309,486	
New York	164,128,111	726,458	15,814,709	126,557	19,969,113	229,987
North Carolina	[9] 24,764,476	[9] 139,510	2,096,316		3,267,181	
North Dakota	16,720,455	4,290,579	1,165,429	576,386	745,219	
Ohio	226,574,381	[9] 14,768,671	[9] 18,475,575		11,137,427	533,391
Oklahoma	[6] 54,029,055	[6] 14,119,324	[6] 2,956,000		2,932,006	347,564
Oregon	22,272,730		5,021,363		861,449	
Pennsylvania	251,238,109	30,025,851	12,961,761	7,986,074	7,826,129	393,912
Rhode Island	[6] 11,852,729	[6] 2,367,430	505,412		753,132	
South Carolina	[9] 1,038,728				1,021,426	
South Dakota	19,354,765		2,540,384		1,107,824	
Tennessee	[9] 15,583,930	[9] 842,898				
Texas	99,416,024	8,502,991	2,356,398	4,115,341	4,244,766	
Utah	12,106,694	1,545,592	497,934	257,053	589,337	
Vermont	2,385,320		86,044		150,400	
Virginia	[6] 10,882,846		565,003		881,433	
Washington	30,226,241	2,772,798	2,726,574		1,557,327	
West Virginia	15,561,000	858,195	[10] 1,369,410	1,413,311	[10] 68,095	
Wisconsin	18,403,911		4,217,299		997,363	163,684
Wyoming	7,801,119	445,216		428,889	51,271	
Outlying parts of the United States						
Alaska	[9] 369,500	0	13,500		14,910	
Porto Rico			131,590		56,229	

[1] Includes interest and bonds.
[2] Included in column 4.
[3] Estimated.
[4] Included in column 6.
[5] Net after subtracting sinking fund.
[6] Statistics of 1926.
[7] Included in operation of plant.
[8] Statistics of 1925.
[9] Statistics from reports of city school systems.
[10] Distribution estimated.

TABLE 18.—*Administrative officers, supervisors, principals, and teaching positions, 1927–28*

State	Administrative officers and assistants						Supervisors of instruction			Principals			Total number of teachers, supervisors, and principals
	State superintendents and deputies	Other officers in State department	County superintendents' offices	City superintendents' offices	District and township superintendents' offices	Total	Elementary schools[1]	Secondary schools[2]	Total	Elementary schools[1]	Secondary schools[2]	Total	
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental U. S.	115	1,331	5,592	9,836	11,336	28,210	[3]3,704	[3]1,482	[4]7,659	[3]14,031	[3]6,816	[5]28,829	854,230
Alabama	2	30	140	101	------	273	104	14	118	97	46	143	16,567
Arizona	2	17	51	83	------	153	49	65	114	81	32	113	3,053
Arkansas	3	26	92	84	------	205	24	2	26	122	181	303	12,763
California	2	37	194	89	96	418	437	64	501	2,268	448	2,716	38,403
Colorado	2	2	63	17	------	84	(6)	(6)	(6)	(6)	(6)	(6)	9,812
Connecticut	1	55	------	29	57	142	405	22	427	550	114	664	10,511
Delaware	3	32	------	36	22	93	6	------	6	25	15	40	1,431
District of Columbia	------	------	------	9	------	9	67	16	83	55	30	85	2,767
Florida	1	23	67	------	------	91	------	------	------	------	312	312	11,462
Georgia	1	9	161	177	------	348	------	------	120	------	------	------	18,925
Idaho	3	17	61	909	3,704	4,694	------	------	------	------	------	------	4,569
Illinois	1	29	206	320	------	556	------	------	------	------	------	1,139	45,724
Indiana	2	39	92	791	1,341	2,265	475	255	730	671	849	1,520	23,853
Iowa	2	10	198	------	918	1,128	------	------	------	------	------	1,345	25,075
Kansas	2	18	180	86	------	286	125	33	158	257	128	385	19,684
Kentucky	2	20	120	84	6	232	60	59	119	------	------	------	16,036
Louisiana	1	27	192	4	------	224	25	------	25	109	145	254	11,752
Maine	2	7	------	8	135	152	------	------	------	------	------	------	6,157
Maryland	2	11	71	71	------	155	140	26	166	[6]97	[6]49	146	8,396
Massachusetts	1	31	------	225	------	257	------	------	619	695	186	881	26,751
Michigan	5	39	143	339	(7)	526	69	------	69	892	186	1,078	32,047
Minnesota	2	49	116	------	309	476	------	------	------	------	287	287	21,771
Mississippi	2	40	810	235	589	1,676	53	39	92	3,460	585	4,045	19,134
Missouri	2	32	114	75	------	223	------	------	------	------	------	------	24,871
Montana	2	6	76	------	195	279	20	------	20	87	20	107	6,053
Nebraska	3	23	93	378	------	497	91	80	171	119	138	257	14,644
Nevada	2	6	------	10	------	18	------	------	------	29	25	54	875
New Hampshire	3	13	------	911	65	992	63	39	102	12	28	40	3,050
New Jersey	6	46	69	388	465	974	498	120	618	481	138	619	24,949
New Mexico	2	2	124	55	282	465	14	13	27	------	------	------	3,214
New York	7	93	------	143	208	451	------	[6]1,030	------	------	------	[6]2,835	70,840
North Carolina	1	59	105	91	------	256	69	------	69	------	------	288	24,039
North Dakota	2	13	114	1,084	------	1,213	------	------	146	------	------	569	9,265
Ohio	2	39	217	969	285	1,512	------	------	425	------	------	1,205	42,721
Oklahoma	2	13	77	------	351	443	------	------	------	------	------	------	19,130
Oregon	2	12	81	49	35	179	10	75	85	------	------	160	8,185
Pennsylvania	6	144	169	981	------	1,300	435	267	702	1,756	1,163	2,919	59,180
Rhode Island	2	5	------	68	286	361	------	------	99	------	------	441	4,264
South Carolina	2	21	71	32	27	153	------	------	------	------	14	14	13,079
South Dakota	3	9	122	349	------	483	------	------	------	613	349	962	7,037
Tennessee	1	18	201	136	------	356	------	------	------	------	------	------	17,448
Texas	4	53	277	------	981	1,315	------	------	------	------	------	------	39,906
Utah	2	23	300	68	------	393	23	21	44	288	138	426	4,502
Vermont	3	15	------	8	48	74	------	------	34	54	97	151	2,779
Virginia	1	44	188	46	------	279	103	4	107	------	403	403	16,851
Washington	3	30	77	------	445	555	140	33	173	749	212	961	11,416
West Virginia	2	19	55	124	390	590	45	51	96	164	133	297	15,238
Wisconsin	3	16	72	174	------	265	121	184	305	279	346	625	20,882
Wyoming	3	9	33	------	96	141	33	------	33	21	19	40	3,169
Outlying parts of the United States													
Alaska	3	------	------	21	------	24	2	------	2	2	3	5	224
American Samoa[8]	2	------	------	------	------	2	------	------	------	------	------	------	45
Canal Zone	3	------	------	------	------	3	2	------	2	2	2	4	144
Guam	2	9	------	------	------	11	2	------	2	25	1	26	151
Hawaii	2	23	------	------	------	25	29	------	29	79	16	95	2,211
Philippine Islands	3	191	------	140	------	334	631	------	631	1,140	101	1,241	25,978
Porto Rico	8	------	------	77	45	130	------	------	------	51	21	72	4,550
Virgin Islands	1	------	------	------	5	6	1	------	1	2	------	2	95

[1] Includes kindergartens.
[2] Includes reorganized, regular, and vocational high schools.
[3] Total of States reporting.
[4] Includes 1,030 supervisors also included in teaching positions.
[5] Includes 2,981 principals also included in teaching positions.
[6] Included with teachers.
[7] Included in column 5.
[8] Statistics of 1926–27.

TABLE 19.—*Percentage analysis of revenue receipts, 1927–28*

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 and subsidies	State	County	Local
	State and Federal aid and subsidies	County	Local						
1	2	3	4	5	6	7	8	9	10
Continental U. S.	16.8	10.8	72.4	1.3	94.2	4.5	16.2	10.9	72.9
Alabama	41.8	33.8	24.4	-------	90.9	9.1	44.6	30.4	25.0
Arizona	20.3	36.0	43.7	3.1	96.2	.7	18.0	37.0	45.0
Arkansas	33.7	4.8	61.5	.6	94.0	5.4	33.6	2.9	63.5
California	19.8	27.6	52.6	.4	94.8	4.8	20.1	29.1	50.8
Colorado	3.3	19.8	76.9	3.1	79.9	17.0	.1	24.7	75.2
Connecticut	3.1	-------	96.9	.7	97.7	1.6	2.5	-------	97.5
Delaware	86.3	-------	13.7	97.2	1.4	1.4	86.6	-------	13.4
District of Columbia	27.2	-------	72.8	-------	99.9	.1	27.3	-------	72.7
Florida	9.4	47.1	43.5	1.2	79.3	19.5	9.6	35.6	54.8
Georgia	30.5	29.6	39.9	-------	93.3	6.7	31.5	31.7	36.8
Idaho	8.2	24.2	67.6	6.9	81.9	11.2	.9	29.5	69.6
Illinois	6.1	.2	93.7	.9	89.9	9.2	6.4	.2	93.4
Indiana	8.2	91.4	.4	1.7	95.8	2.5	6.8	.4	92.8
Iowa	4.6	.7	94.7	1.0	95.4	3.6	3.5	.7	95.8
Kansas	2.0	-------	98.0	1.2	81.5	17.3	.7	-------	99.3
Kentucky	27.7	26.7	45.6	.1	94.0	5.9	28.7	28.4	42.9
Louisiana	27.9	54.2	17.9	1.1	93.8	5.1	27.9	53.0	19.1
Maine	30.4	-------	69.6	.6	95.8	3.6	31.2	-------	68.8
Maryland	18.7	32.3	49.0	1.4	97.6	1.0	17.2	32.7	50.1
Massachusetts	10.5	-------	89.5	.4	99.3	.3	9.9	-------	90.1
Michigan	16.4	.7	82.9	.4	92.2	7.4	17.1	.8	82.1
Minnesota	20.5	5.8	73.7	4.4	88.6	7.0	17.8	5.1	77.1
Mississippi	33.1	25.7	41.2	.4	98.1	1.5	32.3	25.8	41.9
Missouri	10.6	1.9	87.5	4.2	95.3	.5	8.0	.6	91.4
Montana	12.8	36.9	50.3	8.9	88.8	2.3	4.1	41.6	54.3
Nebraska	5.8	.6	93.6	3.1	93.8	3.1	1.7	.6	97.7
Nevada	23.2	62.4	14.4	7.6	90.8	1.6	15.4	68.7	15.9
New Hampshire	10.4	-------	89.6	.6	98.2	1.2	10.2	-------	89.8
New Jersey	20.2	.8	79.0	.6	97.4	2.0	20.0	.8	79.2
New Mexico	30.2	56.0	13.8	17.6	80.2	2.0	14.0	68.6	16.4
New York	27.1	-------	72.9	-------	98.7	1.3	27.2	-------	72.8
North Carolina	11.9	61.4	26.7	.1	95.6	4.3	11.6	69.8	26.6
North Dakota	10.3	3.4	86.3	7.7	92.0	.3	2.5	3.7	93.8
Ohio	5.3	30.3	64.4	.4	96.6	3.0	5.0	31.4	63.6
Oklahoma	7.6	8.3	84.1	5.8	92.6	1.6	1.4	8.9	89.7
Oregon	13.6	19.0	67.4	2.0	97.8	.2	11.7	19.4	68.9
Pennsylvania	17.2	-------	82.8	.1	95.5	4.4	17.6	-------	82.4
Rhode Island	15.8	-------	84.2	.1	99.5	.4	15.3	-------	84.7
South Carolina	25.2	26.1	48.7	.1	89.5	10.4	26.4	29.1	55.4
South Dakota	9.5	-------	90.5	9.0	85.3	5.7	.3	-------	99.7
Tennessee	25.7	55.8	18.5	.7	98.2	1.1	24.6	56.8	18.6
Texas	36.2	3.9	59.9	4.4	89.1	6.5	36.7	2.5	60.8
Utah	35.4	-------	64.6	3.0	94.7	2.3	33.9	-------	66.1
Vermont	14.7	-------	85.3	1.6	95.9	2.5	12.9	-------	87.1
Virginia	28.5	57.0	14.5	.8	94.6	4.6	26.7	58.0	15.3
Washington	30.7	15.7	53.6	3.9	90.4	5.7	28.2	17.4	54.4
West Virginia	8.1	.7	91.2	.2	95.2	4.6	6.9	.8	92.3
Wisconsin	10.6	9.5	79.9	1.0	97.5	1.5	9.8	8.7	81.5
Wyoming	33.1	16.6	50.3	15.5	68.2	16.3	2.4	24.3	73.3
Outlying parts of the United States									
Alaska	74.2	-------	25.8	-------	100.0	-------	74.2	-------	25.8
American Samoa	-------	-------	-------	-------	100.0	-------	100.0	-------	-------
Canal Zone	100.0	-------	-------	-------	97.2	2.8	100.0	-------	-------
Guam	99.4	-------	.6	-------	78.9	21.1	100.0	-------	-------
Hawaii	73.2	26.8	-------	-------	99.7	.3	73.1	26.9	-------
Philippine Islands	64.1	14.0	21.9	-------	100.0	-------	64.1	14.0	21.9
Porto Rico	74.2	25.8	-------	-------	100.0	-------	74.2	25.8	-------
Virgin Islands	100.0	-------	-------	-------	100.0	-------	100.0	-------	-------

TABLE 20.—*Receipts from permanent school funds and leases of school lands, 1927–28*

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 U. S.	$21,652,481	$4,738,316	$22,696,358	$1,619,342	$2,075,097	$26,390,797
Arizona	126,875	175,521	273,719	[1] 28,677		302,396
Arkansas	65,725		65,725			65,725
California	506,843	34,363	541,206			541,206
Colorado	790,759	[2]	790,759			790,759
Connecticut	226,980	0	125,672		101,308	226,980
Delaware	57,202	0	53,602		3,600	57,202
Florida	272,578		272,578			272,578
Idaho	608,093	136,303	744,396			744,396
Illinois	461,702	816,541	57,000		1,221,243	1,278,243
Indiana	1,071,675	[2]	879,741		191,934	1,071,675
Iowa	478,774		478,774			478,774
Kansas	516,590	0	516,590			516,590
Kentucky	8,131		8,131			8,131
Louisiana	152,022	72,083	152,022	72,083		224,105
Maine	72,421		33,718		38,703	72,421
Maryland [3]	292,869	0	292,869			292,869
Massachusetts	339,270	0	339,270			339,270
Michigan	364,614		364,614			364,614
Minnesota	2,204,356	[2]	2,204,356			2,204,356
Mississippi	62,191	0	62,191			62,191
Missouri	1,718,729	0	1,040,597	553,410	124,722	1,718,729
Montana	778,701	389,351	1,168,052			1,168,052
Nebraska	486,719	394,072	880,791			880,791
Nevada	130,179	27,940	158,119			158,119
New Hampshire	40,062	0	2,389		37,673	40,062
New Jersey	527,704	0	500,000	27,704		527,704
New Mexcio	161,595	822,154	983,749			983,749
North Carolina	43,528	0	43,528			43,528
North Dakota	975,772	105,139	1,080,911			1,080,911
Ohio	279,110	268,644	279,110		268,644	547,754
Oklahoma	1,058,988	714,246	1,773,234			1,773,234
Oregon	404,120		404,120			404,120
Pennsylvania	100,590	0	100,590			100,590
Rhode Island	14,264	0	14,264			14,264
South Carolina	15,603	0	15,603			15,603
South Dakota	979,140	520,608	1,499,748			1,499,748
Tennessee	150,750		150,750			150,750
Texas [4]	2,335,627	[2]	1,458,056	877,571		2,335,627
Utah	299,815	22,321	322,136			322,136
Vermont	60,953	14,182	60,953		14,182	75,135
Virginia	178,530	0	178,530			178,530
Washington	828,325	224,848	1,053,173			1,053,173
West Virginia	40,610		40,610			40,610
Wisconsin	422,630		289,645	59,897	73,088	422,630
Wyoming	940,767	[2]	940,767			940,767

[1] From United States forest reserve fund.
[2] Included in column 2.
[3] Principal of permanent school fund distributed and fund abolished.
[4] Statistics of 1927.

TABLE 21.—*Income from appropriation and taxation, 1927–28*

State	State	County	Local	Total
1	2	3	4	5
Continental United States	$308,392,472	$208,217,612	$1,392,298,839	$1,908,908,923
Alabama	7,518,232	5,115,209	4,212,237	16,845,678
Arizona	1,689,507	3,484,054	4,240,032	9,413,593
Arkansas	3,673,593	315,000	6,935,412	10,924,005
California	24,223,750	35,013,601	61,230,483	120,467,834
Colorado	20,000	5,053,351	15,396,081	20,469,432
Connecticut	754,071		29,372,148	30,126,219
Delaware	3,465,198		536,376	4,001,574
District of Columbia	[1] 3,333,934		8,898,965	12,232,899
Florida	1,787,362	6,591,061	10,148,280	18,526,703
Georgia	5,011,564	5,050,558	5,863,770	15,925,892
Idaho	74,732	2,615,612	6,165,139	8,855,483
Illinois	8,200,943	203,369	119,583,290	127,987,602
Indiana	4,171,762	226,050	56,561,256	60,959,068
Iowa	1,649,898	337,923	44,811,665	46,799,486
Kansas	245,198		33,801,607	34,046,805
Kentucky	5,795,885	5,740,106	8,664,788	20,200,779
Louisiana	5,172,274	9,843,387	3,539,405	18,555,066
Maine	3,135,646		6,930,325	10,065,971
Maryland	3,410,515	6,485,819	9,946,963	19,843,297
Massachusetts	8,227,604		74,720,273	82,947,877
Michigan	15,453,752	712,087	74,138,811	90,304,650
Minnesota	7,979,564	2,265,727	34,435,431	44,680,722
Mississippi	5,577,527	4,467,026	7,256,858	17,301,411
Missouri	3,115,866	225,000	35,686,744	39,027,610
Montana	481,061	4,836,790	6,315,463	11,633,314
Nebraska	448,747	165,926	26,217,977	26,832,650
Nevada	290,116	1,292,484	298,500	1,881,100
New Hampshire	710,901		6,274,321	6,985,222
New Jersey	17,843,793	681,986	70,592,959	89,118,738
New Mexico	629,205	3,131,574	736,706	4,497,485
New York	72,547,886		194,113,754	266,661,640
North Carolina	3,685,436	19,643,301	8,472,986	31,801,723
North Dakota	327,300	480,000	12,152,072	12,959,372
Ohio	6,360,408	40,373,368	81,788,756	128,522,532
Oklahoma	400,806	2,517,561	25,468,636	28,387,003
Oregon	2,292,226	3,817,340	13,565,624	19,675,190
Pennsylvania	28,494,210		133,028,448	161,522,658
Rhode Island	2,146,783		11,849,695	13,996,478
South Carolina	3,440,916	3,792,862	5,788,096	13,021,874
South Dakota	49,000		14,151,576	14,200,576
Tennessee	5,144,365	11,872,882	3,876,270	20,893,517
Texas	17,251,718	1,185,049	28,527,451	46,964,218
Utah	3,467,960		6,758,462	10,226,422
Vermont	586,232		3,968,660	4,554,892
Virginia	5,382,038	11,678,900	3,082,530	20,143,468
Washington	6,960,777	4,297,467	13,421,359	24,679,603
West Virginia	1,731,347	191,300	23,098,133	25,020,780
Wisconsin	3,933,330	3,504,241	32,629,520	40,067,091
Wyoming	97,534	1,009,641	3,044,546	4,151,721
Outlying parts of the United States				
Alaska	500,124		173,759	673,883
American Samoa [2]	23,388			23,388
Canal Zone	319,665			319,665
Guam	46,289			46,289
Hawaii	4,118,237	1,515,060		5,633,297
Philippine Islands [3]	8,852,442	1,935,435	3,026,795	13,814,672
Porto Rico	4,328,891	1,505,577		5,834,468
Virgin Islands	113,867			113,867

[1] From Federal appropriation. [2] Statistics of 1927. [3] Distibution estimated.

TABLE 22.—*Income from Federal Government, from all other sources, and total revenue receipts, 1927–28*

State	Receipts from revenue sources other than those designated in Tables 16 and 17 and columns 6 and 7 in this table				Total revenue receipts					
	State	County	Local	Total	Federal aid for vocational education	Subsidies from educational foundations	State	County	Local	Grand total
1	2	3	4	5	6	7	8	9	10	11
Continental United States	$2,190,055	$9,242,513	$71,876,470	$83,309,038	$6,174,307	$967,273	$333,278,885	$219,079,467	$1,466,250,406	$2,025,750,338
Alabama	22,445	1,152,894	304,242	1,479,581	129,195	69,196	7,540,677	6,268,103	4,516,479	18,523,650
Arizona	667	5,014	36,822	42,503	22,643		1,963,893	3,517,745	4,276,854	9,781,135
Arkansas	[1] 17,733	249,683	208,197	475,613	99,122	56,912	3,757,051	564,683	7,143,609	11,621,377
California	2,620	87,835	5,567,975	5,658,430	[2] 395,950	12,710	24,767,576	35,101,436	66,798,458	127,076,130
Colorado			4,320,536	4,320,536	42,000		810,759	5,053,351	19,716,617	25,622,727
Connecticut	4,535		403,611	408,146	85,502		884,278		29,877,067	30,846,847
Delaware	12,744		24,180	36,924	19,300		3,531,544		564,156	4,115,000
District of Columbia			5,427	5,427			[3] 3,333,934		8,904,392	12,238,326
Florida	55,548	4,407,760		4,463,308	54,531	27,603	2,115,488	10,998,821	10,148,280	23,344,723
Georgia			952,557	952,557	157,000	28,823	5,011,564	5,050,558	6,816,327	17,064,272
Idaho			1,142,759	1,142,759	63,741		819,128	2,615,612	7,307,898	10,806,379
Illinois		96,224	12,567,473	12,663,697	366,722		8,257,943	299,593	133,372,006	142,296,264
Indiana	30,997		1,409,343	1,440,340	165,512		5,082,500	226,050	58,162,533	63,636,595
Iowa			1,654,589	1,654,589	128,259		2,128,672	337,923	46,466,254	49,061,108
Kansas			7,180,158	7,180,158	67,530		761,788		40,981,765	41,811,083
Kentucky			1,128,206	1,128,206	127,605	18,018	5,804,016	5,740,106	9,792,994	21,482,739
Louisiana	1,257	809,948		811,205	92,920	110,531	5,325,553	10,725,418	3,539,405	19,793,827
Maine			355,017	355,017	27,228		3,169,364		7,324,045	10,520,637
Maryland	2,154	89,154	18,688	109,996	[4] 73,246	18,581	3,705,538	6,574,973	9,965,651	20,337,989
Massachusetts					215,078		8,566,874		74,720,273	83,502,225
Michigan			7,013,000	7,013,000	206,468		15,818,366	712,087	81,151,811	97,888,732
Minnesota		653,458	2,768,565	3,422,023	132,880		10,183,920	2,919,185	37,203,996	50,439,981
Mississippi		63,624	7,537	71,161	125,172	74,390	5,639,718	4,530,650	7,264,395	17,634,325
Missouri					193,778		4,156,463	778,410	35,811,466	40,940,117
Montana			272,293	272,293	27,235		1,649,113	4,836,790	6,587,756	13,100,894
Nebraska	271,135		546,843	817,978	73,454		1,600,673	165,926	26,764,820	28,604,873
Nevada					[5] 32,074		448,235	1,292,484	298,500	2,071,293

New Hampshire	1,059		60,858	61,917	21,467		714,349		6,372,852	7,108,668
New Jersey		27,872	1,658,134	1,686,006	162,388		18,343,793	737,562	72,251,093	91,494,836
New Mexico	62,121	7,500	36,495	106,116	18,533		1,675,075	3,139,074	773,201	5,605,883
New York			2,957,193	2,957,193	564,687		72,547,886		197,070,947	270,183,520
North Carolina		774,869	407,476	1,182,345	159,539	76,242	3,728,964	20,418,170	8,880,462	33,263,377
North Dakota					42,696		1,408,211	480,000	12,152,072	14,082,979
Ohio			3,654,832	3,654,832	380,919		6,639,518	40,373,368	85,712,232	133,106,037
Oklahoma		26,328	338,639	364,967	110,725	31,035	2,174,040	2,543,889	25,807,275	30,666,964
Oregon					42,116		2,696,346	3,817,340	13,565,624	20,121,426
Pennsylvania			7,049,392	7,049,392	425,671		28,594,800		140,077,840	169,098,311
Rhode Island					38,044	23,576	2,161,047		11,849,695	14,072,362
South Carolina			1,301,131	1,301,131	129,467	89,073	3,456,519	3,792,862	7,089,227	14,557,148
South Dakota			912,675	912,675	33,449		1,548,748		15,064,251	16,646,448
Tennessee		2,678	53,020	55,698	131,633	35,185	5,295,115	11,875,560	3,929,290	21,266,783
Texas [6]	38,250		3,081,871	3,120,121	254,057	70,000	18,748,024	2,062,620	31,609,322	52,744,023
Utah			210,716	210,716	33,095		3,790,096		6,969,178	10,792,369
Vermont	26,207		68,529	94,736	24,551		673,392		4,051,371	4,749,314
Virginia	144,052	455,671		599,723	154,903	214,398	5,704,620	12,134,571	3,082,530	21,291,022
Washington	286,525		1,195,237	1,481,762	76,028		8,300,475	4,297,467	14,616,596	27,290,566
West Virginia	256,553		860,089	1,116,642	75,907	11,000	2,028,510	191,300	23,958,222	26,264,939
Wisconsin		332,001	122,962	454,963	150,287		4,222,975	3,896,139	32,825,570	41,094,971
Wyoming	953,453		19,203	972,656	20,000		1,991,754	1,009,641	3,063,749	6,085,144
Outlying parts of the United States										
Alaska							500,124		173,759	673,883
American Samoa [6]										23,388
Canal Zone	9,211			9,211			328,876			328,876
Guam			342	342	12,000		46,289		342	58,631
Hawaii					17,465		4,118,237	1,515,060		5,650,762
Philippine Islands							8,852,442	1,935,435	3,026,795	13,814,672
Porto Rico							4,328,891	1,505,577		5,834,468
Virgin Islands							113,867			113,867

[1] From United States forest reserve fund.
[2] Includes $144,400 from United States forest reserve fund for general purposes and $60,141 for education of Indian children.
[3] Federal appropriation for all purposes.
[4] Includes $12,704 for education of children of Navy men stationed at Indianhead.
[5] Includes $19,599 for education of Indian children
[6] Statistics of 1927.

TABLE 23.—*Nonrevenue receipts, total of all receipts, and balances on hand, 1927–28*

State	Nonrevenue receipts				Total revenue and nonrevenue receipts, excluding balance on hand						Balance on hand from school year 1926–27
	From loans and bond sales	From sales of property and insurance adjustments	Other nonrevenue receipts	Total	Subsidies from educational foundation	Federal	State	County	Local	Total, including undistributed items	
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	$286,963,018	$6,880,983	$5,113,731	$298,957,732	$967,273	$6,174,307	$336,791,691	$254,761,179	$1,726,013,544	$2,324,707,994	$501,079,178
Alabama	4,149,161	82,826		4,231,987	69,196	129,195	7,540,677	8,021,916	6,994,653	22,755,637	2,329,419
Arizona	1,327,582	29,431	26,732	1,383,745		22,643	[1] 1,963,893	3,517,745	5,660,599	11,164,880	3,163,704
Arkansas	3,235,125	85,732		3,320,857	56,912	99,122	3,757,051	564,683	10,464,466	14,942,234	1,783,291
California	13,821,982			13,821,982	12,710	[1] 395,950	24,767,576	35,101,436	80,620,440	140,898,112	35,123,997
Colorado						42,000	810,759	5,053,351	19,716,617	25,622,727	2,949,714
Connecticut	5,642,587		353,730	5,996,317		85,502	884,278		35,873,384	36,843,164	807,681
Delaware	311,224	39,938	486	351,648		19,300	3,534,963		912,385	4,466,648	112,513
District of Columbia							[1] 3,333,934		8,904,392	12,238,326	1,699,343
Florida	14,299,361			14,299,361	27,603	54,531	2,115,488	25,298,182	10,148,280	37,644,084	9,091,663
Georgia	3,704,707	244,999		3,949,706	28,823	157,000	5,011,564	5,050,558	10,766,033	21,013,978	879,924
Idaho	524,796			524,796		63,741	819,128	2,615,612	7,832,694	11,331,175	1,108,810
Illinois	18,644,478	1,276,146		19,920,624		366,722	8,257,943	299,593	153,292,630	162,216,888	36,579,724
Indiana	4,809,479	539,820		5,349,299		165,512	5,082,500	226,050	63,511,832	68,985,894	42,895,245
Iowa	967,227	395,757		1,362,984		128,259	2,128,672	337,923	47,829,238	50,424,092	20,882,888
Kansas	2,045,660	51,893		2,097,553		67,530	761,788		43,079,318	43,908,636	5,910,978
Kentucky	4,145,448			4,145,448	18,018	127,605	5,804,016	7,050,909	12,627,639	25,628,187	2,270,698
Louisiana	3,853,000	305,149	179,923	4,338,072	110,531	92,920	5,325,553	15,063,490	3,539,405	24,131,899	4,185,546
Maine		200,241		200,241		27,228	3,169,364		7,524,286	10,720,878	387,760
Maryland	2,529,579	74,284	26,983	2,630,846	18,581	[1] 73,246	3,705,538	7,603,932	11,567,538	22,968,835	634,787
Massachusetts						215,078	8,566,874		74,720,273	83,502,225	
Michigan	25,566,346			25,566,346		206,468	15,818,366	712,087	106,718,157	123,455,078	25,621,387
Minnesota	3,067,805			3,067,805		132,880	10,183,920	2,919,185	40,271,801	53,507,786	13,469,066
Mississippi	1,631,782		695,000	2,326,782	74,390	125,172	6,334,718	5,503,753	7,923,074	19,961,107	903,300
Missouri	10,030,459			10,030,459		193,778	4,156,463	778,410	45,841,925	50,970,576	17,171,314
Montana	1,030,810	66,515	13,387	1,110,712		27,235	1,649,113	4,836,790	7,698,468	14,211,606	4,362,353
Nebraska	1,377,411	166,599	350,167	1,894,177		73,454	1,600,673	165,926	28,658,997	30,499,050	5,038,602
Nevada	37,242	161,378		198,620		[1] 32,074	448,235	1,292,484	497,120	2,269,913	748,067
New Hampshire	279,507	10,799	92,408	382,714		21,467	714,349		6,755,490	7,491,306	476,567

New Jersey	20,881,047	90,030	56,000	21,027,077		162,388	18,343,793	737,562	93,278,170	112,521,913	13,698,541
New Mexico	396,586	25,000	85,000	506,586		18,533	1,675,075	3,139,074	1,279,787	6,112,469	
New York	39,322,775			39,322,775		564,687	72,547,886		236,393,722	309,506,295	99,714,340
North Carolina	9,038,711	339,487		9,378,198	76,242	159,539	6,510,660	24,136,581	11,758,553	42,641,575	3,090,100
North Dakota	996,138			996,138		42,696	1,408,211	480,000	13,148,210	15,079,117	8,657,641
Ohio	23,930,010	431,834	2,330,805	26,692,649		380,919	6,639,518	40,373,368	112,404,881	159,798,686	33,910,587
Oklahoma	1,764,165	21,416		1,785,581	31,035	110,725	2,174,040	2,543,889	27,592,856	32,452,545	4,715,281
Oregon	4,879,259	39,508		4,918,767		42,116	2,696,346	3,817,340	18,484,391	25,040,193	3,158,602
Pennsylvania	29,789,635			29,789,635		425,671	28,594,800		169,867,475	198,887,946	32,890,319
Rhode Island					23,576	38,044	2,161,047		11,849,695	14,072,362	
South Carolina	622,658			622,658	89,073	129,467	3,456,519	3,792,862	7,711,885	15,179,806	2,005,194
South Dakota	430,668			430,668		33,449	1,548,748		15,494,919	17,077,116	8,716,902
Tennessee	1,496,255	846,621		2,342,876	35,185	131,633	5,295,115	12,477,420	5,670,306	23,609,659	2,168,993
Texas [1]	13,623,015	458,455		14,081,470	70,000	254,057	18,780,715	3,585,273	44,135,448	66,825,493	17,633,418
Utah	476,576	46,649	247,527	770,752		33,095	3,790,096		7,739,930	11,563,121	721,457
Vermont						24,551	673,392		4,051,371	4,749,314	
Virginia	1,312,812	166,192		1,479,004	214,398	154,903	5,704,620	13,613,575	3,082,530	22,770,026	2,134,665
Washington	2,447,558			2,447,558		76,028	8,300,475	4,297,467	17,064,154	29,738,124	6,052,832
West Virginia		142,571		142,571	11,000	75,907	2,028,510	191,300	24,100,793	26,407,510	3,187,270
Wisconsin	8,148,873	523,169	655,583	9,327,625		150,287	4,222,975	8,551,812	37,497,522	50,422,596	17,103,448
Wyoming	373,519	18,544		392,063		20,000	1,991,754	1,009,641	3,455,812	6,477,207	931,247
Outlying parts of the United States											
Alaska							500,124		173,759	673,883	
American Samoa [1]										23,388	
Canal Zone		1,114		1,114			329,990			329,990	
Guam		3,651		3,651		12,000	46,289		3,993	62,282	
Hawaii						17,465	4,118,237	1,515,060		5,650,762	
Philippine Islands							8,852,442	1,935,435	3,026,795	13,814,672	2,014,006
Porto Rico							4,328,891	1,505,577		5,834,468	
Virgin Islands							113,867			113,867	

[1] Statistics of 1927.

TABLE 24.—*Payments for general control, instruction, operation, and maintenance of school plant, 1927–28*

State	General control				Instruction				Operation of school plant			Maintenance (upkeep, charges, replacements, and repairs)
	School boards and business offices	Superintendents and their offices	Other administrative officers	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	13
Continental U. S.	[1] $20,464,315	[1] $38,685,070	[1] $4,414,271	$77,266,048	$1,164,583,062	$22,664,849	$32,572,025	$1,219,819,936	[1] $57,682,712	[1] $52,070,101	$205,912,286	$72,454,625
Alabama	86,519	537,641	111,174	735,334	12,369,810	49,260	214,306	12,633,376	321,673	337,377	659,050	458,103
Arizona	75,337	394,323	150,833	620,493	4,846,396	11,902	365,513	5,223,811	366,410	277,058	643,468	236,347
Arkansas				819,311	8,674,967		231,632	8,906,599			611,060	388,918
California [2]				5,763,965	83,529,942	405,902	(3)	83,935,844			10,069,981	4,259,744
Colorado				564,189	14,225,260			14,225,260			5,816,480	(4)
Connecticut	591,643	401,884		993,527	18,023,856	465,761	962,254	19,451,871	1,527,029	1,197,919	2,724,948	1,406,650
Delaware	19,125	91,987	13,584	124,696	2,076,421	80,123	80,396	2,236,940	130,538	123,957	254,495	94,940
District of Columbia	27,905	93,724	41,712	163,341	6,076,558	103,242	203,591	6,383,391	529,299	281,453	810,752	611,753
Florida	226,330	1,523,041		1,749,371	10,381,588	387,156	2,319,101	13,087,845	527,874	109,046	636,920	526,762
Georgia	33,653	797,426		831,079	12,253,169	168,332	163,403	12,584,904	358,664	277,105	635,769	478,221
Idaho	81,177	419,197		500,374	5,300,108	168,427	219,921	5,688,456	439,830	564,616	1,004,446	359,938
Illinois	2,484,725	2,193,311	30,580	4,708,616	74,713,777	3,481,671		78,195,448	8,404,573	5,511,756	13,916,329	7,178,601
Indiana	1,135,831	1,012,625	128,799	2,277,255	34,100,704		1,371,107	35,471,811	4,203,144	5,291,195	9,494,339	2,165,019
Iowa	274,613	2,466,276		2,740,889	26,984,853	[5] 400,000	[5] 746,181	28,131,034			8,741,577	1,000,000
Kansas		748,151		748,151	22,957,811			22,957,811			4,245,041	4,623,395
Kentucky		732,320	379,266	1,111,586	13,647,404		427,883	14,075,287			1,336,921	834,024
Louisiana	464,362	306,749		771,111	11,520,919		251,950	11,772,869	455,258	404,967	860,225	746,414
Maine	56,638	461,118	13,170	530,976	5,709,536	284,750	277,727	6,272,013	515,560	464,586	980,146	648,288
Maryland	136,982	345,245	45,773	528,000	11,902,856	368,735	364,950	12,636,541	789,363	590,777	1,380,140	718,519
Massachusetts [2]				2,627,958	48,772,902	1,121,358	2,457,476	52,351,736			7,596,947	3,573,375
Michigan	106,971	1,139,736		1,246,707	49,456,721	(4)		49,456,721			32,800,166	(4)
Minnesota	1,709,541	1,330,974		3,040,515	27,411,452	2,001,585	208,106	29,621,143			6,118,143	2,544,748
Mississippi				727,554	10,424,237		486,070	10,910,307			853,954	618,891
Missouri		999,997		999,997	28,938,314			28,938,314			9,687,342	(4)
Montana	176,342	597,200		773,542	6,881,457	311,095	359,145	7,551,697	588,445	662,598	1,251,043	461,317

Nebraska	251,675	1,085,137	178,467	1,515,279	15,994,390	590,161	738,405	17,322,956	1,085,871	1,452,600	2,538,471	943,433
Nevada	18,776	69,000		87,776	1,315,628	46,264	91,683	1,453,575	98,825	93,286	192,111	77,872
New Hampshire	39,027	344,188	8,614	391,829	3,613,365	120,569	182,276	3,916,210	307,686	336,454	644,140	157,205
New Jersey	1,467,610	1,861,279	144,563	3,473,452	49,941,518	1,309,622	2,276,781	53,527,921	4,739,615	3,164,062	7,903,677	3,641,704
New Mexico	69,500	201,069		270,569	3,333,764	71,326	12,327	3,417,417	179,443	204,016	383,459	131,164
New York	2,398,546	3,532,565	1,436,491	7,367,602	165,567,458	2,186,189	3,897,246	171,650,893	10,083,769	7,876,206	17,959,975	8,517,247
North Carolina				1,514,071	20,119,607		412,879	20,532,486	719,273	939,187	1,658,460	697,264
North Dakota	111,350	283,227		394,577	8,104,805	287,051	299,429	8,691,285	516,482	1,264,284	1,780,766	350,615
Ohio	1,486,824	3,795,680		5,282,504	65,338,317	1,603,685	2,547,252	69,489,254	5,544,519	6,280,300	11,824,819	5,633,251
Oklahoma	95,060	1,197,162	154,472	1,446,694	18,420,840	11,882	487,182	18,919,904	757,509	998,130	1,755,639	1,176,367
Oregon		298,418	94,575	392,993	11,036,642		607,353	11,643,995	671,075	1,400,229	2,071,304	704,916
Pennsylvania	4,081,079	2,590,447	1,123,884	7,795,410	91,033,248	3,120,447	4,192,255	98,345,950	7,366,595	5,642,000	13,008,595	5,711,473
Rhode Island	169,769	53,563	48,604	271,936	5,893,768	199,324	256,262	6,349,354	653,690	415,496	1,069,186	452,159
South Carolina				364,751	10,054,549		107,045	10,161,594			1,478,598	[5] 400,000
South Dakota	180,478	824,447	82,879	1,087,804	7,778,768	330,327	955,020	9,064,115			1,701,321	358,315
Tennessee	113,283	508,339		621,622	14,566,830		339,410	14,906,240	440,687	687,590	1,128,277	557,927
Texas	1,367,494	2,655,716	54,030	4,077,240	33,605,551	1,257,124		34,862,675	1,629,320	1,088,625	2,717,945	3,688,526
Utah	160,656	169,419	116,540	446,615	5,847,188	133,667	320,360	6,301,215	442,084	377,170	819,254	383,797
Vermont	23,947	189,602	22,472	236,021	2,745,039	77,183	137,669	2,959,891	208,106	240,408	448,514	291,313
Virginia		655,739		655,739	13,855,849	90,011	316,851	14,262,711	602,272	659,534	1,261,806	575,188
Washington				1,320,593	17,553,100	481,200	644,445	18,678,745			2,724,109	1,485,651
West Virginia	201,087	501,583	16,690	719,360	17,089,464	254,259	457,892	17,801,615			2,377,743	525,964
Wisconsin	481,494	986,709	17,099	1,485,302	26,945,908	570,664	1,418,154	28,934,726	2,234,583	2,592,663	4,827,246	1,879,306
Wyoming	58,916	288,856		347,772	3,646,448	114,595	163,137	3,924,180	243,648	263,451	507,099	180,001
Outlying parts of the United States												
Alaska [4]	3,853	36,950		40,803	347,450	13,820	20,992	382,262	38,157	45,987	84,144	21,313
American Samoa [6]					13,207		5,931	19,138				
Canal Zone		13,000		13,000	228,612	12,290	29,040	269,942	11,500	14,517	26,017	10,780
Guam		1,065		1,065	45,727	5,954	1,427	53,108			1,229	
Hawaii	29,718	11,400		41,118	3,432,244		231,035	3,663,279	141,113	24,062	165,175	194,125
Philippine Islands				466,769				10,484,022			[7]	[7]
Porto Rico	101,937	157,789		259,726	3,898,363		33,717	3,932,080	121,727	212,729	334,456	129,640
Virgin Islands	3,300	6,300	9,600	19,200	72,174	2,000		74,174			3,600	12,633

[1] Total of States reporting.
[2] Includes expenses of night schools and classes.
[3] Included in column 6.
[4] Included in column 12.
[5] Estimated.
[6] Statistics of 1927.
[7] Included in instruction.

TABLE 25.—*Payments for auxiliary agencies, fixed charges, interest on indebtedness, miscellaneous current expenses, and capital outlay, 1927–28*

State	Auxiliary agencies						Fixed charges (pensions, rent, insurance, contributions, contingencies)	Interest on indebtedness	Total miscellaneous current expenses	Capital outlay		
	Libraries[1]	Promotion of health	Transportation of pupils	Compulsory attendance	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.	$5,648,466	$9,129,583	$39,654,280	$2,811,529	$23,971,872	$87,867,484	$42,217,476	$92,024,739	$500,476,520	$252,492,626	$38,042,656	$382,996,156
Alabama		20,341	1,051,921	71,730	20,318	1,164,310	192,815	226,446	2,700,724	3,646,308	405,959	4,052,267
Arizona		58,915	213,943	10,934	34,598	318,390	156,451	722,964	2,077,620	190,625	196,185	386,810
Arkansas			169,980			169,980	205,683	886,996	2,262,637			2,158,736
California						4,187,573	2,824,191		21,341,489			33,201,939
Colorado							377,203	1,902,144	8,095,827			1,979,796
Connecticut		269,199	784,230	91,941	143,296	1,288,666	2,784	1,477,542	6,900,590	5,021,315	446,830	5,468,145
Delaware	8,826	12,330	157,219		1,952	180,327	23,825	50,986	604,573	238,150	25,010	263,160
District of Columbia			3,780	27,178	56,416	87,374	125,133		1,635,012	2,964,213	329,395	3,293,608
Florida			989,359		2,278,168	3,207,527	245,712	3,935,798	8,612,719	6,813,897	196,981	7,010,878
Georgia	39,661	8,896	854,729	42,271	582,346	1,527,903	201,846	[2]	2,843,739	986,545	494,832	1,481,377
Idaho		26,915	323,143	29,584	33,981	413,623	126,893	1,244,148	3,149,048	839,300	276,389	1,115,689
Illinois	505,191	276,194	298,431	356,219	5,642,653	7,078,688	1,487,395	4,580,324	34,241,337	28,023,729	1,526,190	29,549,919
Indiana	198,520	152,279	4,383,680	87,649	824,888	5,647,016	1,187,746	2,185,104	20,679,224	8,870,114	3,810,578	12,680,692
Iowa		[3] 150,000	2,089,726	[3] 35,000		2,274,726	[3] 1,500,000	2,377,416	15,893,719	2,203,083	843,664	3,046,747
Kansas			292,005		4,862,208	5,154,213		556,389	14,579,038			4,623,395
Kentucky		636,650				636,650	357,957	389,743	3,555,295			3,775,327
Louisiana		94,326	1,632,638		20,733	1,747,697	231,953	1,393,873	4,980,162	3,580,180	522,013	4,102,193
Maine		23,144	590,466		294,549	908,159	201,982	509,561	3,248,136	637,950	114,842	752,792
Maryland		184,741	463,380	58,240	106,999	813,360	943,972	1,062,923	4,918,914			3,430,589
Massachusetts		946,196	1,728,141		1,143,348	3,817,685	685,510		15,673,517	11,385,742	1,138,644	12,524,386
Michigan	1,941,709		646,714	[4]		2,588,423	[5]	[6]	35,388,589			23,221,754
Minnesota			1,704,344			1,704,344	1,847,923		12,215,158			4,677,473
Mississippi						2,464,181	260,529		4,197,555			2,326,782
Missouri			104,434			104,434	[5]		9,791,776			13,065,083
Montana		33,647	497,683	22,861	125,337	679,528	193,281	591,639	3,176,808	1,268,639	234,237	1,502,876
Nebraska	122,360	103,592	282,033		230,622	738,607	372,627	997,573	5,590,711	2,078,244	390,602	2,468,846
Nevada		3,911	72,839		66,903	143,653	28,501		442,137	273,796	39,250	313,046
New Hampshire		95,564	391,219	23,137	169,468	679,388	51,162	303,162	1,835,057	480,295	90,157	570,452

New Jersey	132,901	1,213,927	1,878,888	448,422	462,737	4,136,875	708,522	8,159,624	24,550,402	20,792,715	1,748,460	22,541,175
New Mexico		6,213	324,099	8,003		338,315	71,796	309,486	1,234,220	226,727	134,913	361,640
New York	1,708,313	1,916,790	1,355,349	(4)	1,718,290	6,698,742	11,781,225	19,969,113	64,926,302	46,617,427	10,649,826	57,267,253
North Carolina		51,981	1,676,442	80,215	88,519	1,897,157	308,152	3,267,181	7,828,214	7,101,244	1,974,410	9,075,654
North Dakota		12,682	993,012		1,182,195	2,187,889		745,219	5,064,489	1,207,352	189,347	1,396,699
Ohio		790,261	3,777,886	320,321	1,018,462	5,906,930	3,471,960	11,137,427	37,974,387	23,936,502	3,017,738	26,954,240
Oklahoma		151,502	781,274	(4)	228,738	1,161,514	142,590	2,932,006	7,168,116	1,143,690	611,949	1,755,639
Oregon	43,388		494,083			537,471	210,187	861,449	4,385,327	3,248,447	317,787	3,566,234
Pennsylvania	473,910	1,243,075	1,974,674	750,906	781,132	5,223,697	4,741,163	7,826,129	36,511,057	32,093,475	2,695,601	34,789,076
Rhode Island		94,980	108,778	64,566	251,389	519,713	121,696	753,132	2,915,886	2,690,337	349,350	3,039,687
South Carolina			737,048			737,048		1,021,426	3,637,072	1,311,255	300,000	1,611,255
South Dakota			404,545			404,545		1,107,824	3,572,005	934,966	269,656	1,204,622
Tennessee		30,419	600,967	103,872	472,373	1,207,631	343,803		3,237,638	3,543,085	459,784	4,002,869
Texas [6]	215,813		543,627			759,440	3,145,373	4,244,766	14,556,050	11,999,163	422,436	12,421,599
Utah		32,090	464,374	21,083	7,148	524,695	90,032	589,337	2,407,115	1,302,876	183,874	1,486,750
Vermont		14,291	284,832	5,158	75,566	379,847	94,884	150,400	1,364,958	480,052	38,915	518,967
Virginia		91,823	793,584	11,790	197,706	1,094,903	688,378	881,433	4,501,708	2,340,002	572,095	2,912,097
Washington		97,014	1,423,022			1,520,036	788,537	1,557,327	8,075,660	3,404,398	1,066,607	4,471,005
West Virginia		74,353	259,174	78,138	337,760	749,425	313,186	[3] 68,095	4,034,413	2,557,956	661,284	3,219,240
Wisconsin	257,874	178,990	583,605	56,743	511,074	1,588,286	1,254,573	997,363	10,546,774	5,683,765	1,176,392	6,860,157
Wyoming		32,352	468,980	5,568		506,900	108,345	51,271	1,353,616	375,067	120,474	495,541
Outlying parts of the United States												
Alaska		680	6,605		5,829	13,114	3,820	14,910	137,301	88,560	8,589	97,149
American Samoa [6]										2,500	500	3,000
Canal Zone									36,797			10,251
Guam									1,229			7,946
Hawaii		2,500	40,000	6,395		48,895			408,195	639,898	86,386	726,284
Philippine Islands						(7)	(7)		(7)			2,858,963
Porto Rico	3,667	174,922			19,589	198,178	13,789	56,229	732,292	216,309	74,805	291,114
Virgin Islands		1,320				1,320	600		18,153			2,340

[1] Public libraries under boards of education.
[2] Included in payments of principal.
[3] Estimated.
[4] Included in general control.
[5] Included in operation.
[6] Statistics of 1927.
[7] Included in instruction.

TABLE 26.—*Recapitulation of expenditures in public day schools, 1927–28*

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	$77,266,048	$1,219,819,936	$500,476,520	$1,797,562,504	$382,996,156	$2,180,558,660	$142,675,839	$20,144,079
Alabama	735,334	12,633,376	2,700,724	16,069,434	4,052,267	20,121,701	1,017,694	----
Arizona	620,493	5,223,811	2,077,620	7,921,924	386,810	8,308,734	1,185,550	1,867,476
Arkansas	819,311	8,906,599	2,262,637	11,988,547	2,158,736	14,147,283	834,176	----
California [1]	5,763,965	83,935,844	21,341,489	111,041,298	33,201,939	144,243,237	----	----
Colorado	564,189	14,225,260	8,095,827	22,885,276	1,979,796	24,865,072	719,916	----
Connecticut	993,527	19,451,871	6,900,590	27,345,988	5,468,145	32,814,133	2,417,053	372,240
Delaware	124,696	2,236,940	604,573	2,966,209	263,160	3,229,369	63,500	----
District of Columbia	163,341	6,383,391	1,635,012	8,181,744	3,293,608	11,475,352	----	----
Florida	1,749,371	13,087,845	8,612,719	23,449,935	7,010,878	30,460,813	8,471,905	----
Georgia	831,079	12,584,904	2,843,739	16,259,722	1,481,377	17,741,099	[2] 3,379,443	----
Idaho	500,374	5,688,456	3,149,048	9,337,878	1,115,689	10,453,567	956,579	959,165
Illinois	4,708,616	78,195,448	34,241,337	117,145,401	29,549,919	146,695,320	3,967,452	----
Indiana	2,277,255	35,471,811	20,679,224	58,428,290	12,680,692	71,108,982	4,727,718	----
Iowa	2,740,889	28,131,034	15,893,719	46,765,642	3,046,747	49,812,389	2,167,987	----
Kansas	748,151	22,957,811	14,579,038	38,285,000	4,623,395	42,908,395	[3] 245,000	----
Kentucky	1,111,586	14,075,287	3,555,295	18,742,168	3,775,327	22,517,495	3,949,032	----
Louisiana	771,111	11,772,869	4,980,162	17,524,142	4,102,193	21,626,335	1,664,720	----
Maine	530,976	6,272,013	3,248,136	10,051,125	752,792	10,803,917	(4)	----
Maryland	528,000	12,636,541	4,918,914	18,083,455	3,430,589	21,514,044	1,068,775	----
Massachusetts	2,627,958	52,351,736	15,673,517	70,653,211	12,524,386	83,177,597	----	----
Michigan	1,246,707	49,456,721	35,388,589	86,092,017	23,221,754	109,313,771	15,761,496	----
Minnesota	3,040,515	29,621,143	12,215,158	44,876,816	4,677,473	49,554,289	4,017,644	----
Mississippi	727,554	10,910,307	4,197,555	15,835,416	2,326,782	18,162,198	1,279,954	----
Missouri	999,997	28,938,314	9,791,776	39,730,087	13,065,083	52,795,170	----	----
Montana	773,542	7,551,697	3,176,808	11,502,047	1,502,876	13,004,923	1,112,265	1,246,875
Nebraska	1,515,279	17,322,956	5,590,711	24,428,946	2,468,846	26,897,792	2,617,320	----
Nevada	87,776	1,453,575	442,137	1,983,488	313,046	2,296,534	300,878	----
New Hampshire	391,829	3,916,210	1,835,057	6,143,096	570,452	6,713,548	612,207	----

New Jersey	3,473,452	53,527,921	24,550,402	81,551,775	22,541,175	104,092,950	6,441,292	690,683
New Mexico	270,569	3,417,417	1,234,220	4,922,206	361,640	5,283,846	340,672	104,029
New York	7,367,602	171,650,893	64,926,302	243,944,797	57,267,253	301,212,050	15,814,709	126,557
North Carolina	1,514,071	20,532,486	7,828,214	29,874,771	9,075,654	38,950,425	2,096,316	
North Dakota	394,577	8,691,285	5,064,489	14,150,351	1,396,699	15,547,050	1,165,429	576,386
Ohio	5,282,504	69,489,254	37,974,387	112,746,145	26,954,240	139,700,385	[2] 18,475,575	
Oklahoma	1,446,694	18,919,904	7,168,116	27,534,714	1,755,639	29,290,353	[5] 2,956,000	
Oregon	392,993	11,643,995	4,385,327	16,422,315	3,566,234	19,988,549	5,021,363	
Pennsylvania	7,795,410	98,345,950	36,511,057	142,652,417	34,789,076	177,441,493	12,961,761	7,986,074
Rhode Island	271,936	6,349,354	2,915,886	9,537,176	3,039,687	12,576,863	505,412	
South Carolina	364,751	10,161,594	3,637,072	14,163,417	1,611,255	15,774,672		
South Dakota	1,087,804	9,064,115	3,572,005	13,723,924	1,204,622	14,928,546	2,540,384	
Tennessee	621,622	14,906,240	3,237,638	18,765,500	4,002,869	22,768,369		
Texas [6]	4,077,240	34,862,675	14,556,050	53,495,965	12,421,599	65,917,564	2,356,398	4,115,341
Utah	446,615	6,301,215	2,407,115	9,154,945	1,486,750	10,641,695	497,934	257,053
Vermont	236,021	2,959,891	1,364,958	4,560,870	518,967	5,079,837	86,044	
Virginia	655,739	14,262,711	4,501,708	19,420,158	2,912,097	22,332,255	565,003	
Washington	1,320,593	18,678,745	8,075,660	28,074,998	4,471,005	32,546,003	2,726,574	
West Virginia	719,360	17,801,615	4,034,413	22,555,388	3,219,240	25,774,628	[3] 1,369,410	1,413,311
Wisconsin	1,485,302	28,934,726	10,546,774	40,966,802	6,860,157	47,826,959	4,217,299	
Wyoming	347,772	3,924,180	1,353,616	5,625,568	495,541	6,121,109		428,889
Outlying parts of the United States								
Alaska	40,803	382,262	137,301	560,366	97,149	657,515	13,500	
American Samoa [6]		19,138		19,138	3,000	22,138		
Canal Zone	13,000	269,942	36,797	319,739	10,251	329,990		
Guam	1,065	53,108	1,229	55,402	7,946	63,348		
Hawaii	41,118	3,663,279	408,195	4,112,592	726,284	4,838,876		
Philippine Islands	466,769	10,484,022	(7)	10,950,791	2,858,963	13,807,754		
Porto Rico	259,726	3,932,080	732,292	4,924,098	291,114	5,215,212	131,590	
Virgin Islands	19,200	74,174	18,153	111,527	2,340	113,867		

[1] Includes expenditures for evening schools and classes.
[2] Includes interest.
[3] Estimated.
[4] Included in interest.
[5] Statistics of 1926.
[6] Statistics of 1927.
[7] Included in instruction.

TABLE 27.—*Percentage analysis of expenditures, 1927–28*

State	Total expenditure, 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.	3.5	53.4	2.5	55.9	23.0	17.6	4.3	67.9	27.8
Alabama	3.7	61.5	1.3	62.8	13.4	20.1	4.6	78.6	16.8
Arizona	7.5	58.3	4.6	62.9	25.0	4.6	7.8	66.0	26.2
Arkansas	5.8	61.3	1.6	62.9	16.0	15.3	6.8	74.3	18.9
California [1]	4.0	57.9	.3	58.2	14.8	23.0	5.2	75.6	19.2
Colorado	2.3			57.2	32.5	8.0	2.5	62.1	35.4
Connecticut	3.0	54.9	4.4	59.3	21.0	16.7	3.6	71.1	25.3
Delaware	3.9	64.3	5.0	69.3	18.7	8.1	4.2	75.4	20.4
District of Columbia	1.4	52.9	2.7	55.6	14.3	28.7	2.0	78.0	20.0
Florida	5.7	34.1	8.9	43.0	28.3	23.0	7.5	55.8	36.7
Georgia	4.7	69.0	1.9	70.9	16.0	8.4	5.1	77.4	17.5
Idaho	4.8	50.7	3.7	54.4	30.1	10.7	5.4	60.9	33.7
Illinois	3.2	50.9	2.4	53.3	23.3	20.2	4.0	66.8	29.2
Indiana	3.2	48.0	1.9	49.9	29.1	17.8	3.9	60.7	35.4
Iowa	5.5	54.2	2.3	56.5	31.9	6.1	5.9	60.1	34.0
Kansas	1.7			53.5	34.0	10.8	1.9	60.0	38.1
Kentucky	4.9	60.6	1.9	62.5	15.8	16.8	5.9	75.1	19.0
Louisiana	3.6	53.3	1.1	54.4	23.0	19.0	4.4	67.2	28.4
Maine	4.9	52.8	5.2	58.0	30.1	7.0	5.3	62.4	32.3
Maryland	2.5	55.3	3.4	58.7	22.9	15.9	2.9	69.9	27.2
Massachusetts [1]	3.2	58.6	4.3	62.9	18.8	15.1	3.7	74.1	22.2
Michigan	1.1			45.2	32.4	21.3	1.5	57.4	41.1
Minnesota	6.1	55.3	4.5	59.8	24.7	9.4	6.8	66.0	27.2
Mississippi	4.0	57.4	2.7	60.1	23.1	12.8	4.6	68.9	26.5
Missouri	1.9			54.8	18.6	24.7	2.5	72.8	24.7
Montana	5.9	52.9	5.2	58.1	24.4	11.6	6.7	65.7	27.6
Nebraska	5.6	59.5	4.9	64.4	20.8	9.2	6.2	70.9	22.9
Nevada	3.8	57.3	6.0	63.3	19.3	13.6	4.4	73.3	22.3
New Hampshire	5.9	53.8	4.5	58.3	27.3	8.5	6.4	63.7	29.9
New Jersey	3.3	48.0	3.4	51.4	23.6	21.7	4.3	65.6	30.1
New Mexico	5.1	63.1	1.6	64.7	23.4	6.8	5.5	69.4	25.1
New York	2.4	55.0	2.0	57.0	21.6	19.0	3.0	70.4	26.6
North Carolina	3.9	51.6	1.1	52.7	20.1	23.3	5.1	68.7	26.2
North Dakota	2.5	52.1	3.8	55.9	32.6	9.0	2.8	61.4	35.8
Ohio	3.8	46.7	3.0	49.7	27.2	19.3	4.7	61.6	33.7
Oklahoma	4.9	62.9	1.7	64.6	24.5	6.0	5.3	68.7	26.0
Oregon	2.0	55.2	3.0	58.2	21.9	17.9	2.4	70.9	26.7
Pennsylvania	4.4	51.3	4.1	55.4	20.6	19.6	5.5	68.9	25.6
Rhode Island	2.1	46.9	3.6	50.5	23.2	24.2	2.8	66.6	30.6
South Carolina	2.3	63.7	.7	64.4	23.1	10.2	2.6	71.7	25.7
South Dakota	7.3	52.1	8.6	60.7	23.9	8.1	7.9	66.1	26.0
Tennessee	2.7	64.0	1.5	65.5	14.2	17.6	3.3	79.4	17.3
Texas	6.2	51.0	1.9	52.9	22.1	18.8	7.6	65.2	27.2
Utah	4.2	54.9	4.3	59.2	22.6	14.0	4.9	68.8	26.3
Vermont	4.6	54.1	4.2	58.3	26.9	10.2	5.2	64.9	29.9
Virginia	2.9	62.1	1.8	63.9	20.2	13.0	3.4	73.4	23.2
Washington	4.1	53.9	3.5	57.4	24.8	13.7	4.7	66.5	28.8
West Virginia	2.8	66.3	2.8	69.1	15.6	12.5	3.1	78.9	17.8
Wisconsin	3.1	56.3	4.2	60.5	22.1	14.3	3.6	70.6	25.8
Wyoming	5.7	59.6	4.5	64.1	22.1	8.1	6.2	69.7	24.1
Outlying parts of the U. S.									
Alaska	6.2	52.8	5.3	58.1	20.9	14.8	7.3	68.2	24.5
American Samoa		59.6	26.8	86.4		13.6		100.0	
Canal Zone	3.9	69.3	12.5	81.8	11.2	3.1	4.1	84.4	11.5
Guam	1.7	72.2	11.6	83.8	1.9	12.6	1.9	95.9	2.2
Hawaii	.9	70.9	4.8	75.7	8.4	15.0	1.0	89.1	9.9
Philippine Islands	3.4			75.9		20.7	4.3	95.7	
Porto Rico	5.0	74.7	.7	75.4	14.0	5.6	5.3	79.8	14.9
Virgin Islands	16.9	63.4	1.7	65.1	15.9	2.1	17.2	66.5	16.3

[1] Includes expenses of evening schools.

TABLE 28.—*Percentage of attendance—School funds and lands—Per capita costs, 1927–28*

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.	15.5	18.2	$1.05	$18.17	$71.39	$15.21	$87.22	$18.58	51	11
Alabama	8.6	26.7	-------	7.82	25.29	6.38	34.53	8.71	23	6
Arizona	13.5	23.0	3.40	17.53	88.97	4.34	115.53	5.64	69	3
Arkansas	8.1	27.2	.14	7.28	25.02	4.51	34.35	6.19	24	4
California	19.8	15.6	.54	31.66	110.48	33.03	130.97	39.16	72	22
Colorado	18.5	21.7	3.31	22.81	95.79	8.29	122.31	10.58	69	6
Connecticut	14.8	15.6	.73	19.68	87.52	17.50	104.22	20.84	57	11
Delaware	15.5	14.4	1.40	13.24	72.58	6.44	84.74	7.52	46	4
District of Columbia	18.8	17.4	-------	20.79	105.75	42.58	128.02	50.54	71	29
Florida	11.3	23.8	.75	21.59	64.89	19.40	85.14	25.45	55	17
Georgia	10.2	24.1	-------	5.54	23.07	2.10	30.38	2.77	21	2
Idaho	19.7	20.8	6.16	19.15	77.27	9.23	97.57	11.65	55	7
Illinois	19.5	14.7	.93	19.83	84.96	21.43	99.62	25.13	53	13
Indiana	20.1	7.7	1.64	22.39	89.25	19.37	96.67	20.98	56	12
Iowa	19.9	16.2	.87	20.52	84.81	5.52	101.25	6.60	59	4
Kansas	20.4	16.1	1.21	23.38	89.99	10.87	107.23	12.95	64	8
Kentucky	9.5	26.5	.01	8.82	32.19	6.48	43.81	8.83	27	5
Louisiana	11.5	21.9	.54	11.09	42.18	9.87	54.02	12.65	35	8
Maine	18.7	11.2	.48	13.59	66.16	4.95	74.49	5.58	42	3
Maryland	13.4	16.7	1.08	13.31	66.75	12.66	80.13	15.20	43	8
Massachusetts	19.9	11.8	.46	19.39	94.96	16.83	107.73	19.10	59	10
Michigan	15.5	9.4	.43	23.81	102.37	27.61	117.76	30.14	60	16
Minnesota	16.2	18.0	3.99	18.21	81.18	8.46	99.00	10.32	56	6
Mississippi	8.3	29.4	.10	10.15	26.15	3.84	37.02	5.44	27	4
Missouri	18.4	14.2	2.53	14.99	58.46	19.22	68.11	22.40	39	13
Montana	18.8	14.2	9.90	23.73	97.50	12.74	113.58	14.84	64	8
Nebraska	20.0	18.0	2.70	19.10	74.99	7.58	91.39	9.24	52	5
Nevada	23.9	14.9	9.05	29.83	113.48	17.91	133.34	21.05	80	12
New Hampshire	17.9	12.5	.55	14.72	84.28	7.83	96.32	8.94	54	5
New Jersey	14.0	16.8	.69	27.24	107.30	29.66	129.03	35.67	69	19
New Mexico	10.4	30.5	11.41	13.34	57.08	4.19	82.09	6.03	46	3
New York	17.4	14.1	-------	26.08	118.49	27.82	137.95	32.38	75	18
North Carolina	12.1	24.5	.05	13.26	35.20	10.69	46.63	14.17	31	9
North Dakota	15.5	20.4	6.26	24.25	82.01	8.09	102.98	10.16	61	6
Ohio	18.7	16.2	.42	20.47	87.09	20.82	103.89	24.84	58	14
Oklahoma	13.8	32.9	2.60	12.07	40.36	2.57	60.12	3.83	40	3
Oregon	22.6	12.3	2.16	22.16	87.73	19.05	100.08	21.73	57	12
Pennsylvania	13.9	15.1	.05	18.01	75.74	18.47	89.19	21.75	49	12
Rhode Island	14.3	13.8	.13	17.57	84.11	26.81	97.59	31.10	54	17
South Carolina	11.3	26.9	.03	8.46	29.74	3.38	40.65	4.62	28	3
South Dakota	17.0	17.4	9.12	21.21	83.47	7.33	101.09	8.87	58	5
Tennessee	9.7	29.5	.22	9.10	27.74	5.92	39.37	8.40	24	5
Texas	17.5	16.8	1.89	12.01	43.40	10.08	52.14	12.11	34	8
Utah	20.5	13.2	2.36	20.04	67.03	10.89	76.92	12.49	47	8
Vermont	17.1	13.1	1.16	14.43	70.68	8.04	81.31	9.25	48	5
Virginia	10.2	23.8	.32	8.67	35.07	5.26	44.35	6.65	28	4
Washington	23.1	19.3	3.11	20.51	82.82	13.19	102.64	16.34	57	9
West Virginia	11.0	17.2	.10	14.95	56.23	8.03	67.90	9.69	41	6
Wisconsin	17.8	10.3	.78	16.20	75.64	12.67	84.36	14.13	48	8
Wyoming	20.0	26.8	17.70	24.78	105.85	9.32	144.56	12.73	84	7
Outlying parts of the U. S.										
Alaska	14.8	17.7	-------	11.95	116.04	20.12	14.10	24.45	80	14
American Samoa	-------	11.1	-------	2.77	10.63	1.67	11.96	1.88	6	1
Canal Zone	9.7	13.5	-------	11.79	56.94	1.83	65.86	2.11	34	1
Guam	2.1	5.1	-------	4.87	15.75	2.26	16.60	2.38	8	1
Hawaii	7.4	7.3	-------	13.63	63.48	11.21	68.45	12.09	41	7
Philippine Islands	5.8	10.5	-------	1.01	9.83	2.57	11.01	2.88	6	1
Porto Rico	3.1	13.1	-------	3.30	22.29	1.32	25.64	1.14	14	1
Virgin Islands	.4	4.8	-------	4.37	38.21	.80	39.73	.83	20	0

TABLE 29.—*Statistics for elementary and secondary schools for 16 States, 1927–28*

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 16 States	125, 735	3, 120, 902	$149, 877, 856	$205, 563, 355	$38, 429, 211	$1, 192	$65. 87	$14. 62
Alabama	12, 154	369, 786	6, 529, 508	8, 244, 460	2, 369, 864	537	22. 30	6. 41
Arizona	2, 419	58, 400	3, 661, 266	4, 917, 115	265, 805	1, 514	84. 20	4. 55
Arkansas	10, 918	283, 245	6, 452, 862	7, 594, 453	----------	591	26. 81	-------
Connecticut	8, 534	226, 096	13, 568, 786	18, 677, 454	4, 274, 710	1, 590	82. 61	18. 91
District of Columbia	1, 844	45, 897	3, 780, 622	5, 079, 945	975, 926	2, 050	110. 68	21. 26
Maryland	6, 200	178, 124	7, 980, 044	11, 134, 371	1, 191, 994	1, 287	62. 51	6. 69
Montana	4, 874	81, 835	5, 209, 340	7, 593, 467	997, 700	1, 069	92. 79	12. 19
Nebraska	11, 317	209, 063	10, 983, 721	14, 894, 805	1, 300, 523	971	71. 25	6. 22
Nevada	635	11, 177	927, 823	1, 307, 439	156, 986	1, 461	116. 98	14. 05
New Hampshire	2, 284	50, 984	2, 454, 283	3, 801, 643	211, 048	1, 075	74. 57	4. 14
New Jersey	19, 365	523, 193	37, 061, 210	52, 569, 218	17, 642, 110	1, 914	100. 48	33. 72
Oregon	5, 944	126, 788	7, 765, 152	10, 623, 282	2, 153, 094	1, 306	83. 79	16. 98
Utah	3, 357	96, 485	4, 148, 117	5, 618, 355	618, 230	1, 236	58. 23	6. 41
Washington	8, 473	209, 956	12, 129, 508	17, 203, 048	----------	1, 440	81. 94	-------
West Virginia	12, 174	291, 105	11, 651, 021	14, 349, 529	2, 578, 414	957	49. 29	8. 86
Wisconsin	15, 243	358, 768	15, 574, 593	21, 954, 771	3, 692, 807	1, 022	61. 19	10. 29

II.—SEPARATELY ORGANIZED JUNIOR HIGH SCHOOLS

Total for 4 States	2, 343	50, 170	$4, 587, 849	$6, 169, 309	$2, 460, 437	$1, 958	$122. 97	$51. 74
Arkansas	87	2, 612	137, 696	170, 625	----------	1, 583	65. 32	-------
District of Columbia	331	6, 684	727, 589	988, 772	1, 112, 571	2, 198	147. 93	166. 40
Maryland	678	17, 055	1, 165, 698	1, 591, 309	180, 535	1, 719	93. 30	10. 59
New Jersey	1, 247	23, 819	2, 556, 868	3, 418, 603	1, 167, 331	2, 050	143. 52	49. 01

III.—JUNIOR-SENIOR HIGH SCHOOLS UNDER ONE ORGANIZATION

Total for 3 States	5, 707	137, 748	$7, 319, 293	$8, 665, 002	$1, 869, 356	$1, 282. 51	$62. 90	$19. 08
Alabama	4, 413	95, 569	5, 840, 302	6, 863, 194	1, 682, 403	1, 323	71. 81	17. 60
Arkansas	1, 188	39, 773	1, 313, 094	1, 588, 258	----------	1, 105	39. 93	-------
Maryland	106	2, 406	165, 897	213, 570	186, 953	1, 565	88. 77	77. 70

IV.—SEPARATELY ORGANIZED SENIOR HIGH SCHOOLS

Total for 3 States	1, 106	23, 194	$2, 882, 720	$3, 836, 219	$2, 190, 805	$2, 606	$165. 40	$102. 49
Arkansas	60	1, 819	99, 798	141, 089	----------	1, 663	77. 56	-------
Maryland	432	9, 233	1, 100, 337	1, 529, 670	1, 463, 977	2, 547	165. 67	158. 56
New Jersey	614	12, 142	1, 682, 585	2, 165, 460	726, 828	2, 740	178. 34	59. 86

V.—REGULAR AND VOCATIONAL HIGH SCHOOLS

Total for 15 States	27, 653	528, 718	$51, 926, 429	$73, 991, 997	$13, 312, 788	$1, 878	$139. 95	$30. 01
Arizona	634	10, 172	1, 185, 130	1, 661, 352	121, 005	1, 869	163. 33	11. 90
Arkansas	510	21, 532	671, 517	787, 815	----------	1, 317	36. 59	-------
Connecticut	1, 977	36, 296	4, 455, 070	6, 105, 523	1, 193, 435	2, 253	168. 21	32. 88
District of Columbia	592	11, 327	1, 568, 347	2, 068, 377	1, 205, 111	2, 649	182. 61	106. 39
Maryland	980	18, 851	1, 490, 882	2, 023, 612	407, 130	1, 521	107. 35	21. 60
Montana	1, 179	19, 433	1, 672, 117	2, 543, 400	505, 176	1, 418	130. 88	26. 00
Nebraska	3, 327	58, 248	5, 010, 669	7, 021, 288	1, 168, 323	1, 506	120. 54	20. 06
Nevada	240	3, 698	387, 805	588, 272	156, 061	1, 616	159. 08	42. 20
New Hampshire	[2] 815	[2] 12, 797	1, 159, 082	1, 669, 879	359, 404	1, 422	130. 49	28. 09
New Jersey	3, 723	72, 867	8, 640, 855	12, 690, 577	3, 004, 906	2, 321	174. 16	41. 24
Oregon	2, 241	37, 300	3, 271, 490	4, 544, 591	1, 413, 140	1, 460	121. 84	37. 89
Utah	1, 145	24, 659	1, 699, 071	2, 500, 637	868, 520	1, 484	101. 41	35. 22
Washington	2, 943	63, 586	5, 423, 592	7, 994, 029	----------	1, 843	125. 72	-------
West Virginia	3, 064	41, 064	5, 438, 443	7, 418, 404	640, 826	1, 775	180. 65	15. 61
Wisconsin [3]	4, 283	96, 888	9, 852, 359	14, 374, 241	2, 269, 751	2, 300	148. 36	23. 43

[1] Includes kindergartens.
[2] Distribution estimated between elementary and secondary schools.
[3] Data for reorganized types of high schools not included in this table.

TABLE 30.—*Distribution of pupils enrolled in schools in 27 States, according to length of school term, 1927–28*

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 States	141, 954	293, 541	484, 083	349, 362	1, 212, 716	4, 799, 721	1, 834, 987	[1]9, 119, 909
Alabama	3, 215	82, 664	48, 302	136, 867	29, 116	275, 586		575, 750
Arizona	119	55	9	54	1, 860	76, 038	8, 715	[1] 90, 395
Arkansas	18, 677	40, 637	85, 952	63, 633	92, 271	182, 104		483, 274
Connecticut						40, 071	267, 489	307, 560
Delaware						16, 352	24, 449	40, 801
District of Columbia							77, 368	77, 368
Kansas	15		175	123	130, 491	294, 535	175	425, 514
Maine			59	148	13, 197	105, 409	33, 101	151, 914
Maryland	71	117		228	2, 311	21, 284	227, 690	251, 701
Massachusetts						155, 098	573, 187	728, 285
Minnesota				11, 126	102, 958	249, 805	188, 905	552, 794
Mississippi	58, 049	145, 124	58, 359	15, 650	211, 565	116, 789		605, 536
Montana	359	229	524	1, 297	3, 824	76, 909	34, 830	117, 972
Nebraska			79	1, 120	10, 207	314, 423		325, 829
Nevada	21	7	21	104	1, 090	13, 673	1, 598	16, 514
New Hampshire						69, 298	6, 696	75, 994
North Carolina			267, 239	45, 404	284, 408	251, 727		848, 778
North Dakota	2, 072	912	1, 368	14, 707	30, 239	114, 491	5, 881	169, 670
Ohio						1, 294, 657		1, 294, 657
Rhode Island							113, 341	113, 341
South Dakota					23, 208	141, 219		164, 427
Utah				1, 862	10, 024	91, 623	33, 076	136, 585
Vermont						64, 529		64, 529
Virginia				17, 661	169, 930	297, 571	68, 555	553, 717
Washington	27	16	141	270	2, 071	166, 545	169, 931	339, 001
Wisconsin	59, 329	23, 780	21, 855	39, 102	92, 191	318, 606		554, 863
Wyoming				6	1, 755	51, 379		53, 140
Outlying parts of the United States								
Alaska		9	25	45	34	3, 249	1, 467	4, 829
American Samoa							1, 800	1, 800
Canal Zone						2, 381		[2] 5, 503
Guam								[3] 3, 517
Hawaii						64, 787		64, 787
Porto Rico							220, 940	220, 940
Virgin Islands								[3] 2, 919

[1] Includes 3,545 pupils enrolled in schools in session more than 200 days.
[2] Includes 2,922 pupils enrolled in schools in session more than 200 days.
[3] These pupils enrolled in schools in session more than 200 days.

TABLE 31.—*Statistics of white and of colored school population, enrollment, and teachers in 16 States, 1927–28*

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 employed	
	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	7,432,066	3,104,992	70.5	29.5	6,254,635	2,207,467	0.842	0.710	182,762	47,658
Alabama	524,319	324,027	61.8	38.2	430,707	204,583	.770	.631	12,902	3,893
Arkansas	463,946	160,475	74.3	25.7	368,255	110,853	.794	.691	10,400	2,367
Delaware	47,049	7,610	86.1	13.9	34,380	6,489	.731	.853	1,197	201
District of Columbia	62,633	25,055	71.4	28.6	51,901	25,467	.829	[2]	1,772	827
Florida	215,058	107,155	66.7	33.3	267,818	93,539	[2]	.873	8,985	2,236
Georgia	587,484	433,370	57.5	42.5	463,438	241,498	789	.557	13,662	5,143
Louisiana	364,710	226,830	61.7	38.3	269,648	145,833	.739	.643	8,650	2,823
Maryland	313,638	66,448	82.5	17.5	220,413	50,487	.703	.759	7,180	1,472
Mississippi	[3] 306,921	[3] 393,409	43.8	56.2	315,285	290,248	[2]	.738	10,468	6,085
North Carolina	647,512	305,008	68.0	32.0	586,697	262,081	.906	.859	17,749	5,924
Oklahoma	672,205	76,084	89.8	10.2	632,858	49,401	.941	.649	17,766	1,364
South Carolina	288,153	337,897	46.0	54.0	248,272	228,003	.862	.675	8,616	4,449
Tennessee	617,709	135,580	82.0	18.0	555,025	121,396	.898	.895	15,242	2,800
Texas	1,324,463	253,229	83.9	16.1	1,031,381	201,315	.778	.795	35,623	4,283
Virginia	516,828	227,990	69.4	30.6	401,424	152,293	.762	.668	12,550	3,791
West Virginia	479,438	24,825	95.1	4.9	377,133	23,981	.787	.966	------	------

[1] Estimated.
[2] No basis for estimating growth in population since 1920.
[3] Estimated on school census for 5–21 years of age.

TABLE 32.—*School term and school attendance of white and of colored pupils in 15 States, 1927–28*

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	158	127	116	92	26	27	74	73
Arkansas	150	132	110	93	26	30	74	70
Delaware	185	184	161	145	13	21	87	78
District of Columbia	180	180	149	150	18	17	82	83
Florida	163	124	124	98	24	23	76	77
Georgia	154	137	119	100	23	27	77	73
Louisiana	173	114	139	85	20	26	80	74
Maryland	189	178	160	136	15	24	85	76
Mississippi	162	112	118	76	27	32	73	68
North Carolina	154	138	120	95	22	31	78	69
Oklahoma	150	142	101	86	32	39	68	61
South Carolina	172	116	129	83	25	29	75	71
Tennessee	167	149	117	108	30	28	70	72
Texas	157	130	131	106	17	18	83	82
Virginia	165	142	134	105	19	26	81	74

TABLE 33.—*Enrollment of white and of colored pupils in 16 States, according to year of advancement, 1927–28*

Year of advancement	White pupils		Colored pupils	
	Number	Per cent of total	Number	Per cent of total
1	2	3	4	5
Kindergarten	42,071	0.7	5,120	0.2
First	1,233,566	19.7	769,473	34.9
Second	734,941	11.7	328,099	14.9
Third	704,915	11.3	290,190	13.2
Fourth	690,034	11.0	258,645	11.7
Fifth	636,135	10.2	200,077	9.1
Sixth	568,725	9.1	143,732	6.5
Seventh	503,442	8.0	95,202	4.3
Eighth	231,208	3.7	32,908	1.5
First year high	348,319	5.6	37,938	1.7
Second year high	246,737	3.9	22,738	1.0
Third year high	179,916	2.9	14,201	.6
Fourth year high	134,632	2.2	9,144	.4
Total	6,254,641	100.0	2,207,467	100.0

TABLE 34.—*Enrollment of colored pupils in 16 States, 1927–28*

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	1,010,332	1,113,114	2,123,446	31,028	52,993	84,021	1,041,360	1,166,107	2,207,467
Alabama	95,259	104,064	199,323	1,565	3,695	5,260	96,824	107,759	204,583
Arkansas	52,281	56,596	108,877	696	1,280	1,976	52,977	57,876	110,853
Delaware	2,867	3,081	5,948	209	332	541	3,076	3,413	6,489
District of Columbia	10,248	11,371	21,619	1,559	2,289	3,848	11,807	13,660	25,467
Florida	[1] 42,587	[1] 48,879	[1] 91,466	[1] 966	[1] 1,107	[1] 2,073	43,553	49,986	93,539
Georgia	109,007	127,296	236,303	2,396	2,799	5,195	111,403	130,095	241,498
Louisiana	66,991	74,272	141,263	1,397	3,173	4,570	68,388	77,445	145,833
Maryland	22,632	24,351	46,983	1,688	1,816	3,504	24,320	26,167	50,487
Mississippi	136,106	150,126	286,232	1,730	2,286	4,016	137,836	152,412	290,248
North Carolina	[2] 120,007	[2] 130,530	250,537	[2] 4,166	[2] 7,378	11,544	[2] 124,173	[2] 137,908	262,081
Oklahoma	23,260	23,016	46,276	1,214	1,911	3,125	24,474	24,927	49,401
South Carolina	101,686	118,251	219,937	2,420	5,646	8,066	104,106	123,897	228,003
Tennessee	56,385	59,454	115,839	1,905	3,652	5,557	58,290	63,106	121,396
Texas	91,225	94,094	185,319	5,973	10,023	15,996	97,198	104,117	201,315
Virginia	68,938	76,500	145,438	2,383	4,472	6,855	71,321	80,972	152,293
West Virginia	10,853	11,233	22,086	761	1,134	1,895	11,614	12,367	23,981

[1] Distribution estimated.

[2] Sex distribution estimated.

TABLE 35.—*Statistics of colored schools—Attendance and teachers in 15 States, 1927–28*

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 15 States			1,584,954			207,098,894							7,917	39,741	47,658
Alabama	136,616	11,826	148,442	16,839,621	1,953,891	18,793,512	426	3,098	3,524	145	224	369	571	3,322	3,893
Arkansas	69,714	8,407	78,121	8,901,309	1,387,155	10,288,464	575	1,669	2,244	31	92	123	606	1,761	2,367
Delaware	4,635	422	5,057	865,322	78,461	943,783	22	167	189	5	7	12	27	174	201
District of Columbia	17,834	3,294	21,128	3,224,856	588,107	3,812,963	63	598	661	73	93	166	136	691	827
Florida			71,714			9,213,303							299	1,937	2,236
Georgia			177,158			24,160,646	377	4,476	4,853	134	156	290	511	4,632	5,143
Louisiana	104,425	3,725	108,150	11,904,450	424,650	12,329,100	374	2,211	2,585	71	167	238	445	2,378	2,823
Maryland	35,548	2,985	38,533	6,311,414	552,319	6,863,733	185	1,138	1,323	70	79	149	255	1,217	1,472
Mississippi			197,684			22,140,608	1,021	4,984	6,005	13	67	80	1,034	5,051	6,085
North Carolina	172,125	9,052	181,177			24,929,955	752	4,760	5,512	198	214	412	950	4,974	5,924
Oklahoma	27,659	2,376	30,035	3,953,818	311,152	4,264,970	217	921	1,138	120	106	226	337	1,027	1,364
South Carolina			162,650			18,886,023	645	3,476	4,121	118	210	328	763	3,686	4,449
Tennessee	83,707	4,101	87,808	12,385,425	729,978	13,115,403	431	2,126	2,557	107	136	243	538	2,262	2,800
Texas	150,022	15,136	165,158	19,372,974	2,061,900	21,434,874							980	3,303	4,283
Virginia			112,139			15,921,557	336	3,192	3,528	129	134	263	465	3,326	3,791

TABLE 36.—*Enrollment of colored pupils, by grades, in 16 States, 1927–28*

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	5,120	769,473	328,099	290,190	258,645	200,007	143,732	95,202	32,908	2,123,446	37,938	22,738	14,201	9,144	84,021	2,207,467
Alabama		82,192	29,402	26,455	22,248	16,901	12,800	5,577	3,748	199,323	2,508	1,401	745	606	5,260	204,583
Arkansas		34,452	17,779	15,579	14,706	11,100	7,684	4,779	2,798	108,877	1,003	545	286	142	1,976	110,853
Delaware		1,380	866	816	704	725	593	492	372	5,948	243	137	100	61	541	6,489
District of Columbia	1,905	3,994	2,922	2,442	2,429	2,334	2,080	1,839	1,674	21,619	1,712	957	684	495	3,848	25,467
Florida		40,035	13,117	11,843	10,001	7,153	4,663	2,936	1,718	91,466	1,006	578	318	171	2,073	93,539
Georgia	947	87,461	42,890	34,108	28,415	20,603	13,245	7,268	1,366	236,303	2,786	1,360	659	390	5,195	241,498
Louisiana		56,845	21,741	20,021	18,100	12,138	7,864	4,554		141,263	1,840	1,133	899	698	4,570	145,833
Maryland	1,196	10,330	7,445	6,836	6,525	5,517	4,533	3,484	1,117	46,983	1,567	897	619	421	3,504	50,487
Mississippi		107,919	42,265	37,467	33,399	25,305	18,080	12,514	9,283	286,232	2,181	1,162	409	264	4,016	290,248
North Carolina		98,271	35,321	32,571	29,529	23,701	17,579	12,666	899	250,537	4,701	3,271	2,188	1,384	11,544	262,081
Oklahoma	441	13,599	5,922	6,325	6,266	5,028	4,070	2,159	2,466	46,276	1,376	785	531	433	3,125	49,401
South Carolina		82,279	40,468	32,023	26,414	19,486	11,943	7,324		219,937	3,672	2,176	1,532	686	8,066	228,003
Tennessee		38,270	16,474	14,895	14,123	12,139	8,881	6,301	4,756	115,839	2,276	1,570	966	745	5,557	121,396
Texas	631	61,881	24,653	25,047	23,796	20,242	15,912	13,157		185,319	7,398	4,362	2,726	1,510	15,996	201,315
Virginia		44,664	23,779	20,972	19,329	15,329	11,824	8,290	1,251	145,438	2,905	1,908	1,242	800	6,855	152,293
West Virginia		5,901	3,055	2,790	2,661	2,376	1,981	1,862	1,460	22,086	764	496	297	338	1,895	23,981

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PRIVATE ELEMENTARY AND SECONDARY SCHOOLS

The data in Tables 37 and 38 concerning private and parochial elementary and high schools are not included in any other part of this report. No data concerning receipts and costs of these schools are included. The information has been compiled from State reports, from reports from private secondary schools, and from material submitted by the National Catholic Welfare Conference. The conference material has been most helpful because reports from many of the States are incomplete.

Elementary pupils in private schools increased in number from 2,143,100 in 1926 to 2,234,999 in 1928. High-school pupils increased from 295,625 in 1926 to 341,158 in 1928. This makes an increase of 138,432 in private-school enrollments during the 2-year period.

The number of elementary-school teachers in private schools increased from 56,272 in 1926 to 61,567 in 1928, which is an increase of 5,531 women and a decrease of 236 men teachers. The number of high-school teachers increased from 20,145 in 1926 to 21,788 in 1928, an increase in both men and women teachers. The total number of teachers in these private schools increased 6,940 in the 2-year period.

TABLE 37.—*Teachers employed in private and parochial schools, 1927–28*

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 U. S.	1,466	60,101	61,567	8,157	13,631	21,788	9,623	73,732	83,355
Alabama	36	362	398	192	185	377	228	547	775
Arizona	2	114	116	30	21	51	32	135	167
Arkansas	17	161	178	58	84	142	75	245	320
California	48	1,548	1,596	429	797	1,226	477	2,345	2,822
Colorado		413	413	43	84	127	43	497	540
Connecticut	45	1,114	1,159	346	637	983	391	1,751	2,142
Delaware	9	133	142	30	49	79	39	182	221
District of Columbia	12	196	208	85	168	253	97	364	461
Florida	39	236	275	43	93	136	82	329	411
Georgia	15	137	152	117	166	283	132	303	435
Idaho	3	143	146	17	56	73	20	199	219
Illinois	237	6,744	6,981	342	880	1,222	579	7,624	8,203
Indiana	20	1,328	1,348	186	181	367	206	1,509	1,715
Iowa	16	1,326	1,342	121	429	550	137	1,755	1,892
Kansas	7	1,169	1,176	201	302	503	208	1,471	1,679
Kentucky	2	889	891	136	290	426	138	1,179	1,317
Louisiana	66	928	994	113	182	295	179	1,110	1,289
Maine	1	526	527	124	220	344	125	746	871
Maryland	52	942	994	171	211	382	223	1,153	1,376
Massachusetts	120	4,097	4,217	435	711	1,146	555	4,808	5,363
Michigan	21	2,396	2,417	154	556	710	175	2,952	3,127
Minnesota	1	1,486	1,487	172	344	516	173	1,830	2,003
Mississippi	17	137	154	74	95	169	91	232	323
Missouri	4	1,510	1,514	253	344	597	257	1,854	2,111
Montana	6	339	345	21	49	70	27	388	415
Nebraska		548	548	46	214	260	46	762	808
Nevada									
New Hampshire	45	535	580	202	138	340	247	673	920
New Jersey	24	2,633	2,657	422	438	860	446	3,071	3,517
New Mexico	18	261	279	21	57	78	39	318	357
New York	260	9,193	9,453	1,024	1,554	2,578	1,284	10,747	12,031
North Carolina		92	92	249	299	548	249	391	640
North Dakota		253	253	25	60	85	25	313	338
Ohio	23	4,769	4,792	281	812	1,093	304	5,581	5,885
Oklahoma	27	397	424	48	124	172	75	521	596
Oregon	54	315	369	83	235	318	137	550	687
Pennsylvania	31	6,091	6,122	568	979	1,547	599	7,070	7,669
Rhode Island	17	591	608	98	93	191	115	684	799
South Carolina		63	63	52	95	147	52	158	210
South Dakota	16	523	539	28	67	95	44	590	634
Tennessee	31	189	220	171	135	306	202	324	526
Texas	37	1,359	1,396	197	330	527	234	1,689	1,923
Utah	2	80	82	77	100	177	79	180	259
Vermont	5	269	274	49	96	145	54	365	419
Virginia	23	205	228	271	186	457	294	391	685
Washington	43	489	532	147	162	309	190	651	841
West Virginia	2	237	239	35	54	89	37	291	328
Wisconsin	7	2,594	2,601	164	265	429	171	2,859	3,030
Wyoming	5	41	46	6	4	10	11	45	56
Outlying parts of the United States									
American Samoa	6	4	10				6	4	10
Guam	2	4	6				2	4	6
Hawaii	3	49	52	75	69	4	78	118	196
Philippine Islands			1,652	250	151	401			2,053
Porto Rico	3	49	52	17	50	67	20	99	119
Virgin Islands		22	22				0	22	22

TABLE 38—*Pupils enrolled in private and parochial schools, 1927–28*

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 U. S.	1,102,336	1,132,663	2,234,999	159,489	181,669	341,158	1,261,825	1,314,332	2,576,157
Alabama	5,405	6,167	11,572	2,775	3,479	6,254	8,180	9,646	17,826
Arizona	1,856	1,967	3,823	152	221	373	2,008	2,188	4,196
Arkansas	2,434	2,492	4,926	944	1,015	1,929	3,348	3,507	6,855
California	20,297	23,395	43,692	5,954	7,575	13,529	26,251	30,970	57,221
Colorado	5,413	5,693	11,106	678	935	1,613	6,091	6,628	12,719
Connecticut	23,927	24,511	48,438	3,933	3,640	7,573	27,860	28,151	56,011
Delaware	2,964	3,230	6,194	583	412	995	3,547	3,642	7,189
District of Columbia	3,985	3,861	7,846	1,302	1,530	2,832	5,287	5,391	10,678
Florida	2,386	2,906	5,292	550	764	1,314	2,936	3,670	6,606
Georgia	2,052	2,243	4,295	1,533	1,902	3,435	3,585	4,145	7,730
Idaho	1,057	1,233	2,290	244	418	662	1,301	1,651	2,952
Illinois	114,822	118,528	233,350	17,586	19,883	37,469	132,408	138,411	270,819
Indiana	30,642	31,260	61,902	3,124	2,873	5,997	33,766	34,133	67,899
Iowa	19,738	19,822	39,560	3,476	4,335	7,811	23,214	24,157	47,371
Kansas	16,053	15,454	31,507	3,183	4,660	7,843	19,236	20,114	39,350
Kentucky	15,235	16,027	31,262	2,339	3,941	6,280	17,574	19,968	37,542
Louisiana	18,345	20,266	38,611	1,908	2,257	4,165	20,253	22,523	42,776
Maine	10,272	10,535	20,807	2,462	3,082	5,544	12,734	13,617	26,351
Maryland	19,195	19,965	39,160	2,032	1,972	4,004	21,227	21,937	43,164
Massachusetts	78,178	79,534	157,712	19,862	23,762	43,624	98,040	103,296	201,336
Michigan	60,122	61,458	121,580	5,400	7,344	12,744	65,522	68,802	134,324
Minnesota	25,279	25,380	50,659	4,374	5,000	9,374	29,653	30,380	60,033
Mississippi	2,964	3,093	6,057	1,657	1,333	2,990	4,621	4,426	9,047
Missouri	30,301	31,199	61,500	3,903	4,626	8,529	34,204	35,825	70,029
Montana	4,111	4,399	8,510	501	681	1,182	4,612	5,080	9,692
Nebraska	10,808	10,974	21,782	1,133	1,932	3,065	11,941	12,906	24,847
Nevada									
New Hampshire	11,163	11,329	22,492	2,671	1,405	4,076	13,834	12,734	26,568
New Jersey	57,652	58,273	115,925	6,363	5,107	11,470	64,015	63,380	127,395
New Mexico	3,481	3,833	7,314	427	555	982	3,908	4,388	8,296
New York	168,866	172,697	341,563	21,168	18,594	39,762	190,034	191,291	381,325
North Carolina	822	895	1,717	2,957	4,417	7,374	3,779	5,312	9,091
North Dakota	3,625	3,864	7,489	301	738	1,039	3,926	4,602	8,528
Ohio	74,728	75,899	150,627	8,892	11,544	20,436	83,620	87,443	171,063
Oklahoma	2,435	2,693	5,128	673	945	1,618	3,108	3,638	6,746
Oregon	4,448	4,504	8,952	650	997	1,647	5,098	5,501	10,599
Pennsylvania	137,363	140,060	277,423	11,388	11,791	23,179	148,751	151,851	300,602
Rhode Island	14,165	14,651	28,816	1,860	1,972	3,832	16,025	16,623	32,648
South Carolina	798	907	1,705	783	961	1,744	1,581	1,868	3,449
South Dakota	4,767	4,870	9,637	310	611	921	5,077	5,481	10,558
Tennessee	2,404	2,679	5,083	752	774	1,526	3,156	3,453	6,609
Texas	19,267	19,605	38,872	1,138	2,058	3,196	20,405	21,663	42,068
Utah	509	815	1,324	1,336	2,148	3,484	1,845	2,963	4,808
Vermont	3,838	4,054	7,892	195	457	652	4,033	4,511	8,544
Virginia	3,522	3,753	7,275	377	887	1,264	3,899	4,640	8,539
Washington	7,985	8,362	16,347	2,270	2,086	4,356	10,255	10,448	20,703
West Virginia	3,498	3,743	7,241	483	612	1,096	3,981	4,355	8,336
Wisconsin	48,789	49,198	97,987	2,927	3,409	6,336	51,716	52,607	104,323
Wyoming	370	387	757	10	29	39	380	416	796
Outlying parts of the United States									
Alaska									
American Samoa	300	100	400				300	100	400
Canal Zone									
Guam	79	48	127				79	48	127
Hawaii	3,452	3,421	6,873	1,708	916	2,624	5,160	3,337	9,497
Philippine Islands			48,127			29,419			77,546
Porto Rico	2,714	3,822	6,536	213	616	829	2,917	4,438	7,365
Virgin Islands	559	572	1,131				559	572	1,131

CHAPTER XXI

STATISTICS OF CITY SCHOOL SYSTEMS 1927–28

This report contains statistics of city public-school systems for the school year ended in June, 1928. Certain data are given in detail for all cities having a population of 10,000 and more and summary tables are included for all cities having a population of 2,500 and more. The United States Census Bureau classification of cities is used throughout, and city sizes are based upon the 1920 census. Group I contains 68 cities with a population of 100,000 and more in 1920; Group II contains 186 cities having a population between 30,000 and 100,000; and Group III contains 518 cities with a population between 10,000 and 30,000. Every city in these three groups made a report for 1928, although it was necessary in a few instances to supplement the report with data for a previous year. These supplementary data are properly indicated.

The total regular day-school enrollment in cities increased from 11,714,231 in 1926 to 12,273,412 in 1928, or 4.8 per cent. The increase from 1922 to 1924 was 4.3 per cent. The number in average daily attendance increased from 9,694,279 in 1926 to 10,269,526 in 1928, or 5.9 per cent. It is not possible to tell how much of these increases in enrollment and in attendance are due to growth of cities, nor how much to improved school patronage. The number in average daily attendance in 1928 was 83.7 per cent of the number enrolled. In 1922 the attendance was 82.5 per cent of the enrollment; in 1924, 82.7 per cent; and in 1926, 82.8 per cent.

NIGHT SCHOOLS

In 1926, 673 cities reported 797,997 enrolled in night schools, and in 1928, 711 cities reported 993,985 enrolled, an increase of 24.6 per cent in enrollment. Cities of Group I represent 50 per cent of the urban population and have 72 per cent of the night-school students: those in Group II have 17 per cent of the population and 19 per cent of the students; those of Group III have 15 per cent of the population and 6 per cent of the night-school students; and cities with fewer than 10,000 population have 18 per cent of the population, and 3 per cent of the night-school students. The night schools in 1928 employed 23,590 teachers and administrative officers.

SUMMER SCHOOLS

In 1922, 231 cities reported 280,507 pupils in summer schools, and in 1924, 346 cities reported 355,266, an increase of 26.7 per cent in enrollment. In 1926, 392 cities reported 421,867 pupils, an increase of 18.7 per cent over 1924. In 1928, 447 cities reported 456,099 pupils in summer schools, an increase of 8.1 per cent over 1926.

About 4 per cent of the 1928 summer-school pupils were in cities with fewer than 10,000 in population.

TEACHERS, SALARIES, AND COST OF INSTRUCTION

The following tabulation shows (*a*) average number of pupils enrolled per teacher, (*b*) average annual salary of teachers, and (*c*) average annual cost of instruction per pupil in average daily attendance in the different types of public schools in all cities having a population of 10,000 and more for the school years ending in 1924 ,1926, and 1928.

In each year the kindergarten teacher has a higher average number of pupils than has any other type of teacher, due partly to the fact that she often has a forenoon session with one group of pupils, and an afternoon session with an entirely different group of pupils. The cost of instruction per pupil is correspondingly lower in the kindergarten. The typical kindergarten teacher has 55 pupils enrolled in her classes, and the annual cost per pupil in average daily attendance for instruction is $55.16. The elementary teacher has 37 pupils enrolled with an average cost per pupil for instruction of $67.66. The figures for the junior high schools are 28.7 and $89.58; and for the regular and senior high school, 25.9 and $121.29. The vocational schools with 23.7 pupils per teacher, have a per pupil cost of $171.44. The junior colleges are generally housed with the high school, use some of the same teachers, and share the operating expenses with the high-school department. Such data as are available show 21.6 pupils per teacher in the colleges, and an average cost of $174.68 per pupil for instruction. In the normal schools connected with the city schools, a teacher has an average of 20 pupils enrolled, and the instruction costs average $237.39 for each pupil in average daily attendance.

Pupils per teacher, average annual salary of teachers, and per pupil cost of instruction for certain types of schools in cities of 10,000 population and more, for the school years ending in 1924, 1926, and 1928

Type of school	1924			1926			1928		
	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	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	8	9	10
Kindergarten	54.2	$1,561	$54.23	55.8	$1,717	$53.55	55.0	$1,818	$55.16
Elementary [1]	39.0	1,668	60.78	37.6	1,726	64.49	37.0	1,788	67.66
Junior high	28.9	1,847	84.71	29.0	1,907	86.91	28.7	1,948	89.58
High	26.5	2,166	110.46	25.6	2,229	116.57	25.9	2,378	121.29
Vocational	28.7	2,129	161.00	26.6	2,301	172.22	23.7	2,316	171.44
College	21.0	1,843	161.62	18.3	2,375	170.43	21.6	2,630	174.68
Normal	23.2	3,056	192.55	22.9	3,145	187.62	20.0	3,348	237.39

[1] Includes special schools for the deaf, blind, feeble-minded, etc.

HISTORICAL DATA

It is difficult to make comparisons of city school data over a considerable number of years because cities are classified according to size with each decennial census enumeration. Beginning with 1922, the Bureau of Education has grouped the cities according to the 1920 census. The number of cities in any group varies from time to time due to consolidations and other changes in boundary lines. For example, Albany, Ala., which had a population of 7,652 in 1920, united in 1927 with Decatur, Ala., which had a population of 4,752 in 1920, making Decatur a city large enough to go into Group III. Frankfort Heights, Ill. (population 3,423 in 1920), united with West Frankfort, Ill. (population 8,478 in 1920), while Garrick, Pa. (population 10,504 in 1920), united with Pittsburgh. With slight exceptions, data for 1922, 1924, 1926, and 1928 are comparable. The tables which follow include data for these four years.

Kindergarten data for cities in Groups I, II, and III, for 1922, 1924, 1926, and 1928

Item	1922	1924	1926	1928
Group I				
Number of cities reporting kindergartens	59	62	62	61
Number of schools	3,725	3,832	4,447	4,132
Number of teachers	5,955	5,924	6,303	6,500
Number of pupils in average daily attendance	175,236	189,909	207,687	222,054
Group II				
Number of cities reporting kindergartens	124	127	129	130
Number of schools	1,524	1,605	1,819	1,607
Number of teachers	1,866	1,905	2,036	2,157
Number of pupils in average daily attendance	52,497	56,384	65,507	69,102
Group III				
Number of cities reporting kindergartens	187	200	209	224
Number of schools	1,040	1,170	1,255	1,268
Number of teachers	1,132	1,258	1,318	1,439
Number of pupils in average daily attendance	30,102	35,933	40,964	45,590
Groups I, II, and III				
Number of cities reporting kindergartens	370	389	400	415
Number of schools	6,289	6,607	7,521	7,007
Number of teachers	8,953	9,087	9,657	10,096
Number of pupils in average daily attendance	257,835	282,226	314,158	336,746

KINDERGARTENS

Among cities with a population of 10,000 and more, 15 more reported kindergartens in 1928 than in 1926. Only one large city (Wilmington, Del.) which reported kindergartens in 1926 reported no kindergartens in 1928. The increase in the number in average daily attendance over 1926 for the whole group of cities of this size is 7.2 per cent. Since 1922, the number in average daily attendance has increased 30.6 per cent. The number enrolled in 1928 is 555,070, and the average daily attendance, 336,746.

The greatest percentage increase in attendance in these cities is in those of Group III, which increase is 11.3 per cent since 1926, and 51.5 per cent since 1922. Seven cities having a population of 100,000 and more, 56 having a population between 30,000 and 100,000, and 294 with a population between 10,000 and 30,000, reported no kindergartens in 1928.

The actual number of kindergartens in all cities with more than 10,000 in population is fewer than the number reported for 1926. This may be due to the consolidation of kindergarten units, and also to changes in the definition of a kindergarten. The 1928 schedule states that the number of kindergartens shall be the same as the number of buildings housing kindergartens. These cities reported 7,521 kindergartens in 1926, and 7,007 in 1928. The number of teachers increased from 9,657 to 10,096, and the average annual salary of a kindergarten teacher from $1,717 to $1,818 during this 2-year period. Size of classes has not changed materially during this time. In 1922, 4 per cent of those in average daily attendance in regular day elementary and high schools were in kindergartens, and in 1928, 4.26 per cent, although the proportion of children of kindergarten age in the general population has been decreasing during this period. It is not possible to tell with any degree of accuracy what per cent of the 4 and 5 year old children are attending kindergartens as no census has been taken since 1920.

Elementary school data for cities in Groups I, II, and III, for 1922, 1924, 1926, and 1928

Item	1922	1924	1926	1928
Group I				
Number of teachers	91,584	90,397	94,182	99,652
Number of pupils in average daily attendance	2,960,204	3,053,500	3,055,261	3,154,170
Group II				
Number of teachers	34,807	35,840	37,035	38,528
Number of pupils in average daily attendance	1,043,576	1,098,144	1,122,449	1,148,936
Group III				
Number of teachers	33,395	34,841	35,930	38,055
Number of pupils in average daily attendance	1,042,779	1,107,540	1,131,047	1,189,632
Groups I, II, and III				
Number of teachers	159,786	161,078	166,147	176,235
Number of pupils in average daily attendance	5,046,559	5,259,154	5,308,757	5,492,738

ELEMENTARY SCHOOLS

Growth in elementary school attendance is influenced somewhat by the organization of the junior high schools. From 1924 to 1926 the average daily attendance in elementary schools in cities of more than 10,000 in population increased from 5,259,154 to 5,308,757, or less than 1 per cent. The number in average daily attendance in

1928 was 5,492,738, an increase of 3.5 per cent over 1926. The greatest rate of increase, 5.2 per cent over 1926, is in cities of Group III. The increase in average daily attendance over 1922 is 8.8 per cent. The elementary school enrollment for these 772 cities for 1928 is 6,520,084.

The number of pupils enrolled per teacher has decreased from 39 in 1924 to 37 in 1928. Salaries of elementary school teachers have increased during this same period from $1,668 to $1,788 per year. The average annual cost of instruction for each pupil in average daily attendance for 1928 is $89.58.

Data for junior high schools for cities in Groups I, II, and III, for 1922, 1924, 1926, and 1928

Item	1922	1924	1926	1928
Group I				
Number of cities reporting junior high schools	30	37	43	53
Number of schools	176	245	319	418
Number of teachers	4,242	8,776	12,005	16,340
Number of pupils in average daily attendance	98,881	218,381	313,745	418,509
Group II				
Number of cities reporting junior high schools	66	84	120	127
Number of schools	177	224	343	384
Number of teachers	3,441	5,036	8,181	9,995
Number of pupils in average daily attendance	79,782	121,973	195,717	241,136
Group III				
Number of cities reporting junior high schools	117	168	220	245
Number of schools	157	227	318	380
Number of teachers	2,090	3,431	5,244	6,684
Number of pupils in average daily attendance	54,954	88,367	130,054	167,718
Groups I, II, and III				
Number of cities reporting junior high schools	213	289	383	425
Number of schools	510	696	980	1,182
Number of teachers	9,773	17,234	25,430	33,019
Number of pupils in average daily attendance	233,617	428,722	639,516	827,363

JUNIOR HIGH SCHOOLS

Ten cities of Group I, 7 of Group II, and 25 of Group III reported junior high schools for the first time in 1928. The number of schools increased from 980 in 1926 to 1,182 in 1928, and the number of pupils in average daily attendance increased from 639,516 in 1926 to 827,363 in 1928, an increase of 29.4 per cent. The number attending increased 83.5 per cent from 1922 to 1924, and 49.2 per cent from 1924 to 1926. The annual increase since 1922 in attendance has been about 100,000 pupils. The greatest percentage increase in pupils is in Group I.

The number of pupils enrolled per teacher in junior high schools has remained about constant at 29 ever since 1924. The average salary of teachers was $1,847 in 1924, $1,907 in 1926, and $1,948 in 1928 in cities of more than 10,000 in population.

About 70 per cent of the junior high school pupils are in grades generally considered elementary, and 30 per cent are in regular high-school grades. The junior high school growth may, therefore, be divided, and accounted for in the elementary school, and in the high school if desired.

High-school data in cities of Group I, II, and III, for 1922, 1924, 1926, and 1928

Item	1922	1924	1926	1928
Group I				
Number of cities reporting high schools	68	68	68	68
Number of schools	337	362	403	423
Number of teachers	21,597	23,531	27,049	28,846
Number of pupils in average daily attendance	471,322	537,610	599,367	660,420
Group II				
Number of cities reporting high schools	181	180	181	181
Number of schools	249	263	280	281
Number of teachers	9,750	10,970	11,485	12,395
Number of pupils in average daily attendance	210,974	234,999	242,868	268,123
Group III				
Number of cities reporting high schools	494	494	493	495
Number of schools	562	570	587	591
Number of teachers	11,366	12,531	13,207	14,206
Number of pupils in average daily attendance	247,717	247,816	285,222	311,680
Groups I, II, and III				
Number of cities reporting high schools	743	742	742	744
Number of schools	1,148	1,195	1,270	1,295
Number of teachers	42,713	47,032	51,741	55,447
Number of pupils in average daily attendance	930,013	1,047,425	1,127,457	1,240,213

HIGH SCHOOLS

High-school enrollments are influenced slightly by the growth of junior high schools. The number of pupils in average daily attendance in senior and regular high schools in these cities increased from 1,127,457 in 1926 to 1,240,213 in 1928, or 10 per cent. The increase ranges from 9.3 per cent in Group III to 10.4 per cent in Group II. Attendance in high schools increased 12.6 per cent from 1922 to 1924, and 7.6 per cent from 1924 to 1926.

The average salary of a high-school teacher in the cities in all three groups increased from $2,166 annually in 1924 to $2,229 in 1926, and then to $2,378 in 1928.

If 30 per cent of the junior high school attendance is added to the high-school attendance, the total has increased from 1,000,099 in 1922 in cities having a population of 10,000 and more, to 1,488,422 in 1928. The increase is 17.6 per cent from 1922 to 1924, 12.2 per cent from 1924 to 1926, and 12.8 per cent from 1926 to 1928.

Cities of Group I have 61 per cent of the total population in the three groups, and 53 per cent of the high-school attendance if 30 per cent of the junior high school attendance is included. Cities of Group II have 21 per cent of the population and 23 per cent of the high-school

attendance, and cities in Group III have 18 per cent of the population and 24 per cent of the high-school attendance.

OTHER TYPES OF SCHOOLS

In 1928, 241 cities having a population of 10,000 and more reported 335 part-time and continuation schools employing 2,798 teachers, and having 255,110 pupils enrolled.

Seventy-four cities reported 122 vocational schools in 1928, with 2,056 teachers, and 48,682 pupils enrolled. The number in average daily attendance in vocational schools increased from 24,829 in 1924 to 28,444 in 1926, and then to 33,619 in 1928.

City normal schools are reported in 36 cities having 44 schools, 772 instructors, and 15,411 students enrolled. The normal schools had 9,632 students in average daily attendance in 1924, and 12,722 in 1928.

City colleges under the board of education of the public schools are reported in 42 cities. These schools employed 753 teachers and they had 16,274 pupils enrolled in 1928. The number in average daily attendance increased from 9,367 in 1926 to 13,298 in 1928.

The basis for a large part of the discussion up to this point is found in Tables 1 to 5, all of which summarize certain data which are given in detail in later tables for each city having a population of 10,000 and more.

PER CAPITA COSTS

Per capita costs including all current expenses except interest payments, and based upon average daily attendance, range in cities of Group I from $59.02 in Birmingham, Ala., to $157.37 in Yonkers, N. Y., with $113.69 for an average for 35 typical cities. The range for 60 typical cities in Group II is from $39.78 in Montgomery, Ala., to $149.51 in Mount Vernon, N. Y., with an average of $96.78 for the group. Among 75 cities of Group III, the range of per capita costs is from $25.57 in Phenix City, Ala., to $216.77 in Hibbing, Minn., with $93.12 for an average for the group. The range in cities having a population of fewer than 10,000 is from $38.24 in Troy, Ala., to $181.02 in Chisholm, Minn., with an average of $81.32 for the group of 80 cities selected at random to represent the group.

In 1924 the per capita cost in Group I was $95.64 and in 1926, $104.82 for 35 cities in each year, but not for identical cities. For cities of Group II the costs are, $78.12 for 55 cities in 1924, and $92.85 for 60 cities in 1926. For cities of Group III the costs are $73.90 for 55 cities in 1924 and $85.38 for 70 cities in 1926. For cities of fewer than 10,000 in population, 50 had a per capita cost of $77.39 in 1924, and 82 had a per capita cost of $74.80 in 1926. Fluctuations in sampling may account for some of the differences from year to year.

In 1928 in cities of Group I, 3.4 per cent of the cost went to general control, 76 per cent to instruction, 10.2 per cent to operation, 5.4 per cent to maintenance, 3.3 per cent to auxiliary agencies, and 1.7 per cent to fixed charges. For cities of Group II the corresponding figures are: 3.2, 76.5, 11.3, 4, 3.4, and 1.6. For cities of Group III: 3.7, 75, 11.8, 4.4, 3.4, and 1.7, and for cities of fewer than 10,000 in population, 5.5, 73.1, 12.2, 3.5, 3.5, and 2.2.

Table 6 and those which follow furnish detailed data for all cities in Groups I, II, and III. The data have been reduced to comparable bases as far as it is possible to do so.

TABLE 1.—*Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1927–28*

Item	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
I.—*Total population, attendance, and personnel in public day schools*				
Total population (census of 1920)	27,513,417	9,326,408	8,292,654	45,132,479
City school systems reporting	68	186	518	772
Superintendents and assistant superintendents	311	254	567	1,132
Supervisors and principals	8,125	4,005	4,204	16,334
Teachers:				
Men	20,274	7,606	6,925	34,805
Women	133,770	56,077	53,726	243,573
Enrollment:				
Boys	2,750,953	1,041,820	1,016,801	4,809,574
Girls	2,680,575	1,034,620	1,014,172	4,729,367
Aggregate days' attendance	845,795,339	318,610,609	313,446,516	1,477,852,464
Average daily attendance	4,500,801	1,737,464	1,718,434	7,956,699
Total number of schools	10,668	5,642	6,713	23,023
Number of school buildings	6,370	3,929	5,340	15,639
II.—*Distribution of attendance and personnel in day schools*				
Kindergartens:				
City school systems reporting kindergartens	'61	130	224	415
Supervisors and principals	51	16	7	74
Teachers (women)	6,500	2,157	1,439	10,096
Enrollment—				
Boys	188,215	54,559	34,776	277,550
Girls	188,563	54,318	34,639	277,520
Aggregate days' attendance	40,126,388	12,718,757	8,235,745	61,080,890
Average daily attendance	222,054	69,102	45,590	336,746
Number of schools	4,132	1,607	1,268	7,007
Elementary schools:				
City school systems reporting elementary schools	68	186	518	772
Supervisors and principals	6,523	3,028	3,091	12,642
Teachers—				
Men	4,203	914	916	6,033
Women	95,449	37,614	37,139	170,202
Enrollment—				
Boys	1,910,593	693,268	716,142	3,320,003
Girls	1,836,216	671,586	692,279	3,200,081
Aggregate days' attendance	594,650,634	210,794,214	214,803,185	975,248,033
Average daily attendance	3,154,170	1,148,936	1,189,632	5,492,738
Number of schools	5,584	3,318	4,430	13,332
Junior high schools:				
City school systems reporting junior high schools	53	127	245	425
Supervisors and principals	663	455	341	1,459
Teachers—				
Men	3,669	2,116	1,403	7,188
Women	12,671	7,879	5,281	25,831
Enrollment—				
Boys	240,911	136,188	95,085	472,184
Girls	239,851	139,833	97,146	476,830
Aggregate days' attendance	78,415,052	44,465,391	30,355,255	153,235,698
Average daily attendance	418,509	241,136	167,718	827,363
Number of schools	418	384	380	1,182

TABLE 1.—*Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1927–28*—Continued

Item	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
II.—*Distribution of attendance and personnel in day schools*—Continued				
High schools:				
City school systems reporting high schools	68	181	495	744
Supervisors and principals	781	476	748	2,005
Teachers—				
Men	11,118	4,212	4,471	19,801
Women	17,728	8,183	9,735	35,646
Enrollment—				
Boys	381.035	149,392	168,270	698,697
Girls	384,509	163,205	187,995	735,709
Aggregate days' attendance	123,953,011	48,797,898	56,369,827	229,120,736
Average daily attendance	660,420	268,123	311,670	1,240,213
Number of schools	423	277	591	1,291
Colleges (under city board of education):				
City school systems reporting colleges	7	12	23	42
Supervisors and principals	9	9	12	30
Teachers—				
Men	213	108	96	417
Women	154	84	98	336
Enrollment—				
Boys	3,698	2,450	1,741	7,889
Girls	3,731	2,974	1,680	8,385
Aggregate days' attendance	1,265,598	667,014	500,632	2,433,244
Average daily attendance	6,716	3,770	2,812	13,298
Number of schools	10	12	23	45
Normal schools (under city board of education):				
City school systems reporting normal schools	22	5	9	36
Supervisors and principals	38	1	----------	39
Teachers—				
Men	136	1	0	137
Women	611	9	15	635
Enrollment—				
Boys	757	5	12	774
Girls	14,328	101	208	14,637
Aggregate days' attendance	2,319,037	18,016	36,396	2,373,449
Average daily attendance	12,424	99	199	12,722
Number of schools	29	6	9	44
Vocational schools (full time):				
City school systems reporting vocational schools	29	34	11	74
Supervisors and principals	60	20	5	85
Teachers—				
Men	935	255	39	1,229
Women	657	151	19	827
Enrollment—				
Boys	25,744	5,958	775	32,477
Girls	13,377	2,603	225	16,205
Aggregate days' attendance	5,065,679	1,139,146	157,026	6,361,851
Average daily attendance	26,508	6,298	813	33,619
Number of schools	72	38	12	122
III.—*Part-time and continuation schools*				
City school systems reporting part-time and continuation schools	43	95	103	241
Supervisors and principals	72	44	21	137
Teachers:				
Men	777	325	183	1,285
Women	937	387	189	1,513
Enrollment:				
Boys	149,575	21,280	8,920	179,775
Girls	140,674	24,419	10,242	175,335
Number of schools	94	131	110	335
IV.—*Public night schools*				
City school systems reporting night schools	67	145	251	463
Supervisors and principals	748	267	164	1,179
Teachers:				
Elementary schools	5,637	1,907	1,199	8,743
High schools	5,618	2,045	746	8,409
Vocational schools	2,352	1,150	471	3,973
Enrollment:				
Elementary schools	249,683	61,267	29,233	340,183
High schools	365,300	94,342	23,435	483,077
Vocational schools	97,357	35,056	10,831	143,244

TABLE 1.—*Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1927–28*—Continued

Item	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
V.—*Public summer schools*				
City school systems reporting summer schools	49	90	126	265
Supervisors and principals	566	157	80	803
Teachers:				
Elementary schools	5,825	1,053	762	7,640
Junior high schools	562	229	90	881
High schools	3,030	707	499	4,236
Enrollment:				
Elementary schools	204,784	34,489	21,195	260,468
Junior high schools	22,878	5,390	2,162	30,430
High schools	116,765	20,228	10,528	147,521
VI.—*Receipts of city school systems*				
From the United States for vocational education	$4,981,403	$601,010	$347,933	$5,930,346
From the State	85,018,940	23,350,568	22,136,082	130,505,590
From the county	17,990,583	12,268,770	11,780,006	42,039,359
From other civil divisions for tuition	1,595,033	2,184,983	3,772,395	7,552,411
From general property taxes and city appropriations for maintenance	478,273,788	144,531,076	120,545,683	743,350,547
From taxation for debt service	25,790,741	18,910,811	15,082,034	59,783,586
All other local revenue	9,183,172	4,037,773	3,462,234	16,683,179
From loans and bond sales	71,678,645	29,600,742	29,297,055	130,576,442
From sales of property	3,145,397	1,198,919	423,542	4,767,858
All other nonrevenue receipts	5,153,358	1,617,439	1,106,404	7,877,201
Balance from previous school year	139,578,738	40,314,255	36,200,593	216,093,586
Total amount available	842,389,798	278,616,346	244,153,961	1,365,160,105
VII.—*Expenses, outlays, and other payments for school purposes*				
General control:				
Board of education and business offices	7,271,279	2,017,204	1,768,274	11,056,757
Superintendent and educational control	4,849,111	2,346,091	3,497,940	10,693,142
Other administrative officers	3,453,116	858,862	708,795	5,020,773
Expenses of instruction (day schools):				
Salaries and expenses of supervisors and principals	34,924,755	11,376,608	10,057,665	56,359,028
Salaries of teachers	340,533,970	107,695,928	90,800,819	539,030,717
Textbooks,[1] school-library books, stationery, supplies, and other expenses of instruction	17,536,292	6,920,998	6,037,883	30,495,173
Total cost of part-time and continuation schools	5,201,856	1,505,657	586,778	7,294,291
Total cost of night schools	7,456,558	1,350,283	517,589	9,324,430
Total cost of summer schools	2,523,207	432,768	184,281	3,140,256
Operation of plant—janitors' salaries, fuel, light, etc	46,641,780	17,853,257	16,315,143	80,810,180
Repairs and replacements	24,025,992	6,816,920	5,650,303	36,493,215
Auxiliary agencies	15,910,322	5,609,990	4,452,325	25,972,637
Fixed charges—pensions, rent, insurance, etc	13,689,159	2,580,276	2,750,511	19,019,946
Interest on indebtedness (paid from current funds)	32,458,830	12,056,748	11,412,007	55,927,585
Total current expenses	556,476,227	179,421,590	154,740,313	890,638,130
Outlay—capital acquisition and construction	122,029,847	39,048,248	40,807,249	201,885,344
Expenses of debt service (other than interest)	39,192,590	19,454,081	17,132,819	75,779,490
Grand total expenditures	717,698,664	237,923,919	212,680,381	1,168,302,964
VIII.—*Distribution of expenses of instruction in public day schools*				
Kindergartens:				
Salaries and expenses of supervisors and principals	167,628	37,923	12,142	217,693
Salaries of teachers	13,066,779	3,277,204	2,014,913	18,358,896
Total	13,234,407	3,315,127	2,027,055	18,576,589
Elementary schools:				
Salaries and expenses of supervisors and principals	25,465,671	7,754,701	6,615,412	39,835,784
Salaries of teachers	203,717,258	59,365,361	52,111,334	315,193,953
Textbooks,[1] supplies, and other expenses of instruction	9,938,852	3,407,065	3,288,064	16,633,981
Total	239,121,781	70,527,127	62,014,810	371,663,718

[1] Includes textbooks *free* to pupils only.

TABLE 1.—*Comparative summary of school statistics for the three groups of cities of 10,000 population and more, 1927–28*—Continued

Item	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
VIII.—*Distribution of expenses of instruction in public day schools*—Continued				
Junior high schools:				
Salaries and expenses of supervisors and principals	$3,222,491	$1,538,076	$930,048	$5,690,615
Salaries of teachers	35,763,154	17,973,464	10,574,574	64,311,192
Textbooks,[1] supplies, and other expenses of instruction	2,036,649	1,360,842	712,700	4,110,191
Total	41,022,294	20,872,382	12,217,322	74,111,998
High schools:				
Salaries and expenses of supervisors and principals	5,438,302	1,911,977	2,442,276	9,792,555
Salaries of teachers	80,704,407	25,613,092	25,522,134	131,839,633
Textbooks,[1] supplies, and other expenses of instruction	4,899,451	1,926,171	1,968,342	8,793,964
Total	91,042,160	29,451,240	29,932,752	150,426,152
Colleges (under city board of education):				
Salaries and expenses of supervisors, and principals	51,225	42,953	42,177	136,355
Salaries of teachers	1,021,158	517,326	442,066	1,980,550
Textbooks,[1] supplies, and other expenses of instruction	63,957	86,620	55,369	205,946
Total	1,136,340	646,899	539,612	2,322,851
Normal schools (under city board of education):				
Salaries and expenses of supervisors and principals	244,306	3,690		247,996
Salaries of teachers	2,542,531	18,050	23,720	2,584,301
Textbooks,[1] supplies, and other expenses of instruction	187,538	138	62	187,738
Total	2,974,375	21,878	23,782	3,020,035
Vocational schools (full- time):				
Salaries and expenses of supervisors and principals	335,132	87,288	15,610	438,030
Salaries of teachers	3,718,683	931,431	112,078	4,762,192
Textbooks,[1] supplies, and other expenses of instruction	409,845	140,162	13,346	563,353
Total	4,463,660	1,158,881	141,034	5,763,575
IX.—*Expenses of debt service*				
Redemption of bonds by payment from—				
Current funds	23,108,169	9,418,298	8,537,392	41,063,859
Sinking funds [2]	10,852,323	2,890,894	2,687,249	16,430,466
Issue of new bonds [2]	1,699,000		979,431	2,678,431
Payments to sinking funds	5,526,548	7,408,374	5,238,251	18,173,173
Payments of interest from—				
Current funds	32,458,830	12,056,748	11,412,007	55,927,585
Sinking funds [2]	12,136,163	3,258,336	2,645,245	18,039,744
Redemption of short-term loans	10,907,769	2,401,495	3,213,580	16,522,844
Refunds and other expenses of debt service	382,058	114,481	155,486	652,025
Total	72,383,374	31,399,396	28,556,716	132,339,486
X.—*Bonds and sinking funds (thousands of dollars)*				
School bonds outstanding	938,915	333,734	297,052	1,569,701
Other forms of school debt	11,479	4,413	8,596	24,488
Total amount in sinking funds at close of school year	71,911	19,968	13,835	105,714
XI.—*Taxation and values*				
Assessed valuation of property taxed for school purposes (thousands of dollars)	59,370,052	14,567,649	11,513,973	85,451,674
True valuation of property assessed for school purposes (thousands of dollars)	71,226,162	20,432,477	18,097,330	109,755,969
Ratio of assessed valuation to true property value	83.35	71.30	63.62	77.86
Amount derived from tax on property for school purposes	$555,284,345	$180,266,835	$150,838,796	$886,389,976
Average rate of taxation for all school purposes	7.80	8.82	8.33	8.08
Value of school properties (thousands of dollars)	1,767,106	693,969	648,841	3,109,916
Value of school property per pupil in average daily attendance	$393	$399	$377	$391

[1] Includes textbooks *free* to pupils only.
[2] Not included in total expenses of debt service.

TABLE 2.—*Combined summary of personnel and attendance in city public schools, 1927–28, 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	2,855	3,246	21,995	45,413	315,901	6,167,200	6,106,212	1,891,951,582	10,269,526	711	23,604	993,985	447	14,377	456,099
Alabama	36	39	160	282	2,930	63,986	69,132	18,769,264	106,514	8	99	3,490	6	95	1,908
Arizona	16	19	102	146	1,129	23,112	21,731	5,770,658	33,059	6	40	996	4	28	654
Arkansas	41	41	141	213	1,783	42,277	44,106	12,495,274	70,699	3	21	354	3	14	254
California	102	139	1,342	3,533	20,111	370,630	364,090	108,273,882	586,226	44	2,155	176,216	7	1,348	41,033
Colorado	27	37	264	426	2,996	59,830	58,773	16,937,933	93,884	8	120	3,079	10	133	3,962
Connecticut	76	83	586	738	7,947	142,179	137,705	43,846,212	238,492	43	749	18,602	7	159	4,669
Delaware	4	6	39	53	509	9,136	9,396	2,975,649	15,944	1	56	1,559	2	43	931
District of Columbia	1	9	170	310	2,335	38,065	39,928	11,631,537	64,456	1	246	10,495	1	254	10,849
Florida	29	29	268	318	3,660	70,490	72,608	19,815,101	115,523	3	23	402	1	3	49
Georgia	58	68	231	467	3,985	87,381	95,419	27,276,612	152,619	5	128	7,190	8	121	3,423
Idaho	20	25	73	198	947	19,689	19,702	5,584,051	32,333	2	5	84			
Illinois	174	203	1,104	2,380	20,473	447,052	427,807	141,099,653	729,817	16	1,201	53,103	15	947	28,643
Indiana	93	102	861	1,778	8,329	166,798	164,496	51,861,474	283,853	18	667	29,279	15	443	12,685
Iowa	82	84	568	747	5,795	98,595	99,704	30,424,387	169,769	17	176	4,169	12	98	2,331
Kansas	61	64	376	712	4,140	80,619	80,951	23,342,171	133,909	12	224	6,711	15	161	4,172
Kentucky	49	51	280	419	3,357	66,808	69,014	19,907,179	110,185	3	76	2,860	4	51	2,206
Louisiana	38	41	189	290	3,287	60,970	66,113	18,306,624	104,709	2	186	10,315	2	6	81
Maine	56	57	151	298	2,598	42,387	41,366	12,955,982	72,338	12	171	3,942			
Maryland	18	22	302	594	3,661	72,695	73,068	22,860,552	120,959	2	333	13,096	1	151	6,276
Massachusetts	169	191	1,429	2,635	19,685	368,714	344,208	112,982,141	617,107	79	2,529	67,597	32	739	18,574
Michigan	92	111	1,088	2,433	14,559	274,998	271,086	87,652,383	467,004	36	918	45,734	27	396	42,588
Minnesota	59	65	534	904	7,032	117,830	119,417	38,008,415	205,751	25	454	14,316	13	406	11,184
Mississippi	32	35	87	117	1,646	32,407	36,158	9,600,782	54,177	4	21	274	7	71	1,021
Missouri	63	77	496	1,088	7,564	153,699	152,664	46,092,815	251,402	6	718	29,523	7	1,178	28,785
Montana	17	17	92	64	1,048	18,929	18,952	9,089,673	31,998	1	2	40	1	23	627

Nebraska	30	34	226	332	2,612	50,282	50,437	14,985,935	84,014	6	53	1,109	6	29	757
Nevada	3	3	6	19	123	2,409	2,258	694,700	3,946	1	8	149			
New Hampshire	27	30	115	211	1,357	22,431	21,857	6,864,991	38,575	10	119	2,475	2	21	395
New Jersey	122	139	1,067	1,992	15,584	286,527	275,525	88,912,558	469,645	45	1,199	38,543	28	1,349	41,446
New Mexico	12	12	59	54	476	9,577	9,342	2,661,590	14,834	1	20	536	3	25	683
New York	168	237	2,941	6,070	44,341	866,098	840,158	271,384,314	1,452,469	88	4,334	218,538	25	2,222	77,454
North Carolina	55	60	273	421	4,529	85,879	92,342	26,168,360	145,217	9	104	2,195	14	65	1,610
North Dakota	12	12	47	83	612	10,699	11,611	3,530,573	19,671	4	22	718	4	27	437
Ohio	144	163	1,238	3,289	19,882	388,748	381,801	121,532,465	666,760	31	1,297	49,914	39	1,176	33,391
Oklahoma	62	64	266	736	4,249	94,542	95,397	25,624,691	145,258	7	144	5,944	12	51	1,140
Oregon	23	26	185	385	2,615	48,689	48,514	14,689,608	79,997	3	106	4,804	3	15	344
Pennsylvania	305	329	1,883	4,754	27,217	568,845	561,092	179,268,285	957,096	45	1,929	79,138	41	1,318	38,362
Rhode Island	27	35	151	345	3,194	56,848	54,798	17,372,553	95,695	18	501	12,163	6	43	1,269
South Carolina	31	31	109	222	2,198	43,365	48,018	12,837,388	72,751	2	34	485	2	18	227
South Dakota	14	15	91	115	825	13,276	13,863	4,111,411	23,028	5	18	320	4	45	1,222
Tennessee	45	45	230	411	3,634	83,055	87,211	23,621,878	127,817	5	117	2,803			
Texas	118	132	600	1,430	10,235	211,190	215,077	58,056,071	331,953	13	432	16,075	22	320	6,691
Utah	17	17	121	386	1,614	34,385	33,564	10,752,262	60,330	2	44	1,230	1	25	398
Vermont	29	30	61	94	883	14,221	14,417	4,391,515	25,114	2	16	451			
Virginia	39	41	232	313	3,819	70,144	74,383	22,127,291	122,507	9	249	6,778	14	339	10,520
Washington	34	39	349	790	4,173	88,686	88,141	26,946,30	146,254	10	301	12,512	4	84	2,163
West Virginia	35	35	232	512	2,749	51,413	52,002	16,021,940	91,170	5	67	1,156	4	64	1,155
Wisconsin	82	93	528	1,251	6,924	127,819	127,929	39,365,719	218,926	30	1,128	31,931	12	266	9,419
Wyoming	8	9	52	55	550	8,796	8,881	2,468,776	13,772	3	44	592	1	7	111

TABLE 3.—*Combined summary of expenditures, value of school properties, and number of schools and buildings in city public school systems, 1927–28, for all cities of 2,500 population and more*

State	Population (census of 1920)	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 outlay
1	2	3	4	5	6	7	8	9	10	11
Continental United States	54,885,777	34,630	25,613	3,850,143	$714,835,568	$9,496,170	$3,242,665	$65,630,471	$1,075,682,553	$242,334,794
Alabama	509,317	323	281	23,647	3,962,021	20,785	750	572,851	5,539,230	2,120,159
Arizona	125,028	144	110	9,637	2,247,596	7,086	7,486	180,269	3,207,447	446,047
Arkansas	290,497	253	241	14,572	2,407,763	2,730		344,479	3,518,507	528,212
California	2,331,729	2,107	1,454	264,317	52,774,592	1,325,319	222,395	4,071,030	78,260,544	19,309,982
Colorado	453,259	375	288	35,493	7,270,968	34,269	21,947	804,144	10,414,840	463,611
Connecticut	1,257,081	1,142	855	93,873	16,167,847	241,446	30,597	1,317,015	24,404,660	4,386,484
Delaware	120,767	37	37	4,207	1,029,145	12,842	7,467	10,839	1,460,262	52,208
District of Columbia	437,571	289	166	29,000	6,206,104	91,697	26,994		8,536,715	3,293,608
Florida	355,825	311	275	41,514	4,714,427	7,185		696,307	6,958,627	3,828,549
Georgia	727,859	529	447	24,074	5,844,907	64,008	24,626	298,453	7,616,889	855,341
Idaho	119,037	105	109	8,256	1,681,864	1,887		131,331	2,575,998	415,447
Illinois	4,407,888	1,874	1,357	273,871	49,492,709	447,194	402,631	2,322,895	75,353,978	21,106,760
Indiana	1,482,855	976	738	93,169	18,718,832	138,109	139,062	1,376,682	27,563,595	6,691,082
Iowa	875,495	920	568	68,079	10,991,512	20,900	15,467	1,236,976	16,613,667	1,276,800
Kansas	617,964	677	471	42,936	8,036,925	38,364	20,995	463,704	11,728,582	2,616,937
Kentucky	633,543	445	336	28,407	5,382,602	19,012	11,612	388,934	7,660,626	1,922,643
Louisiana	628,163	318	242	32,258	5,192,360	62,010		461,987	7,158,557	2,630,164
Maine	427,569	676	627	20,186	3,353,677	33,823		191,156	5,406,860	374,044
Maryland	869,422	304	231	38,269	7,305,963	122,023	31,326	1,074,405	11,605,411	2,009,719
Massachusetts	3,650,248	2,923	2,281	239,922	45,194,367	820,986	167,930	2,332,905	67,802,630	12,158,494
Michigan	2,257,233	1,603	983	215,309	35,058,785	509,154	465,333	2,877,072	52,478,672	14,376,644
Minnesota	1,052,758	934	596	93,510	14,607,302	147,809	78,838	1,195,975	23,518,050	2,712,974
Mississippi	240,121	226	180	13,867	2,042,448	4,812	10,111	216,221	2,879,416	511,968
Missouri	1,586,903	911	621	96,139	16,451,597	258,612	162,669	294,190	24,394,020	4,002,649
Montana	172,011	130	128	9,515	1,973,997			5,901	2,929,269	452,464

Nebraska	405,306	398	257	41,744	5,473,746	7,957	1,850	772,435	8,453,763	969,844
Nevada	19,398	19	16	1,386	247,298			16,383	368,912	3,116
New Hampshire	279,761	336	250	15,074	2,310,354	18,095	2,300	270,878	3,752,028	371,389
New Jersey	2,517,948	1,376	881	204,455	40,168,154	483,299	230,372	6,294,581	63,783,091	14,938,111
New Mexico	64,960	76	59	4,494	861,829	2,642	3,179	84,206	1,232,176	341,038
New York	8,589,834	3,184	1,849	591,149	136,661,619	2,721,263	422,944	17,172,695	205,848,812	40,975,340
North Carolina	490,370	406	370	41,374	6,515,265	14,587	7,412	1,014,886	9,302,481	2,598,569
North Dakota	88,239	79	63	7,777	1,113,977	2,577	3,595	43,081	1,653,123	233,752
Ohio	3,671,444	1,934	1,395	276,839	46,333,523	477,238	276,162	6,319,686	72,775,123	14,828,706
Oklahoma	539,480	532	461	41,521	7,540,473	11,930	2,273	135,760	10,223,274	1,838,591
Oregon	391,019	225	223	27,483	5,592,396	42,478	1,199	1,221,600	8,510,377	2,348,537
Pennsylvania	5,609,085	2,663	2,179	372,166	60,614,213	700,655	246,266	4,930,923	94,825,262	30,156,043
Rhode Island	589,180	527	424	29,114	5,791,698	105,957	5,028	739,365	9,284,926	2,996,637
South Carolina	291,421	205	167	16,130	2,735,237	1,200	1,625	352,898	3,792,652	775,251
South Dakota	101,872	116	90	9,113	1,615,579	2,747	8,497	75,620	2,371,435	521,869
Tennessee	608,206	351	300	26,464	4,979,987	24,458		628,858	6,978,812	2,472,794
Texas	1,523,689	1,120	1,006	96,950	16,800,168	111,210	33,924	356,375	21,868,621	4,722,185
Utah	215,584	189	155	15,048	3,105,783	3,633	709	262,285	4,513,189	692,955
Vermont	165,206	214	194	6,394	1,324,952	4,979		75,156	2,105,630	74,150
Virginia	673,984	341	294	28,563	5,841,109	64,346	55,128	223,954	7,746,099	1,549,328
Washington	748,735	393	375	46,732	9,659,039	57,771	11,180	242,783	13,534,087	2,525,731
West Virginia	369,007	365	320	33,877	5,209,133	11,136	7,040	125,743	7,203,860	1,204,732
Wisconsin	1,244,568	960	586	96,484	15,112,396	185,363	72,786	1,343,410	24,326,772	6,570,520
Wyoming	57,348	89	77	5,785	1,117,330	8,587	960	61,189	1,640,996	82,716

[1] Includes interest paid from current funds only.

TABLE 4.—*Summary of personnel and attendance in city public schools, 1927–28*

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 (days)	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	9,753,298	2,083	2,114	5,661	10,608	72,328	1,357,626	1,376,845	414,099,118	2,312,827	249	1,300	27,481	182	817	17,680
Alabama	100,534	24	24	25	51	601	13,748	14,328	3,862,513	22,042	5	22	314	3	5	63
Arizona	75,683	14	16	63	107	688	13,559	12,808	3,557,911	19,985	5	25	503	3	16	369
Arkansas	151,462	36	36	75	120	943	23,934	25,144	6,970,743	39,708	1	1	8	2	5	64
California	349,536	77	85	266	417	3,269	60,278	57,743	17,583,929	98,453	20	187	6,979	2	6	139
Colorado	90,743	20	20	99	158	893	17,976	17,436	4,872,742	27,294	3	9	52	6	36	758
Connecticut	238,992	48	49	127	118	1,737	30,312	29,708	9,355,474	51,322	16	135	830			
Delaware	10,599	3	3	2	7	68	1,079	1,173	373,228	1,975				1	2	25
Florida	110,604	23	20	120	124	1,367	24,304	24,529	6,921,602	41,010	1	10	187	1	3	49
Georgia	202,532	46	51	59	148	1,404	27,010	30,230	8,510,317	48,284	2	4	80	4	15	188
Idaho	82,643	18	21	49	159	717	14,851	15,018	4,228,780	24,446	1	2	40			
Illinois	576,867	126	132	288	386	3,573	65,105	64,959	20,548,038	113,093	2	10	137	8	24	668
Indiana	311,030	62	62	269	506	1,830	38,018	38,383	11,990,724	67,019	2	29	650	5	10	207
Iowa	271,345	63	63	227	326	2,088	32,855	34,688	10,372,179	59,280	5	13	231	7	15	364
Kansas	192,541	44	44	184	292	1,471	27,229	27,982	7,980,944	45,455	4	24	752	6	13	448
Kentucky	194,446	41	41	110	163	1,210	25,836	27,256	7,762,855	43,919	2	5	67	2	5	60
Louisiana	132,015	32	32	53	73	900	16,707	16,822	5,088,540	29,020	1	1	30	2	6	81
Maine	212,638	47	47	89	173	1,499	24,681	24,353	7,646,462	42,919	3	30	738			
Maryland	55,415	13	13	19	33	328	6,442	6,883	2,111,306	11,475						
Massachusetts	506,171	103	104	260	385	3,468	57,667	56,396	18,684,610	102,680	21	66	1,077	3	25	593
Michigan	335,958	63	65	270	489	2,800	48,497	49,033	16,362,076	87,626	14	73	1,054	11	54	1,557
Minnesota	227,036	48	48	213	315	2,015	30,933	32,860	9,981,801	56,011	14	105	2,138	8	54	1,644
Mississippi	103,920	23	24	26	58	765	15,090	16,842	4,704,406	26,354	2	9	120	2	12	120
Missouri	231,978	50	50	111	269	1,636	31,092	30,929	9,660,383	53,340	1	7	125	3	32	792
Montana	54,806	11	11	21	24	329	5,702	5,594	1,787,833	9,886						
Nebraska	118,585	25	25	93	144	929	16,884	17,658	4,990,203	28,378	4	17	337	5	23	625

Nevada	7,382	2	2	4	10	35	710	757	230,994	1,311						
New Hampshire	86,022	19	19	45	63	482	8,081	7,671	2,445,840	14,000	2	16	203	1	18	301
New Jersey	397,533	81	81	288	434	3,564	63,350	61,073	19,530,843	105,128	13	33	838	9	50	1,482
New Mexico	49,803	11	11	44	48	339	6,793	6,727	1,920,710	10,718				2	3	34
New York	482,985	108	108	292	393	4,322	68,191	67,763	20,819,473	114,008	38	108	2,984	4	17	191
North Carolina	179,858	41	42	100	188	1,780	34,776	38,380	10,722,744	59,909	4	11	195	10	35	759
North Dakota	41,792	9	9	18	31	296	5,122	5,518	1,697,318	9,551	1	2	41	2	8	78
Ohio	496,111	94	94	240	649	3,267	64,056	64,574	19,714,840	112,120	6	10	192	11	44	1,028
Oklahoma	222,216	50	51	126	340	1,882	42,747	43,208	11,786,448	67,109	5	8	144	9	37	685
Oregon	90,432	19	19	86	145	818	14,422	14,283	4,022,586	23,402	1	1	14	3	15	344
Pennsylvania	1,127,250	227	228	538	1,184	6,950	141,500	141,538	45,358,029	248,763	12	52	743	19	67	1,462
Rhode Island	87,818	16	16	27	36	518	9,718	9,338	3,000,750	16,480	7	30	632	2	8	213
South Carolina	118,637	25	25	31	126	1,136	22,596	25,153	6,493,017	37,294	1	22	277	2	18	227
South Dakota	62,133	12	12	54	80	505	8,157	8,782	2,566,790	14,403	3	10	106	2	10	157
Tennessee	155,778	39	39	35	156	1,113	24,431	25,423	6,928,865	39,393	1	1	35			
Texas	389,976	87	87	126	522	2,891	61,071	63,450	16,670,002	95,719	4	6	135	10	36	376
Utah	54,367	14	14	45	207	446	11,098	10,903	3,334,048	19,207						
Vermont	117,465	26	26	48	69	665	10,225	10,469	3,153,401	18,161						
Virginia	123,723	28	28	45	69	846	15,575	16,399	4,817,976	26,694	2	6	75	6	37	597
Washington	102,776	24	25	74	188	795	17,321	17,424	5,089,501	28,228	3	10	177	1	5	85
West Virginia	106,651	24	24	93	199	944	19,326	20,021	6,082,894	34,718	1	1	16	2	27	319
Wisconsin	282,439	61	62	160	385	1,920	33,817	34,389	10,514,730	58,315	14	171	3,969	3	21	528
Wyoming	32,072	6	6	24	41	286	4,754	4,847	1,287,720	7,222	2	18	256			

TABLE 5.—*Summary of expenditures, value of school properties, and number of schools and school buildings in city public school systems, 1927–28*

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 (from current funds)	Total current expenses	Capital outlay
1	2	3	4	5	6	7	8	9	10
Continental United States	11,607	9,974	740,227	$119,445,823	$171,740	$102,409	$9,702,886	$185,044,423	$40,449,450
Alabama	96	77	3,830	609,757	2,364	750	27,584	820,642	55,543
Arizona	97	75	5,948	1,345,559	4,243	4,593	38,356	1,916,305	58,991
Arkansas	170	168	6,967	1,192,925	----------	----------	134,336	1,697,517	141,882
California	517	442	34,690	6,632,162	35,143	856	572,749	9,816,501	2,358,194
Colorado	129	118	7,150	1,703,770	168	3,862	181,205	2,528,101	232,188
Connecticut	414	381	16,778	2,780,108	10,418	----------	251,860	4,749,758	439,581
Delaware	11	11	379	101,558	----------	200	489	136,997	123
Florida	118	112	14,288	1,604,402	1,027	----------	82,116	2,224,824	430,953
Georgia	201	183	7,283	1,424,963	50	1,482	34,183	1,837,050	378,832
Idaho	83	85	5,744	1,214,077	----------	----------	74,779	1,848,919	345,267
Illinois	517	474	37,599	5,543,434	3,282	7,135	396,640	8,629,033	1,837,311
Indiana	304	264	16,855	3,577,968	1,350	700	117,926	5,150,339	590,643
Iowa	383	251	19,729	3,422,606	482	640	291,849	5,132,557	237,829
Kansas	266	206	13,790	2,551,554	1,388	1,347	134,552	3,689,413	766,899
Kentucky	193	167	9,048	1,617,874	1,075	----------	73,650	2,290,750	480,034
Louisiana	107	89	7,200	1,054,758	----------	----------	27,309	1,460,431	600,433
Maine	473	455	10,160	1,728,472	5,720	----------	79,553	2,978,436	150,129
Maryland	44	39	1,900	444,439	----------	----------	25,000	689,731	297
Massachusetts	773	749	33,511	5,897,529	4,404	3,247	181,202	9,552,322	1,881,677
Michigan	511	355	39,144	5,435,315	7,762	13,393	821,560	8,719,544	2,388,214
Minnesota	362	287	26,539	3,661,556	14,687	10,290	327,179	6,457,714	497,165
Mississippi	114	94	6,313	1,057,779	1,896	1,200	59,351	1,465,193	358,987
Missouri	270	231	18,077	2,519,731	----------	1,766	174,681	3,781,967	630,685
Montana	53	60	3,360	516,084	----------	----------	5,901	790,493	67,965
Nebraska	184	142	11,654	1,589,932	2,519	1,850	44,333	2,407,637	233,531

Nevada	8	6	477	83, 932				126, 335	519
New Hampshire	173	132	4, 545	724, 818	2, 298	2, 000	61, 938	1, 251, 311	166, 633
New Jersey	444	324	45, 295	7, 498, 626	8, 109	7, 591	1, 241, 008	12, 496, 870	5, 187, 352
New Mexico	60	48	3, 109	611, 230		150	35, 710	858, 140	254, 148
New York	575	360	58, 486	8, 510, 186	28, 498	2, 736	1, 439, 254	14, 276, 483	5, 741, 811
North Carolina	211	175	15, 375	2, 315, 983	525	4, 933	297, 529	3, 248, 255	397, 412
North Dakota	39	36	2, 587	483, 767	280	562	11, 700	731, 901	40, 921
Ohio	463	403	44, 385	5, 573, 906	715	5, 120	640, 003	9, 002, 524	2, 627, 290
Oklahoma	267	267	14, 716	2, 587, 489	200	1, 553	57, 292	3, 625, 420	425, 692
Oregon	97	105	5, 891	1, 419, 533	104	1, 199	115, 805	2, 088, 603	228, 626
Pennsylvania	888	793	74, 670	12, 293, 136	4, 272	4, 934	724, 593	19, 842, 906	4, 364, 121
Rhode Island	146	148	4, 590	741, 719	4, 607	544	47, 979	1, 344, 487	319, 420
South Carolina	130	99	7, 234	1, 302, 242	1, 200	1, 625	176, 520	1, 808, 438	208, 704
South Dakota	71	65	5, 475	940, 086	1, 637	1, 025	63, 313	1, 451, 875	352, 595
Tennessee	145	128	7, 407	1, 189, 492	1, 050		82, 787	1, 631. 205	467, 936
Texas	433	448	24, 339	3, 799, 595	1, 570	5. 047	87, 556	5, 153, 310	1, 613, 776
Utah	98	94	4, 254	863, 901			37, 177	1, 329, 320	393, 644
Vermont	185	169	4, 445	956, 228			26, 053	1, 533, 856	60, 484
Virginia	99	99	6, 331	998, 920	816	5, 426	64, 789	1, 358, 029	340, 098
Washington	107	113	8, 106	1, 566, 290	230	740	43, 996	2, 333, 949	738, 739
West Virginia	159	149	9, 591	1, 579, 097			36, 800	2, 178, 302	129, 026
Wisconsin	374	254	27, 849	3, 588, 474	16, 567	3, 913	251, 649	5, 758, 337	1, 182, 556
Wyoming	45	44	3, 134	588, 861	1, 084		1, 092	842, 393	44, 594

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools. 1927–28*

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	64,223	178	3	55	145	1,114	24,514	26,344	7,307,434	41,053	65	71
California:														
Los Angeles	594,791	–17	248,582	187	11	399	1,302	7,073	128,537	130,733	36,650,064	195,989	611	338
Oakland	216,261	–18	61,046	187	3	100	235	1,432	27,903	26,374	8,259,898	44,170	123	66
San Francisco	506,676			195	3	148	273	2,050	39,785	37,030	12,130,813	62,209	176	99
Colorado:														
Denver	256,491	6–20	78,571	182	11	79	151	1,247	27,138	26,800	7,970,872	43,796	138	88
Connecticut:														
Bridgeport	143,555	4–16	36,200	186	3	53	57	752	13,445	13,162	4,442,830	23,886	73	37
Hartford	138,036	4–16	24,853	180	1	35	122	865	14,765	14,585	4,387,683	24,379	51	33
New Haven	162,537	4–16	40,064	187	1	73	127	960	18,915	17,879	5,831,011	31,149	121	64
Delaware:														
Wilmington	110,168	6–20	23,354	186	3	37	46	441	8,057	8,223	2,602,421	13,969	26	26
District of Columbia:														
Washington	437,571	5–17	90,797	180	9	170	310	2,335	38,065	39,928	11,631,537	64,456	289	166
Georgia:														
Atlanta	200,550	6–18	59,473	181	4	72	176	1,002	25,082	26,461	8,121,851	44,872	107	64
Illinois:														
Chicago	2,701,705	–20	1 996,059	200	19	387	1,396	10,855	265,672	249,146	84,420,407	422,101	641	342
Indiana:														
Indianapolis	314,194	7–20	81,898	179	4	144	278	1,492	28,875	27,795	8,898,537	49,712	89	89
Iowa:														
Des Moines	126,468	5–20	42,356	180	2	54	96	792	15,561	15,364	4,567,320	25,374	103	60
Kansas:														
Kansas City	108,851	5–20	37,810	173	3	11	85	556	12,348	11,972	3,506,883	20,271	82	56
Kentucky:														
Louisville	242,068	6–18	57,137	185	3	80	161	1,117	22,248	22,789	6,531,610	35,306	135	78
Louisiana:														
New Orleans	387,219	6–18	120,314	178	4	98	152	1,553	28,867	32,037	8,630,581	48,623	145	95
Maryland:														
Baltimore	733,826	5–18	152,408	190	5	268	507	2,897	57,479	57,031	17,873,926	94,302	219	153

Massachusetts:														
Boston	748,060	4–20	119,078	184	7	156	651	3,162	83,389	67,544	21,639,872	117,608	512	290
Cambridge	109,694	4–20	16,128	177	2	53	70	466	8,491	8,160	2,569,531	14,549	50	29
Fall River	120,485	5–16	27,921	187	2	49	63	606	9,512	9,333	3,088,367	16,474	76	56
Lowell	112,759	5–16	22,413	185	1	37	58	482	7,444	7,365	2,397,472	12,973	79	48
New Bedford	121,217	5–15	24,293	190	2	49	60	546	9,264	9,204	3,172,890	16,736	55	39
Springfield	129,614	5–16	28,167	187	2	53	136	812	14,041	13,548	4,253,160	22,793	74	44
Worcester	179,754	5–16	34,171	188	3	71	160	1,010	18,152	17,402	5,820,405	30,960	183	85
Michigan:														
Detroit	993,678	5–19	371,869	188	5	316	941	5,801	118,865	115,259	37,053,108	197,091	400	230
Grand Rapids	137,634	5–19	[1] 43,820	192	2	61	165	886	13,808	13,962	4,728,866	24,695	92	46
Minnesota:														
Minneapolis	380,582	5–18	89,049	189	4	126	230	2,383	42,322	42,813	13,762,090	73,007	207	113
St. Paul	234,698	8–16	25,180	188	3	86	138	1,149	21,103	20,341	6,731,152	35,804	140	77
Missouri:														
Kansas City	324,410	6–20	98,678	190	8	123	302	1,838	35,163	34,487	10,058,733	56,646	202	[1] 101
St. Louis	772,897	6–19	154,107	192	6	159	338	2,487	57,501	56,885	17,480,448	91,044	257	130
Nebraska:														
Omaha	191,601	5–20	50,025	182	4	72	99	972	20,242	19,528	6,151,634	33,894	117	61
New Jersey:														
Camden	116,309	.....	.....	193	1	47	71	620	11,610	10,789	3,519,568	18,276	60	41
Jersey City	298,103	.....	.....	192	3	62	141	1,283	25,338	24,843	7,991,814	41,633	50	40
Newark	414,524	3–20	.....	193	5	79	292	2,010	41,529	40,061	12,583,202	65,255	124	68
Paterson	135,875	.....	.....	192	1	53	90	753	13,499	12,457	4,192,988	21,820	51	27
Trenton	119,289	7–16	.....	190	3	48	104	545	10,276	10,012	3,268,087	17,201	63	32
New York:														
Albany	113,344	4–18	[1] 22,107	178	2	41	34	461	7,759	7,011	2,591,033	14,557	61	28
Buffalo	506,775	4–18	150,322	188	7	108	430	2,887	43,786	40,565	13,405,970	71,163	169	91
New York	5,620,048	–18	1,882,405	190	50	1,548	4,021	25,570	560,376	544,025	178,096,266	939,595	1,227	708
Rochester	295,750	–18	99,043	179	3	148	351	1,656	27,199	26,309	8,146,954	45,514	121	58
Syracuse	171,717	–18	34,138	175	1	64	129	895	17,546	17,105	5,185,075	29,629	90	48
Yonkers	100,176	5–18	[1] 29,000	178	13	59	87	683	11,818	10,883	3,480,138	19,550	61	32
Ohio:														
Akron	208,435	6–17	[1] 41,917	186	3	41	153	1,003	19,932	20,442	6,778,419	36,443	79	41
Cincinnati	401,247	5–17	[1] 97,437	193	4	109	296	1,639	30,423	28,982	9,611,720	49,467	181	82
Cleveland	808,379	5–17	241,733	184	5	201	645	3,880	79,842	76,994	24,924,315	135,457	275	154
Columbus [2]	237,031	5–17	53,674	185	4	92	219	1,142	22,155	22,015	7,016,207	37,926	93	67
Dayton	152,559	5–17	35,401	188	1	47	98	858	15,031	15,068	4,789,389	25,475	67	39
Toledo	243,164	5–18	58,090	179	3	61	125	1,265	22,530	21,618	6,771,040	37,933	96	52
Youngstown	132,358	5–18	38,669	184	1	52	125	861	16,538	15,824	5,298,849	28,798	82	45
Oregon:														
Portland	258,288	4–19	75,425	192	4	66	195	1,446	28,460	28,429	8,974,118	46,741	94	87
Pennsylvania:														
Philadelphia	1,823,779	6–15	244,684	189	15	398	1,204	6,473	150,672	150,078	44,675,553	236,745	421	300
Pittsburgh	612,633	4–15	160,103	200	4	206	501	2,607	53,684	52,443	17,203,898	86,018	273	155
Reading	107,784	6–16	19,727	196	2	22	85	492	9,325	9,077	3,132,296	15,981	53	44
Scranton	137,783	6–16	35,315	193	1	67	95	767	14,635	13,896	4,580,063	23,728	83	50
Rhode Island:														
Providence	237,595	4–20	76,388	181	8	53	179	1,325	22,656	21,826	6,810,815	37,558	176	107

[1] Statistics of 1925–26.
[2] Statistics of 1926–27.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1927–28*—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
Tennessee:														
Memphis	162,351			180	1	53	86	841	20,458	21,763	5,290,200	29,390	[1] 53	41
Nashville	118,342	6–20	29,013	206	1	53	47	455	12,764	13,723	4,129,888	20,048	40	40
Texas:														
Dallas	158,976	7–17	48,572	175	4	45	116	975	20,755	21,524	5,769,834	32,970	86	61
Forth Worth	110,820	6–17	30,548	176	4	52	107	768	15,883	16,044	4,391,956	24,954	94	54
Houston	142,356	7–17	53,977	173	5	83	140	1,242	23,698	24,502	6,726,730	38,883	115	91
San Antonio	161,379	7–17	44,331	175	2	63	73	825	17,403	16,526	4,507,077	25,825	54	54
Utah:														
Salt Lake City	118,110	6–18	32,919	183	1	48	93	881	16,814	16,262	5,410,157	29,564	71	40
Virginia:														
Norfolk	115,777	7–19	25,671	182	1	39	57	708	11,184	11,719	3,676,946	20,203	53	38
Richmond	171,667	7–19	40,454	180	2	51	66	850	15,468	16,623	4,836,986	26,871	68	45
Washington:														
Seattle	315,312	4–20	82,604	189	4	112	251	1,483	31,814	31,188	9,960,701	52,701	116	92
Spokane	108,379	4–20	31,396	184	2	49	123	576	11,433	11,124	3,499,624	18,990	47	47
Wisconsin:														
Milwaukee	457,147	4–20	151,737	190	7	131	415	1,912	40,107	39,341	11,894,057	68,048	183	97

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:														
Mobile	60,777	[1] 7–20	[1] 13,443	173	2	15	25	278	5,129	5,740	1,547,254	8,943	38	28
Montgomery	43,464	6–20	12,667	173	1	17	13	213	4,756	5,124	1,394,559	8,061	23	16
Arkansas:														
Little Rock	65,142	[1] 6–20	[1] 20,928	180	1	32	35	343	7,502	7,674	2,220.840	12,338	29	20
California:														
Berkeley	56,036	–18	18,826	187	3	28	81	448	7,930	7,537	2,252,935	12,047	39	37
Fresno	45,086	[1] 4–16	[1] 11,533	179	2	25	80	412	7,610	7,316	2,404,328	13,432	44	25
Long Beach	55,593	–18	26,057	179	2	54	161	704	13,264	13,015	3,813,719	21,307	67	31
Pasadena	45,354	8–18	20,204	178	2	37	153	649	9,634	9,461	2,798,364	15,721	60	27
Sacramento	65,908	–18	22,713	178	3	32	119	522	8,944	10,047	2,607,775	14,611	48	[1] 23

San Diego	78,831	[1] 3–17	[1] 21,977	189	2	38	110	616	12,883	12,482	3,893,595	20,601	65	93
San Jose	39,642	–17	14,116	179	1	15	70	362	6,048	5,808	1,790,932	10,005	27	15
Stockton	40,296	–17	12,601	184	1	10	75	254	5,592	5,513	1,638,701	8,907	33	27
Colorado:															
Colorado Springs	30,105	6–20	8,927	182	1	23	43	225	3,996	3,844	1,075,984	5,912	35	21
Pueblo—															
District No. 1	43,050	6–20	7,040	181	1	16	15	141	2,615	2,589	706,443	3,903	20	10
District No. 20		6–20	10,010	176	1	18	16	220	3,588	3,551	997,719	5,671	22	23
Connecticut:															
Meriden	34,764	4–16	9,173	181	1	10	24	184	2,939	3,040	951,235	5,246	31	17
New Britain	59,316	4–16	19,516	186	1	24	41	403	7,801	7,986	2,291,792	12,321	33	[1] 21
Stamford	40,067	4–16	13,195	186	2	19	31	343	5,338	5,117	1,680,692	9,079	41	[1] 21
Waterbury	91,715	4–15	23,057	182	3	28	73	575	9,128	7,944	2,747,658	15,138	62	36
Florida:															
Jacksonville	91,558	[1] 7–18	[1] 21,229	180	1	35	39	714	13,796	15,287	4,013,890	22,299	43	43
Pensacola	31,035	----------	----------	180	1	13	6	178	3,164	3,442	998,048	5,546	18	17
Tampa	60,071	----------	----------	180	1	34	60	634	12,265	12,202	3,524,982	19,583	44	44
Georgia:															
Augusta	52,548	6–18	17,617	182	1	17	30	258	5,506	5,988	1,615,796	8,878	41	30
Columbus	31,125	[1] 6–18	[1] 10,170	175	1	10	23	145	4,536	4,830	1,364,519	7,798	27	16
Macon	52,995	6–18	19,489	185	1	31	28	321	7,428	8,118	2,294,555	12,403	46	46
Savannah	83,252	6–18	24,013	176	2	17	27	262	6,489	7,552	1,985,831	11,283	22	26
Illinois:															
Aurora—															
East side	36,397	1–20	10,403	192	1	9	16	124	2,386	2,297	735,227	3,835	15	10
West side		6–20	2,858	189	1	1	11	74	1,331	1,375	423,321	2,240	14	6
Cicero	44,995	[1] 6–20	[1] 22,540	191	1	12	3	183	4,055	3,973	1,311,898	6,869	15	14
Danville	33,776	1–20	15,952	185	1	10	23	209	4,006	4,087	1,296,931	7,010	20	18
Decatur	43,818	[1] 6–20	[1] 20,361	179	2	28	33	285	5,605	5,631	1,675,242	9,366	21	19
East St. Louis	66,767	6–20	13,908	193	1	21	33	361	7,048	6,860	2,129,254	11,049	35	37
Evanston—															
District No. 75	37,234	[1] 6–20	[1] 11,410	185	2	16	7	153	2,397	2,390	717,469	3,878	19	9
District No. 76		6–20	5,807	180	2	----------	7	103	1,684	1,640	513,126	2,823	8	4
Joliet	38,442	6–20	16,553	182	1	14	10	202	3,956	3,697	1,175,924	6,461	24	20
Moline	30,734	[1] 1–20	[1] 9,257	180	1	17	19	164	2,878	2,707	850,320	4,724	27	16
Oak Park	39,858	6–20	13,140	185	1	16	10	237	3,537	3,328	1,079,977	5,837	22	11
Peoria	79,936	–20	23,458	186	1	29	43	371	7,137	7,195	2,180,155	11,720	42	22
Quincy	35,978	[1] 6–20	[1] 10,360	184	1	16	27	166	2,811	2,702	869,304	4,724	28	14
Rockford	65,651	6–20	22,364	188	1	30	47	380	7,593	7,616	2,331,722	12,403	45	24
Rock Island	35,177	6–20	6,750	184	1	18	19	158	3,078	2,823	893,945	4,858	21	15
Springfield	59,183	[1] –20	[1] 22,914	187	1	28	42	354	6,488	6,264	1,981,255	10,595	41	21
Indiana:															
East Chicago	35,967	6–20	15,839	187	1	18	49	214	4,800	4,424	1,426,479	7,629	21	10
Evansville	85,264	6–20	24,385	189	1	22	91	366	7,854	7,953	2,483,704	13,109	28	27
Fort Wayne	86,549	6–20	24,227	179	2	38	95	453	7,805	7,705	2,639,419	14,745	50	27
Gary	55,378	4–20	26,681	194	2	33	74	429	10,018	10,106	3,166,856	16,324	39	20
Hammond	36,004	6–20	17,238	195	2	20	56	316	6,145	6,040	1,924,777	9,871	32	17
Kokomo	30,067	6–20	7,499	180	1	24	23	146	3,427	3,342	938,365	5,291	13	13
Muncie	36,524	6–20	9,944	180	1	25	60	210	4,309	4,072	1,209,259	6,707	27	14
South Bend	70,983	7–20	27,102	200	2	26	60	489	8,887	9,014	3,012,703	15,064	48	24
Terre Haute	66,083	6–20	13,009	179	2	38	71	394	6,862	6,405	2,002,190	11,185	45	25

[1] Statistics of 1925–26.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1927–28*—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
Iowa:														
Cedar Rapids	45,566	5–20	15,484	186	1	23	23	362	4,887	4,818	1,613,178	8,673	42	25
Council Bluffs	36,162	5–20	12,011	182	1	26	28	230	4,605	4,437	1,442,938	7,949	39	20
Davenport	56,727	5–20	13,905	193	1	24	49	272	4,772	4,689	1,477,044	7,653	44	25
Dubuque	39,141	5–20	[1] 9,767	182	1	10	22	165	2,391	2,263	763,292	4,189	24	14
Sioux City	71,227	[1] 5–20	[1] 21,256	180	2	46	52	472	7,874	7,758	2,348,135	13,045	56	31
Waterloo—														
East side	36,230	5–20	6,490	180	1	24	8	122	2,111	2,253	696,060	3,867	22	13
West side		5–20	4,748	190	1	10	12	114	1,964	1,947	630,800	3,320	17	9
Kansas:														
Topeka	50,022	5–20	15,473	170	1	35	35	318	6,114	5,978	1,717,680	10,104	54	31
Wichita	72,217	5–20	27,219	176	1	45	53	501	10,320	10,249	2,985,840	16,965	62	37
Kentucky:														
Covington	57,121	6–17	12,309	191	1	21	21	208	3,606	3,589	1,156,942	6,162	28	16
Lexington	41,534	6–17	[1] 9,697	200	1	20	5	238	4,099	4,282	1,299,000	6,495	26	15
Louisiana:														
Shreveport	43,874	----------	----------	172	1	17	26	396	6,980	7,802	2,080,898	12,098	27	25
Maine:														
Lewiston	31,791	5–20	10,434	180	1	13	5	97	2,011	1,820	509,308	2,832	24	21
Portland	69,272	5–20	24,440	185	2	22	53	399	6,286	5,952	1,929,718	10,404	47	39
Massachusetts:														
Brockton	66,254	7–14	12,081	185	1	14	34	358	6,116	5,700	1,997,445	10,797	31	31
Brookline	37,748	5–16	6,805	180	1	10	32	208	2,978	3,075	952,536	5,284	26	14
Chelsea	43,184	5–16	11,466	184	1	14	29	210	4,432	4,148	1,394,352	7,578	10	7
Chicopee	36,214	----------	----------	182	1	17	13	199	3,836	3,661	1,197,229	6,617	27	20
Everett	40,120	5–16	9,702	185	2	14	33	272	4,631	4,531	1,545,914	8,356	21	20
Fitchburg	41,029	5–16	8,755	185	1	23	35	179	2,832	2,761	940,035	5,093	26	26
Haverhill	53,884	5–14	9,443	161	1	18	30	238	4,325	3,897	1,094,639	6,799	35	32
Holyoke	60,203	5–16	12,278	189	2	19	35	233	4,308	3,935	1,342,656	7,104	34	19
Lawrence	94,270	5–16	19,147	186	2	38	47	377	6,678	6,206	2,212,207	11,918	29	27
Lynn	99,148	5–16	18,458	184	2	24	61	427	8,392	7,955	2,721,074	14,800	45	41
Malden	49,103	5–16	11,029	182	1	20	22	240	4,695	4,383	1,461,164	8,009	19	17
Medford	39,038	5–16	10,422	178	1	23	48	280	4,971	4,723	1,595,802	8,963	24	24
Newton	46,054	5–15	10,827	181	3	23	69	337	5,392	5,258	1,681,322	9,299	43	29
Pittsfield	41,763	5–16	9,729	185	1	47	25	271	4,562	4,470	1,495,934	8,086	40	24

Quincy	47,876	5–16	12,285	185	2	20	42	359	7,485	7,542	2,479,870	13,455	24	22
Salem	42,529	5–16	9,101	179	1	13	25	162	3,064	3,062	922,760	5,141	20	15
Somerville	93,091	5–16	18,482	181	2	18	42	398	8,339	8,216	2,548,669	14,096	37	28
Taunton	37,137	5–16	7,765	180	1	8	18	220	3,190	3,306	1,067,398	5,930	32	26
Waltham	30,915	5–16	6,356	178	1	6	18	182	2,764	2,610	846,365	4,765	28	17
Michigan:														
Battle Creek	36,164	5–20	10,182	181	1	25	38	218	3,647	3,878	1,278,027	7,060	34	19
Bay City	47,554	5–20	13,962	187	1	23	39	238	3,551	3,658	1,255,736	6,715	33	20
Flint	91,599	5–19	35,531	188	5	53	95	711	15,756	15,521	4,618,827	24,575	56	31
Hamtramck	48,615	5–19	20,519	192	3	21	36	244	5,968	5,899	1,818,577	9,472	14	7
Highland Park	46,499	5–19	[1] 11,461	192	2	24	41	320	4,517	4,561	1,481,074	7,730	17	16
Jackson	48,374	5–19	13,845	187	2	21	52	235	5,209	5,059	1,559,581	8,492	30	19
Kalamazoo	48,487	5–20	14,320	182	1	22	54	301	5,185	5,162	1,537,992	8,456	31	13
Lansing	57,327	5–20	17,658	183	2	34	80	383	7,420	7,400	2,344,624	12,812	45	24
Muskegon	36,570	5–19	10,474	191	2	21	49	258	4,250	4,184	1,357,865	7,114	26	14
Pontiac	34,273	5–20	13,646	195	1	25	44	268	4,905	5,137	1,565,265	8,027	33	19
Saginaw	61,903	5–19	20,684	182	1	36	79	374	7,088	6,600	2,180,403	11,980	44	30
Minnesota:														
Duluth	98,917	1–20	34,470	183	2	42	68	629	10,933	10,499	3,487,920	19,059	86	41
Missouri:														
St. Joseph	77,939	1–20	18,253	177	1	30	34	412	6,980	7,094	2,027,782	11,456	37	35
Springfield	39,631	6–20	17,634	176	1	12	36	282	6,437	6,489	1,789,671	10,169	31	28
Montana:														
Butte	41,611	6–20	13,655	192	1	15	16	264	4,369	4,458	1,322,880	6,890	20	20
Nebraska:														
Lincoln	59,060	5–20	19,863	175	2	43	44	449	7,897	7,877	2,315,425	13,231	51	28
New Hampshire:														
Manchester	78,384	6–16	----------	180	2	31	58	300	5,208	5,176	1,552,316	8,648	49	28
New Jersey:														
Atlantic City	50,707	----------	----------	182	2	50	70	362	6,047	5,860	1,747,292	9,600	26	15
Bayonne	76,754	----------	----------	191	3	21	62	506	8,699	8,031	2,757,428	14,361	30	16
East Orange	50,710	----------	----------	185	1	19	44	284	4,918	4,829	1,483,344	8,018	19	10
Elizabeth	95,783	----------	----------	187	1	31	88	480	9,077	8,627	2,818,870	15,074	46	23
Hoboken	68,166	----------	----------	191	1	26	39	330	4,887	4,497	1,754,997	9,145	22	10
New Brunswick	32,779	----------	----------	184	1	16	27	197	3,263	3,277	1,029,444	5,595	21	8
Orange	33,268	----------	----------	191	1	13	30	168	3,404	3,321	1,063,102	5,566	16	9
Passaic	63,841	1–16	25,856	191	1	25	30	361	6,767	6,455	2,158,151	11,308	22	15
Perth Amboy	41,707	----------	----------	190	1	15	20	231	4,511	4,303	1,469,615	7,735	21	12
Union City	60,725	----------	----------	194	2	17	41	291	5,259	5,064	1,642,997	8,469	21	11
New York:														
Amsterdam	33,524	[1] 16–17	[1] 7,881	185	2	18	9	238	3,243	3,203	1,078,552	5,830	27	13
Auburn	36,192	–18	13,572	178	1	15	8	153	2,720	2,627	817,452	4,592	20	13
Binghamton	66,800	[1] 6–17	[1] 14,003	173	1	29	27	508	6,700	6,770	2,022,635	11,666	36	19
Elmira	45,393	–18	10,480	180	1	16	24	243	4,128	4,132	1,191,320	6,618	25	15
Jamestown	38,917	4–18	14,690	185	2	21	24	303	4,512	4,391	1,397,825	7,562	27	16
Mount Vernon	42,726	4–18	13,181	186	2	23	33	331	5,545	5,373	1,671,944	8,967	28	17
Newburgh	30,366	----------	----------	182	1	12	19	171	2,880	2,656	825,073	4,533	9	8
New Rochelle	36,213	4–17	12,000	189	1	24	50	279	4,523	4,310	1,390,179	7,372	22	13
Niagara Falls	54,573	–18	29,034	190	2	30	44	469	7,390	7,308	2,439,220	12,838	40	21
Poughkeepsie	35,000	6–17	7,423	189	1	19	12	177	3,085	3,195	956,405	5,061	20	20

[1] Statistics of 1925–26.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1927–28*—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
New York—Continued.														
Schenectady	88,723	–18	33,231	186	2	39	54	600	9,123	8,755	2,961,871	15,890	55	27
Troy—														
Lansingburg district	72,013	[1] 6–17	[1] 2,271	174	1	11	2	62	993	981	296,555	1,704	9	6
Union district		[1] 6–17	[1] 10,581	177	1	21	22	210	3,553	3,263	1,059,356	5,986	29	15
Utica	94,156	–18	21,200	177	2	30	43	531	9,172	8,816	2,670,213	15,064	43	25
Watertown	31,285	[1] 6–17	[1] 5,471	185	1	18	7	200	3,168	3,064	959,615	5,193	26	14
North Carolina:														
Charlotte	46,338	[1] 6–20	[1] 12,927	180	2	27	22	374	6,966	7,498	2,118,067	11,767	23	23
Wilmington	33,372	6–20	8,905	180	1	7	8	185	3,411	3,989	1,114,560	6,192	11	11
Winston-Salem	48,395	4–20	18,308	182	2	22	40	379	6,848	7,132	2,131,220	11,710	19	22
Ohio:														
Canton	87,091	5–18	22,507	182	2	39	64	512	10,362	9,911	3,110,003	17,135	44	37
Hamilton	39,675	5–18	10,249	192	1	6	23	180	3,739	3,745	1,239,543	6,456	19	14
Lakewood	41,732	5–17	13,442	181	1	23	65	308	5,248	5,124	1,602,538	8,854	25	15
Lima	41,326	5–17	8,878	182	2	18	37	239	4,304	4,316	1,286,359	7,067	20	16
Lorain	37,295	5–17	[1] 10,803	184	2	13	29	195	4,675	4,314	1,442,637	7,840	15	15
Portsmouth	33,011	5–18	10,036	183	1	11	27	228	4,773	4,818	1,385,506	7,577	26	18
Springfield	60,840	[1] 5–17	[1] 15,175	191	1	19	63	303	6,219	6,190	2,016,387	10,557	26	27
Oklahoma:														
Muskogee	30,277	6–20	8,433	177	1	16	32	201	3,854	4,245	1,121,840	6,329	18	18
Oklahoma City	91,295	6–20	32,052	175	1	42	98	688	15,424	15,568	4,005,737	22,890	80	50
Tulsa	72,075	6–20	29,930	180	2	29	112	627	14,040	13,948	3,683,878	20,466	74	41
Pennsylvania:														
Allentown	76,051	6–16	15,992	194	1	17	90	351	7,282	7,010	2,456,370	12,673	22	26
Altoona	60,331	6–15	12,354	180	1	13	48	321	5,906	5,715	1,850,792	10,283	19	19
Bethlehem	54,149	6–16	13,168	196	1	13	63	265	5,930	5,523	1,987,546	10,141	25	25
Chester	58,030	6–16	11,594	189	2	16	40	248	4,986	4,960	1,610,278	8,520	27	27
Easton	33,813	6–16	6,599	190	1	23	41	162	3,361	3,320	1,131,187	5,922	18	17
Erie	93,372	6–16	24,304	195	2	37	88	511	9,799	9,490	3,164,985	16,232	63	30
Harrisburg	75,917	6–16	12,810	189	2	17	102	348	7,475	7,331	2,387,703	12,634	38	28
Hazleton	32,277	6–15	7,907	190	1	11	43	202	4,050	3,796	1,355,174	7,132	20	17
Johnstown	67,327	6–16	15,174	180	1	34	63	422	7,039	6,836	2,237,194	12,429	48	27
Lancaster	53,150	8–16	9,422	189	1	9	49	222	4,743	4,628	1,541,605	8,163	22	22
McKeesport	46,781	6–16	11,182	180	1	17	50	262	5,690	5,336	1,683,656	9,354	17	16

New Castle	44,938	6–16	10,061	180	1	13	45	296	5,610	5,632	1,813,557	10,076	25	18
Norristown	32,319	6–16	7,018	192	1	9	25	168	2,713	2,570	905,850	4,708	11	12
Wilkes-Barre	79,461	6–16	16,092	185	1	41	66	449	8,917	8,716	2,832,494	15,357	42	33
Williamsport	36,198	6–16	7,742	195	1	7	50	194	4,165	4,110	1,417,721	7,270	18	17
York	47,512	6–16	8,495	180	1	14	56	244	4,687	4,684	1,441,218	8,007	25	26
Rhode Island:														
Newport	30,255	4–20	7,731	181	1	6	21	125	2,542	2,375	804,014	4,433	18	12
Pawtucket	64,248	4–20	20,921	181	1	26	31	335	5,549	5,498	1,721,104	9,519	36	25
Woonsocket	43,496	4–20	16,333	185	1	5	9	183	2,933	2,739	909,494	4,916	21	21
South Carolina:														
Charleston	67,957	.....	.....	179	1	16	28	239	4,940	5,378	1,581,107	8,833	15	12
Columbia	37,524	.....	.....	180	1	16	21	226	4,273	4,817	1,327,680	7,376	13	11
Tennessee:														
Chattanooga	62,615	[1] 6–20	[1] 28,912	176	1	35	38	481	9,417	9,616	2,566,960	14,585	34	29
Knoxville	77,818	6–17	19,726	180	1	32	67	522	10,804	11,106	3,236,389	16,091	56	42
Texas:														
Austin	34,876	7–17	10,789	173	1	18	30	261	4,705	4,758	1,245,358	7,198	25	20
Beaumont—														
City district	40,422	7–17	10,331	180	1	19	21	197	4,156	4,230	1,292,789	7,182	15	14
French district		7–18	1,140	175	1	.....	4	24	633	576	151,310	865	4	3
El Paso	77,560	7–17	23,315	180	3	31	46	564	9,642	9,425	2,780,916	15,449	37	24
Galveston	44,255	7–18	9,471	175	1	19	20	202	3,737	3,843	1,037,085	5,926	17	11
Waco	38,500	7–18	10,467	176	1	19	34	283	5,460	5,649	1,486,882	8,448	21	20
Wichita Falls	40,079	7–17	10,283	176	1	17	32	234	5,086	5,011	1,340,005	7,614	18	17
Utah:														
Ogden	32,804	6–18	10,933	174	1	19	51	228	4,692	4,685	1,442,693	8,291	14	14
Virginia:														
Lynchburg	30,070	7–19	9,115	186	2	14	22	211	4,077	4,475	1,341,190	7,215	30	24
Newport News	35,596	[1] 7–20	[1] 6,360	183	1	15	19	158	3,104	3,327	980,514	5,358	12	11
Petersburg	31,012	7–20	6,991	182	1	12	13	142	2,859	3,098	903,266	4,963	10	11
Portsmouth	54,387	7–19	10,990	184	1	13	13	225	4,565	4,783	1,453,784	7,901	19	18
Roanoke	50,842	6–19	16,115	173	1	19	33	378	7,020	7,436	2,141,029	12,362	21	20
Washington:														
Tacoma	96,965	4–20	30,305	182	1	35	87	500	10,928	10,920	3,286,323	18,057	46	46
West Virginia:														
Charleston	39,608	6–20	13,340	178	1	24	44	323	5,336	5,437	1,791,612	10,066	38	24
Huntington	50,177	6–20	22,067	173	1	32	72	424	7,318	7,300	2,156,099	12,463	36	33
Wheeling	56,208	6–20	8,389	182	1	18	36	190	3,221	3,047	944,762	5,191	14	11
Wisconsin:														
Green Bay	31,017	4–19	10,081	187	1	12	21	185	2,592	2,592	860,292	4,600	25	16
Kenosha	40,472	4–19	14,077	183	2	20	36	286	4,992	5,011	1,489,294	8,138	32	15
La Crosse	30,421	4–20	9,834	184	1	10	24	149	2,903	3,098	919,079	4,995	25	12
Madison	38,378	4–19	13,884	177	1	23	32	325	4,933	4,647	1,429,172	8,074	29	17
Oshkosh	33,162	4–19	10,353	189	1	15	21	172	2,973	2,924	1,008,062	5,334	24	15
Racine	58,593	4–19	17,740	190	1	22	27	287	5,671	5,698	1,869,274	9,838	33	18
Sheboygan	30,955	[1] 4–20	[1] 11,288	195	2	11	27	160	3,065	3,022	1,032,364	5,294	20	10
Superior	39,671	4–20	11,008	177	1	20	38	214	3,603	3,755	1,118,510	6,319	26	13

[1] Statistics of 1925–26.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1927–28*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

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:														
Anniston	17,734	[1] 7–20	[1] 6,908	178	1	7	3	113	2,181	2,224	624,028	3,505	12	11
Bessemer	22,339	6–20	5,133	177	1	6	9	90	2,151	2,481	702,336	3,968	10	9
Decatur	12,404	6–20	4,063	175	1	3	6	77	1,593	1,855	467,338	2,670	16	12
Dothan	10,034	6–20	3,911	176	1	4	4	67	1,388	1,497	385,150	2,188	11	11
Florence	10,529	6–20	3,651	178	1	7	5	59	1,332	1,463	368,198	2,070	9	7
Gadsden	14,737	6–20	[1] 5,923	179	1	7	7	90	2,362	2,465	657,645	3,683	11	11
Phenix City	10,374	----	----	171	1	1	3	45	1,261	1,244	322,263	1,889	9	7
Selma	15,589	6–20	4,539	176	1	3	7	81	1,607	2,010	508,170	2,887	9	9
Tuscaloosa	11,996	6–20	[1] 7,136	175	1	10	4	102	1,964	2,357	622,376	3,555	14	12
Arizona:														
Phoenix	29,053	5–20	12,313	167	1	21	12	248	5,346	5,075	1,170,040	7,006	27	18
Tucson	20,292	6–20	9,906	172	2	18	27	193	4,207	3,848	1,042,707	6,068	20	17
Arkansas:														
Fort Smith	28,870	6–20	10,313	177	1	11	21	178	3,505	3,717	1,089,258	6,139	16	16
Hot Springs	11,695	6–20	6,590	175	1	11	8	97	2,521	2,502	718,025	4,108	11	11
North Little Rock	14,048	6–20	5,924	180	1	1	12	105	2,139	2,304	723,240	4,018	15	13
Pine Bluff	19,280	6–20	[1] 6,349	176	1	11	17	117	2,676	2,765	773,168	4,393	12	13
California:														
Alameda	28,806	–20	7,670	187	1	12	38	188	3,370	3,411	1,079,569	5,775	17	9
Alhambra	13,204	3–18	----	178	1	17	44	186	3,346	3,400	1,045,326	5,873	17	17
Bakersfield	18,638	–20	7,923	180	2	7	1	150	2,691	2,589	816,213	4,535	28	15
Eureka	12,923	–17	3,373	181	1	5	17	85	1,533	1,709	473,455	2,616	13	11
Glendale	13,536	–17	11,434	179	3	18	20	241	4,319	3,928	1,212,576	6,774	30	17
Pomona	13,505	–17	4,898	179	1	13	30	135	2,349	2,301	695,213	3,885	16	10
Richmond	16,843	–18	7,492	188	2	6	23	174	2,752	2,643	959,863	5,105	22	20
Riverside	19,341	----	----	179	1	24	52	194	3,984	3,934	1,071,396	5,995	28	22
San Bernardino	18,721	5–17	7,830	172	2	23	52	237	4,697	4,429	1,323,449	7,697	34	34
Santa Ana	15,485	4–18	6,227	180	1	13	45	198	3,417	3,506	1,000,561	5,559	28	25
Santa Barbara	19,441	–18	7,311	188	3	14	34	163	3,262	3,034	877,602	4,672	20	21
Santa Cruz	10,917	–18	3,308	181	1	8	22	77	1,495	1,442	428,899	2,369	12	8
Santa Monica	15,252	–18	----	184	1	23	66	219	3,380	3,325	999,389	5,431	20	12
Vallejo	21,107	[1] 3–18	[1] 2,732	187	1	7	13	73	1,577	1,380	465,318	2,488	12	10

Colorado:														
Boulder	11,006	6–20	3,349	180	1	10	19	85	1,429	1,360	421,170	2,340	9	9
Greeley	10,958	6–20	3,645	175	1	12	12	93	1,545	1,652	425,275	2,426	11	12
Trinidad	10,906	6–20	4,073	184	1	7	12	92	1,543	1,541	467,728	2,542	11	7
Connecticut:														
Ansonia	17,643	4–16	4,916	182	1	12	14	89	1,926	1,791	614,432	3,376	10	10
Bristol	20,620	4–16	6,300	180	1	26	9	153	2,907	2,845	874,401	4,859	22	14
Danbury	22,325	4–16	6,025	185	1	11	8	101	1,986	2,053	602,730	3,258	16	16
Derby	11,238	4–16	2,717	183	1	8	3	46	892	889	291,702	1,594	5	5
East Hartford	11,648	[1] 4–16	[1] 3,572	179	1	6	3	100	2,091	1,960	614,368	3,429	11	11
Enfield (P. O., Thompsonville)	11,719	4–16	3,736	179	1	3	4	83	1,534	1,504	485,608	2,718	15	15
Fairfield	11,475	4–16	4,436	190	2	16	0	110	1,884	1,819	613,320	3,228	18	11
Greenwich	22,123	4–15	7,020	185	1	24	10	203	2,910	2,823	886,409	4,773	18	10
Manchester—														
Ninth district	18,370	4–15	2,807	186	1	15	8	89	1,542	1,486	484,833	2,607	11	8
Town schools		4–15	2,244	187	1	7	0	52	815	857	275,451	1,473	11	9
Middletown	22,129	4–15	3,682	191	1	8	13	70	1,446	1,449	469,939	2,460	8	5
Milford	10,193	4–15	2,769	188	1	8	7	74	1,384	1,299	417,360	2,220	7	9
Naugatuck	15,051	4–16	3,308	181	1	5	6	75	1,358	1,330	428,693	2,369	17	11
New London	25,688	4–16	6,120	179	1	12	4	147	2,897	2,887	733,005	4,095	18	10
Norwalk	27,743	4–16	7,521	187	1	11	16	156	2,973	2,885	929,429	4,970	28	21
Norwich	29,685	4–16	7,589	187	1	6	2	137	2,462	2,352	786,540	4,205	31	22
Stonington	10,236	4–15	2,427	185	1	4	4	56	1,113	1,057	327,635	1,771	12	11
Stratford	12,347	4–16	4,956	188	1	9	6	106	2,283	2,140	708,196	3,767	18	13
Torrington	22,055	4–16	6,418	182	1	13	14	134	2,549	2,387	795,315	4,370	16	15
Wallingford	12,010	[1] 4–15	[1] 3,425	184	1	11	5	77	1,439	1,412	466,897	2,540	17	12
Windham (P. O., Willimantic)	13,801	[1] 4–16	[1] 3,402	186	1	2	9	70	1,145	1,149	351,574	1,890	7	7
Florida:														
Key West	18,749	[1] 7–18	[1] 3,325	182	1	3	6	74	1,517	1,346	413,198	2,263	10	6
Miami	29,571	----------	----------	158	4	45	54	477	11,659	11,770	2,896,164	18,310	59	38
St. Petersburg	14,237	[1] 7–16	[1] 6,125	161	1	18	29	216	3,785	4,032	1,047,217	6,512	19	15
Georgia:														
Albany	11,555	6, 18	3,429	176	1	2	4	76	1,588	1,801	511,808	2,908	10	9
Athens	16,748	6–18	4,699	173	1	7	7	104	1,889	1,888	494,883	2,858	12	14
Brunswick	14,413	6–18	[1] 5,074	180	2	1	7	88	1,743	1,993	497,520	2,764	20	20
Lagrange	17,038	6–18	5,301	176	1	9	4	93	1,792	1,888	494,912	2,812	11	10
Rome	13,252	6–18	3,892	180	1	3	3	75	1,601	1,819	470,970	2,616	12	11
Valdosta	10,783	6–18	[1] 2,840	177	1	1	4	67	950	950	319,308	1,804	8	8
Waycross	18,068	6–18	5,171	178	1	2	6	90	1,767	1,901	594,342	3,339	12	10
Idaho:														
Boise	21,393	6–20	6,015	169	3	11	29	122	2,597	2,537	699,238	4,138	12	14
Pocatello	15,001	6–20	5,312	175	1	13	10	108	2,241	2,147	656,033	3,749	10	10
Illinois:														
Alton	24,682	–20	10,439	197	1	9	12	153	3,074	2,872	917,634	4,658	16	18
Belleville	24,823	[1] 6–20	[1] 11,189	194	1	8	8	81	1,626	1,498	524,709	2,705	18	10
Berwyn—														
District No. 98	14,150	6–20	6,668	188	1	2	0	44	1,204	1,099	367,540	1,955	4	4
District No. 100				184	1	----------	7	54	1,707	1,621	540,090	2,934	6	7
Bloomington	28,725	[1] 6–20	[1] 6,347	175	1	3	16	143	2,348	2,486	754,071	4,309	11	11
Blue Island	11,424	6–20	[1] 3,395	176	1	----------	5	63	1,167	1,143	343,327	1,950	6	6

[1] Statistics of 1925–26.

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TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1927–28*—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
Illinois—Continued.														
Cairo	15,203	6–20	5,606	183	1	9	8	85	1,456	1,685	484,218	2,646	15	14
Canton	10,928	6–20	3,088	177	1	5	15	62	1,300	1,388	395,986	2,242	11	10
Centralia	12,491	6–20	3,422	177	1	12	2	50	1,217	1,139	351,583	1,986	7	7
Champaign	15,873	–20	8,684	184	2	7	15	107	1,851	1,860	587,459	3,198	14	12
Chicago Heights	19,653	6–20	7,226	189	1	7	0	91	1,829	1,723	634,425	3,357	9	9
Elgin	27,454	6–20	6,009	185	2	20	18	149	2,667	2,562	853,287	4,612	15	12
Forest Park	10,768	–20	5,854	190	1	7	0	46	843	807	300,632	1,582	5	5
Freeport	19,669		[1] 5,086	184	1	12	16	80	1,799	1,783	569,296	3,094	10	9
Galesburg	23,834	6–18		200	1	5	25	125	2,531	2,499	965,800	4,829	14	12
Granite City	14,757	6–20	7,455	197	1	5	3	105	2,236	2,135	699,153	3,549	7	7
Herrin	10,986			190	1	5	4	43	980	1,040	351,500	1,850	5	5
Jacksonville	15,713	6–20	5,282	180	1	8	9	79	1,319	1,349	412,296	2,290	9	9
Kankakee	16,753	6–20	[1] 7,680	177	1	6	8	91	1,614	1,627	488,093	2,758	11	12
Kewanee	16,026	6–20	4,527	176	1	6	8	77	1,565	1,526	460,053	2,614	11	8
La Salle	13,050	6–20	[1] 3,933	190	1		2	44	748	655	230,185	1,212	7	7
Lincoln	11,882	–20	[1] 5,435	186	1	4	3	33	662	604	217,704	1,170	8	8
Mattoon	13,552	–20	5,868	182	1	2	8	71	1,534	1,568	547,638	3,009	11	9
Maywood	12,072	6–20	9,078	184	1	6	0	111	2,371	2,224	702,116	3,816	7	7
Melrose Park	7,147													
Murphysboro	10,703	6–20	2,953	175	1		6	41	921	1,008	302,925	1,731	12	6
Ottawa	10,816	6–20	3,703	192	1		1	51	1,040	930	310,806	1,619	11	7
Pekin	12,086	–20	5,796	186	1	4	14	86	1,534	1,508	510,660	2,753	9	9
Streator	14,779	6–20	4,056	190	1	7	2	63	1,177	1,071	348,473	1,834	11	9
Urbana	10,244	6–20	3,345	187	1	4	8	82	1,446	1,466	471,783	2,523	8	8
Waukegan	19,226	[1] 6–20	[1] 5,789	183	1		4	130	2,539	2,274	678,564	3,708	21	14
West Frankfort	11,901	6–20	4,691	172	1	1	21	81	1,980	1,967	644,132	3,738	10	10
Indiana:														
Anderson	29,767	2–20	10,316	180	1	7	40	154	3,620	3,457	1,030,680	5,726	24	16
Bloomington	11,595	6–20	4,711	180	1	7	20	108	1,881	1,820	540,193	3,001	8	8
Clinton	10,962	6–20	2,859	180	1	9	6	54	1,070	1,092	338,400	1,880	6	8
Crawfordsville	10,139	6–20	2,307	178	1	7	18	64	1,154	1,157	340,963	1,916	13	8
Elkhart	24,277	6–20	7,649	180	1	13	31	152	2,863	2,960	989,567	5,498	17	13
Elwood	10,790	6–20	3,009	180	1	5	18	57	1,285	1,309	384,918	2,138	7	6
Frankfort	11,585	6–20	3,063	180	1	7	19	62	1,391	1,412	441,867	2,455	6	7

Huntington	14,000	[1] 6–20	[1] 3,553	180	1	11	12	95	1,502	1,453	495,360	2,752	13	7
Jeffersonville	10,098	6–20	3,103	180	1	13	6	50	1,071	1,070	365,481	2,030	9	8
La Fayette	22,486	6–20	5,930	190	1	15	17	114	2,125	2,057	674,690	3,551	11	11
La Porte	15,158	[1] 6–20	[1] 4,099	190	1	7	15	85	1,511	1,450	545,003	2,868	9	7
Logansport	21,626	6–20	4,762	166	1	10	25	104	2,030	2,013	571,305	3,442	19	12
Marion	23,747	6–20	5,998	180	1	23	28	139	2,719	2,602	755,426	4,196	21	15
Michigan City	19,457	7–20	7,591	182	1	15	20	106	2,028	1,941	615,079	3,380	19	10
Mishawaka	15,195	[1] 7–20	[1] 6,266	188	1	12	20	123	2,682	2,536	804,368	4,272	16	12
New Albany	22,992	6–20	6,700	177	1	6	22	97	2,200	2,224	642,498	3,630	16	15
Newcastle	14,458	6–20	4,944	175	1	3	15	72	1,664	1,716	491,453	2,808	7	7
Peru	12,410	[1] 6–20	[1] 2,968	180	1	7	15	62	1,238	1,294	394,529	2,192	8	8
Richmond	26,765	6–20	7,145	185	2	16	38	147	2,942	2,986	922,020	4,971	26	15
Vincennes	17,160	6–20	5,060	180	1	4	15	97	1,809	1,724	517,830	2,876	17	9
Whiting	10,145	6–20	3,260	190	1	7	15	48	1,013	979	306,831	1,615	8	6
Iowa:														
Boone	12,451	5–20	4,231	179	1	3	12	80	1,412	1,418	436,044	2,436	17	8
Burlington	24,057	5–20	6,497	183	1	19	18	148	2,783	2,719	802,540	4,385	24	13
Clinton	24,151	5–20	5,889	178	1	10	12	116	1,887	1,918	577,191	3,243	20	13
Fort Dodge	19,347	5–20	6,346	183	1	15	13	136	2,320	2,310	752,679	4,113	21	11
Fort Madison	12,066	5–20	[1] 3,300	177	1	5	7	54	1,089	1,111	336,565	1,901	11	6
Iowa City	11,267	5–20	3,193	174	1	7	10	69	1,152	1,179	351,080	2,018	14	10
Keokuk	14,423	5–20	3,647	179	1	10	10	81	1,322	1,242	419,576	2,344	13	9
Marshalltown	15,731			173	1	13	9	100	2,065	2,151	608,787	3,519	20	11
Mason City	20,065	5–20	[1] 6,381	175	1	13	15	137	2,648	2,715	787,334	4,512	26	17
Muscatine	16,068	5–20	3,944	184	1	12	8	94	1,601	1,549	501,991	2,728	8	8
Ottumwa	23,003	5–20	[1] 7,189	180	1	17	17	163	3,296	3,175	939,654	5,220	16	14
Kansas:														
Arkansas City	11,253	5–20	4,311	174	1	3	21	89	1,986	1,919	580,633	3,347	16	11
Atchison	12,630	5–20	3,237	172	1	5	11	61	1,123	1,169	328,597	1,910	13	7
Chanute	10,286	6–20	3,001	176	1	12	14	62	1,266	1,174	378,447	2,150	9	9
Coffeyville	13,452	5–20	4,749	173	1	14	17	92	2,000	2,053	559,340	3,226	14	13
Eldorado	10,995	5–20	2,799	172	1	4	20	74	1,615	1,479	448,354	2,616	10	7
Emporia	11,273	5–20	3,857	174	1	8	14	87	1,591	1,603	450,237	2,587	17	9
Fort Scott	10,693	5–20	3,505	180	1	2	17	76	1,413	1,418	405,540	2,253	9	7
Hutchinson	23,298	6–20	6,326	175	2	15	17	149	3,117	3,171	915,324	5,231	22	17
Independence	11,920	5–20	3,933	174	1	1	26	88	1,595	1,773	463,868	2,666	15	8
Lawrence	12,456	[1] 5–20	[1] 3,117	171	1	4	16	92	1,486	1,483	456,399	2,669	16	11
Leavenworth	16,912	[1] 5–20	[1] 3,824	174	1	11	9	83	1,379	1,342	398,436	2,290	14	11
Parsons	16,028	5–20	[1] 3,790	174	1	12	28	92	1,743	1,780	504,148	2,897	14	8
Pittsburg	18,052	5–20	5,060	173	1	5	18	126	2,266	2,291	654,777	3,785	21	10
Salina	15,085	5–20	4,949	174	1	5	19	123	2,028	2,115	606,724	3,487	23	13
Kentucky:														
Ashland	14,729	6–18	6,661	175	1	17	9	161	3,035	3,046	959,852	5,484	12	12
Henderson	12,169	6–18	3,117	165	1	4	11	67	1,256	1,360	350,463	2,125	9	9
Newport	29,317	[1] 6–18	[1] 5,000	182	1	5	2	113	1,779	1,695	536,900	2,950	9	9
Owensboro	17,424	6–18	4,839	152	1	5	19	101	1,884	1,896	452,741	2,984	12	11
Paducah	24,735	6–18	7,357	180	1	18	28	142	3,065	3,101	856,816	4,760	21	19

[1] Statistics of 1925–26.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1927–28*—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
Louisiana:														
Alexandria	17,510	6–18	[1] 5,670	138	1	4	12	112	2,328	2,495	520,506	3,778	9	9
Baton Rouge	21,782	6–18	[1] 6,130	177	1	7	12	186	3,554	4,325	1,225,556	6,924	16	14
Lake Charles	13,088	6–18	2,362	176	1	5	9	68	1,049	983	308,817	1,754	5	5
Monroe	12,675	6–18	4,410	180	1	5	6	72	1,485	1,649	451,726	2,512	9	5
Maine:														
Auburn	16,985	5–20	4,923	177	1	----------	11	111	1,705	1,558	514,822	2,906	31	27
Augusta	14,114	5–20	4,351	178	1	2	7	84	1,279	1,316	375,181	2,107	21	16
Bangor	25,978	5–20	7,426	177	1	13	21	152	2,561	2,509	819,373	4,629	29	27
Bath	14,731	5–20	2,433	180	1	----------	6	58	871	889	271,161	1,506	11	11
Biddeford	18,008	5–20	[1] 6,701	181	1	2	6	48	765	701	212,081	1,174	17	16
Sanford	10,691	5–20	5,089	180	1	----------	8	60	913	992	284,649	1,583	10	10
Waterville	13,351	5–20	4,610	173	1	10	8	90	1,315	1,306	393,227	2,278	13	5
Maryland:														
Annapolis	11,214	5–18	2,884	179	[3] 1	3	6	54	963	1,157	316,868	1,772	4	3
Cumberland	29,837	5–18	10,283	199	[3] 1	5	21	166	3,309	3,327	1,103,057	5,543	18	17
Frederick	11,066	–19	9,054	185	[3] 1	1	8	80	1,414	1,536	442,890	2,394	9	9
Hagerstown	28,064	–18	10,413	185	[3] 1	6	19	136	3,088	3,134	1,012,505	5,473	10	10
Massachusetts:														
Adams	12,967	5–16	3,304	184	1	1	6	61	1,022	968	329,269	1,791	10	10
Amesbury	10,036	5–16	2,367	181	1	5	10	39	742	708	230,402	1,270	7	7
Arlington	18,665	5–16	5,855	184	1	16	17	193	2,771	2,702	903,937	4,915	11	11
Attleboro	19,731	5–15	4,403	184	1	13	7	131	2,074	2,022	678,007	3,681	20	19
Belmont	10,749	1–16	3,953	183	1	9	11	108	1,721	1,809	532,442	3,182	14	7
Beverly	22,561	[1] 7–16	[1] 2,798	184	1	15	18	150	2,565	2,377	828,317	4,491	15	14
Braintree	10,580	7–14	3,126	182	1	7	6	98	1,568	1,482	485,404	2,665	20	12
Clinton	12,979	5–15	2,832	184	1	1	8	55	955	914	308,817	1,682	12	11
Danvers	11,108	----------	----------	177	1	9	7	69	1,117	1,083	359,189	2,034	12	12
Dedham	10,792	5–16	3,317	183	1	6	10	93	1,596	1,598	523,096	2,890	9	9
Easthampton	11,261	5–15	2,880	189	1	2	6	54	868	847	286,102	1,509	7	6
Framingham	17,033	5–16	[1] 4,250	178	1	13	17	127	2,279	2,223	711,429	4,003	20	17
Gardner	16,971	5–16	4,068	179	1	2	9	87	1,425	1,455	479,446	2,677	14	10
Gloucester	22,947	5–16	4,477	176	1	9	12	137	2,174	2,128	691,830	3,941	22	22
Greenfield	15,462	5–15	3,141	184	1	7	14	112	1,725	1,694	575,860	3,127	29	26
Leominster	19,744	5–16	4,110	184	2	2	13	93	1,605	1,545	518,155	2,812	14	12

Marlboro	15,028	5-16	2,995	192	1	7	4	63	1,117	1,088	366,823	1,908	6	6
Melrose	18,204	5-16	3,837	180	1	12	12	105	1,952	1,842	630,826	3,506	11	11
Methuen	15,189	5-16	4,437	182	1	11	7	109	1,879	1,873	621,385	3,415	17	19
Milford	13,471	5-16	3,614	180	1	6	3	90	1,505	1,483	506,895	2,804	20	20
Natick	10,907	5-16	2,756	183	1	9	6	75	1,417	1,396	450,869	2,476	12	12
Newburyport	15,618	5-16	2,915	174	1	4	5	67	1,162	1,099	346,681	1,992	8	8
North Adams	22,282	5-15	4,474	174	1	12	[3] 8	112	1,696	1,747	532,926	3,056	21	8
Northampton	21,951	[1] 5-16	[1] 4,351	187	1	13	5	110	1,877	1,741	614,929	3,291	19	18
Northbridge	10,174	5-15	2,163	182	1	3	4	57	945	947	318,112	1,747	9	9
Norwood	12,627	5-16	3,278	180	1	12	9	108	1,777	1,672	567,794	3,122	10	10
Peabody	19,552	5-16	4,432	184	1	15	14	112	2,206	2,016	719,808	3,912	14	14
Plymouth	13,045	5-16	2,464	185	1	12	7	86	1,311	1,332	435,353	2,348	18	16
Revere	28,823	5-16	8,531	182	1	16	24	263	4,385	4,249	1,366,664	7,529	20	17
Saugus	10,874	5-20	3,272	177	1	1	12	82	1,518	1,530	484,360	2,729	13	12
Southbridge	14,245	5-15	3,222	193	1	5	7	48	1,022	873	318,475	1,648	13	12
Wakefield	13,025	5-15	3,318	183	1	8	12	105	1,759	1,719	577,809	3,156	11	11
Watertown	21,457	5-16	5,587	175	1	10	17	153	2,686	2,553	848,258	4,846	14	12
Webster	13,258	5-16	3,154	186	1	6	3	45	770	753	248,703	1,345	8	7
Westfield	18,604	[1] 7-16	[1] 3,749	179	1	13	5	121	2,175	2,049	701,884	3,917	23	17
West Springfield	13,443	5-16	3,718	185	1	9	9	109	1,733	1,701	565,559	3,049	17	13
Weymouth	15,057	5-16	3,931	184	1	11	19	101	1,902	2,000	646,171	3,518	16	16
Winchester	10,485	5-16	2,411	181	1	8	6	66	1,142	1,112	358,754	1,977	13	8
Winthrop	15,455	5-16	2,880	181	1	7	13	93	1,647	1,679	537,550	2,970	6	6
Woburn	16,574	[1] 7-14	[1] 4,075	181	1	5	12	96	1,974	1,808	600,173	3,313	15	15
Michigan:														
Adrian	11,878	[1] 5-20	[1] 3,170	182	1	7	11	78	1,299	1,447	422,603	2,322	14	8
Alpena	11,101	[1] 5-20	[1] 3,968	187	1	9	7	54	973	953	324,943	1,738	10	9
Ann Arbor	19,516	[1] 5-20	[1] 5,176	180	2	12	21	140	2,281	2,228	696,858	3,872	14	9
Benton Harbor	12,233	5-20	3,867	194	2	7	15	91	1,826	1,762	556,820	2,868	14	8
Calumet	22,369	5-19	4,371	195	1	9	17	106	1,557	1,589	549,895	2,821	25	15
Escanaba	13,103	5-20	4,573	190	1	7	12	71	1,357	1,352	463,957	2,443	11	6
Holland	12,183	[1] 5-19	[1] 4,100	186	1	2	15	97	1,566	1,412	513,238	2,760	13	8
Ironwood	15,739	[1] 5-19	[1] 5,237	194	1	6	25	102	2,183	2,058	736,667	3,797	18	9
Ishpeming	10,500	5-20	2,940	182	1	5	9	69	1,151	1,094	344,403	1,893	13	8
Marquette	12,718	5-19	3,873	184	1	4	9	69	1,118	1,032	331,354	1,798	14	8
Monroe	11,573	5-19	4,126	186	1	10	8	62	1,205	1,119	352,333	1,894	10	5
Owosso	12,575	5-19	4,131	192	1	6	12	89	1,752	1,836	572,928	2,984	12	8
Port Huron	25,944	5-19	8,323	186	1	33	19	235	3,163	3,230	1,031,576	5,546	26	18
Sault Ste. Marie	12,096	5-19	3,914	194	1	8	15	80	1,465	1,324	490,561	2,529	15	7
Traverse City	10,925	5-19	2,516	181	1	6	15	58	1,085	1,080	350,416	1,936	13	7
Wyandotte	18,145	7-16	8,529	195	1	5	21	121	2,351	2,257	771,810	3,958	15	7
Minnesota:														
Austin	10,118	5-21	2,523	180	1	1	10	90	1,167	1,242	377,391	2,096	9	7
Faribault	11,089	8-16	1,299	180	1	5	9	51	845	852	256,386	1,450	11	6
Hibbing	15,089	8-16	4,350	190	1	17	41	230	3,298	3,312	1,083,909	5,705	44	24
Mankato	12,469	6-15	2,396	180	1	9	6	74	1,191	1,258	375,101	2,084	12	5
Rochester	13,722	8-15	2,412	180	1	6	19	102	1,754	1,798	524,064	2,911	15	8
St. Cloud	15,873	[1] 6-16	[1] 3,653	177	1	11	19	53	855	932	275,681	1,556	9	6
Virginia	14,022	5-20	4,107	190	1	5	36	163	2,031	2,168	714,077	3,758	21	12
Winona	19,143	[1] 8-16	3,376	190	1	13	13	93	1,398	1,342	438,843	2,310	18	10

[1] Statistics of 1925–26.
[3] County superintendent has charge of city schools.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1927–28*—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
Mississippi:														
Biloxi	10,937	5–20	[1] 5,081	175	1	8	5	61	1,226	1,159	306,266	1,750	7	7
Columbus	10,501	5–20	1,708	178	1	4	5	77	1,275	1,327	393,820	2,212	7	6
Greenville	11,560	5–20	4,000	168	1	11	3	76	1,289	1,450	357,796	2,130	11	10
Hattiesburg	13,270	5–20	4,134	174	1	4	7	96	1,975	2,282	545,664	3,136	12	9
Jackson	22,817	[1] 5–20	[1] 10,329	180	3	9	17	168	3,613	4,161	999,360	5,552	16	16
Laurel	13,037	5–20	6,257	176	1	10	3	118	2,125	2,328	599,575	3,406	15	11
Meridian	23,399	5–20	11,506	174	1	10	10	155	3,001	3,365	838,605	4,832	23	15
Natchez	12,608	5–20	6,227	178	1	3	5	58	1,327	1,535	414,028	2,326	11	6
Vicksburg	18,072	[1] 5–20	[1] 5,217	178	1	2	[1] 4	[1] 72	1,486	1,709	441,262	2,479	10	6
Missouri:														
Cape Girardeau	10,252	6–19	4,318	189	3	4	11	86	1,567	1,582	487,746	2,581	12	7
Carthage	10,068	6–19	2,974	174	1	5	5	72	1,272	1,300	366,270	2,105	9	10
Columbia	10,392	6–20	4,505	176	1	8	14	90	1,325	1,423	446,628	2,537	8	7
Hannibal	19,306	6–20	5,667	177	1	9	17	106	2,170	2,090	607,191	3,430	14	10
Independence	11,686	6–20	5,001	172	1	4	14	113	2,248	2,210	623,686	3,626	11	11
Jefferson City	14,490	6–20	4,045	170	1	4	11	76	1,459	1,486	441,651	2,598	16	9
Joplin	29,902	6–20	8,008	175	1	15	20	172	3,540	3,440	1,060,150	6,058	22	22
Moberly	12,808	6–20	3,062	180	1	2	6	77	1,005	1,189	374,842	2,082	10	8
Sedalia	21,144	6–20	5,008	179	1	10	11	117	1,940	2,060	667,634	3,730	12	12
Montana:														
Anaconda	11,668	6–20	4,008	194	1	10	5	55	1,056	1,044	3,509,505	1,809	6	6
Billings	15,100	6–20	5,026	182	1	9	6	98	2,122	2,068	600,957	3,302	10	9
Great Falls	24,121	6–20	7,367	184	1	15	7	179	3,254	3,366	1,065,033	5,788	24	16
Helena	12,037	6–20	2,975	187	1	13	6	59	1,121	1,132	346,885	1,855	7	7
Missoula	12,668	6–20	[1] 4,511	185	1	9	0	64	1,305	1,290	456,580	2,468	10	10
Nebraska:														
Grand Island	13,947	7–20	4,513	180	1	4	22	102	1,998	2,071	603,048	3,351	17	10
Hastings	11,647	5–20	4,018	180	1	10	17	86	1,674	1,808	525,940	2,921	10	6
North Platte	10,466	5–16	3,328	178	1	4	[2] 6	74	1,587	1,495	399,685	2,239	19	10
Nevada:														
Reno	12,016	6–18	----	176	1	2	9	88	1,699	1,501	463,706	2,635	11	10

New Hampshire:														
Berlin	16,104	5–16	[1] 4,087	180	1	3	11	56	895	829	287,160	1,595	7	7
Concord	22,167	5–16	3,260	177	2	8	20	108	1,787	1,697	544,031	3,065	24	20
Dover	13,029	5–16	[1] 2,430	174	1	1	10	50	872	791	259,232	1,492	11	11
Keene	11,210	5–16	2,448	186	1	17	11	89	1,171	1,151	385,935	2,070	19	13
Laconia	10,897	5–16	[1] 2,309	178	1	2	10	50	748	821	248,632	1,393	8	7
Nashua	28,379	5–16	6,570	182	2	2	17	140	2,331	2,355	722,622	3,983	27	21
Portsmouth	13,569	5–16	[1] 2,656	180	1	6	11	82	1,338	1,366	419,223	2,329	18	11
New Jersey:														
Asbury Park	12,400			185	1	8	15	99	1,804	1,820	533,021	2,881	10	5
Belleville	15,660			189	1	9	6	147	2,853	2,588	887,355	4,695	9	9
Bloomfield	22,019			188	1	18	27	200	3,303	3,240	997,970	5,308	18	11
Bridgeton	14,323			188	1	4	14	91	1,538	1,608	511,736	2,722	8	10
Carteret	11,047			184	1	----------	1	81	1,483	1,378	463,160	2,517	5	5
Clifton	26,470	4–20	9,755	191	1	17	13	236	4,833	4,922	1,567,112	8,204	26	14
Englewood	11,627			185	1	11	14	98	1,730	1,584	505,652	2,729	11	6
Garfield	19,381			193	1	8	12	189	3,974	3,676	1,299,707	6,734	15	8
Gloucester City	12,162			188	1	6	7	60	1,108	1,191	351,917	1,872	11	10
Hackensack	17,667			188	1	13	19	180	2,727	2,571	834,345	4,438	16	8
Harrison	15,721			190	1	7	5	60	1,152	1,104	359,321	1,891	4	3
Irvington	25,480	5–16	8,499	193	2	15	29	229	4,269	4,230	1,314,137	6,809	11	10
Kearny (P. O., Arlington)	26,724	5–20	6,760	187	2	16	23	201	3,454	3,306	1,048,127	5,605	21	11
Long Branch	13,521	4–20	3,634	189	1	11	14	103	1,840	1,794	567,903	3,005	13	10
Millville	14,691	[1] 5–20	[1] 3,255	183	1	6	10	87	1,580	1,598	501,343	2,740	8	8
Montclair	28,810			184	3	21	48	252	3,618	3,676	1,140,457	6,198	26	13
Morristown	12,548			186	1	----------	18	64	1,348	1,267	404,675	2,175	10	6
North Bergen	23,344			194	1	12	4	183	3,439	3,172	1,023,392	5,289	18	10
Phillipsburg	16,923			187	2	1	21	87	1,833	1,822	597,451	3,195	9	8
Plainfield	27,700			187	1	10	23	206	3,463	3,417	1,090,631	5,838	21	12
Rahway	11,042			185	1	12	12	76	1,462	1,418	459,223	2,482	6	6
South Orange	12,557			185	1	15	19	177	2,804	2,694	860,583	4,651	19	11
Summit	10,174			187	1	6	13	81	1,265	1,179	390,643	2,089	12	7
Weehawken	14,485	4–20	2,432	194	1	3	8	83	1,231	1,201	378,754	1,952	7	4
West New York	29,926			193	1	11	20	208	3,840	3,617	1,160,528	6,013	11	6
West Orange	15,573	–18	5,216	190	1	17	14	121	2,142	1,953	651,673	3,429	15	9
New Mexico:														
Albuquerque	15,157	5–20	7,872	180	1	15	6	137	2,784	2,615	740,880	4,116	16	11
New York:														
Batavia	13,541	–18	4,847	179	1	11	8	104	1,645	1,625	522,043	2,916	9	7
Beacon	10,996	[1] 6–17	[1] 2,357	180	1	8	3	53	984	997	288,614	1,607	8	4
Cohoes	22,987	–18	7,456	183	1	16	3	61	1,253	1,224	380,594	2,071	14	10
Corning—														
District No. 9	15,820	–18	3,298	190	2	----------	8	51	728	699	224,628	1,182	7	4
District No. 13		–18	[1] 1,425	177	1	----------	5	53	781	702	232,047	1,311	3	3
Cortland	13,294	–18	4,401	179	1	12	6	78	1,496	1,389	456,758	2,551	11	5
Dunkirk	19,336	[1] 5–18	[1] 6,025	189	1	10	14	125	1,636	1,642	532,300	2,809	15	9
Fulton	13,043	–18	4,021	176	1	10	5	75	1,369	1,402	431,404	2,459	12	8
Geneva	14,648	–18	4,393	180	1	9	7	86	1,293	1,400	418,526	2,325	14	7
Glens Falls	16,638	[1] 6–17	[1] 2,600	183	1	2	5	74	1,202	1,137	351,926	1,922	9	6
Gloversville	22,075	[1] 6–17	[1] 4,198	178	1	13	8	130	2,119	2,142	654,977	3,680	22	12

[1] Statistics of 1925–26

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1927–28*—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 York—Continued.														
Herkimer	10,453	[1] 5–17	[1] 2,476	177	1	4	0	66	1,157	1,178	364,767	2,056	7	4
Hornell	15,025	5–17	4,824	18[illegible]	1	11	7	109	1,547	1,600	481,011	2,749	11	6
Hudson	11,745	5–18	[1] 2,887	189	1	3	4	72	1,187	1,258	395,206	2,091	7	5
Ilion	10,169	–18	2,538	175	1	8	2	57	922	907	284,970	1,628	7	3
Ithaca	17,004	–18	5,086	182	1	11	9	121	1,869	1,869	584,012	3,208	18	10
Johnstown	10,908	–18	2,308	176	1	----------	2	68	1,084	1,023	325,438	1,847	11	6
Kingston	26,688	–18	7,229	180	2	15	17	121	2,284	2,268	701,550	3,887	9	9
Lackawanna	17,918	[1] 7–18	[1] 7,687	180	1	15	9	96	2,021	1,948	588,822	3,271	11	6
Little Falls	13,029	–17	4,441	176	1	8	4	61	1,139	1,189	390,023	2,218	10	6
Lockport	21,308	[1] 6–17	[1] 4,216	181	1	12	12	127	2,109	2,066	664,079	3,673	17	10
Middletown	18,420	–18	4,333	176	1	11	8	90	1,572	1,596	493,513	2,804	10	9
North Tonawanda	15,482	–18	6,051	190	1	12	4	93	1,793	1,710	544,746	2,866	15	9
Ogdensburg	14,609	5–18	4,222	189	1	7	5	73	1,156	1,175	381,864	2,020	10	9
Olean	20,506	–18	7,561	175	1	16	8	157	2,652	2,620	779,556	4,454	22	11
Oneida	10,541	–18	1,869	175	1	5	4	64	881	901	270,877	1,548	8	5
Oneonta	11,582	5–18	2,694	187	1	10	2	66	1,137	1,246	359,724	1,924	8	7
Ossining	10,739	–18	3,221	175	1	9	2	64	1,162	1,117	350,749	2,004	8	6
Oswego	23,626	–18	9,327	177	1	15	9	97	1,870	1,765	537,987	3,039	16	11
Peekskill	15,868	[1] 6–17	[1] 3,082	186	1	3	6	98	1,546	1,392	447,888	2,408	11	5
Plattsburg	10,909	–18	3,596	177	1	----------	7	44	756	753	214,761	1,214	12	8
Port Chester	16,573	–18	6,412	176	1	12	4	154	2,671	2,576	800,372	4,551	14	8
Port Jervis	10,171	[1] 6–17	[1] 2,191	188	1	9	3	54	1,055	1,019	332,014	1,767	12	7
Rensselaer	10,823	[1] 5–18	[1] 1,413	187	1	7	0	56	901	946	270,215	1,445	6	3
Rome	26,341	–18	[4] 10,000	175	1	12	11	145	2,852	2,676	866,012	4,948	19	10
Saratoga Springs	13,181	5–18	[1] 2,879	175	1	13	3	64	1,200	1,122	362,336	2,067	11	6
Tonawanda	10,068	6–17	[1] 2,841	180	1	7	2	69	1,292	1,168	360,224	2,001	11	6
Watervliet	16,073	6–17	[1] 4,607	183	1	9	2	63	1,293	1,265	396,208	2,160	12	8
White Plains	21,031	5–18	[1] 6,499	179	2	20	29	153	3,074	2,941	878,449	4,896	27	14
North Carolina:														
Asheville	28,504	6–20	13,469	184	2	19	39	278	5,025	5,201	1,589,760	8,640	27	17
Durham	21,719	6–20	12,028	180	2	14	30	275	4,979	5,309	1,497,420	8,319	22	17
Gastonia	12,871	6–20	5,889	180	1	12	8	127	2,755	2,693	690,480	3,836	10	9
Goldsboro	11,296	6–20	[1] 5,146	180	1	4	3	58	1,072	1,071	314,959	1,750	4	6
Greensboro	19,861	1–20	[1] 9,927	184	1	14	30	267	4,757	4,969	1,419,744	7,716	19	29

High Point	14,302	6–20	[1] 7,088	180	1	14	14	188	3,745	3,748	1,140,053	6,333	12	12
New Bern	12,198	6–20	4,604	180	1	3	2	67	1,331	1,444	393,860	2,187	6	8
Raleigh	24,418	6–20	7,123	183	1	14	9	231	3,868	4,166	1,145,397	6,259	17	17
Rocky Mount	12,742	6–20	5,595	180	1	6	5	115	2,431	2,781	720,057	4,004	11	11
Salisbury	13,884	6–20	[1] 2,638	181	1	11	17	121	2,128	2,025	687,619	3,799	8	7
Wilson	10,612	6–20	[1] 4,505	173	[3] 1	6	6	84	1,787	1,936	482,420	2,796	6	6
North Dakota:														
Fargo	21,961	5–20	10,002	185	1	19	22	164	2,745	2,930	897,018	4,848	25	13
Grand Forks	14,010	6–20	4,732	175	1	8	23	78	1,493	1,644	482,975	2,765	7	7
Minot	10,476	6–20	3,483	180	1	2	7	74	1,339	1,519	453,262	2,507	8	7
Ohio:														
Alliance	21,603	5–18	5,861	174	1	3	19	148	2,721	2,726	823,752	4,734	12	12
Ashtabula	22,082	5–18	4,548	175	1	9	17	107	2,136	2,012	662,250	3,784	12	12
Barberton	18,811	5–18		180	1	10	19	102	2,227	2,310	721,620	4,009	11	11
Bellaire	15,061	5–18	4,040	174	1	3	11	81	1,731	1,611	544,130	3,127	8	8
Bucyrus	10,425	6–18	[1] 1,989	187	1	2	11	56	978	926	312,127	1,671	8	6
Cambridge	13,104	5–18	3,880	175	1	4	13	91	1,930	1,860	583,100	3,332	11	10
Campbell	11,237	1–17	4,508	183	1	5	20	101	1,967	1,873	652,046	3,563	7	6
Chillicothe	15,831	5–17	3,635	179	1	7	11	90	1,816	1,991	575,024	3,212	7	6
Cleveland Heights	15,236	5–17	[1] 7,899	184	2	17	54	226	4,005	4,022	1,226,501	6,666	19	11
Coshocton	10,847	5–18	2,505	184	1	2	11	60	1,282	1,256	411,092	2,234	6	6
Cuyahoga Falls	10,200	5–18	3,581	173	1	4	15	60	1,586	1,619	491,049	2,838	4	4
East Cleveland	27,292	5–18	8,051	174	1	16	33	225	3,687	3,658	1,152,903	6,626	21	16
East Liverpool	21,411	5–18	6,219	174	1	2	17	138	2,781	2,846	875,539	5,032	19	19
Elyria	20,474	5–18	[1] 4,698	183	1	6	25	129	2,482	2,464	787,143	4,301	15	11
Findlay	17,021	5–17	3,961	177	1	9	25	92	1,961	1,888	607,121	3,424	14	13
Fremont	12,468	5–18	2,755	172	1	3	11	72	1,186	1,234	366,799	2,133	12	7
Ironton	14,007	5–17	[1] 3,317	171	1	4	11	100	1,491	1,533	446,139	2,609	11	8
Kenmore	12,683	5–18	3,971	179	1	1	15	82	2,310	2,037	634,913	3,547	8	8
Lancaster	14,706	5–17	3,601	178	1	8	16	81	1,608	1,582	503,457	2,828	7	7
Mansfield	27,824	5–17	[1] 6,507	174	1	11	32	136	2,904	2,866	883,547	5,084	15	13
Marietta	15,140	5–17	[1] 3,289	182	1	7	21	68	1,492	1,499	481,478	2,645	10	9
Marion	27,891	5–18	6,758	174	1	9	19	158	3,189	3,110	950,337	5,462	17	16
Martins Ferry	11,634	5–18	3,743	171	2	10	12	81	1,649	1,530	479,739	2,805	7	7
Massillon	17,428	5–18	[1] 5,483	184	1	18	17	119	2,210	2,106	727,939	3,960	12	12
Middletown	23,594	5–17	6,807	181	1	10	15	158	3,274	3,299	968,889	5,360	11	14
Newark	26,718	4–17	6,633	185	1	12	21	124	2,594	2,607	895,215	4,839	17	17
New Philadelphia	10,718	5–18	3,086	176	1	6	12	71	1,419	1,333	459,901	2,612	9	9
Niles	13,080	5–17	4,825	173	1	5	22	90	1,837	1,756	556,225	3,215	11	9
Norwood	24,966	5–17	[1] 5,312	193	1	6	22	100	1,995	1,937	620,059	3,212	11	6
Piqua	15,044	5–18	3,257	182	1	6	13	71	1,433	1,496	479,319	2,633	13	8
Salem	10,305	5–17	2,225	175	1	2	11	58	1,188	1,111	375,617	2,145	6	5
Sandusky	22,897	5–17	5,061	177	1	9	16	94	1,989	2,007	658,614	3,720	9	9
Steubenville	28,508	5–18	7,477	180	1	14	16	182	3,354	3,116	986,373	5,494	12	12
Tiffin	14,375	5–18	4,174	184	1	2	10	52	1,009	1,003	343,896	1,869	6	6
Warren	27,050	3–18	10,972	185	1	18	32	244	4,455	4,586	1,370,170	7,407	27	20
Zanesville	29,569	5–18	7,456	169	1	6	26	155	3,045	3,056	930,690	5,523	18	17

[1] Statistics of 1925–26.
[3] County superintendent has charge of city schools
[4] Estimated.

TABLE 6.—*Personnel, number of day schools and school buildings, city public day schools, 1927–28*—Continued

GROUP III.—CITIES OF 10,0000 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
Oklahoma:														
Ardmore	14,181	6–20	4,050	175	1	8	27	93	2,055	2,087	549,639	3,140	9	8
Bartlesville	14,417	6–20	3,804	174	1	2	15	96	1,726	1,909	515,214	2,961	13	10
Chickasha	10,179	6–20	3,877	171	1	4	15	79	1,965	1,941	531,297	3,107	8	8
Enid	16,576	6–20	7,815	178	1	12	20	137	2,696	2,626	774,510	4,339	12	12
Guthrie	11,757	6–20	2,270	175	1	7	8	54	992	1,021	283,108	1,620	7	6
McAlester	12,095	6–20	3,094	180	1	3	17	90	1,559	1,619	479,686	2,673	12	11
Okmulgee	17,430	5–20	4,520	181	1	13	24	124	2,595	2,264	621,492	3,430	13	11
Sapulpa	11,634	6–20	3,674	180	1	1	9	74	1,760	1,724	468,680	2,604	9	8
Shawnee	15,348	6–20	[1] 5,164	175	1	3	19	104	3,129	3,237	803,162	4,590	10	11
Oregon:														
Astoria	14,027	4–20	3,792	167	1	5	7	79	1,119	1,151	348,739	2,094	11	8
Eugene	10,593	5–20	[1] 4,419	176	1	14	17	111	1,946	1,926	601,833	3,419	11	11
Salem	17,679	4–19	6,486	171	1	14	21	161	2,742	2,725	742,332	4,341	12	12
Pennsylvania:														
Aliquippa	15,426	6–16	5,979	180	1	5	25	143	2,688	2,630	808,962	4,492	10	9
Ambridge	12,730	6–16	[1] 3,409	180	1	9	17	94	2,161	1,945	635,786	3,532	8	8
Beaver Falls	12,802	6–16	[1] 2,604	180	1	1	13	81	1,424	1,467	450,419	2,502	7	7
Berwick	12,181	6–16	[1] 3,409	190	1	6	11	77	1,640	1,765	597,173	3,143	8	8
Braddock	20,879	6–16	[1] 5,213	180	1	13	13	88	1,733	1,628	525,387	2,919	5	5
Bradford	15,525	6–16	[1] 2,690	180	1	2	12	80	1,512	1,607	477,390	2,652	6	9
Bristol	10,273	6–16	2,781	194	1	1	5	63	1,094	1,022	380,277	1,960	8	7
Butler	23,778	6–16	4,577	180	1	5	16	124	2,739	2,734	855,831	4,754	9	8
Canonsburg	10,632	6–16	3,065	180	1	4	7	70	1,766	1,678	558,135	3,101	11	10
Carbondale	18,640	6–16	[1] 4,247	198	1	12	15	101	2,285	2,168	750,362	3,793	10	10
Carlisle	10,916	6–16	2,073	190	1	3	10	56	1,219	1,296	423,544	2,229	7	6
Carnegie	11,516	6–16	[1] 2,637	180	1	4	6	63	1,327	1,366	438,852	2,438	4	4
Chambersburg	13,171	6–16	[1] 3,029	182	1	1	11	79	1,545	1,692	509,931	2,800	8	8
Charleroi	11,516	6–16	[1] 2,706	180	1	7	13	75	1,567	1,567	505,973	2,812	6	6
Clairton	10,777	6–16		190	1	10	15	103	2,076	2,059	735,386	3,870	8	7
Coatesville	14,515	6–16	3,325	190	1	5	25	88	1,673	1,652	556,710	2,930	8	9
Columbia	10,836	6–16	[1] 1,897	190	1	8	6	44	935	1,015	343,298	1,806	7	7
Connellsville	13,804			180	1	5	20	90	1,514	1,510	494,753	2,743	6	6
Dickson	11,049	6–16	[1] 2,761	180	1	8	3	54	1,457	1,182	418,153	2,323	7	7
Donora	14,131	6–16	3,875	180	1	5	16	96	1,975	1,979	603,187	3,351	6	6

Du Bois	13,681	6-16	2,677	180	1	9	9	76	1,362	1,386	451,653	2,509	6	6
Dunmore	20,250	6-16	[1] 4,889	192	1	5	17	114	2,667	2,680	948,189	4,939	11	11
Duquesne	19,011	6-16	[1] 4,680	180	1	9	13	115	2,368	2,216	748,785	4,159	10	10
Farrell	15,586	6-16	[1] 3,820	180	1	9	12	87	2,139	2,013	669,065	3,717	9	9
Greensburg	15,033	6-16	3,324	180	1	7	19	102	1,916	1,819	595,005	3,305	8	9
Homestead	20,452	8-14	3,627	180	2	11	17	103	2,174	2,063	650,388	3,612	8	8
Jeannette	10,627	6-16	3,670	180	1	5	15	78	1,908	1,858	598,093	3,320	8	8
Kingston	15,286	6-16	5,398	189	1	17	11	123	2,325	2,241	735,658	3,893	12	12
Lebanon	24,643	6-15	[1] 4,430	192	1	3	22	108	2,245	2,186	769,861	4,010	15	13
McKees Rocks	16,713	6-16	[1] 3,949	200	1	8	8	81	1,598	1,536	551,825	2,759	7	7
Mahanoy City	15,599	6-16	3,556	190	1	1	9	67	1,324	1,265	445,833	2,346	6	6
Meadville	14,568	6-16	[1] 2,693	180	1	10	8	86	1,565	1,609	477,540	2,653	5	5
Monessen	18,179	6-16	[1] 4,617	180	1	9	16	116	2,848	2,810	921,639	5,120	10	10
Mount Carmel	17,469	6-16	4,186	180	1	1	7	59	1,523	1,307	459,074	2,550	8	8
Nanticoke	22,614	6-16	[1] 6,013	190	1	12	12	150	2,762	2,417	886,213	4,665	11	11
New Kensington	11,987	6-16	2,593	180	1	3	11	73	1,622	1,473	488,404	2,702	5	4
North Braddock	14,928	6-16	[1] 3,081	180	1	8	17	92	1,947	1,772	611,675	3,398	8	7
Oil City	21,274	6-16	4,380	180	1	9	15	127	2,004	2,297	701,828	3,899	15	14
Old Forge	12,237	6-16	3,805	190	1	3	20	74	1,843	1,819	619,331	3,259	11	10
Olyphant	10,236	6-16	3,231	190	1	2	3	77	1,377	1,205	442,453	2,328	9	9
Phoenixville	10,484	6-16	2,488	190	1	5	5	47	981	1,005	329,352	1,729	5	5
Pittston	18,497	6-16	[1] 4,139	187	1	11	4	126	2,138	2,148	718,588	3,812	9	7
Plymouth	16,500	6-16	3,732	187	1	5	5	81	1,868	1,787	593,480	3,174	8	8
Pottstown	17,431	8-16	3,798	195	1	8	16	97	1,835	1,802	634,090	3,252	20	18
Pottsville	21,876	6-16	[1] 4,221	200	1	5	13	93	2,027	1,958	694,154	3,471	13	12
Punxsutawney	10,311	6-16	[1] 2,105	180	1	4	7	54	1,141	1,171	375,214	2,082	5	4
Shamokin	21,204	6-16	4,579	180	1	4	12	88	1,787	1,749	602,100	3,345	7	7
Sharon	21,747	6-16	5,056	180	1	4	18	143	2,647	2,525	835,209	4,640	10	12
Shenandoah	24,726	6-15	6,105	189	2	1	3	105	1,975	1,936	669,938	3,544	12	12
Steelton	13,428	6-16	3,022	187	1	5	15	51	1,278	1,151	406,117	2,170	8	7
Sunbury	15,721	6-16	[1] 2,574	180	1	5	14	89	[1] 1,752	[1] 1,768	[1] 576,722	[1] 3,204	10	9
Swissvale	10,908	6-16	[1] 2,568	180	1	1	10	70	1,412	1,493	446,712	2,482	7	6
Tamaqua	12,363	6-16	[1] 2,030	192	1	2	7	54	1,467	1,465	492,337	2,570	8	8
Uniontown	15,692	8-16	3,655	180	1	12	34	117	2,393	2,370	756,401	4,212	10	10
Warren	14,272	4-16	3,007	180	1	5	16	100	1,603	1,687	529,405	2,941	12	8
Washington	21,480	6-16	[1] 4,303	180	1	12	13	125	2,648	2,625	800,117	4,446	11	8
West Chester	11,717	6-16	1,944	189	1	6	19	68	1,121	1,149	371,665	1,966	6	5
Wilkinsburg	24,403	8-16	3,612	180	1	11	35	148	2,756	2,680	827,494	4,597	13	8
Rhode Island:														
Bristol	11,375	4-20	4,297	180	1	9	6	64	1,248	1,260	393,136	2,179	10	10
Central Falls	24,174	4-20	7,564	183	1	7	6	75	1,255	1,115	394,564	2,146	10	10
Cranston (P. O., Providence)	29,407	4-20	10,427	181	1	6	15	209	3,715	3,586	1,155,433	6,373	37	26
Cumberland (P. O., Valley Falls)	10,077	4-20	[1] 3,554	183	1	3	5	49	918	897	293,349	1,603	11	11
East Providence	21,793	5-20	8,135	180	2	6	13	157	2,642	2,714	843,660	4,688	24	24
Warwick	13,481	4-20	[1] 5,054	180	1	1	15	87	2,107	1,953	591,432	3,283	25	20
West Warwick	15,461	4-20	[1] 5,792	181	1	2	9	67	1,565	1,497	454,802	2,517	13	10
South Carolina:														
Anderson	10,570			180	1	9	13	152	2,685	2,872	815,940	4,533	13	12
Florence	10,968			178	1	9	10	91	2,106	2,403	637,952	3,584	8	8
Greenville	23,127			180	1	15	10	209	3,610	3,855	1,018,620	5,659	17	16
Spartanburg	22,638	6-20	8,450	176	1	13	14	154	3,155	3,540	963,072	5,472	9	9

[1] Statistics of 1925-26.

TABLE 6—*Personnel, number of day schools and school buildings, city public day schools, 1927–28*—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
South Dakota:														
Aberdeen	14,537	6–20	4,496	184	2	14	15	93	1,676	1,791	529,440	2,877	17	9
Sioux Falls	25,202	6–20	7,824	177	1	23	20	227	3,443	3,290	1,015,181	5,748	28	16
Tennessee:														
Jackson	18,860	6–20	[1] 6,108	180	1	9	5	91	2,473	2,946	744,300	4,135	9	7
Johnson City	12,442	7–16	[1] 6,045	174	1	13	12	131	2,708	2,634	725,276	4,175	14	13
Texas:														
Abilene	10,274	7–16	5,628	180	1	7	23	119	2,724	2,565	678,240	3,768	10	10
Amarillo	15,494	7–17	7,289	176	1	10	37	208	4,048	3,777	1,146,225	6,516	17	17
Brownsville	11,791	7–17	4,421	175	1	5	4	64	1,449	1,421	376,400	2,151	9	9
Cleburne	12,820	7–17	3,650	176	1	1	18	74	1,734	1,778	529,836	3,010	7	8
Corpus Christi	10,522	7–17	[1] 2,681	174	1	11	5	76	2,001	1,820	455,302	2,622	8	9
Corsicana	11,356	7–17	[1] 3,411	174	1	7	7	94	1,943	1,931	580,449	3,328	13	8
Del Rio	10,589	7–17	1,586	169	1		7	24	562	497	141,040	835	4	6
Denison	17,065	7–17	3,170	176	1	9	17	74	1,770	1,770	484,880	2,755	9	9
Greenville	12,384	7–17	2,809	175	1	5	11	71	1,446	1,500	432,099	2,469	8	8
Laredo	22,710	7–17	6,720	171	2	2	4	108	1,951	2,229	566,138	3,303	11	11
Marshall	14,271	7–17	4,747	177	1	10	12	76	2,307	2,693	654,096	3,703	10	10
Palestine	11,039	7–17	2,639	174	1		16	52	1,252	1,357	364,144	2,098	10	10
Paris	15,040	7–17	4,467	176	1	3	18	91	1,930	2,143	538,746	3,061	12	12
Port Arthur [5]	22,251	7–17	7,902	176	1	8	30	186	3,456	3,186	931,139	5,290	13	6
Ranger	16,205	7–20	1,817	174	1	1	12	41	1,006	919	252,822	1,453	7	7
San Angelo	10,050	7–16	4,362	170	1	4	11	94	2,287	2,186	544,583	3,203	9	9
Sherman	15,031	7–17	4,171	175	1	5	17	79	1,952	1,911	556,901	3,182	9	8
Temple	11,033	7–17	3,140	174	1	6	13	73	1,616	1,628	410,528	2,361	10	10
Texarkana	11,480	7–17	3,678	173	1	5	17	78	1,812	2,326	504,184	2,907	16	14
Tyler	12,085	7–17	3,921	175	1	9	6	87	1,715	1,902	508,375	2,905	9	8
Utah:														
Provo	10,303	6–18	3,952	173	1	9	35	59	1,781	1,714	565,364	3,268	6	7
Vermont:														
Barre	10,008	6–16	1,694	170	1	1	9	62	1,156	1,245	362,476	2,131	7	7
Burlington	22,779	7–16	[1] 5,206	179	2	10	10	91	1,620	1,567	489,317	2,734	14	10
Rutland	14,954	6–18	3,405	185	1	2	6	65	1,220	1,136	386,321	2,088	8	8

Virginia:														
Alexandria	18,060	6–20	[1] 5,721	181	1	6	5	72	1,628	1,619	518,576	2,870	7	7
Charlottesville	10,688	7–19	3,683	183	1	4	5	82	1,686	1,760	524,484	2,866	7	6
Danville	21,539	6–19	5,232	180	1	8	8	104	2,107	2,257	658,553	3,659	10	10
Staunton	10,623	7–19	2,180	177	1	6	3	43	871	887	273,987	1,545	5	5
Washington:														
Aberdeen	15,337	4–20	6,047	180	1	13	15	104	2,388	2,515	716,200	3,979	13	13
Bellingham	25,585	4–20	[1] 9,787	180	1	18	31	172	3,249	3,287	956,795	5,317	13	13
Everett	27,644	4–20	8,554	182	1	16	25	173	3,512	3,594	1,059,968	5,824	15	15
Hoquiam	10,058	4–20	[1] 3,853	180	1	6	9	53	1,456	1,450	457,380	2,541	7	7
Vancouver	12,637	4–20	4,115	180	1	6	15	83	1,778	1,871	534,876	2,972	9	9
Walla Walla	15,503	4–20	4,991	183	1	8	16	97	1,906	1,764	541,620	2,960	7	7
Yakima	18,539	4–20	[1] 6,778	180	1	12	30	137	2,901	3,004	843,316	4,685	13	13
West Virginia:														
Bluefield	15,282	6–20	[1] 5,420	176	1	9	20	123	2,212	2,156	694,777	3,949	20	17
Clarksburg—														
City district	27,869	6–20	6,822	179	1	12	23	127	2,495	2,568	797,252	4,465	13	10
Coal district		6–20	4,509	165	1	3	11	46	886	871	258,040	1,560	7	5
Fairmont	17,851	6–20	[1] 4,583	180	1	11	12	107	1,714	1,805	557,460	3,097	13	8
Martinsburg	12,515	6–20	3,717	183	1	2	13	69	1,415	1,440	447,567	2,448	9	7
Morgantown	12,127	6–20	6,957	176	1	8	30	169	2,998	2,935	926,945	5,267	33	33
Moundsville	10,669	6–20	[1] 3,841	177	1	6	13	76	1,563	1,492	464,812	2,626	7	8
Parkersburg	20,050	6–20	7,068	169	1	14	39	151	2,929	2,930	899,720	5,320	16	15
Wisconsin:														
Appleton	19,561	4–19	6,772	173	2	7	21	122	2,154	2,165	633,718	3,664	20	12
Ashland	11,334	4–20	3,554	174	1	10	6	57	1,007	1,066	321,194	1,851	10	8
Beloit	21,284	4–19	5,778	183	1	5	20	160	2,698	2,716	837,225	4,575	20	14
Eau Claire	20,906	4–20	6,618	174	1	13	24	149	2,258	2,373	687,825	3,952	13	12
Fond du Lac	23,427	4–20	6,948	180	1	17	28	148	2,512	2,464	785,104	4,373	20	11
Janesville	18,293	4–20	4,822	187	1	7	16	99	1,703	1,703	544,645	2,913	14	9
Manitowoc	17,563	4–19	5,952	188	1	9	18	93	1,912	1,923	582,424	3,098	14	9
Marinette	13,610	4–20	4,614	186	1	6	9	75	1,285	1,338	410,660	2,208	14	9
Stevens Point	11,371	4–20	3,931	180	1	3	11	55	1,086	1,038	337,562	1,875	12	8
Waukesha	12,558	4–20	[1] 3,946	184	1	5	14	84	1,471	1,569	479,712	2,606	14	8
Wausau	18,661	4–20	6,631	177	2	8	23	111	2,126	2,300	675,772	3,817	18	10
West Allis	13,745	4–20	8,721	186	1	14	35	161	2,951	2,797	935,044	5,039	20	9
Wyoming:														
Casper	11,447	6–20	5,888	182	2	22	3	171	2,309	2,308	688,324	3,782	35	23
Cheyenne	13,829	6–20	4,342	178	1	6	11	93	1,733	1,726	492,732	2,768	9	10

[1] Statistics of 1925–26.
[5] Report covers schools for white children only.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1927–28*

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						61	48	942	41,749	32,936							4	7	317	9,109	8,117
California:																					
Los Angeles	254	2	471	27,555	13,724	291	335	4,508	153,051	116,627	36	7–9	20	1,582	40,663	35,722	30	42	1,814	38,001	29,916
Oakland	49	1	53	4,342	2,250	52	57	745	30,583	24,772	15	7–9	20	449	10,604	9,580	6	21	377	8,153	7,028
San Francisco	72	1	82	5,705	2,674	91	111	1,451	51,800	42,566	7	7–9	14	242	5,996	5,238	6	22	548	13,314	11,731
Colorado:																					
Denver	59		[1] 60	4,392	2,695	63	59	695	27,009	22,656	10	7–9	12	352	9,506	8,564	5	6	246	6,634	6,192
Connecticut:																					
Bridgeport	32	1	32	1,476	1,210	34	41	591	20,643	18,924							6	11	172	4,406	3,672
Hartford	24		73	2,205	[2] 1,800	24	31	681	22,648	18,486							3	4	233	4,497	4,093
New Haven	57	1	74	2,970	2,330	57	61	659	24,361	20,419	4	7–9	4	143	3,410	3,049	2	6	189	5,779	5,196
Delaware:																					
Wilmington						24	35	376	12,818	11,201							2	2	111	3,462	2,768
District of Columbia:																					
Washington	126	2	192	6,098	3,553	139	120	1,530	50,824	42,344	10	7–9	10	321	7,583	6,684	8	32	506	12,025	10,744
Georgia:																					
Atlanta	42		55	4,059	2,212	54	62	695	35,621	32,181	5	7–9	5	302	8,501	7,570	5	5	120	3,250	2,816
Illinois:																					
Chicago	299		598	48,668	23,964	302	344	8,404	366,546	308,396	15	7–9	15	564	19,744	18,285	24	27	2,614	78,334	70,223
Indiana:																					
Indianapolis						83	131	1,195	43,432	39,025							6	13	575	13,238	10,687
Iowa:																					
Des Moines	44	1	52	3,636	2,047	49	36	498	16,426	13,144	6	7–9	9	194	6,432	6,145	4	8	144	4,431	4,038
Kansas:																					
Kansas City	25	1	14	1,247	915	49	3	399	15,310	12,757	3	7–9	3	122	4,570	3,901	4	4	95	2,780	2,374
Kentucky:																					
Louisville	51	1	51	3,191	1,474	73	66	874	33,727	26,705	2	7–9	4	53	1,330	1,102	7	7	289	6,572	5,839
Louisiana:																					
New Orleans	50		29	2,967	2,768	87	90	1,434	51,485	40,437							6	6	202	5,539	4,869

Maryland:																					
Baltimore	78	1	126	6,725	3,434	116	203	2,186	78,833	65,122	14	7-9	41	635	18,382	16,153	6	17	395	9,517	8,726
Massachusetts:																					
Boston	227	2	312	10,843	7,368	264	118	2,522	114,127	88,279	----	----	----	----	----	----	16	30	862	23,377	19,984
Cambridge	20	1	42	1,231	804	27	31	348	11,633	10,481	----	----	----	----	----	----	3	21	146	3,787	3,264
Fall River	19	1	24	1,145	767	53	44	452	13,604	12,166	2	7-9	3	92	2,104	1,824	1	1	95	1,888	1,644
Lowell	19	----	36	718	545	52	35	277	8,610	7,597	5	7-9	----	90	2,619	2,331	1	1	105	2,481	2,233
New Bedford	15	1	20	1,328	649	37	41	424	13,406	12,534	2	7-9	5	93	2,181	2,051	1	2	69	1,553	1,502
Springfield	26	----	51	2,463	1,165	35	43	428	15,125	12,711	8	7-9	6	252	5,888	5,246	3	3	192	3,634	3,267
Worcester	73	1	69	3,383	1,900	103	57	747	24,066	21,948	1	7-9	2	58	1,491	1,380	4	9	225	5,238	4,818
Michigan:																					
Detroit	180	----	263	26,693	13,032	189	238	4,387	152,254	132,928	13	7-9	35	706	21,886	20,245	13	36	1,120	28,275	26,210
Grand Rapids	39	5	61	2,741	2,108	38	40	531	13,814	12,569	7	7-9	10	238	5,803	5,547	5	3	142	3,821	3,223
Minnesota:																					
Minneapolis	90	----	138	10,207	6,089	95	93	1,474	47,675	42,284	12	7-9	16	459	13,375	12,220	8	15	477	12,375	11,362
St. Paul	59	1	78	5,042	3,020	65	68	732	25,458	22,443	8	7-9	7	225	4,804	4,643	6	9	226	5,760	5,359
Missouri:																					
Kansas City	[1] 80	1	135	6,886	4,117	106	88	1,309	43,218	36,692	4	7-8	10	156	4,501	3,861	8	16	421	12,292	10,118
St. Louis	107	1	211	9,203	7,355	134	139	1,849	80,668	64,823	6	7-9	6	206	8,267	6,487	7	11	486	14,735	11,507
Nebraska:																					
Omaha	56	1	80	3,253	2,256	56	66	640	26,986	23,462	----	----	----	----	----	----	5	5	351	9,531	8,176
New Jersey:																					
Camden	19	----	18	1,102	526	37	41	495	17,237	14,152	3	7-9	5	101	2,564	2,242	1	1	77	1,496	1,356
Jersey City	7	----	7	617	284	36	57	1,049	39,764	32,876	1	7-9	1	104	2,979	2,629	2	2	236	6,178	5,285
Newark	52	1	130	9,951	4,677	64	73	1,762	61,323	51,361	3	7-9	----	62	2,057	1,875	5	5	348	8,259	7,342
Paterson	24	----	34	2,361	945	24	48	619	18,962	16,841	----	----	----	----	----	----	2	4	179	4,414	3,862
Trenton	28	----	41	1,986	1,412	29	37	366	11,545	10,012	4	7-9	8	171	4,534	3,961	2	3	71	2,223	1,816
New York:																					
Albany	26	1	33	1,153	757	26	37	337	10,703	10,222	5	8-9	1	48	1,394	1,184	2	1	71	1,352	2,293
Buffalo	78	1	164	7,213	4,590	80	96	2,340	62,028	53,597	----	----	----	----	----	----	7	7	677	13,251	11,500
New York	526	3	976	52,383	33,293	602	1,255	20,330	790,531	689,926	54	7-9	154	2,582	95,946	78,528	38	116	5,057	150,565	127,980
Rochester	46	----	104	6,518	3,507	59	104	1,069	32,498	28,826	5	7-9	27	400	6,772	6,095	5	15	338	5,742	5,168
Syracuse	38	2	66	2,764	2,053	40	44	565	22,345	19,290	5	7-9	4	97	2,036	1,771	6	13	287	7,230	6,258
Yonkers	23	1	40	1,675	1,158	29	51	453	14,693	12,872	2	7-9	2	102	2,190	1,969	5	4	149	3,715	3,195
Ohio:																					
Akron	[1] 31	----	37	1,836	1,405	40	34	858	30,913	29,256	1	7-9	----	33	843	[2] 760	6	6	219	6,542	4,822
Cincinnati	83	1	99	4,187	2,808	74	85	1,296	42,162	35,568	8	7-9	7	144	3,607	3,107	5	11	324	7,311	6,519
Cleveland	112	1	205	13,319	8,350	129	164	2,480	89,748	80,410	20	7-9	20	1,133	34,708	30,039	13	15	687	18,772	16,438
Columbus	17	1	18	1,163	841	58	50	739	26,673	23,377	12	7-9	28	386	10,465	8,763	5	12	213	5,823	4,899
Dayton	28	1	34	2,240	1,608	29	38	554	19,679	16,976	4	7-9	3	162	3,615	2,804	5	4	199	4,399	3,938
Toledo	44	1	138	4,008	3,535	47	54	940	31,116	26,696	1	7-9	1	28	832	734	4	5	284	8,192	6,968
Youngstown	36	----	36	1,705	1,032	40	48	683	23,985	21,633	3	7-9	2	102	2,665	2,400	3	2	165	4,007	3,733
Oregon:																					
Portland	4	----	4	506	246	81	55	1,150	42,653	34,732	----	----	----	----	----	----	7	9	390	11,386	9,803
Pennsylvania:																					
Philadelphia	175	4	203	12,835	8,327	213	332	5,142	225,001	175,017	17	7-9	35	1,026	29,159	25,610	13	23	1,237	32,122	26,463
Pittsburgh	107	2	166	8,467	4,978	139	165	1,879	72,862	58,564	8	7-9	11	326	9,747	8,569	13	24	628	13,136	12,069
Reading	6	----	6	346	243	42	16	351	12,120	10,720	4	7-9	4	142	4,010	3,512	1	2	78	1,926	1,506
Scranton	36	1	36	1,684	1,072	44	63	650	21,847	18,903	1	7-9	1	65	1,668	1,350	2	2	111	3,332	2,403
Rhode Island:																					
Providence	47	1	64	3,967	2,140	124	44	1,104	33,883	29,305	----	----	----	----	----	----	4	7	312	6,077	5,829

[1] Statistics of 1925–26.

[2] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1927–28*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Tennessee:																					
Memphis						45	42	677	35,225	24,502	3	7–9	4	76	1,556	1,083	5	7	174	5,440	3,805
Nashville						25	31	297	19,555	14,514	13	7–9	19	133	5,134	3,857	2	3	72	1,798	1,677
Texas:																					
Dallas	30		27	2,645	1,347	50	38	774	29,926	23,995							6	7	290	9,708	7,628
Fort Worth	38	1	29	2,799	1,318	47	37	592	20,393	15,890	6	6–8	9	139	4,021	3,740	3	5	115	4,714	4,006
Houston	[1] 23	1	24	2,406	1,035	74	54	726	28,122	21,889	11	6–8	18	392	11,744	10,367	6	10	224	5,468	5,172
San Antonio						40	40	496	23,363	16,387	10	6–8	16	259	6,354	5,472	3	7	131	3,848	3,621
Utah:																					
Salt Lake City	31		33	2,622	2,007	31	35	635	19,256	17,423	7	7–9	8	180	7,667	6,981	2	5	126	3,531	3,153
Virginia:																					
Norfolk	13		13	570	499	35	28	534	16,362	14,096	3	7–9	6	99	2,764	2,625	2	5	119	3,207	2,983
Richmond	22		24	949	667	38	40	582	21,576	18,404	4	6–8	5	156	4,532	3,845	2	5	146	4,823	3,796
Washington:																					
Seattle	24		22	2,156	1,116	80	96	1,129	42,651	35,441	3	7–9	4	86	2,653	2,526	9	12	497	15,542	13,618
Spokane						44	39	487	16,233	13,991							3	10	212	6,324	4,999
Wisconsin:																					
Milwaukee	86		187	8,273	6,053	86	118	1,529	52,366	46,891	2	7–9	3	72	2,906	2,283	9	10	539	15,903	12,821

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:																					
Mobile	8		13	370	249	27	14	201	7,841	6,437							3	1	89	2,658	2,257
Montgomery						15	14	153	7,221	5,675	7	7–9		26	1,243	1,093	1	3	47	1,416	1,293
Arkansas:																					
Little Rock						22	26	211	9,233	7,555	4	7–9	4	89	3,395	2,806	2	2	75	2,436	1,887

California:																					
Berkeley	17	----	30	1,234	636	17	20	218	7,793	5,854	4	7–9	6	164	3,710	3,141	1	2	117	2,730	2,416
Fresno	15	----	15	1,200	624	21	17	234	7,902	7,589	4	7–9	3	116	2,266	2,079	4	5	127	3,558	3,140
Long Beach	26	----	45	2,478	1,334	30	36	384	13,721	11,322	6	7–9	8	213	5,218	4,690	3	8	186	4,136	3,522
Pasadena	23	----	50	1,669	921	28	19	346	9,384	7,783	6	7–9	11	200	4,071	3,636	2	6	178	3,017	2,813
Sacramento	20	1	20	1,415	690	22	26	351	9,837	8,625	4	7–9	3	98	2,293	2,123	1	1	129	3,923	2,348
San Diego	26	----	34	2,445	1,255	31	28	348	14,349	11,607	5	7–9	6	190	5,272	4,775	3	4	154	3,299	2,964
San Jose	11	1	11	756	347	12	10	193	6,388	5,443	2	7–9	2	112	2,349	2,128	1	2	102	1,696	1,526
Stockton	10	----	7	1,247	341	22	7	226	7,865	6,730	----	----	----	----	----	----	1	3	96	1,993	1,836
Colorado:																					
Colorado Springs	14	1	10	638	374	17	18	131	4,050	3,025	3	7–9	3	72	1,894	1,539	1	1	55	1,258	974
Pueblo—																					
District No. 1	10	----	10	389	[2] 220	8	14	104	3,562	2,696	1	7–8	1	13	319	262	1	1	29	934	725
District No. 20	9	----	12	508	415	11	15	149	4,357	3,468	1	7–8	1	33	1,038	836	1	2	42	1,236	952
Connecticut:																					
Meriden	13	----	13	437	335	15	6	148	4,401	3,876	2	7–9	2	15	441	403	1	2	32	700	632
New Britain	14	----	20	1,427	820	16	16	258	9,684	7,842	2	7–9	4	108	3,263	2,535	1	4	58	1,413	1,124
Stamford	20	----	25	777	575	20	18	290	8,173	7,348	----	----	----	----	----	----	1	1	59	1,505	1,156
Waterbury	[1] 25	----	38	1,371	1,064	34	25	461	12,774	11,457	----	----	----	----	----	----	2	2	125	2,591	2,333
Florida:																					
Jacksonville	----	----	----	----	----	36	29	529	22,188	16,527	3	7–9	2	132	4,385	3,575	4	4	92	2,510	2,197
Pensacola	----	----	----	----	----	15	11	137	5,226	4,309	1	7–9	----	11	343	316	2	2	36	1,037	921
Tampa	----	----	----	----	----	35	26	451	16,689	13,674	6	7–9	5	164	5,649	4,223	3	3	79	2,129	1,686
Georgia:																					
Augusta	9	----	21	721	[2] 450	28	13	196	9,033	[2] 6,852	----	----	----	----	----	----	2	2	59	1,548	[2] 1,400
Columbus	11	1	10	786	550	14	7	114	7,158	5,937	----	----	----	----	----	----	2	2	44	1,422	1,311
Macon	----	----	----	----	----	43	29	281	13,138	10,477	----	----	----	----	----	----	3	2	68	2,408	1,926
Savannah	----	----	----	----	----	17	13	185	9,767	7,797	3	7–9	3	72	3,073	2,519	2	1	32	1,201	967
Illinois:																					
Aurora—																					
East side	5	----	3	299	217	8	7	89	2,967	2,435	1	–8	1	8	341	282	1	1	40	1,076	901
West side	4	----	4	188	[1] 123	5	----	45	1,545	1,231	4	7–8	----	11	392	[2] 352	1	1	25	581	534
Cicero	----	----	----	----	----	15	12	186	8,028	6,869	----	----	----	----	----	----	----	----	----	----	----
Danville	2	----	2	125	94	17	8	166	6,257	5,496	----	----	----	----	----	----	1	2	63	1,699	1,409
Decatur	----	----	----	----	----	16	21	169	7,067	5,928	3	7–9	4	88	2,606	2,166	1	3	61	1,563	1,272
East St. Louis	----	----	----	----	----	33	19	313	11,653	9,062	1	7–9	1	33	1,092	958	1	1	48	1,163	1,029
Evanston—																					
District No. 75	9	----	9	443	[2] 310	9	16	119	3,317	[2] 2,695	1	7–8	----	32	1,027	[2] 873	----	----	----	----	----
District No. 76	4	----	8	335	270	4	----	102	2,989	2,553	----	----	----	----	----	----	----	----	----	----	----
Joliet	----	----	----	----	----	20	11	157	6,126	5,169	4	7–8	3	55	1,527	1,292	----	----	----	----	----
Moline	11	1	10	469	363	15	14	117	3,772	3,277	----	----	----	----	----	----	1	2	56	1,344	1,084
Oak Park	11	----	20	587	482	11	16	227	6,278	5,355	----	----	----	----	----	----	----	----	----	----	----
Peoria	19	1	27	1,661	868	20	26	278	9,789	8,343	----	----	----	----	----	----	2	2	108	2,863	2,492
Quincy	11	----	11	602	310	12	15	101	3,824	3,369	4	7–9	----	39	384	363	1	1	42	703	682
Rockford	20	----	18	1,198	653	22	25	216	8,558	6,690	2	7–9	3	107	3,430	3,165	1	2	86	2,023	1,895
Rock Island	7	----	7	313	178	11	15	97	3,564	2,908	2	7–9	2	40	1,072	982	1	1	33	952	790
Springfield	17	----	9	860	336	23	24	285	9,309	7,967	----	----	----	----	----	----	1	4	102	2,583	2,292

[1] Statistics of 1925–26.
[2] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools. junior high schools, and high schools, 1927–28*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Indiana:																					
East Chicago	8	----	10	552	381	8	13	156	5,607	4,665	3	7–9	2	67	2,182	1,861	2	3	30	883	722
Evansville	12	----	29	1,216	854	12	18	288	10,816	9,185	----	----	----	----	----	----	4	4	140	3,775	3,070
Fort Wayne	23	----	30	1,796	1,652	24	34	364	10,512	9,987	----	----	----	----	----	----	3	4	154	3,202	3,106
Gary	17	----	31	1,650	1,058	20	27	349	15,149	12,575	----	----	----	----	----	----	2	6	123	3,325	2,691
Hammond	15	----	21	1,148	828	15	18	252	8,475	7,042	----	----	----	----	----	----	1	1	60	1,540	1,311
Kokomo	----	----	----	----	----	12	19	132	5,536	4,274	----	----	----	----	----	----	1	5	37	1,233	1,017
Muncie	9	1	9	439	313	12	17	149	5,707	4,544	5	7–9	1	55	744	646	1	6	57	1,491	1,204
South Bend	20	----	30	1,861	1,034	20	19	295	9,908	8,472	5	7–9	5	140	3,717	3,383	1	1	67	1,942	1,817
Terre Haute	[1] 20	----	18	877	697	19	28	205	7,392	6,285	3	7–9	5	105	2,098	1,797	2	5	117	2,452	2,188
Iowa:																					
Cedar Rapids	17	1	18	743	630	19	11	166	5,015	4,474	4	7–9	7	109	2,349	2,149	2	4	92	1,598	1,420
Council Bluffs	18	----	17	748	425	18	22	160	6,275	5,634	1	–8	2	12	213	190	2	2	69	1,806	1,700
Davenport	18	----	15	757	418	22	16	157	5,019	4,223	3	7–9	5	91	2,245	1,811	1	3	58	1,440	1,201
Dubuque	10	----	10	422	[2] 316	10	4	98	2,351	2,180	3	7–9	4	46	1,056	950	1	2	33	825	743
Sioux City	25	----	25	1,255	1,034	25	32	276	8,604	7,307	4	7–9	8	144	3,548	2,996	2	6	79	2,225	1,708
Waterloo—																					
East side	10	----	14	415	347	10	19	70	2,719	2,393	1	8–9	2	23	651	594	1	3	23	579	533
West side	7	----	7	259	178	7	7	64	2,142	1,858	2	7–8	2	19	600	487	1	1	36	910	797
Kansas:																					
Topeka	23	----	13	1,207	665	25	30	220	7,307	6,464	5	7–9	4	65	1,787	1,508	1	1	55	1,791	1,467
Wichita	25	----	24	1,392	1,009	31	36	294	11,900	10,007	5	7–9	5	135	4,488	3,711	1	4	101	2,789	2,238
Kentucky:																					
Covington	12	----	12	449	320	12	18	145	4,897	4,184	2	7–9	1	30	903	794	2	2	42	946	864
Lexington	9	----	20	558	389	12	10	137	4,999	3,900	3	7–9	3	51	1,826	1,288	2	7	35	998	918
Louisiana:																					
Shreveport	1	----	3	85	62	23	14	321	11,603	9,322	----	----	----	----	----	----	3	3	98	3,094	2,714
Maine:																					
Lewiston	3	----	6	139	115	20	12	70	2,996	2,122	----	----	----	----	----	----	1	1	26	696	595
Portland	5	----	19	435	307	38	14	290	8,255	7,072	2	7–8	1	19	581	536	2	7	124	2,967	2,489

Massachusetts:																					
Brockton						30	13	288	8,974	8,239						1	1	104	2,842	2,558
Brookline	12		24	521	353	13	8	148	3,916	3,515						1	2	68	1,616	1,416
Chelsea						6	13	110	4,979	[2] 4,277	3	7-9		71	2,386	[2] 2,147	1	1	58	1,215	[2] 1,154
Chicopee	2		2	99	75	19	11	135	4,730	4,286	4	7-9	3	38	1,602	1,364	1	2	31	901	772
Everett						17	10	179	6,294	5,814	2	7-9	3	52	1,289	1,176	1	1	71	1,544	1,349
Fitchburg						24	19	151	3,931	3,594	1	7-9	1	25	688	621	1	3	38	974	878
Haverhill	4		4	186	130	29	17	193	6,391	5,188							1	1	67	1,574	1,421
Holyoke	10		10	500	299	17	13	140	4,595	4,085	5	7-9	4	59	1,758	1,565	1	1	49	1,194	1,027
Lawrence	2		3	132	90	26	37	328	10,232	9,559							1	1	93	2,520	2,269
Lynn						38	14	251	9,256	8,450	5	7-9	7	137	4,304	3,866	2	3	100	2,787	2,484
Malden						15	16	130	6,335	5,007	3	7-9	3	77	1,322	1,766	1	1	55	1,421	1,236
Medford						20	16	172	5,907	5,481	3	7-9	5	92	2,443	2,287	1	2	64	1,344	1,195
Newton	17		33	826	592	22	14	213	6,203	5,417	2	7-9	3	52	1,297	1,175	1	5	92	2,095	1,903
Pittsfield	9		17	499	280	22	30	165	5,461	4,935	7	7-9	14	74	2,119	1,981	2	3	40	953	890
Quincy						18	13	223	10,621	9,435	3	7-9	3	100	2,579	2,300	1	2	60	1,595	1,495
Salem	6		10	341	243	13	12	119	4,378	3,684							1	1	58	1,407	1,214
Somerville	9		16	699	529	22	12	219	9,391	7,982	4	7-9	3	118	3,940	3,469	1	2	76	2,356	1,997
Taunton						31	5	183	5,213	4,784							1	3	55	1,283	1,146
Waltham	10		20	446	[2] 350	15	3	108	3,279	[2] 2,935	2	7-9	2	37	977	[2] 875	1	1	35	672	[2] 665
Michigan:																					
Battle Creek	15		14	676	631	15	20	145	4,426	4,114	3	7-9	3	57	1,390	1,349	1	2	40	1,033	966
Bay City	14		15	734	600	16	19	145	4,355	4,101	2	8-9	2	54	1,068	1,015	1	2	63	1,052	999
Flint	25		45	3,684	1,859	25	32	444	18,616	14,958	3	7-9	12	185	6,128	5,282	2	8	118	2,574	2,274
Hamtramck	6	1	12	1,338	633	6	12	177	7,501	6,196	1	7-9	4	67	2,372	2,088	1	4	24	656	555
Highland Park	7		9	492	455	7	10	210	5,014	4,105	1	7-8	7	79	1,808	1,534	1	6	53	1,513	1,394
Jackson	11		13	1,075	560	15	18	140	5,333	4,604	2	7-9	2	66	2,162	1,821	1	1	55	1,368	1,242
Kalamazoo	12	1	20	1,160	616	12	12	175	5,551	4,574	5	7-9	5	98	2,216	1,965	1	4	60	1,388	1,277
Lansing	20	1	24	1,745	1,008	21	23	219	8,071	7,230	3	7-9	6	133	3,130	2,880	1	4	87	1,874	1,694
Muskegon	11	1	19	1,049	621	11	13	149	4,465	3,903	2	7-9	3	85	1,912	1,648	1	3	47	906	849
Pontiac	13		17	1,153	595	17	20	169	5,684	4,567	2	7-9	3	63	2,064	1,795	1	2	63	1,141	1,070
Saginaw	15		19	1,287	[2] 785	22	26	198	7,404	[2] 6,757	4	7-9	6	140	3,181	[2] 2,800	2	3	83	1,600	[2] 1,450
Minnesota:																					
Duluth	37		27	1,609	1,338	40	33	389	12,595	11,412	5	7-9	5	154	3,975	3,563	3	3	117	3,105	2,621
Missouri:																					
St. Joseph						32	23	338	10,943	8,784							4	6	96	2,783	2,379
Springfield						26	5	176	8,020	6,216	3	7-9	3	81	2,897	2,306	2	4	61	2,009	1,647
Montana:																					
Butte						19	13	224	6,953	5,428							1	2	56	1,874	1,462
Nebraska:																					
Lincoln	21		35	1,200	975	22	29	232	8,181	6,926	5	7-9	8	126	3,669	3,154	3	6	100	2,724	2,176
New Hampshire:																					
Manchester	22		12	845	389	24	27	241	7,327	6,221							3	4	105	2,212	2,038
New Jersey:																					
Atlantic City	11		28	848	[2] 600	12	46	264	8,303	[2] 6,641							1	2	101	2,279	[2] 1,985
Bayonne	11		19	1,369	684	13	16	365	11,047	9,726	4	7-9	3	99	2,420	2,208	1	1	60	1,405	1,317
East Orange	9		19	939	590	9	16	222	6,695	5,584							1	3	87	2,113	1,844
Elizabeth	18		34	1,607	921	20	22	289	10,587	9,130	5	7-9	5	157	3,518	3,246	1	3	75	1,726	1,570

[1] Statistics of 1925–26.
[2] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1927–28*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Kindergartens					Elementary schools					Junior high schools						High schools				
	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Grades included	Supervisors and principals	Teachers	Enrollment	Average daily attendance	Number of schools	Supervisors and principals	Teachers	Enrollment	Average daily attendance
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
New Jersey—Continued.																					
Hoboken	11		21	850	[2] 765	8	17	234	6,192	[2] 6,096	2	7–8	3	61	1,259	[2] 1,234	1	6	53	1,083	[2] 1,050
New Brunswick	13		15	573	[2] 430	6	7	115	3,955	[2] 3,355	1	7–9	5	48	1,211	[2] 1,085	1	4	46	801	[2] 725
Orange	6		14	801	523	8	11	143	4,942	4,161							1	2	30	848	744
Passaic	9		17	1,281	738	11	23	293	10,048	8,894							1	2	76	1,807	1,590
Perth Amboy	9		14	703	413	11	14	194	7,042	6,300							1	1	43	1,069	1,022
Union City	9		12	709	327	10	13	235	7,944	6,569							2	4	85	1,670	1,573
New York:																					
Amsterdam	14	1	14	439	355	11	14	139	3,465	3,178	1	7–9	2	63	1,487	1,368	1	1	31	1,055	929
Auburn	6		7	303	205	12	14	104	3,399	2,939	1	8–9		25	812	[2] 715	1	1	25	833	[2] 733
Binghamton	15		24	1,133	969	19	22	379	10,110	8,857							1	6	127	1,949	1,615
Elmira	10		9	531	311	12	13	170	5,113	4,275	1	7–8		13	441	320	2	3	75	2,175	1,712
Jamestown	10		18	727	541	12	14	169	5,018	4,359	3	7–9	5	85	2,007	1,693	1	2	53	1,114	942
Mount Vernon	11		18	666	476	12	14	201	6,518	5,461	3	7–9	6	58	1,579	1,370	1	2	73	1,857	1,477
Newburgh						8	11	152	4,261	3,522							1	1	38	1,275	1,011
New Rochelle	9		19	886	513	10	19	188	5,558	4,701	2	7–9	3	65	1,200	1,187	1	2	57	1,189	971
Niagara Falls	18		34	1,225	907	18	25	285	9,180	8,235	2	7–9	3	120	2,943	2,546	1	2	68	1,248	1,066
Poughkeepsie	8		8	274	243	10	15	134	4,683	3,749							1	4	45	1,260	1,020
Schenectady	20		32	1,024	948	26	24	327	9,668	8,574	7	7–9	11	200	4,646	4,248	1	4	93	2,473	2,066
Troy—																					
Lansingburg district	3		4	169	125	3	7	35	1,121	990	1	7–8	2	7	222	199	1	2	16	393	331
Union district	13		15	462	324	14	20	169	5,230	4,646							1	1	34	903	822
Utica	18		34	1,684	1,129	23	28	432	13,437	11,597							1	1	90	2,455	1,963
Watertown	12		12	529	413	12	17	140	4,270	3,658							1	1	50	1,372	1,090
North Carolina:																					
Charlotte						19	23	287	11,339	8,977	2	7–9	2	57	1,817	1,549	2	2	52	1,308	1,241
Wilmington						9	5	135	5,399	4,403							2	2	58	2,001	1,789
Winston-Salem						17	20	308	11,073	9,253							2	2	111	2,907	2,457

Ohio:																				
Canton	7		6	453	338	33	28	408	14,924	12,602	3	7–9	6	76	2,355	2,069	1	5	86	2,541	2,126
Hamilton	5		5	264	185	12	4	130	5,375	4,626	1	–8	1	20	533	476	1	1	48	1,312	1,169
Lakewood	10		17	890	615	11	19	187	5,361	4,294	3	7–9	3	95	2,318	2,199	1	1	74	1,803	1,746
Lima						15	13	166	5,405	4,198	2	7–8	2	37	1,389	1,237	2	3	72	1,799	1,606
Lorain						10	10	125	5,234	4,649	4	7–9	2	56	2,065	1,814	1	1	43	1,690	1,377
Portsmouth	7		7	273	134	17	9	199	8,019	6,362							2	2	49	1,269	1,081
Springfield						20	15	230	8,060	6,831	5	7–9	3	83	2,707	2,324	1	1	53	1,642	1,402
Oklahoma:																				
Muskogee						15	13	132	4,821	3,726							3	3	101	3,278	2,603
Oklahoma City	30	1	34	2,220	1,596	41	31	413	18,391	12,681	5	7–9	6	182	6,554	5,338	4	4	157	3,827	3,275
Tulsa	31		36	2,190	844	33	15	398	16,558	12,085	7	7–9	10	172	5,154	4,564	2	4	127	3,955	2,900
Pennsylvania:																				
Allentown						18	7	263	9,195	8,529	3	7–9	8	122	3,528	2,721	1	2	56	1,569	1,423
Altoona						17	8	215	7,520	6,677	1	7–9	1	72	2,169	1,811	1	4	82	1,992	1,795
Bethlehem						24	12	242	9,861	8,727							1	1	86	1,592	1,414
Chester						24	11	197	7,781	6,455	2	7–9	2	43	954	891	1	3	48	1,211	1,174
Easton						14	18	108	4,000	3,521	3	7–9	4	42	1,703	1,525	1	1	53	978	876
Erie	16		27	1,298	750	39	25	309	11,290	9,390	5	7–9	4	130	4,199	3,996	3	8	133	2,502	2,096
Harrisburg	10		10	594	341	24	11	212	8,546	7,162	2	7–9	3	117	3,535	3,171	2	3	111	2,131	1,960
Hazleton						16	4	153	4,938	[2] 4,454	3	7–9	4	62	2,109	[2] 1,923	1	3	30	799	[2] 755
Johnstown	21		22	605	581	23	27	258	8,527	7,779	3	7–9	4	153	3,224	2,800	1	3	52	1,519	1,269
Lancaster						17	4	167	6,254	5,350	3	7–9	3	51	1,984	1,810	2	2	53	1,133	1,003
McKeesport						15	14	228	8,710	7,296							1	3	83	2,280	2,024
New Castle	6		6	277	210	14	8	185	6,593	6,049	3	7–9	3	94	2,609	2,295	1	1	52	1,619	1,379
Norristown						9	5	126	3,934	3,602	1	8–9	2	35	613	580	1	2	32	736	526
Wilkes-Barre	9		9	377	299	31	39	379	14,428	12,632							2	2	127	2,828	2,426
Williamsport						14	3	137	5,342	4,670	3	7–9	3	58	1,724	1,524	1	1	49	1,209	1,076
York						23	9	191	6,248	5,445	1	7–9	3	47	1,575	1,338	1	2	62	1,548	1,224
Rhode Island:																				
Newport	6		6	371	255	11	5	89	3,233	2,989							1	1	51	1,313	1,189
Pawtucket	11		11	442	266	22	18	199	7,116	6,224	2	7–9	3	103	2,403	2,093	1	5	53	1,086	936
Woonsocket						19	2	137	3,973	3,437	1	7–9	1	33	1,212	1,043	1	2	22	487	436
South Carolina:																				
Charleston						9	13	202	8,425	7,107							4	3	63	1,861	1,697
Columbia	1		2	100	36	8	12	158	6,864	5,487	2	7–8	2	36	900	822	2	2	51	1,226	1,031
Tennessee:																				
Chattanooga	1		1	30	24	24	28	335	14,515	10,756	7	7–9	5	132	3,506	2,942	2	2	51	982	863
Knoxville	15		12	813	396	37	28	432	16,567	11,984	2	7–9	2	69	2,354	[2] 1,883	2	2	76	2,176	1,828
Texas:																				
Austin	5		5	252	180	17	13	154	5,976	4,391	1	7–8	2	51	1,066	928	2	3	81	2,169	1,699
Beaumont—																				
City district						10	12	109	5,406	[2] 4,524	3	6–8	4	54	1,527	[2] 1,350	2	3	55	1,453	[2] 1,308
French district						3		21	1,046	750							1		7	163	115
El Paso	13	1	19	939	699	22	27	476	14,985	12,848							1	2	90	2,058	1,379
Galveston	6		6	875	287	9	16	157	5,136	4,332							2	3	59	1,569	1,307
Waco						17	15	181	6,910	5,213	2	6–8	2	67	1,944	1,583	2	2	69	2,255	1,652
Wichita Falls						13	13	164	6,626	4,839	2	7–8	2	49	1,649	1,302	2	2	35	1,479	1,197
Utah:																				
Ogden						9	14	162	5,781	5,111	4	7–10	4	84	2,244	1,918	1	1	33	1,352	1,262

[2] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1927–28*—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
Virginia:																					
Lynchburg	5		8	259	200	22	12	169	6,572	5,615							3	2	56	1,721	1,400
Newport News						10	13	124	4,983	[2] 4,055							2	2	53	1,448	[2] 1,303
Petersburg						7	8	85	4,076	3,363	1	6-8	1	34	952	841	2	3	36	920	759
Portsmouth						17	11	176	7,341	6,250							2	2	62	2,007	1,651
Roanoke						16	15	283	10,871	[2] 9,265	3	7-9	3	67	1,943	[2] 1,652	2	1	61	1,642	[2] 1,445
Washington:																					
Tacoma						38	24	320	12,309	10,466	6	7-9	8	155	5,589	4,618	2	3	112	3,950	2,973
West Virginia:																					
Charleston	10		10	346	228	22	16	200	6,789	6,311	5	7-9	7	99	2,366	2,303	1	1	58	1,272	1,224
Huntington						28	20	289	9,912	8,381	6	7-9	9	148	3,068	2,741	2	3	59	1,638	1,341
Wheeling	3		3	181	150	9	12	152	4,974	4,107							2	6	71	1,113	934
Wisconsin:																					
Green Bay	9		18	631	373	13	9	101	2,696	2,479	1	7-8	1	20	304	297	2	2	67	1,553	1,451
Kenosha	14	1	14	1,023	381	13	14	168	5,341	4,625	4	7-9	4	90	2,372	2,168	1	1	50	1,267	1,024
La Crosse	10		10	783	407	10	7	77	2,789	2,295	3	7-9		40	1,224	1,168	2	3	46	1,205	1,125
Madison	12		18	892	534	12	16	192	5,329	4,585	3	7-9	3	41	761	685	2	4	106	2,598	2,270
Oshkosh	11		21	830	540	11	13	103	3,636	3,459	1	7-9		5	126	115	1	2	64	1,305	1,220
Racine	13		25	1,482	1,058	16	14	171	6,052	5,476	3	7-9	5	74	2,480	2,201	1	3	44	1,355	1,103
Sheboygan	8		20	1,084	815	11	10	119	3,813	3,411							1	1	48	1,190	1,068
Superior	11		15	724	488	11	11	107	3,384	2,995	2	7-9	5	67	1,771	1,564	2	4	63	1,479	1,272

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Alabama:																					
Anniston						9	2	88	3,507	2,752	2	7-9	1	16	724	615	1	4	12	174	138
Bessemer						6	4	63	3,457	2,900	2	8-9	1	14	676	617	2	1	22	499	451
Decatur						10	1	52	2,395	1,776	3			18	722	600	3	2	13	331	294
Dothan						7	2	43	2,137	1,564	3	7-9	1	18	504	412	1	1	10	244	212

Florence						5	6	45	2,098	1,478	3	7–8		11	451	374	1	1	8	246	218
Gadsden						8	6	72	3,812	2,798							3	1	25	1,015	885
Phenix City						6		39	2,127	1,581	2			5	312	251	1	1	4	66	57
Selma						6	1	57	2,595	2,003	2	7–9	1	18	647	555	1	1	13	375	329
Tuscaloosa						10	8	69	3,293	2,661	2	7–9	1	15	673	578	2	1	22	355	316
Arizona:																					
Phoenix	9		13	759	397	18	21	247	9,662	6,609											
Tucson	4		3	286	134	15	14	171	6,535	4,941							1	4	46	1,234	993
Arkansas:																					
Fort Smith						14	8	131	5,225	4,397							2	3	68	1,997	1,742
Hot Springs						8	8	63	3,423	2,961	1	7–9	1	16	1,045	722	2	2	26	555	420
North Little Rock						11		80	3,072	2,770	2	7–9		27	997	898	2	1	10	374	350
Pine Bluff						9	8	84	3,721	2,832	1	7–9	1	25	1,098	980	2	2	25	622	581
California:																					
Alameda	8		10	514	275	8	11	137	4,495	3,925							1	1	79	1,772	1,575
Alhambra	8		15	571	[2] 375	8	16	114	4,134	3,528							1	1	101	2,041	1,970
Bakersfield	13		14	737	411	15	7	137	4,543	4,124											
Eureka	5		3	194	74	6	3	41	1,651	1,329	1	7–9	1	28	811	719	1	1	30	636	494
Glendale	13		20	1,030	584	14	15	157	5,600	4,702	3	7–8	3	84	1,617	1,488					
Pomona	6		10	376	212	7	10	72	2,221	1,984	2	7–9	2	40	1,039	904	1	1	43	1,014	785
Richmond	9		6	303	277	11	3	91	3,033	2,885	1	7–9	2	54	1,271	1,202	1	1	46	788	741
Riverside	11		19	583	359	13	15	112	4,631	3,462	2	7–9	4	39	1,215	1,005	1	4	54	1,159	949
San Bernardino	12	1	10	928	406	17	13	132	4,979	4,376	3	7–9	5	76	1,817	1,671	1	3	53	1,091	1,028
Santa Ana	12		12	644	351	12	9	103	3,574	2,923	2	7–9	3	60	1,326	1,146	1	1	45	964	868
Santa Barbara	7	1	17	622	324	10	10	87	3,538	2,576	1	7–9	1	48	1,140	918	1	2	44	928	797
Santa Cruz	4		2	177	76	7	7	51	1,788	1,510							1	1	46	972	783
Santa Monica	8		16	531	295	9	17	99	3,583	2,850	2	7–9	3	78	1,561	1,331	1	3	92	1,030	955
Vallejo	3		3	180	85	7	4	39	1,626	1,353	1	7–9	1	23	666	605	1	2	21	485	445
Colorado:																					
Boulder						6	7	42	1,378	1,157	2	7–9	2	32	685	590	1	1	30	726	593
Greeley	2		[3]	99	90	7	8	49	1,757	1,214	1	7–9	2	26	707	555	1	2	30	634	567
Trinidad	4		3	100	80	6	6	74	2,187	1,782							1	1	27	797	680
Connecticut:																					
Ansonia						8	11	69	2,981	2,723							2	1	34	736	653
Bristol	8		16	496	319	13	17	118	4,420	3,863							1	9	28	836	677
Danbury						15	10	81	3,129	2,523							1	1	28	910	735
Derby						4	7	37	1,489	1,316							1	1	12	292	278
East Hartford						10	5	81	3,501	2,902							1	1	22	550	527
Enfield						14	2	69	2,570	2,308							1	1	18	468	410
Fairfield	8		8	305	234	9	12	85	2,967	2,606							1	4	17	431	388
Greenwich	[1] 8		12	431	276	9	21	163	4,487	3,832							1	3	38	815	665
Manchester—																					
Ninth district	4	1	8	269	191	6	11	62	1,981	1,716							1	3	27	778	700
Town schools	3		4	105	[2] 80	8	7	48	1,567	1,393											
Middletown	3		5	217	164	4	6	47	1,794	1,507							1	2	31	884	789
Milford						6	7	66	2,201	1,871							1	1	15	392	349
Naugatuck	6		5	206	147	10	2	55	1,896	1,702							1	3	21	586	520
New London	7		17	544	[2] 380	10	11	126	5,094	3,587							1	1	8	146	128
Norwalk	7		9	487	[2] 325	17	6	90	3,476	3,156	3	7–9	3	47	1,365	1,065	1	2	26	530	424

[1] Statistics of 1925–26.
[2] Estimated.
[3] 4 student teachers—no salary.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1927–28*—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
Connecticut—Continued.																					
Norwich	12		14	525	372	19	6	125	4,289	3,833											
Stonington						11	2	49	1,881	1,515							1	2	11	289	256
Stratford	5		4	180	165	12	8	85	3,666	3,108							1	1	23	577	494
Torrington						15	12	120	4,245	3,751							1	1	28	691	619
Wallingford	5		5	202	157	11	9	61	2,141	1,920							1	2	16	508	463
Windham						6	2	56	1,704	1,354							1		23	590	536
Florida:																					
Key West	3		10	468	272	4	2	46	1,794	1,456	1			13	358	327	2	1	11	243	208
Miami	20	1	20	1,340	1,155	29	31	283	15,173	12,169	7	7–9	8	128	4,414	3,021	3	5	100	2,502	1,965
St. Petersburg	3		6	187	140	10	12	129	4,824	3,931	3	7–9	4	51	1,491	1,335	2	1	52	1,206	1,003
Georgia:																					
Albany						8	1	58	2,824	2,400							2	1	22	565	508
Athens	2		2	76	33	8	3	75	2,897	2,138							2	4	34	804	687
Brunswick						17	1	67	2,883	2,018	1	6–8		11	457	386	2		17	396	360
Lagrange						9	7	77	3,206	2,415							2	2	20	474	397
Rome						10	2	61	2,805	2,087							2	1	17	615	529
Valdosta						6		52	1,390	1,320							2	1	19	510	484
Waycross						8	1	75	2,969	2,672	2	7–8		8	364	339	2	1	13	335	328
Idaho:																					
Boise						11	9	95	3,598	2,957							1	2	56	1,536	1,181
Pocatello						7	9	70	2,746	2,452	2	7–9	3	26	1,125	848	1	1	22	517	449
Illinois:																					
Alton	1		2	97	55	14	8	131	4,891	3,874							1	1	32	958	729
Belleville	8		7	339	292	9	6	62	2,035	1,761	1	7–8	2	20	750	652					
Berwyn—																					
District No. 98						4	2	44	2,303	1,955											
District No. 100						6		61	3,328	2,934											
Bloomington						10	2	110	3,634	3,232							1	1	49	1,200	1,077
Blue Island						4		43	1,484	1,218	1	7–9		11	504	433	1		14	322	299
Cairo						13	7	69	2,586	2,148							2	2	24	555	498

Canton						9	3	38	1,485	1,167	1	7-8	1	10	407	367	1	1	29	796	708
Centralia						7	12	52	2,356	1,986											
Champaign						12	6	79	2,623	2,228							2	1	43	1,088	970
Chicago Heights						9	7	91	3,552	3,357											
Elgin	3		3	170	[2] 130	11	17	111	3,627	3,228							1	3	53	1,432	1,254
Forest Park						5	7	46	1,650	1,582											
Freeport						8	9	43	2,066	1,844	1	7-8	1	19	635	530	1	2	34	881	720
Galesburg						13	3	104	3,787	3,636							1	2	46	1,243	1,193
Granite City						6	4	81	3,398	[2] 2,716	1	7-8	1	27	973	[2] 833					
Herrin						5	5	47	2,020	1,850											
Jacksonville						7	6	44	1,510	1,295	1	7-8	1	14	387	360	1	1	30	771	635
Kankakee						10	5	68	2,494	2,102							1	1	31	747	656
Kewanee	3		2	107	74	7	5	62	2,455	2,041							1	1	21	529	499
La Salle						7		46	1,403	1,212											
Lincoln						8	4	36	1,265	1,170											
Mattoon						8	1	45	1,883	1,831	2	7-9		20	733	703	1	1	14	486	475
Maywood																					
Melrose Park						7	6	111	4,595	3,816											
Murphysboro	5		5	141	123	6		28	1,529	1,421	1	7-8		14	259	187					
Ottawa	5		3	176	111	6		49	1,794	1,508											
Pekin						7	2	52	1,820	1,638	1	7-8	1	18	522	[2] 462	1	1	30	700	653
Streator	2		2	158	106	9	7	63	2,090	1,728											
Urbana						7	3	55	2,047	1,724							1	1	35	865	799
Waukegan	7		7	580	280	14		127	4,233	3,428											
West Frankfort						9		71	3,129	3,004							1	1	31	818	734
Indiana:																					
Anderson	8	1	4	236	131	12	3	100	4,342	3,509	2	7-8	1	35	995	825	2	2	55	1,504	1,261
Bloomington						6	5	57	2,149	1,784	1	7-8	1	22	528	475	1	1	49	1,024	742
Clinton						5	8	41	1,547	1,350							1	1	19	615	530
Crawfordsville	5		3	235	111	6	5	35	1,121	929	1	7-9	1	23	548	484	1	1	21	407	392
Elkhart	2		2	81	[2] 60	12	6	100	3,540	3,437	2	7-9	4	33	974	[2] 910	1	3	48	1,228	1,091
Elwood						5	3	37	1,490	1,222	1	7-8	1	15	463	386	1	1	23	641	530
Frankfort						5	6	56	2,188	1,907							1	1	25	615	548
Huntington	6		7	357	320	6	10	70	1,923	1,838							1	1	30	680	594
Jeffersonville						7	8	40	1,602	1,513							2	5	16	539	517
La Fayette	1		2	64	[2] 40	9	12	88	3,178	2,706							1	3	41	940	805
La Porte	1		6	236	220	6	4	41	1,316	1,282	1	7-8	2	22	596	566	1	1	31	813	800
Logansport	6		3	264	127	10	6	62	2,131	1,772	2	7-9	2	33	944	877	1	2	31	704	666
Marion	5		5	309	89	13	20	81	3,092	2,375	2	7-9	2	45	1,082	977	1	1	36	838	755
Michigan City	8		6	504	312	8	11	61	2,096	1,823	1	7-9	2	25	717	612	1	2	30	584	580
Mishawaka	5		6	426	314	10	10	104	3,781	3,144							1	2	33	1,011	814
New Albany						13	5	84	3,477	2,827							3	1	35	947	803
Newcastle						5	1	46	2,065	1,631	1	7-8	1	13	525	457	1	1	28	790	720
Peru						7	6	52	1,819	1,535							1	1	25	713	657
Richmond	11		7	543	334	11	11	91	3,443	2,877	3	7-9	3	48	1,136	1,030	1	2	39	806	730
Vincennes	7	1	4	253	175	8	2	80	2,651	2,155							2	1	28	629	546
Whiting	2		3	225	106	4	5	27	923	769	1	6-8	1	14	356	310	1	1	19	488	430
Iowa:																					
Boone	7		6	195	156	7	2	40	1,356	1,116	1	7-9		22	641	571	1	1	21	574	534
Burlington	11		12	585	364	11	16	104	3,716	2,980							1	3	44	1,115	963

[2] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1927–28*—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
Iowa—Continued.																					
Clinton	8		8	325	255	10	7	66	1,947	1,787	1	7–8	1	19	583	381	1	2	35	950	820
Fort Dodge	9	1	8	485	360	9	11	74	2,427	2,184	1	7–8	1	18	657	591	1	1	43	984	905
Fort Madison	5		4	195	186	5	4	38	1,538	1,316							1	1	19	467	399
Iowa City	6		4	275	162	6	5	31	1,035	891	1	7–8	1	11	341	310	1	1	33	680	655
Keokuk	[2] 4		4	221	[2] 130	7	8	46	1,301	1,230	1	7–9	1	21	625	588	1	1	20	417	396
Marshalltown	8		8	356	258	8	12	62	2,556	2,110	2	7–8		15	574	501	1	1	20	700	623
Mason City	10		10	452	373	11	9	73	2,917	2,400	3	7–8	1	23	685	626	1	2	42	1,191	1,015
Muscatine						7	11	72	2,396	2,098							1	1	30	754	630
Ottumwa						15	16	125	4,858	3,935							1	1	55	1,613	1,285
Kansas:																					
Arkansas City	4		2	156	134	9		49	1,982	1,674	1	7–9	1	27	926	801	1	1	27	688	603
Atchison	5		3	190	128	6	4	39	1,266	1,038	1	7–9		13	468	410	1	1	17	368	334
Chanute						7	8	31	1,382	1,172	1	7–9	2	20	576	542	1	2	25	482	436
Coffeyville						10	10	59	2,480	1,882	1	7–9	2	27	819	675	2	2	19	622	542
Eldorado	2		2	124	66	5	2	44	1,717	1,408	1	7–9		25	662	604	1	1	18	462	429
Emporia	8		4	301	161	7	6	40	1,570	1,244	1	7–9	1	27	647	575	1	1	30	676	607
Fort Scott						6	1	41	1,531	1,186	1	7–9		20	591	489	1	1	25	592	486
Hutchinson	9		8	680	400	10	12	85	3,324	2,777	2	7–9	2	42	1,381	1,236	1	1	31	903	818
Independence	6		3	223	154	6		52	1,802	1,395	1	7–9		25	639	514	1	1	27	546	448
Lawrence	7		6	200	[2] 150	7	2	45	1,361	1,338	1	7–9	1	30	731	617	1	1	27	677	564
Leavenworth	3		3	138	108	9	8	50	1,562	1,271	1	7–9	2	19	492	447	1	1	20	529	464
Parsons	5		5	262	170	5	9	51	1,740	1,416	2	7–9	2	29	654	569	1	1	29	678	592
Pittsburg	10		6	290	213	8	2	73	2,476	2,033	2	7–9	2	37	1,025	874	1	1	28	706	665
Salina	10		7	399	[2] 250	10	1	75	2,183	[2] 1,836	2	7–10	2	33	871	[2] 780	1	2	27	690	[2] 621
Kentucky:																					
Ashland						10	14	121	4,818	4,351	1	7–9	1	19	662	560	1	2	30	601	573
Henderson						6	3	50	1,869	1,461	1	7–8		10	297	255	2	1	18	450	409
Newport						8	4	98	3,053	2,576							1	1	17	421	374
Owensboro						9	3	72	2,510	1,961	1	7–8	1	22	507	421	2	1	26	763	602
Paducah						15	13	93	4,400	3,273	4	7–9	3	43	1,119	943	2	2	34	647	544

Louisiana:																				
Alexandria						8	3	79	3,840	2,886							1	1	45	983	892
Baton Rouge						12	3	128	5,770	4,970	1	7–8	1	26	789	759	3	3	44	1,320	1,195
Lake Charles						4	4	52	1,494	1,259							1	1	25	538	495
Monroe	2		2	72	53	5	4	62	2,748	2,157							2	1	14	314	302
Maine:																				
Auburn	4		4	130	[2] 100	24		69	1,999	[2] 1,776	2	8–9		26	632	[2] 570	1		23	502	[2] 460
Augusta	5		5	201	149	15	1	63	1,791	1,430							1	1	23	603	528
Bangor	2		17	572	[1] 412	26	8	102	3,229	3,088							1	5	54	1,269	1,129
Bath						10		50	1,340	1,141							1		14	420	365
Biddeford	1		1	35	18	15	1	41	1,149	904							1	1	12	282	252
Sanford						9		47	1,460	1,201							1		21	415	382
Waterville	4		4	106	[2] 85	7	5	59	1,605	[2] 1,386	1	7–9	2	18	574	[2] 505	1	3	17	336	[2] 302
Maryland:																				
Annapolis						2	2	30	1,324	1,083							2	1	30	796	689
Cumberland						13	2	105	4,716	3,778	2	7–9	1	38	730	947	3	2	44	1,190	818
Frederick						7		53	2,026	1,576							2	1	35	924	818
Hagerstown						8	4	117	5,051	4,449							2	2	38	1,171	1,024
Massachusetts:																				
Adams						8		40	1,338	1,201	1	7–9		16	444	400	1	1	11	208	190
Amesbury						5	3	23	749	649	1	7–8	1	8	197	171	1	1	18	504	450
Arlington						7	11	112	3,345	2,969	3	7–9	3	59	1,285	1,207	1	2	39	843	739
Attleboro	3		4	114	84	16	11	102	3,239	2,915							1	2	32	743	682
Belmont	6		9	279	209	6	7	59	1,977	1,832	1	7–8	1	23	566	521	1	1	28	708	620
Beverly						13	13	108	3,517	3,205							1	1	52	1,360	1,222
Braintree	9		8	254	181	10	6	73	2,265	2,010							1	1	23	531	474
Clinton						11		46	1,335	1,212							1	1	17	534	470
Danvers						10	5	46	1,313	1,208	1	7–9	3	17	549	514	1	1	13	338	312
Dedham						8	5	79	2,585	2,355							1	1	24	609	535
Easthampton						5	1	36	1,063	966	1	7–8		11	317	249	1	1	13	335	294
Framingham	1		1	40	[2] 30	16	12	88	3,113	2,758	2	7–9		32	766	690	1	1	23	583	525
Gardner						13	1	66	2,076	1,943							1	1	30	804	734
Gloucester						21	6	107	3,138	2,881							1	3	42	1,164	1,060
Greenfield	3		4	93	69	25	6	89	2,655	2,452							1	1	33	671	606
Leominster	1		1	46	44	11		57	1,923	1,709	1	7–8	1	17	518	470	1	1	31	663	589
Marlboro						5	6	50	1,707	1,467							1	1	17	498	441
Melrose						10	11	82	2,771	2,562							1	1	35	1,023	944
Methuen						16	10	92	3,067	2,799							1	1	24	685	616
Milford						19	5	71	2,454	2,315							1	1	22	534	489
Natick						11	5	57	2,196	1,923							1	4	24	617	553
Newburyport						7	3	51	1,708	1,515							1	1	[1] 21	553	477
North Adams	12		11	259	195	8	7	80	2,504	2,257							1	5	29	680	604
Northampton	1		1	30	[2] 21	17	12	92	3,004	2,735							1	1	22	584	535
Northbridge						8	2	49	1,634	1,512							1	1	12	258	235
Norwood						7	6	63	2,073	1,872	2	7–9	3	30	857	780	1	3	24	519	470
Peabody						13	14	93	3,353	3,123							1	1	33	869	789
Plymouth						16	10	60	1,805	1,597	1	7–8	1	16	411	368	1	1	17	427	383
Revere	2		4	104	[2] 80	15	14	200	6,567	[2] 5,731	2	7–9	1	37	1,061	[2] 934	1	1	46	902	[2] 784
Saugus						10		55	2,030	1,837	[1] 2	[1] 7–8		18	502	[1] 433	1	1	21	516	459
Southbridge						11	2	37	1,397	1,233							1	2	12	362	318
Wakefield						10	6	79	2,643	2,392							1	2	38	835	764

[1] Statistics of 1925–26.

[2] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1927–28*—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—Continued.																					
Watertown						11	6	92	3,368	3,102	2	7–9	2	48	1,273	1,184	1	2	30	598	560
Webster						7	4	31	1,066	943							1	2	17	457	402
Westfield	[1] 6		9	253	[2] 225	16	10	91	3,346	3,126							1	3	26	625	566
West Springfield	4		5	211	168	11	5	74	2,279	2,021	1	7–9	2	19	552	515	1	2	20	392	345
Weymouth						15	10	82	3,000	2,723							1	1	38	902	795
Winchester	5		5	154	110	7	5	48	1,557	1,384							1	3	19	543	483
Winthrop						4	5	52	1,871	1,662	1	7–9	1	31	894	807	1	1	23	561	501
Woburn						14	4	77	3,009	2,677							1	1	31	773	636
Michigan:																					
Adrian	6		4	216	161	6	5	40	1,338	1,122	1	7–9	1	22	663	561	1	1	23	529	478
Alpena	2		2	159	160	7	4	44	1,331	1,175							1	5	15	436	403
Ann Arbor	5		7	438	273	5	6	73	2,402	2,040	3	7–9	4	44	887	825	1	2	37	782	734
Benton Harbor	6		6	414	221	6	5	51	1,850	1,489	1	7–8	1	17	534	456	1	1	32	790	702
Calumet	6		6	238	144	18	7	75	1,980	1,832							1	2	42	928	845
Escanaba	5		5	262	208	5	6	51	1,817	1,672							1	1	27	630	563
Holland	5		5	227	217	6		53	1,442	1,349	1	7–9	1	30	740	686	1	1	24	569	508
Ironwood	7		8	413	331	7	4	64	2,292	2,085	2	7–9	1	30	925	820	2	1	25	611	561
Ishpeming	5		5	158	114	7	2	47	1,434	1,196							1	3	26	653	583
Marquette	6		6	207	135	6	1	41	1,213	992	1	7–8	2	8	283	254	1	1	23	447	417
Monroe	5		3	192	126	4	9	46	1,650	1,329							1	1	21	482	439
Owosso	4		4	235	170	7	5	70	2,577	2,077							1	1	27	776	737
Port Huron	8		8	376	271	12	22	138	4,051	3,386	4	7–9	7	68	1,213	1,146	1	3	31	646	639
Sault Ste. Marie	6		6	264	240	6	5	44	1,378	1,345	1	7–8	1	15	436	342	1	2	28	687	583
Traverse City	5		3	213	137	5	4	39	1,137	1,049	1	8–9	1	11	372	342	1	1	18	414	380
Wyandotte	6		8	646	292	7	3	75	2,673	2,468	1	7–8	1	23	612	553	1	1	36	677	645
Minnesota:																					
Austin	1		1	68	52	6		44	1,315	1,122	1	7–9		32	590	525	1	1	23	436	397
Fairbault	2		[4]	41	36	6	3	29	868	734	1	7–9	1	16	427	359	1	1	14	350	310
Hibbing	17		15	520	441	23	8	126	3,397	2,940	2	7–9	3	55	1,567	1,364	1	3	54	850	724
Mankato	4		4	159	113	5	6	36	1,175	998	2	7–9	2	21	574	492	1	1	19	541	481

Rochester	6		6	301	170	6	4	55	1,791	1,481	1	7-9	1	22	775	650	1	1	31	525	480
St. Cloud	2		2	120	[2] 86	5	8	26	701	[2] 610	1	7-8	1	13	299	[2] 260	1	2	31	667	[2] 600
Virginia	7		12	289	217	11	3	92	1,907	1,738	1	7-9	1	48	1,071	983	1	1	37	798	693
Winona	8		7	266	166	8	11	47	1,352	1,178	1	7-9	1	28	562	497	1	1	24	560	469
Mississippi:																					
Biloxi						6	7	47	2,064	1,463							1	1	19	321	287
Columbus						4	3	50	1,842	1,616	1	7-8		7	299	206	2	1	25	461	390
Greenville	3		3	111	[2] 73	6	9	59	2,328	[2] 1,793							2	2	17	300	[2] 264
Hattiesburg						8	2	62	3,151	2,269	2	7-9	1	22	697	553	2	1	19	409	314
Jackson						12	4	115	5,650	3,790	2	7-9	2	36	1,388	1,076	2	3	34	736	686
Laurel	4		6	739	368	9	8	80	2,860	2,276	1	7-9	1	19	575	493	1	1	16	279	269
Meridian	7		7	131	79	12	6	97	4,209	3,148	2	7-9	1	29	1,199	943	2	3	32	827	662
Natchez	4		4	87	70	4	2	34	2,166	1,754	1	7-8		5	249	203	2	1	20	360	299
Vicksburg	[1] 1		2	41	[2] 30	[1] 5		43	2,259	[2] 1,736	[1] 2		1	12	430	[2] 331	[1] 2	1	19	465	382
Missouri:																					
Cape Girardeau						7	1	46	2,068	1,591	3		2	19	545	529	2	1	32	536	461
Carthage						8	4	55	1,953	1,558							1	1	22	619	547
Columbia						6	4	56	1,591	1,477	1		1	21	651	599	1	3	27	506	461
Hannibal						9	6	65	2,712	2,069	3	7-9	1	31	949	892	2	2	27	569	469
Independence						9	2	68	2,821	2,252	1	7-9	1	34	1,008	857	1	1	25	629	517
Jefferson City	6		3	207	121	7	2	45	1,688	1,482	1	7-9	1	18	535	506	1	1	15	431	411
Joplin						18	11	105	4,336	3,701	3	7-9	3	47	1,695	1,454	1	1	40	949	903
Moberly						7	1	57	1,581	1,507							2	1	21	554	529
Sedalia						10	8	88	2,931	2,843							2	2	40	1,069	887
Montana:																					
Anaconda						5	7	39	1,471	1,202							1	3	21	629	607
Billings						9	8	74	3,181	2,495							1	1	30	1,009	807
Great Falls	10		9	523	402	12	11	111	3,986	3,488	1	7-8	1	23	808	764	1	3	43	1,303	1,134
Helena						6	9	47	1,568	1,293							1	4	18	685	562
Missoula						10	9	64	2,595	2,468											
Nebraska:																					
Grand Island	7		7	394	236	7	1	56	2,062	1,682	2	7-9	2	37	968	822	1	1	24	645	611
Hastings	4		4	273	200	4	7	51	1,760	1,453	1	7-9	1	27	808	714	1	2	21	641	554
North Platte	[1] 8		4	319	184	[1] 9	2	46	1,839	[2] 1,300	1	8-9	1	13	355	[2] 291	1	1	17	569	[2] 464
Nevada:																					
Reno	4		2	138	77	5		42	1,816	1,425	1	7-9	1	28	750	698	1	1	25	496	435
New Hampshire:																					
Berlin						5	1	31	884	831	1	7-8		11	278	250	1	2	25	562	514
Concord	6		12	339	211	15	4	58	1,899	1,698	1	7-8	1	24	592	543	1	3	33	641	601
Dover						10		39	1,242	1,114							1	1	21	421	378
Keene	2		2	74	54	13	13	54	1,216	1,091	3	7-8	3	17	365	328	1	1	27	667	597
Laconia						6	2	30	896	797	1	7-8		8	308	275	1		22	365	321
Nashua	10		12	513	329	15		78	2,572	2,240	1	7-8	1	27	661	587	1	1	40	940	827
Portsmouth	6		6	185	133	9	4	43	1,387	1,167	1	7-8	1	12	366	342	1	1	28	748	670
New Jersey:																					
Asbury Park	4		7	404	185	5	7	69	2,243	1,833							1	1	38	977	863
Belleville						8	7	125	4,803	4,149							1	2	28	638	546
Bloomfield	7		18	491	409	10	16	165	5,175	4,085							1	2	44	877	814
Bridgeton						7	4	71	2,255	[2] 1,946							1		34	891	[2] 776
Carteret						4		68	2,574	[2] 2,259							1		14	287	[2] 258
Clifton	12		14	953	538	13	16	190	7,483	6,606							1	1	45	1,319	1,060

[1] Statistics of 1925–26.

[2] Estimated.

[4] Normal training students.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1927–28*—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 Jersey—Continued.																					
Englewood	5	----	11	343	[2] 180	5	10	68	2,182	1,851	----	----	----	----	----	----	1	1	33	789	698
Garfield	7	----	7	815	373	7	7	172	6,255	5,849	----	----	----	----	----	----	1	1	22	580	512
Gloucester City						9	4	44	1,666	1,322	1	7–9	----	13	483	420	1	2	10	150	130
Hackensack	8	----	15	664	[2] 375	7	12	130	3,576	[2] 3,132	----	----	----	----	----	----	1	1	54	1,058	[2] 931
Harrison						3	7	52	2,054	1,709	----	----	----	----	----	----	1	----	13	202	182
Irvington						9	14	198	7,197	[2] 5,707	1	7–8	----	8	253	[2] 210	1	1	52	1,049	[2] 892
Kearny	10	----	10	393	243	10	15	165	5,085	4,341	----	----	----	----	----	----	1	1	49	1,282	1,021
Long Branch	4	----	5	317	160	7	8	56	2,007	1,680	1	7–9	2	32	827	728	1	1	24	483	437
Millville						7	5	72	2,595	2,224	----	----	----	----	----	----	1	1	25	583	516
Montclair	10	----	19	714	499	10	11	140	3,980	3,393	5	7–9	6	85	1,581	1,392	1	4	56	1,019	914
Morristown	4	----	4	190	120	5	----	48	1,649	1,368	----	----	----	----	----	----	1	----	30	776	687
North Bergen	8	----	8	365	200	10	12	179	6,246	5,089	----	----	----	----	----	----	----	----	----	----	----
Phillipsburg	1	----	1	33	23	7	----	80	2,919	2,537	----	----	----	----	----	----	1	1	27	703	635
Plainfield	9	----	16	636	403	11	9	152	4,992	4,330	----	----	----	----	----	----	1	1	61	1,252	1,105
Rahway						5	11	68	2,439	2,085	----	----	----	----	----	----	1	1	20	441	397
South Orange	8	----	14	425	302	8	11	86	3,049	2,469	2	7–9	2	50	1,110	1,086	1	2	46	914	794
Summit	5	----	6	201	150	6	5	65	1,625	1,392	----	----	----	----	----	----	1	1	23	618	547
Weehawken	3	----	7	213	173	3	2	60	1,760	1,348	----	----	----	----	----	----	1	1	24	459	431
West New York	5	----	11	572	[2] 400	5	10	169	6,061	[2] 4,913	----	----	----	----	----	----	1	1	48	824	[2] 700
West Orange	6	----	6	392	230	7	13	80	2,408	2,012	1	7–9	2	28	796	746	1	2	21	499	441
New Mexico:																					
Albuquerque	6	----	6	302	[2] 180	7	9	74	3,085	[2] 2,398	2	6–9	4	34	1,101	[2] 808	1	2	29	911	[2] 730
New York:																					
Batavia						7	10	60	2,019	1,821	1	7–8	----	24	578	520	1	1	28	673	575
Beacon	3	----	2	151	92	4	5	37	1,447	1,192	----	----	----	----	----	----	1	3	17	383	323
Cohoes	4	----	4	147	91	8	13	45	1,955	1,651	----	----	----	----	----	----	1	3	13	301	266
Corning—																					
District No. 9	2	----	3	135	93	3	----	24	648	532	1	7–9	----	14	318	276	1	----	18	326	281
District No. 13						2	----	31	1,029	900	----	----	----	----	----	----	1	----	27	454	411

Cortland	5		5	146	135	5	7	47	1,958	1,751							1	5	32	781	665
Dunkirk	6		8	281	218	8	9	93	2,253	1,951							1	1	38	744	640
Fulton	4		2	95	58	7	9	54	2,006	1,817							1	1	24	670	584
Geneva	5		7	250	206	6	7	57	1,790	1,595							1	2	26	569	459
Glens Falls	3		3	121	90	4		37	1,208	986	1	7–8	1	16	365	318	1	1	23	645	528
Gloversville	9		6	306	263	12	12	92	3,018	2,641							1	1	40	937	776
Herkimer	3		2	95	69	3	3	47	1,759	1,570							1	1	17	481	417
Hornell	5		6	283	265	5	9	71	2,070	1,835							1	2	39	794	649
Hudson	2		2	77	48	4	2	53	1,902	1,622							1	1	21	466	421
Ilion	3		3	104	98	3	5	37	1,174	1,069							1	3	19	551	461
Ithaca	8		8	174	151	9	9	78	2,361	2,030							1	2	44	1,203	1,027
Johnstown	5		5	191	157	5		48	1,355	1,233							1		17	561	457
Kingston						8	13	95	3,470	2,935							1	2	43	1,082	952
Lackawanna	5		6	342	211	5	13	84	3,233	2,749							1	2	15	394	311
Little Falls	4		5	150	128	5	7	47	1,808	1,788							1	1	13	370	302
Lockport	8		8	378	284	8	11	91	2,716	2,474							1	1	40	1,081	915
Middletown						8	9	48	1,822	1,626	1	7–9	1	25	673	609	1	1	25	673	569
North Tonawanda	6		6	263	196	8	10	70	2,636	2,176							1	2	21	604	494
Ogdensburg						8	6	59	1,876	1,627							1	1	18	429	373
Olean	10		13	475	373	10	13	113	3,776	3,248							1	3	38	1,003	817
Oneida	2		2	87	62	4	4	27	862	764	1	7–9		20	431	374	1	1	19	402	348
Oneonta	1		1	21	15	6	4	42	1,674	1,289							1	6	25	688	620
Ossining	1		1	45	38	6	7	45	1,753	1,536							1	2	20	481	430
Oswego	3		2	143	83	11	14	61	2,363	1,991							1	1	39	951	834
Peekskill	5		5	188	85	5	2	77	2,120	1,787							1	1	22	630	536
Plattsburg	3		3	161	96	8		34	1,019	834							1		14	329	284
Port Chester	6		8	423	347	7	11	119	4,027	3,536							1	1	31	797	368
Port Jervis	5		5	183	126	6	8	39	1,454	1,258							1	1	13	437	383
Rensselaer	2		2	97	56	3	7	40	1,370	1,073							1		14	380	316
Rome	9		10	536	345	8	10	98	3,788	3,592	1	8–9	1	23	656	547	1	1	25	548	464
Saratoga Springs	5		6	208	164	5	11	40	1,558	1,420							1	2	21	556	483
Tonawanda	5		5	268	133	5	6	43	1,642	1,428							1	1	23	550	440
Watervliet	4		3	194	149	7	8	49	1,964	1,671							1	1	13	400	340
White Plains	11		9	731	365	11	11	92	3,250	2,651	4	7–9	8	49	1,383	1,278	1	1	32	651	602
North Carolina:																					
Asheville	10		20	614	460	15	17	206	7,660	6,506							2	2	91	1,952	1,674
Durham						15	11	214	8,319	6,510	3	7–9	1	36	929	782	4	2	55	1,040	1,027
Gastonia						8	10	107	4,641	3,152							2	2	28	807	684
Goldsboro						3	3	45	1,688	1,367							1	1	16	455	383
Greensboro						17	12	231	7,941	6,164							2	2	66	1,785	1,552
High Point						10	11	154	6,242	5,265							2	3	48	1,251	1,068
New Bern						4	1	52	2,266	1,749							2	2	17	509	438
Raleigh						15	11	183	6,439	4,945							2	3	57	1,595	1,314
Rocky Mount						9	4	88	4,217	3,167							2	2	32	995	837
Salisbury						6	9	95	3,185	2,875							2	2	43	968	924
Wilson						4	4	65	2,957	2,168							2	2	25	766	628
North Dakota:																					
Fargo	9		8	544	454	12	13	90	2,899	2,271	3	7–9	4	49	1,325	1,223	1	2	39	907	900
Grand Forks						5	3	49	1,819	1,617	1	7–8	2	18	521	470	1	3	34	797	678
Minot						6		43	1,538	1,332	1	7–8	1	11	455	408	1	1	27	865	767

[2] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1927–28*—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
Ohio:																					
Alliance						11	2	121	4,232	3,592							1	1	46	1,215	1,142
Ashtabula						8	6	68	2,341	2,235	3	7–9		29	1,015	866	1	3	27	792	683
Barberton						10	8	94	3,597	3,261							1	2	27	940	748
Bellaire						7	2	67	2,569	2,401							1	1	25	773	726
Bucyrus						6	1	36	1,063	926	1	7–9		14	491	428	1	1	17	350	317
Cambridge						10	3	78	2,923	2,482							1	1	26	867	850
Campbell						5	4	84	2,875	2,623	1	7–9		25	757	754	1	1	12	208	186
Chillicothe						5	4	69	2,868	2,398	1		1	10	321	281	1	2	22	618	533
Cleveland Heights	8		12	640	458	8	10	147	4,094	3,514	2	7–9	3	69	1,802	1,591	1	4	52	1,491	1,103
Coshocton						5	1	50	1,931	1,664							1	1	21	607	570
Cuyahoga Falls						3	3	54	2,537	2,197							1	1	21	668	641
East Cleveland	10		11	651	402	10	15	156	4,625	4,488							1	1	91	2,069	1,736
East Liverpool						18	1	118	4,610	4,182							1	1	37	1,017	850
Elyria	5		6	208	161	9	4	99	3,359	2,877							1	2	49	1,379	1,263
Findlay						10	3	62	2,238	1,936	2	7–9	4	32	975	873	1	2	22	620	599
Fremont	4		8	204	158	6	2	33	1,195	1,044	1	7–9		20	557	508	1	1	22	464	423
Ironton	2		2	77	55	7	3	71	1,957	1,685	1	7–9		23	646	582	1	1	15	344	287
Kenmore						7		75	3,594	2,847							1	1	22	753	[2] 700
Lancaster						6	7	68	2,503	2,225							1	1	29	687	603
Mansfield						12	4	82	3,362	2,947	2	7–9	4	48	1,417	1,286	1	3	38	991	851
Marietta						8	6	50	1,669	1,520	1	7–9		21	801	628	1	1	18	521	497
Marion						14	5	116	4,510	3,827	2	7–9	2	28	931	789	1	2	33	858	846
Martins Ferry						5	7	51	1,875	1,615	1	7–8	1	15	587	538	1	2	27	717	652
Massillon						9	15	71	2,595	2,346	2	7–9	2	39	1,101	1,023	1	1	26	620	591
Middletown						10	9	129	5,441	4,389							1	1	44	1,132	971
Newark						16	11	110	4,115	3,830							1	1	35	1,086	1,009
New Philadelphia						7	5	43	1,670	1,592	1	7–9		22	705	662	1	1	18	377	358
Niles						8	3	62	2,324	2,090	2	7–9	1	33	904	801	1	1	17	365	324
Norwood	5		5	430	205	5	5	88	2,764	2,295							1	1	29	738	712
Piqua	2		2	98	80	7	3	44	1,681	1,530	2	7–9	2	18	674	623	1	1	19	471	396

Salem						4		36	1,319	1,233	1	7-8	1	10	383	356	1	1	23	597	556
Sandusky						8	8	74	2,950	2,762							1	1	36	1,046	958
Steubenville						9	11	120	4,377	3,750	2	7-9	2	43	1,175	964	1	1	35	918	780
Tiffin						4		28	1,118	1,056	1	7-9	1	20	506	452	1	1	14	388	361
Warren	8		8	407	374	14	14	153	5,555	4,567	3	7-9	3	79	1,938	1,679	1	1	34	1,065	715
Zanesville						15	2	105	4,078	3,721	2	7-9	3	40	1,077	950	1	1	36	946	852
Oklahoma:																					
Ardmore	1		1	39	25	5	4	61	2,637	1,917	1	7-9	1	23	784	640	2	3	35	682	558
Bartlesville	1		1	40	20	8	2	56	2,183	1,708	2	7-9		22	898	772	2		32	514	461
Chickasha						6	2	52	2,614	2,043	1	7-9	1	22	790	637	1	1	20	502	427
Enid						9	8	79	2,990	2,392	2	7-9	3	40	1,316	1,080	1	1	38	1,016	867
Guthrie						4	4	28	1,136	864	2	7-9	2	16	477	405	1	1	18	400	351
McAlester						9	3	69	2,199	1,745	1			7	184	177	2		31	795	751
Okmulgee						9	10	88	3,251	2,146	2	7-9	2	36	1,025	789	2	1	24	583	495
Sapulpa						7	1	53	2,248	1,685	1	7-8		14	609	449	1		16	627	470
Shawnee						8		76	4,573	3,212	1	8-9		16	741	536	1	3	31	1,052	842
Oregon:																					
Astoria						7	3	45	1,291	1,145	3	7-9	1	23	571	554	1	1	18	408	395
Eugene						8	11	52	1,984	1,758	2	7-9	2	37	981	863	1	1	39	907	798
Salem						9	10	74	2,804	2,065	2	7-9	2	56	1,460	1,273	1	2	52	1,203	1,003
Pennsylvania:																					
Aliquippa						8	4	97	3,848	[2] 3,142	1	7-9		48	1,058	[2] 970	1	1	23	412	[2] 380
Ambridge						6	7	69	2,736	2,301	1	7-9	1	30	1,001	908	1	1	12	369	323
Beaver Falls						6		61	2,141	1,811							1	1	33	750	691
Berwick						7	3	72	2,843	2,632							1	3	16	562	511
Braddock						4	10	75	2,856	2,483							1	3	26	505	436
Bradford						4	1	43	1,852	1,559	1	7-9		26	762	651	1	1	23	505	442
Bristol						7		46	1,762	1,650							1	1	22	354	310
Butler						7	3	65	2,632	2,367	1	7-8	1	27	989	831	1	1	48	1,852	1,556
Canonsburg						10	3	63	2,994	2,692							1	1	14	450	409
Carbondale						9	11	92	3,718	3,142							1	1	24	735	651
Carlisle						6	3	47	1,965	1,721							1		19	550	508
Carnegie						3	3	52	2,214	2,003							1	1	17	479	435
Chambersburg						7		59	2,337	1,977							1	1	31	900	823
Charleroi						4	4	43	1,807	1,696	1	7-9	1	22	768	649	1	2	23	559	467
Clairton						5	7	65	2,680	2,496	2	7-9	2	35	1,012	948	1	1	18	443	426
Coatesville						4	2	54	1,865	1,693	3	7-9	2	32	718	589	1	1	27	742	648
Columbia						6	7	37	1,525	1,436							1	1	13	425	370
Connellsville						5	4	66	2,105	1,907							1	1	44	919	836
Dickson						6	7	50	2,411	2,120							1	1	7	228	203
Donora						4	4	73	2,485	2,056	1	7-9		23	1,017	896	1	1	16	452	399
Du Bois						5	8	63	2,196	1,998							1	1	22	552	511
Dunmore						10	4	113	4,652	4,230							1	1	18	695	609
Duquesne						8	7	87	3,126	2,802	1	7-9	1	28	1,111	1,014	1	1	13	347	343
Farrell						7	8	58	2,719	2,434	1	7-9		27	966	879	1	1	14	467	404
Greensburg						7	5	73	2,587	2,263							1	2	48	1,148	1,042
Homestead						5	7	62	2,898	2,468							2	3	43	1,185	1,012
Jeannette						7	4	65	2,974	2,664							1	1	28	792	656
Kingston						10	14	103	3,766	3,173							2	3	31	800	720
Lebanon						12		66	2,622	2,350	2	7-9	2	37	1,085	993	1	1	27	724	667
McKees Rocks						6	7	73	2,749	2,406							1	1	16	385	353

[2] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1927–28*—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
Pennsylvania—Continued.																					
Mahanoy City						5		58	1,835	1,690							1	1	18	754	656
Meadville						4	8	61	2,242	1,915							1	2	33	932	738
Monessen						8	6	97	3,602	3,401	1	7–9	1	31	1,279	1,046	1	2	34	777	673
Mount Carmel						7	1	48	2,168	1,954							1		18	662	596
Nanticoke						10	11	133	4,451	4,011							1	1	29	728	654
New Kensington						3	1	56	2,314	2,013							1	1	23	694	609
North Braddock						5	7	73	2,766	2,548	1	7–9		12	308	270	1	1	19	563	506
Oil City						12	4	75	2,645	2,329	2	7–10	4	44	1,175	1,099	1	1	23	481	471
Old Forge						10	2	81	3,344	2,966							1	1	13	318	293
Olyphant						8	1	71	2,247	2,031							1	1	9	335	297
Phoenixville						4	2	38	1,522	1,313							1	3	14	464	416
Pittston						7	9	89	3,151	2,797	1	7–9	1	25	788	725	1	1	16	347	320
Plymouth						7	4	69	3,149	2,715							1	1	17	506	459
Pottstown	2		2	42	33	16	6	63	2,143	[2] 1,907	1	7–9	1	27	906	[2] 810	1	1	21	546	[2] 502
Pottsville						12	4	84	3,372	2,879							1	1	22	613	592
Punxsutawney						4	3	42	1,613	1,457							1	1	19	699	625
Shamokin						6	3	79	2,748	2,581							1	1	21	788	764
Sharon						9	2	127	4,115	3,682							1	2	34	1,057	958
Shenandoah						11		83	3,207	2,866							1	1	25	704	678
Steelton						7	2	53	1,944	1,726							1	3	13	485	444
Sunbury						9	4	75	2,758	[1] 2,510							1	1	28	762	[1] 694
Swissvale						6		56	2,289	1,969							1	1	24	616	513
Tamaqua						7	1	50	2,359	2,055							1	1	11	573	515
Uniontown						7	8	72	2,691	2,312	2	7–9	2	45	1,185	1,087	1	2	34	887	813
Warren	4		4	162	101	7	3	73	2,229	2,022							1	2	39	899	818
Washington						10	11	113	4,506	3,737							1	1	25	767	709
West Chester						4	2	43	1,324	1,134	1	7–9	3	23	515	442	1	1	21	431	390
Wilkinsburg	5		5	209	142	6	9	80	2,774	2,295	1	7–9	1	51	1,318	1,180	1	1	47	1,135	980
Rhode Island:																					
Bristol						8	6	47	1,931	1,692	1	7–9	1	14	406	333	1	2	9	171	154
Central Falls						7	3	46	1,599	1,449	1	7–8		9	298	295	1	3	21	417	364

Cranston	11		13	603	342	25	5	171	5,759	5,154							1	1	40	939	877
Cumberland						10	2	43	1,545	1,370							1	1	11	270	233
East Providence						22	4	106	3,830	3,389	1	7-9	1	37	847	716	1	1	27	679	583
Warwick	2		2	60	55	22		83	3,480	2,791							1	1	17	520	437
West Warwick	4		4	186	[2] 100	8	1	53	2,206	[2] 1,842							1	1	19	670	[2] 575
South Carolina:																					
Anderson						10	7	130	4,707	3,723							3	2	35	850	810
Florence						5	6	58	3,370	2,567	1		1	13	400	324	2	2	30	739	693
Greenville						15	11	163	6,278	4,645							2	4	47	1,187	1,014
Spartanburg						7	11	123	5,411	4,318							2	2	45	1,284	1,154
South Dakota:																					
Aberdeen	7		6	318	248	7	8	48	1,730	1,460	2	7-9	3	29	805	624	1	3	25	614	545
Sioux Falls	11		11	519	436	15	20	174	4,718	4,107	1	-9		3	77	55	1	3	59	1,419	1,150
Tennessee:																					
Jackson						7	[2] 7	75	4,438	3,298							2	[2] 2	21	981	837
Johnson City						10	9	85	3,924	[2] 3,098	2	7-9	2	32	933	[2] 709	2	2	26	485	[2] 368
Texas:																					
Abilene						9	6	96	3,673	2,528							1	1	46	1,616	1,240
Amarillo						15	7	165	5,580	4,761	1		1	28	1,007	755	1	2	52	1,238	1,000
Brownsville						7	3	45	2,108	1,548	1	6-8	1	14	489	391	1	1	9	273	212
Cleburne						6	1	65	2,686	2,252							1		27	826	758
Corpus Christi						7	9	63	3,277	2,211							1	2	18	544	411
Corsicana	2		2	91	60	8	4	48	2,476	2,190	1		1	13	410	388	2	2	38	897	690
Del Rio						3		21	804	642							1		10	255	193
Denison						7	7	49	2,538	1,922							2	2	42	1,002	833
Greenville						5	3	45	1,895	1,484	1	7-8	1	15	475	476	2	1	22	576	509
Laredo						10	1	94	3,688	2,878							1	1	18	492	425
Marshall						8	4	63	3,584	2,586							2	6	25	1,416	1,117
Palestine						7		34	1,504	1,138	1	6-8		16	550	469	2		18	555	491
Paris						11	2	73	3,028	2,205							1	1	36	1,045	856
Port Arthur	4		5	583	210	5	6	114	3,834	3,305	2	6-8	1	55	1,476	[2] 1,175	2	1	42	749	[2] 600
Ranger						6		31	1,373	950							1	1	22	552	503
San Angelo						8	3	77	3,560	2,546							1	1	28	913	657
Sherman						7	4	67	2,711	2,167							2	1	29	1,152	1,015
Temple						9	5	58	2,331	1,622							1	1	28	913	739
Texarkana	4		4	187	101	9	3	56	2,988	1,981							2	1	27	848	724
Tyler						6	6	58	2,338	1,743	1	7-8	1	14	571	514	2	2	21	708	648
Utah:																					
Provo						4	6	49	1,972	1,830	1	7-8	1	19	648	622	1	2	26	875	816
Vermont:																					
Barre						6		47	1,694	1,505							1	1	24	707	626
Burlington	4		4	261	[2] 180	8	6	53	1,778	[2] 1,521	1	7-9	1	24	694	[2] 625	1	3	20	454	[2] 408
Rutland						6		36	1,320	1,161	1	7-8		13	370	331	1	2	22	666	596
Virginia:																					
Alexandria						6	5	59	2,706	[2] 2,383							1	1	18	541	[2] 487
Charlottesville						5	2	65	2,767	2,284							2	2	22	679	582
Danville						8	6	80	3,559	[2] 2,959							2	2	32	805	[2] 700
Staunton						3	3	31	1,363	[2] 1,195							2	3	15	395	[2] 350
Washington:																					
Aberdeen						11	11	65	3,109	2,485	1	7-9	1	22	942	798	1	1	32	852	696
Bellingham						10	15	119	4,080	3,440	1	7-9	1	20	625	528	2	2	64	1,831	1,349

[1] Statistics of 1925–26.

[2] Estimated.

TABLE 7.—*Personnel and number of kindergartens, elementary schools, junior high schools, and high schools, 1927–28*—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
Washington—Continued.																					
Everett	2		2	119	52	10	9	103	4,072	3,230	2	7–9	4	48	1,649	1,407	1	3	45	1,266	1,135
Hoquiam						5	5	33	1,723	1,516	1	7–9		12	781	687	1	1	17	402	338
Vancouver						8	5	63	2,614	2,174							1	1	35	1,035	798
Walla Walla						6	7	69	2,531	2,015							1	1	44	1,139	945
Yakima						10	9	78	3,403	2,631	2	7–9	2	50	1,432	1,149	1	1	39	1,070	905
West Virginia:																					
Bluefield						14	3	76	2,764	2,490	4		4	39	1,034	951	2	2	28	570	508
Clarksburg—																					
City district						9	9	83	3,164	2,757	2	7–8	1	26	869	777	2	2	41	1,030	931
Coal district						4		31	1,129	982	2	7–9	2	14	435	400	1	1	12	193	178
Fairmont	4		3	155	[2] 100	7	10	80	2,654	2,381							2	1	36	710	616
Martinsburg						6	1	53	2,305	1,960	1	6–10		4	76	58	2	1	25	474	430
Morgantown						30	6	125	3,968	3,573	1	7–8	1	28	727	674	2	1	46	1,238	1,020
Moundsville						6	5	70	2,606	2,204							1	1	19	449	422
Parkersburg						14	10	114	3,635	3,351	1	7–8	1	27	772	693	1	3	49	1,452	1,276
Wisconsin:																					
Appleton	8		13	636	430	8	3	56	1,886	1,601	3	7–9	3	38	944	864	1	1	36	853	769
Ashland	3		3	194	130	6	7	32	1,137	1,016							1	3	28	742	705
Beloit	6		11	676	392	11		94	2,852	2,481	2	7–9	4	46	1,112	1,003	1	1	29	774	699
Eau Claire	6		6	791	326	6	12	90	2,684	2,551							1	1	77	1,156	1,075
Fond du Lac	9		9	559	355	9	13	75	2,499	2,250	1	7–9	3	51	1,078	961	1	1	41	840	807
Janesville	4		8	361	214	8	5	43	1,610	1,315	1	7–9		31	699	671	1	2	33	736	713
Manitowoc	6		9	445	295	7	8	61	2,331	1,839							1	1	41	1,059	964
Marinette	6		4	304	227	6	4	41	1,353	1,127	1	7–9	1	22	580	504	1	1	17	386	350
Stevens Point	4		5	259	180	7	2	31	1,146	1,020							1	1	30	719	675
Waukesha	6		5	316	187	6	2	41	1,478	1,281	1	7–9	1	21	584	562	1	2	31	662	576
Wausau	8		8	625	405	8	5	71	2,438	2,202	1	7–9	1	22	630	599	1	2	33	733	611
West Allis	8		13	705	465	8	9	99	3,325	2,937	3	7–9	2	54	1,172	1,138	1	3	30	546	499
Wyoming:																					
Casper	12		9	551	[2] 355	22	21	150	3,684	[2] 3,114	1	-8	1	15	382	[2] 313					
Cheyenne						7	4	61	2,224	1,736	1	7–8	1	15	496	420	1	1	28	739	612

[2] Estimated.

TABLE 8.—*Night schools and summer schools in city school systems, 1927–28*

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	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
Birmingham, Ala	7	53			2,811			5	31		32	821		657
Los Angeles, Calif	37		824			90,516		115	692	96	348	23,743	3,880	11,081
Oakland, Calif	[1] 5	[1] 132			[1] 9,438									
San Francisco, Calif	8	44	162		3,659	10,752								
Denver, Colo	2			60			1,974	3	16	12	33	591	471	1,332
Bridgeport, Conn	[2] 4	[2] 56	31		[2] 1,391	1,087								
Hartford, Conn	9	[2] 84		13	[2] 4,550		225		8			81		
New Haven, Conn	14	[2] 37	28	13	[2] 1,573	255	443	10	51	4		2,481	230	
Wilmington, Del	1	18	37		519	1,040		2	21		[3] 18	437		[3] 469
Washington, D. C	11	71	100	61	2,946	5,381	2,168	7	146	24	77	6,211	1,554	3,084
Atlanta, Ga		49	[4] 41	14	2,730	[4] 1,281	2,619		28	16	12	739	1,030	505
Chicago, Ill	30	302	734		15,386	33,613		26	269	58	486	9,916	1,802	14,260
Indianapolis, Ind	4	36	34		1,233	1,255								
Des Moines, Iowa	2	[2] 3	32	3	[2] 258	1,136	171	2			45			1,151
Kansas City, Kans	2			78			2,650							
Louisville, Ky	7	64			2,793			5	16		24	876		1,261
New Orleans, La	19	144	22		8,917	1,368								
Baltimore, Md	20	110	[4] 163	38	4,676	[4] 7,317	1,066	58	43	21	29	2,798	1,565	1,913
Boston, Mass	27	225	166	44	7,321	7,070	1,473		194		41	6,487		1,016
Cambridge, Mass	10	79	26	27	1,120	775	534	3	107		36	1,318		561
Fall River, Mass	6	57	21	50	1,092	682	934		4			28		
Lowell, Mass	10	[2] 41	34	51	[2] 791	1,174	2,084		10		7	243		140
New Bedford, Mass	9	[2] 124	24		[2] 5,672	1,303								
Springfield, Mass	7	51	81	14	1,247	2,326	266	3	24	25	[3] 22	658	647	[3] 557
Worcester, Mass		41	34	56	730	1,398	1,440	1	43			1,411		
Detroit, Mich	24	([5])	([5])		7,171	[6] 14,500			([5])		([5])	21,541		[7] 10,437
Grand Rapids, Mich	9	[1] 206			[1] 5,300									
Minneapolis, Minn	11	71	42	34	2,790	1,871	1,863	25	202		25	5,183		1,112
St. Paul, Minn	12	42			1,422			2		8	10		396	475

[1] Total night schools, not distributed.
[2] Includes Americanization classes.
[3] Includes vocational schools.
[4] Includes junior high schools.
[5] Not reported.
[6] Includes city colleges.
[7] Includes city colleges and vocational schools.

TABLE 8.—*Night schools and summer schools in city school systems, 1927–28*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Kansas City, Mo.	9	15	[6] 71	32	724	[6] 3,222	939	12	42	.....	[8] 70	1,640	.....	[8] 1,362
St. Louis, Mo.	13	[1] 549	.....	.....	[1] 23,941	.....	.....	31	[9] 807	.....	[8] 168	[9] 22,454	.....	[8] 2,341
Camden, N. J.	1	11	.....	.....	392	.....	.....	.....	.....	.....	.....	.....	.....	.....
Jersey City, N. J.	10	52	49	31	1,836	2,333	1,473	19	266	.....	15	8,624	.....	1,028
Newark, N. J.	17	90	138	76	3,628	4,780	3,402	26	415	10	86	14,616	222	2,370
Paterson, N. J.	10	21	36	44	635	721	1,439	1	25	.....	12	497	.....	417
Trenton, N. J.	4	13	[4] 41	.....	319	[4] 1,275	.....	3	33	15	12	1,295	523	521
Albany, N. Y.	.....	15	16	37	245	1,169	1,191	.....	.....	.....	.....	.....	.....	.....
Buffalo, N. Y.	40	345	99	363	14,319	5,795	10,444	30	612	.....	129	15,045	.....	2,983
New York, N. Y.	143	805	709	349	46,470	75,084	24,260	47	575	85	329	19,432	4,601	26,136
Rochester, N. Y.	21	[2] 131	56	114	[2] 3,467	2,702	2,707	.....	.....	.....	.....	.....	.....	.....
Syracuse, N. Y.	.....	[2] 49	1	62	[2] 1,054	7	1,447	.....	.....	.....	.....	.....	.....	.....
Yonkers, N. Y.	.....	([3])	15	28	[2] 553	797	1,052	.....	.....	.....	.....	.....	.....	.....
Akron, Ohio	.....	[2] 22	10	17	[2] 1,527	648	440	([3])	([3])	([3])	([3])	([3])	([3])	([3])
Cincinnati, Ohio	10	24	101	91	881	3,086	3,791	1	43	.....	49	1,239	.....	1,399
Cleveland, Ohio	17	160	215	.....	10,352	11,388	.....	41	217	124	[10] 209	7,532	3,966	[10] 6,218
Columbus, Ohio	5	21	[4] 44	.....	180	[4] 759	.....	8	34	37	37	672	974	922
Dayton, Ohio	5	[2] 22	15	109	[2] 830	379	3,683	.....	41	.....	7	1,107	.....	220
Toledo, Ohio	6	46	37	50	1,443	1,454	2,330	3	14	.....	8	206	.....	200
Youngstown, Ohio	.....	.....	.....	[2] 32	.....	.....	[2] 937	.....	8	.....	9	301	.....	246
Portland, Oreg.	9	.....	85	2	.....	3,004	1,575	.....	.....	.....	.....	.....	.....	.....
Philadelphia, Pa.	22	93	598	.....	4,067	44,325	.....	22	444	.....	240	13,982	.....	8,049
Pittsburgh, Pa.	37	175	337	47	2,189	6,567	4,510	4	.....	.....	[3] 111	.....	.....	[3] 3,030
Reading, Pa.	1	7	33	.....	164	1,467	.....	1	18	6	11	400	128	179
Scranton, Pa.	7	16	19	.....	584	272	.....	1	.....	.....	15	.....	.....	622
Providence, R. I.	10	65	130	.....	1,663	3,739	.....	.....	.....	.....	.....	.....	.....	.....
Memphis, Tenn.	5	[1] 68	.....	.....	[1] 2,091	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nashville, Tenn.	.....	5	2	.....	51	60	.....	.....	.....	.....	.....	.....	.....	.....
Dallas, Tex.	1	[1] 83	.....	.....	[1] 5,321	.....	.....	6	22	.....	29	488	.....	657
Fort Worth, Tex.	6	49	.....	.....	1,359	.....	.....	5	18	.....	20	641	.....	780
Houston, Tex.	1	[1] 136	.....	.....	[1] 4,661	.....	.....	19	21	11	[6] 33	564	543	[6] 661
San Antonio, Tex.	1	.....	51	.....	.....	1,353	.....	1	.....	.....	13	.....	.....	286
Salt Lake City, Utah	1	.....	.....	20	.....	.....	607	2	[1] 23	.....	.....	[1] 398	.....	.....

Norfolk, Va	3	[1] 67			[1] 1,748			3	29	10	18	680	346	847
Richmond, Va	4	[1] 106			[1] 3,669			7	76		66	2,986		2,268
Seattle, Wash	4	[1] 161			[1] 8,272			3	19		18	471		801
Spokane, Wash	1	5	43		492	1,748		2	11		10	203		312
Milwaukee, Wis	17	70	31	289	2,990	1,066	11,220	1	107		61	3,748		1,899
Total	748	5,637	5,618	2,352	249,683	365,300	97,357	566	5,825	562	3,030	204,784	22,878	116,765

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Montgomery, Ala	1			9			218	2	2		5	47		225
Little Rock, Ark	1	[1] 8			[1] 267									
Berkeley, Calif	2		74			5,848								
Fresno, Calif	1		77			7,503								
Long Beach, Calif	1		98			8,073								
Pasadena, Calif	1		52			4,504								
Sacramento, Calif	2	7	23		572	2,176								
San Diego, Calif	1		77			6,471		1			[4] 22			[4] 527
San Jose, Calif	2		78			6,352			2			77		
Stockton, Calif	1		53			2,584								
Colorado Springs, Colo								1	2		[4] 7	23		[4] 98
Pueblo, Colo.:														
District No. 1	1	[1] 14			[1] 133				12		2	395		25
District No. 20	1	[1] 22			[1] 410									
Meriden, Conn	1	[1] 6			[1] 170			1	8			374		
New Britain, Conn	6	25	[4] 5		762	[4] 179		2	21			628		
Stamford, Conn		31			931									
Waterbury, Conn	6	17	73		1,198	1,018								
Jacksonville, Fla		5			140									
Pensacola, Fla	1			7			75							
Savannah, Ga									12	6	12	262	200	238
Aurora (east side), Ill	1	4			101									
Decatur, Ill		3			70			1			11			183
Evanston (Dist. No. 76), Ill	1	8			380			1	7			303		
Moline, Ill		3			66									
Peoria, Ill	1	13			567			2	12		5	375		176
Quincy, Ill	1	[1] 26			[1] 951			1	[11] 4			[11] 53		
Rockford, Ill	1		33			1,172								
Rock Island, Ill		[1] 2			[1] 39									
East Chicago, Ind	5	32	39		1,058	1,425		5	21	14	11	537	203	210
Evansville, Ind	1			35			799	11	42		27	1,923		944
Fort Wayne, Ind	1	10			266									
Gary, Ind	19	54	54	71	4,992	5,917	4,222	13	106		40	4,500		1,200
Hammond, Ind								1			7			256

[1] Total night schools, not distributed.
[2] Includes Americanization classes.
[3] Includes vocational schools.
[4] Includes junior high schools.
[5] Not reported.
[6] Includes city college.
[8] Includes normal and vocational schools.
[9] Includes summer playgrounds.
[10] Includes normal school.
[11] Total summer schools, not distributed.

TABLE 8.—*Night schools and summer schools in city school systems, 1927–28*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Kokomo, Ind.	1			34			1,149							
Muncie, Ind.	2		23			431		4	[4]26			[4]662		
South Bend, Ind.	1	[1]56			[1]1,979			6	14	5	10	292	97	197
Terre Haute, Ind.	2		3	15		208	601	2			16			412
Cedar Rapids, Iowa		3	4	4	44	391	124							
Davenport, Iowa	1		19			423								
Dubuque, Iowa	3	[1]22			[1]425									
Sioux City, Iowa	1	[1]22			[1]576			2	4	7	7	66	126	119
Topeka, Kans.	1		30			1,015			28		10	475		310
Wichita, Kans.	1	[1]40			[1]1,175			6	16	11	15	511	527	425
Lewiston, Me.	2	22			635									
Portland, Me.	3	10	14	18	233	459	380							
Brockton, Mass.	1		26			636		1	8	2	11	[12]244	[12]60	[12]300
Brookline, Mass.	3	11		12	343		237		4			136		
Chelsea, Mass.	1	33	13	2	799	282	45							
Chicopee, Mass.		7	7		154	185								
Everett, Mass.	1	3	14	13	65	404	332							
Fitchburg, Mass.	3	5	10		117	304		1	3		6	158		154
Haverhill, Mass.	1	21	4	2	451	141	102							
Holyoke, Mass.	8	20	24	46	400	367	1,679	1			8			211
Lawrence, Mass.	4	61	34	54	1,685	798	1,179							
Lynn, Mass.	1	5	[4]48		150	[4]1,323		1	9	4	1	184	88	24
Malden, Mass.	2	31	4		832	136								
Medford, Mass.	1	2	11	4	53	312	132	1	9	5		219	71	
Newton, Mass.	2	8	9	9	185	377	127	1	7			236		
Pittsfield, Mass.	1	15	5		580	152								
Quincy, Mass.	5	17	15	20	467	435	1,241	3	15			423		
Salem, Mass.	4	26	19		564	420		1	12		3	330		98
Somerville, Mass.	2	3	22		91	639								
Taunton, Mass.	2	12	23		155	527		1	7			188		
Waltham, Mass.	1	21	2	22	570	24	512							
Battle Creek, Mich.	1	[1]24			[1]1,050			1	8	6	5	267	172	189
Bay City, Mich.	1			26			891							

Flint, Mich.	1	[1] 46			[1] 1,319			2	3	9	6	151	153	230
Hamtramck, Mich.	1	[1] 69			[1] 3,497			1			[4] 14			[4] 891
Highland Park, Mich.	1		47			1,522		2	58		43	1,579		1,385
Jackson, Mich.	3	[1] 52			[1] 1,763			1	8	3	6	253	96	102
Kalamazoo, Mich.	2	[1] 52			[1] 1,382			1	[11] 10			[11] 217		
Lansing, Mich.	3		55			2,521		4	7	26	8	580	264	302
Muskegon, Mich.	4		24	15		332	295							
Pontiac, Mich.	1	[1] 27			[1] 523			1			7			169
Saginaw, Mich.	2			43			635							
Duluth, Minn.	7	31			1,846			4	32		17	1,043		606
St. Joseph, Mo.		10			424				3		3	50		49
Springfield, Mo.	1	4			70									
Lincoln, Nebr.	5	[1] 21			[1] 482			1	3	2		72	60	
Manchester, N. H.	1	41			1,151									
Atlantic City, N. J.		21	3	59	493	28	2,421							
Bayonne, N. J.	5	15	14	20	343	469	544	1	39	6		834	135	
East Orange, N. J.								1	13		7	474		165
Elizabeth, N. J.	5	17	23	19	617	695	679	3	41	25	10	1,560	793	322
New Brunswick, N. J.	1	13	10		422	301								
Orange, N. J.	1	[1] 25			[1] 528									
Passaic, N. J.	3	10	9	14	360	371	486	2	16		15	589		679
Perth Amboy, N. J.	1	[1] 8			[1] 224			1	10			179		
Union City, N. J.	2		34			1,112								
Amsterdam, N. Y.		12	3	3	174	87	107							
Auburn, N. Y.		7	4		80	58		(5)	(5)	(5)	(5)	(5)	(5)	(5)
Binghamton, N. Y.		23	8	31	797	138	950							
Elmira, N. Y.	1	7	12		261	182		1	7		10	178		213
Jamestown, N. Y.	3	[1] 38			[1] 1,257			2	13		8	343		323
Mount Vernon, N. Y.	1	15	7	9	515	342	297	2	11		11	729		346
Newburgh, N. Y.	1	7			131			2	17		15	403		225
New Rochelle, N. Y.	2	19	5		582	209		1	10	2	10	369	28	286
Niagara Falls, N. Y.	3	[1] 98			[1] 3,840			2	30	12	20	470	254	457
Poughkeepsie, N. Y.	3	9	8	4	184	153	115	2	31		6	829		247
Schenectady, N. Y.	9	31	53	25	1,208	1,346	647	3		13	12		415	394
Troy (Union district), N. Y.	1	13	10	29	307	564	553	1	8		12	285		(5)
Utica, N. Y.		10	12	27	130	602	708							
Watertown, N. Y.	1	3		9	62		331							
Charlotte, N. C.	1	8		10	273		285		4	2	1	187	97	23
Winston-Salem, N. C.								1	[11] 7			[11] 365		
Canton, Ohio	3	16	42	24	581	1,324	475	2	[11] 15			[11] 375		
Hamilton, Ohio		4			45									
Lakewood, Ohio	1		17			695		2	3	13	18	214	346	467
Lima, Ohio	2		14			237				4	4		50	120
Lorain, Ohio	(5)	(5)	(5)	(5)	(5)	(5)	(5)		2	2	3	50	59	231
Springfield, Ohio	1		28			702		1	2		2	92		27
Oklahoma City, Okla.	2		61			3,330								
Tulsa, Okla.	4	18	51		310	2,160		1			5			265
Allentown, Pa.	1	7	2	4	622	88	83							
Altoona, Pa.	1	4	25		129	1,257		2	14		16	414		259

[1] Total night schools, not distributed.
[4] Includes junior high schools.
[5] Not reported.
[11] Total summer schools, not distributed.
[12] Distribution estimated.

TABLE 8.—*Night schools and summer schools in city school systems, 1927–28*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Bethlehem, Pa	1	3		3	76		77		5			76		
Chester, Pa	2	[1] 13			[1] 500			1	9	3		425	100	
Easton, Pa		4	4	6	148	83	92	1	31	17	20	543	146	113
Erie, Pa	6	18	26	23	531	1,210	572	5	23		19	1,200		903
Harrisburg, Pa	1	5	17		120	788								
Johnstown, Pa	1	8	15	18	208	607	693	1	[12] 8		[12] 8	202		183
Lancaster, Pa	1	[1] 11			[1] 342									
McKeesport, Pa	1	10	3	7	226	62	143							
Newcastle, Pa		2			57			1	11		18	367		489
Norristown, Pa		3		4	72		52							
Wilkes-Barre, Pa	9	20	50	(3)	145	1,068	774	2	26		12	698		409
Williamsport, Pa		2	16		60	376								
Newport, R. I		3	6	3	63	168	59		10			445		
Pawtucket, R. I	4	44	56		1,217	1,762		2		7			106	
Woonsocket, R. I		43	15		663	212			5			212		
Charleston, S. C		[1] 12			[1] 208									
Knoxville, Tenn	1	[1] 24			[1] 489									
Austin, Tex	1	[1] 7			[1] 425			3	4	3	11	155	101	290
Beaumont, Tex	2	[1] 25			[1] 433			1	[11] 8			[11] 177		
El Paso, Tex	2	8		24	398		819							
Galveston, Tex	2		17			865		4	5		8	112		179
Ogden, Utah	1		22			623								
Lynchburg, Va	1	9	8	1	252	149	24	2	23			882		
Newport News, Va	1	4			25									
Petersburg, Va	1	6	7		151	111			5		7	165		276
Portsmouth, Va		5	8		85	167			6		6	115		95
Roanoke, Va	1	4	5	2	150	82	90	1	4	4	19	80	247	417
Tacoma, Wash	3	7	34		345	836		2	3		11	55		236
Charleston, W. Va	3	6	10		95	177			8	6	5	75	70	98
Wheeling, W. Va	2		26			560		2	5		11	220		373
Green Bay, Wis				48			1,161							
Kenosha, Wis	3			85			1,778							
La Crosse, Wis				62			2,015		(3)		(3)	830		452

Oshkosh, Wis.	1			47			1,168	1			9			95
Racine, Wis.								4	15	10	13	638	326	316
Sheboygan, Wis.	1			29			967		[3] 1			[3] 45		
Superior, Wis.	1			40			916							
Total	267	1,907	2,045	1,150	61,267	94,342	35,056	157	1,053	229	707	34,489	5,390	20,228

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Bessemer, Ala.	1	2		4	75		72	2	3		8	50		45
Tucson, Ariz.		7	8		206	287		1	1		10	18		267
Fort Smith, Ark.	1			10			79							
Hot Springs, Ark.									2	2	5	33	64	93
Alameda, Calif.			27			1,201								
Alhambra, Calif.	2		31			1,621		3	8		13	242		375
Eureka, Calif.	1		17			510								
Glendale, Calif.		1			44				35	7		784	185	
Pomona, Calif.	1		15			669								
Richmond, Calif.			5			257								
Riverside, Calif.		3	4		125	580								
San Bernardino, Calif.	1		21			869								
Santa Ana, Calif.		[2] 8			[2] 539									
Santa Barbara, Calif.	1		18			1,233								
Santa Cruz, Calif.			8			365								
Santa Monica, Calif.	1	4	25		398	1,998								
Vallejo, Calif.	1		11			380								
Greeley, Colo.		[1] 8			[1] 393				9			269		
Trinidad, Colo.		[1] 3			[1] 117									
Ansonia, Conn.		[2] 3			[2] 51									
Bristol, Conn.	1	20			425			1			9			47
Danbury, Conn.	1			7			340							
Derby, Conn.		[1] 3			[1] 75									
East Hartford, Conn.	1	2			56									
Enfield, Conn.	1	4			101									
Fairfield, Conn.		[1] 7			[1] 94									
Greenwich, Conn.		[2] 12			[2] 238									
Manchester, Conn.		[2] 19			[2] 704									
Middletown, Conn.		2	1		83	31		1	25		2	555		61
Milford, Conn.		1	1		13	24								
Naugatuck, Conn.	1	[1] 8			[1] 218									
New London, Conn.	1	5	4		120	71		2	14			212		
Norwalk, Conn.	1	[1] 10			[1] 369									
Norwich, Conn.	1	8			191									
Stonington, Conn.		1			21									
Stratford, Conn.	1	3			39									
Torrington, Conn.	1	7			234									
Wallingford, Conn.	1	[1] 8			[1] 179									

[1] Total night schools, not distributed.
[2] Includes Americanization classes.
[3] Includes vocational schools.
[5] Not reported.
[11] Total summer schools, not distributed.
[12] Distribution estimated.

TABLE 8.—*Night schools and summer schools in city school systems, 1927–28*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Windham (P. O. Willimantic)	1	[1] 7			[1] 313									
Albany, Ga								1			2			38
Athens, Ga	2	15			443				17			223		
Waycross, Ga		3			37									
Boise, Idaho	1	[2] 2			[2] 44									
Belleville, Ill									12	4		290	62	
Blue Island, Ill			8			237								
Freeport, Ill	1		12			181								
Kewanee, Ill								4	13		7	439		116
Lincoln, Ill		[2] 2			[2] 30									
Pekin, Ill				1			23							
Waukegan, Ill		4			150									
Anderson, Ind			18			492			5	2		172	57	
Bloomington, Ind				1			20							
Huntington, Ind	1		9			374								
Marion, Ind								1	24			61		
Michigan City, Ind	1		12			321		(5)	(5)	(5)	(5)	(5)	(5)	(5)
Mishawaka, Ind	1	[1] 19			[1] 498									
Richmond, Ind	1	[1] 17			[1] 389									
Whiting, Ind	1	[1] 25			[1] 1,000				12	4	4	427	159	169
Burlington, Iowa	1	[2] 4			[2] 51									
Clinton, Iowa	1	[1] 3			[1] 65									
Fort Dodge, Iowa	1		13			(5)		1	2	2		112	60	
Fort Madison, Iowa	1	[1] 8			[1] 150			1	[11] 3			[11] 78		
Iowa City, Iowa		2			18									
Marshalltown, Iowa	1	2			32				3		4	[12] 135		[12] 120
Muscatine, Iowa	1			6			74							
Atchison, Kans								1			[4] 1			[4] 35
Chanute, Kans	2			11			417				[3] 2			[3] 25
Coffeyville, Kans									16	2	1	478	30	15
Hutchinson, Kans	1		16			305			3			131		
Independence, Kans									5	3	5	101	66	105
Parsons, Kans	1			6			148		[11] 8			[11] 234		

Pittsburg, Kans		[2] 2			[2] 52				15			256		
Salina, Kans	1	[1] 8			[1] 197									
Ashland, Ky									1			9		
Auburn, Me		[1] 7			[1] 90									
Augusta, Me	1	4			124									
Bangor, Me	1	[1] 11			[1] 409									
Bath, Me		[1] 14			[1] 190									
Biddeford, Me	1	4	5		101	194								
Sanford, Me	1	[1] 17			[1] 293									
Waterville, Me	1	[1] 5			[1] 96									
Annapolis, Md				2			37							
Adams, Mass	1	[2] 11			[2] 198									
Amesbury, Mass	1	3	[4] 6		90	[4] 104								
Arlington, Mass	1	1	12		63	279			10			195		
Attleboro, Mass	2	9			211				7			369		
Beverly, Mass	2	3	4	12	63	117	272							
Clinton, Mass	1	4	7		73	202								
Dedham, Mass	1	[1] 5			[1] 137									
Easthampton, Mass	1	12	8		174	218			4			70		
Gardner, Mass		5	3		175	87								
Gloucester, Mass	1	1	5		15	185								
Greenfield, Mass		3			62									
Leominster, Mass	1	6	4		66	91		1	3				110	
Marlboro, Mass	1		15			274								
Melrose, Mass				1			25							
Methuen, Mass	1	3	7		49	141								
Milford, Mass		4			47									
Natick, Mass			[10] 7	4		[10] 234	62							
North Adams, Mass	1	1	9	5	18	154	165							
Northampton, Mass		2			19				[11] 8			[11] 249		
Northbridge, Mass		3			67				5			90		
Norwood, Mass	1		[3] 2			[4] 46			3	2		97	59	
Peabody, Mass	1		7			134								
Plymouth, Mass		[2] 9			[2] 134				4			66		
Revere, Mass		[2] 20	7		[2] 290	119								
Southbridge, Mass		8	11		90	198								
Wakefield, Mass	1	5			188				3			144		
Watertown, Mass	2	8	7		43	157								
Webster, Mass	2	2	6	5	55	133	151		5		2	109		51
Westfield, Mass	1	3			35									
West Springfield, Mass	1		7			103			3		3	64		53
Winchester, Mass		1			14					2			27	
Winthrop, Mass		3	3		26	176								
Woburn, Mass		7			150				4			47		
Ann Arbor, Mich	1	12			265			3	15		[4] 12	342		[4] 362
Calumet, Mich	1	3	25		48	580		1	2		13	126		363
Escanaba, Mich		[2] 2			[2] 39			1	2			98		

[1] Total night schools, not distributed.
[2] Includes Americanization classes.
[3] Includes vocational schools.
[4] Includes junior high school.
[5] Not reported.
[10] Includes normal school.
[11] Total summer schools, not distributed.
[12] Distribution estimated.

TABLE 8.—*Night schools and summer schools in city school systems, 1927–28*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Ironwood, Mich		7			162									
Marquette, Mich				2			55							
Monroe, Mich		1			21									
Owosso, Mich											4			103
Port Huron, Mich	3	6	[6] 24		100	[6] 191			13		[6] 16	([5])		[6] 70
Sault Ste. Marie, Mich	1	1	[4] 9		32	[4] 124		1	[4] 2		3	70	16	42
Wyandotte, Mich			8			362			7		[4] 7	351		[4] 110
Austin, Minn		1			20									
Faribault, Minn		2			24									
Hibbing, Minn	4	13	[4] 9		243	[4] 159								
Mankato, Minn	1	[1] 6			[1] 94			1	5	6	7	105	121	149
Rochester, Minn		[1] 4			[1] 70				[11] 8			[11] 350		
St. Cloud, Minn	1	[1] 27			[1] 671									
Virginia, Minn				22			929							
Winona, Minn	1		8			176								
Biloxi, Miss	1	3	1		69	19		1	2		3	7		15
Columbus, Miss									2	1	7	12	13	107
Greenville, Miss									3			150		
Jackson, Miss								3	8		10	132		204
Meridian, Miss	1	[1] 6			[1] 66			1	4	3	11	71	50	140
Joplin, Mo	1	6			78				2	3	[3] 5	26	20	[3] 51
Great Falls, Mont		[1] 2			[1] 40			2	16		5	463		164
Grand Island, Nebr	2			8			290							
Reno, Nev		3	5		40	109								
Berlin, N. H		[1] 9			[1] 216									
Concord, N. H		2			41				3			94		
Dover, N. H		[1] 2			[1] 39									
Keene, N. H		3			54									
Laconia, N. H		[1] 10			[1] 144									
Nashua, N. H	1	[1] 28			[1] 516									
Portsmouth, N. H		[1] 6			[1] 111									
Asbury Park, N. J	1	[2] 2			[2] 93									
Bloomfield, N. J	1	[1] 15			[1] 410			1	[11] 8			[11] 218		

Bridgeton, N. J		[2] 1			[2] 11			[11] 4			[11] 95		
Carteret, N. J		[2] 9			[2] 197								
Clifton, N. J	1	3			129								
Englewood, N. J		5			195			5		5	206		70
Garfield, N. J		3			67								
Hackensack, N. J	2	[1] 20			[1] 631		1			[4] 11			[4] 236
Harrison, N. J			6			148							
Irvington, N. J	1	8			340		2	11	6	17	[4] 470		375
Kearny, N. J	1		15			403	2	27			802		
Long Branch, N. J		2			49			19	6		416	154	
Montclair, N. J	4	13	[4] 10		276	[4] 229	2	27			717		
North Bergen, N. J		[2] 8		2	[2] 272		77						
Phillipsburg, N. J		[1] 2			[1] 59								
Plainfield, N. J	1	3	5	6	114	188	153	2	4	7	141		44
Rahway, N. J		5		8	317		233						
Summit, N. J		6			96				4		177		
West New York, N. J		[1] 21			[1] 692								
Albuquerque, N. Mex	1	[1] 19			[1] 536		2	15		5	463		186
Batavia, N. Y		[2] 5			[2] 62								
Beacon, N. Y		[2] 3			[2] 23								
Cohoes, N. Y		[2] 6		2	[2] 192		75						
Corning (District No. 9), N. Y	1	[2] 3			[2] 60								
Cortland, N. Y		[2] 4	4		[2] 119	95							
Dunkirk, N. Y	1	[1] 18			[1] 414		1	[11] 4			[11] 83		
Fulton, N. Y	1	1			32		1			6			162
Geneva, N. Y	1		18			352	1	5		9	127		153
Glens Falls, N. Y		2	6		30	298							
Gloversville, N. Y		6			103		1			6			128
Hornell, N. Y	1	4		4	62		201	1		8			195
Hudson, N. Y	1	10	3		166	35							
Ithaca, N. Y		1	12	11	21	464	135						
Johnstown, N. Y		[2] 2	2		[2] 31	47							
Kingston, N. Y	1	[1] 3			[1] 59								
Little Falls, N. Y	1	[1] 2			[1] 47								
Lockport, N. Y	1	1	12	5	31	503	181						
Middletown, N. Y	1	5			142			1		9			229
North Tonawanda, N. Y	1	[1] 6			[1] 148								
Ogdensburg, N. Y								1		11			141
Olean, N. Y	1	3	9		64	352							
Oneida, N. Y		[2] 1			[2] 15								
Oneonta, N. Y	1	1			17			1		7			126
Ossining, N. Y		1			44								
Oswego, N. Y		[2] 4			[2] 58								
Plattsburg, N. Y		1	5		22	168							
Port Chester, N. Y		5		4	141		61						
Port Jervis, N. Y		[2] 4	2		[2] 23	124							
Rome, N. Y	1	[1] 10			[1] 267			1		13			194
Tonawanda, N. Y		[2] 2			[2] 40								

[1] Total night schools, not distributed.
[2] Includes Americanization classes.
[3] Includes vocational schools.
[4] Includes junior high school.
[5] Not reported.
[6] Includes city college.
[11] Total summer schools, not distributed.

TABLE 8.—*Night schools and summer schools in city school systems, 1927–28*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
White Plains, N. Y.	1	[1] 24			[1] 350			1	21		15	469		265
Asheville, N. C.	8	28	3	2	853	116	63	1			8			91
Durham, N. C.	1	6	3	10	90	55	150							
Greensboro, N. C.	1		5			115		1			5			88
Salisbury, N. C.	1	[1] 6			([3])									
Fargo, N. Dak.	1	[1] 11			[1] 555			1			5			82
Grand Forks, N. Dak.			5			82		3	2	4	4	80	111	86
Minot, N. Dak.		3			40									
Alliance, Ohio		1			27				4		7	86		130
Ashtabula, Ohio										3	2		66	52
Barberton, Ohio		2			54				3		3	49		49
Bellaire, Ohio											1			20
Campbell, Ohio								2	3		2	90		64
Chillicothe, Ohio			6			117								
Cleveland Heights, Ohio									7		17	240		600
Coshocton, Ohio		5			107									
East Cleveland, Ohio									[11] 13			[11] 574		
Elyria, Ohio	2	[2] 7	5		[2] 159	96								
Findlay, Ohio									2	1	1	115	75	22
Fremont, Ohio		[1] 10			[1] 138									
Lancaster, Ohio									3		1	114		49
Mansfield, Ohio		[1] 2			[1] 52									
Marion, Ohio			2			38								
Middletown, Ohio									6			156		
Newark, Ohio								1	5		4	173		150
Norwood, Ohio									4		3	123		76
Piqua, Ohio		[1] 7			[1] 135				2	1	1	52	45	18
Salem, Ohio		2			31				1	1	3	26	12	30
Sandusky, Ohio			1			16			10		6	451		103
Steubenville, Ohio	1	2		1	36		14	1	[12] 2	[12] 5	[12] 5	126	203	191
Warren, Ohio	1	11	8		245	290		2	17	7	7	500	150	150
Guthrie, Okla.								1			2			30
Shawnee, Okla.									5			160		

Astoria, Oreg.	1	[1] 8			[1] 211									
Aliquippa, Pa.								1	3		12	117		386
Beaver Falls, Pa.									2		4	121		95
Braddock, Pa.		2			80				1			24		
Bristol, Pa.									1		3	7		32
Butler, Pa.											3			75
Carlisle, Pa.								4	48		19	1,965		550
Coatesville, Pa.	1		14			410								
Donora, Pa.		1			42									
Greensburg, Pa.		3			58									
Homestead, Pa.	2	3	6	7	92	136	182							
Jeannette, Pa.											2			47
Meadville, Pa.			3			31								
Monessen, Pa.	1	[1] 8			[1] 144									
Nanticoke, Pa.	1	2		12	40		285							
New Kensington, Pa.	1		5	14		225	193							
Shamokin, Pa.		[1] 9			[1] 308									
Shenandoah, Pa.		1			25									
Steelton, Pa.	1	4	5		139	103								
Uniontown, Pa.								1	8			236		
Warren, Pa.			1			36			5			111		
Washington, Pa.		[2] 1			[2] 59									
West Chester, Pa.	1		19			401			4		4	86		131
Bristol, R. I.	1		8			193								
Central Falls, R. I.	4	8	12	16	220	267	516		11			293		
Cranston, R. I.	1	[2] 3	5		[2] 54	94								
Cumberland, R. I.		2	4		53	119								
East Providence, R. I.	1	[2] 5			[2] 88									
Warwick, R. I.		3			33									
West Warwick, R. I.		[1] 19			[1] 318									
Aberdeen, S. Dak.		2			61				2	1		138	15	
Sioux Falls, S. Dak.	1	5			153				18		14	578		334
Johnson City, Tenn.	3	6	2		60	17								
Corsicana, Tex.									2	3	4	55	80	50
Denison, Tex.								1			3			125
Palestine, Tex.									1	1	2	20	19	26
Port Arthur, Tex.	1	[1] 9			[1] 306			1	[11] 9			[11] 165		
Texarkana, Tex.									3		[6] 9	43		[6] 98
Barre, Vt.	1			4			136							
Burlington, Vt.	1	[1] 10			[1] 315									
Alexandria, Va.									[11] 5			[11] 155		
Charlottesville, Va.									4		7	210		154
Aberdeen, Wash.	1	4			60									
Bellingham, Wash.	1	9			287									
Everett, Wash.		15			281									
Hoquiam, Wash.	1	2			14									
Bluefield, W. Va.		[1] 5			[1] 51									
Morgantown, W. Va.	1	13			257									
Ashland, Wis.				17			350							
Beloit, Wis.	1			25			710							

[1] Total night schools, not distributed.
[2] Includes Americanization classes.
[5] Not reported.
[6] Includes city college.
[11] Total summer schools, not distributed.
[12] Distribution estimated.

TABLE 8.—*Night schools and summer schools in city school systems, 1927-28*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	Night schools							Summer schools						
	Supervisors and principals	Teachers			Students			Supervisors and principals	Teachers			Students		
		Elementary	High	Vocational	Elementary	High	Vocational		Elementary	Junior high	High	Elementary	Junior high	High
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Eau Claire, Wis				23			535							
Fond du Lac, Wis								1			5			113
Janesville, Wis				18			340							
Manitowoc, Wis				41			698		3		5	58		86
Marinette, Wis				30			476		1			41		
Stevens Point, Wis				9			88							
Waukesha, Wis				30			485							
Wausau, Wis	1			38			999							
West Allis, Wis										4	4		127	117
Cheyenne, Wyo	1			25			336	2	2	1	2	67	15	29
Total	164	1,199	746	471	29,233	23,435	10,831	80	762	90	499	21,195	2,162	10,528

TABLE 9.—*Receipts of city school systems, 1927–28*

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 nonrevenue receipts	Balance from previous school year	Total
				General property taxes and city appropriations	Taxation for debt service	Other school districts for tuition	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Alabama:												
Birmingham	$17,840	$92,018	$1,072,968	$1,358,442	$600,291		$73,532	$1,027,715	$6,242		$1,686,614	$5,935,662
California:												
Los Angeles	77,385	4,773,211	7,813,145	17,197,801		$2,745	344,672	1,000,000	1,226,824		9,351,627	41,787,410
Oakland	49,104	1,141,211	1,574,602	2,909,186		22,934	32,167	2,268,000	438,250	$250,459	2,579,920	11,265,833
San Francisco	14,589	1,658,856		8,152,532	1,540,130		103,562	1,000,477	30,600		2,336,195	14,836,941
Colorado:												
Denver	18,581	169,845	1,061,582	4,287,367	628,841	9,500	25,630	65,474	195,711	30,855		6,493,386
Connecticut:												
Bridgeport		84,346		2,045,049		23,192						2,152,587
Hartford		92,120		2,935,765			402,164	2,819,183			258,990	6,508,222
New Haven		88,216		3,033,892		100,558						3,222,666
Delaware:												
Wilmington	10,197	1,285,072		435,000			11,486	417			28,778	1,770,950
District of Columbia:												
Washington	3,333,934			8,898,965			5,427				1,699,343	13,937,669
Georgia:												
Atlanta	16,000	267,114		2,657,884			27,635	500,000		23,643		3,297,075
Illinois:												
Chicago	253,356	2,974,556	115,342	52,159,650		102,076	1,319,735	7,700,000	25,367	2,069	5,094,663	69,746,814
Indiana:												
Indianapolis	41,239	349,478	9,323	6,600,754		74,552	64,964	261,077		661,827	2,142,400	10,205,614
Iowa:												
Des Moines	2,244	97,918		2,984,592	75,000	27,691	74,168		893		955,966	4,218,472
Kansas:												
Kansas City	7,294	13,949		2,204,871		5,107	48,143				233,009	2,512,373
Kentucky:												
Louisville	16,827	495,159		2,518,661	271,613	58,423	9,291	50,000		8,458	80,068	3,508,500
Louisiana:												
New Orleans	12,563	940,855		3,018,307		296	43,849	3,939,285	14,085	1,802	138,504	8,109,546
Maryland:												
Baltimore				9,008,806						15,820	96,970	9,121,596

TABLE 9.—*Receipts of city school systems, 1927–28*—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	Total
				General property taxes and city appropriations	Taxation for debt service	Other school districts for tuition	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Massachusetts:												
Boston	$58,693	$1,173,944		$14,206,077	$900,876	$69,038	$474,888				$668,226	$17,551,742
Cambridge	2,340	115,740		1,543,110		5,468	74,110				39,463	1,780,231
Fall River	33,086	212,456		1,984,842		22,900	9,383		$3,236		110,601	2,376,504
Lowell	11,052	155,462		1,228,363	40,141	29,792						1,464,810
New Bedford	5,869	177,664		1,768,088	160,674	13,516	6,629	$489,000		$973	13,498	2,635,902
Springfield	10,154	246,595		2,995,903	418,584	81,420	17,123	200,000			171,487	4,141,266
Worcester	24,148	167,516		3,042,600							1,128,749	4,363,013
Michigan:												
Detroit	76,021	4,543,781	$7,409	17,301,594			1,025,699	9,193,371	77,000		423,463	32,648,338
Grand Rapids	24,187	596,454		3,081,131	478,513	61,672	66,947		20,648	36,932	248,469	4,614,953
Minnesota:												
Minneapolis	32,896	947,414		6,569,466	1,718,794		24,039	945,038		58,352	97,850	10,392,849
St. Paul	17,407	415,002	171,110	2,694,724		15,598	16,837		1,669	950	438,235	3,771,532
Missouri:												
Kansas City	58,033	741,782	14,751	5,208,792	1,230,217		441,286		21,021	236,658	3,735,823	11,688,363
St. Louis	25,455	795,499		11,091,275	14,353	4,296	431,371		19,037	16,140	5,608,048	18,005,474
Nebraska:												
Omaha	6,307	95,431		4,130,370		44,485	123,341		40,597	27,089	148,460	4,616,080
New Jersey:												
Camden		387,642		1,600,000	283,444	24,398	2,429	275,000	206,292	7,421	59,542	2,846,168
Jersey City	8,037	1,478,220		3,583,051		17,654	10,620	280,000			197,005	5,574,587
Newark		2,172,166		7,355,000	1,142,849	22,229	60,580	1,100,000		376	83,625	11,936,825
Paterson	12,927	519,687		2,114,830	534,063	117,040	22,417	503,116			124,907	3,948,987
Trenton	1,412	464,732		1,660,568	371,306	131,382	13,126	146,000		13,756	247,502	3,049,784
New York:												
Albany	7,306	432,718		542,431	438,234		3,269				617,236	2,041,194
Buffalo	65,217	3,114,305		7,746,339	2,517,533		25,024	4,355,000	16,188	133,742	2,957,348	20,930,696
New York	266,327	33,896,345		111,942,659			133,797				40,695,498	186,934,566
Rochester	40,402	1,688,528		9,586,671			151,107	765,000	31,437		2,736,087	14,999,232
Syracuse	6,270	1,040,876		4,397,013		2,105	6,026	2,122,128	1,009		6,201,623	13,777,050
Yonkers	11,067	734,489		3,112,000			12,924	750,809			471,535	5,092,824

Ohio:												
Akron	10,196	1,216,629		2,410,261	880,588	11,446	107,578	509,093	18,489	6,123	325,430	5,495,833
Cincinnati	26,325	82,793		6,244,804	1,064,787	23,333	175,872	2,122,248	1,098	9,918	3,388,378	13,139,556
Cleveland	22,820			19,632,008	3,089,742	28,118	743,725	3,500,000	76,248	97,767	3,747,961	30,938,389
Columbus	27,696	2,709		3,983,683	1,124,747	29,507	258,166	1,153,048	300,860	331,000	1,921,294	9,132,710
Dayton	44,170	919,252	1,564,053		626,357	12,861	47,169	645,000	1,423	279,977	1,186,958	5,327,220
Toledo	43,915	52,079		4,233,607	1,180,248	41,722	256,915	1,595,000	13,334	64,299	2,064,655	9,545,774
Youngstown		1,008,351		2,291,370		114	61,991		581	89,227	315,239	3,766,873
Oregon:												
Portland	14,436	116,713	1,426,488	3,208,663	677,915	69,415	87,755	2,000,000	65,822	1,025,000	491,499	9,183,706
Pennsylvania:												
Philadelphia		2,640,878		28,118,170				10,053,996		1,140,262	7,614,603	49,567,909
Pittsburgh	(1)	1,028,878		11,745,994		91,716	689,822	3,061,366	5,125	375,853	4,876,438	21,875,192
Reading		220,376		2,028,406		9,737	36,960	69,844	56,200	19,886	971,749	3,413,158
Scranton		306,359		2,084,454	330,000		135,187				3,185,735	6,041,735
Rhode Island:												
Providence	12,709	67,561		3,669,043	400,896	68,850		1,658,575			2,380,793	8,258,427
Tennessee:												
Memphis	17,943		773,249	1,472,087	81,489		99,729	600,000	14		243,363	3,287,874
Nashville		(1)	623,363	410,307	150,485	8,969	7,802	800,000			146,940	2,147,866
Texas:												
Dallas	3,407	702,943		1,805,717	70,000	54,483	32,787					2,669,337
Fort Worth	5,713	463,932	12,615	1,235,088	367,398	6,546	148,570	280,000	14,568		697,352	3,231,782
Houston	1,481	643,495	2,068	2,500,627	511,290	210	106,422	138,842	142,491			4,046,926
San Antonio	16,536	642,083	2,115	1,519,837	237,770	975	65,879		20,548	11,582	431,002	2,948,327
Utah:												
Salt Lake City	4,462	851,389		1,616,245	242,294		70,271		6,961	16,000	13,629	2,821,251
Virginia:												
Norfolk	14,033	192,095		1,212,000		3,626	12,836			10,694	22,915	1,468,199
Richmond	3,279	264,563		1,933,371			47,214	335,543	171	69,424	264,239	2,917,834
Washington:												
Seattle	12,329	1,672,697	779,931	2,763,920	1,176,251		42,567	400,000	42,648	3,171	1,266,597	8,160,111
Spokane	8,696	596,745	315,862	943,045	213,028		53,541				2,053,885	4,184,802
Wisconsin:												
Milwaukee	15,500	488,048	650,607	8,316,661		43,338	155,017	1,000,000	2,710	75,853	8,060,787	18,808,521

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:												
Mobile		$472,502										$472,502
Montgomery	$1,155		$157,321	$182,326			$3,453	$1,110,000	$1,573		$398	1,456,226
Arkansas:												
Little Rock	18,104	133,729		1,007,924			32,886					1,192,643
California:												
Berkeley	7,566	311,823	458,579	1,136,530	$212,570	$18,448				$17,692	200,632	2,363,840
Fresno	9,689	345,302	439,117	597,625		72,765	28,668				79,785	1,572,951
Long Beach	8,144	519,553	869,668	2,167,241	647,425		56,173				456,403	4,724,607
Pasadena	1,706	420,082	640,678	2,189,175	279,790	5,040	12,036	185,000			970,186	4,703,693

[1] Included in following column.

TABLE 9.—*Receipts of city school systems, 1927–28*—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 nonrevenue receipts	Balance from previous school year	Total
				General property taxes and city appropriations	Taxation for debt service	Other school districts for tuition	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
California—Continued.												
Sacramento	$11,073	$400,172	$803,864	$765,951	$655,996	$44,347	$9,783		$75,582		$83,116	$2,849,884
San Diego	5,502	523,777	708,129	1,247,479			46,925				145,566	2,677,378
San Jose	13,553	271,056	434,315	508,754	63,672	71,946	12,537				505	1,376,338
Stockton	9,039	228,909	333,067	545,618	146,605				1,000	$11,456	164,465	1,440,159
Colorado:												
Colorado Springs		19,872		820,421	91,322	1,502	2,375					935,492
Pueblo—												
District No. 1	1,860	18,302	107,235	310,818	49,126	2,318	6,088	$6,072			51,613	553,432
District No. 20	1,966	26,730	158,321	422,195	68,578	1,267	11,437				47,067	737,561
Connecticut:												
Meriden		22,379		599,915		750	1,423					624,467
New Britain		48,199		1,101,393	729,575	21,922	1,233					1,902,393
Stamford		32,547		1,175,223			3,770	630,500				1,842,040
Waterbury		57,391		1,820,394	199,539	26,374	9,762				19,511	2,132,971
Florida:												
Jacksonville	3,824	128,296		1,069,387	420,321		10,432	600,000	712		287,586	2,520,558
Pensacola	4,645	29,866	59,729	125,343	33,500		5,388	247,338	9,924		14,623	530,356
Tampa	12,406		413,910	487,260	454,413	351	37,324	46,000	15,519		1,246,958	2,714,141
Georgia:												
Augusta		94,380	422,141		25,969		31,465				17,335	591,290
Columbus	[2] 2,000	83,269	253,968				1,053	15,000		1,090	33,755	390,135
Macon	3,834	97,760	410,732				23,300		4	461	21,346	557,437
Savannah	1,317	116,072	352,320	37,500			58,089			99,000	52,034	716,332
Illinois:												
Aurora—												
East side		23,361		401,666			15,186		5,947		79,805	525,965
West side		3,232		272,759		7,940	10,753	226,628	80,225	1,214	7,992	610,743
Cicero		58,431		543,318		7,620	2,888	388,117	55		143,172	1,143,601
Danville		35,831		406,606		11,710	1,585		2,292	593	198,982	657,599
Decatur	1,512	52,704		774,623	76,757	22,000	91,923	416,135	58	1,089		1,436,801
East St. Louis		73,632		717,034	174,259	19,250	29	223,101	403		322,822	1,530,530

Evanston—												
District No. 75		35,454		731,830		1,845	29,149	235,000			505,628	1,538,906
District No. 76		19,500		365,861			932	629,554			85,712	1,101,559
Joliet		49,443		467,911	115,966		2,501	844	1,627		4,595	642,887
Moline	1,825	25,003		447,353	40,208	11,219	3,227				12,822	541,657
Oak Park		60,027		765,908		396	6,895	9,558	3,303		154,906	1,000,993
Peoria	2,591	71,106		1,130,621		40,927	13,142		4,108	916	110,371	1,373,782
Quincy			38,470	492,779		12,054	7,681				250,359	801,343
Rockford	4,273	73,661		1,019,873	215,974	66,669	6,437		4,048		378,104	1,769,039
Rock Island		32,053		298,414	81,750	9,046	2,551	301,862	1,350		86,130	813,156
Springfield	1,034	72,507		871,435		29,757	5,795	52,234			116,149	1,148,911
Indiana:												
East Chicago	8,108	32,860	48	870,142			3,896		94	3,223	360,754	1,279,125
Evansville	411	100,412	2,754	1,292,812		39,792	10,162	367,741		13,676	655,180	2,482,940
Fort Wayne	988	108,999	5,177	1,521,575	403,517	29,384	873	242,000	31,153	32,012	1,081,318	3,456,996
Gary	2,978	110,478	2,705	1,964,260	97,182	8,273	2,128	600,000	3,195	33,385	82,588	2,907,172
Hammond	28,785	74,292	904,676		199,546	3,600	11,737		1,819		351,636	1,576,091
Kokomo	3,629	32,340	2,143	358,381		15,230	2,857		1,481	2,784	197,949	616,794
Muncie	9,302	42,622		504,783	68,288	15,222	4,923	4,218	980	2,186	347,780	1,000,304
South Bend	2,195	114,324	4,917	1,684,635	313,579	18,373	12,651		7,039	20,389	776,460	2,954,562
Terre Haute		84,163	1,102,047		124,924	50,936	4,682	100,000	14,064	48,241	355,072	1,884,129
Iowa:												
Cedar Rapids	1,790	33,286		874,580	166,021	23,016	6,033	88,535	43,500	785	35,432	1,272,978
Council Bluffs	314	29,005		615,762	76,663	19,491	4,926				115,975	862,136
Davenport	6,793	38,561		849,787	135,652	30,318	31,558				570,891	1,663,560
Dubuque		11,801	16,023	591,487		3,532	23,260				307,902	954,005
Sioux City	4,615	53,117		1,431,677	185,169	9,932	15,960		455	119	260,378	1,961,422
Waterloo—												
East side		14,461		368,996		9,059	3,073				130,004	525,593
West side				327,862	34,990	4,825	3,621				101,726	473,024
Kansas:												
Topeka	64	27,644	[3]	1,044,014	69,674		15,129	178,792	4,220	10,659	237,327	1,587,523
Wichita	2,306	39,893		2,082,299			41,981				288,063	2,454,542
Kentucky:												
Covington		94,690		460,995	59,617		12,073	133,019			207,815	968,209
Lexington	68	93,765		388,941	9,335	14,126	29,182	400,000	75,293		90,924	1,101,634
Louisiana:												
Shreveport		179,477		551,830	248,123		18,734	123,505	28,609		271,022	1,421,300
Maine:												
Lewiston	480	55,644		181,676		811	252				10,230	249,093
Portland	1,636	157,092		625,888			1,915					786,531
Massachusetts:												
Brockton		80,220		864,325		5,007						949,552
Brookline	358	51,522		666,495	90,609		4,899		831		94,689	909,403
Chelsea	417	62,351		599,153			61,920					723,841
Chicopee	1,837			534,996								536,833
Everett	2,069	77,554		774,482		3,084	2,166					859,355
Fitchburg	1,268	49,819		589,639	58,887	7,291	2,541					709,445
Haverhill		66,756		576,892	905	5,115	1,631					651,299
Holyoke	6,177	43,438		839,141		8,852	3,704					901,312

[2] Estimated.

[3] Included in preceding column.

TABLE 9.—*Receipts of city school systems, 1927–28*—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 nonrevenue receipts	Balance from previous school year	Total
				General property taxes and city appropriations	Taxation for debt service	Other school districts for tuition	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Massachusetts—Continued.												
Lawrence	$5,026	$120,689		$1,082,848	$5,461	$2,735						$1,216,759
Lynn	1,134	125,538		1,212,083		13,710	$6,782	$65,000	$187,320		$466,045	2,077,612
Malden	371	5,614		680,900			6,713				319,055	1,012,653
Medford	159	81,523		906,890			3,654	954,057		$12,920	349,043	2,308,246
Newton	7,841			1,256,718	267,017	9,591	3,922					1,545,089
Pittsfield	1,295	63,392		546,780		7,232						618,699
Quincy	5,843	102,115		1,077,613		5,711	13,825	280,000				1,485,107
Salem	987	9,665		497,860		152	1,666					510,330
Somerville	3,903			1,187,568	111,343	17,273	2,286	1,000,000				2,322,373
Taunton	1,200	55,421		506,588		20,449				990		584,648
Waltham	818	44,501		511,141	22,987	2,170	235	14,000				595,852
Michigan:												
Battle Creek	880			603,474	83,631	12,986	160,376				513,720	1,375,067
Bay City		176,418		727,243		22,489	44,466	40,000			393,501	1,404,117
Flint	2,834	398,258	$1,200	1,708,420	1,020,496	13,002	161,402	1,190,000	4,654	81,943	1,696,161	6,278,370
Hamtramck	9,678	271,981		850,838	142,692		105,510				457,263	1,837,962
Highland Park	1,266	153,654	4,836	1,474,100	245,475		269,106		1,433		193,574	2,343,444
Jackson	1,757	175,020	11,194	589,017	197,093	8,805	35,117		765		1,025,157	2,043,925
Kalamazoo	2,603	170,194		1,009,870	263,591	8,040	71,013	160,000		13,674	71,830	1,770,815
Lansing	10,563	215,177	6,288	1,539,645		26,693				52,154	867,242	2,717,762
Muskegon	7,931	133,767	67,685	721,578		17,799	23,720		1,165	159,254	160,782	1,293,681
Pontiac	6,472	130,735	5,615	1,022,594	(3)	60,879	223,204	501,294	7,039	106,898	34,497	2,099,227
Saginaw	12,446	266,179	1,863	1,150,376	197,455	18,105	37,856		53,919		115,449	1,853,648
Minnesota:												
Duluth	3,676	148,738	10,439	2,199,442	349,318	436	140,860					2,852,909
Missouri:												
St. Joseph	636	80,848	9,029	911,105	199,437	11,356	53,660		766	693	143,152	1,410,682
Springfield	5,024	75,095	14,742	486,187	81,031		14,630		204	4,142	174,525	855,580
Montana:												
Butte		200,016	184,583	299,204	25,758		18,774		101		219,178	947,614
Nebraska:												
Lincoln	13,404	39,626		1,306,800	366,400	21,472	42,574	252,085	26,216	106,161	816,815	2,991,553

New Hampshire:												
Manchester				792,000		7,158	74,777	240,775				1,114,710
New Jersey:												
Atlantic City	18,492	561,416	1,212	1,171,000	606,000	64,895	21,940	536,000			250,169	3,231,124
Bayonne	8,101	511,328		1,612,249	365,545			24,483	464	177,599	96,890	2,796,659
East Orange		252,690		883,050	157,566		11,996	378,366			46,498	1,730,166
Elizabeth	6,780	383,044		1,337,658	301,503		11,362	210,300	246	1,480	164,513	2,416,886
Hoboken	1,739	323,059		1,082,240	260,501	9,188	1,220				649	1,678,596
New Brunswick	2,250	107,510		750,295	118,150	61,467	4,389				66,044	1,110,105
Orange	5,109	182,557		490,000	116,281	300	15,023				31,912	841,182
Passaic	5,131	260,338	1,547	1,042,817	136,982	963	10,457	526,500			661,422	2,646,157
Perth Amboy		116,599		596,246		2,726	3,701				153,214	872,486
Union City	437	326,175		1,245,520	178,834	59,219	9,513		3	15,000	116,197	1,950,898
New York:												
Amsterdam	3,927	236,596		655,571		1,243	1,369				1,463	900,169
Auburn	1,655	199,029		207,085		6,888	9,430	25,000			45,006	494,093
Binghamton [4]	2,060	296,950		894,696		6,966	5,280	125,000			1,079,410	2,410,362
Elmira	1,794	262,998		484,954	122,775	5,140	29,779		400	48,227	285,955	1,242,022
Jamestown	2,753	297,291		661,118	97,500		48,147		3,020		615,183	1,725,012
Mount Vernon	9,465	250,459		1,268,910		1,350	93,908	901,182	3,856		278,956	2,808,086
Newburgh	1,943	222,207		273,000		4,439	25,964	696,200			12,907	1,236,660
New Rochelle	2,349	273,025		1,244,925	298,383	720	27,806	922,452	540		902,412	3,672,612
Niagara Falls	5,414	377,983		1,537,599	82,035	3,690	16,676	847,605	126	339	550,217	3,421,684
Poughkeepsie	3,398	209,657		395,000	78,117		54,144	670,000			138,569	1,548,885
Schenectady	5,948	571,236		1,839,618			15,868	130,000		40,253	908,896	3,511,819
Troy—												
Lansingburg district	370	74,711		126,348			3,901				987	206,317
Union district	4,628	213,494		666,256		3,825	1,935	154,000			84,227	1,128,365
Utica	5,681	410,090		1,170,600			3,926				30	1,590,327
Watertown	1,551	216,573		434,813		3,669	26,679	500,000			62,880	1,246,165
North Carolina:												
Charlotte			347,020	379,656		9,814	6,005			172,150	105,525	1,020,170
Wilmington		1,920		305,282	39,836		16,438					363,476
Winston-Salem			333,436	390,006	210,973	235	6,961	14,609	6,246	2,756		965,222
Ohio:												
Canton		15,896		1,604,667	736,562	31,297	56,806		6,202		393,642	2,845,072
Hamilton		272,007		240,973	106,530	12,814	33,432	533,125	701	454	69,879	1,269,915
Lakewood		385	384,348	1,338,287	[3]	304	23,625	484,896	337	65,263	233,577	2,531,022
Lima	11,261	307,563		393,869	209,652	34,410	7,285		980	1,848	99,040	1,065,908
Lorain	5,665			716,077		10,160	6,769	70,000	18,175	137	62,418	889,401
Portsmouth		193,160		485,880		4,174	13,544	546,553	492	21,066	149,948	1,414,817
Springfield	5,991	6,474		789,846	147,826	33,960	18,991			7,000	226,300	1,236,388
Oklahoma:												
Muskogee	1,226	23,536	5,636	416,104	89,322	5,644		50,000		25,371	229	617,068
Oklahoma City	8,400	115,908	63,488	1,853,815	437,950	6,624	61,013	1,700,000		63,092	437,452	4,747,742
Tulsa	7,765	13,241	120,729	2,256,394	546,760		64,467		84,780		1,601,790	4,695,926
Pennsylvania:												
Allentown		166,543		1,337,251		24,084	26,214				144,656	1,698,748
Altoona	5,017	136,784		909,606		67,032	4,735	506,300				1,629,474
Bethlehem		131,900		930,584	[3]		47,382				9,494	1,119,360
Chester		112,560		865,304	[3]	46,154	5,231	205,000			11,678	1,245,927

[3] Included in preceding column.

[4] Statistics of 1925–26.

TABLE 9.—*Receipts of city school systems, 1927–28*—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 nonrevenue receipts	Balance from previous school year	Total
				General property taxes and city appropriations	Taxation for debt service	Other school districts for tuition	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Pennsylvania—Continued.												
Easton		$78,938		$745,548		$22,078	$6,839	$95,774	$234		$1,636	$951,047
Erie	$18,189	211,909		1,895,810		14,681	32,410	282,410	309	$18,652	186,023	2,660,393
Harrisburg		163,665		1,639,823	(3)	47,775	33,741		350,556	2,168	98,661	2,336,389
Hazleton	9,677	86,488		606,412		9,052	13,596	281,835			268,274	1,275,334
Johnstown	5,946	189,419		1,087,214	$367,400	28,358	27,814	250,000	718		101,090	2,057,959
Lancaster	4,225	95,016		843,232	(3)	20,159	4,726	1,277,401	659	14,194	54,225	2,313,837
McKeesport	(1)	120,387		644,706	111,483	62,574	15,576	589,248			242,056	1,786,030
New Castle	2,811	119,010		848,609	(3)	18,988	25,382	263,088	1,106	5,500	894,838	2,179,332
Norristown		61,634		511,154		13,799	29,367		2,010		526,213	1,144,177
Wilkes-Barre		210,045		1,611,629	149,952	5,173	20,106				317,125	2,314,030
Williamsport	15,332	79,330		538,235	110,420	23,105	21,017		56		620,411	1,407,906
York	9,810	100,139		579,724	71,944	22,535	11,190	155,500	121	2,644	62,066	1,015,673
Rhode Island:												
Newport	58	14,294		395,734		24,232	10,800				143,268	588,386
Pawtucket	2,089	22,539		821,860		16,490	2,851				540,291	1,406,120
Woonsocket	1,139	17,167		375,655		3,928	6,867	571,507	315		195,836	1,172,414
South Carolina:												
Charleston	8,352		$59,290	349,732	41,876		12,436				204,612	676,298
Columbia		39,512	134,788	289,700	101,500		20,429	50,000	6,132		212,971	855,032
Tennessee:												
Chattanooga	2,419	88,581	314,260	499,899			2,740	51,043	308		37,450	996,700
Knoxville			391,977	620,774	(2) 116,550		5,552				834,183	1,969,036
Texas:												
Austin		157,516	132	268,943		3,718	16,196	40,000	172		2,460	489,137
Beaumont—												
City district		145,875		378,988		777	8,172		1,098		47,357	582,267
French district		15,570		23,969	4,133							43,672
El Paso	16,523	357,146	9,238	700,000	288,775		20,670				8,000	1,400,352
Galveston	836	140,040	2,169	227,272		574	3,830	75,911			16,840	467,472
Waco		155,925		367,571	37,355	7,624	2,348		187		3,731	574,741
Wichita Falls	410	156,255	521	361,983	154,950		47,772	1,100			149,679	872,670

Utah:												
Ogden	1,725	283,845		388,413	60,733	550	4,698		5	105	14,129	754,203
Virginia:												
Lynchburg	2,129	66,031		350,500		3,915	3,371		300		7,450	433,696
Newport News	150	47,143		281,203			14,233		126		6,308	349,163
Petersburg		49,332		218,634		12,257	3,630			1,033		284,886
Portsmouth		82,378		320,844	55,812		6,112		241		1,973	467,360
Roanoke	1,028	91,720		546,445			26,546	324,001			11,707	1,001,447
Washington:												
Tacoma	858	547,601	273,518	700,490	212,940	17,737	47,534		380	398	364,406	2,165,862
West Virginia:												
Charleston				992,097	154,095	26,409	9,002	10,000			310,129	1,501,732
Huntington				1,202,668	148,736	629	37,046				204,529	1,593,608
Wheeling	7,275			783,800	12,888	7,052	6,788			22,882		840,685
Wisconsin:												
Green Bay	4,247	67,837	41,637	481,038	147,313	16,255	16,198	555,000	959		82,660	1,413,144
Kenosha	9,096	38,547	58,180	816,722	215,488	8,795	17,921	235,000	208	7,141	454,356	1,861,454
La Crosse	2,405	57,678	40,056	427,741		14,196	3,842			5,406	210,274	761,598
Madison		51,740	53,202	905,164	195,703	26,187	14,023	210,000	3	1,674	424,737	1,882,433
Oshkosh	2,200	40,542	44,472	484,526		11,542	28,744	2,566			7,362	621,954
Racine		76,357	71,800	1,124,068		6,044	51,706	1,250,000	12	49,741	509,963	3,139,691
Sheboygan	2,527	50,898	47,974	453,180		5,712	25,254	13,823	184	3,935	263,834	867,321
Superior	301	44,964	48,612	611,348		17,714	4,518		1,907	132	272,371	1,001,867

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Alabama:												
Anniston		$7,500	$53,038	$90,033			$529	$178,663	$149	$685	$1,864	$332,461
Bessemer	$892	8,658	99,662	48,126		$1,557	4,127		67	415	5,110	168,614
Decatur	564	38,629		54,632	$10,000	3,232	7,217	10,300			3,603	128,177
Dothan	456	4,622	30,000	51,041	7,200	3,050	853			155	2,666	100,043
Florence		20,000	20,631	40,827	21,500	1,819	1,732				2,828	109,337
Gadsden		8,408	39,056	61,815	22,250		6,742				2,923	141,194
Phenix City		3,938	29,755	16,478			3,434	7,000	100	2,000	418	63,123
Selma		6,719	82,000	50,001	11,776		3,225				1,787	155,508
Tuscaloosa	430	8,148	70,017	47,264	54,429		17,019		4,142		4,312	205,761
Arizona:												
Phoenix			433,018	179,532	[2] 79,200				17,735		219,219	928,704
Tucson		162,622	312,231	117,735	175,370		5,967		1,703		280,722	1,056,350
Arkansas:												
Fort Smith	2,895	55,332		330,128			26,000	550,850	5,083		25,957	996,245
Hot Springs		35,600		202,500		5,000						243,100
North Little Rock		42,456		101,039			964	503,157				647,616
Pine Bluff		24,199	6,000	216,000		380				650		247,229
California:												
Alameda	2,127	153,744	463,493	170,616	103,238		5,728				76,098	975,044
Alhambra		139,531	243,090	465,418	131,020		714				151,693	1,131,466
Bakersfield	912	110,589	187,406	127,454	120,900		1,887				5,803	554,951

[1] Included in following column. [2] Estimated. [3] Included in preceding column.

TABLE 9.—*Receipts of city school systems, 1927–28*—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	Total
				General property taxes and city appropriations	Taxation for debt service	Other school districts for tuition	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
California—Continued.												
Eureka	$591	$75,793	$100,528	$122,621			$2,374				$159,263	$461,170
Glendale		152,788	220,515	371,493	$141,625		951		$460	$2,879	79,538	970,249
Pomona		100,079	163,320	241,742		$48,576	12,909				92,482	659,108
Richmond				758,400	121,135						568,549	1,448,084
Riverside	3,592	[4] 150,033	208,994	305,804			28,935	$1,081,858			55,051	1,834,267
San Bernardino	1,569	189,435	235,658	449,628		20,085	3,868	65,000	15,835	8,407	139,181	1,128,666
Santa Ana		152,228	241,373	364,375		60,869	5,723		1,633		80,274	906,475
Santa Barbara	2,475	117,393	165,950	451,853	149,386	830	8,487	290,000	4,300		367,364	1,558,038
Santa Cruz	1,828	66,591	99,366	157,891	7,740		8,196				16,026	357,638
Santa Monica	1,747	139,617	229,154	632,917	87,975						113,072	1,204,482
Vallejo	666	64,045	94,579	96,226	39,230		821		312		17,685	313,564
Colorado:												
Boulder		7,681	60,750	194,772	54,136	6,782	10,173				37,899	372,193
Greeley	1,494	11,610	67,988	202,836	50,668	3,877	7,605	97,640				443,718
Trinidad			70,808	130,461	26,483	16,134	2,975				22,800	269,661
Connecticut:												
Ansonia		11,227		273,979			400	994				286,600
Bristol		16,819		372,798			13,640	181,836				585,093
Danbury		14,238		331,144		4,215	64					349,661
Derby		6,373		130,068		1,076	3,166					140,683
East Hartford		9,736		263,934	30,423	8,109	17					312,219
Enfield		8,832		194,928		9,834	1,160					214,754
Fairfield		10,611		283,748			1,997	85,000				381,356
Greenwich		17,839		691,369		587		29,418	1,200			740,413
Manchester—												
Ninth district		6,666		319,660			13,563	35,000				374,889
Town schools		6,133		208,140		226						214,499
Middletown		8,563		205,947		65,938	2,195	82,000			23,815	388,458
Milford		6,636		231,784			189					238,609
Naugatuck		8,855		213,712		4,506	1,765					228,838
New London		14,345		377,620		4,234						396,199
Norwalk		17,962		421,188	11,679	8,477						459,306

Norwich		18,000		287,012		2,200				2	118,320	425,534
Stonington		5,478		114,601			5,466					125,545
Stratford		11,428		273,612						95,204		380,244
Torrington		16,401		357,857		4,021				9,918		388,197
Wallingford		8,949		221,599		6,976	743					238,267
Windham		8,762		144,662		28,019	503					181,946
Florida:												
Key West		11,783	69,524	13,166	3,226		2,721	47,517	39		129,444	277,420
Miami	8,947	150,000	557,673	610,000	600,000		46,965	980,000	16,800		863,000	3,833,385
St. Petersburg	2,082	49,066	179,787	476,767			24,182	450,000	1,251		334,181	1,517,316
Georgia:												
Albany		13,788		69,308		10,318	198	9,120			2,083	104,815
Athens	1,777	26,527		118,254	17,655	2,893	3,020					170,126
Brunswick	669	25,660	25,675	68,374			2,901	24,562	592	25,896	4,020	178,349
Lagrange		19,825		106,000	18,050		13,219				5,303	162,397
Rome		19,200		47,236			8,959	165,000	225			240,620
Valdosta	250	15,000		77,000	11,250		3,000				2,000	108,500
Waycross		20,061		92,680			8,852	43,000			534	165,127
Idaho:												
Boise	3,156	25,085	83,952	359,955	10,900	22,806	16,872				127,064	649,790
Pocatello		21,023	74,414	168,240	66,264	2,218	12,064	50,000	566	902		395,691
Illinois:												
Alton				418,603		4,841	262	225,140		16,708	206,587	872,141
Belleville		22,322		220,168			2,812				140,259	385,561
Berwyn—												
District No. 98		10,441		82,464				207,335			14,218	314,458
District No. 100				189,132			3,868	309,694	32		26,557	529,283
Bloomington		24,406		354,438	25,400	12,125	5,974	30,000			1,239	453,582
Blue Island		9,786		274,394		392	348	502,903		8,740	66,782	863,345
Cairo		13,990		140,847	28,390	1,160	175		70			184,632
Canton		11,255		120,995	9,000	24,714	278			1,743	8,334	176,319
Centralia		14,978		56,955	3,750	559		141,092	275	179	103,896	321,684
Champaign	1,855	19,196		254,708		1,539	1,222		372		130,722	409,614
Chicago Heights		23,774		207,005	(3)	311	403	347,798	478		19,976	599,745
Elgin				491,442	(3)	23,833	1,937			1,302	104,684	623,198
Forest Park		12,808		131,667				65,352				209,827
Freeport		18,310		227,666	29,358	20,505	90		125		96,406	392,460
Galesburg	1,150	26,860		318,863		16,761	1,367				11,704	376,705
Granite City			25,267	190,954			30	225,227			17,941	459,419
Herrin		15,000		72,000								87,000
Jacksonville	1,500	11,436		137,687	27,750	24,064	1,859				57,643	261,939
Kankakee		15,865		252,200		11,034	604					279,703
Kewanee	848	14,450		189,687		3,747	1,101				13,728	223,561
La Salle		10,904		96,101	13,100							120,105
Lincoln		10,019		86,972			74					97,065
Mattoon		15,732		164,237		12,346	638	170,050				363,003
Maywood Melrose Park				362,037			2,450	88,319	9,840	125	97,787	560,558
Murphysboro		18,948		68,828		200	675					88,651
Ottawa		9,177		90,691		338	307				35,014	135,527

[3] Included in preceding column.

[4] Statistics of 1925–26.

TABLE 9.—*Receipts of city school systems, 1927–28*—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	Total
				General property taxes and city appropriations	Taxation for debt service	Other school districts for tuition	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Illinois—Continued.												
Pekin	$800	$16,691		$244,459		$8,274	$5,456	$390,000	$377	$14,470	$18,350	$698,877
Streator				149,372	$6,750	685	715		197		4,632	162,351
Urbana				68,388			1,493	101,400			59,136	230,417
Waukegan		60,127		450,214	(3)		9,700				7,565	527,606
West Frankfort				361,915								301,915
Indiana:												
Anderson	6,229	42,496		380,897		18,980	1,387	84,477	4,050	3,270	65,670	607,456
Bloomington		22,829	$444	234,311	35,098	27,761		79,286	100	18,913	138,562	557,304
Clinton		13,297		81,105	14,065	1,841	1,430				89,403	201,141
Crawfordsville	833	9,913		162,335	18,552	2,277	1,921		40	2,133	125,553	323,557
Elkhart		38,108		493,747		38,465	13,381	90,068		14,677	370,921	1,059,367
Elwood	782	12,577		127,740	14,800	16,141	2,512			613	159,909	335,074
Frankfort	1,000	12,725	521	225,607		16,191	2,072			14,126	127,022	399,264
Huntington	2,417	16,218		229,368	28,875		2,128	1,133		2,164	96,423	378,726
Jeffersonville		13,341	456	93,539	6,707	5,859	1,622			203	88,556	210,283
La Fayette		26,254	1,502	345,721	34,037	8,073	6,432	443,819	1,069	8,609	326,713	1,202,229
La Porte		19,316		294,503		19,727	2,003	100	18	5,282	107,881	448,830
Logansport	940	10,684		157,756	39,387	16,890	7,596				123,453	356,706
Marion	980	26,221		313,416	39,241	26,691	3,496		60	5,432	229,545	645,082
Michigan City	1,121	33,316	217	303,872	41,553	11,836	2,833	73,041		2,009	178,364	648,162
Mishawaka		32,050	1,000	342,209	71,600	19,279	3,546	171,342	3,203	4,802	146,039	795,070
New Albany		33,950	1,531	195,928	25,651	11,501	2,735	70,740		18,411	205,975	566,422
Newcastle		22,114		138,836	32,497	9,220	3,723		7	956	187,978	395,331
Peru	688	13,592		176,968	20,054	12,920	2,704	106,023	85	3,472	125,916	462,422
Richmond	2,434	31,122		416,325	70,945	23,481	5,087	63,445			181,863	794,702
Vincennes		21,823	1,297	191,250		3,564	2,520		73	1,027	293,354	514,908
Whiting	1,349	6,916	360	190,766	50,619	14,089	1,491		100	6,670	96,917	369,277
Iowa:												
Boone		7,495		165,224	32,440	12,749	7,212		450	105	14,254	239,929
Burlington	2,247	15,268		256,099	30,591	13,238	5,490				94,700	417,633
Clinton	263	16,578		315,050	55,700	6,271	4,821				159,047	557,730
Fort Dodge	140	14,212		350,426	6,005	6,779	12,563				160,376	550,501

Fort Madison	3,000	5,356		125,765	35,136	4,700	300			420	33,404	207,661
Iowa City		7,063		179,818	27,261	10,787	1,329				114,687	341,365
Keokuk	1,242	305		235,456	44,637	5,216	2,930				2,795	292,581
Marshalltown		1,408	8,988	233,015	60,575	9,068	2,893	60,000	6,433	42,611	12,326	437,317
Mason City	200	680	15,181	429,171	10,215	10,233	19,122				87,580	572,382
Muscatine	1,238	10,297		185,278	30,284	13,320	1,654	113	5,849	48	143,029	391,110
Ottumwa	791	15,837		427,651	56,840	20,735	9,156				85,783	616,793
Kansas:												
Arkansas City	1,151	1,151		283,019	35,174		10,176				59,327	389,998
Atchison				135,446	65,644	4,880	1,235			419	12,956	220,580
Chanute	600	1,709	177,273	4,395	15,868	1,338	80,486	198,500				480,169
Coffeyville		3,802	329,161			6,633				7,619	235,312	582,527
Eldorado				218,227	41,663		3,475					263,365
Emporia		3,354		259,375	59,474		5,349		180		126,040	453,772
Fort Scott		4,028		132,422	55,000	42,108	3,500				53,062	290,120
Hutchinson		7,501		373,847	88,728	5,813	200,040				26,552	702,481
Independence		2,701		278,054	48,734	11,872	5,269		48		764	347,442
Lawrence	1,704			360,585		41,927	1,646					405,862
Leavenworth		1,988		278,732	49,673	50	2,841				11,146	344,430
Parsons	302	5,060		262,914	35,043	14,837	5,034		91	648	29,329	353,258
Pittsburg	132	6,978		346,115	46,347	6,451	4,709	30,010			77,519	518,261
Salina	1,373	3,173	3,598	289,825	57,872					1,190		357,031
Kentucky:												
Ashland	30	56,291		293,597	30,206	1,334	3,615	120,000	41		79,693	584,807
Henderson		26,886		117,959		3,036	4,279				19,272	171,432
Newport		43,206		229,473	25,497	8,257	7,271	37,096			109,844	460,644
Owensboro	456	41,046		132,087	20,138	961	7,011				49,199	250,898
Paducah	1,951	59,798	21,047	231,739		1,131	3,153	95,500	85		62	414,466
Louisiana:												
Alexandria		45,737		169,037	107,445	4,000	1,652		289		119,480	447,640
Baton Rouge		67,191		218,985	123,835		4,883			3,698	300,000	718,592
Lake Charles		31,741		127,596		10,253	737			378	21,485	192,190
Monroe				76,250			22,063					98,313
Maine:												
Auburn	68	38,013		148,249		3,602	865	18,000				208,797
Augusta		30,660		247,085		6,184	722				1,549	286,200
Bangor	148	57,542		292,602		7,939	2,679	75,872				436,782
Bath	292	19,336		60,069		3,903						83,600
Biddeford	54	32,156		72,500		1,383	292					106,385
Sanford	2,277	29,291		83,500		2,361						117,429
Waterville		32,662		175,000		1,100	317					209,079
Maryland:												
Annapolis [5]		25,000	100,000			2,034	2,000					129,034
Cumberland [5]		74,418	341,897				133,092				1,744	551,151
Frederick [5]		46,406	113,399				27,128		2,376		11,469	200,778
Hagerstown [5]		65,975	247,787		[2] 40,000		944					354,706
Massachusetts:												
Adams	534	18,604		129,813			4,000	18,000				170,951
Amesbury	328	11,758		109,036		9,859				648	733	132,362
Arlington		39,019		509,713			3,973					552,705
Attleboro	766	33,917		348,459		2,542	571				2,815	389,070

[2] Estimated.

[4] Continued in preceding column.

[5] Estimated part of county moneys.

TABLE 9.—*Receipts of city school systems, 1927–28*—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	Total
				General property taxes and city appropriations	Taxation for debt service	Other school districts for tuition	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Massachusetts—Continued.												
Belmont				$310,035				$43,495				$353,530
Beverly	$1,246	$42,775	$671	456,918	$133,643	$11,597	$3,654				$1,085	651,589
Braintree	344	20,208		246,701								267,253
Clinton	553	16,862		145,261		2,509	356					165,541
Danvers		15,690		166,431		4,719						186,840
Dedham		19,807		219,733		1,000						240,540
Easthampton	426	15,760		127,005		1,734	825					145,750
Framingham		27,858		269,205			5,539					302,602
Gardner		18,053		197,606	70,333							285,992
Gloucester	790	30,370		348,301			805					380,266
Greenfield		25,374		224,416			8,062					257,852
Leominster		21,372		199,548			4,264					225,184
Marlboro	498	14,705		136,313			4,421					155,937
Melrose		25,778		268,990		2,364	2,554					299,686
Methuen	125	23,470		248,105	68,471		1,043					341,214
Milford	245	20,206		174,248	34,988	4,188	1,058					234,933
Natick		27,940		495,427	(3)	1,801	269					525,437
Newburyport				141,573	15,120		8,927					165,620
North Adams	489	30,363		248,291		5,356	783					285,282
Northampton		24,828		240,449	(3)	598	6,888					272,763
Northbridge	353	12,381		136,770	10,000	1,160						160,664
Norwood	91	24,933		310,474		945	487					336,930
Peabody		24,810		287,721	86,155		5,207		$2,045			405,938
Plymouth		19,346		207,272	15,332		20					241,970
Revere		71,348		563,803	188,078							823,229
Saugus		33,793		160,362	1,429	984	109					196,677
Southbridge	1,950			151,813								153,763
Wakefield	170	25,516		279,314								305,000
Watertown	127	32,155		417,831	137,930		35,698					623,741
Webster	915	10,544		143,899		9,327	752					165,437
Westfield		39,965		243,907			6,208					290,080
West Springfield	198	23,880		301,120	51,342		535					377,075

Weymouth	1,684	21,274		299,500	38,231	923	1,376					362,988
Winchester		15,700		221,094	70,455	1,160				$657		309,066
Winthrop		21,540		227,553	77,545							326,638
Woburn		26,226		221,633	11,488		5,921					265,268
Michigan:												
Adrian	1,971	40,516		239,936	19,280	15,203	2,628		6,413		92,582	418,529
Alpena		52,796	650	110,921		7,656	1,054		196	3,936		177,209
Ann Arbor	685	68,408		605,232	138,522	7,000	11,350			688	88,148	920,033
Benton Harbor	1,392	49,472	850	240,714	42,400	22,059	4,026					360,913
Calumet	3,954	56,193	3,630	167,000		31,877	9,384				47,865	319,903
Escanaba	1,000	58,853		142,334	(3)	4,746	6,585	10,000			477	223,995
Holland	4,849	52,570		235,000		16,972	10,146				84,612	404,149
Ironwood	1,863	66,833		269,871	108,000	10,310	1,350		7,872	1,107	157,819	625,025
Ishpeming		38,447		154,708		3,645	4,561				55,343	256,704
Marquette		48,123		126,928		720	5,908		58,585		123,843	364,107
Monroe		48,481		290,503		12,865	4,582			18,250	815,981	1,190,662
Owosso	1,000	52,017	1,134	164,270	43,666	9,144	4,932	20,000	1,087		164	297,414
Port Huron		111,295		549,690		9,596	9,345	40,008	164		11,652	731,750
Sault Ste. Marie		49,692		209,218		7,300	1,858	56,400	1,154		155,489	481,111
Traverse City	1,305	36,891	800	115,479	20,000	13,165	3,241				422	191,303
Wyandotte		101,476	3,337	494,416	5,433	38,207		11,000		8,024	226,859	888,842
Minnesota:												
Austin	1,972	41,342		183,047		635	3,558			494	68,811	299,859
Faribault	1,337	29,090	4,609	124,644			1,358	24,753	1,500		1	187,292
Hibbing	233	62,757	4,334	1,335,709	128,176		4,995		378	24,496	311,260	1,872,338
Mankato [6]	33	28,544		182,287	23,789	9,338	9,650	203,305			144,043	600,989
Rochester		68,173		340,878			20,185				67,145	496,381
St. Cloud		31,567		161,878	4,092	2,633	6,042				16,330	222,542
Virginia	243	56,459		811,949				100,285			397,378	1,366,314
Winona		36,008		248,498	116,543	2,000	2,429	203,372	903	384	230,165	840,302
Mississippi:												
Biloxi	1,450	16,250		83,858	35,913	360	988					138,819
Columbus	1,600	14,433	772	71,030	12,405	655	3,139				1,509	105,543
Greenville		77,595		13,559		3,896						95,050
Hattiesburg		16,126	1,500	116,465		3,474	1,092				128	138,785
Jackson		31,250	7,134	210,142	82,552	15,971				5,277		352,326
Laurel		17,216	6,231	133,416		2,680	3,014	73,500	650	8,711		245,418
Meridian	2,729	31,403	9,992	186,038	53,644	1,200	4,746		446	1,149	6,099	297,446
Natchez	311	17,110		56,507		1,200		43,000			7,091	125,219
Vicksburg		17,109		85,272		610	999		108		14,968	119,066
Missouri:												
Cape Girardeau	4,616	12,417	2,484	148,814	40,065	1,366	13,752	14,000	412		2,127	240,053
Carthage		9,868	2,513	123,261			20,083				27,851	183,576
Columbia	(1)	22,255		174,222	43,505	3,032	3,258				131,132	377,404
Hannibal		25,237	95,824	133,497			12,598		105	206	159,332	426,799
Independence	56	33,802		200,634		390	12,291		72		5,209	252,454
Jefferson City	746	19,615	2,172	138,122	27,605		8,607		144	17	12,128	209,156
Joplin	2,887	21,468	7,080	243,874	158,518		47,425		6,995	6,633	527,847	1,022,727
Moberly		10,288	1,931	120,524	13,050		5,421				57,612	208,826
Sedalia		15,602	2,647	260,555	45,973	199	16,149	226,937	1,781		20,795	590,638

[1] Included in following column.

[3] Included in preceding column.

[6] Statistics of 1926-27.

TABLE 9.—*Receipts of city school systems, 1927–28*—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	Total
				General property taxes and city appropriations	Taxation for debt service	Other school districts for tuition	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Montana:												
Anaconda		$30,096		$168,772			$2,373	$200,622			$81,048	$482,911
Billings		103,358	$66,918	111,809	$54,148		5,144		$1,718		73,950	417,045
Great Falls	$298	56,047	142,442	272,089	58,472		3,504	250,000			278,160	1,061,012
Helena		25,143	114,271	66,040	60,596	$2,576	295				58,123	327,044
Missoula		33,766	72,929	86,278	31,339		1,936				127,924	354,172
Nebraska:												
Grand Island	3,700	12,066		339,731	64,363	11,742				$2,259	7,557	441,418
Hastings	3,143	9,213		239,659		13,539	6,674	83,047	396		30,281	385,952
North Platte	1,643	6,230		171,410		8,363	4,695				22,045	214,386
Nevada:												
Reno	1,032	55,846	147,076	22,341	35,550		1,285				19,779	282,909
New Hampshire:												
Berlin				236,640			4,611				5,479	246,730
Concord	4,411			319,398	78,502	6,175	1,178			10,388	3,300	423,352
Dover				138,349			4,891					143,240
Keene				218,287								218,287
Laconia	2,344			136,000	24,756	3,632	3,681					170,413
Nashua				362,000	33,212	8,161	4,930					408,303
Portsmouth				191,839			33,468				81,528	306,835
New Jersey:												
Asbury Park		54,055		243,605	96,645	58,605	2,907	250,000	133		58,611	764,561
Belleville		125,910		269,960	92,689		6,654	425,001	11,509		27,288	959,011
Bloomfield		157,162		532,591		7,115	5,741	172,917			106,981	982,507
Bridgeton	2,737	31,564	17,839	153,195	15,937	38,901	856				51,451	312,480
Carteret	86	31,171	1,019	240,670	56,379		691	2,000			14,869	346,885
Clifton	900	148,012		582,664							2,701	734,277
Englewood		51,902		352,373		37,875	5,997	146,046			785	594,978
Garfield	1,071	90,096		375,186	74,047	13,802	3,462	6,982	49,245		24,754	638,645
Gloucester City	600	40,070	222	145,715	33,063	5,558	11,487				123,482	360,197
Hackensack		80,998		448,833	84,591	75,909	5,704				254,744	950,779
Harrison		64,846		150,643	34,450	625	5,148	12,000			183	267,895
Irvington		197,012		724,473		1,365	6,397	126,000			126,649	1,181,896

Kearny	1,013	185,816		523,398		28,722	5,372				30,272	774,593
Long Branch		50,794		294,409	[2] 54,000	13,893	16,528	[2] 93,000				522,624
Millville	488	58,520		151,010	[2] 22,300	7,580	19,523				12,269	271,690
Montclair		214,074		944,889	325,555	16,028	10,988	[2] 277,500	2,715		358,088	2,149,837
Morristown		38,359		259,160	29,685	48,331	1,267				27,066	403,868
North Bergen	1,068	200,799		728,902	146,437		1,239				26,620	1,105,065
Phillipsburg		49,724		185,000		21,955	110	368,820			21,365	646,974
Plainfield	269	143,163		588,534	114,800	32,037	18,619	139,000			390,935	1,427,357
Rahway	350	60,210	317	379,709	54,097	4,342	1,643				19,064	519,732
South Orange		127,347	537,099	93,500	280,534		22,676	854,423	722		137,169	2,053,470
Summit		58,029		247,447		25,083	5,243	325,000			27,017	687,819
Weehawken		64,021		656,872	4,360	450	1,969			117	59,280	787,069
West New York	1,191	203,814	875	975,382	191,683	20,220	4,497				58,592	1,456,254
West Orange		110,565		387,300	100,049	10,268	3,100	531,000	2		81,776	1,224,060
New Mexico:												
Albuquerque	4,993	73,055		256,150	79,392		6,584	4,000	2,908	54,119	84,727	565,928
New York:												
Batavia	1,129	135,753		272,973			5,865	407,113			520	823,353
Beacon	1,329	75,797		115,076			228	45,000	46,000		88,220	371,650
Cohoes	1,237	86,837		178,780			204					267,058
Corning—												
District No. 9	1,024	54,535		140,554			781				57,947	254,841
District No. 13	129	14,489	58,542	77,385		963	227			3,035	155,081	309,851
Cortland		116,808		168,557			1,618	156,731	22		123,725	567,461
Dunkirk	1,590	98,621		347,212			33,135				185,579	666,137
Fulton	296	114,705		91,330		3,995	1,890		539		131,160	343,915
Geneva	1,399		91,030	148,028	56,748		9,655				217,841	524,701
Glens Falls		74,734		188,159			14,078	238,338		2,250	9,941	527,500
Gloversville	1,990	161,463		277,073		766	5,935				21,595	468,822
Herkimer	265	93,481		113,124		81	1,497	98,617			13,390	320,455
Hornell	1,686	98,562		290,261			11,064	78,500				480,073
Hudson	439	85,043		80,335	30,632		3,161				148,124	347,734
Ilion		73,387		122,089		3,596	2,967				62,766	264,805
Ithaca	503	156,310		344,024		12,996	46,276				157,287	717,396
Johnstown	1,126	83,258		120,091			4,025				26,277	234,777
Kingston	1,354	16,706		367,822		3,772	19,957		25	2,382	9,441	421,459
Lackawanna	929	108,193		271,867		2,282	1,939				55,887	441,097
Little Falls	294	86,091		106,604		3,299	290				63,778	260,356
Lockport	1,346	123,312		307,050	[3]		5,333	25,058			155,466	617,565
Middletown	277	112,433		254,072		571	36,087		1,400	15,347	507,623	927,810
North Tonawanda	758	113,121		212,964	65,056		13,840				137,164	542,903
Ogdensburg		96,021		121,836	15,706						7,045	240,608
Olean	1,027	184,858		301,583	71,539	1,218	20,185	20,000	1,880		15,605	617,895
Oneida	274	80,580		144,000		100	7,933	85,314			216,559	534,760
Oneonta	248	91,592		96,815	28,115	1,050	7,296	5,000	123		13,837	244,076
Ossining	1,447	87,381		137,393		2,614	9,863		12		26,495	265,205
Oswego	1,282	140,969		163,000			5,683	503,500		51,420		865,854
Peekskill	355	93,425		217,495	[3]	3,058	21,690				12,034	348,057
Plattsburg	1,366	54,218		113,774			978	166,000		5,461		341,797
Port Chester	1,294	178,142		382,303			6,575	581,111			24,676	1,174,101

[2] Estimated.

[3] Included in preceding column.

TABLE 9.—*Receipts of city school systems, 1927–28*—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	Total
				General property taxes and city appropriations	Taxation for debt service	Other school districts for tuition	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
New York—Continued.												
Port Jervis		$77,378		$137,148		$6,521	$637		$63		$10,323	$232,070
Rensselaer	$1,098	68,728		112,196			1,512					183,534
Rome	1,646	198,018		266,144	$56,328	1,179	3,833	$197,500	913		142,776	868,337
Saratoga Springs		69,648		194,690		2,180	15,396				58,669	340,583
Tonawanda	352	82,507		215,027			1,852				23,774	323,512
Watervliet	397	97,347		102,959		2,000	1,057				70,637	274,397
White Plains	1,647	3,187	$120,790	869,827		12,691	47,352	1,985,000			681,349	3,721,843
North Carolina:												
Asheville		351	354,602	371,591			7,559		421			734,524
Durham	823	2,469	449,420	243,275		4,000	21,740	1,046,060	4,740	$6,290	7,781	1,786,598
Gastonia			133,000	163,317		20,649	720				5,068	322,754
Goldsboro			57,952	45,662	46,180	380	402		730		11,988	163,294
Greensboro	310		412,883	263,786		4,109	36,033					717,121
High Point			312,972	84,559	880	1,158	470	25,000			103,869	528,908
New Bern	360		65,599	46,630			886				917	114,392
Raleigh		1,231		412,300	134,549		46,484		680		67,456	662,700
Rocky Mount			135,056	72,261	33,224	6,000	3,467	21,022	2,186		115,816	389,032
Salisbury		(1)	112,365	112,500		1,076	2,725					228,666
Wilson		22	136,792				1,187					138,001
North Dakota:												
Fargo		46,049	33,701	397,401	83,005	9,028	8,122	100,000	2,781	586	148,354	829,027
Grand Forks	205	19,358	16,274	215,500	25,000	2,027	4,246		225	10,258	29,870	322,963
Minot		11,232	4,294	167,130	30,800	12,425	5,319	146,352			145,288	522,840
Ohio:												
Alliance	5,776			477,421	26,103	2,763				30,801	77,098	619,962
Ashtabula	5,113	109,065		161,708	117,259	17,007	5,092			7,962	60,008	483,214
Barberton		314	118,864	218,753	125,000	2,443	19,683	125,000	2,170	2,873	38,913	654,013
Bellaire		100,606		230,999	(3)	9,575	11,529	76,569		50	11,763	441,091
Bucyrus		2,171	52,953	64,345	75,241	460	1,597	132,015	67			328,849
Cambridge	3,401	18,000		180,147	37,191	9,301	2,854	17,600		3,046	49,014	320,554
Campbell	717	4,330		242,188	82,893		28,748	9,500			26,420	394,796
Chillicothe		73,612		119,246	74,887	9,226	3,151			2,800	44,915	327,837

Cleveland Heights				1,119,183	580,715	399	45,715	507,000	2,030	12,512	599,248	2,866,802
Coshocton		60,702		138,430	(3)	8,860	4,136		216	115	76,972	289,431
Cuyahoga Falls		71,679		219,258	(3)	1,323	2,069	539,963	6,395	612	141,544	982,843
East Cleveland		253,857		961,264	(3)	3,135	13,848			23,732	77,346	1,333,182
East Liverpool		96,427		268,220	(3)	4,456	3,788		754	52	9,485	383,182
Elyria	6,133	138,134		302,824	134,638	27,706	24,810		5,138		344,013	983,396
Findlay		149,870		162,063	95,239	4,419	16,756				29,445	457,792
Fremont	6,394	61,451		160,394		18,840	3,177				2,098	252,354
Ironton	1,250	270		230,715	74,314	2,120	1,607			25,019	47,268	382,563
Kenmore		56,973		216,925		218	1,866			10,059	868	286,909
Lancaster	3,621			196,510	18,000	14,225	3,027		9		21,263	256,655
Mansfield	8,124	4,802		465,051	162,528	13,528	24,809	150,000		25,328	37,447	891,617
Marietta	1,250			228,376	42,277	11,692	5,672				17,989	307,256
Marion	9,440	339,410			99,486	9,262	16,667				1,274	475,539
Martins Ferry		771		148,877	48,000	8,794	11,321	28,000			5,914	251,677
Massillon		2,262		443,102		25,702	22,762	16,230			66,177	576,235
Middletown	5,821	626		348,985	149,244	5,347	25,203		46	22,500	114,774	672,546
Newark				342,749	59,031	8,300	1,526	100,819	6	2,527	26,993	541,951
New Philadelphia		97,305		228,877	(3)	5,610	9,618				12,319	353,729
Niles		72,690		185,265	100,411	378	2,645	500			3,525	365,414
Norwood		198,791		342,807		5,224	18,164				226,107	791,093
Piqua	4,229	451		170,816	50,399	7,420	2,583		169	8,317	30,049	274,433
Salem		51,860		107,728		26,118	38,964	99,000	1,500		69,251	394,421
Sandusky				317,558	65,605	10,960	23,547				269,295	686,965
Steubenville [4]	54			479,607		7,836	4,625			11,115	948,574	1,451,811
Tiffin		99,392		37,533	34,687	7,201	2,839			92	32,915	214,659
Warren		255,723		424,515	273,259	3,939	16,280			9,594	124,971	1,108,281
Zanesville		1,130		635,815		22,240	5,986		1,789	25,411	7,822	700,193
Oklahoma:												
Ardmore		18,908	38,132	173,162	56,186						36,805	323,193
Bartlesville				259,270	45,813						7,488	312,571
Chickasha	1,350	10,904	11,036	126,617	36,972	2,465	1,065				52,272	242,681
Enid		59,385	(3)	226,380	71,508	10,996	18,914				79,309	466,492
Guthrie		4,318	12,516	112,051	16,397	4,330	3,856			74	8,793	162,335
McAlester				165,485	45,816			90,000				301,301
Okmulgee	4,173	15,462	27,022	267,718	100,199	1,038	15,625	103	175			431,515
Sapulpa		10,961	9,190	100,486	81,139						9,197	210,973
Shawnee		24,771	42,883	143,048	56,667	12,275	7,794	125,000			293,428	705,866
Oregon:												
Astoria		5,926	53,969	121,505	39,083	1,515	2,452		750		3,344	228,544
Eugene	659	7,407	69,300	201,252	38,302	802		157		94	19,684	337,657
Salem	2,670	9,483	91,178	255,000	205,514	36,704	4,246	10,000			47,836	662,631
Pennsylvania:												
Aliquippa		44,243		323,978		14,285	5,192	95,680			44,341	527,719
Ambridge		37,376		316,582		12,938	2,249	25,000	1,000		158	395,303
Beaver Falls		32,796		226,744		29,289	17,774		27		36,655	343,285
Berwick		62,451		149,226		6,772	2,566	61,134			10,725	292,874
Braddock		45,035		272,784		7,014	8,297				4,338	337,468
Bradford		31,898		174,378	28,813	23,446	16,172		25		57,386	332,118
Bristol		21,631		116,621		8,214	550	10,000		487	254	157,757
Butler		52,534		267,752	52,600	56,988	5,036			436	43,956	479,302

[1] Included in the following column.

[3] Included in preceding column.

[4] Statistics of 1925–26.

TABLE 9.—*Receipts of city school systems, 1927–28*—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	Total
				General property taxes and city appropriations	Taxation for debt service	Other school districts for tuition	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Pennsylvania—Continued.												
Canonsburg		$28,216		$106,657	$32,102	$12,476	$1,166	$11,000			$3,257	$194,874
Carbondale		64,994	$200	335,714	24,339		189	107,000	$119		11,339	543,894
Carlisle		23,371		99,959	24,840	12,215	25,708		7,050		195,631	388,774
Carnegie		24,696		183,218		17,547	1,492	7,000	6,000		25,050	265,003
Chambersburg		31,852		163,067		24,411	2,471		436		8,674	230,911
Charleroi		31,920		184,090		22,975		33,000		$596	68,236	340,817
Clairton		42,445		357,246		17,999	5,754	100,000			123,524	646,968
Coatesville	$8,684	41,339	388	208,103		36,602	1,358		835	622		297,931
Columbia		19,909		96,483		4,233	2,066	31,000			43	153,734
Connellsville		72,609		199,617		14,389	1,816				11,708	300,139
Dickson		23,338		163,477			5,607	285,000	350		727	478,499
Donora		41,408	743	212,509	47,857	5,656	810				7,776	316,759
Du Bois		31,637		208,040		896	1,231		128	287	1,349	243,568
Dunmore		45,194		281,194		83	1,867	90,000			3,365	421,703
Duquesne		47,472		319,949		20,429	3,176	25,000			7,365	423,391
Farrell		36,853		234,292		4,980	3,884				43,137	323,146
Greensburg		40,654		328,024		51,266	121,265				161,765	702,974
Homestead	6,754	43,724		246,932	(3)	75,188	7,073				36,661	416,332
Jeannette		33,698		240,650		29,253	7,944	58,121	30		36,347	406,043
Kingston		52,226		356,438	24,646	951	7,469	35,000			774,083	1,250,813
Lebanon		45,300		366,183		22,481	10,278				139,018	583,260
McKees Rocks		26,639		176,170		6,030	2,245	104,358			28,520	343,962
Mahanoy City		28,523		160,259		3,004	405	5,000		448	3,151	200,790
Meadville		33,497		231,705		28,853	2,794	50,000	282		11,281	358,412
Monessen	9,958	59,630		357,432	(3)	17,162	1,127	103,500			7,941	556,750
Mount Carmel		22,844		105,368		8,190	931	28,300			96	165,729
Nanticoke		86,336		236,165	27,128	3,089	628	105,000	410		16,907	475,663
New Kensington	6,986	29,174		176,614		24,645	2,052	35,000		6,355	47,802	328,628
North Braddock		41,061		340,285		4,433	14,430		9,866		414,332	824,407
Oil City		55,683		362,566		20,020	4,923				3,038	446,230
Old Forge		58,467		138,106			1,611	53,681		18	152,705	404,588
Olyphant		29,010		220,400			1,888		148		155	251,601

Phoenixville		18,723		115,899		19,471	5,860			2,257	162,210
Pittston		83,608		192,443		75	859	70,000		2,081	349,066
Plymouth		55,304		146,854		140	1,677	18,000	339	185,579	407,893
Pottstown		38,670		277,023		19,923	8,131	60,900		7,345	411,992
Pottsville		36,025		341,824		3,145	2,248			27,906	411,148
Punxsutawney		21,668		107,107		14,474	756			1,995	146,000
Shamokin		35,785		224,262	4,987	2,663		74,600		5,098	347,395
Sharon		54,979	200	283,948	78,348	7,344	5,536		110	97	203,001	633,563
Shenandoah		35,695		258,327		8,028	912	304,724			2,536	610,222
Steelton		25,106		375,731		220	8,769	122,651		2,326	37,048	571,851
Sunbury	855	37,425		224,857	36,083	11,657	4,007				47,824	362,708
Swissvale		27,418		267,654		2,351	5,270				40,264	342,957
Tamaqua	380	20,046		132,788	16,776	9,333	153	143,427			3,926	326,829
Uniontown		54,135		371,697		35,573		81,000	17	12,070	8,120	562,612
Warren		41,231		259,927		20,699	3,514		4,389	872	43,178	373,810
Washington		50,704		271,934		141	4,680	30,000			22,686	380,145
West Chester	3,608	33,502		164,999	25,837	52,949	8,500	108,833		14,051	5,649	417,928
Wilkinsburg		61,912		610,877		19,763	7,099	503,080	3,545	7,119	259,469	1,472,864
Rhode Island:												
Bristol	671	12,267		134,406			6,317		98	950	121,668	276,377
Central Falls		18,112		273,896	5,421	1,349					42,216	340,994
Cranston		17,194		622,454		315	1,554				133,703	775,220
Cumberland		11,613		103,465		5,291				554	101,721	222,644
East Providence		14,907		321,200		2,488	5,545				284,746	628,886
Warwick		11,974		411,267							77,617	500,858
West Warwick		13,442		141,000		17,986	11,850				214,288	398,566
South Carolina:												
Anderson	1,415	48,599	59,944	88,067	35,227		123		95		32,426	265,896
Florence	150	44,600	7,660	122,994	53,803	3,123	13,925				143,461	389,716
Greenville		62,000	46,836	211,164	69,646		8,823				45,664	444,133
Spartanburg		44,231	50,588	205,051	77,756		7,448				103,709	488,783
South Dakota:												
Aberdeen		30,282		342,097	105,131	13,722	85		51	4,436		495,804
Sioux Falls	225	52,010		485,940	124,060	20,815	31,403		1,886		742,415	1,458,754
Tennessee:												
Jackson		22,925	52,276	42,540		4,000	37		7		9,641	131,426
Johnson City	861	86,500	([3])	119,164								206,525
Texas:												
Abilene	820	79,035	527	113,092	48,209	5,227	81	21,000	178		5,570	273,739
Amarillo	1,719	109,335		357,908	103,915	4,366	22,298	50,000	1,270	7,400	19,306	677,517
Brownsville	1,400	63,570	424	109,622	55,311	90	3,461			5	349,854	583,737
Cleburne		55,757	727	79,144	20,974	7,085	3,750				5,700	173,137
Corpus Christi		58,350	848	119,724	30,253	1,408	12,725	417,338	11,241	2,683	114,555	769,125
Corsicana		52,455	583	96,793		11,275	1,800				1,945	164,851
Del Rio	550	20,370	561	29,806	8,358	1,574	2,200				8,599	72,018
Denison	1,600	51,945		73,046	31,512	4,390	1,365				23,745	187,603
Greenville		42,390	424	53,268		2,526	5,021				24,722	128,351
Laredo		99,705		64,944	15,573	608	3,387				30,467	214,684
Marshall	4,191	69,375	1,017	54,943		13,720	3,186		42		9	146,483
Palestine		38,925	493	54,423	25,021	4,344	5,983		655		4,296	134,140
Paris		66,990	357	84,781	24,612	11,200					82	188,022

[3] Included in preceding column.

TABLE 9.—*Receipts of city school systems, 1927–28*—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	Total
				General property taxes and city appropriations	Taxation for debt service	Other school districts for tuition	All other local revenue					
1	2	3	4	5	6	7	8	9	10	11	12	13
Texas—Continued.												
Port Arthur		$143,640		$468,926	$153,611	$150	$21,074	$850,100		$45,569	$334,527	$2,017,597
Ranger		26,665	$507	80,834		2,863	2,408	30,700	$800		1,280	146,057
San Angelo	$937	46,830	5,737	117,457	36,756	575	4,457	350,000	5		31,852	594,606
Sherman	1,196	63,792		95,267	26,102	3,447	1,996	137,344	860		8,755	338,759
Temple		45,943	1,192	70,811	30,871	5,867	6,427		225		9,404	170,740
Texarkana	50	54,033	226	90,229	27,934	2,881	24,401		264	760	171,199	371,977
Tyler	950	59,766	615	81,782	23,626	3,122	6,311			760	7,402	184,334
Utah:												
Provo	10	103,181	102,409				7,054		12		10,355	223,021
Vermont:												
Barre	2,200	3,897		123,305		13,223	1,938				4,316	148,879
Burlington	647	2,647		237,115		9,924	1,032				91	251,456
Rutland		2,218		156,855	[2] 22,000	7,469	2,486				332	191,360
Virginia:												
Alexandria	96	36,006		91,962		2,733	2,291		788		6,453	140,329
Charlottesville		25,164		109,931		15,986	3,101	13,357			38,166	205,705
Danville		36,139		139,754			3,955	340,865			3,400	524,113
Staunton		17,244		61,447		360	5,891	8,737	9,000		5,045	107,724
Washington:												
Aberdeen	3,151	116,886	60,150	183,166			5,740	60,777		520	124,042	554,432
Bellingham	3,480	162,477	75,266	268,731	44,604	2,957	4,635			58,022		620,172
Everett	2,564	188,620	96,799	238,297	102,942		9,417				83,091	721,730
Hoquiam		66,812	34,981	83,177		993	2,297				43,857	232,117
Vancouver		88,955	36,048	65,784	51,944		1,776	75,000	777		32,249	352,533
Walla Walla		91,675	43,840	112,992	56,653	13,430	2,637				20,985	342,212
Yakima	1,596	157,067	71,675	145,700	72,615	17,775	3,628				175,047	645,103
West Virginia:												
Bluefield				378,245	67,833							446,078
Clarksburg—												
City district	204			377,940	14,012	3,900	181				107,779	504,016
Coal district		1,031		109,419	[2] 2,600		151				2,003	115,204

Fairmont	597			305,301	29,711	4,156	4,992	533,000	833		94,308	972,898
Martinsburg	850			151,656	11,866	8,633		266,952			14,805	454,762
Morgantown	1,010			474,277	55,299	9,056	1,703			15,456	37,834	594,635
Moundsville		2,859		151,636	33,900	1,875	1,180		60		32,495	224,005
Parkersburg				566,135		17,000					63,846	646,981
Wisconsin:												
Appleton		23,534	27,519	352,250	29,700	10,488	1,135		256	2,423	49,458	496,763
Ashland	100	13,242	15,321	120,000		4,979	4,434		40	10	50,575	208,701
Beloit	1,641	26,088	74,542	332,610	76,389	6,686	12,760	286		1,796	300,240	833,038
Eau Claire	742	33,974	26,397	260,058	13,500	12,215	6,443		2,427		112,214	467,970
Fond du Lac		26,865	30,013	355,000		144	1,015		31	12,104	199,463	624,635
Janesville	1,870	22,614	19,286	180,010		16,786	1,758		113		131,967	374,404
Manitowoc	3,179	32,101	24,637	344,957		12,495	12,696		92	17,100	94,479	541,736
Marinette		23,861	20,485	134,600		3,236	4,497		143	2,571	7,443	196,836
Stevens Point	300	23,958		139,000		7,828	4,626			145	69,403	245,260
Waukesha	2,565	22,138	15,921	189,700		19,154	1,406		2,000	3,424	72,518	328,826
Wausau	660	34,200	28,564	214,750		13,298	4,204			1,975	208,831	506,482
West Allis		25,424	31,582	309,581	127,449	6,193	329	152,428	1,270	18,626	341,144	1,014,026
Wyoming:												
Casper [4]		124,333		242,269			7,061				396,905	770,568
Cheyenne		69,654	17,550	142,000		1,976	5,542	108,307		33,772	32,246	411,047

[3] Estimated.

[4] Statistics of 1925–26.

TABLE 10.—*Expenses, outlays, and other payments, city school systems, 1927–28*

GROUP I.—CITIES OF 100,000 POPULATION AND MORE

City	General control			Auxiliary agencies	Total maintenance full-time day schools	Part-time and continuation schools	Night schools	Summer schools	Interest on indebtedness	Total current expenses [1]	Outlay—capital acquisition and construction	Debt service other than interest payments	Grand total expenditures [1]
	Board of education and business offices	Superintendent and educational control	Other administrative officers										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alabama:													
Birmingham	$29,028	$37,112	$4,928	$17,796	$2,423,006	----------	$14,648	----------	$421,931	$2,859,585	$1,714,492	$184,342	$4,758,419
California:													
Los Angeles	966,131	389,265	----------	1,081,704	26,442,482	$217,698	619,075	$211,641	[2] 3,330,751	27,490,896	6,471,180	----------	33,962,076
Oakland	54,142	57,682	23,152	99,441	5,606,192	57,413	123,196	----------	697,065	6,483,866	2,482,798	402,060	9,368,724
San Francisco	89,650	92,510	35,943	185,284	7,924,208	185,680	228,650	----------	840,130	9,178,668	3,233,337	700,000	13,112,005
Colorado:													
Denver	87,094	86,754	----------	114,935	4,768,084	----------	18,787	16,135	476,882	5,279,888	----------	115,100	5,394,988
Connecticut:													
Bridgeport	26,224	30,805	22,166	4,967	2,094,611	----------	29,634	----------	[3] 205,290	2,329,535	506,796	177,000	3,013,331
Hartford	83,195	35,400	31,795	127,915	3,079,722	2,950	69,988	1,500	155,730	3,309,890	867,887	727,068	4,904,845
New Haven	29,134	14,152	6,553	4,833	2,701,445	----------	23,766	17,407	----------	2,742,618	470,260	9,782	3,222,660
Delaware:													
Wilmington	10,073	24,918	----------	44,868	1,261,714	31,092	12,842	7,267	10,350	1,323,265	52,085	20,000	1,395,350
District of Columbia:													
Washington	27,905	93,724	41,712	128,874	8,418,024	----------	91,697	26,994	----------	8,536,715	3,293,608	----------	11,830,323
Georgia:													
Atlanta	19,284	36,586	----------	21,400	2,688,639	[4] 26,763	60,684	15,000	196,519	2,987,605	183,745	----------	3,171,350
Illinois:													
Chicago	1,109,516	890,197	----------	1,477,987	47,793,589	726,258	421,701	385,825	1,014,075	50,341,448	15,426,176	5,500	65,773,124
Indiana:													
Indianapolis	26,688	43,468	94,614	541,752	5,356,845	----------	26,340	----------	[5] 482,380	5,862,565	1,804,383	537,833	8,204,781
Iowa:													
Des Moines	20,029	34,007	22,783	27,597	2,664,166	----------	5,101	9,769	361,848	3,040,884	341,709	75,000	3,457,593
Kansas:													
Kansas City	46,096	17,859	----------	74,653	1,674,788	----------	18,610	----------	[2] 132,164	1,693,398	214,803	----------	1,908,201
Kentucky:													
Louisville	38,268	54,988	27,216	41,468	2,842,981	30,078	17,937	11,612	271,613	3,174,221	292,453	----------	3,466,674
Louisiana:													
New Orleans	9,581	8,000	28,750	67,471	3,797,012	----------	62,010	----------	170,083	4,029,105	1,337,999	2,673,467	8,040,571
Maryland:													
Baltimore	65,612	123,792	28,870	147,516	8,848,385	----------	121,533	31,326	991,705	9,992,949	1,897,871	673,738	12,564,558

Massachusetts:													
Boston	123,756	137,521	413,087	527,110	15,137,300	219,358	204,013	80,653	482,114	16,123,438	3,547,133	418,762	20,089,333
Cambridge	26,440	42,379	----------	54,063	1,704,873	31,150	19,475	18,208	27,112	1,800,818	15,100	34,500	1,850,418
Fall River	20,028	29,475	8,834	76,903	1,950,120	92,943	143,618	693	----------	2,187,374	209,591	----------	2,396,965
Lowell	412	27,816	----------	50,552	1,362,135	28,038	60,954	5,718	72,888	1,529,733	40,141	138,000	1,707,874
New Bedford	10,982	11,463	18,249	38,756	1,615,105	114,514	15,586	----------	160,674	1,905,879	6,873	245,000	2,157,752
Springfield	----------	81,704	23,274	53,800	3,125,614	46,275	60,246	17,343	140,084	3,389,562	279,437	----------	3,668,999
Worcester	19,624	49,987	----------	63,272	3,483,409	44,221	43,646	20,452	[3]46,035	3,637,763	522,154	164,000	4,323,917
Michigan:													
Detroit	344,094	342,303	----------	578,372	20,645,951	191,229	348,737	378,994	[2] 2,892,660	21,564,911	6,179,455	4,415,859	32,160,225
Grand Rapids	35,902	51,097	3,746	57,850	3,098,727	32,237	43,532	----------	256,305	3,430,801	477,637	252,197	4,160,635
Minnesota:													
Minneapolis	68,082	61,246	38,049	175,927	7,344,057	----------	69,022	48,853	[2] 966,856	7,461,932	1,114,440	2,538	8,578,910
St. Paul	20,966	38,487	29,114	184,701	3,297,064	----------	9,264	10,111	426,609	3,743,048	296,798	1,647	4,041,493
Missouri:													
Kansas City	109,788	86,865	38,515	405,201	6,386,071	----------	31,746	27,105	[2] 983,441	6,444,922	1,146,156	4,185	7,595,263
St. Louis	216,073	124,931	14,013	601,206	10,246,916	40,693	217,714	132,798	88,699	10,726,820	1,717,228	66,160	12,510,208
Nebraska:													
Omaha	43,204	30,165	51,465	32,017	3,336,311	----------	----------	----------	533,361	3,869,672	55,858	257,266	4,182,796
New Jersey:													
Camden	14,846	13,566	7,729	44,458	1,955,914	30,770	4,828	----------	[2] 162,425	1,991,512	269,739	43,190	2,304,441
Jersey City	74,509	40,671	----------	180,875	4,755,157	30,913	66,657	40,245	633,374	5,526,346	138,593	321,500	5,986,439
Newark	153,354	93,440	12,411	502,962	8,821,309	144,902	149,822	112,371	767,927	9,996,331	1,343,100	374,923	11,714,354
Paterson	32,791	13,486	13,535	58,905	2,718,484	50,723	42,607	4,967	385,063	3,201,844	503,116	824,028	4,528,988
Trenton	56,001	55,291	----------	64,875	2,121,978	31,581	45,037	10,354	238,205	2,447,155	161,025	102,000	2,710,180
New York:													
Albany	6,520	13,888	----------	56,715	1,545,485	33,186	19,744	----------	191,294	1,789,709	4,595	246,940	2,041,244
Buffalo	133,027	42,717	80,384	203,524	10,552,419	125,597	346,168	93,278	1,151,532	12,268,994	4,035,303	1,366,000	17,670,297
New York	1,270,919	22,917	1,424,670	3,448,800	120,674,550	1,644,884	1,911,744	238,498	11,298,086	135,767,762	20,252,657	8,531,755	164,552,174
Rochester	88,697	162,433	----------	231,227	6,817,219	124,401	127,766	----------	513,159	7,582,545	1,540,850	1,784,528	10,907,923
Syracuse	18,574	16,566	----------	81,471	3,227,285	69,898	37,468	----------	369,453	3,704,104	1,513,408	660,856	5,878,368
Yonkers	[6] 30,160	[6] 30,161	----------	39,407	3,076,552	28,601	28,968	----------	374,346	3,508,467	358,077	334,040	4,200,584
Ohio:													
Akron	10,351	28,336	14,203	43,652	2,874,438	32,802	32,530	6,945	349,560	3,296,275	485,263	1,488,440	5,269,978
Cincinnati	58,394	56,751	120,790	190,656	6,502,035	----------	158,047	26,309	613,281	7,299,672	2,081,415	981,412	10,362,499
Cleveland	274,653	136,330	92,253	607,808	16,557,640	----------	132,881	147,680	1,438,178	18,276,379	2,026,684	1,618,402	21,921,465
Columbus	20,383	41,228	20,752	64,797	4,053,826	11,240	23,723	36,065	557,737	4,682,591	1,381,381	864,354	6,928,326
Dayton	15,379	15,806	19,538	139,447	2,710,401	89,559	31,753	5,793	347,400	3,184,906	1,018,235	338,643	4,541,784
Toledo	53,918	32,746	2,797	112,485	4,218,952	108,250	36,374	6,360	[7] 617,847	4,371,580	1,258,106	250,824	5,880,510
Youngstown	23,334	27,362	8,753	36,447	2,520,095	----------	3,716	----------	190,822	2,714,633	578,685	358,392	3,651,710
Oregon:													
Portland	43,952	30,660	93,874	51,690	4,546,521	----------	41,438	----------	1,025,000	5,612,959	2,039,428	272,051	7,924,438
Pennsylvania:													
Philadelphia	184,484	203,823	354,833	1,303,673	24,761,358	250,138	353,369	166,083	2,243,955	27,774,903	12,442,068	1,902,496	42,119,467
Pittsburgh	281,974	128,503	43,379	145,929	10,608,319	135,769	216,602	28,093	[2] 938,308	10,988,783	2,927,729	125,041	14,041,553
Reading	36,427	19,039	7,463	49,084	1,594,333	41,848	11,761	4,419	21,137	1,673,498	638,358	524,019	2,835,875
Scranton	34,652	12,097	15,524	81,058	2,262,913	36,257	16,032	3,635	[2] 217,424	2,318,837	597,829	330,514	3,247,180
Rhode Island:													
Providence	20,907	63,112	34,951	136,502	3,736,628	----------	55,646	----------	273,896	4,066,170	1,226,574	131,166	5,423,910

[1] Includes interest paid from current funds only.
[2] Paid from sinking funds.
[3] Estimated.
[4] Statistics of 1925–26.
[5] Includes $3,000 paid from sinking funds.
[6] Distribution estimated.
[7] Includes $616,203 paid from sinking funds.

TABLE 10.—*Expenses, outlays, and other payments, city school systems, 1927–28*—Continued

GROUP I.—CITIES OF 100,000 POPULATION AND MORE—Continued

City	General control			Auxiliary agencies	Total maintenance 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 other than interest payments	Grand total expenditures
	Board of education and business officers	Superintendent and educational control	Other administrative officers										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Tennessee:													
Memphis	$24,164	$20,985	----------	$26,323	$1,754,132	$4,560	$21,316	----------	$264,421	$2,044,429	$666,941	$100,584	$2,811,954
Nashville	12,983	7,200	$13,829	10,490	1,000,745	----------	892	----------	[2] 47,075	1,001,637	393,994	150,485	1,546,116
Texas:													
Dallas	69,193	35,950	----------	88,997	2,612,084	----------	34,228	$7,825	[8] 344,569	2,661,456	45,353	72,093	2,778,902
Fort Worth	13,689	48,707	5,099	28,877	1,805,464	----------	11,666	----------	[9] 254,584	1,829,131	716,634	413,528	2,959,293
Houston	70,673	31,263	----------	68,280	2,888,483	----------	31,872	11,742	[2] 500,665	2,932,097	125,479	521,915	3,579,491
San Antonio	31,778	27,848	5,320	19,785	2,042,170	----------	16,396	4,320	[10] 188,850	2,079,436	51,443	239,525	2,370,404
Utah:													
Salt Lake City	19,724	18,846	16,384	29,318	2,174,131	21,448	357	709	176,934	2,373,579	220,712	181,537	2,775,828
Virginia:													
Norfolk	9,067	15,975	----------	22,284	1,403,664	----------	15,982	9,634	----------	1,429,280	18,728	----------	1,448,008
Richmond	12,583	15,475	17,776	46,225	2,080,550	----------	33,691	25,722	8,194	2,148,157	522,298	6,385	2,676,840
Washington:													
Seattle	106,734	66,600	----------	153,267	5,207,390	18,029	28,170	6,311	[2] 490,393	5,259,900	1,097,076	1,076,251	7,533,227
Spokane	12,451	12,111	16,461	30,658	1,849,620	17,910	13,056	57	[2] 102,665	1,880,643	294,602	253,769	2,429,014
Wisconsin:													
Milwaukee	173,033	60,564	3,580	399,180	7,688,486	----------	120,499	50,388	461,880	8,321,253	2,854,786	----------	11,176,039

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:													
Mobile	$3,476	$10,249	----------	$5,874	$435,528	----------	----------	----------	----------	$435,528	$37,070	----------	$472,598
Montgomery	745	9,996	----------	4,797	320,250	----------	$2,326	----------	$1,606	324,182	179,891	$85,336	589,409
Arkansas:													
Little Rock	13,518	18,668	$3,858	10,490	762,711	$3,065	2,730	----------	87,389	855,895	656	57,000	913,551
California:													
Berkeley	18,390	21,055	5,732	39,164	1,685,169	40,084	36,308	----------	[2] 123,668	1,761,561	184,455	212,570	2,158,586
Fresno	13,444	23,903	----------	28,058	1,369,247	12,620	15,034	----------	197,000	1,593,901	36,001	45,000	1,674,902
Long Beach	29,469	31,422	27,006	164,111	3,039,616	18,515	62,000	----------	372,175	3,492,306	284,088	275,250	4,052,244
Pasadena	43,931	21,744	2,852	79,746	2,588,248	29,910	21,228	----------	147,790	2,787,176	842,359	132,000	3,761,535

Sacramento	20,900	21,834	12,997	79,974	1,828,794	45,131	22,591	----------	231,285	2,127,801	165,197	149,000	2,441,998
San Diego	27,450	26,404	----------	61,027	2,144,055	21,393	30,807	----------	166,201	2,362,456	146,250	34,125	2,542,831
San Jose	----------	18,701	----------	24,193	1,218,907	18,714	50,815	----------	67,550	1,355,986	87,487	79,000	1,522,473
Stockton	----------	27,351	----------	4,350	942,381	14,964	27,006	----------	72,605	1,056,956	138,248	74,000	1,269,204
Colorado:													
Colorado Springs	7,843	12,708	16,806	7,537	786,808	----------	----------	----------	52,479	839,287	13,841	39,000	892,128
Pueblo—													
District No. 1	5,935	8,005	596	5,121	385,793	----------	2,668	$1,950	39,328	429,739	78,572	15,376	523,687
District No. 20	4,849	8,513	706	7,757	536,356	----------	12,253	----------	[11] 36,187	549,169	30,371	95,440	674,980
Connecticut:													
Meriden	335	9,197	1,689	24,881	560,452	----------	3,790	1,200	----------	565,442	59,021	----------	624,463
New Britain	19,048	9,500	1,510	81,723	1,154,756	----------	13,010	4,978	140,315	1,313,059	441,261	148,000	1,902,320
Stamford	22,548	18,079	1,599	18,542	1,086,302	----------	15,347	----------	[3] 152,600	1,254,249	641,763	91,000	1,987,012
Waterbury	24,283	13,500	----------	57,546	1,693,305	9,342	27,936	1,965	96,539	1,829,087	231,985	103,000	2,164,072
Florida:													
Jacksonville	49,611	13,669	----------	61,738	1,069,559	13,620	5,380	----------	270,005	1,358,564	488,759	215,488	2,062,811
Pensacola	2,125	3,929	----------	1,350	215,140	2,335	778	----------	25,800	244,053	258,158	10,000	512,211
Tampa	12,955	19,385	----------	2,749	1,025,148	30,390	----------	----------	[12] 268,170	1,082,923	854,694	458,311	2,395,928
Georgia:													
Augusta	4,148	9,519	----------	8,337	502,316	----------	----------	----------	11,639	513,955	53,435	9,650	577,040
Columbus	3,100	8,000	----------	17,027	364,834	----------	----------	----------	----------	364,834	----------	----------	364,834
Macon	----------	11,361	----------	21,548	521,592	----------	----------	----------	----------	521,592	7,939	----------	529,531
Savannah	2,604	11,458	1,621	3,456	512,060	----------	----------	6,618	7,212	525,890	5,841	109,000	640,731
Illinois:													
Aurora—													
East side	1,905	8,890	----------	6,916	337,401	6,172	----------	----------	19,648	363,221	71,199	35,500	469,920
West side	6,726	6,000	1,550	2,515	217,863	----------	----------	----------	15,139	233,002	162,928	20,000	415,930
Cicero	711	6,127	3,134	9,902	495,337	----------	----------	----------	45,832	541,169	20,478	22,000	583,647
Danville	703	10,158	3,202	7,214	455,371	----------	----------	----------	32,054	487,425	19,863	44,546	64,409
Decatur	13,912	11,392	----------	22,860	844,784	----------	490	2,050	44,257	891,581	67,886	32,504	991,971
East St. Louis	11,814	7,000	3,120	15,177	978,099	----------	----------	----------	32,190	1,010,289	298,316	120,277	1,428,882
Evanston—													
District No. 75	8,812	9,668	----------	22,459	490,716	----------	----------	----------	45,452	536,168	453,396	18,000	1,007,564
District No. 76	2,138	6,000	2,480	5,197	257,726	----------	----------	1,225	21,523	280,474	268,165	8,500	557,139
Joliet	6,778	9,701	360	12,048	508,777	----------	----------	----------	55,703	564,480	14,702	60,263	639,445
Moline	4,401	8,374	3,538	6,157	431,580	----------	319	----------	12,715	444,614	14,464	30,000	489,078
Oak Park	----------	17,282	----------	30,301	600,283	----------	----------	----------	52,011	652,294	243,090	54,683	950,067
Peoria	21,347	11,180	2,526	16,600	991,932	13,393	4,515	4,121	36,134	1,050,095	126,195	57,000	1,233,290
Quincy	7,060	4,645	----------	3,014	409,089	----------	5,111	577	4,850	419,627	99,521	15,000	534,148
Rockford	36,131	10,258	----------	31,391	1,126,527	925	7,463	----------	111,974	1,246,889	258,615	120,700	1,626,204
Rock Island	5,816	7,859	----------	6,977	430,301	----------	240	----------	13,337	443,878	211,657	75,000	730,535
Springfield	15,665	11,257	5,869	13,003	935,858	----------	----------	----------	34,997	970,855	18,406	68,064	1,057,325
Indiana:													
East Chicago	7,485	7,740	12,325	13,996	674,892	----------	14,506	15,133	63,480	768,011	139,474	20,000	927,485
Evansville	16,030	13,726	----------	27,747	1,091,280	----------	5,314	18,541	99,803	1,214,938	558,212	112,100	1,885,250
Fort Wayne	315	28,979	29,123	18,065	1,624,995	----------	968	----------	165,418	1,791,381	477,962	234,600	2,503,943
Gary	33,411	15,957	6,759	25,492	1,554,439	20,003	51,293	82,369	[13] 135,768	1,718,312	667,533	97,182	2,483,027
Hammond	11,087	23,342	----------	38,311	364,99318	906	----------	3,199	76,200	1,069,717	136,503	106,760	1,312,980
Kokomo	350	5,200	4,925	15,586	----------	----------	4,249	----------	13,779	382,934	26,189	31,500	440,623

[2] Paid from sinking funds.
[3] Estimated.
[8] Includes an estimate of $337.250 paid from sinking funds.
[9] Includes $242,583 paid from sinking funds.
[10] Includes $172,300 paid from sinking funds.
[11] Includes $35,627 paid from sinking funds.
[12] Includes $240,785 paid from sinking funds.
[13] Includes $125,560 paid from sinking funds.

TABLE 10.—*Expenses, outlays, and other payments, city school systems, 1927–28*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	General control			Auxiliary agencies	Total maintenance 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 other than interest payments	Grand total expenditures
	Board of education and business officers	Superintendent and educational control	Other administrative officers										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Indiana—Continued.													
Muncie	$15,269	$5,580	$724	$13,261	$614,649	----------	$5,727	$2,248	[2] $42,658	$622,624	$106,677	$68,288	$797,589
South Bend	12,152	32,160	14,540	121,177	1,595,949	----------	8,700	4,647	[2] 166,817	1,609,296	407,404	438,579	2,455,279
Terre Haute	16,278	15,616	7,005	88,257	1,309,229	----------	4,001	5,748	[14] 74,000	1,321,478	94,174	234,924	1,650,576
Iowa:													
Cedar Rapids	7,931	12,549	7,561	22,954	919,884	----------	4,263	----------	68,716	992,863	49,407	88,554	1,130,824
Council Bluffs	5,791	10,784	3,951	27,797	599,307	----------	----------	----------	41,663	640,970	23,104	35,000	699,074
Davenport	11,371	10,346	9,021	24,425	883,356	----------	----------	----------	54,985	938,341	33,025	41,000	1,012,366
Dubuque	5,375	7,376	2,627	13,133	480,404	----------	3,987	----------	[2] 29,635	484,391	18,125	10,000	512,516
Sioux City	10,874	20,588	3,578	33,968	1,379,270	----------	2,691	2,800	100,984	1,485,745	130,037	100,000	1,715,782
Waterloo—													
East side	1,800	5,000	2,600	2,077	295,955	----------	----------	----------	27,374	323,329	40,719	----------	364,048
West side	1,500	6,500	----------	4,522	291,470	----------	----------	----------	46,220	337,690	8,180	50,472	396,342
Kansas:													
Topeka	8,300	9,848	8,097	17,116	954,946	----------	6,607	5,244	40,890	1,007,687	580,833	69,674	1,658,194
Wichita	41,895	11,538	12,938	28,791	1,573,137	----------	5,793	9,188	[2] 86,897	1,588,118	251,916	252,202	2,092,236
Kentucky:													
Covington	5,217	7,726	901	12,130	510,926	----------	----------	----------	[15] 40,436	517,104	280,188	123,700	920,992
Lexington	4,773	5,758	----------	7,684	518,682	----------	----------	----------	[16] 5,022	520,819	373,757	13,424	908,000
Louisiana:													
Shreveport	8,690	14,548	----------	57,372	641,419	----------	----------	----------	100,311	741,730	394,177	121,412	1,257,319
Maine:													
Lewiston	1,571	3,933	----------	10,240	239,305	----------	----------	----------	[3] 4,950	244,255	----------	----------	244,255
Portland	12,894	5,000	----------	17,720	823,505	----------	14,210	----------	54,780	892,495	13,131	110,602	1,016,228
Massachusetts:													
Brockton	----------	6,965	12,572	16,124	880,504	----------	9,096	2,541	----------	892,141	----------	----------	892,141
Brookline	----------	10,149	4,282	21,627	752,910	----------	8,376	546	32,209	794,041	64,279	58,400	916,720
Chelsea	1,588	9,344	----------	16,226	673,939	$15,492	7,558	----------	[3] 54,753	751,742	----------	72,861	824,603
Chicopee	9,365	6,414	----------	29,064	527,899	19,071	2,151	----------	17,015	566,136	13,075	68,000	647,211
Everett	6,292	7,913	3,171	10,184	754,422	13,786	11,021	----------	30,516	809,745	112,000	63,500	985,245
Fitchburg	6,234	6,823	----------	35,663	557,073	18,875	4,062	1,333	22,887	604,230	----------	36,000	640,230
Haverhill	----------	12,729	----------	26,815	640,866	10,451	7,571	----------	15,678	674,566	2,933	50,000	727,499
Holyoke	10,641	13,539	----------	25,386	832,488	31,936	25,795	974	4,086	895,279	16,039	31,116	942,434

Lawrence	3,118	19,395		28,029	1,239,372	38,222	26,133		72,767	1,376,494	5,461	116,500	1,498,455
Lynn	21,516	15,037	9,712	17,253	1,276,246	11,725	22,040	1,583	76,094	1,387,688	141,709	152,500	1,681,897
Malden	800	13,590		8,942	675,505	17,075	6,970		23,454	723,004	260,845	49,700	1,033,549
Medford	2,369	6,698	5,681	30,160	801,621		4,353	1,568	63,656	871,198	410,191	131,150	1,412,539
Newton	13,026	24,534		27,594	1,243,742	2,018	7,090	1,026	81,018	1,334,894	617,665	186,000	2,138,559
Pittsfield	7,295	8,783		19,072	652,796	20,256	8,293		16,236	697,581			697,581
Quincy		19,513		35,690	981,421	3,850	18,646	2,353	55,260	1,061,530	755,116	105,500	1,922,146
Salem	2,298	4,700	7,335	23,020	473,350	12,301	10,385	1,563	22,373	519,972	492,116	130,000	1,142,088
Somerville	3,540	8,884	14,010	9,850	1,187,883	18,907	8,630		50,343	1,265,763	105,469	77,061	1,448,293
Taunton	3,485	5,715		24,535	492,601	15,008	4,993	900		513,502	205,958		719,460
Waltham	158	12,155		20,423	531,117	4,409	11,286		46,720	593,532	22,987	89,000	705,519
Michigan:													
Battle Creek	14,082	9,918		45,146	757,206	2,750	2,961	1,184	39,381	803,482	398,763	44,250	1,246,495
Bay City	10,034	7,017		15,658	725,864		3,292		[2] 117,022	729,156	6,354	232,450	967,960
Flint	41,782	40,323	22,403	231,154	2,253,747	9,011	6,522	4,453	428,091	2,701,824	1,311,384	674,495	4,687,703
Hamtramck	24,747	31,476	9,193	78,861	932,801	14,925	20,642	7,100	142,692	1,118,160	26,740	19	1,144,919
Highland Park	31,000	17,750		76,804	1,532,846	8,494	11,090	18,500	225,695	1,796,625	200,107	237,166	2,233,898
Jackson	13,078	16,708	11,293	15,079	755,317	[3] 8,444	7,030	2,011	122,093	894,895	693,846	75,000	1,663,741
Kalamazoo	23,511	14,278		90,116	1,074,577	8,650	7,327	6,401	[3] 112,000	1,208,955	137,988	120,000	1,466,943
Lansing	13,562	14,823	8,976	64,835	1,198,825	8,025	12,609	8,194		1,227,653	867,888		2,095,541
Muskegon	9,433	14,286	8,808	101,863	854,785	27,647	8,716		96,164	987,312	61,574	85,000	1,133,886
Pontiac	14,813	12,374	2,297	30,977	992,927	7,500	5,926	3,365	113,114	1,122,832	185,007	118,997	1,426,836
Saginaw	23,761	18,087		62,598	1,263,575	15,455	8,900		105,455	1,393,385	31,130	92,000	1,516,515
Minnesota:													
Duluth	25,775	19,029	7,497	90,806	2,027,750		18,816	9,584	255,165	2,311,315	327,399	200,000	2,838,714
Missouri:													
St. Joseph	28,372	6,110		12,256	1,021,418		2,587	1,000	[2] 39,539	1,025,005	25,109	199,437	1,249,551
Springfield	4,803	7,875	2,652	5,245	580,559		6,565		30,810	617,934	6,771	50,483	675,188
Montana:													
Butte	19,502	8,876		7,984	833,747				[2] 18,549	833,747	37,254	25,758	896,759
Nebraska:													
Lincoln	18,821	17,850	36,559	47,539	1,326,543		5,438		193,570	1,525,551	470,141	212,000	2,207,692
New Hampshire:													
Manchester	1,325	8,783	16,252	26,048	752,818		6,404		91,942	851,164	31,208	148,833	1,031,205
New Jersey:													
Atlantic City	38,241	21,214		128,695	1,685,149	4,300	7,788		205,275	1,902,512	346,551	91,000	2,340,063
Bayonne	30,464	26,539	20,663	90,627	2,057,459	20,461	38,064	3,805	209,596	2,329,385	59,267	155,949	2,544,601
East Orange	11,257	16,516	8,523	32,456	1,104,026			4,453	[17] 108,566	1,209,679	402,295	49,000	1,660,974
Elizabeth	33,582	17,802	3,776	34,926	1,701,765	23,924	21,550	12,004	212,213	1,971,456	248,450	89,289	2,309,195
Hoboken	[6] 24,307	[6] 20,100		51,443	1,335,203	9,063			[3] 165,000	1,509,266	325	364,822	1,874,413
New Brunswick	[6] 10,456	[6] 12,500		18,162	655,876	9,871	8,135		74,150	748,032	138,131	44,000	930,163
Orange	11,140	11,025	1,064	18,224	647,634	1,790	10,569		71,602	731,595	430	9,679	741,704
Passaic	[6] 9,071	[6] 14,400		29,146	1,239,200	24,696	20,265	7,044	85,826	1,377,031	448,440	51,155	1,876,626
Perth Amboy	6,275	8,915		11,194	686,489	5,400		2,191	88,118	782,198	110,328		892,526
Union City	17,712	21,555		44,007	1,102,855	10,906	8,805		95,273	1,217,839	536,239	83,560	1,837,638
New York:													
Amsterdam	[6] 5,121	[6] 17,000		24,954	670,237	24,091			65,202	759,530	45,069	76,350	880,949
Auburn	[6] 6,969	[6] 6,968		6,477	444,461	19,153	1,529	2,062	3,560	470,765	10,197	19,083	500,045
Binghamton	4,313	16,357		50,596	1,345,552	9,805	11,435			1,366,792			1,366,792

[2] Paid from sinking funds.
[3] Estimated.
[6] Distribution estimated.
[14] Includes $71,500 paid from sinking funds.
[15] Includes $34,258 paid from sinking funds.
[16] Includes $2,885 paid from sinking funds.
[17] Includes $7,366 paid from sinking funds.

TABLE 10.—*Expenses, outlays, and other payments, city school systems, 1927–28*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	General control			Auxiliary agencies	Total maintenance 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 other than interest payments	Grand total, expenditures
	Board of education and business officers	Superintendent and educational control	Other administrative officers										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
New York—Continued.													
Elmira	$5,013	$12,402	$2,458	$26,930	$722,080	$7,230	$11,435	$4,305	$26,090	$771,140	$58,597	$14,090	$843,737
Jamestown	13,391	14,363		30,717	849,980	13,810	7,743	3,667	92,375	967,575	557,841	103,924	1,629,340
Mount Vernon	28,067	11,333		92,235	1,340,661	17,704	10,623	7,658	132,925	1,509,571	669,938	96,005	2,275,514
Newburgh	1,366	6,938	4,348	17,079	478,047	7,435	1,306	7,302		494,090	710,404		1,204,494
New Rochelle	21,575	13,026	4,683	29,737	1,369,866	11,442	12,977	6,481	165,383	1,566,149	906,664	133,000	2,605,813
Niagara Falls	16,876	13,979		60,411	1,547,894	17,559	21,182	12,636	237,488	1,836,759	774,093	39,026	2,649,878
Poughkeepsie	5,624	11,248		16,946	553,624	20,912	5,778	2,620	66,317	649,251	212,846	42,262	904,359
Schenectady	19,340	21,905		76,282	1,878,825	51,119	29,105	8,110	119,968	2,087,127	30,286	263,375	2,380,788
Troy—													
Lansingburg district	1,631	5,700	1,636	5,078	170,100	4,262			3,600	177,962	547	24,000	202,509
Union district	4,264	9,851	2,000	50,829	716,010	7,006	13,347	6,159	59,032	801,554	229,149	88,665	1,119,368
Utica	7,488	17,944		11,543	1,433,333	25,028	30,069		94,429	1,582,859	22,161	164,523	1,769,543
Watertown		7,215	8,622	44,549	591,955	6,294	2,308		[2] 29,285	600,557	57,499	60,651	718,707
North Carolina:													
Charlotte	15,006	8,616	8,242	1,364	701,504				78,997	780,501	300,924	42,000	1,123,425
Wilmington	3,280	9,280		13,520	310,240				[18] 50,779	332,950	4,080	66,384	403,414
Winston-Salem		21,690	3,494	9,142	753,672			2,479	117,911	874,062	20,892	90,000	984,954
Ohio:													
Canton	12,121	22,780		201,321	1,544,004	9,600	14,363		[2] 367,784	1,567,967	77,373	736,562	2,381,902
Hamilton	3,531	9,820		18,689	577,405		546		[2] 25,344	577,951	76,689	189,686	844,326
Lakewood	15,468	34,707		46,170	1,264,903		5,150	10,796	243,134	1,523,983	339,431	322,079	2,185,493
Lima	9,822	11,821	4,131	48,571	645,869	6,200	2,340	2,445	52,425	709,279	15,657	337,500	1,062,436
Lorain	6,792	5,774	4,296	21,328	551,397		17,962	1,560	89,987	660,906	43,417	89,000	793,323
Portsmouth	4,465	8,242	1,058	11,105	531,405				115,428	646,833	138,474	459,482	1,244,789
Springfield	9,757	9,299	2,054	10,115	820,298	9,000	3,791	473	[19] 81,723	895,114	111,916	86,274	1,093,304
Oklahoma:													
Muskogee	10,644	5,000		6,748	459,277				61,403	520,680	5,160	89,322	615,162
Oklahoma City	29,600	14,180		55,712	1,955,475		3,971		[2] 251,219	1,959,446	152,675	437,950	2,550,071
Tulsa	44,710	22,781		81,791	2,247,750		7,759	720	[20] 290,983	2,258,132	794,177	546,760	3,599,069
Pennsylvania:													
Allentown	5,335	7,273	36,670	55,361	1,192,437	23,425			[2] 160,920		174,671	296,018	1,686,551
Altoona	10,682	8,926	3,100	23,681	901,310		3,333	1,998	90,974	997,615	1,010,915	79,774	2,088,304

Bethlehem	13,482	9,405	2,860	17,145	796,745		924	600	184,618	982,887	1,549	129,935	1,114,371
Chester	9,564	11,638	22,539	22,572	783,754		3,649	900	[21] 83,636	791,322	17,078	424,268	1,232,608
Easton	16,751	10,693	1,573	38,642	655,198	2,912	4,134	10,352	[22] 97,337	672,733	50,113	216,710	939,556
Erie	19,530	16,100	20,577	118,128	1,782,104	3,607	18,532	6,114	176,427	1,986,748	339,561	125,929	2,452,274
Harrisburg	12,140	14,880	31,579	54,292	1,440,055	7,078	8,709		176,910	1,632,752	216,750	181,871	2,031,373
Hazleton	1,105	10,490	11,759	26,261	580,992	7,479			70,198	658,669	397,464	34,500	1,090,633
Johnstown	12,307	13,169	22,918	33,973	1,263,468	10,067	10,092		[2] 195,126	1,283,627	15,110	367,400	1,666,137
Lancaster	24,615	14,562	3,132	12,385	761,113	7,096	2,216		119,665	890,090	497,656	70,142	1,457,888
McKeesport	15,714	13,559	11,405	15,835	826,259		4,170		54,235	884,664	134,556	111,514	1,130,734
New Castle	5,980	10,434	19,711	10,137	824,823	1,250	242	4,185	111,250	941,750	568,858	71,757	1,582,365
Norristown	7,899	8,440	6,375	10,371	477,783	3,725			65,616	547,124	473,689	43,342	1,064,155
Wilkes-Barre	13,760	10,746	42,904	26,617	1,409,808	18,972	19,357	9,218	[23] 35,031	1,477,830	690,428	95,920	2,264,178
Williamsport	14,264	8,586	1,400	17,034	613,026	2,496	2,649		[24] 63,585	618,171	449,230	110,420	1,177,821
York	6,101	13,586	15,914	21,226	765,116				[25] 42,770	756,761	51,910	161,944	980,615
Rhode Island:													
Newport		7,459		8,207	420,375		2,389	1,446	46,555	470,765		76,000	546,765
Pawtucket	1,525	12,952	8,092	14,467	873,996		16,102	1,400	133,478	1,024,976	91,920	90,421	1,207,317
Woonsocket	2,047	8,121	2,110	8,327	398,990		9,296	630	56,518	465,434	533,358	29,000	1,027,792
South Carolina:													
Charleston		10,244		11,573	435,077				27,195	462,272	30,299	66,325	558,896
Columbia	2,620	17,858		14,213	429,117				59,607	488,724	248,211	60,077	797,012
Tennessee:													
Chattanooga	6,854	9,033		9,977	745,497				123,400	868,897	57,578	58,500	984,975
Knoxville	3,424	15,214		17,345	958,713				[3] 116,550	1,075,263	877,313		1,952,576
Texas:													
Austin	3,225	10,678		1,511	428,406		1,281		5,815	435,502	3,790	201	439,493
Beaumont—													
City district	2,725	11,674	4,500	10,610	489,542		2,731			492,273	25,006		517,279
French district		3,300		1,518	37,827				[3] 5,124	42,951		4,133	47,084
El Paso	10,271	23,194	17,737	12,453	1,077,726	1,556	7,162		[26] 256,575	1,099,244	12,530	344,839	1,456,613
Galveston	12,983	13,618	5,400		393,001		4,304		55,363	452,668	3,577		456,245
Waco	7,240	9,764		1,409	503,765				27,352	531,117	5,018	15,600	551,735
Wichita Falls	33,926	9,000			539,404				[2] 101,711	539,404	195,382	166,608	901,394
Utah:													
Ogden	5,156	9,080	1,309	5,627	575,264	6,435	3,276		41,980	626,955	66,991	19,132	713,078
Virginia:													
Lynchburg		9,149	3,300	14,925	410,495		6,085	3,185	49,559	469,324	13,281	2,466	485,071
Newport News	5,573	5,406		6,006	338,163		346		45,600	384,109	1,677	15,940	401,726
Petersburg		9,482		3,872	278,221		3,058	2,075		283,354	1,522		284,876
Portsmouth	2,584	6,929	1,902	6,325	406,276		1,304	1,551	55,812	464,943	2,574		467,517
Roanoke	9,821	5,614		10,711	648,673		3,064	4,253		655,990	310,990		966,980
Washington:													
Tacoma	10,433	15,276	18,956	56,837	1,612,738		10,411	4,072	120,776	1,747,997	22,050	101,000	1,871,047
West Virginia:													
Charleston	5,666	10,173	5,000	45,835	799,412		2,515	3,492	[27] 106,940	806,356	77,550	154,095	1,038,001
Huntington	17,892	10,272		34,793	1,198,771					1,198,771	39,850	199,166	1,437,787
Wheeling	14,241	5,909	7,557	44,949	714,805		4,784	3,548	4,834	727,971	48,108	10,000	786,079

[2] Paid from sinking funds.
[3] Estimated.
[18] Includes $28,069 paid from sinking funds.
[19] Includes $20,171 paid from sinking funds.
[20] Includes $289,080 paid from sinking funds.
[21] Includes $80,617 paid from sinking funds.
[22] Includes $97,200 paid from sinking funds.
[23] Includes $14,556 paid from sinking funds.
[24] Estimated, paid from sinking funds.
[25] Includes $41,125 paid from sinking funds.
[26] Includes $243,775 paid from sinking funds.
[27] Includes $106,003 paid from sinking funds.

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TABLE 10.—*Expenses, outlays, and other payments, city school systems, 1927–28*—Continued

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION—Continued

City	General control			Auxiliary agencies	Total maintenance 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 other than interest payments	Grand total, expenditures
	Board of education and business officers	Superintendent and educational control	Other administrative officers										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Wisconsin:													
Green Bay	$1,555	$7,315	$3,098	$5,178	$471,941	$58,040	$10,616	----------	$64,813	$605,410	$616,112	$82,500	$1,304,022
Kenosha	4,161	13,626	14,756	28,534	860,122	70,021	----------	----------	116,488	1,046,631	306,116	99,000	1,451,747
La Crosse	4,507	6,718	1,920	6,709	449,617	42,543	8,666	$6,914	[3] 19,295	527,035	2,714	----------	529,749
Madison	12,313	10,696	10,933	26,152	1,032,100	----------	----------	----------	78,853	1,110,953	217,101	106,166	1,434,220
Oshkosh	3,923	7,395	----------	32,386	512,301	70,508	----------	----------	23,883	606,692	9,220	29,000	644,912
Racine	10,135	8,498	4,099	6,644	842,405	----------	----------	7,685	78,504	928,594	963,607	116,000	2,008,201
Sheboygan	----------	14,668	----------	9,644	480,941	74,467	3,263	200	[3] 23,130	582,001	27,455	----------	609,456
Superior	9,325	12,326	610	17,500	693,728	48,660	----------	----------	194	742,582	19,142	17,419	779,143
GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION													
Alabama:													
Anniston	----------	$5,905	$1,297	$1,513	$149,554	----------	----------	----------	$691	$150,245	$99,434	$79,165	$328,844
Bessemer	$52	5,720	700	----------	139,708	----------	$1,447	----------	551	141,706	3,440	40,951	186,097
Decatur	336	4,825	2,644	344	93,508	----------	----------	----------	15,355	108,863	163	17,575	126,601
Dothan	596	5,692	366	----------	90,272	----------	----------	----------	[3] 7,200	97,472	1,950	----------	99,422
Florence	----------	4,665	185	2,218	80,736	----------	----------	----------	21,500	102,236	2,628	----------	104,864
Gadsden	89	4,361	----------	520	105,006	----------	----------	----------	22,534	127,540	566	10,140	138,246
Phenix City	----------	3,100	----------	----------	48,300	----------	----------	----------	[3] 2,475	50,775	13,560	----------	64,335
Selma	85	6,245	----------	2,854	129,395	----------	----------	----------	[3] 12,495	141,890	2,493	9,500	153,883
Tuscaloosa	----------	7,309	----------	1,200	139,637	----------	----------	----------	38,929	178,566	8,929	15,500	202,995
Arizona:													
Phoenix	4,588	8,000	3,772	9,479	606,251	----------	----------	----------	[3] 79,200	685,451	196,903	----------	882,354
Tucson	2,891	10,609	7,579	15,441	537,242	----------	2,843	$2,893	62,713	605,691	190,153	38,020	833,864
Arkansas:													
Fort Smith	3,852	10,570	----------	1,946	340,594	$1,750	----------	----------	51,741	394,085	348,959	14,500	757,544
Hot Springs	900	5,700	----------	1,125	174,385	----------	----------	----------	[3] 30,100	204,485	7,036	52,542	264,063
North Little Rock	2,935	5,839	----------	1,466	139,781	----------	----------	----------	13,956	153,737	28,929	14,000	196,666
Pine Bluff	900	4,950	----------	3,043	185,831	----------	----------	----------	26,957	212,788	750	18,500	232,038

California													
Alameda		38,488		3,864	694,875	9,440	12,183		70,601	787,099	39,951	32,638	859,688
Alhambra	13,043	9,646	9,067	31,714	725,886		11,644	3,632	68,020	809,182	107,362	63,146	979,690
Bakersfield	2,537	6,856	3,800	8,095	411,843				30,900	442,743	5,493	90,000	538,236
Eureka		9,887		9,190	276,484		4,124		[3] 21,960	302,568	30,116	22,000	354,684
Glendale	11,947	19,238	1,353	19,473	633,875		144	6,266	98,625	738,910	64,313	43,000	846,223
Pomona	7,749	9,747		34,363	470,921		1,665			472,586	61,299		533,885
Richmond		23,504		10,167	571,452				84,135	655,587	654,557	37,000	1,347,144
Riverside		8,080	14,577	24,931	669,469	4,800	2,836		80,130	757,235	843,234		1,600,469
San Bernardino	10,345	9,903	212	21,048	726,217	4,707	5,483		[2] 95,121	736,407	292,361	131,499	1,160,267
Santa Ana	10,635	10,750	379	64,479	723,731		7,269		47,903	778,903	58,496	54,000	891,399
Santa Barbara	1,220	23,376		24,409	606,586				84,261	690,847	559,885	65,125	1,315,857
Santa Cruz	5,306	5,980	600	9,030	294,062				[3] 7,740	301,802	44,226		346,028
Santa Monica	3,960	7,150	35,183	39,401	917,847		8,118		[3] 87,975	1,013,940	112,938		1,126,878
Vallejo	2,908	6,469	493	7,680	237,573	2,858			24,230	264,661	5,557	15,000	285,218
Colorado:													
Boulder	1,800	6,000		7,136	260,062				11,910	271,972	19,764	44,574	336,310
Greeley	7,553	6,224	1,821	1,316	262,299		393		26,996	289,688	85,274	14,000	388,962
Trinidad	3,603	6,823		2,592	212,212				14,784	226,996	3,601	10,000	240,597
Connecticut:													
Ansonia		10,609		1,650	285,705		813			286,518	994		287,512
Bristol	5,566	5,828	3,496	9,203	408,325		4,918		9,816	423,059	32,440	20,116	475,615
Danbury	5,270	6,489		21,295	334,222		3,048			337,270	12,391		349,661
Derby		4,986		5,287	128,826				10,474	139,300	382	1,000	140,682
East Hartford	2,718	5,200		17,220	280,655		1,137		20,423	302,215	5,440	10,000	317,655
Enfield	2,051	3,700	1,600	17,792	210,528		1,300			211,828	3,167	9,848	224,843
Fairfield	3,506	3,500		22,502	284,495		1,862			286,357	95,000		381,357
Greenwich	3,903	10,727	696	43,210	675,734		8,538		90,608	774,880	58,515	10,000	843,395
Manchester—													
Ninth district	3,507	7,219	2,115	9,490	280,927				18,963	299,890		75,000	374,890
Town schools	200	4,849		9,466	143,909		5,590		[3] 12,687	162,186	65,000		227,186
Middletown	4,972	5,123	1,658	12,380	241,195		1,212	2,158	10,855	255,420	103,418	17,797	376,635
Milford		4,782		11,773	187,416		1,201		[3] 5,850	194,467	49,586	20,000	264,053
Naugatuck	2,008	4,502	1,700	8,425	226,362		2,476			228,838	1,596		230,434
New London	4,981	6,000	5,633	17,869	377,636		2,700	1,389	25,487	407,212		47,000	454,212
Norwalk	5,594	6,553	3,987	9,715	447,628				22,000	469,628	11,679		481,307
Norwich	3,880	5,000		3,422	280,644		4,021		22,483	307,148	118,386		425,534
Stonington	2,147	3,446		16,418	122,780		208			122,988	2,554		125,542
Stratford	2,950	4,900		10,114	283,586		530		15,971	300,087	79,230	18,000	397,317
Torrington	473	8,903	305	10,530	350,328		3,023		17,000	370,351	26,464	10,000	406,815
Wallingford	2,606	4,810		14,155	221,179		2,162		10,268	233,609	4,659	18,000	256,268
Windham (P. O., Willimantic)	1,404	5,745		6,814	173,157		2,818		21,796	197,771	57,029		254,800
Florida:													
Key West	2,792	5,763		6,803	123,936				21,633	145,569	117,299		262,868
Miami	2,736	5,500	17,200	103,600	1,221,788				[28] 548,000	1,309,788	1,244,000	637,500	3,191,288
St. Petersburg	22,170	14,028			406,918	4,620			181,368	592,906	434,686	108,500	1,136,092
Georgia:													
Albany	914	3,893			106,952				2,795	109,747	376		110,123
Athens	1,370	4,180	2,700	600	160,311		2,855	1,526	18,408	183,100		1,071	184,171
Brunswick	2,062	6,297		11,293	127,795					127,795	51,621		179,416

[2] Paid from sinking funds.

[3] Estimated.

[28] Includes $460,000 paid from sinking funds.

TABLE 10.—*Expenses, outlays, and other payments, city school systems, 1927–28*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control			Auxiliary agencies	Total maintenance 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 other than interest payments	Grand total expenditures
	Board of education and business officers	Superintendent and educational control	Other administrative officers										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Georgia—Continued.													
Lagrange	$700	$3,600		$650	$142,861				$13,050	$155,911		$5,000	$160,911
Rome	482	3,300	$350	75	74,961	$659			[3] 5,000	80,620	$165,000		245,620
Valdosta		4,500		200	83,750				6,250	90,000	3,500	5,000	98,500
Waycross	1,466	4,041	990	2,044	114,974		$419		3,397	118,790	5,052	54,141	177,983
Idaho:													
Boise	5,958	9,871	1,621	5,166	388,423		1,887		50,413	440,723	14,533	15,000	470,256
Pocatello	3,722	6,264	1,497	8,133	280,217				[20] 39,953	286,356	55,647	66,264	408,267
Illinois:													
Alton	7,597	5,845		5,837	319,381				20,181	339,562	364,522	10,000	714,084
Belleville	2,093	4,000	1,092	3,940	193,885			$1,698	6,037	201,620	14,951	10,000	226,571
Berwyn—													
District No. 98	619	4,608	1,100		82,245				5,818	88,063	46,183	4,000	138,246
District No. 100	400	4,451		3,279	128,988				12,789	141,777	104,332	10,200	256,309
Bloomington	2,677	6,000	5,400	1,142	348,467				13,834	362,301	53,280	34,000	449,581
Blue Island	1,690	6,600		7,911	191,023		1,260		[3] 6,500	198,783	1,898	11,250	211,931
Cairo	1,973	5,398		3,215	115,244				21,102	136,346	29,476	15,000	180,822
Canton	2,676	3,500		1,788	147,062				1,918	148,980		9,000	157,980
Centralia	3,767	4,676		1,404	110,861				3,750	114,611	76,404		191,015
Champaign	1,657	5,720	8,332	5,770	304,115				11,327	315,442	69,584	12,000	397,026
Chicago Heights	2,379	8,612		2,678	180,132				10,966	191,098	7,864	180,000	378,962
Elgin	8,667	11,037	240	6,211	467,868				12,263	480,131	9,523	15,000	504,654
Forest Park	2,457	2,467	600	2,400	95,759				9,000	104,759	122,500	91,000	318,259
Freeport	2,158	5,000		2,801	254,657		1,296		21,858	277,811	69,679	7,500	354,990
Galesburg	464	6,768	3,120	1,592	295,580					295,580	41,223		336,803
Granite City	6,638	5,000	300	3,573	238,683				20,080	258,763	33,318	10,000	302,081
Herrin	175	4,407		1,800	87,275				4,000	91,275			91,275
Jacksonville	960	4,500	1,900	2,430	192,500				1,286	193,786	14,874	27,750	236,410
Kankakee	4,088	5,684	1,100	3,305	220,292				16,058	236,350	20,570	18,000	274,920
Kewanee	1,935	5,281		2,775	178,551				11,276	189,827	12,150	10,000	211,977
La Salle	540	4,009	840	4,075	105,554				7,100	112,654	100	6,000	118,754
Lincoln	580	3,000		5,030	91,153		498		2,643	94,294	539		94,833
Mattoon	2,250	6,000		1,985	133,573				8,045	141,618	27,000	30,008	198,626

Maywood	4,800	5,000		2,966	206,752				14,958	221,710	145,315	10,000	377,025
Melrose Park													
Murphysboro	600	2,850		2,810	74,627				5,639	80,266	250	13,000	93,516
Ottawa	1,250	4,500		2,920	104,614					104,614	5,316		109,930
Pekin	1,184	5,094	1,911	1,994	210,142				20,014	230,156	14	35,000	265,170
Streator	740	6,569	31	2,759	148,364				1,634	149,998	1,212	5,000	156,210
Urbana	6,398	4,252		960	174,579				15,910	190,489	28,647	12,000	231,136
Waukegan	10,987	7,000	1,100	3,131	326,615		1,019		39,226	366,860	122,331	25,307	514,498
West Frankfort	1,107	5,915	560		178,760				9,152	187,912	71,337		259,249
Indiana:													
Anderson	300	5,400	10,672	8,693	474,650		2,311	683	32,783	510,427	116,153		626,580
Bloomington	780	8,681		11,964	273,901		315		16,270	290,486	38,773	26,900	356,159
Clinton	1,852	5,395	183	2,064	120,205				[2] 3,850	120,205	386	14,065	134,656
Crawfordsville	1,301	7,421	295	3,911	195,217				8,492	203,709	5,586	10,000	219,295
Elkhart	6,957	8,834	1,006	1,508	427,368				40,540	467,908	161,440	30,482	659,830
Elwood	2,574	4,870		1,665	157,314				[2] 5,523	157,314	10,265	14,800	182,379
Frankfort	2,785	5,422	283	3,511	198,032				11,044	209,076	75,668	17,500	302,244
Huntington	3,264	6,094		13,681	240,180		3,326		8,375	251,881	14,824	20,500	287,205
Jeffersonville	431	3,300	43	555	114,956				3,064	118,020		5,000	123,020
La Fayette	4,991	8,733	3,656	34,680	370,964				17,032	387,996	372,091	27,500	787,587
La Porte	2,050	9,105		11,734	282,678				15,937	298,615	11,531	20,000	330,146
Logansport	3,244	7,439	1,560	4,615	293,618				18,296	311,914	11,876	31,500	355,290
Marion	1,213	5,500	3,645		374,687			380	24,445	399,512	40,993	17,500	458,005
Michigan City	6,052	7,438	2,396	7,743	347,893		1,131	1,497	18,829	369,350	18,013	27,500	414,863
Mishawaka	3,185	7,334	643	18,529	346,467		2,292		29,733	378,492	157,776	43,500	579,768
New Albany	1,832	5,810	1,670	11,234	243,549				16,290	259,839	217,215	25,900	502,954
Newcastle	465	7,359		2,352	166,792				[2] 14,235	166,792	30,027	62,147	258,966
Peru	2,644	5,584		8,346	183,618				8,377	191,995	55,809	14,500	262,304
Richmond	7,839	7,120		4,443	441,030		1,198		32,221	474,449	149,139	40,400	663,988
Vincennes	2,973	7,132	533	14,055	229,846				19,439	249,285	187,907	23,500	460,692
Whiting	3,835	7,226		3,981	198,909		5,088	3,917	26,821	234,735	6,456	26,000	267,191
Iowa:													
Boone	677	6,029		1,900	195,884				13,237	209,121	2,426	15,000	226,547
Burlington	618	5,250	4,410	8,570	378,325	2,080	404		9,635	390,444	26,050	24,000	440,494
Clinton	5,855	5,988	578	2,359	286,005		336		34,153	320,494	48,825	33,000	402,319
Fort Dodge	2,401	7,572	879	5,891	344,261		1,998	953	38,975	386,187	3,936	18,000	408,123
Fort Madison	1,000	5,000	200	1,850	128,790	540	600	300	[30] 17,599	130,429	8,438	35,136	174,003
Iowa City	3,365	6,573		1,980	201,832		222		8,008	210,062	25,036	14,007	249,105
Keokuk	4,279	4,500	3,810	2,202	204,115				23,608	227,723	20,000	22,000	269,723
Marshalltown	4,185	5,500		1,537	242,758		335	1,005	22,895	266,993	84,924	16,000	367,917
Mason City	6,794	6,669	51	7,358	398,511				35,373	433,884	52,255	17,918	504,057
Muscatine	2,037	4,621		8,435	201,039	2,349	481		15,525	219,394	120,520	15,000	354,914
Ottumwa	6,010	4,200	1,041	2,504	400,437				41,729	442,166	2,255	6,000	450,421
Kansas:													
Arkansas City	9,630	8,000		2,928	232,728				20,002	252,730	27,046	15,174	294,950
Atchison	2,443	4,467	600	3,821	150,820			140	21,263	172,223	5,368	36,030	213,621
Chanute	1,881	6,042		4,456	194,101		1,984	420	14,527	211,032	232,573	13,562	457,167
Coffeyville	3,939	8,110	3,475	2,807	232,004				23,588	255,592		19,000	274,592
Eldorado	824	5,743		4,784	211,417				7,173	218,590	24,565	20,993	264,148

[2] Paid from sinking funds. [3] Estimated. [29] Includes $33,814 paid from sinking funds. [30] Includes $17,400 paid from sinking funds.

TABLE 10.—*Expenses, outlays, and other payments, city school systems, 1927–28*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control			Auxiliary agencies	Total maintenance 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 other than interest payments	Grand total expenditures
	Board of education and business officers	Superintendent and educational control	Other administrative officers										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Kansas—Continued.													
Emporia	$1,658	$6,942		$3,556	$242,539				$26,522	$269,061	$84,844	$27,000	$380,905
Fort Scott	3,232	5,100		18,346	187,722				12,376	200,098	4,450	43,000	247,548
Hutchinson	5,192	11,281		4,104	404,952		$1,380	$750	[31] 46,425	410,391	213,944	88,728	713,063
Independence		9,765		112	295,117			1,765	23,554	320,436	6,357	20,000	346,793
Lawrence	5,791	6,845		7,809	257,070				29,370	286,440	4,776	13,000	304,216
Leavenworth	2,742	5,355		4,451	205,338				20,657	225,995	1,939	15,200	243,134
Parsons	1,399	7,995	$1,878	5,919	244,938				25,894	270,832	6,746	25,054	302,632
Pittsburg	2,225	7,184		2,326	254,701		270	2,141	29,017	286,129	177,241	31,000	494,370
Salina	1,193	8,028	678	4,885	337,075		2,332		31,010	370,417	12,637	24,000	407,054
Kentucky:													
Ashland	4,683	19,350		4,390	319,628				12,749	332,377	212,736	17,500	562,613
Henderson	1,189	3,060	1,420	4,387	133,499					133,499	34,235		167,734
Newport	4,196	7,000		1,317	231,001				[2] 21,339	231,001	161,026	25,497	417,524
Owensboro	1,309	4,000	1,182	3,249	171,242				[3] 14,250	171,242	7,057	20,138	198,437
Paducah	873	5,000	2,549	9,708	267,006				22,607	289,613	81,157	85,173	455,943
Louisiana:													
Alexandria	9,606	10,000		4,680	227,251				95,885	323,136	766	122,100	446,002
Baton Rouge	2,106	7,000		4,476	282,991				68,399	351,390	291,162	56,000	698,552
Lake Charles	1,202	4,200	1,740	2,563	144,630					144,630	5,627		150,257
Monroe		5,141			108,135					108,135		17,338	125,473
Maine:													
Auburn	2,101	4,300		14,679	209,988		1,108		19,440	230,536	22,748		253,284
Augusta	3,344	3,900		5,715	167,834		1,019		5,108	173,961	111,095	5,000	290,056
Bangor	4,202	5,516		6,236	329,386		3,898		12,600	355,884	75,872	5,000	436,756
Bath	2,140	2,440		1,560	92,844		2,346			95,190	1,069		96,259
Biddeford	1,649	3,300		4,861	113,370		1,922		6,400	121,692		10,000	131,692
Sanford	1,534	4,000		8,456	129,872		2,705		[3] 8,325	140,902			140,902
Waterville		4,784		7,343	172,614		895			173,509			173,509
Maryland:													
Annapolis	[32] 2,200	[32] 3,800	[32] 1,582	11,185	116,294		490			116,784	3,266		120,050
Cumberland		[32] 9,719		16,088	364,111				[32] 46,000	410,111	81,240	[32] 5,000	496,351
Frederick	[32] 1,000	[32] 2,843		3,186	137,457					137,457	116		137,573
Hagerstown	300	4,771	1,816	2,371	246,679				11,700	258,379	26,929	28,300	313,608

Massachusetts:													
Adams	1,875	5,171		6,705	149,469	$9,962	1,546		11,120	172,097	22,027		194,124
Amesbury	220	4,002	2,123	6,812	131,430		1,888		[3] 2,531	135,849	2,187	6,250	144,286
Arlington		5,400	6,683	16,851	532,464		3,238	1,031		536,733	216,820		753,553
Attleboro	4,518	4,797	900	15,840	335,895	9,177	2,617	770	13,875	362,334	1,882	40,500	404,716
Belmont	4,151	5,603		7,735	317,586				32,950	350,536	4,648	63,000	418,184
Beverly	6,936	5,286	1,011	17,400	458,036	9,531	5,787		48,643	521,997	50,928	85,000	657,925
Braintree	2,255	4,852		19,907	250,868	3,485			24,535	278,888	144,480		423,368
Clinton	808	3,450	1,540	5,020	154,164	8,093	2,112		450	164,819	470	3,000	168,289
Danvers		5,028	1,295	6,533	191,644					191,644	8,760		200,404
Dedham	3,468	4,349		5,701	229,651		1,299		10,916	241,866	23,327	20,375	285,568
Easthampton		5,000	583	8,338	135,389	4,895			1,740	142,024	3,370	12,000	157,394
Framingham	4,634	6,271		19,025	345,909					345,909	1,249		347,158
Gardner	2,277	5,456		8,191	213,949		913		28,333	243,195	5,273	42,000	290,468
Gloucester	1,257	5,775	2,831	18,029	365,513		1,485			366,998	7,318		374,316
Greenfield	75	6,227		6,634	283,696					283,696	4,246		287,942
Leominster		10,325		20,118	259,430		1,577	328		261,335	2,089		263,424
Marlboro		3,600	2,800	10,334	172,457	3,900	2,059			178,416			178,416
Melrose		10,431		3,600	332,264		914		21,340	354,518	5,000	31,000	390,518
Methuen		6,652	1,885	9,280	263,006		3,233		25,971	292,210	2,305	42,500	337,015
Milford	315	5,859		11,744	195,901	3,263			1,080	200,244	34,988	4,000	239,232
Natick		5,684		16,249	214,805		914		14,776	230,495	320,696	13,400	564,591
Newburyport		6,094		4,853	153,143				6,120	159,263	317	9,000	168,580
North Adams	474	8,616		6,736	279,259	4,922	3,239		9,742	297,162	24,809	24,225	346,196
Northampton		9,364		10,618	280,512	10,126	540	1,531	5,538	298,247	1,199	15,600	315,046
Northbridge	658	4,968	209	9,295	145,542		336	204	5,513	151,595	2,142	10,000	163,737
Norwood		9,023		21,681	316,258		771	432	29,659	347,120	49,250	63,700	460,070
Peabody	1,194	4,000	1,549	11,482	305,572		1,244		32,155	338,971	118,687	54,000	511,658
Plymouth	3,647	5,242		25,299	243,841		2,479	514	2,805	249,639	4,332	11,000	264,971
Revere	4,724	7,395		16,892	630,561		8,771		45,328	684,660	248,103	142,962	1,075,725
Saugus		4,845		9,599	191,930				7,370	199,300	1,430	16,500	217,230
Southbridge	1,335	4,516		9,136	135,934	8,808	4,888		6,750	156,380	4,132	6,000	166,512
Wakefield	3,909	5,185		5,721	291,903		3,219	270		295,392	7,743		303,135
Watertown	2,100	8,850		7,839	430,227		2,517		55,930	488,674	138,778	82,000	709,452
Webster	1,348	4,838		14,169	129,105	10,350	2,980	801		143,236	515,759		658,995
Westfield	3,914	5,940		13,241	287,467		588			288,055			288,055
West Springfield	4,641	5,100		14,100	301,986		1,400	700	17,342	321,428	6,556	34,000	361,984
Weymouth	227	7,811		18,440	285,511				18,231	303,742	804,788	20,000	628,530
Winchester	297	7,144	2,626	6,091	222,443		200	270	24,955	247,868	81,564	45,500	374,932
Winthrop	1,163	4,280	150	3,123	246,221		853		20,545	267,619	56,500	57,000	381,119
Woburn		6,407	1,419	4,320	235,695		988	378	11,488	248,549	2,393		250,942
Michigan:													
Adrian	1,805	6,885	1,182	2,849	219,571				14,822	234,393	197,519	6,000	437,912
Alpena	1,822	4,167	1,958	5,440	149,511				11,773	161,284	5,184		166,468
Ann Arbor	6,109	10,311	959	37,301	538,886	2,631	2,434	6,896	79,522	630,369	49,159	59,000	738,528
Benton Harbor	824	5,480	2,392	6,023	264,036				9,569	273,605	26,797	22,121	322,523
Calumet	1,375	7,500	2,005	8,692	267,974		2,419	2,923		273,316			273,316
Escanaba	3,001	4,800	2,425	5,531	197,506		162	611	2,179	200,458	10,539	13,000	223,997
Holland	3,442	6,170	639	3,073	249,851	4,255			29,398	283,504	15,103	5,000	303,607
Ironwood	5,799	9,675	904	11,159	324,847	2,030	1,065		55,276	383,218	29,877	55,000	468,095

[2] Paid from sinking funds.

[3] Estimated.

[31] Includes $43,116 paid from sinking funds.

[32] Estimated part of county system.

TABLE 10.—*Expenses, outlays, and other payments, city school systems, 1927–28*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control			Auxiliary agencies	Total maintenance 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 other than interest payments	Grand total expenditures
	Board of education and business officers	Superintendent and educational control	Other administrative officers										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Michigan—Continued.													
Ishpeming	$1,600	$6,369		$285	$177,928				$4,680	$182,608	$1,404	$8,000	$192,012
Marquette	834	9,727		2,233	166,034		$185		21,375	187,594	124,680	4,756	317,030
Monroe		5,991	$1,200	12,623	208,874				46,633	255,507	618,218	98,000	971,725
Owosso	3,052	7,575		1,712	219,913			$700	8,854	229,467	32,038	19,000	280,505
Port Huron	5,320	13,209		21,449	562,871	$11,174	5,656	6,620	28,925	615,246	52,829	41,000	709,075
Sault Ste. Marie	859	8,770		2,384	237,176		1,155	760	14,580	253,671	199,380	20,000	473,051
Traverse City	709	7,382		3,546	170,832				10,500	181,332	6,719	9,672	197,723
Wyandotte	5,175	7,355	2,680	12,805	357,369		1,032	3,228	76,436	438,065	41,111		479,176
Minnesota:													
Austin	1,183	7,225	1,731	6,467	190,311		90		20,000	210,401	6,300	25,307	242,008
Faribault	559	6,607		3,939	148,036				1,841	149,877	8,459	12,954	171,290
Hibbing	31,382	32,340		151,969	1,236,668		8,322		118,175	1,363,165	29,983	250,000	1,643,148
Mankato	3,275	9,137		[33] 3,298	195,585		446		21,651	217,682	[33] 23,614	5,025	246,321
Rochester	5,527	10,970		11,027	309,514		790		23,955	334,259	73,984	32,000	440,243
St. Cloud	2,926	6,407		15,987	214,653		3,853		1,400	219,906	4,146	2,000	226,052
Virginia	26,923	14,563		74,996	766,845		21,229			788,074	65,817	29	853,920
Winona	3,375	6,383	172	10,864	259,387		1,290			260,677	264,869		525,546
Mississippi:													
Biloxi	900	4,500		1,304	101,820		1,620	430	13,313	117,183	2,103	22,600	141,886
Columbus	96	4,000		2,876	94,999			1,425	10,029	106,453	962	5,068	112,483
Greenville		4,600			94,951			300	6,000	101,251	5,600	5,000	111,851
Hattiesburg	2,244	5,112	1,734		125,328					125,328	14,200		139,528
Jackson	547	5,375	1,213	1,500	259,604			3,656	54,552	317,812	21,932	28,000	367,744
Laurel	3,361	5,000		1,633	157,468				20,760	178,228	56,544	46,000	280,772
Meridian		7,044	3,046	1,569	229,407		1,296	3,100	35,358	269,161	8,433	16,600	294,194
Natchez	[6] 3,001	[6] 5,000		250	78,261				[3] 14,733	92,994	43,207		136,201
Vicksburg	1,809	4,200			103,688				2,125	105,813		500	106,313
Missouri:													
Cape Girardeau	1,630	4,291	810	4,909	169,351				[2] 22,920	169,351	25,457	40,940	235,748
Carthage	2,537	4,000	225	1,871	135,192				[2] 11,366	135,192	1,350	26,383	162,925
Columbia	3,550	5,772	335	1,655	178,360				[2] 27,796	178,360	160,768	43,505	382,633
Hannibal	1,400	4,100	1,890		180,042				[2] 25,850	180,042	5,124		185,166

Independence	935	3,600		4,230	216,740				[2] 18,165	216,740	2,155		218,895
Jefferson City	3,433	4,500	81	2,765	164,177				[2] 21,276	164,177	6,195	28,062	198,434
Joplin	3,392	6,303	1,810	710	345,071				[2] 39,547	345,071	112,153	158,563	615,787
Moberly	400	4,000		2,325	143,307				[2] 1,750	143,307		13,050	156,357
Sedalia	2,886	6,532		3,235	265,132				[2] 39,884	265,132	163,498	45,973	474,603
Montana:													
Anaconda	1,908	4,145	1,546	6,896	181,988					181,988	175,756		357,744
Billings	6,077	5,596	1,600	1,550	260,553				[2] 30,139	260,553	10,174	54,148	324,875
Great Falls	8,130	5,500	2,835	7,172	479,411				[2] 19,480	479,411	157,514	58,472	695,397
Helena	5,212	5,000	1,719	2,224	201,459				[2] 27,450	201,459	3,115	60,596	265,170
Missoula	3,072	6,752		1,515	181,618				[2] 13,813	181,618	586	31,613	213,817
Nebraska:													
Grand Island	2,125	8,014	243	12,295	267,496				[2] 36,515	267,496	90,510	64,363	422,369
Hastings	1,744	4,906	201	2,955	224,266				[34] 29,568	225,437	118,021		343,458
North Platte	5	6,405	432	1,384	157,970				[2] 1,997	157,970	1,783	54	159,807
Nevada:													
Reno	600	6,800		675	226,194				16,383	242,577	2,597	35,550	280,724
New Hampshire:													
Berlin		7,019		9,490	176,633				26,550	203,183	2,548	41,000	246,731
Concord	324	4,700	3,375	30,664	324,936		344	300	[3] 28,500	354,080	2,593	49,006	405,679
Dover	578	4,535		9,497	125,348		404		9,180	134,932	7,741	568	143,241
Keene	1,450	4,000	2,485	6,847	214,891		500		7,635	223,026	106,000	30,000	359,026
Laconia	95	2,400	2,870	6,879	121,968		1,201		8,506	131,675	25,234	16,250	173,159
Nashua		7,350		21,651	371,251		6,000		33,212	410,463			410,463
Portsmouth		5,194		2,812	187,835		944		3,415	192,194	29,432	12,500	234,126
New Jersey:													
Asbury Park	7,701	7,884		12,430	325,709		1,124		66,818	393,651	284,379	29,827	707,857
Belleville	9,364	8,000		8,807	380,874				64,872	445,746	410,637	38,011	894,394
Bloomfield	3,285	10,516	5,138	16,969	668,982		5,657	1,170	75,164	750,913	244,651	71,009	1,066,573
Bridgeton	1,540	7,744		6,031	222,118	1,673	378	735	10,584	235,488	9,181	5,353	250,022
Carteret	5,458	3,865	2,325	17,976	257,298	1,680	3,091		32,477	294,546	10,161	23,492	328,199
Clifton	4,832	7,500	6,460		653,437		1,273		84,619	739,329	45,848	54,146	839,323
Englewood	2,683	10,195		12,217	370,225			920	47,966	419,111	146,060	6,000	571,171
Garfield	5,146	5,600	160	11,983	477,926	13,035	834		43,800	535,595	55,510	30,216	621,321
Gloucester City	[6] 3,000	[6] 9,385		7,656	177,807	1,422			24,760	203,989	117,294	7,340	328,623
Hackensack	11,373	[3] 7,794		16,889	647,466	4,784	2,994	2,310	57,666	715,220	242,331	19,500	977,051
Garrison	3,055	4,600		10,509	208,652	432	1,629		16,450	227,163		18,000	245,163
Irvington	11,946	10,708	7,915	17,772	790,881	2,747	5,932		114,076	913,636	144,241	56,000	1,113,877
Kearny	8,865	11,680		15,145	695,189	4,590	4,241	3,960	101,143	809,123	11,194	49,014	869,331
Long Branch	5,130	7,576		8,847	361,011		768	3,810	[3] 54,000	419,589	93,302		512,891
Millville	3,954	4,312		19,900	210,255	3,128			[3] 22,300	235,683	19,796		255,479
Montclair	13,001	27,319	8,226	45,320	1,129,344		4,616	11,752	217,389	1,363,101	569,696	108,166	2,040,963
Morristown	4,563	5,900		10,883	306,189				[35] 18,840	323,827	29,466	11,000	364,293
North Bergen	14,000	16,710		27,417	763,956	2,497	2,900		122,315	891,668	200,343	24,123	1,116,134
Phillipsburg	2,805	5,279	2,789	2,205	272,304	2,643	446		[36] 27,601	301,293	366,004	25,026	692,323
Plainfield	9,817	9,592	2,966	13,956	730,992	7,323	2,236		78,025	818,576	406,055	37,000	1,261,631
Rahway	4,026	8,764		9,191	268,739		5,344		31,334	305,417	161,617	22,763	489,797

[2] Paid from sinking funds.
[3] Estimated.
[6] Distribution estimated.
[33] Statistics of 1926–27.
[34] Includes $28,397 paid from sinking funds.
[35] Includes $1,202 paid from sinking funds.
[36] Includes $1,701 paid from sinking funds.

TABLE 10.—*Expenses, outlays, and other payments, city school systems, 1927–28*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control			Auxiliary agencies	Total maintenance 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 other than interest payments	Grand total expenditures
	Board of education and business officers	Superintendent and educational control	Other administrative officers										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
New Jersey—Continued.													
South Orange	$21,209	$9,754		$35,690	$762,659				$195,654	$958,313		$84,879	$1,043,192
Summit	4,173	8,786	$1,750	7,747	306,310		$1,376	$690	48,224	356,600	$286,704	34,264	677,568
Weehawken	8,358	5,759		10,238	289,166				1,360	290,526	500,342	3,000	793,868
West New York	6,307	6,000		20,981	751,144	$4,061	6,224		104,683	866,112	461,601	87,000	1,414,713
West Orange	7,860	9,058		23,987	468,231				61,594	529,825	228,317	38,583	796,725
New Mexico:													
Albuquerque	5,299	6,350		4,699	319,869		2,642	3,029	48,496	374,036	86,890	34,952	495,878
New York:													
Batavia	3,329	9,204		17,463	326,492	5,068	1,417		25,118	358,095		25,000	383,095
Beacon	1,930	6,000		7,304	166,500	5,301	285		5,569	177,755	5,529	4,000	187,284
Cohoes	3,090	6,000		2,648	180,501	5,600	881		8,185	195,167	53,397	17,000	265,564
Corning—													
District No. 9	1,625	7,633		7,549	144,708		2,841		23,510	171,059	2,574	12,000	185,633
District No. 13	644	5,613	356	4,460	119,837				21,783	141,620	115,165	12,269	269,054
Cortland	2,616	8,151		7,773	227,179		2,734			229,913	172,177	4,266	406,356
Dunkirk	2,595	5,200	7,445	12,427	344,446	26,349	3,310	2,110	33,675	409,890	45,742	35,500	491,132
Fulton		5,874	3,460	5,777	221,908	2,020	594	1,406	18,225	244,153	1,736	19,000	264,889
Geneva	1,872	7,503	2	7,258	222,992	1,915	2,495	2,264	46,542	276,208	195,902	10,206	482,316
Glens Falls	2,861	6,856		4,756	211,300		2,306		22,277	235,883	148,740	12,391	397,014
Gloversville	5,146	8,838	1,355	15,928	383,957	11,048	1,786	1,929	6,180	404,900	16,430	5,049	426,379
Herkimer	1,725	6,350		4,562	156,539	2,196			25,755	184,490	17,324	16,000	217,814
Hornell	4,363	8,021		5,950	293,203	1,088	1,976	2,462	25,256	323,985	13,198	148,000	485,183
Hudson	1,696	6,006	1,686	4,090	159,262	2,385	2,265		9,982	173,894	3,005	20,650	197,549
Ilion	1,429	6,917		3,530	150,399				17,859	168,258	49,947	19,400	237,605
Ithaca	4,379	11,768		25,610	366,742	3,145	5,768		14,982	390,637	33,046	24,527	448,210
Johnstown	1,423	8,060		9,020	174,694	3,875	398		631	179,598	20,337	6,000	205,935
Kingston	267	4,600	3,314	9,148	345,700	7,934	1,770		6,635	362,039	15,001	15,500	392,540
Lackawanna		16,434		11,352	330,259	4,212			20,744	355,215	7,801	35,300	398,316
Little Falls	555	4,885	2,025	3,627	167,683		148		20,479	188,310	9,081		197,391
Lockport	4,101	5,867	2,637	19,013	392,775	5,225	4,132		16,537	418,669	13,261	30,000	461,930
Middletown	2,412	7,306	1,172	33,249	291,558		2,255	3,057	34,730	331,600	378,129	10,000	719,729
North Tonawanda	2,925	6,131		17,414	294,109	5,388	2,007		39,056	340,560	108,074	26,000	474,634
Ogdensburg	315	4,994	1,163	4,617	194,291			1,860	5,956	202,097	27,915	9,750	239,762

Olean	4,906	8,747	----------	40,736	464,063	4,916	3,393	----------	46,952	519,324	72,832	24,587	616,4 9
Oneida	2,343	5,568	----------	6,197	179,224	1,331	114	----------	15,137	195,806	229,229	31,000	456,035
Oneonta	1,395	6,010	----------	5,918	197,080	----------	480	716	11,845	210,121	17,560	16,270	243,951
Ossining	1,430	8,850	----------	11,537	212,698	4,360	188	----------	10,999	228,245	1,297	16,978	246,520
Oswego	3,625	7,500	----------	16,218	297,736	4,935	1,536	----------	----------	304,207	324,009	----------	628,216
Peekskill	1,808	9,093	----------	8,316	288,888	2,415	----------	----------	14,977	306,280	20,371	12,250	338,901
Plattsburg	1,982	6,572	1,820	7,805	144,983	6,132	1,075	----------	2,033	154,223	13,575	8,000	175,798
Port Chester	10,551	9,281	----------	9,604	468,290	7,977	2,744	----------	24,973	503,984	411,118	65,670	980,772
Port Jervis	2,197	7,200	----------	16,034	182,953	----------	985	----------	25,024	208,962	2,744	4,000	215,706
Rensselaer	2,282	5,000	----------	5,165	170,171	2,930	----------	----------	3,168	176,269	6,741	4,000	187,010
Rome	1,000	9,053	----------	8,978	413,647	6,685	2,685	2,817	37,328	463,162	115,138	10,000	597,300
Saratoga Springs	25	4,500	4,105	42,130	233,542	----------	----------	----------	15,570	249,112	22,895	15,145	287,152
Tonawanda	697	6,164	----------	10,712	204,549	1,400	763	----------	40,530	247,242	10,942	20,000	278,184
Watervliet	2,218	7,000	----------	5,530	193,400	3,210	----------	----------	[3] 550	197,160	1,275	----------	198,435
White Plains	10,347	16,665	----------	31,501	786,489	6,576	8,639	8,821	70,450	880,975	540,361	46,027	1,467,363
North Carolina:													
Asheville	15,121	6,000	5,400	2,250	660,812	----------	7,582	----------	151,090	819,484	767,616	27,000	1,614,100
Durham	5,000	8,000	2,001	3,588	532,169	----------	2,470	----------	57,797	592,436	668,925	91,103	1,352,464
Gastonia	1,235	7,276	----------	2,289	235,016	----------	----------	----------	44,505	279,521	1,204	27,000	307,725
Goldsboro	----------	3,600	----------	2,216	110,874	----------	----------	----------	35,180	146,054	10,340	78,500	234,894
Greensboro	----------	9,100	12,554	31,953	618,090	----------	1,910	----------	22,500	642,500	42,642	8,537	693,679
High Point	3,564	6,715	2,932	5,783	349,366	----------	----------	----------	19,894	369,260	155,436	----------	524,696
New Bern	----------	5,240	----------	438	89,874	----------	----------	----------	11,643	101,517	4,174	8,460	114,151
Raleigh	4,977	15,442	----------	2,406	432,076	----------	----------	----------	91,596	523,672	77,063	31,250	631,985
Rocky Mount	1,182	7,136	----------	----------	172,616	----------	----------	----------	27,534	200,150	136,867	52,954	389,971
Salisbury	600	7,900	----------	----------	219,585	----------	2,100	----------	[3] 36,000	237,685	700	17,000	275,385
Wilson	9	[37] 1,050	----------	1,100	134,434	----------	----------	----------	----------	134,434	10,294	----------	144,728
North Dakota:													
Fargo	6,635	8,386	----------	11,990	447,171	----------	1,496	600	[2] 28,117	449,267	166,338	83,005	698,610
Grand Forks	4,142	4,750	1,120	11,905	253,975	----------	576	2,433	14,154	271,138	22,556	23,000	316,694
Minot	3,656	6,602	----------	6,164	183,365	----------	225	----------	17,227	200,817	3,937	30,800	235,554
Ohio:													
Alliance	5,284	5,000	2,160	6,884	374,766	4,050	----------	2,744	[2] 57,075	381,560	----------	26,103	407,663
Ashtabula	3,410	7,155	----------	4,659	317,650	----------	----------	785	56,218	374,653	29,427	62,500	466,580
Barberton	745	6,200	880	12,180	239,169	----------	----------	----------	[2] 41,560	239,169	92,906	125,000	457,075
Bellaire	1,200	6,800	316	7,686	194,886	----------	----------	----------	[2] 28,200	223,086	581	121,380	345,047
Bucyrus	533	5,709	----------	3,587	122,538	----------	----------	----------	46,976	169,514	112	39,500	209,126
Cambridge	510	4,000	1,687	4,115	204,225	----------	----------	----------	18,393	222,618	7,184	17,000	246,802
Campbell	189	5,086	4,685	6,213	258,867	----------	----------	----------	52,038	310,905	12,091	41,500	364,496
Chillicothe	----------	4,500	3,471	1,023	207,378	----------	2,128	----------	32,509	242,015	11,768	36,500	290,283
Cleveland Heights	35,302	33,654	----------	32,938	1,147,682	----------	----------	6,382	354,494	1,508,558	497,718	235,462	2,241,738
Coshocton	729	5,523	191	3,644	142,393	----------	708	----------	15,149	158,250	7,953	29,500	195,703
Cuyahoga Falls	1,379	5,733	268	5,269	152,737	----------	----------	----------	35,890	188,627	275,637	514,527	978,791
East Cleveland	7,008	10,673	23,320	33,383	966,921	----------	----------	----------	97,282	1,064,203	31,637	208,000	1,303,840
East Liverpool	955	6,641	1,508	3,215	274,899	----------	----------	----------	30,325	305,224	15,240	56,800	377,264
Elyria	3,500	5,833	2,250	4,195	425,382	----------	952	----------	78,999	505,333	54,621	67,000	626,954
Findlay	900	4,979	1,500	1,504	275,887	3,950	----------	1,250	[2] 17,122	281,087	1,223	95,239	377,549
Fremont	600	4,000	4,484	3,700	179,442	----------	1,100	----------	13,658	194,200	7,640	27,000	228,840
Ironton	----------	4,267	2,297	8,316	213,128	----------	----------	----------	[2] 58,487	213,128	13,469	76,348	302,945
Kenmore	----------	4,870	1,850	1,035	180,120	----------	----------	----------	47,458	227,578	39,582	17,700	284,860
Lancaster	----------	5,000	2,426	8,056	212,426	----------	----------	680	6,733	219,839	----------	11,000	230,839

[2] Paid from sinking funds.

[3] Estimated.

[37] County superintendent acts.

TABLE 10.—*Expenses, outlays, and other payments, city school systems, 1927–28*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control			Auxiliary agencies	Total maintenance 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 other than interest payments	Grand total expenditures
	Board of education and business officers	Superintendent and educational control	Other administrative officers										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Ohio—Continued.													
Mansfield	$5,091	$5,000	$2,938	$8,110	$505,323		$384		$72,707	$578,414	$208,634	$90,545	$877,593
Marietta	880	4,750	3,772	4,980	230,890				22,479	253,369	21,827	25,000	300,196
Marion	2,608	8,578		2,711	364,492		240		47,554	412,286	14,262	49,000	475,548
Martins Ferry	400	10,444		4,542	203,050				21,748	224,798	1,651	25,000	251,449
Massillon	6,468	10,194		14,399	395,585				62,620	458,205	24,044	60,010	542,249
Middletown	2,200	10,199	272	8,057	387,112	$4,000			64,297	455,409	23,308	78,000	556,717
Newark	1,366	4,719	2,073	6,184	344,985			$1,342	[38] 18,230	346,952	67,974	59,031	473,957
New Philadelphia	4,000	6,027	122	5,459	180,833				23,175	204,008	11,206	118,091	333,305
Niles	910	5,000	3,765	14,563	251,112				50,200	301,312	3,483	52,010	356,805
Norwood	6,820	4,000		5,446	382,098			1,560	52,813	436,471	110,108	44,500	591,079
Piqua	519	4,500	1,250	5,086	191,588	950		450	24,915	217,903	2,338	31,700	251,941
Salem	950	4,500	1,500	6,069	120,939		80		39,147	160,166	103,000	19,700	282,866
Sandusky		6,000	5,555	7,979	320,216		2,823	2,000	24,305	349,344	235,930	41,300	626,574
Steubenville	[3] 5,000	[3] 10,000		4,050	553,230		900	1,000	49,020	604,150	608,899	70,000	1,283,049
Tiffin	650	3,600	541	3,313	133,185				15,688	148,873	3,939	19,000	171,812
Warren	9,502	11,927		14,529	646,920		4,032	8,423	132,920	792,295	18,097	111,700	922,102
Zanesville	4,276	5,250	2,040	4,794	391,028				[2] 47,362	391,028	11,201	194,083	596,312
Oklahoma:													
Ardmore	4,962	5,400		2,604	226,266				[39] 27,708	231,239	4,500	56,186	291,925
Bartlesville	6,883	5,500	1,712	4,071	227,916				[2] 21,143	227,916	53,291	45,813	327,020
Chickasha	5,078	4,000		3,431	177,719				[40] 29,935	185,985	2,214	37,135	225,334
Enid	[4] 4,760	5,400	[4] 540	2,120	259,035				[2] 44,407	259,035		71,508	330,543
Guthrie	1,620	3,500	1,560	2,635	127,151				[2] 14,737	127,151	2,850	19,643	149,644
McAlester	2,447	4,000		264	137,695				[2] 17,998	137,695	76,640	45,816	260,151
Okmulgee	7,943	8,850	2,823	5,495	335,671				[2] 75,154	335,671	196,392	105,062	637,125
Sapulpa	5,565	5,000		1,800	165,583				[41] 37,117	167,506		81,139	248,645
Shawnee	2,500	5,100	12,281	3,535	187,398				[2] 54,000	187,398	125,000	56,667	369,065
Oregon:													
Astoria	3,498	5,234		3,824	160,146		936		24,582	185,664	4,146	14,500	204,310
Eugene	4,953	3,600	3,719		260,005				32,707	292,712	22,902		315,614
Salem	1,080	4,980	1,950	3,784	306,933				28,506	330,439	53,435	262,500	646,374
Pennsylvania:													
Aliquippa	8,867	11,009	2,076	9,786	304,689			2,706		307,395	100,447	88,224	496,066

Ambridge	8,665	6,000	6,640	5,234	251,249				27,256	278,505		131,803	410,308
Beaver Falls	7,502	6,233		27,861	289,547				6,130	295,677	8,726	16,000	320,403
Berwick	5,071	5,140		3,315	203,726				[3] 27,500	231,226	62,040		293,266
Braddock	12,248	9,064	1,100	2,492	291,506	2,475	628	450	10,777	305,836	2,165	19,000	327,001
Bradford	5,355	8,083	1,714	28,478	272,561				19,375	291,936	7,538	15,000	314,474
Bristol	3,246	5,236		849	130,467	1,600			[2] 6,945	132,067	11,825	13,220	157,112
Butler	6,704	10,252	312	8,435	349,385				[2] 25,091	349,385	1,005		350,390
Canonsburg	765	6,444	4,598	3,138	158,898				[42] 10,602	159,092	3,924	14,500	177,516
Carbondale	28,441	8,541		7,465	350,321				[43] 32,117	357,086	50,928	109,785	517,799
Carlisle	5,394	5,087		2,398	150,918				[3] 14,840	165,758	207,143	10,000	382,901
Carnegie	7,863	5,133		4,696	175,193				22,169	197,362	25,831	48,706	271,899
Chambersburg	5,459	4,312	1,753	4,806	182,630				9,614	192,244	6,068	7,687	205,999
Charleroi	5,733	5,579	1,613	2,940	210,189				17,048	227,237	63,600	44,690	335,527
Clairton	11,371	11,750	675	9,875	325,781				[2] 63,053	325,781	134,523	70,000	530,304
Coatesville	985	5,817	2,927	8,019	255,551		1,961		[44] 14,988	257,728	4,625	31,170	293,523
Columbia	2,967	4,890	263	1,210	122,937	2,000			2,582	127,519	839	28,072	156,430
Connellsville	7,176	4,710	1,061	5,457	265,763				13,100	278,863	8,356	7,000	294,219
Dickson	9,268	5,302	1,788	2,504	153,082				[3] 10,000	163,082	21,728	46,389	231,199
Donora	1,742	14,497		8,029	256,561		84		[2] 23,342	256,645	11,586	48,372	316,603
Du Bois	754	6,819	3,339	3,169	196,832				8,446	205,278	4,870	34,066	244,214
Dunmore	8,778	6,260	10,946	6,935	325,993				10,734	336,727	2,200	31,584	370,511
Duquesne	8,880	6,772	506	9,462	340,639				11,074	351,713	12,599	54,400	418,712
Farrell	6,939	5,308	320	5,999	221,734				28,798	250,532	31,822		282,354
Greensburg	1,231	6,990	16,890	5,704	356,040		643		36,600	393,283	260,089		653,372
Homestead	8,793	13,832		9,755	312,846		3,567		24,455	340,868	5,105	16,109	362,082
Jeannette	1,460	5,809	6,437	6,159	222,883			440	[3] 21,488	244,811	57,902	28,592	331,305
Kingston		4,940	11,388	7,972	315,026	7,100			46,807	368,933	658,360	58,279	1,085,572
Lebanon	8,973	7,275		6,922	297,093	1,335			23,117	321,545	11,007	1,500	334,052
McKees Rocks	8,506	7,139	413	3,764	208,339				33,000	241,339	127,614		368,953
Mahanoy City	789	6,499	6,383	4,792	175,908	4,232			8,610	188,750	5,033	10,200	203,983
Meadville	6,877	4,200	675	10,931	223,906		700		14,148	238,754	98,082	12,598	349,434
Monessen	6,046	6,284	4,345	9,145	364,929				38,708	403,637	16,208	171,000	590,845
Mount Carmel	1,200	5,598		3,500	133,389				8,600	141,989		4,000	145,989
Nanticoke	14,812	6,818	2,173		407,654		2,730		[2] 36,525	410,384	2,187	27,128	439,699
New Kensington	1,774	7,849	4,472	9,064	196,912		3,925		[45] 23,788	205,540	6,962	74,400	286,902
North Braddock	12,454	5,978	1,291	11,070	333,669				33,113	366,782	446,827	11,099	824,708
Oil City	2,250	6,846	10,195	14,747	366,333	700			20,270	387,303	5,538	36,150	428,991
Old Forge	12,629	5,556		4,710	183,614				[46] 15,683	184,697	154,851	64,350	403,898
Olyphant	6,481	4,090	5,371	5,876	207,217	1,670			[2] 12,800	208,887	180	38,100	247,167
Phoenixville	1,000	5,642	3,049	8,528	138,521				286	138,807	11,262	6,200	156,269
Pittston	9,325	4,500	2,031	5,580	300,751				12,595	313,346		28,523	341,869
Plymouth	1,163	5,770	4,847	4,443	195,520	1,800			[47] 17,247	197,680	167,598	27,208	392,486
Pottstown	1,071	8,000	5,718	8,090	239,566				[48] 18,137	239,740	102,483	69,300	411,523
Pottsville	11,862	4,884	1,863	17,492	292,480				11,612	304,092	31,003		335,095
Punxsutawney	892	4,284	4,888	3,435	131,196				2,322	133,518	775	2,000	136,293
Shamokin	11,275	8,513	1,069	5,192	248,535		195		7,190	255,920	17,220	61,100	334,240

[2] Paid from sinking funds.
[3] Estimated.
[4] Statistics of 1925–26.
[38] Includes $17,605 paid from sinking funds.
[39] Includes $22,735 paid from sinking funds.
[40] Includes $21,669 paid from sinking funds.
[41] Includes $35,194 paid from sinking funds.
[42] Includes $10,408 paid from sinking funds.
[43] Includes $25,352 paid from sinking funds.
[44] Includes $14,772 paid from sinking funds.
[45] Includes $19,085 paid from sinking funds.
[46] Includes $14,600 paid from sinking funds.
[47] Includes $16,887 paid from sinking funds.
[48] Includes $17,963 paid from sinking funds.

TABLE 10.—*Expenses, outlays, and other payments, city school systems, 1927–28*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control			Auxiliary agencies	Total maintenance 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 other than interest payments	Grand total expenditures
	Board of education and business officers	Superintendent and educational control	Other administrative officers										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Pennsylvania—Continued.													
Sharon	$2,770	$8,637	$7,521	$7,302	$384,546	----------	----------	----------	$48,348	$432,894	$110,235	$30,000	$573,129
Shenandoah	1,500	8,609	----------	6,304	218,903	$1,400	$600	----------	11,723	232,626	102,355	163,800	498,781
Steelton	5,762	5,820	1,280	4,944	184,987	306	2,011	----------	15,215	202,519	234,013	8,158	444,690
Sunbury	1,998	5,960	5,550	3,621	224,414	----------	----------	----------	[2] 16,510	224,414	2,172	55,583	282,169
Swissvale	6,043	8,080	1,971	9,553	230,618	----------	----------	----------	31,661	262,279	6,338	34,731	303,348
Tamaqua	4,377	4,942	802	1,176	134,075	----------	----------	----------	21,286	155,361	150,100	10,000	315,461
Uniontown	9,497	9,918	----------	8,898	405,179	----------	----------	----------	54,483	459,662	6,314	94,596	560,572
Warren	3,651	7,027	1,705	23,780	329,334	----------	180	$760	7,454	337,728	21,641	20,050	379,419
Washington	490	9,439	7,768	20,385	350,838	----------	750	----------	9,535	361,123	175	13,006	374,304
West Chester	8,468	8,876	----------	24,087	262,276	----------	2,638	1,379	8,362	274,655	50,650	79,521	404,826
Wilkinsburg	2,825	8,300	16,029	7,514	597,011	----------	----------	----------	62,143	659,154	441,733	24,015	1,124,902
Rhode Island:													
Bristol	1,865	3,304	732	5,783	152,285	----------	1,652	----------	----------	153,937	31,836	----------	185,773
Central Falls	----------	5,682	1,018	6,095	197,487	----------	7,798	1,008	----------	206,293	105,745	----------	312,038
Cranston	277	8,354	----------	18,665	479,422	369	489	----------	80,633	560,913	212,418	37,500	810,831
Cumberland	537	4,465	----------	8,280	115,184	----------	1,137	----------	5,006	121,327	3,618	7,500	132,445
East Providence	688	7,886	----------	15,600	349,861	----------	3,098	----------	40,103	393,062	230,565	25,741	649,368
Warwick	3,075	4,750	----------	7,073	248,639	----------	920	----------	40,428	289,987	117,703	44,000	451,690
West Warwick	1,830	3,400	606	9,257	169,983	----------	2,823	----------	14,769	187,575	123,480	5,000	316,055
South Carolina:													
Anderson	3,500	4,500	----------	2,565	187,572	----------	----------	----------	18,725	206,297	31,206	28,000	265,503
Florence	1,300	7,253	----------	7,816	174,157	----------	----------	----------	[2] 54,319	174,157	147,138	62,803	384,098
Greenville	3,373	9,993	----------	3,161	319,803	----------	----------	----------	38,646	358,449	30,594	31,019	420,062
Spartanburg	1,200	4,000	----------	3,768	262,110	----------	----------	----------	32,205	294,315	79,099	45,550	418,964
South Dakota:													
Aberdeen	5,764	4,162	----------	4,903	283,727	----------	343	----------	[49] 47,462	296,377	144,185	142,188	582,750
Sioux Falls	11,365	10,376	9,032	11,393	614,944	----------	767	7,472	[2] 71,509	623,183	25,089	124,060	772,332
Tennessee:													
Jackson	----------	2,800	3,243	----------	115,286	----------	----------	----------	10,000	125,286	3,107	----------	128,393
Johnson City	----------	4,900	1,400	9,500	199,195	----------	1,200	----------	31,700	232,095	5,925	----------	238,020
Texas:													
Abilene	----------	5,254	598	----------	199,118	----------	----------	----------	[2] 41,709	199,118	113,919	48,209	361,246

Amarillo	19,862	12,624	724	7,259	461,336				[2] 79,475	461,336	562,291	111,315	1,134,942
Brownsville	9,125	7,950	1,302	6,772	140,518				[2] 7,000	140,518	339,311	55,311	535,140
Cleburne	45	6,632	217		142,618				[2] 9,022	142,618		20,974	163,592
Corpus Christi	14,085	3,600	1,080	490	152,323				[50] 16,389	153,486	123,178	40,153	316,817
Corsicana	1,070	8,000		560	164,908				39,000	203,908		26,000	229,908
Del Rio	1,815	4,450	175		53,510				[51] 7,100	54,410		8,358	62,768
Denison	1,459	3,900		400	144,560				12,412	156,972		19,100	176,072
Greenville		4,000			109,529				11,563	121,092		6,500	127,592
Laredo	360	8,000	850	1,750	150,884				[52] 13,920	152,083	36,944	15,573	204,600
Marshall		4,000	1,500	1,209	133,674				12,610	146,284		71,462	217,746
Palestine	650	4,500	1,100		102,443				13,021	115,464	2,390	12,000	129,854
Paris	1,339	6,170	223		143,604				[53] 24,931	146,398	1,948	24,612	172,958
Port Arthur	19,592	27,407		13,793	501,335			2,000	[2] 55,000	503,335	142,783	153,611	799,729
Ranger	4,430	5,462	291	1,160	89,717				23,994	113,711	1,522	42,017	157,250
San Angelo	1,399	5,451	309	244	174,020				[54] 36,060	174,440	471,727	36,756	682,923
Sherman		5,700	295	276	169,862				[2] 19,318	169,862	29,504	26,547	225,913
Temple		4,500	228		149,346				[2] 16,266	149,346	762	30,871	180,979
Texarkana	3,953	7,270	330	1,645	156,083			2,990	[55] 20,094	159,492	96,281	28,128	283,901
Tyler	2,079	6,912	366	885	149,159				7,000	156,159	1,637	23,776	181,572
Utah:													
Provo	3,447	3,955	2,617	4,760	177,141				6,194	183,335	11,608	8,000	202,943
Vermont:													
Barre		3,700	33	33	141,107		1,869		4,580	147,556			147,556
Burlington		6,940	1,386	4,160	227,101		3,110		24,523	254,734	9,324		264,058
Rutland	85	6,806		4,907	149,484				[2] 20,000	169,484	4,342	2,000	175,826
Virginia:													
Alexandria	875	6,692		1,605	133,862			800		134,662	888		135,550
Charlottesville	524	3,483	1,082	663	142,435			2,482		144,917	13,357		158,274
Danville	2,833	4,431	2,050	3,118	196,534					196,534	306,854	17,765	521,153
Staunton	602	3,262	1,200	4,082	75,400					75,400	17,061		92,461
Washington:													
Aberdeen	3,423	5,978	1,218	13,956	285,842		667		[56] 27,756	294,260	134,545	2,726	431,531
Bellingham	10,454	7,639	1,602	13,422	457,936		2,089		[2] 9,063	460,025	81,621	44,604	586,250
Everett	5,002	7,136	452	11,701	480,135		3,148		[57] 25,795	494,067	13,885	120,742	628,694
Hoquiam	3,306	4,718	84	6,240	154,623				14,318	168,941	14,210	39,750	222,901
Vancouver	1,107	4,033	179	4,246	210,154				[2] 27,400	210,154	92,389	51,944	354,487
Walla Walla	3,107	6,044	410	3,791	258,946				16,653	275,599	12,794	40,000	328,393
Yakima	5,542	8,461		9,270	380,047				28,505	408,552	23,820	44,800	477,172
West Virginia:													
Bluefield	3,267	6,000		5,357	277,762		750		[2] 63,000	278,512	36,874	67,833	383,219
Clarksburg—													
City district	1,475	6,000		4,973	316,508				10,450	326,958	108,278	14,012	449,248
Coal district	560	1,380		744	103,620				600	104,220		2,000	106,220
Fairmont	3,969	5,985	1,805	11,359	271,711				[2] 47,300	271,711	353,226	29,711	654,648
Martinsburg	902	4,200		865	143,279				[2] 7,500	143,279	285,519	11,866	440,664
Morgantown	6,839	7,927		27,212	429,838		3,087		27,972	460,897	85,880	55,299	602,076
Moundsville	426	3,850		6,873	144,052				6,375	150,427	22,730	30,751	203,908
Parkersburg	2,300	6,000	7,011	24,776	518,681				37,775	556,456	17,691	29,500	603,647

[2] Paid from sinking funds.
[50] Includes $35,155 paid from sinking funds.
[50] Includes $15,226 paid from sinking funds.
[51] Includes $6,200 paid from sinking funds.
[52] Includes $12,721 paid from sinking funds.
[53] Includes $22,137 paid from sinking funds.
[54] Includes $35,640 paid from sinking funds.
[55] Includes $19,675 paid from sinking funds.
[56] Includes $20,005 paid from sinking funds.
[57] Includes $15,011 paid from sinking funds.

TABLE 10.—*Expenses, outlays, and other payments, city school systems, 1927–28*—Continued

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION—Continued

City	General control			Auxiliary agencies	Total maintenance 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 other than interest payments	Grand total expenditures
	Board of education and business officers	Superintendent and educational control	Other administrative officers										
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Wisconsin:													
Appleton	$2,217	$10,445		$8,609	$362,275				$32,283	$394,558	$38,898		$433,456
Ashland	2,459	4,294		3,814	158,588		$1,942			160,530	324		160,854
Beloit	3,893	6,934		7,821	372,483	$19,477	2,094		26,092	420,146	78,510	$56,810	555,466
Eau Claire	4,185	9,282		7,832	322,620	12,138	2,378		2,244	339,380	3,078	5,500	347,958
Fond du Lac	333	8,100		10,688	421,134			$2,251	29,625	453,010	7,623	45,000	505,633
Janesville	439	6,302	$142	4,726	261,528	31,675	3,002		28,410	324,615	11,065	40,948	376,628
Manitowoc	4,774	7,222		8,092	339,693	56,690	5,738	1,255	27,781	431,157	31,081	33,500	495,738
Marinette	1,091	4,385		4,149	188,510	19,623	2,532	180		210,845	4,217		215,062
Stevens Point	3,216	5,566		4,947	152,122	13,210	445			165,777	6,528		172,305
Waukesha	783	6,169	2,837	7,660	230,049	16,806	5,100			251,955	8,259		260,214
Wausau		9,695		8,340	325,270	43,186	2,521		20,191	391,168	18,121	26,000	435,289
West Allis	3,739	7,286	235	1,925	496,048				58,095	554,143	164,007	81,545	799,695
Wyoming:													
Casper	819	7,165		35,936	449,321				13,534	462,855	21,952	60,500	545,307
Cheyenne	3,927	8,019	1,109	14,408	280,722		7,503	960	[3] 46,563	335,748	16,170		351,918

[2] Estimated.

TABLE 11.—*Expenses of instruction in day schools, city public school systems, 1927–28*

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	----------	$125,911	----------	$29,573	$155,484	----------	$1,182,972	----------	$601,615	$1,784,587	$58,145	----------	$19,312	$77,457
California:														
Los Angeles	$6,400	1,342,652	[3] $100,000	307,571	1,756,623	$846,776	8,573,184	$2,782,845	5,171,615	17,374,420	533,689	$168,666	667,842	1,370,197
Oakland	2,160	195,226	100,862	133,583	446,424	117,911	1,761,248	1,048,584	926,127	3,967,464	72,301	106,073	98,248	289,310
San Francisco	4,659	368,807	60,755	96,980	531,201	158,331	3,190,603	526,841	1,387,333	5,263,108	115,386	36,677	62,762	214,825
Colorado:														
Denver	----------	226,959	79,832	58,441	379,583	[4] 119,272	1,578,247	837,807	684,423	3,377,543	51,094	35,959	28,774	125,031
Connecticut:														
Bridgeport	[4] 2,470	126,775	----------	44,506	173,751	49,470	982,580	----------	386,274	1,456,180	45,149	----------	15,179	60,328
Hartford	----------	127,071	----------	35,719	162,790	96,817	1,276,891	----------	621,203	1,994,911	91,134	----------	27,951	119,085
New Haven	2,450	160,658	[3] 12,800	22,750	201,778	111,300	973,220	[3] 286,000	438,349	1,852,469	70,201	[3] 15,000	31,070	122,379
Delaware:														
Wilmington	----------	81,302	----------	8,250	89,552	----------	607,069	----------	230,966	838,035	58,044	----------	22,958	81,002
District of Columbia:														
Washington	7,014	384,966	37,389	117,487	571,162	371,200	3,017,442	690,200	1,340,100	5,634,942	230,741	22,770	46,358	315,520
Georgia:														
Atlanta	----------	[3] 156,994	[4] 16,208	[4] 20,781	193,983	[5] 85,000	[5] 1,119,405	[5] 604,000	[5] 264,000	2,084,087	94,133	[5] 1,952	[5] 2,298	98,383
Illinois:														
Chicago	----------	1,876,076	100,163	299,598	2,295,013	1,350,014	19,091,285	1,487,194	8,393,223	30,618,161	960,837	115,591	496,531	1,588,081
Indiana:														
Indianapolis	----------	328,941	----------	51,350	380,291	----------	2,246,562	----------	1,307,213	3,553,775	67,490	----------	75,302	142,792
Iowa:														
Des Moines	[5] 3,200	[5] 125,619	[5] 37,800	[5] 42,800	209,419	[5] 100,000	[5] 926,000	[5] 400,000	[5] 340,728	1,766,728	[5] 55,725	[5] 28,000	[5] 28,500	112,225
Kansas:														
Kansas City	2,508	5,461	14,400	11,700	34,069	[3] 21,000	692,968	237,208	217,387	1,194,946	5,228	7,120	13,173	26,213
Kentucky:														
Louisville	2,358	162,676	14,920	55,462	244,541	71,301	1,182,711	85,334	580,270	1,955,047	30,916	9,708	24,105	66,179
Louisiana:														
New Orleans	----------	189,510	----------	18,320	213,580	45,200	2,208,983	----------	519,250	2,863,765	110,592	----------	12,550	125,233

[1] Includes colleges and normal schools under control of city board of education, and full-time vocational schools.
[2] Includes kindergartens.
[3] Estimated.
[4] Data of 1925–26.
[5] Distribution estimated.

TABLE 11.—*Expenses of instruction in day schools, city public school systems, 1927–28*—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
Maryland:														
Baltimore	$2,910	$372,399	$55,869	$35,287	$490,111	$151,485	$3,372,416	$1,067,128	$1,015,918	$5,704,487	$172,765	$65,461	$73,006	$324,543
Massachusetts:														
Boston	[3] 9,000	631,872	----------	194,303	869,833	551,616	6,320,359	----------	2,519,243	9,751,987	383,920	----------	218,120	662,418
Cambridge	2,800	96,815	----------	82,516	182,131	55,579	692,580	----------	314,878	1,063,037	36,841	----------	53,969	90,810
Fall River	3,000	111,691	12,140	7,005	133,836	39,522	792,809	180,690	229,605	1,264,525	31,309	12,024	14,637	57,970
Lowell	----------	92,720	----------	4,800	101,320	47,919	510,833	120,639	190,414	929,190	8,984	6,000	9,475	27,744
New Bedford	2,211	109,657	17,767	10,191	139,826	22,070	774,165	143,708	192,915	1,132,858	30,805	17,950	10,022	58,777
Springfield	----------	129,644	22,530	15,600	171,689	92,962	779,529	560,209	533,363	2,026,491	76,931	44,767	61,633	197,262
Worcester	2,500	166,726	7,750	47,189	231,611	132,792	1,320,880	139,449	622,393	2,383,972	60,551	7,648	34,433	147,782
Michigan:														
Detroit	----------	886,830	152,240	176,497	1,255,687	490,300	8,751,507	1,667,679	3,082,954	14,775,153	269,383	50,967	83,922	459,109
Grand Rapids	14,553	157,211	33,689	14,780	233,443	96,750	997,998	464,891	315,329	2,083,643	[5] 46,497	[5] 20,000	[5] 10,000	82,799
Minnesota:														
Minneapolis	----------	[5] 327,177	[5] 64,647	[5] 104,062	509,158	221,047	2,445,439	897,949	990,553	4,690,895	204,207	70,846	58,549	342,018
St. Paul	2,450	164,615	19,370	28,786	218,581	132,175	1,105,682	293,331	597,171	2,182,343	[5] 27,375	[5] 9,087	[5] 10,600	59,062
Missouri:														
Kansas City	4,010	318,864	37,545	60,253	468,016	200,297	2,156,690	339,685	998,661	4,002,368	103,168	16,771	29,964	177,089
St. Louis	5,000	549,942	46,889	101,550	725,358	415,425	3,869,454	484,410	1,334,677	6,300,057	236,245	81,277	93,258	432,886
Nebraska:														
Omaha	2,702	169,214	----------	58,805	230,721	150,657	1,368,424	----------	790,530	2,309,611	46,732	----------	74,548	121,280
New Jersey:														
Camden	----------	130,180	19,268	9,902	159,350	29,750	884,884	208,488	184,042	1,307,164	83,498	11,467	12,540	107,505
Jersey City	----------	270,876	12,547	39,341	333,239	13,727	1,955,104	222,536	768,737	3,031,110	98,742	12,357	34,209	155,856
Newark	[4] 4,000	361,529	----------	31,710	397,239	432,198	4,249,997	213,333	1,348,568	6,244,096	204,393	11,911	63,433	279,737
Paterson	----------	197,529	----------	28,565	230,400	80,823	1,276,325	----------	494,721	1,882,801	67,701	----------	25,684	96,816
Trenton	----------	[5] 161,238	[5] 37,000	24,401	222,639	[5] 72,145	[5] 671,244	[5] 398,601	[5] 204,693	1,346,683	[5] 26,199	[5] 17,000	[5] 23,000	66,199
New York:														
Albany	2,595	114,349	5,527	6,093	132,201	60,694	639,735	88,583	176,281	980,498	26,080	3,413	10,183	50,037
Buffalo	3,950	359,450	----------	39,000	418,500	282,975	4,502,480	----------	1,538,306	6,710,851	309,172	----------	52,991	410,314
New York	14,917	6,879,245	1,092,460	1,579,005	9,725,718	2,846,548	53,013,418	8,063,435	17,722,772	83,430,097	2,128,824	[3] 245,000	815,961	3,312,373
Rochester	----------	462,432	134,404	149,603	756,932	223,572	2,106,160	775,595	746,411	3,962,404	62,514	37,843	23,446	164,645
Syracuse	4,250	146,382	[5] 15,400	[5] 58,927	228,764	120,510	[5] 1,085,710	[5] 194,000	[5] 660,100	2,102,370	82,258	2,250	13,073	97,581
Yonkers	3,402	246,104	18,237	41,676	318,872	94,281	1,140,088	294,427	469,319	2,079,561	48,576	13,690	20,804	88,003

Ohio:														
Akron	.....	119,852	.....	30,972	156,324	55,250	1,396,750	56,000	494,412	2,029,362	73,679	1,118	34,253	109,050
Cincinnati	5,104	268,593	25,757	57,102	374,413	190,678	2,763,191	344,276	872,892	4,361,906	133,832	16,216	46,865	216,565
Cleveland	4,773	660,922	164,187	170,762	1,010,843	405,760	5,313,371	2,609,553	2,025,806	10,446,751	300,787	137,044	152,830	592,906
Columbus [6]	2,875	158,871	99,942	42,836	308,188	30,190	1,352,999	897,653	514,996	2,808,338	50,238	33,876	13,930	98,254
Dayton	3,100	98,725	6,500	20,750	132,275	42,530	931,056	315,414	466,469	1,778,106	107,369	3,609	19,471	130,925
Toledo	[3] 4,000	198,560	4,042	34,790	241,392	233,810	1,938,971	66,728	713,195	2,952,704	94,682	8,643	92,565	195,890
Youngstown	.....	125,887	[5] 7,300	[5] 9,500	142,687	[5] 55,000	[5]1,164,471	[5] 204,000	[5] 376,764	1,800,235	[5] 45,508	[5] 8,000	[5] 12,000	65,508
Oregon:														
Portland	.....	186,822	.....	49,918	247,690	14,560	2,268,534	.....	864,481	3,367,595	43,897	.....	20,024	81,210
Pennsylvania:														
Philadelphia	13,000	1,268,182	169,200	164,100	1,636,882	356,538	9,911,729	1,836,494	3,913,058	16,297,474	544,487	163,517	258,510	981,589
Pittsburgh	[4] 6,800	630,144	77,663	131,007	872,839	309,383	3,455,650	724,685	1,923,500	6,702,036	190,528	83,813	117,740	421,917
Reading	.....	60,728	18,700	15,000	94,428	7,800	510,845	249,497	182,158	950,300	53,041	12,095	26,410	91,546
Scranton	3,365	162,166	7,029	16,952	189,512	53,250	946,653	125,078	261,590	1,386,571	80,972	8,623	22,037	111,632
Rhode Island:														
Providence	3,184	138,926	.....	43,097	189,896	97,108	1,619,138	.....	703,436	2,475,803	127,859	.....	58,271	194,135
Tennessee:														
Memphis	.....	94,695	9,535	23,880	128,110	.....	789,041	117,105	340,414	1,246,560	[5] 40,717	[5] 9,200	[5] 17,800	67,717
Nashville	.....	51,874	[3] 29,917	8,386	90,177	.....	360,000	[3] 186,200	115,321	661,521	26,553	[3] 13,000	10,730	50,283
Texas:														
Dallas	.....	163,556	.....	38,938	202,494	43,740	1,284,777	.....	572,362	1,900,879	2,500	.....	2,739	5,239
Fort Worth	2,565	82,137	26,953	31,575	143,230	32,875	711,567	202,105	384,942	1,331,489	29,400	7,400	8,129	44,929
Houston	1,393	138,835	41,794	37,567	219,589	34,544	1,015,770	568,400	390,380	2,046,294	[5] 41,960	[5] 33,000	[5] 36,634	111,594
San Antonio	.....	115,513	61,423	28,905	205,841	.....	711,876	415,671	309,347	1,474,640	8,960	20,890	14,004	45,505
Utah:														
Salt Lake City	.....	100,189	34,643	27,848	162,680	45,800	898,144	302,946	247,456	1,494,346	52,515	20,408	9,272	82,195
Virginia:														
Norfolk	.....	71,765	21,237	18,058	111,060	19,825	641,338	154,899	196,711	1,012,773	29,059	10,050	5,447	44,556
Richmond	.....	131,771	20,778	18,954	174,953	34,484	775,159	293,329	297,481	1,413,728	29,944	5,552	34,066	70,141
Washington:														
Seattle	.....	313,673	11,483	52,902	378,058	43,903	2,124,940	138,804	1,117,285	3,424,932	[5] 119,345	[5] **17,000**	[5] 91,533	227,878
Spokane	.....	120,811	.....	19,475	140,286	.....	829,578	.....	438,774	1,268,352	43,853	.....	42,893	86,746
Wisconsin:														
Milwaukee	.....	402,179	4,000	40,310	446,489	358,340	2,606,430	149,538	1,528,547	4,642,855	142,692	118,350	146,985	408,027

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:														
Mobile	.....	$28,397	.....	$4,400	$32,797	$10,334	$173,666	.....	$132,867	$316,867	$2,584	.....	$3,335	$5,919
Montgomery	.....	24,933	.....	6,750	31,683	.....	138,617	$20,567	74,075	233,259	2,640	[5] $1,200	[5] 2,668	6,508
Arkansas:														
Little Rock	.....	59,199	$12,910	5,915	78,024	.....	230,490	133,876	113,492	484,938	8,377	8,481	11,143	29,121
California:														
Berkeley	.....	64,394	23,373	11,441	99,208	45,950	472,783	369,503	281,471	1,169,707	25,838	30,475	30,773	87,086
Fresno	.....	46,303	[5] 18,502	[5] 25,900	90,705	24,974	427,206	[5] 221,065	[5] 279,400	952,645	30,974	[5] 22,919	[5] 34,401	88,294
Long Beach	.....	112,805	23,597	28,433	173,292	76,309	760,755	545,618	475,434	1,950,116	72,921	80,200	80,203	244,454
Pasadena	.....	83,766	51,036	33,871	171,990	83,211	664,891	445,638	421,362	1,732,292	56,939	78,173	78,173	232,001

[3] Estimated. [4] Statistics of 1925–26. [5] Distribution estimated. [6] Statistics of 1926–27.

TABLE 11.—*Expenses of instruction in day schools, city public school systems, 1927–28*—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
California—Continued.														
Sacramento	$3,120	$70,154	$10,982	$5,470	$95,496	$32,517	$653,665	$215,050	$293,510	$1,306,563	$27,931	$19,638	$33,708	$102,596
San Diego		97,505	30,353	24,250	152,108	54,794	642,423	357,538	395,953	1,450,708	59,127	32,231	46,550	137,908
San Jose	2,200	30,410	12,200	7,800	52,610	17,046	359,986	230,434	214,748	846,618	20,997	29,297	41,431	105,972
Stockton		18,220		12,540	30,760	12,154	453,840		239,752	705,746	23,371		29,133	52,504
Colorado:														
Colorado Springs	2,482	39,313	9,010	4,630	55,435	14,138	250,579	145,470	119,960	530,147	15,216	13,239	11,487	39,942
Pueblo—														
District No. 1		30,285	3,200	4,000	37,485	8,725	162,748	22,375	57,825	251,673	[5] 13,450	[5] 2,500	[5] 5,000	20,950
District No. 20		33,322	2,000	5,685	41,007	14,549	193,386	54,325	78,837	341,097	18,034	3,752	10,173	31,959
Connecticut:														
Meriden		13,630	6,800	6,345	26,775	20,332	266,513	28,315	69,247	384,407	17,804	3,058	3,900	24,762
New Britain		27,067	13,534	13,578	54,179	25,996	362,895	193,771	134,828	717,490	31,776	19,046	7,350	58,172
Stamford		61,075		7,074	68,149	[3] 38,125	545,805		159,056	742,986	42,384		11,697	54,081
Waterbury		69,245		8,560	82,005	63,990	769,228		320,312	1,219,668	27,010		6,638	36,629
Florida:														
Jacksonville		49,637	5,332	10,463	65,432		474,420	162,737	128,099	765,256	[5] 10,198	[5] 5,000	[5] 5,000	20,198
Pensacola		17,600		5,740	23,340		105,733	8,594	43,277	157,604	[5] 3,402	[5] 300	[5] 1,000	4,702
Tampa		50,575	13,800	7,150	71,525		442,429	196,885	113,495	752,809	[5] 25,334	[5] 9,000	[5] 6,139	40,473
Georgia:														
Augusta		40,726		8,714	58,946	21,933	182,023		108,642	344,018	4,292		3,570	8,892
Columbus	1,550	9,750		6,750	18,050	9,650	178,146		73,400	261,196	[5] 23,623		[5] 8,000	31,623
Macon		41,973		6,000	47,973		273,186		102,000	375,186	[5] 8,543		[5] 4,000	12,543
Savannah		29,053	7,344	3,358	39,755		226,582	78,804	52,037	357,423	23,113	8,615	7,112	38,840
Illinois:														
Aurora—														
East side		[5] 15,215	[5] 2,200	[5] 7,000	24,415	[5] 4,050	[5] 115,949	[5] 13,600	[5] 83,000	216,599	[5] 4,603	[5] 1,501	[5] 4,175	10,279
West side				3,970	3,970	4,400	66,527	17,350	48,898	137,175	2,682	[3] 1,200	4,672	8,554
Cicero		29,578			29,578		294,866			294,866	30,350			30,350
Danville		14,042		7,196	21,238	2,500	200,892		110,882	316,124	5,523		5,876	11,399
Decatur		46,050	11,808	9,683	67,541		288,850	169,800	126,957	585,607	8,969	2,996	3,006	14,971
East St. Louis		[5] 63,578	[5] 4,645	[5] 7,255	75,478		[5] 500,800	[5] 66,000	[5] 109,195	675,995	[5] 18,865	[5] 1,820	[5] 5,000	25,685
Evanston—														
District No. 75		29,835			29,835	15,900	228,654	56,000		300,554	[5] 11,941	[5] 5,400		17,341

District No. 76						11,200	161,290			172,490	20,328			20,328
Joliet		26,261	8,736		34,997		238,873	92,624		331,497	8,067	2,017		10,084
Moline	1,691	29,525		9,842	41,058	13,574	163,465		106,837	283,876	6,568		5,709	12,277
Oak Park		44,840			44,840	23,130	358,462			381,592	13,117			13,117
Peoria	1,540	64,366		14,939	80,845	36,569	406,983		208,435	653,487	11,513		8,986	20,527
Quincy		31,050		4,200	35,250	11,350	170,205	15,750	76,250	273,555	[5] 10,000	[5] 2,462	[5] 3,500	15,962
Rockford		57,218	11,392	8,646	77,256	15,824	348,774	179,027	178,558	722,183	14,691	14,409	11,049	40,149
Rock Island		27,544	5,877	5,376	38,797	6,091	130,897	62,649	70,333	269,970	5,483	1,828	1,830	9,141
Springfield		58,506		12,973	71,479	10,673	410,740		209,570	630,983	20,663		6,664	27,327
Indiana:														
East Chicago		36,812	11,441	13,860	62,113	15,396	247,217	121,774	58,609	442,996	10,559	4,896	3,031	18,486
Evansville		61,487		28,798	90,285	26,815	445,716		277,398	749,929	19,255		7,280	26,535
Fort Wayne		85,230		16,218	101,448	49,988	634,810		371,409	1,056,207	27,203		6,350	33,553
Gary		118,116		31,838	149,954	36,419	754,749		244,198	1,035,366	35,773		8,600	44,373
Hammond		50,444		7,677	65,377	49,046	394,345		131,511	661,796	5,168		4,114	10,401
Kokomo		22,767		17,766	40,533		152,527		73,318	225,845	9,783		2,198	11,981
Muncie	2,028	36,728	2,909	18,359	60,024	10,953	207,470	86,185	98,810	403,418	11,243	3,829	10,029	25,101
South Bend		71,639	12,460	8,250	98,171	46,719	485,863	261,699	155,452	983,104	16,923	7,718	5,452	42,334
Terre Haute		67,081	14,357	15,325	96,763	25,409	323,628	185,725	236,743	813,428	24,426	8,538	10,391	49,566
Iowa:														
Cedar Rapids	[4] 1,943	29,835	17,174	14,846	63,798	25,200	226,920	164,200	151,898	568,218	16,157	12,917	10,525	39,599
Council Bluffs		[5] 39,325	[5] 3,700	[5] 10,997	54,022	[5] 22,950	[5] 210,560	[5] 20,602	[5] 118,120	372,232	[5] 12,900	[5] 2,677	[5] 13,377	28,954
Davenport		[5] 47,970	[5] 17,515	[5] 10,800	76,285	[5] 22,500	242,694	164,737	118,313	548,244	8,147	7,200	6,700	22,047
Dubuque		8,830	10,114	7,507	26,451	15,863	169,060	80,200	68,000	333,123	[5] 5,571	[5] 2,500	[5] 2,000	10,071
Sioux City		77,083	22,941	13,255	113,279	39,971	451,934	261,608	165,007	918,520	15,584	22,346	23,666	61,596
Waterloo—														
East side		29,250	4,150	7,300	40,700	16,200	95,850	36,750	39,700	188,500	[5] 12,334	[5] 3,000	[5] 3,000	18,334
West side		13,000	4,050	3,700	20,750	8,375	76,235	23,185	73,800	181,595	[5] 8,774	[5] 2,300	[5] 3,600	14,674
Kansas:														
Topeka		65,603	10,692	6,893	83,188	25,433	325,166	132,299	109,203	592,101	28,347	6,348	4,560	39,255
Wichita		81,799	16,160	11,130	109,089	31,217	489,454	242,648	212,435	975,754	[5] 35,710	[5] 20,000	[5] 21,000	76,710
Kentucky:														
Covington		29,360	3,567	6,250	39,177	11,798	190,749	52,733	82,986	338,266	3,014	3,004	4,619	10,637
Lexington		17,965	5,870	14,175	38,010	20,904	178,958	61,858	47,910	309,630	[5] 8,000	[5] 2,423	[5] 1,700	12,123
Louisiana:														
Shreveport		24,380		8,750	33,130	3,870	314,747		117,089	435,706	[5] 5,172		[5] 2,500	7,672
Maine:														
Lewiston		21,253		[4] 3,300	24,553	6,600	95,162		38,584	140,346	9,705		4,351	14,056
Portland		33,819	3,200	19,431	56,450	26,900	332,362	33,300	176,605	569,167	21,760	1,384	12,561	35,705
Massachusetts:														
Brockton		[3] 36,300		8,050	44,350		428,153		183,402	611,555	28,329		20,926	49,255
Brookline		33,017		9,259	42,276	41,210	280,080		184,259	505,549	20,911		12,329	33,240
Chelsea		32,566		4,160	36,726		221,402	122,050	112,193	455,645	17,042	8,238	8,500	33,780
Chicopee		26,418	8,806	10,603	47,530	19,375	174,374	64,583	67,576	340,833	9,636	3,212	5,507	20,941
Everett		32,325	10,442	6,727	49,494		280,761	94,439	146,821	528,511	11,333	6,555	9,128	28,873
Fitchburg		44,063	3,520	10,435	58,018		214,497	43,572	84,112	342,181	15,337	5,090	7,408	27,835
Haverhill		39,620		4,000	43,620	6,450	274,522		125,329	415,501	13,102		6,885	22,259
Holyoke		32,912	12,601	5,922	56,285	18,458	255,636	112,892	117,172	528,769	7,060	9,426	9,129	29,953
Lawrence		92,330		5,020	97,350	4,350	600,904		236,962	842,216	17,999		13,600	31,599
Lynn		40,679	26,452	19,484	86,615		387,094	254,654	224,018	865,766	21,667	15,441	14,325	51,433
Malden		38,749	10,350	4,517	53,616		219,962	129,654	124,998	474,614	16,573	7,758	9,402	33,733

[3] Estimated.

[4] Statistics of 1925–26.

[5] Distribution estimated.

TABLE 11.—*Expenses of instruction in day schools, city public school systems, 1927–28*—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
Massachusetts—Continued.														
Medford	.....	$30,121	$16,173	$8,820	$55,114	.....	$252,457	$154,623	$139,535	$546,615	$14,688	$12,289	$11,910	$38,887
Newton	.....	44,671	9,349	18,812	77,332	$46,930	392,441	104,033	245,042	835,623	24,685	11,404	13,401	54,876
Pittsfield	.....	66,801	24,202	7,764	98,767	22,150	203,394	92,569	97,501	415,614	17,007	4,259	6,234	27,500
Quincy	.....	47,766	7,540	7,000	67,546	.....	353,492	122,598	121,033	633,051	39,094	9,584	10,143	69,325
Salem	.....	27,678	.....	4,000	31,678	12,625	180,122	.....	112,665	305,412	15,208	.....	12,275	27,483
Somerville	.....	36,475	10,150	8,245	61,220	23,640	395,868	243,177	181,723	867,944	18,553	13,254	12,720	50,091
Taunton	.....	12,465	.....	9,289	21,754	.....	252,668	.....	103,299	355,967	9,770	.....	10,345	20,115
Waltham	.....	9,135	6,400	3,992	19,527	24,650	[5] 185,286	[5] 70,300	[5] 76,900	357,136	[5] 18,239	[5] 8,000	[5] 10,025	36,264
Michigan:														
Battle Creek	.....	39,945	10,916	10,492	61,353	25,681	233,492	99,666	73,113	431,952	[5] 21,000	[5] 7,200	[5] 4,697	32,897
Bay City	.....	42,390	5,700	8,000	56,090	21,530	241,943	91,772	142,520	497,765	20,354	3,860	3,860	28,074
Flint	.....	64,516	26,750	20,743	115,439	67,637	678,951	273,218	230,612	1,286,098	37,605	19,357	36,064	94,508
Hamtramck	$3,619	33,715	12,759	8,348	58,441	21,140	308,905	139,621	66,175	535,841	17,156	9,927	8,050	35,133
Highland Park	.....	36,940	28,105	22,995	92,440	16,846	450,000	201,000	154,350	850,000	130,603	55,454	43,538	239,585
Jackson	.....	32,535	8,924	8,222	49,681	19,175	227,696	124,866	109,764	494,124	5,938	2,439	3,528	12,739
Kalamazoo	4,000	41,702	17,000	18,022	80,724	32,000	290,750	182,000	124,000	635,250	18,411	13,200	7,600	39,211
Lansing	2,250	50,900	20,602	16,000	89,752	34,761	340,397	234,110	184,422	793,690	22,354	16,855	6,330	45,539
Muskegon	2,200	32,165	8,600	11,700	59,265	21,469	209,769	147,050	111,295	507,642	18,565	914	6,608	27,951
Pontiac	.....	[5] 47,366	[5] 9,450	[5] 8,700	65,516	[5] 31,450	[5] 301,770	[5] 125,559	[5] 147,758	606,537	[5] 24,285	[5] 15,000	[5] 21,000	60,285
Saginaw	.....	67,086	21,049	12,952	104,537	26,750	295,352	251,705	160,330	758,162	[5] 18,388	[5] 24,500	[5] 13,408	61,296
Minnesota:														
Duluth	.....	91,714	23,732	19,476	140,735	52,934	642,707	293,245	255,442	1,266,243	25,608	21,410	9,369	59,375
Missouri:														
St. Joseph	.....	40,215	.....	15,099	59,614	.....	499,954	.....	145,062	675,169	19,176	.....	13,996	35,516
Springfield	.....	10,355	8,500	10,148	29,003	.....	200,940	102,190	100,902	404,032	[5] 14,810	[5] 11,000	[5] 6,400	32,210
Montana:														
Butte	.....	49,446	.....	10,141	59,587	.....	370,304	.....	120,177	490,481	29,295	.....	19,729	49,024
Nebraska:														
Lincoln	.....	66,889	21,491	21,493	109,873	65,099	395,585	181,518	124,665	766,867	27,316	10,763	7,392	45,471
New Hampshire:														
Manchester	.....	56,262	.....	11,483	67,745	16,400	251,991	.....	201,639	470,030	19,061	.....	14,716	33,777
New Jersey:														
Atlantic City	.....	114,683	.....	12,500	137,583	48,000	489,500	.....	314,500	953,400	72,990	.....	34,077	129,679

Bayonne		91,437	18,864	9,061	125,773	36,938	768,577	242,143	191,324	1,290,267	52,516	15,137	11,804	97,106
East Orange		67,310		16,867	84,177	36,671	471,177		263,761	771,609	21,783		12,302	34,085
Elizabeth		91,567	34,880	16,446	150,560	56,565	495,176	331,448	194,399	1,106,403	25,788	20,516	11,451	62,907
Hoboken		56,148	10,708	22,948	89,804	48,244	547,335	160,161	125,779	881,519	17,115	9,670	7,386	34,171
New Brunswick		19,525	15,800	12,900	48,225	23,750	201,617	93,759	102,183	421,309	[5] 11,000	[5] 5,000	[5] 8,586	24,586
Orange		35,186		7,732	42,918	23,927	281,187		90,464	422,553	16,853		4,756	25,036
Passaic		79,998		9,702	89,700	37,450	629,275		197,825	877,626	31,613		15,000	48,144
Perth Amboy		37,940		4,000	41,940	23,250	362,807		94,536	480,593	22,765		9,330	32,095
Union City		57,763		17,195	74,958	20,678	466,459		229,559	716,696	28,224		18,532	46,756
New York:														
Amsterdam	1,450	36,885	4,773	11,273	54,381	20,984	209,455	114,506	62,339	407,284	22,511	5,584	3,104	31,199
Auburn		27,063		5,322	32,385	10,311	180,932	45,084	55,032	291,359	5,262	310	710	6,282
Binghamton		68,225		19,861	90,811	37,944	626,137		239,508	915,175	18,736		3,050	24,472
Elmira		45,194		15,912	61,106	14,315	301,740	22,750	150,867	489,672	14,646	920	2,400	17,966
Jamestown		38,653	14,714	10,004	63,371	28,093	246,672	148,990	90,837	519,357	9,464	8,902	5,381	24,025
Mount Vernon		42,879	21,576	11,171	80,529	35,833	470,851	137,023	206,614	890,635	30,106	13,705	15,749	62,866
Newburgh		25,741		3,600	29,341		222,237		83,002	305,239	16,798		8,399	25,197
New Rochelle		74,384	14,593	11,917	100,894	49,105	464,316	169,098	168,558	851,077	23,573	16,145	14,675	54,393
Niagara Falls		82,031	16,078	10,345	108,454	56,833	508,087	244,687	143,564	969,508	24,909	7,363	12,373	55,301
Poughkeepsie		40,908		9,344	50,252	11,542	220,899		107,817	345,335	15,383		8,570	23,953
Schenectady		77,850	39,983	20,012	137,845	41,994	574,826	380,485	213,439	1,215,144	33,768	32,436	2,223	68,427
Troy—														
Lansingburg district		11,438	2,987	4,500	18,925	5,100	54,378	10,585	23,350	96,943	2,032	772	1,384	4,745
Union district		50,878		6,310	57,188	26,388	321,861		83,960	464,334	11,303		2,972	17,331
Utica		87,488		6,900	98,588	55,076	721,253		179,540	1,002,685	26,354		6,572	22,926
Watertown		43,317		8,639	51,956	19,249	225,780		101,603	352,984	10,799		9,385	21,736
North Carolina:														
Charlotte		62,935	6,253	6,895	76,083		329,392	83,388	85,308	498,088	4,441	1,957	1,736	8,134
Wilmington		[5] 10,000		[5] 6,225	16,225		152,603		76,777	229,380	[5] 2,753		[5] 1,400	4,153
Winston-Salem		54,060		6,900	60,960		373,300		161,730	535,030	[5] 9,028		[5] 4,700	13,728
Ohio:														
Canton		62,283	15,438	13,839	91,560	9,000	516,324	141,675	193,300	860,299	16,000	10,000	12,113	38,113
Hamilton		10,783	3,240	3,900	17,923	[5] 6,700	[5] 220,118	[5] 37,000	[5] 115,200	379,018	[5] 28,639	[5] 3,500	[5] 8,000	40,139
Lakewood		59,363	11,500	6,511	77,374	28,550	367,914	173,986	251,850	822,300	[4] 17,354	[4] 9,880	[4] 11,282	[4] 38,516
Lima		23,995	4,850	9,580	38,425		209,330	61,275	119,237	392,092	[5] 5,094	[5] 1,500	[5] 1,500	8,094
Lorain		20,977	8,300	4,560	33,837		193,838	91,340	88,947	374,125	[5] 14,072	[5] 7,000	[5] 6,467	27,539
Portsmouth		19,730		6,967	26,697	6,300	265,060		101,232	372,592	[5] 8,205		[5] 4,000	12,205
Springfield		36,867	8,233	4,300	49,400		322,000	135,306	100,700	558,006	15,438	6,951	5,524	27,913
Oklahoma:														
Muskogee		29,261		8,274	37,535		155,574		158,763	314,337	4,124		8,676	12,800
Oklahoma City	3,300	88,784	22,787	18,048	132,919	49,900	665,836	342,230	326,562	1,384,528	17,554	16,530	18,308	52,392
Tulsa		39,328	41,287	32,443	113,058	66,960	739,923	423,760	314,111	1,570,734	54,945	11,195	22,771	88,911
Pennsylvania:														
Allentown		[5] 25,824	[5] 34,774	[5] 12,460	73,058		376,789	220,565	129,150	726,504	[5] 31,000	[5] 16,899	[5] 17,080	64,979
Altoona		16,005	3,375	15,016	34,396		314,870	111,260	171,211	597,341	16,664	7,930	12,490	37,084
Bethlehem		30,183		4,300	34,483		[5] 346,964		[5] 172,000	518,964	[5] 25,154		[5] 8,500	33,654
Chester		27,199	6,500	10,737	44,436		309,028	73,150	98,136	480,314	20,500	9,500	14,666	44,666
Easton		38,962	13,421	3,440	55,823		167,562	105,298	74,050	346,910	16,535	16,953	18,710	52,198
Erie		72,727	12,668	26,699	112,094	38,602	459,418	247,479	280,000	1,025,499	41,684	33,390	24,345	99,419
Harrisburg		31,909	19,982	20,256	72,147	11,424	391,957	244,515	267,750	915,646	18,534	29,599	36,966	85,099
Hazleton		11,155	14,036	8,253	33,444		223,652	94,916	60,152	378,720	12,669	8,993	7,261	28,923

[4] Statistics of 1925–26.

[5] Distribution estimated.

TABLE 11.—*Expenses of instruction in day schools, city public school systems, 1927–28*—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
Pennsylvania—Continued.														
Johnstown		$60,728	$25,987	$10,468	$97,183	[3] $29,700	$420,832	$281,570	$109,512	$841,614	$19,384	$19,131	$6,734	$45,249
Lancaster		12,623	12,000	8,000	32,623		245,765	107,193	112,614	465,572	17,908	13,555	7,042	38,505
McKeesport		34,451		12,666	47,117		349,923		185,311	537,484	29,691		23,638	53,329
New Castle		22,526	8,123	4,210	36,105	8,500	286,835	140,907	103,436	549,755	18,491	17,149	10,795	50,599
Norristown		14,332	6,250	8,000	28,582		184,316	61,250	67,050	312,616	[5] 16,237	[5] 7,000	[5] 7,000	30,237
Wilkes-Barre		93,063		14,871	107,934	16,000	519,471		308,511	843,982	65,398		26,807	92,205
Williamsport		7,600	10,999	5,225	23,824		209,069	96,194	105,126	410,389	11,920	11,593	10,964	34,477
York		26,612	8,768	8,072	43,452		300,653	77,548	115,774	493,975	24,509	5,024	10,505	40,038
Rhode Island:														
Newport		11,420		4,000	15,420	16,732	162,876		108,741	288,349	9,212		12,131	21,343
Pawtucket		34,845	9,150	14,750	58,745	15,105	267,331	166,110	106,342	554,888	[4] 14,230	[4] 3,356	[4] 8,774	[4] 26,360
Woonsocket		4,439	3,792	7,143	15,374		167,480	55,279	35,389	258,148	8,694	5,163	4,682	18,539
South Carolina:														
Charleston		28,790		8,736	37,526		218,766		87,000	308,766	[5] 16,641		[5] 8,000	24,641
Columbia		24,600	4,600	5,900	35,100	1,500	177,401	53,600	73,100	305,601	[5] 6,386	[5] 1,500	[5] 2,000	9,886
Tennessee:														
Chattanooga		54,275	12,075	4,800	71,150	1,375	336,420	149,358	68,624	555,777	[5] 11,873	[5] 1,000	[5] 500	13,373
Knoxville		[5] 59,752	[5] 4,900	[5] 6,400	71,052	[5] 12,000	[5] 474,704	[5] 89,636	[5] 128,724	705,064	[5] 18,555	[5] 6,000	[5] 7,000	31,555
Texas:														
Austin		[5] 26,150	[5] 4,575	[5] 8,220	38,945	[5] 4,700	[5] 146,700	[5] 58,713	[5] 105,263	315,376	[5] 5,065	[5] 2,000	[5] 4,000	11,065
Beaumont—														
City district		22,640	11,840	8,053	42,533		142,354	90,243	100,598	333,195	[5] 5,500	[5] 8,600	[5] 8,519	22,619
French district							15,543		9,870	25,413	280		250	530
El Paso	$1,900	57,250		12,898	75,463	21,401	636,877		139,732	839,990	10,843		1,860	15,346
Galveston		26,580		5,247	31,827	7,695	178,494		93,360	279,549	67		70	137
Waco		33,597	4,995	4,890	43,482		199,490	84,431	105,681	389,602	1,172	715	2,978	4,865
Wichita Falls		[5] 31,935	[5] 7,509	[5] 8,800	48,244		[5] 196,800	[5] 71,383	[5] 65,871	368,254	[5] 8,740	[5] 1,500	[5] 1,500	12,240
Utah:														
Ogden		31,471	11,800	5,800	49,071		205,544	138,600	63,112	407,256	11,867	5,500	7,214	24,581
Virginia:														
Lynchburg		23,318		7,000	30,318	7,670	192,213		97,398	297,281	3,274		2,500	5,774
Newport News		25,187		8,011	33,198		138,718		90,831	229,549	10,929		7,660	18,589
Petersburg		12,969	2,970	7,522	23,461		96,439	47,268	54,573	198,280	2,899	1,542	1,643	6,084

Portsmouth		26,686		5,230	32,916		212,710		95,711	308,421	3,436		3,520	6,956
Roanoke		25,306	7,672	5,841	38,819		308,985	106,040	93,688	508,713	[5] 4,227	[5] 1,500	[5] 1,500	7,227
Washington:														
Tacoma		62,215	28,014	16,365	106,594		562,529	284,889	237,996	1,085,414	30,355	27,033	17,509	74,897
West Virginia:														
Charleston		40,823	19,320	5,184	65,327	12,690	253,054	148,500	101,513	515,757	6,843	4,800	8,986	20,629
Huntington		58,095	29,429	10,371	97,895		476,717	255,838	132,525	865,080	10,524	6,300	3,484	20,308
Wheeling		31,785		24,666	56,451	[3] 3,600	263,116		155,465	422,181	6,717		19,436	26,153
Wisconsin:														
Green Bay		[3] 24,176	4,103	8,826	37,105	16,683	131,276	31,378	123,390	302,727	6,121	2,233	8,135	16,489
Kenosha	2,650	50,594	15,064	6,200	74,508	23,971	253,468	185,361	103,596	566,396	8,113	9,219	3,007	20,339
La Crosse		13,316		9,438	22,754	15,022	138,189	66,974	85,000	305,185	11,414	[5] 5,982	[5] 6,206	23,602
Madison		44,831	10,226	25,444	80,501	[3] 29,339	339,944	81,648	232,606	683,537	18,222	7,891	12,744	38,857
Oshkosh		32,365		6,278	38,643	25,823	150,129	7,364	129,758	313,074	12,000	[3] 777	12,845	25,622
Racine		39,077	18,541	13,186	70,804	33,713	263,078	133,680	95,703	526,174	14,400	10,361	9,387	34,148
Sheboygan		32,369		4,500	36,869	24,784	174,675		94,835	294,294	11,952		6,881	18,833
Superior		30,136	15,280	14,267	59,683	22,301	164,474	125,115	113,379	425,269	19,391	7,955	5,967	33,313

GROUP III.—CITIES OF 10,000 TO 30,000 POPULATION

Alabama:														
Anniston		$3,072	$1,400	$6,784	$11,256		$75,334	$17,450	$16,114	$108,898	$852	$500	$771	$2,123
Bessemer		7,833	2,500	3,544	13,877		56,070	18,651	31,133	105,854	189	[5] 200	[5] 443	832
Decatur		1,373		4,050	5,423		40,983	13,596	16,749	71,328	287	75	125	487
Dothan		2,827	[3] 2,200	2,784	7,811		34,733	16,234	14,524	65,491	860	[5] 347	[5] 500	1,707
Florence		6,650		1,800	8,450		34,925	9,533	10,560	55,018	[5] 500	[5] 300	[5] 377	1,177
Gadsden		7,085		2,100	9,185		56,399		24,114	80,513	244		391	635
Phenix City				2,025	2,025		28,031	5,346	4,905	38,282	700	[5] 220	[5] 100	1,020
Selma		1,100	[4] 3,194	[4] 3,194	7,488		50,886	20,596	20,054	91,536	943	700	600	2,243
Tuscaloosa		9,055	2,000	3,000	14,055		55,446	18,028	27,623	101,097	[5] 1,880	[4] 600	[5] 1,064	3,544
Arizona:														
Phoenix		58,092			58,092	$18,153	402,081			420,234	16,186			16,186
Tucson		31,004		9,865	40,869	4,860	281,861		96,121	382,842	9,571		6,140	15,711
Arkansas:														
Fort Smith		18,160		7,533	25,693		155,099		88,234	243,333	9,399		5,187	14,586
Hot Springs		11,205	1,260	3,000	15,465		64,904	17,008	28,900	110,812	200	300	500	1,000
North Little Rock				[3] 2,400	[3] 2,400		63,700	26,588	13,877	104,165				
Pine Bluff		11,921	2,600	4,575	19,096		65,866	29,757	35,289	130,912	[5] 1,300	[5] 400	[5] 596	2,296
California:														
Alameda		30,160		4,000	34,160	19,303	273,683		182,306	475,292	12,630		21,277	33,907
Alhambra		55,327		10,700	66,027	19,329	200,729		244,491	464,549	14,034		27,605	41,639
Bakersfield		17,323			17,323	25,688	267,574			293,262	12,040			12,040
Eureka		5,900	2,300	4,000	12,200	4,720	73,195	51,284	70,748	199,947	4,414	1,201	8,200	13,815
Glendale		[3] 41,994	8,360		50,354	29,325	252,163	153,422		434,910	[5] 14,870	[5] 7,000		21,870
Pomona		29,525	6,200	3,900	39,625	12,593	102,717	76,500	100,307	292,117	7,873	[3] 6,000	7,230	21,103
Richmond		7,560	6,230	4,450	18,240	11,146	184,457	117,886	114,296	427,785	7,276	9,228	7,237	23,741
Riverside		33,350	10,700	13,800	62,350	25,486	169,175	90,186	115,557	465,154	5,908	3,906	10,028	27,804
San Bernardino	$1,907	32,736	13,986	10,030	63,659	18,576	186,955	125,720	108,519	476,833	10,910	12,483	14,130	48,044

[3] Estimated. [4] Statistics of 1925–26. [5] Distribution estimated.

TABLE 11.—*Expenses of instruction in day schools, city public school systems, 1927–28*—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
California—Continued.														
Santa Ana		$30,392	$9,700	$5,582	$45,674	$18,694	$166,245	$122,030	$98,009	$462,021	$12,966	$8,950	$22,280	$55,436
Santa Barbara	$2,233	28,875	3,800	11,047	45,955	17,896	151,245	95,040	110,852	377,033	13,247	18,800	19,438	51,485
Santa Cruz		15,300		4,320	19,620	4,148	84,660		95,923	184,731	5,473		13,962	19,435
Santa Monica		44,635	10,315	10,990	65,940	22,337	195,089	166,255	172,371	556,052	16,682	[5] 15,000	[5] 16,995	48,677
Vallejo		11,758	3,180	7,650	22,588	4,903	63,161	39,314	41,847	149,225	4,428	4,727	4,882	14,037
Colorado:														
Boulder		13,600	5,200	3,800	22,600		63,407	52,193	57,997	173,597	[5] 3,000	[5] 3,950	[5] 3,958	10,908
Greeley		14,277	6,972	9,768	31,017		71,754	40,352	47,185	159,291	4,386	1,487	6,639	12,512
Trinidad		15,140		3,300	18,440	2,411	95,679		50,193	148,283	1,146		1,129	2,275
Connecticut:														
Ansonia		24,600		3,500	28,100		117,788		68,800	186,588	14,252		2,000	16,252
Bristol		37,100		18,200	55,300	22,400	164,925		57,000	244,325	10,088		4,783	14,871
Danbury		20,411		5,367	25,778		137,068		60,650	197,718	9,860		6,607	16,467
Derby		10,903		[4] 2,268	13,171		[5] 55,604		[5] 22,800	78,404	[5] 3,990		[5] 2,245	6,235
East Hartford		12,535		4,936	17,471		120,654		48,381	169,035	14,734		2,287	17,021
Enfield		3,822		3,000	6,822		97,464		28,600	126,064	7,525		2,243	9,768
Fairfield		24,525		9,800	34,325	12,900	113,994		41,757	168,651	7,223		2,790	10,013
Greenwich		79,034		14,872	93,906	20,400	292,964		91,349	404,713	14,007		6,566	20,573
Manchester—														
Ninth district	2,100	24,446		13,136	39,682	10,700	94,229		56,751	161,680	9,087		5,477	14,564
Town schools		16,040			16,040	5,350	76,590			81,940	6,921			6,921
Middletown		14,310		8,720	23,030	6,750	81,360		65,498	153,608	5,324		2,527	7,851
Milford		14,550		3,700	18,250		85,502		26,800	112,302	5,264		1,333	6,597
Naugatuck		3,784		7,917	11,701	7,950	90,869		43,172	141,991	3,886		2,332	6,218
New London		35,823		4,600	40,423	21,313	194,819		17,035	233,167	15,800		1,842	17,642
Norwalk		14,532	10,100	6,260	30,892	15,650	152,134	89,770	52,062	309,616	[5] 12,102	[5] 6,000	4,564	22,666
Norwich		15,885			15,885	17,575	176,338			193,913	6,154			6,154
Stonington		3,088		2,000	5,088		55,164		16,700	71,864	4,512		1,841	6,353
Stratford		17,157		4,000	21,157	4,250	137,766		43,631	185,647	12,612		4,310	16,922
Torrington		26,232		5,197	31,429		172,851		59,396	232,247	6,963		1,363	8,326
Wallingford		12,464		5,382	17,846	7,200	91,072		29,250	127,522	9,192		5,984	15,176
Windham		5,780			5,780		78,202		38,928	117,130	5,563		6,468	12,031

Florida:														
Key West		4,050		2,700	6,750	[5] 10,022	[5] 43,848	[5] 17,378	[5] 15,392	86,640	[5] 4,085	[5] 1,900	[5] 1,900	7,885
Miami	2,006	59,696	20,237	14,363	96,302	27,590	396,200	192,000	153,270	769,060	4,500	3,000	3,000	10,500
St. Petersburg		17,400	6,090	[4] 3,000	28,290	6,280	108,943	68,979	86,815	287,017	[5] 4,500	[5] 2,800	[5] 2,238	9,538
Georgia:														
Albany		1,800		3,500	5,300		55,844		30,100	85,944	[5] 900		[5] 227	1,127
Athens		5,000		7,150	12,150	995	73,895		46,927	121,817	[5] 4,913		[5] 2,000	6,913
Brunswick		1,800			1,800		47,660	11,648	21,417	80,725	3,459	528	983	4,970
Lagrange		8,420		4,220	12,640		64,495		32,714	97,209	[5] 6,389		[5] 1,000	7,389
Rome		1,150		2,100	3,250		41,743		17,547	59,290	350		140	490
Valdosta				2,500	2,500		47,805		20,000	67,805	[5] 900		[5] 600	1,500
Waycross		1,200		1,800	3,000		55,097	9,860	20,940	85,897	[5] 2,651	[5] 1,000	[5] 2,000	5,651
Idaho:														
Boise		29,079		6,525	35,604		101,267		129,976	231,243	17,801		13,351	31,152
Pocatello		16,669	7,300	3,500	27,469		95,301	39,705	38,465	173,471	9,600	5,339	3,337	18,276
Illinois:														
Alton		16,205		3,753	19,958	2,400	138,807		56,334	197,541	14,564		12,128	26,692
Belleville		12,110	5,010		17,120	13,432	80,965	29,973		124,370	5,367	1,704		7,071
Berwyn—														
District No. 98		1,750			1,750		58,687			58,687	1,485			1,485
District No. 100							90,366			90,366				
Bloomington		2,454		4,095	6,549		139,033		89,227	228,260	10,852		6,870	17,722
Blue Island							62,300	22,700	33,850	118,850	2,928	2,096	6,076	11,100
Cairo		6,350		6,403	12,753		38,739		22,950	61,689	1,474		1,100	2,574
Canton		3,520	1,350	2,500	7,370		[5] 40,327	[5] 10,000	[5] 39,000	89,327	1,727	1,500	3,012	6,239
Centralia		17,820			17,820		53,683			53,683	1,412			1,412
Champaign		17,818		2,462	20,280		99,403		77,064	176,467	7,327		4,177	11,504
Chicago Heights		13,350			13,350		114,407			114,407	2,325			2,325
Elgin		39,165		9,880	49,045	3,950	164,361		128,483	296,794	9,167		8,407	17,574
Forest Park		10,400			10,400		51,550			51,550	7,500			7,500
Freeport		16,231	2,500	9,400	28,131		58,980	26,726	65,063	150,769	4,319	2,850	5,212	12,381
Galesburg		5,259		6,875	12,134		107,319		86,952	194,271	3,477			3,477
Granite City		11,000	3,240		14,240		114,284	33,408		147,692	6,943	1,994		8,937
Herrin		10,593			10,593		56,000			56,000	2,500			2,500
Jacksonville		10,400	2,000	3,300	15,700		[5] 59,400	[5] 21,668	[5] 52,580	133,648	[5] 900	[5] 300	1,800	3,000
Kankakee		8,175		3,300	11,475		88,283		56,029	144,312	1,954		626	2,580
Kewanee		8,868		3,741	12,609	2,847	72,466		35,322	110,635	3,852		1,911	5,763
La Salle							63,505			63,505	1,550			1,550
Lincoln		4,900			4,900		56,205			56,205	3,435			3,435
Mattoon		1,485		2,600	4,085		44,160	27,438	21,905	93,503	2,000	1,200	1,300	4,500
Maywood Melrose Park		[4] 11,688			11,688		135,776			135,776	11,343			11,343
Murphysboro						[3] 6,750	32,590	15,840		55,180	500			500
Ottawa						3,851	62,685			66,536	3,731			3,731
Pekin		3,200	1,600	5,180	9,980		61,986	24,216	56,538	142,740	1,214	673	4,066	5,953
Streator		9,825			9,825	2,000	88,572			90,572	5,848			5,848
Urbana		[4] 5,114		[4] 3,736	[4] 8,850		65,332		47,699	113,031	3,998		2,000	5,998
Waukegan						11,050	227,610			238,660	8,660			8,660
West Frankfort				4,200	4,200		64,850		58,290	123,140	793		7,179	7,972

[3] Estimated.

[4] Statistics of 1925–26.

[5] Distribution estimated.

TABLE 11.—*Expenses of instruction in day schools, city public school systems, 1927–28*—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
Indiana:														
Anderson	$883	$8,095	$3,190	$7,570	$19,738	$5,298	$148,090	$54,924	$105,581	$313,893	$1,466	$1,590	$5,038	$8,094
Bloomington	.....	10,900	2,400	4,469	17,769	.....	67,528	30,080	75,958	173,566	3,132	597	12,101	15,830
Clinton	.....	10,014	.....	4,095	14,109	.....	47,042	.....	27,931	74,973	.....	.....	466	466
Crawfordsville	.....	9,983	2,301	3,749	16,033	3,815	50,923	33,027	41,972	129,737	1,463	1,092	2,009	4,564
Elkhart	.....	10,660	8,606	8,438	27,704	2,450	148,706	55,743	95,545	302,444	.....	.....	.....	.....
Elwood	.....	4,785	2,639	3,172	10,596	.....	50,078	20,314	38,491	108,883	1,788	391	957	3,136
Frankfort	.....	7,640	.....	2,800	10,440	.....	77,780	.....	44,978	122,758	1,990	.....	2,474	4,464
Huntington	.....	21,627	.....	4,090	25,717	8,951	93,227	.....	44,388	146,566	3,682	.....	3,408	7,090
Jeffersonville	.....	10,390	.....	7,607	17,997	.....	47,118	.....	24,682	71,800	938	.....	642	1,580
La Fayette	.....	32,786	.....	14,233	47,019	2,750	127,037	.....	77,207	206,994	5,362	.....	965	6,327
La Porte	.....	4,001	4,804	4,322	13,127	8,561	65,982	36,625	60,531	171,699	2,711	2,168	3,523	8,402
Logansport	.....	12,190	5,578	5,940	23,708	3,621	82,562	60,373	46,277	192,833	1,350	2,788	4,374	8,512
Marion	.....	31,360	3,536	3,165	38,061	4,311	102,624	71,047	59,632	237,614	3,819	2,466	2,421	8,706
Michigan City	.....	19,400	6,408	7,739	33,547	8,770	90,070	40,660	58,219	205,177	4,515	3,495	5,263	15,112
Mishawaka	.....	20,452	.....	5,170	25,622	[3] 8,000	151,124	.....	60,717	219,841	7,397	.....	4,864	12,261
New Albany	.....	6,637	.....	2,800	9,437	.....	93,668	.....	59,543	153,211	10,467	.....	4,166	14,633
Newcastle	.....	1,443	1,542	3,000	5,985	.....	57,576	18,949	44,785	121,310	949	318	1,605	2,872
Peru	.....	6,718	.....	3,404	10,122	.....	72,972	.....	44,455	117,427	891	.....	1,194	2,085
Richmond	.....	21,501	11,419	7,751	40,671	10,610	128,407	81,457	72,518	292,992	.....	.....	1,705	1,705
Vincennes	1,350	4,926	.....	3,727	10,003	4,646	97,849	.....	48,095	150,590	3,992	.....	2,769	6,761
Whiting	.....	6,802	3,435	4,117	14,354	3,875	50,286	28,807	41,006	123,974	1,105	1,750	3,267	6,122
Iowa:														
Boone	.....	2,763	.....	5,286	8,049	7,500	50,254	30,676	[3] 37,931	132,361	826	530	900	2,318
Burlington	.....	32,080	.....	8,380	40,460	13,804	135,585	.....	79,349	236,113	4,568	.....	.....	4,568
Clinton	.....	13,682	2,100	5,700	21,482	10,403	80,543	27,927	56,750	175,623	6,400	1,255	2,550	10,205
Fort Dodge	1,663	18,640	2,998	4,410	30,356	11,339	92,005	22,686	61,769	195,077	7,617	2,045	3,484	14,056
Fort Madison	.....	7,785	.....	3,300	11,085	4,410	48,615	.....	29,230	82,255	1,600	.....	300	1,900
Iowa City	.....	9,570	2,500	4,887	16,957	4,890	40,175	16,120	52,960	114,145	1,514	503	902	2,919
Keokuk	.....	15,925	2,750	3,500	22,175	3,900	61,000	32,550	33,925	131,375	887	800	800	2,487
Marshalltown	.....	23,062	.....	3,300	26,362	9,243	74,772	21,691	31,723	144,729	[5] 3,603	[5] 2,000	[5] 2,000	7,602
Mason City	.....	17,165	3,000	7,000	30,165	13,500	99,876	32,085	79,957	235,418	8,997	2,000	4,000	15,997
Muscatine	.....	15,662	.....	3,067	18,729	.....	79,325	.....	49,881	129,206	4,520	.....	1,413	5,933
Ottumwa	.....	28,222	.....	3,100	31,322	.....	162,381	.....	91,217	253,598	5,433	.....	5,742	11,175

Kansas:														
Arkansas City			3,900	5,000	12,700	2,825	67,775	36,750	42,750	164,600	[5] 2,800	[5] 1,287	[5] 2,000	6,087
Atchison		6,276		4,675	10,951	2,921	48,249	17,000	27,475	95,645	[5] 1,427	[5] 800	[5] 700	2,927
Chanute		13,636	6,996	7,369	28,001		35,772	30,381	46,598	112,751	745	174	1,062	1,981
Coffeyville		18,927	5,217	6,343	30,487		71,200	35,328	31,871	151,612	231	720	329	1,280
Eldorado		2,300		3,500	8,650	2,160	55,055	38,400	37,645	143,210	5,000	3,000	3,000	12,198
Emporia		7,401	3,000	3,500	13,901	5,140	58,752	44,800	57,114	165,806	[5] 7,376	[5] 2,000	[5] 2,000	11,376
Fort Scott		1,500		3,200	4,700		43,970	24,978	43,400	125,348	1,646	500	650	2,796
Hutchinson		24,510	7,300	5,149	36,959	10,365	122,075	70,410	60,895	263,745	7,198	3,977	6,292	17,467
Independence				5,298	5,298	3,600	69,786	36,927	55,391	179,804	3,093	4,886	7,329	16,707
Lawrence		5,400	2,900	4,000	12,300	6,310	57,684	47,025	61,975	172,994	[5] 4,146	[5] 1,500	[5] 2,000	7,646
Leavenworth		11,528	4,167	3,173	18,868	3,526	58,517	27,556	34,122	123,721	5,860	2,055	2,164	10,079
Parsons		15,970	5,600	3,500	25,070	5,970	45,476	35,032	50,975	148,353	4,375	4,323	6,105	16,596
Pittsburg		4,398	5,184	3,300	12,882	3,690	75,791	49,615	48,588	177,684	2,156	1,965	3,796	7,917
Salina		2,471	4,800	6,500	13,771	10,000	120,255	53,842	52,316	236,413	[5] 6,000	[5] 2,500	[5] 3,386	11,886
Kentucky:														
Ashland		26,982	3,000	4,500	34,482		125,928	24,563	48,619	199,110	[5] 3,500	[5] 1,700	[5] 1,757	6,957
Henderson		4,276		3,800	8,076		48,407	11,900	21,847	82,154	1,801	37	1,180	3,018
Newport		7,800		2,750	10,550		135,880		30,000	165,880	3,801		475	4,276
Owensboro		4,135	2,225	2,800	9,160		63,693	26,137	34,751	124,581	627	351	436	1,414
Paducah		21,677	4,072	3,964	29,713		82,840	48,113	45,398	176,351	1,232	4,569	2,013	7,814
Louisiana:														
Alexandria		9,100		4,000	13,100		78,317		73,466	151,783	[5] 5,184		[5] 5,000	10,184
Baton Rouge		7,800	3,300	7,400	18,500		117,300	34,824	51,874	203,998	[5] 1,500	[5] 767	[5] 1,000	3,267
Lake Charles		10,410		3,000	13,410		70,182		33,388	103,570	688		298	986
Monroe		5,280		2,000	7,280	2,040	59,870		17,870	79,780	498		650	1,148
Maine:														
Auburn						4,100	[5] 76,237	[5] 33,060	32,846	146,243	[5] 4,441	[5] 2,600	[5] 2,457	9,498
Augusta		2,500		3,800	6,300	5,379	65,742		35,000	106,121	6,151		5,209	11,360
Bangor		13,980		7,920	21,900	18,600	119,797		78,255	216,652	11,158		7,315	18,473
Bath							40,791		20,176	60,967	3,675		1,554	5,229
Biddeford		[4] 2,300		[4] 3,000	[4] 5,300	[4] 1,025	[3] 46,926		[3] 18,459	66,410	[5] 3,205		[5] 1,881	5,086
Sanford							57,283		26,713	83,996	7,359		2,800	10,159
Waterville		7,000	3,900	5,900	16,800	4,450	52,300	21,100	26,150	104,000	[5] 5,269	[5] 2,000	[5] 2,400	9,669
Maryland:														
Annapolis		4,064		3,900	7,964		30,163		40,532	70,695	1,971		3,139	5,110
Cumberland		4,860	3,040	7,480	15,380		126,299	55,414	76,756	258,469	5,303	[3] 2,000	9,839	17,142
Frederick				[4] 3,000	[4] 3,000		56,530		55,563	112,093	1,416		2,780	4,196
Hagerstown		8,450		6,100	14,550		131,596		53,179	184,775	4,702		3,438	8,140
Massachusetts:														
Adams				2,700	2,700		68,001	18,857	13,691	100,549	[5] 2,212	[5] 800	[5] 790	3,802
Amesbury		4,406	2,428	4,374	11,208		32,828	10,968	29,913	73,709	3,126	1,970	4,709	9,805
Arlington		28,431	8,160	7,560	44,151		159,125	87,685	72,976	319,786	18,897	15,910	10,865	45,672
Attleboro		22,595		6,105	28,700	5,800	149,932		58,734	214,466	9,911		4,554	14,465
Belmont		17,549	3,500	4,000	25,049	12,600	93,893	41,093	61,082	208,668	9,789	4,094	7,783	21,666
Beverly		42,218		4,400	49,925		163,241		107,912	281,287	10,187		7,638	20,363
Braintree		14,300		3,800	18,100	10,800	105,166		42,003	157,969	7,744		8,996	16,740
Clinton				3,177	3,177		69,688		36,189	105,877	3,453		2,303	5,756
Danvers		9,990	5,822	4,025	19,837		64,760	25,700	28,477	118,937	4,052	3,603	2,735	10,390
Dedham		11,996		3,540	15,536		117,584		41,675	159,259	6,873		2,936	9,809
Easthampton		2,000		3,000	5,000		47,570	16,500	23,105	87,175	3,398	1,254	2,009	6,661

[3] Estimated.

[4] Statistics of 1925–26.

[5] Distribution estimated.

TABLE 11.—*Expenses of instruction in day schools, city public school systems, 1927–28*—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
Massachusetts—Contd.														
Framingham	.....	$25,675	.....	$3,700	$29,375	$1,200	$119,290	$49,685	$45,461	$215,636	[5] $9,533	[5] $3,500	[5] $4,081	$17,114
Gardner	.....	3,622	.....	3,800	7,422	.....	93,996	.....	53,692	147,688	7,063	.....	8,984	16,047
Gloucester	.....	11,275	.....	8,550	19,825	.....	151,361	.....	76,838	228,199	6,145	.....	8,708	14,853
Greenfield	.....	10,197	.....	3,900	14,097	4,150	129,742	.....	59,348	193,240	7,297	.....	5,333	12,630
Leominster	.....	.....	$2,500	3,800	6,300	1,200	91,054	25,415	48,261	165,930	[5] 7,750	[5] 2,500	5,159	15,409
Marlboro	.....	14,300	.....	2,800	17,100	.....	75,484	.....	34,734	110,218	4,272	.....	3,269	7,541
Melrose	.....	23,362	.....	4,200	27,562	.....	134,027	.....	84,725	218,752	10,952	.....	6,298	17,250
Methuen	.....	16,510	.....	3,222	19,732	.....	128,983	.....	40,604	169,587	9,066	.....	3,911	12,977
Milford	.....	8,825	.....	3,200	12,025	.....	91,495	.....	36,807	128,302	6,475	.....	3,489	9,964
Natick	.....	9,480	.....	10,178	19,658	.....	88,484	.....	39,169	127,653	7,324	.....	3,537	10,861
Newburyport	.....	11,450	.....	3,962	15,412	.....	63,091	.....	37,685	100,776	3,647	.....	2,469	6,116
North Adams	.....	14,400	.....	14,341	28,741	14,399	114,671	.....	56,076	185,146	4,275	.....	3,361	7,636
Northampton	.....	25,700	.....	3,976	29,676	1,300	133,132	.....	44,816	179,248	6,146	.....	5,719	11,865
Northbridge	.....	2,890	.....	3,272	6,162	.....	69,037	.....	18,129	87,166	5,421	.....	2,030	7,451
Norwood	.....	[5] 16,245	[5] 9,598	[5] 10,948	36,791	.....	[5] 92,295	[5] 48,600	[5] 43,344	184,239	[5] 4,051	[5] 3,400	[5] 6,351	13,802
Peabody	.....	33,150	.....	3,800	36,950	.....	116,122	.....	63,238	179,360	8,245	.....	4,956	13,201
Plymouth	.....	17,652	2,350	3,450	23,452	.....	72,882	26,400	30,238	129,520	6,696	[3] 3,000	3,728	13,424
Revere	.....	38,824	3,000	3,700	45,524	4,650	291,046	60,240	92,350	448,286	[5] 6,118	[5] 4,000	[5] 5,054	15,172
Saugus	.....	.....	.....	3,150	3,150	.....	70,582	27,715	31,570	129,867	[5] 3,222	[5] 1,500	4,072	8,794
Southbridge	.....	2,800	.....	4,800	10,900	.....	53,630	.....	16,781	83,562	3,356	.....	2,476	7,950
Wakefield	.....	14,933	.....	6,619	21,552	.....	122,883	.....	74,704	197,587	5,276	.....	6,981	12,257
Watertown	.....	15,500	6,300	7,000	28,800	.....	[5] 152,875	[5] 81,600	[5] 60,000	294,475	[5] 11,082	[5] 6,000	[5] 5,060	22,142
Webster	.....	6,686	.....	5,746	12,432	.....	44,297	.....	28,089	72,386	2,187	.....	3,097	5,284
Westfield	.....	21,341	.....	8,252	29,593	[3] 11,400	124,860	.....	48,040	184,300	10,926	.....	5,901	16,827
West Springfield	.....	10,380	5,304	5,464	21,148	6,730	117,437	22,959	34,149	181,275	8,956	5,005	3,133	17,094
Weymouth	.....	20,769	.....	2,772	23,541	.....	109,395	.....	50,228	159,623	9,780	.....	5,040	14,820
Winchester	.....	13,031	.....	9,952	22,983	7,500	86,614	.....	45,321	139,435	9,526	.....	6,003	15,529
Winthrop	.....	10,400	3,200	3,300	16,900	.....	75,593	46,299	50,922	172,814	3,035	4,731	5,933	13,699
Woburn	.....	7,209	.....	5,740	12,949	.....	125,324	.....	46,801	172,125	8,381	.....	4,636	13,017
Michigan:														
Adrian	.....	10,000	3,400	3,600	17,000	5,700	64,137	32,845	40,853	143,535	3,520	2,042	2,042	7,604
Alpena	.....	5,148	.....	8,361	13,509	1,919	65,735	.....	26,161	93,815	3,151	.....	1,096	4,247
Ann Arbor	.....	15,768	13,150	8,865	37,783	12,361	148,343	89,773	102,713	353,190	[5] 4,032	[5] 2,000	[5] 2,793	8,825

Benton Harbor	9,900	2,600	3,800	16,300	8,560	72,690	27,400	59,900	168,550	[5] 4,670	[5] 2,000	[5] 3,000	9,670
Calumet	11,620		7,506	19,126	5,677	85,365		73,243	164,285	3,756		1,901	5,657
Escanaba	12,154		3,300	15,454	5,750	87,513		30,600	123,863	[5] 6,359		[5] 1,900	8,259
Holland		2,570	3,980	6,550	6,270	68,592	50,145	41,954	166,961	8,597	3,465	3,737	15,799
Ironwood	7,076	2,998	3,800	13,874	11,223	87,878	46,443	47,965	193,509	9,153	5,761	4,091	19,005
Ishpeming	3,767		6,733	10,500	7,750	62,292		42,718	112,760	4,166		4,045	8,211
Marquette	1,769	3,474	2,800	8,043	7,300	49,172	12,300	35,317	104,089	1,206	358	2,225	3,789
Monroe	17,025		3,980	21,005	4,150	[5] 68,500		[5] 40,337	112,987	[5] 11,097		[5] 5,000	16,097
Owosso	7,004		4,138	11,142	4,600	104,967		40,275	149,842	6,148		3,311	9,459
Port Huron	46,544	16,920	7,157	73,621	9,134	185,170	91,243	41,596	350,618	6,626	2,550	1,084	11,112
Sault Ste. Marie	9,532	2,700	5,100	17,332	8,960	61,946	25,255	50,666	151,077	6,967	1,556	3,923	12,446
Traverse City	6,178	2,000	3,100	11,278	3,750	52,070	18,200	34,535	112,155	1,406	225	600	2,231
Wyandotte	7,995	[5] 3,000	[5] 3,240	14,235	11,554	117,124	[5] 39,100	[5] 69,479	237,257	2,447	[5] 4,000	[5] 5,110	11,557
Minnesota:													
Austin			4,871	4,871	1,170	48,660	38,640	35,806	124,276	4,277	1,603	952	6,832
Faribault	5,482	2,231	2,231	9,944		37,653	27,157	23,036	89,546	2,665	1,914	2,600	7,179
Hibbing	26,451	11,277	14,186	64,996	28,121	255,288	121,567	134,714	598,325	[5] 28,200	[5] 13,000	[5] 10,364	56,564
Mankato	15,375	4,000	3,200	22,575	5,205	43,530	31,425	29,650	109,810	[5] 6,019	[5] 3,100	[5] 3,000	12,119
Rochester	8,350	2,400	3,100	13,850	6,124	82,362	37,200	54,250	191,936	[5] 5,127	[5] 2,508	[5] 6,859	14,494
St. Cloud	15,124	2,150	6,600	23,874		41,385	18,215	52,150	111,750	6,736	3,000	8,000	17,736
Virginia	6,350	3,960	4,691	15,001	18,450	149,575	95,085	82,661	373,471	[5] 23,107	[5] 22,095	[5] 25,378	79,580
Winona	20,663	3,636	4,011	28,310	9,248	61,396	41,286	43,326	155,256	3,433	2,050	3,896	9,379
Mississippi:													
Biloxi	8,146		4,080	12,226		39,942		23,061	63,003	[5] 1,499		[5] 1,000	2,499
Columbus	3,350		3,900	7,250		[7] 33,500	6,688	[7] 24,200	[7] 64,388				
Greenville	11,504		4,200	15,704	3,880	44,398		18,000	66,278	178		284	462
Hattiesburg	3,900	2,430	3,100	9,430		50,194	22,212	20,122	92,528	[5] 1,000	[5] 500	[5] 691	2,191
Jackson	[5] 6,000	[5] 3,000	7,750	16,750		[5] 111,000	[5] 40,434	[5] 41,050	192,484	[5] 4,035	[5] 3,000	[5] 3,200	10,235
Laurel	11,400	1,700	3,250	16,350	[3] 6,000	61,550	22,112	24,136	113,798			508	508
Meridian	7,950	1,500	5,300	14,750	[5] 3,350	[5] 83,620	[5] 32,000	[5] 37,549	156,519	[5] 3,593	[5] 1,000	[5] 1,200	5,793
Natchez	2,890		2,400	5,290	3,000	25,856	6,000	20,000	54,856	1,379	300	800	2,479
Vicksburg		2,400	2,700	5,100	1,560	42,165	12,870	21,370	77,965	[5] 1,688	[5] 800	[5] 1,000	3,488
Missouri:													
Cape Girardeau	1,920	5,415	2,800	10,135		49,474	20,920	45,813	116,207	3,699	[3] 2,500	1,571	7,770
Carthage	5,085		2,750	7,835		57,675		29,555	87,230	[5] 3,499		[5] 1,500	4,999
Columbia	3,827	2,000	5,850	11,677		51,977	24,438	36,146	112,561	1,598	1,960	2,210	5,768
Hannibal	9,128	1,975	5,412	16,515		58,303	31,286	34,063	123,652	4,280	2,000		6,280
Independence	1,900	2,500	4,300	8,700		73,059	42,499	34,600	150,158	1,593	1,000	900	3,493
Jefferson City	2,790	2,350	3,800	8,940	2,710	41,784	23,406	24,338	101,776	4,928	2,160	2,703	12,071
Joplin	19,515	6,400	3,600	29,515		105,359	50,700	56,931	212,990	10,848	8,041	4,617	23,506
Moberly	1,041		3,000	4,041		53,534		28,415	91,099	4,373		4,093	10,166
Sedalia	12,008		5,800	17,808		95,297		62,113	157,410	7,340		2,582	9,922
Montana:													
Anaconda	13,740		7,989	21,729		59,144		40,802	99,946	4,310		7,034	11,344
Billings	14,895		3,200	18,095		102,273		56,522	158,795	14,779		3,696	18,475
Great Falls	29,563	2,400	9,434	41,397		179,175	40,600	83,850	303,625	12,261	2,700	5,668	20,629
Helena	17,009		13,341	30,350		82,133		25,203	107,336	12,475		6,238	18,713
Missoula	22,733			22,733		103,839			103,839	9,776			9,776

[3] Estimated, [5] Distribution estimated, [7] Estimated to include colored schools.

TABLE 11.—*Expenses of instruction in day schools, city public school systems, 1927–28*—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
Nebraska:														
Grand Island	.....	$1,927	$6,150	$4,000	$12,077	$7,000	$87,947	$49,500	$30,500	$174,947	$6,462	$5,080	$1,205	$12,747
Hastings	.....	10,380	1,800	5,374	17,554	[5] 4,800	[5] 61,155	44,115	[5] 40,675	150,745	4,755	[5] 2,674	[5] 3,106	10,535
North Platte	.....	3,613	2,500	3,000	9,113	4,800	53,056	17,550	26,900	102,306	4,815	1,756	3,400	9,971
Nevada:														
Reno	.....	.....	2,500	3,700	6,200	3,070	65,496	47,000	41,600	157,166	7,257	4,295	4,640	16,192
New Hampshire:														
Berlin	.....	1,600	.....	5,625	7,225	.....	39,244	[3] 15,500	54,411	109,155	2,635	[3] 1,000	8,484	12,119
Concord	.....	6,730	2,380	8,300	17,410	11,094	82,108	46,149	55,818	197,119	6,427	3,435	3,720	13,582
Dover	.....	.....	.....	[4] 3,500	[4] 3,500	.....	45,781	.....	29,857	75,638	4,162	.....	4,913	9,075
Keene	.....	15,600	5,400	3,600	24,600	1,700	60,804	22,032	43,440	127,976	3,665	1,500	3,964	9,129
Laconia	.....	2,900	.....	.....	2,900	.....	37,473	11,937	37,153	86,563	2,264	900	1,994	5,158
Nashua	.....	.....	2,500	3,500	6,000	14,100	114,457	41,933	76,225	246,715	12,773	2,864	3,907	19,544
Portsmouth	.....	6,500	3,200	3,600	13,300	7,150	57,082	16,050	42,728	129,660	3,702	[3] 1,000	4,969	9,671
New Jersey:														
Asbury Park	.....	16,758	.....	5,647	22,405	10,592	117,412	.....	81,669	209,673	8,246	.....	6,619	14,865
Belleville	.....	20,579	.....	8,653	29,232	.....	203,261	.....	50,761	254,022	9,188	.....	3,449	12,637
Bloomfield	.....	43,751	.....	6,100	49,851	38,425	268,862	.....	115,375	422,662	39,346	.....	8,711	48,057
Bridgeton	.....	7,243	.....	.....	7,243	.....	[5] 91,775	.....	[5] 62,300	154,075	[5] 9,414	.....	[5] 5,000	14,414
Carteret	.....	.....	.....	.....	.....	.....	[5] 120,624	.....	[5] 30,632	151,256	[5] 14,832	.....	[5] 5,000	19,832
Clifton	.....	43,690	.....	4,600	48,290	30,083	316,344	.....	98,474	444,901	18,227	.....	17,791	36,018
Englewood	.....	26,435	.....	6,027	32,462	18,977	132,360	.....	71,417	222,754	9,040	.....	4,397	13,437
Garfield	.....	19,553	.....	4,707	24,260	10,600	271,725	.....	45,869	328,194	16,078	.....	5,082	21,160
Gloucester City	.....	[5] 7,200	.....	[5] 4,700	11,900	.....	57,400	20,850	18,200	96,450	[5] 7,000	[5] 3,445	[5] 2,500	12,945
Hackensack	.....	41,045	.....	5,000	46,045	[5] 24,750	[5] 257,385	.....	[5] 115,020	397,155	23,706	.....	14,223	37,929
Harrison	.....	24,709	.....	.....	24,709	.....	84,125	.....	30,680	114,805	[5] 3,819	.....	[5] 3,000	6,819
Irvington	.....	48,439	.....	7,605	56,044	.....	361,706	[3] 16,000	136,806	514,512	37,563	[3] 2,000	8,456	48,019
Kearny	.....	53,829	.....	6,344	60,173	19,800	314,056	.....	119,027	452,883	21,540	.....	10,337	31,877
Long Branch	.....	20,037	3,825	6,239	30,101	7,950	99,587	67,000	54,925	229,462	[5] 11,673	[5] 7,000	[5] 4,200	22,873
Millville	.....	9,074	.....	2,816	11,890	.....	81,972	.....	39,366	121,338	11,169	.....	3,926	15,095
Montclair	.....	34,059	25,834	24,303	84,196	34,515	310,473	217,410	165,301	727,699	22,310	17,803	9,854	49,967
Morristown	.....	.....	.....	.....	.....	7,503	102,957	.....	80,360	190,820	13,948	.....	6,975	20,923
North Bergen	.....	52,972	.....	.....	52,972	13,215	345,760	.....	.....	358,975	51,793	.....	.....	51,793
Phillipsburg	.....	.....	.....	3,119	3,119	1,200	139,842	.....	51,784	192,826	10,174	.....	5,720	15,894

Plainfield		34,138		8,083	42,221	30,655	320,116		173,537	524,308	25,652		10,104	35,756
Rahway		25,626		3,850	29,476		128,131		43,000	171,131	9,495		6,000	15,495
South Orange		37,271	12,257	10,654	60,182	25,981	169,356	117,357	121,208	433,902	18,240	9,391	6,868	34,499
Summit		17,500		6,060	23,560	16,404	132,594		50,427	199,425	10,211		3,456	13,667
Weehawken		9,164		4,965	14,129	12,144	124,032		51,030	187,206	8,328		6,679	15,007
West New York		47,164		5,700	52,864	20,405	316,675		128,750	465,830	[5] 30,335		[5] 15,000	45,335
West Orange		30,068	7,421	10,345	47,834	12,411	147,123	62,897	53,341	275,772	13,620	6,728	4,691	25,039
New Mexico:														
Albuquerque		21,256	11,507	6,822	39,585	7,880	101,721	51,733	49,680	211,014	2.445	2.621	4,244	9,310
New York:														
Batavia		22,700	2,277	4,562	29,539		95,300	42,200	53,111	190,611	3,948	3,857	4,745	12,550
Beacon		9,458		7,185	16,643	2,905	56,050		31,182	90,137	4,266		3,175	7,441
Cohoes		22,454		7,579	30,033	6,600	68,529		22,405	100,859	1,701		600	3,891
Corning—														
District No. 9						4,175	36,090	24,601	32,400	97,266	[5] 272	[5] 150	1,480	1,902
District No. 13							43,748		39,854	83,602	1,504		2,060	3,564
Cortland		14,542		13,376	27,918	7,520	69,773		61,770	139,063	3,623		2,902	6,525
Dunkirk		18,660		5,480	24,140	11,285	139,862		65,962	217,109	11,492		2,695	14,187
Fulton		16,700		3,400	20,100	2,775	78,886		52,787	134,448	6,023		2,331	8,354
Geneva		13,051		6,465	19,516	8,476	82,000		41,525	140,201	2,160		1,105	3,265
Glens Falls			2,559	3,675	6,234	4,500	60,028	30,200	47,325	142,053	[5] 6,340	[5] 1,200	[5] 3,500	11,040
Gloversville		23,941		7,708	31,649	9,808	153,489		72,798	236,095	7,876		4,101	11,977
Herkimer		5,389		2,443	7,832	2,953	72,966		33,786	109,705	884		524	1,408
Hornell		19,140		9,504	28,644	8,421	108,380		57,262	174,063	7,452		5,287	12,739
Hudson		4,078		3,360	7,438	2,219	78,167		27,834	108,220	6,813		4,287	11,100
Ilion		8,588		7,843	16,431	4,288	55,455		34,928	94,671	1,961		1.259	3,220
Ithaca		20,423		10,523	30,946	[3] 12,000	118,841		80,626	211,467	6,781		6,167	12,948
Johnstown						6,294	72,813		33,423	112,530	7.313		3,534	10,847
Kingston		24,334		7,640	31,974		133,940		79,075	213,015	9,766		7,611	17,377
Lackawanna		29,655		6,200	35,855	10,300	158,441		28,400	197,141	6,740		1,856	8,596
Little Falls		13,930		3,602	17,532	6,227	70,349		26,690	103,266	3,332		1,527	4,859
Lockport		19,947		5,587	25,534	11,572	145,667		78,061	235,300	6,675		9,698	16,373
Middletown		21,764	3,661	5,992	31,417		64,393	43,014	51,783	159,190	5,546		614	6,160
North Tonawanda		22,200		6,200	28,400	8,345	115,140		41,968	165,453	8,892		3,679	12,571
Ogdensburg		9,483		2,952	12,435		79,335		34,450	115,885	3,714		768	4,482
Olean		36,693		9,325	46,018	19,429	175,252		67,969	264,850	11,313		5,758	17,071
Oneida		10,940		4,775	15,715	3,015	41,488	[3] 33,180	35,624	113,307	[5] 2,000	[5] 1,000	[5] 1,030	4,030
Oneonta		7,339		13,450	20,789	1,600	58,917		42,650	103,167	[5] 9,366		[5] 5,000	14,366
Ossining		9,727		5,668	15,395	1,956	81,351		43,165	126,472	2.527		3,379	5,906
Oswego		28,355		6,401	34,756	2,950	95,333		67,554	174,437	3,156		1,733	4,889
Peekskill		6,600		3,500	10,100	7,450	129.395		53,130	189,975	[5] 4,928		[5] 3,247	8,175
Plattsburg						4,300	50,748		34,834	89,882	2,175		1,815	3,990
Port Chester		31,487		5,700	37,187	15,750	234,280		67,911	317,941	7,014		3,507	10,521
Port Jervis		17,149		3,505	20,654	6,283	58,416		29,928	94,627	2,021		3,127	5,148
Rensselaer		13,995			13,995	3,230	71,414		28,583	103,227	7,039		3,095	10,134
Rome		31,813	4,670	5,535	42,018	16,283	159,573	41,784	50,036	267,676	5,601	3,361	4,656	13,618
Saratoga Springs		23,210		5,000	28,210	10,430	66,207		42,637	119,274	3,574		1,347	4,921
Tonawanda		12,925		4,225	17,150	7,920	62,170		42,000	112,090	4,060		4,033	8,093
Watervliet		16,094		1,992	18,086	5,200	84,717		29,620	119,537	1,566		797	2,363
White Plains		45,754	25,345	9,422	80,521	20,600	220,927	159,416	102,349	503,292	6,896	7,720	5,045	19,661

[3] Estimated.

[4] Statistics of 1925–26.

[5] Distribution estimated.

TABLE 11. *Expenses of instruction in day schools, city public school systems, 1927–28*—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
North Carolina:														
Asheville		$50,340		$10,670	$61,010	$25,442	$272,575		$180,869	$478,886				
Durham		22,940	$5,800	9,800	38,540		241,052	$40,000	115,000	396,052	$7,639	$2,500	$4,500	$14,639
Gastonia		21,252		3,900	25,152		125,506		44,469	169,975	2,228		1,000	3,228
Goldsboro		5,200		2,400	7,600		60,000		23,000	83,000				
Greensboro		24,300		5,800	30,100		289,777		99,033	388,810	32,873		15,172	48,045
High Point		25,749		8,965	34,714		175,141		75,146	250,287	1,289		1,472	2,761
New Bern		1,800		4,350	6,150		46,637		21,991	68,628	[5] 1,217		[5] 800	2,017
Raleigh		21,500		10,020	31,520		204,113		79,408	283,521	[5] 29,384		[5] 12,000	41,384
Rocky Mount		[5] 9,650		[5] 5,300	14,950		85,599		37,036	122,635	[5] 2,351		[5] 1,000	3,351
Salisbury		19,759		5,052	24,811		101,247		54,007	155,254	[5] 5,220		[5] 2,000	7,220
Wilson		7,060		4,900	11,960		61,529		38,432	99,961			295	295
North Dakota:														
Fargo		23,963	11,120	6,650	41,733	11,350	108,532	93,900	69,850	283,632	4,404	7,492	6,985	18,881
Grand Forks		6,500	4,550	6,495	17,545		71,978	27,026	63,344	162,348	3,330	1,012	1,474	5,816
Minot			2,600	3,750	6,350		58,010	16,267	44,325	118,602	[5] 5,853	[5] 800	[5] 800	7,453
Ohio:														
Alliance		3,015		3,330	6,345		181,858		90,945	272,803	[5] 5,390		[5] 3,000	8,390
Ashtabula		12,660		7,280	19,940		96,798	40,075	43,590	180,463	[5] 11,899	[5] 6,150	[5] 5,620	23,669
Barberton		17,390		4,750	22,140		98,754		40,809	139,563	[5] 7,921		[5] 3,000	10,921
Bellaire		4,400		2,668	7,068		74,043		41,000	115,043	[5] 7,744		[5] 4,000	11,744
Bucyrus		[3] 2,000		[4] 2,600	4,600		[5] 36,212	[5] 19,600	[5] 27,200	83,012	[5] 1,858	[5] 700	[5] 1,000	3,558
Cambridge		7,000		2,800	9,800		89,974		42,705	132,679	75			75
Campbell		10,245		3,665	13,910		115,374	34,551	23,034	172,959	5,090	3,100	2,069	10,259
Chillicothe		8,825	2,400	5,232	16,457		85,487	15,100	34,034	134,621	[5] 5,499	[5] 1,200	[5] 2,000	8,699
Cleveland Heights		32,450	9,384	15,380	57,214	23,600	300,516	191,731	144,707	660,554	[5] 25,000	[5] 9,000	[5] 6,980	40,980
Coshocton		1,691		2,600	4,291		59,045		39,438	98,483	[5] 1,834		[5] 600	2,434
Cuyahoga Falls		4,950		2,700	7,650		63,229		36,900	100,129	[5] 5,819		[5] 5,000	10,819
East Cleveland		50,883		12,400	63,283		367,345		261,396	628,741	[5] 17,133		[5] 12,000	29,133
East Liverpool		1,935		3,500	5,435		127,582		53,830	181,412	[5] 8,116		[5] 2,600	10,716
Elyria		7,805		7,050	14,855	8,450	158,033		101,594	268,077	[5] 13,033		[5] 9,000	22,033
Findlay		7,433	9,617	6,200	23,250		80,364	49,858	41,300	173,522	[5] 4,000	[5] 2,500	[5] 2,840	9,340
Fremont		3,211		3,100	6,311	6,417	39,788	30,090	40,980	117,275	[5] 900	[5] 593	[5] 254	1,747
Ironton		5,100		3,250	8,350	1,710	86,771	33,714	28,173	150,368	[5] 1,934	[5] 1,211	[5] 800	3,945

Kenmore			3,000	3,000		89,745		31,600	121,345	[5] 11,534		[5] 3,000	14,534
Lancaster	22,117		3,000	25,117		87,750		41,393	129,143	8,238			8,238
Mansfield	9,500	9,500	8,899	27,699		149,911	80,915	86,868	317,694	[5] 10,804	[5] 5,000	[5] 6,000	21,804
Marietta	12,100		4,000	16,100		[5] 68,056	[5] 32,130	[5] 33,030	133,216	[5] 9,928	[5] 4,000	[5] 5,000	18,928
Marion	8,833	4,830	5,013	18,676		144,373	40,725	60,660	245,758	[5] 12,000	[5] 4,732	[5] 6,500	23,232
Martins Ferry	12,800	[4] 2,400	5,800	21,000		66,487	18,000	41,300	125,787	6,712	[3] 2,000	2,965	11,677
Massillon	28,550	6,000	3,400	37,950		122,503	70,200	52,500	245,203	[5] 3,307	[5] 3,000	[5] 1,800	8,107
Middletown	23,480		4,000	27,480		163,877		86,492	250,369	7,587		2,500	10,087
Newark	20,907		3,269	24,176		171,937		59,805	231,742	[5] 5,163		[5] 3,000	8,163
New Philadelphia	9,050		3,000	12,050		45,444	31,400	32,150	108,994	[5] 4,500	[5] 2,332	[5] 2,200	9,032
Niles	4,434	2,800	3,300	10,534		73,767	57,004	32,550	163,321	[5] 2,250	[5] 1,555	[5] 1,000	4,805
Norwood	15,500		3,600	19,100	10,100	181,195		71,673	262,968	18,098		1,838	19,936
Piqua	5,835	4,500	3,000	13,335	1,950	59,838	23,900	25,450	112,588	6,000	3,500	3,605	13,105
Salem		1,475	3,200	4,675		39,628	13,210	39,968	92,806				
Sandusky	16,146		4,300	20,446		106,240		79,000	185,240	7,083		3,866	10,949
Steubenville	26,100	5,200	4,000	35,300		[5] 202,000	[5] 85,800	[5] 78,080	365,880	[5] 3,500	[5] 2,000	[5] 2,000	7,500
Tiffin		[5] 2,400	[5] 2,800	5,200		[5] 32,350	[5] 30,750	[5] 22,400	85,500	[5] 1,007	[5] 500	[5] 400	1,907
Warren	29,885	7,920	5,908	43,713	8,850	201,055	122,812	73,590	410,427	10,841	7,753	4,943	23,599
Zanesville	4,958	8,300	3,200	16,458		[5] 123,864	[5] 62,000	[5] 65,988	251,852	[5] 5,000	[5] 3,000	[5] 3,091	11,091
Oklahoma:													
Ardmore	7,605	3,600	7,300	18,505	1,200	71,331	38,673	46,803	158,007	2,788	1,131	2,556	6,475
Bartlesville	3,450			3,450	1,400	77,833	39,580	46,670	165,483	2,499	1,211	2,900	6,610
Chickasha	4,650	2,600	3,000	10,250		54,640	32,443	34,475	121,558	2,773	961	1,571	5,305
Enid	11,100	5,500	7,600	24,200		79,600	47,450	57,480	184,530	[5] 1,000	[5] 500	[5] 1,000	[4] 2,500
Guthrie	5,445	2,835	2,600	10,880		34,178	22,950	28,390	85,518	900	1,270	1,790	3,960
McAlester	5,130			5,130		56,084	7,056	46,632	109,772	600	100	638	1,338
Okmulgee	20,006	6,161	4,107	30,274		115,221	62,645	45,478	223,344	3,953	3,509	2,534	9,996
Sapulpa	2,080			2,080		68,395	[5] 22,190	[5] 25,360	115,945	1,155	[5] 380	[5] 390	1,925
Shawnee			7,800	7,800		67,600	16,000	39,547	123,147	1,300	700	1,285	3,285
Oregon:													
Astoria	4,730	2,458	3,315	10,503		53,720	29,197	26,070	108,987	847	465	1,310	2,622
Eugene	21,344	[4] 3,900	[4] 2,400	27,644		[5] 67,600	[5] 49,950	[5] 58,734	176,284	[5] 3,000	[5] 1,749	[5] 1,800	6,549
Salem	13,622	3,800	5,281	22,703		[5] 81,953	[5] 64,400	[5] 65,104	211,457	[5] 4,904	[5] 3,000	[5] 3,603	11,507
Pennsylvania:													
Aliquippa	8,810		4,700	13,510		102,768	57,600	36,800	197,168	[5] 7,953	[5] 4,094	[5] 2,500	14,547
Ambridge	[5] 16,912	[5] 3,000	[5] 4,000	23,912		[5] 93,475	[5] 43,200	[5] 20,769	157,444	[5] 6,500	[5] 4,800	[5] 5,845	17,145
Beaver Falls			3,600	3,600		[5] 86,715		[5] 58,740	145,455	[5] 7,000		[5] 4,951	11,951
Berwick	6,075		7,500	13,575		[5] 96,000		[5] 28,513	124,513	[5] 8,017		[5] 4,500	12,517
Braddock	26,613		9,672	36,285		108,123		48,880	157,003	[5] 17,643		[5] 5,000	22,643
Bradford	2,082		3,403	5,485		63,483	[5] 40,660	[5] 41,247	145,390	5,321	[5] 3,500	[5] 4,592	13,413
Bristol			2,375	2,375		58,618		32,000	90,618	[5] 5,076		[5] 2,200	7,276
Butler	9,106	3,320	7,689	20,115		88,980	42,019	87,028	218,027	[5] 6,074	[5] 4,000	12,632	22,706
Canonsburg	6,365		3,000	9,365		79,754		22,650	102,404	5,296		1,594	6,890
Carbondale	26,442		5,582	32,024		147,784		49,405	197,189	13,404		5,185	18,589
Carlisle	5,664			5,664		64,555		30,535	95,090	4,622		3,783	8,405
Carnegie	[5] 5,915		[5] 3,000	8,915		[5] 78,294		[5] 29,200	107,494	[5] 7,027		[5] 5,000	12,027
Chambersburg			3,200	3,200		76,130		47,414	123,544	7,581		10,598	18,179
Charleroi	5,438	[3] 2,695	8,338	16,471		55,525	[3] 33,000	36,672	125,197	5,079	[3] 2,500	6,362	13,941
Clairton	14,267	4,400	3,700	22,367		[5] 96,404	[5] 56,000	[5] 35,600	188,004	12,864	2,588	1,700	17,152
Coatesville	3,903	4,384	4,603	12,890		[5] 68,297	[5] 50,500	[5] 59,055	177,852	[5] 5,715	[5] 4,000	[5] 5,427	15,142
Columbia	10,350		2,500	12,850		51,405		19,600	71,005	4,296		2,631	6,927

[3] Estimated.

[4] Statistics of 1925–26.

[5] Distribution estimated.

TABLE 11.—*Expenses of instruction in day schools, city public school systems, 1927–28*—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
Pennsylvania—Continued.														
Connellsville	.....	$11,243	.....	$3,925	$15,168	.....	$82,506	.....	$72,018	$154,524	$12,202	.....	$14,291	$26,493
Dickson	.....	10,700	.....	2,523	13,223	.....	66,029	.....	11,800	77,829	9,812	.....	5,024	14,836
Donora	.....	5,171	.....	4,580	9,751	.....	92,102	$45,213	30,142	167,457	8,401	$4,124	2,750	15,275
Du Bois	.....	[5] 17,169	.....	[5] 3,500	20,669	.....	[5] 83,438	.....	[5] 34,980	118,418	[5] 7,255	.....	[5] 2,000	9,255
Dunmore	.....	11,137	.....	3,200	14,337	.....	184,234	.....	28,960	213,134	11,460	.....	2,865	14,325
Duquesne	.....	[3] 15,000	$3,432	3,433	21,865	.....	127,439	40,046	25,918	193,403	[5] 11,938	[5] 7,000	[5] 3,200	22,138
Farrell	.....	14,000	.....	3,200	17,200	.....	65,836	39,028	23,200	128,064	[5] 5,378	[5] 3,000	[5] 3,000	11,378
Greensburg	.....	13,358	.....	6,664	20,022	.....	113,346	.....	100,770	214,116	9,911	.....	15,174	25,085
Homestead	.....	17,233	.....	7,966	28,494	.....	87,118	.....	69,486	182,165	8,274	.....	7,136	19,753
Jeannette	.....	9,837	.....	3,520	13,357	.....	[5] 91,276	.....	[5] 51,500	142,776	[5] 7,250	.....	[5] 6,000	13,250
Kingston	.....	24,400	.....	8,500	32,900	.....	141,080	.....	40,050	181,130	[5] 10,346	.....	[5] 4,500	14,846
Lebanon	.....	.....	3,857	3,382	7,239	.....	90,845	50,870	48,746	190,461	11,149	2,710	3,147	17,006
McKees Rocks	.....	[3] 12,600	.....	[3] 3,000	[3] 15,600	.....	[5] 88,777	.....	[5] 28,836	117,613	14,849	.....	4,724	19,573
Mahanoy City	.....	.....	.....	2,825	2,825	.....	88,226	.....	25,565	113,791	5,500	.....	3,741	9,241
Meadville	.....	14,486	.....	6,800	21,286	.....	79,430	.....	50,006	129,436	8,615	.....	5,338	13,953
Monessen	.....	11,701	2,900	6,595	21,196	.....	128,294	46,640	66,073	241,007	7,089	4,000	4,576	15,665
Mount Carmel	.....	1,400	.....	.....	1,400	.....	64,802	.....	27,100	91,902	3,883	.....	3,121	7,004
Nanticoke	.....	23,076	.....	4,200	27,276	.....	176,975	.....	45,108	222,083	27,513	.....	2,894	30,407
New Kensington	.....	2,500	.....	4,960	10,760	.....	75,711	.....	39,735	125,864	2,711	.....	10,730	13,441
North Braddock	.....	14,575	.....	3,100	17,675	.....	111,690	21,520	59,815	203,840	[5] 11,840	[5] 2,000	[5] 5,000	18,840
Oil City	.....	6,333	9,367	3,200	18,900	.....	112,103	76,831	44,300	233,234	[5] 6,700	[5] 3,000	[5] 1,851	11,551
Old Forge	.....	3,300	.....	2,800	6,100	.....	104,289	.....	19,400	123,689	[5] 1,722	.....	[5] 500	2,222
Olyphant	.....	1,620	.....	2,770	4,390	.....	106,400	.....	15,880	122,280	6,665	.....	2,840	9,505
Phoenixville	.....	4,607	.....	6,577	11,184	.....	53,572	.....	22,456	76,028	3,950	.....	3,122	7,072
Pittston	.....	18,300	1,800	2,375	22,475	.....	[5] 107,122	[5] 35,500	[5] 27,500	170,122	[5] 10,780	[5] 7,000	[5] 5,000	22,780
Plymouth	.....	6,400	.....	3,000	9,400	.....	93,087	.....	27,200	120,287	[5] 8,609	.....	[5] 3,000	11,609
Pottstown	.....	12,425	2,200	3,000	17,625	$2,400	77,503	39,900	33,000	152,803	[5] 5,000	[5] 3,500	[5] 4,054	12,554
Pottsville	.....	[3] 8,103	.....	[3] 4,425	[3] 12,528	.....	[5] 117,083	.....	[5] 36,740	153,823	[5] 9,875	.....	[5] 4,500	14,375
Punxsutawney	.....	4,803	.....	2,520	7,323	.....	52,256	.....	29,124	81,380	4,309	.....	6,653	10,962
Shamokin	.....	5,840	.....	[4] 3,493	9,333	.....	[5] 112,488	.....	[5] 38,600	151,088	[5] 7,400	.....	[5] 4,375	11,775
Sharon	.....	3,780	.....	7,858	11,638	.....	172,675	.....	73,432	246,107	12,323	.....	7,314	19,637
Shenandoah	.....	.....	.....	2,544	2,544	.....	111,129	.....	27,778	138,907	[5] 14,887	.....	[5] 6,000	20,887
Steelton	.....	3,940	.....	7,160	11,100	.....	80,287	.....	29,373	109,660	4,781	.....	4,930	9,711

Sunbury	6,500		2,500	9,000		101,464		46,300	147,764	8,246		8,818	17,064
Swissvale			3,400	3,400		92,780		46,378	139,158	9,055		6,779	15,834
Tamaqua	1,829		3,000	4,829		[5] 65,101		[5] 18,513	83,614	[5] 5,937		[5] 3,000	8,937
Uniontown	14,926	7,000	7,200	29,126		92,449	74,995	66,900	234,344	12,000	10,000	11,343	33,343
Warren	6,321		6,480	12,801	[4] 4,532	117,348		76,856	198,736	10,485		5,387	15,872
Washington	25,903		4,779	30,682		141,032		50,249	191,281	16,694		5,904	22,598
West Chester	4,600	8,045	3,600	16,245		56,658	41,914	46,325	144,897	6,256	5,400	5,890	17,546
Wilkinsburg	20,553	5,750	8,650	34,953	6,800	137,015	102,150	111,050	357,015	33,012	6,663	7,032	46,707
Rhode Island:													
Bristol	8,482	2,500	4,427	15,409		50,604	21,235	13,772	85,611	7,491	[3] 3,500	2,941	13,932
Central Falls	5,904		4,369	12,681		66,457	13,316	29,746	117,635	3,882	1,300	4,066	10,166
Cranston	12,023		3,700	15,723	15,670	248,632		74,563	338,865	16,577		9,913	26,490
Cumberland	2,081		2,600	4,681		55,613		13,196	68,809	2,659		1,032	4,691
East Providence	8,924	[3] 2,190	5,000	16,114		141,764	[3] 50,000	46,843	238,607	7,090	[3] 2,500	5,189	14,779
Warwick			4,000	4,000	2,800	123,695		30,594	157,089	7,441		3,968	11,409
West Warwick	3,566		4,983	8,549	5,000	70,978		33,605	109,583	7,352		7,053	14,405
South Carolina:													
Anderson	8,900		6,100	15,000		95,673		43,605	139,278	[5] 1,500		[5] 500	2,000
Florence	10,000	2,500	4,800	17,300		59,416	18,400	38,271	116,087	[5] 2,626	[5] 500	[5] 800	3,926
Greenville	21,550		8,950	30,500		154,589		62,578	217,167	21,891		9,727	31,618
Spartanburg	20,720		3,600	24,320		126,270		60,080	186,350	2,795		556	3,351
South Dakota:													
Aberdeen	20,014	6,673	5,902	32,589	9,970	67,488	49,824	47,864	175,146	5,797	2,733	4,231	12,761
Sioux Falls	37,772		13,988	51,760	16,400	275,528	5,154	118,916	415,998	12,891	214	9,815	22,920
Tennessee:													
Jackson	[3] 10,000		[3] 3,400	[3] 13,400		63,791		21,448	85,239	483		156	639
Johnson City	16,250	3,700	3,550	23,500		68,795	32,150	38,000	138,945	2,500	600	900	4,000
Texas:													
Abilene	10,450		3,000	13,450		95,429		67,195	162,624	2,311		1,038	3,349
Amarillo	14,325	2,328	5,650	22,303		193,308	39,317	68,870	301,495	7,343	1,467	1,956	10,766
Brownsville	5,560	2,500	3,000	11,060		46,900	18,285	15,366	80,551	1,210	315	318	1,843
Cleburne	2,000			2,000		62,508		42,065	104,573	4,846		1,212	6,058
Corpus Christi	10,620		3,750	14,370		67,235		25,335	92,570	[5] 1,000		[5] 341	1,341
Corsicana	7,567	2,500	3,500	13,567	1,890	50,993	15,750	49,780	118,413	[5] 1,608	[5] 500	[5] 1,800	3,908
Del Rio						18,765		16,405	35,170	[5] 1,165		[5] 365	1,530
Denison	8,563		3,870	12,433		50,086		49,994	100,080	390		500	890
Greenville	3,420	2,025	2,200	7,645		41,853	16,020	27,112	84,985	[5] 900	[5] 390	[5] 600	1,890
Laredo	1,125		3,300	4,425		87,589		24,660	112,249	5,021		1,252	6,273
Marshall	6,405		9,650	16,055		54,292		35,900	90,192	600		1,400	2,000
Palestine						32,093	21,723	26,621	80,437	970	200	216	1,386
Paris	2,475		1,125	3,600		65,655		48,720	114,375	1,361		453	1,814
Port Arthur	[5] 12,875	[5] 3,500	[5] 5,100	21,475	[5] 5,700	[5] 139,750	[5] 90,100	[5] 82,600	318,150	8,894	[5] 3,500	[5] 4,000	16,394
Ranger			2,200	2,200		36,882		24,975	61,857	1,070		711	1,781
San Angelo	6,200		2,700	8,900		84,360		45,960	130,320	2,277		1,301	3,578
Sherman	4,995		2,500	7,495		74,005		53,265	127,270	2,373		2,436	4,809
Temple	9,875		3,300	13,175		67,511		43,033	110,544	[5] 1,096		[5] 800	1,896
Texarkana	6,400		2,850	11,750	4,014	54,527		41,918	111,555	451		1,685	2,588
Tyler	9,875	1,620	4,715	16,210		52,477	16,380	35,864	104,721	[5] 2,096	[5] 598	[5] 804	3,498
Utah:													
Provo	10,825	2,100	4,750	17,675		45,756	25,325	39,773	110,854	5,305	1,808	1,083	8,196

[3] Estimated.

[4] Statistics of 1925–26.

[5] Distribution estimated.

TABLE 11.—*Expenses of instruction in day schools, city public school systems, 1927–28*—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
Vermont:														
Barre				$3,500	$3,500		$58,398		$38,545	$96,943	$5,138		$3,253	$8,391
Burlington		$12,313	$3,000	7,425	22,738	$5,100	71,499	$34,800	32,500	143,899	[5] 4,001	[5] $2,000	[5] 2,000	8,001
Rutland				5,617	5,617		41,005	19,047	35,975	96,027	[5] 2,630	[5] 1,800	[5] 2,810	7,240
Virginia:														
Alexandria		8,730		2,400	11,130		66,585		26,474	93,059	[5] 1,212		[5] 1,000	2,212
Charlottesville		4,000		4,200	8,200		67,355		32,099	99,454	[5] 1,223		[5] 1,000	2,223
Danville		13,412		6,326	19,738		97,677		44,140	141,817	136		28	164
Staunton		3,968		4,604	8,572		31,083		16,666	47,749	[5] 835		[5] 700	1,535
Washington:														
Aberdeen		21,233	3,488	4,397	29,118		92,336	34,934	51,272	178,542	8,767	1,605	5,034	15,406
Bellingham		30,389	2,140	7,701	40,230		167,460	31,800	121,491	320,751	6,762	1,440	9,374	17,576
Everett		17,545	15,611	8,325	41,481	2,680	155,813	74,764	90,942	324,199	6,888	9,068	10,879	26,835
Hoquiam		10,395		4,188	14,583		49,952	17,264	28,856	96,072	1,795	2,043	2,478	6,316
Vancouver		9,480		3,043	12,523		82,752		58,452	141,204	5,094		4,806	9,900
Walla Walla		19,224		4,588	23,812		95,215		78,514	173,729	5,969		5,307	11,276
Yakima		19,539	7,105	4,776	31,420		113,087	77,008	71,354	261,449	5,315	5,016	3,682	14,013
West Virginia:														
Bluefield		4,370	7,650	5,310	17,330		94,257	44,689	45,301	184,247	5,300	3,401	2,400	11,101
Clarksburg—														
City district		19,332	2,950	6,276	28,558		98,423	33,850	74,446	206,719	3,336	[3] 1,000	915	5,251
Coal district			5,090	2,506	7,596		24,836	20,430	21,492	66,758	634	400	602	1,636
Fairmont		21,564		7,151	28,715	3,465	98,060		62,298	163,823	8,068		3,602	11,670
Martinsburg		3,336		3,715	7,051		73,720	5,855	35,870	115,445	545	[5] 200	[5] 937	1,682
Morgantown		13,998	3,283	5,504	22,785		154,786	37,240	88,613	280,639	[5] 3,969	[5] 1,000	9,004	13,973
Moundsville		11,170		2,919	14,089		72,230		26,800	99,030	130		68	198
Parkersburg		26,006	3,615	9,235	38,856		182,585	45,591	97,528	325,704	16,772	6,941	15,352	39,065

Wisconsin:														
Appleton		5,742	12,785	5,789	24,307	15,483	85,087	64,820	66,964	232,354	4,644	6,722	3,674	15,040
Ashland		11,919		6,568	18,487	3,889	53,773		38,417	96,079	1,576		4,393	5,969
Beloit			12,542	4,121	16,663	11,943	126,975	63,230	52,816	254,964	5,626	3,887	2,316	11,829
Eau Claire		19,458		3,900	23,358	6,679	100,027		83,779	190,485	15,811		9,032	24,843
Fond du Lac		28,262	6,794	5,438	40,494	15,343	104,221	82,204	74,185	275,953	2,346	2,880	6,433	11,659
Janesville		9,375		6,075	15,450	7,280	61,497	45,758	61,050	175,585	2,648	2,968	2,969	8,585
Manitowoc		17,349		5,946	23,295	14,113	104,634		74,517	193,264	8,763		9,438	18,201
Marinette		6,436	3,469	5,269	15,174	4,219	49,668	30,334	36,400	120,621	2,105	2,723	3,253	8,081
Stevens Point		3,100		2,900	6,000	4,800	37,996		49,150	91,946	1,837		5,208	7,045
Waukesha		4,950	2,427	4,855	12,232	5,785	55,361	35,583	53,000	149,729	888	1,280	2,582	4,750
Wausau		11,280	3,915	9,671	24,866	13,867	101,239	34,594	61,498	211,198	2,969	3,125	5,067	11,161
West Allis		25,482	5,700	11,830	43,012	20,233	161,981	95,425	63,900	341,539	6,378	4,832	4,510	15,720
Wyoming:														
Casper		45,927	3,000		48,927	15,000	245,284	26,625		286,909	[5] 8,086	[5] 2,000		10,086
Cheyenne		5,634	3,733	5,342	14,709		103,080	23,230	51,614	177,924	8,150	1,767	3,900	13,817

[3] Estimated.

[5] Distribution estimated.

TABLE 12.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1927–28*

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	$115,220	.....	$48,543	$163,763	$100,666	.....	$25,798	$126,464	$17,835	.....	$8,552	$26,387	$1,201,361	.....	$503,828	[3]$1,714,492
California:																
Los Angeles	1,193,802	$326,592	835,435	2,355,830	496,267	$10,287	389,987	896,540	118,519	.....	133,253	251,772	2,987,774	$555,765	2,629,124	6,471,180
Oakland	205,531	91,694	108,001	421,179	83,912	56,827	65,787	212,912	21,672	.....	12,814	34,486	1,014,546	734,942	509,131	2,482,798
San Francisco	411,858	61,098	150,624	623,580	321,991	57,362	90,424	469,777	263,097	$41,236	113,997	418,330	1,130,079	1,216,452	886,806	3,233,337
Colorado:																
Denver	178,631	86,257	86,844	362,855	89,057	22,557	26,892	143,196	.....	.....	.....	91,093	.....	.....	.....	.....
Connecticut:																
Bridgeport	172,635	.....	66,229	238,864	70,237	.....	11,089	81,326	.....	.....	.....	.....	506,796	.....	.....	506,796
Hartford	253,221	.....	130,826	384,047	100,446	.....	40,138	140,584	.....	.....	.....	.....	.....	.....	.....	867,887
New Haven	.....	.....	.....	300,885	.....	.....	.....	147,212	.....	.....	.....	22,050	25,976	438,149	3,447	470,260
Delaware:																
Wilmington	76,449	.....	27,431	103,880	57,104	.....	2,265	59,369	7,417	.....	2,600	10,017	42,465	.....	4,620	52,085
District of Columbia:																
Washington	443,595	130,970	225,310	837,867	424,052	99,019	59,973	638,365	105,389	1,298	14,339	127,953	975,926	1,112,571	1,205,111	3,293,608
Georgia:																
Atlanta	.....	.....	.....	161,121	.....	.....	.....	57,968	.....	.....	.....	15,827	.....	.....	.....	183,745
Illinois:																
Chicago	4,763,457	324,146	1,239,464	6,357,174	2,159,697	123,358	405,202	2,694,952	557,832	36,755	163,853	762,508	10,514,740	3,387,409	1,458,344	15,426,176
Indiana:																
Indianapolis	312,372	.....	201,405	513,777	.....	.....	.....	.....	.....	.....	.....	59,688	812,073	.....	992,310	1,804,383
Iowa:																
Des Moines	.....	.....	.....	339,449	.....	.....	.....	83,843	.....	.....	.....	48,086	.....	.....	.....	341,709
Kansas:																
Kansas City	82,402	31,663	56,038	170,103	61,355	13,714	26,779	101,848	7,227	883	891	9,001	119,890	89,933	4,980	214,803
Kentucky:																
Louisville	157,442	18,447	78,145	257,433	76,167	1,748	22,894	102,262	33,673	6,908	14,539	55,579	85,003	133,667	70,417	292,453
Louisiana:																
New Orleans	.....	.....	.....	239,885	.....	.....	.....	240,747	.....	.....	.....	.....	.....	.....	.....	1,337,999
Maryland:																
Baltimore	516,724	136,400	150,600	822,778	323,911	68,828	59,353	468,352	.....	.....	.....	672,324	189,254	176,736	1,454,118	1,897,871

Massachusetts:																
Boston	904,182		259,566	1,200,441	1,051,585		263,104	1,314,689	117,997		18,461	136,458	1,509,854		1,483,516	3,547,133
Cambridge	126,466		41,032	167,498	48,353		25,675	74,028	3,987		500	4,487	15,100			15,100
Fall River	180,059	25,863	16,421	239,688	98,084	4,596	13,092	116,911			1,950	1,950	53,499	18,338	137,754	209,591
Lowell	117,275	[4] 30,000	5,741	208,223	5,210	[4] 3,000	6,712	16,878								40,141
New Bedford	121,350	22,455	26,081	169,886	25,451	1,464	4,793	31,708	2,600			2,600	5,051		1,822	6,873
Springfield	223,463	83,196	100,469	421,350	82,154	33,074	31,353	150,044					166,140	101,225	8,650	279,437
Worcester	275,073	20,425	50,264	372,263	175,043	8,226	20,499	214,898								522,154
Michigan:																
Detroit	1,346,705	325,106	492,550	2,289,527	365,730	46,169	119,039	551,435				50,271				6,179,455
Grand Rapids				384,145				156,270				9,832				477,637
Minnesota:																
Minneapolis	547,106	143,207	226,782	944,336	236,612	51,624	120,446	430,192				84,154				1,114,440
St. Paul				480,328				83,482								296,798
Missouri:																
Kansas City	368,070	84,326	180,981	672,241	195,323	12,452	70,920	295,163				130,825	1,057,186	7,250	75,383	1,146,156
St. Louis	603,562	118,798	253,569	1,013,661	543,605	88,372	72,364	745,800				72,931				1,717,228
Nebraska:																
Omaha	230,368		141,041	371,409	42,192		37,277	79,469	66,530		440	66,970	44,394		11,464	55,858
New Jersey:																
Camden	139,924	26,375	26,292	192,591	67,128	5,684	4,733	77,545	27,186	999	2,975	31,160	269,739			269,739
Jersey City	417,724	49,069	126,017	592,810	261,736	6,369	45,514	313,619	25,978	2,434	4,056	32,468				138,593
Newark	510,093	12,119	124,741	646,953	385,891	2,309	32,531	420,731	69,288		1,098	70,386	1,113,984	8,634	220,482	1,343,100
Paterson	236,358		56,089	298,921	49,962		16,160	70,509	14,867		5,453	20,320	492,064		10,939	503,116
Trenton	116,332	50,379	26,009	192,720	67,888	21,189	11,966	101,043	12,010	3,031	1,486	16,527				161,025
New York:																
Albany				165,584				76,455				63,587				4,595
Buffalo				1,162,051				802,008				589,043				4,035,303
New York				7,624,931				4,071,747				6,342,378				20,252,657
Rochester				725,346				337,170				388,365				1,540,850
Syracuse				343,466				94,216				244,277				1,513,408
Yonkers				219,647				135,292				135,449				358,077
Ohio:																
Akron	222,025	8,738	63,899	294,662	75,516		25,935	101,451	73,649		13,398	87,047	450,554		34,709	485,263
Cincinnati	407,924	45,842	97,510	563,100	238,883	42,189	56,120	353,501	124,065	15,125	36,917	205,959	1,078,728	80,200	888,631	2,081,415
Cleveland	999,422	245,000	400,000	1,644,422	782,592	250,000	350,000	1,382,592	369,082			369,082	732,577	804,556	489,551	2,026,684
Columbus	222,638	97,634	128,649	448,921	77,196	32,157	15,687	125,040	60,521	32,091	24,817	117,925	343,541	525,832	511,718	1,381,381
Dayton	152,312	17,917	73,757	245,924	97,055	8,955	44,464	151,958	56,576	3,880	19,593	81,043	793,677	224,558		1,018,235
Toledo				352,488				154,760				119,772				1,258,106
Youngstown				273,677				60,910				81,182		578,685		578,685
Oregon:																
Portland	294,726		84,921	416,289	137,861		41,341	192,229				21,332	1,376,010		663,418	2,039,428
Pennsylvania:																
Philadelphia	1,199,304	209,237	379,557	1,830,813	661,967	133,849	136,467	972,431				995,356	6,413,015	4,861,844	987,523	12,442,068
Pittsburgh	693,317	160,318	300,242	1,181,337	480,413	37,285	98,858	623,582	120,458	21,881	56,778	206,823	626,704	1,254,278	624,105	2,927,729
Reading	129,286	60,029	28,000	217,315	43,183	23,876	12,000	79,059				49,672				638,358
Scranton	162,277	12,325	26,704	201,306	134,698	10,230	22,166	167,094	51,162	3,886	8,419	63,467				597,829
Rhode Island:																
Providence	319,372		102,355	429,106	138,570		42,777	191,982	234			234	715,864	504,683	5,524	1,226,574

[1] Includes kindergartens.
[2] Includes colleges and normal schools under control of city board of education, and full-time vocational schools.
[3] Includes $9,303 for administration building.
[4] Estimated.

TABLE 12.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1927–28*—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				$149,610				$61,457				$29,206	$15,034	$206,887	$445,020	$666,941
Nashville	$36,905	[4] $18,500	$13,966	69,371	$32,232	[4] $15,000	$8,899	56,131	$27,153		$1,607	28,760	354,664		39,330	393,994
Texas:																
Dallas	143,497		47,833	191,330	70,740		23,580	94,320	17,761		5,921	23,682	15,716		29,637	45,353
Fort Worth	33,007	20,000	22,651	75,658	46,211	28,000	29,865	104,076	5,835	$1,799	2,076	9,710	378,661	292,000	45,973	716,634
Houston				194,876				115,148				30,766				125,479
San Antonio	75,995	44,640	28,344	151,054	44,062	13,655	14,650	73,025	4,883	1,041	1,313	7,374	18,789	10,561	16,444	51,443
Utah:																
Salt Lake City	105,314	32,251	42,113	179,678	80,466	22,724	31,303	134,493	27,012	5,734	3,721	36,467	78,333	140,871	1,508	220,712
Virginia:																
Norfolk	100,006	18,006	16,510	134,522	37,847	2,993	6,886	47,726	1,942	1,068	2,691	5,701	17,668		1,060	18,728
Richmond	112,736	30,440	39,571	193,733	90,424	23,597	12,737	130,651	4,034	313	853	5,285	124,132	203,474	190,011	522,298
Washington:																
Seattle				542,061				307,860								1,097,076
Spokane	133,254		72,989	206,243	44,135		18,402	62,537	10,189		3,586	13,775	25,718	259,218	8,877	294,602
Wisconsin:																
Milwaukee	540,738	20,443	138,617	699,798	659,369	88,562	107,029	854,960								2,854,786

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:																
Mobile	$20,142		$12,418	$32,560	$20,649		$5,073	$25,723				$2,063				$37,070
Montgomery				26,203				3,602	$3,457			3,457	$1,374	$2,920	$175,597	179,891
Arkansas:																
Little Rock	34,884	$16,427	23,743	75,054	20,342	$6,049	6,167	32,558	6,518	$3,461	$6,503	16,482				656
California:																
Berkeley	69,566	34,963	36,948	141,477	51,654	21,101	12,278	85,033	9,944	4,792	3,581	18,317	111,961	56,127	13,974	184,455
Fresno	53,914	[5] 28,846	[5] 43,500	126,260	11,867	[5] 6,793	[5] 10,350	29,010	12,092	[5] 2,036	[5] 2,800	16,928				36,001
Long Beach	164,130	85,000	85,564	337,007	35,493	9,000	10,090	54,583	17,671		10,409	28,156				284,688
Pasadena	83,264	53,401	53,402	190,067	51,660	24,104	24,104	100,122	8,005	5,426		13,503	427,673	407,612		842,359
Sacramento	83,327	17,621	34,160	153,846	7,642	4,557	6,113	19,341	9,348	2,023	2,529	15,247	111,804	6,670	20,796	165,197

San Diego	110,458	37,883	71,975	220,316	34,334	4,561	15,373	54,268	8,600	587	4,679	13,866	128,173	4,869	13,001	146,250
San Jose	45,651	19,999	29,968	95,618	13,960	9,629	18,141	41,730	17,059	8,157	8,249	33,465	68,573	11,096	7,360	87,487
Stockton	61,075		37,484	98,559	7,403		11,158	18,561	1,006		3,544	4,550	67,117		71,131	138,248
Colorado:																
Colorado Springs	30,285	14,750	12,173	57,208	23,517	9,087	16,505	49,109				10,073				13,841
Pueblo—																
District No. 1				37,918				12,300				5,810				78,572
District No. 20	36,241	4,581	15,494	56,316	21,417	3,070	10,066	34,553	6,539	1,397	1,663	9,599	13,300	3,516	13,555	30,371
Connecticut:																
Meriden	45,840	4,189	10,240	60,269	23,176	2,112	2,849	28,137					481	58,540		59,021
New Britain	57,596	29,972	21,016	108,584	53,395	26,949	11,481	91,825	7,969	2,656	2,100	12,725	441,061		200	441,261
Stamford	78,424		15,684	94,108	55,395		10,815	66,210					17,358		624,405	641,763
Waterbury	114,836		60,841	183,928	46,889		5,929	53,889	16,592		4,676	21,857	231,985			231,985
Florida:																
Jacksonville				51,300				26,031				16,324				488,759
Pensacola				5,825				12,727				3,538	258,158			258,158
Tampa				77,108				20,245				27,899				854,694
Georgia:																
Augusta	25,435		9,470	35,359	14,258		3,888	18,284				14,813	14,683		38,752	53,435
Columbus				16,745				6,974				2,119				
Macon				28,581				16,856				7,544				7,939
Savannah	18,642	6,638	2,874	28,154	8,132	2,832	1,611	12,575	14,420	730	1,024	16,174	5,841			5,841
Illinois:																
Aurora—																
East side				46,305				18,395				3,697				71,199
West side	[5] 9,430	[5] 2,000	16,415	27,845	[5] 13,400	[5] 3,000	5,268	21,668	[5] 1,146	[5] 300	414	1,860	162,928			162,928
Cicero	72,943			72,943	44,706			44,706	3,020			3,020	20,478			20,478
Danville	39,418		26,442	65,860	5,656		2,999	8,655	10,257		561	10,818	15,948		3,915	19,863
Decatur	60,220	15,172	18,310	93,702	8,032	4,977	9,940	22,949	6,914	2,537	2,399	11,850	63,302	3,019	1,565	67,886
East St. Louis				109,953				44,227				9,650				298,316
Evanston—																
District No. 75				69,033				23,146				9,868				453,396
District No. 76	25,977			25,977	15,000			15,000	8,116			8,116	268,165			268,165
Joliet	73,030	8,115		81,145	15,914	1,768		17,682	3,588	897		4,485	14,702			14,702
Moline	26,785		16,782	43,567	17,099		5,404	22,503	4,133		1,696	5,829	13,066		1,398	14,464
Oak Park	80,178			80,178	26,485			26,485	6,488			6,488	243,090			243,090
Peoria	76,690		34,497	111,412	31,820		16,758	48,635	19,752		5,583	25,373	118,471		5,922	126,195
Quincy				44,631				23,212				1,760				99,521
Rockford	81,992	46,381	43,857	172,230	17,439	7,923	11,567	36,929					34,720	221,692	2,203	258,615
Rock Island	24,971	8,967	11,740	45,678	7,612	2,436	7,750	17,798	15,424	6,297	6,544	28,265	194,087	4,883	12,687	211,657
Springfield	73,026		31,086	104,112	32,098		7,242	39,340	12,514		4,309	16,823	15,189		3,217	18,406
Indiana:																
East Chicago	54,304	25,183	12,131	91,618	7,992	3,705	1,786	13,483	2,756	1,278	616	4,650				139,474
Evansville	63,432		47,752	111,184	27,242		17,464	44,706				11,138				558,212
Fort Wayne	189,935		80,077	270,012	54,804		6,285	61,089	19,467		6,737	26,204	262,971		214,991	477,962
Gary	129,075		37,672	166,747	46,036		13,430	59,466	11,997		4,917	16,914				667,533
Hammond	81,585		25,397	122,051	25,289		9,345	35,295				22,658				136,503
Kokomo	26,958		14,748	41,706	8,507		1,064	9,571	4,992		4,217	9,209	13,603		12,586	26,189
Muncie	40,402	5,576	16,931	62,909	15,922	1,453	7,466	24,841	2,080	828	614	3,522	20,677	15,184	70,816	106,677
South Bend	113,315	46,654	30,225	198,455	38,536	10,317	9,260	61,119				32,737				407,404
Terre Haute	79,048	39,454	29,440	168,620	31,107	6,419	9,892	51,842	434	1,106	289	1,854				94,174

[4] Estimated.

[5] Distribution estimated.

TABLE 12.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1927–28*—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				$119,533				$73,192				$4,549				$49,407
Council Bluffs				74,944				16,579				4,253				23,104
Davenport				113,191				61,142				7,284				33,025
Dubuque				66,339				15,909								18,125
Sioux City	$77,303	$49,009	$25,262	151,574	$41,113	$7,896	$5,445	54,454	$6,272	$2,960	$1,607	10,839	$116,811	$9,253	$3,973	130,037
Waterloo—																
East side				17,422				17,422				2,100				40,719
West side				38,335				14,490				9,104				8,180
Kansas:																
Topeka	75,301	20,196	14,896	110,393	56,019	7,958	3,246	67,223	15,324	3,762	339	19,425	126,995	307,113	146,725	580,833
Wichita				225,898				72,837				17,687				251,916
Kentucky:																
Covington	33,671	13,172	14,086	60,929	20,708	3,277	6,880	30,865				5,078	54,726	223,894	1,568	280,188
Lexington				35,366	18,348	76,632	4,321	99,301				6,037	58,360	476	314,921	373,757
Louisiana:																
Shreveport				28,006				27,386				28,909				394,177
Maine:																
Lewiston	21,632		3,878	25,510	13,798			13,798	5,298			5,298				
Portland				112,393								14,176				13,131
Massachusetts:																
Brockton	72,380		30,694	103,074				36,609								
Brookline	62,160		23,971	87,112	36,587		8,896	45,659	2,004		1,012	3,016	61,568		2,674	64,279
Chelsea				78,967				41,663								
Chicopee	34,091	11,363	7,366	55,502	8,806	2,935	1,330	14,525	2,152	717	856	3,725	4,000		7,904	13,075
Everett	52,571	16,393	17,564	87,305	27,522	2,704	2,453	32,679						112,000		112,000
Fitchburg	37,220	9,412	16,978	63,610	10,540		6,169	16,709								
Haverhill	68,959		18,774	89,093	27,067		3,782	30,849								2,933
Holyoke	60,919	22,692	25,062	114,266	21,190	9,956	14,724	49,465	1,465	19		4,184	5,133	2,604	7,349	16,039
Lawrence	97,848		41,607	139,455	68,313		9,897	78,210								5,461
Lynn	77,710	25,442	47,219	150,371	33,546	8,846	11,400	53,792	3,570	349	832	4,751	137,180	1,212	2,720	141,709
Malden	31,971	14,926	14,582	61,479	12,453	2,653	13,625	28,731						260,849		260,849
Medford	39,954	26,832	17,966	84,752	22,041	4,384	4,420	30,845			500	500	87,111	297,009	26,071	410,191
Newton	69,431	17,342	36,485	129,323	41,901	6,256	21,885	74,656	6,778			6,778	327,130	210,612	79,662	617,665

Pittsfield	27,406	10,000	6,630	44,036	16,329	6,000	6,432	28,761	2,968			2,968				
Quincy	62,525	12,287	15,284	93,731	44,458	11,867	4,155	62,065	500			500	754,474			755,116
Salem	38,524		16,682	55,206	15,124		6,094	16,218							492,116	492,116
Somerville	67,037	25,582	19,808	116,738	31,947	8,865	13,727	55,606								105,469
Taunton	40,584		10,313	50,897	9,627		506	10,133					205,958			205,958
Waltham				58,540				26,914								22,987
Michigan:																
Battle Creek				104,775				34,725				22,358				398,763
Bay City				94,952				14,105				2,169				6,354
Flint	152,395	90,997	78,331	326,133	74,333	8,828	11,462	95,907								1,311,384
Hamtramck	68,200	20,212	13,201	101,613	29,468	2,862	3,000	35,330	14,973	5,004	2,189	22,166	17,502	5,535	3,703	26,740
Highland Park	98,983	42,159	32,994	181,468	19,489	8,300	6,496	35,730	4,401	1,875	1,467	8,069	36,860	81,622	78,213	200,107
Jackson	47,842	31,894	32,417	118,418	7,824	8,024	325	16,582				7,615	255,497	13,748	402,575	693,846
Kalamazoo				153,299				29,688				8,500				137,988
Lansing	85,368	29,246	16,999	131,613	15,339	5,255	3,055	23,649	8,034	2,752	1,600	12,386				867,888
Muskegon	43,386	19,283	22,862	94,467	8,803	3,912	10,163	22,878				8,192	32,945	15,950	9,283	61,574
Pontiac				127,514				67,934				4,680				185,007
Saginaw				167,046				53,107				14,982				31,130
Minnesota:																
Duluth	187,925	57,533	74,420	323,180	57,267	17,487	10,026	84,838	6,927	1,839	1,438	10,272	216,830	60,784	47,524	327,399
Missouri:																
St. Joseph	93,190		25,285	121,538	66,712		7,195	74,316	5,378		3,121	8,527	25,109			25,109
Springfield				67,675				23,206				3,858				6,771
Montana:																
Butte	83,588		34,804	118,392	50,707		27,428	78,135	1,766			1,766	33,950		3,304	37,254
Nebraska:																
Lincoln	108,570	42,779	29,380	180,729	48,078	18,943	13,010	80,031	13,699	5,397	3,707	22,803	282,430	111,283	76,428	470,141
New Hampshire:																
Manchester	61,641		31,387	93,028	804		1,836	2,640	25,124		8,066	33,190				31,208
New Jersey:																
Atlantic City	131,992		49,519	189,180	50,068		20,205	70,273				16,884	235,446		11,026	346,472
Bayonne	156,803	53,356	20,297	252,595	72,603	8,472	11,766	94,870	20,461	4,673	3,421	28,555		59,267		59,267
East Orange	66,658		26,619	93,277	36,077		12,486	48,563	2,756		807	3,563	381,609		20,686	402,295
Elizabeth	96,225	49,974	19,619	173,027	67,399	24,096	13,965	111,554	2,538	4,165	33	7,228	46,469	17,834	159,548	248,450
Hoboken	137,334	38,884	30,890	207,108	12,402	2,352	5,157	19,911	5,617		1,223	6,840	210		115	325
New Brunswick				54,526				57,983				8,129				138,131
Orange	42,501		13,991	59,195	48,398		2,309	50,707	5,772			5,772			430	430
Passaic	93,603		19,437	113,040	42,377		12,074	54,451				3,622				448,440
Perth Amboy	52,779		6,360	59,139	39,118		4,110	43,228	2,246		864	3,110	110,328			110,328
Union City	90,591		29,381	119,972	34,102		16,466	50,568	7,456		3,175	10,631				536,239
New York:																
Amsterdam				64,894				35,058				30,346				45,069
Auburn				56,923				13,652				23,446				10,197
Binghamton				157,986				19,032				66,810				
Elmira				52,426				19,684				34,423				58,597
Jamestown				96,878				51,092				36,786				557,841
Mount Vernon	73,754	20,507	21,659	122,876	18,441	5,869	5,085	30,259				21,861	441,196	42,700	103,721	669,938
Newburgh				48,628				15,917				23,994				710,404
New Rochelle	102,758	26,788	27,681	157,227	16,314	9,015	48,376	73,705				63,549	65,356	676,671	164,637	906,664
Niagara Falls				177,602				80,175				65,588				774,093
Poughkeepsie	36,868		14,004	50,872	20,431		4,838	25,269	16,117		8,008	24,125	211,302			212,846
Schenectady	119,114	49,631	29,778	198,523	72,331	30,138	18,083	120,552				20,807				30,286

TABLE 12.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1927–28*—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
New York—Continued.																
Troy—																
Lansingburg district				$15,746				$10,384				$9,312				$547
Union district				63,706				19,118				27,389	$229,149			229,149
Utica				159,956				38,423				63,780				22,161
Watertown				58,075				20,619				26,199				57,499
North Carolina:																
Charlotte	$39,808	$9,332	$14,467	63,607	$14,010	$6,200	$2,154	22,364					6,884	$5,548	$288,492	300,924
Wilmington				21,861				9,600				2,941				4,080
Winston-Salem				78,967				29,042				1,619				20,892
Ohio:																
Canton				201,501				51,101				65,208				77,373
Hamilton				32,920				56,255				19,110				76,689
Lakewood				83,757				114,406				32,205				339,431
Lima				82,595				29,422				20,896	10,068	255	5,334	15,657
Lorain				11,182				51,134				15,390				43,417
Portsmouth				50,304				27,335				17,402				138,474
Springfield	56,028	23,620	13,733	93,381	15,904	6,705	3,898	26,507	$23,391	$6,501	$3,971	33,866	111,916			111,916
Oklahoma:																
Muskogee	22,285		22,488	44,773	7,694		8,409	16,103	5,878		5,459	11,337	4,355		805	5,160
Oklahoma City	105,057	58,045	47,130	210,232	40,474	17,883	17,555	75,912					76,338	45,801	30,536	152,675
Tulsa	90,460	61,709	52,216	204,385	63,111	15,331	20,204	98,646	8,101	6,359	8,274	22,734	588,973	164,349	40,855	794,177
Pennsylvania:																
Allentown				132,625				24,247				66,385				174,671
Altoona	45,879	38,397	31,688	115,964	25,998	5,828	10,349	42,175	17,558	4,817	5,586	27,961	94,767	43,319	872,829	1,010,915
Bethlehem				107,477				36,385				22,890				1,549
Chester	60,073	15,024	19,914	95,011	16,598	3,500	4,334	24,432				28,582	9,152		7,926	17,078
Easton	38,198	17,554	17,770	73,522	21,221	6,853	2,961	31,035				28,051	35,417	14,581	115	50,113
Erie	107,125	65,368	31,016	203,509	69,681	36,386	17,264	123,331				43,917				339,561
Harrisburg	78,125	25,316	53,534	156,975	40,274	14,928	11,918	67,120				30,177	42,288	7,149	133,242	216,750
Hazleton	42,633	13,856	7,876	64,365	5,529	1,971	1,070	8,570	7,426	8,219	1,710	17,355				397,464
Johnstown	76,285	53,325	14,803	144,413	11,664	10,873	1,130	23,667	19,641	7,613	1,721	28,975	5,506	5,834	3,660	15,110
Lancaster				76,116				43,835				49,768				497,656

McKeesport	56,699		29,716	86,415	15,305		4,054	19,359	20,596		5,446	26,042	70,452		64,104	134,556
New Castle	45,961	26,858	15,163	91,672	19,886	4,648	3,693	29,144				21,286	75,088	387,094	106,676	568,858
Norristown				47,235				11,360				14,668				473,689
Wilkes-Barre				160,390				70,630				40,640				690,428
Williamsport	30,160	17,474	15,378	63,012	9,199	3,219	5,342	17,760	10,516	5,782	5,982	22,280	2,237	445,944	1,049	449,230
York	34,939	11,618	25,705	72,262	26,816	8,571	6,623	42,010	10,898	1,925	3,729	16,552	18,907		33,003	51,910
Rhode Island:																
Newport	29,545		22,834	52,379	19,154		8,064	27,218								
Pawtucket				139,457				57,510							91,920	91,920
Woonsocket	46,241	8,782	8,444	63,467	14,972	104	4,096	19,172	1,906	1,435	344	3,685	1,011	522,276	10,071	533,358
South Carolina:																
Charleston				17,040				15,227				10,060				30,299
Columbia				32,951				6,771				4,117				248,211
Tennessee:																
Chattanooga				55,482				14,473				9,378	36,560	21,018		57,578
Knoxville				91,908				22,714				437				877,313
Texas:																
Austin				33,118				6,349				8,139				3,790
Beaumont—																
City district				37,446				16,277				7,963				25,006
French district				6,387				679								
El Paso	48,809		13,133	68,017	8,707		4,128	14,223	1,011		10	1,032	10,132		2,398	12,530
Galveston	20,649		8,243	28,892	8,606		1,882	10,488	8,468		1,639	10,107	3,577			3,577
Waco	15,191	4,610	8,416	28,217	6,754	2,108	2,729	11,591				7,595				5,018
Wichita Falls				47,009				11,708				9,023				195,382
Utah:																
Ogden	26,152	15,000	9,237	50,389	10,707	4,500	1,671	16,878	2,862	2,000	1,055	5,917	61,843	2,175	2,973	66,991
Virginia:																
Lynchburg				32,661				11,978				5,109	12,217		1,064	13,281
Newport News	19,337		11,047	30,384	4,829		2,070	6,899	1,029		1,530	2,559	709		968	1,677
Petersburg	16,145	5,630	7,850	29,625	6,106	68	996	7,170				247	1,522			1,522
Portsmouth	20,112		7,219	27,331	6,389		3,637	10,026	1,803		1,083	2,886	395		2,179	2,574
Roanoke				51,810				12,108				3,850				310,990
Washington:																
Tacoma	82,083	53,421	33,118	168,622	34,580	18,709	14,224	67,513	4,917	1,306	1,973	8,196	8,377	9,885	3,788	22,050
West Virginia:																
Charleston	43,571	[5] 35,000	[5] 10,702	89,273				17,816				23,936				77,550
Huntington	64,487	35,356	19,901	119,744	6,317	3,688	8,470	18,475				14,312				39,850
Wheeling	46,984		18,287	65,271	37,212		8,234	45,446				26,647				48,108
Wisconsin:																
Green Bay	29,291	5,304	24,343	58,938	8,606	1,167	11,721	21,494	8,360	1,998	7,684	18,042	29,620	8,587	574,625	616,112
Kenosha	57,456	27,929	32,149	117,534	10,330	5,869	1,532	17,731	2,012	350	175	2,537	249,613	51,016	5,487	306,116
La Crosse	34,951	[5] 16,500	[5] 16,500	67,951	6,667	[5] 1,802	[5] 1,802	10,271								2,714
Madison	66,780	8,867	38,636	114,283	21,722	1,627	16,997	40,346				14,482	200,392	2,631	14,078	217,101
Oshkosh	38,401	3,000	25,683	67,084	4,223	600	2,897	7,720	9,858	232	6,364	16,454	2,619		4,046	9,220
Racine	61,561	26,148	17,189	104,898	32,613	10,098	2,779	45,490	18,447	8,007	5,061	31,515	40,502	14,165	908,940	963,607
Sheboygan	42,450		29,624	72,074	25,772		7,927	33,699	860			860	25,829		1,626	27,455
Superior	55,788	16,676	21,974	94,438	8,761	3,594	2,695	15,050	11,815	6,616	7,783	26,214	8,818	1,385	8,939	19,142

[5] Distribution estimated.

TABLE 12.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1927–28*—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				$11,860				$4,709				$1,993				$99,434
Bessemer				10,938				1,735								3,440
Decatur	$4,319	$1,602	$1,504	7,425	$341	$100	$130	571			$125	125	$100		$63	163
Dothan				5,905				2,704					1,950			1,950
Florence				6,337				2,686								3,282
Gadsden	6,840		2,198	9,038	546		119	665					566			566
Phenix City				2,784				868				221				13,560
Selma	7,006	1,500	1,417	9,923	4,872	1,002	979	6,853	$710	$729	729	2,168	369	$1,057	1,067	2,493
Tuscaloosa				7,948				3,251				1,233				8,929
Arizona:																
Phoenix				54,526				16,775				14,599				196,903
Tucson	28,497		13,012	41,509	8,646		5,661	14,307	4,358		1,126	5,484	181,439		8,714	190,152
Arkansas:																
Fort Smith	13,974		8,587	22,561	5,194		5,103	10,297				7,756				348,959
Hot Springs	20,187	4,500	7,090	31,777								7,606		7,036		7,036
North Little Rock	6,295	4,000	2,000	12,295	2,342	400	300	3,042	4,000	2,000	1,639	7,639			28,929	28,929
Pine Bluff				19,650				4,984								750
California:																
Alameda	34,457		34,777	69,234	30,605		6,420	37,025	2,468		437	2,905	13,732		26,219	39,951
Alhambra	29,949		34,178	64,127	10,310		11,261	21,571	2,058		2,445	4,503	38,323		69,039	107,362
Bakersfield	46,295			46,295	21,635			21,635					5,493			5,493
Eureka	10,966	2,648	12,071	25,685	660	8	604	1,272	1,740	213	2,535	4,488	2,957	2,346	24,813	30,116
Glendale				60,796				7,296				6,638				64,313
Pomona	18,033	13,000	13,055	44,088	5,379	2,500	2,715	10,594	9,106	1,000	1,429	11,535	39,140		22,159	61,299
Richmond	28,120	12,264	14,006	54,390	3,603	1,597	1,252	6,452	5,742		1,431	7,173	137,012	828	516,717	654,557
Riverside	25,065	8,930	15,634	53,319	3,006	225	4,209	7,569	2,728		2,007	5,685	133,734	562,771	9,268	843,234
San Bernardino	28,919	12,630	14,261	63,218	8,410	1,795	5,798	19,876	5,634	4,692	472	13,079	129,702	54,486	7,291	292,361
Santa Ana	22,008	8,537	18,088	55,821	2,267	3,785	5,635	13,153	745	1,786	850	5,383	22,168	6,523	25,320	58,496
Santa Barbara				60,707				10,780				11,621				559,885
Santa Cruz	11,953		18,972	30,925	7,720		4,415	12,135	4,415		1,885	6,300	8,749		35,477	44,226
Santa Monica				114,501				32,216				14,767	70,057		42,881	112,938
Vallejo	13,311	3,724	5,539	22,574	3,484	1,493	1,754	6,731	2,947	731	1,190	4,868	1,570	971	3,016	5,557

Colorado:																
Boulder				29,359				4,318				4,344		19,764		19,764
Greeley	15,028	7,625	11,986	34,639	1,996	1,109	1,539	4,644	759	706	1,817	3,282		765	84,509	85,274
Trinidad	11,702		10,618	22,320	2,392		745	3,137				4,739	800		2,801	3,601
Connecticut:																
Ansonia				22,027				20,479								994
Bristol	28,597		24,892	53,489	6,848		9,399	16,247					32,440			32,440
Danbury	27,575		16,636	44,211	9,566		7,428	16,994							12,391	12,391
Derby				14,509				6,234							382	382
East Hartford	25,889		7,530	33,419	12,856		4,011	16,867	1,649		55	1,704	2,514		2,926	5,440
Enfield	23,127		8,672	31,799	4,815		1,256	6,071	3,163		1,698	4,861	2,819		348	3,167
Fairfield				30,827				11,171					95,000			95,000
Greenwich	49,744		12,833	64,953	20,648		2,390	23,038	8,673		1,342	10,015	37,756		20,759	58,515
Manchester—																
Ninth district	20,349		12,497	32,846	5,692		2,674	8,366	1,458			1,458				
Town schools	17,671			17,671	6,822			6,822					65,000			65,000
Middletown	12,327		7,140	22,209	5,660		1,244	6,904	2,402		1,058	3,460	88,418		15,000	103,418
Milford	16,754		4,180	20,934	10,444		2,334	12,778					49,586			49,586
Naugatuck	17,938		8,169	26,107	9,074		11,280	20,354	2,757		599	3,356	1,257		339	1,596
New London	28,275		2,086	30,361	16,334		1,726	18,060	3,450		50	3,500				
Norwalk				41,586				17,019								11,679
Norwich	33,300			33,300	16,125			16,125	2,965			2,965	118,386			118,386
Stonington	9,398		2,176	11,574	4,879		1,011	5,890					1,499		1,055	2,554
Stratford	20,658		5,156	25,814	12,817		2,898	15,715	367			367	78,662		568	79,230
Torrington	29,033		10,455	39,488	12,375		6,252	18,627					26,464			26,464
Wallingford	16,560		4,525	21,085	11,952		6,027	17,979					4,137		522	4,659
Windham	14,456		5,752	20,208	2,060		1,985	4,045					860		56,169	57,029
Florida:																
Key West				5,966				263				1,074				117,299
Miami	75,000	45,000	55,000	175,000	24,950	7,500	7,500	39,950	800	570	570	1,940				1,244,000
St. Petersburg				23,041				11,760				11,074				434,686
Georgia:																
Albany				5,734				2,645				1,395				376
Athens				6,555				2,088				1,938				
Brunswick	3,988	1,753	2,523	8,264	6,706	2,217	1,359	10,282	1,191	176	735	2,102				51,621
Lagrange				8,501				8,744				3,428				
Rome	3,791		1,090	4,881	1,129		424	1,553	890		400	1,290	160,000		5,000	165,000
Valdosta				[1] 5,745				1,500								3,500
Waycross				8,835				2,663				387				5,052
Idaho:																
Boise	28,359		17,661	46,020				16,708				5,080	6,824		4,810	14,533
Pocatello	16,583	5,460	6,515	28,558	6,539	560	3,576	10,675	1,049	528	575	2,152	52,921	1,308	1,418	55,647
Illinois:																
Alton	31,958		7,563	39,521	13,772		2,184	15,956	434			434	363,874		648	364,522
Belleville	19,948	6,334		26,282	6,009	1,908		7,917					10,818	4,133		14,951
Berwyn—																
District No. 98	13,216			13,216					780			780	46,183			46,183
District No. 100	22,210			22,210	8,282			8,282					104,332			104,332
Bloomington	33,166		16,926	50,092	27,377		3,248	30,625								53,280
Blue Island	15,167	5,432	9,635	33,234	4,889	1,724	2,122	8,735	2,352		551	2,903	317	298	1,283	1,898
Cairo				16,273				6,535				4,834				29,476

[1] Estimated.

TABLE 12.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1927–28*—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				$17,121				$19,041								
Centralia	$15,780			15,780	$11,770			11,770	$549			$549	$76,404			$76,404
Champaign	31,201		$17,107	48,308	10,078		$8,045	18,123	4,319		$3,635	7,954	63,542		$6,042	69,584
Chicago Heights	25,197			25,197	9,597			9,597	1,587			1,587	7,864			7,864
Elgin	34,412		18,212	52,624	17,224		6,447	23,671	2,005			2,005	2,030		7,493	9,523
Forest Park	12,000			12,000	6,000			6,000	385			385	122,500			122,500
Freeport	14,960	$7,000	15,477	37,437	2,222	$1,000	8,857	12,079	3,221	$430	250	3,901	56,472		13,207	69,679
Galesburg	20,525		19,102	39,627	27,950			27,950	6,177			6,177	41,223			41,223
Granite City	18,854	6,285		25,139	13,652	4,550		18,202	6,722	2,240		8,962	32,981	$337		33,318
Herrin	10,000			10,000	700			700	1,100			1,100				
Jacksonville				23,555				2,770				4,037				14,874
Kankakee	26,966		8,989	35,955	4,672		1,555	6,227	4,175		1,391	5,566	498		20,072	20,570
Kewanee	18,352		7,315	25,667	6,759		2,940	9,699	2,966		1,221	4,187	7,347		4,803	12,150
La Salle	18,735			18,735	11,500			11,500	800			800	100			100
Lincoln	13,896			13,896	4,107			4,107					539			539
Mattoon	5,752	4,398	6,350	16,500	649	532	478	1,659	1,215	899	977	3,091			27,000	27,000
Maywood Melrose Park	24,979			24,979	10,200			10,200					145,315			145,315
Murphysboro				9,942				500				2,245				250
Ottawa	15,232			15,232	9,425			9,425	1,020			1,020	5,316			5,316
Pekin	12,906	2,508	8,654	24,068	4,007	236	10,467	14,710	2,505	3		2,508	14			14
Streator	23,929			23,929	6,772			6,772	1,319			1,319	1,212			1,212
Urbana	19,807		8,310	28,117	3,531		1,482	5,013	1,380		580	1,960	28,254		393	28,647
Waukegan	36,441			36,441	11,613			11,613	9,023			9,023	122,331			122,331
West Frankfort	7,618		9,835	17,453	6,251		12,162	18,413					48,268		23,069	71,337
Indiana:																
Anderson	28,249	9,153	17,627	55,029	6,544	1,152	6,093	13,789	32,042	805	6,195	39,042				116,153
Bloomington	13,483	1,467	14,410	29,360	4,387	489	674	5,550	5,037	1,207	4,157	10,401	34,379	1,464	2,930	38,773
Clinton	12,497		2,347	14,844	1,689		1,063	2,752	1,765		1,802	3,567				386
Crawfordsville	11,972	6,566	4,851	23,389	3,907	2,345	1,725	7,977	362	154	73	589	2,458	1,797	1,331	5,586
Elkhart	27,095	5,647	18,048	50,790	5,363	1,107	11,523	17,993	7,324	416	2,392	10,132				161,440
Elwood	8,976	2,488	5,243	16,707	3,036	919	3,466	7,421	266	86	1,110	1,462				10,261
Frankfort	17,966		8,776	26,742	4,590		3,181	7,771	2,095		11,761	13,856	70,727		4,941	75,668

Huntington	16,296		9,976	26,272	7,574		3,922	11,496					10,558		4,266	14,824
Jeffersonville	9,590		4,904	14,494	2,442		1,193	3,635	832		289	1,121				
La Fayette	30,899		12,939	43,838	11,440		2,697	14,137	589			589	121,600		250,491	372,091
La Porte	14,794	8,593	13,289	36,676	4,578	3,688	3,390	11,656	807	1,144	16,278	18,229				11,531
Logansport	19,337	9,482	5,640	34,459	2,915	1,784	1,811	6,510	1,885	4,494	4,359	10,738	4,585	1,657	5,634	11,876
Marion	22,030	11,132	8,913	42,075	6,576	854	5,112	12,542	7,032	13,723	4,576	25,331				40,993
Michigan City	27,106	12,569	11,722	51,547	8,319	1,632	3,791	13,995	1,705	1,098	2,083	4,886				18,013
Mishawaka	27,389		17,281	44,670				8,731				5,651				157,776
New Albany	25,307		5,061	30,368	3,620		603	4,223	3,086		8,045	11,131	1,775		215,440	217,215
Newcastle	9,716	2,918	7,255	19,889	1,544	355	739	2,638	412	723	2,787	3,922				30,027
Peru	11,815		8,586	20,401	4,468		11,952	16,420	385		204	589	41,523		14,286	55,809
Richmond	28,553	14,479	10,230	53,262	14,951	2,637	2,678	20,266				12,732	73,442	74,452	1,245	149,139
Vincennes	19,430		8,624	28,054	3,788		1,878	5,666	2,468		1,611	4,079	46,976		140,931	187,907
Whiting	14,644	8,610	10,426	35,490	1,179	152	732	2,136	481	472	836	1,791				6,456
Iowa:																
Boone	18,322	7,057	7,057	32,436	4,365	1,982	1,995	8,342	2,072	850	850	3,772	1,403	512	511	2,426
Burlington	38,340		13,560	51,900	19,000		4,000	23,000				3,436				26,050
Clinton				48,034				12,613				3,268				48,825
Fort Dodge	37,900	8,324	11,497	58,699	9,728	1,478	15,226	26,542	1,160	155	1,040	2,788	3,020	11	905	3,936
Fort Madison				18,000				5,000	1,200		1,300	2,500				8,438
Iowa City	16,697	4,367	8,735	29,799	11,079	2,897	5,795	19,771	2,493	382	3,448	6,323	23,182	501	1,353	25,036
Keokuk	17,184	3,000	3,000	23,184	3,940	1,445	4,209	9,594				509		20,000		20,000
Marshalltown				39,245				8,688				4,909				84,924
Mason City	43,355	5,000	9,500	57,855				38,204								52,255
Muscatine	17,059		5,332	22,391	5,383		1,681	7,064	1,998		625	2,623	114,706		5,814	120,520
Ottumwa	38,412		34,347	72,759	6,188		2,204	8,392			9,436	9,436			2,255	2,255
Kansas:																
Arkansas City	9,491	6,302	5,430	21,223								7,560	26,716		330	27,046
Atchison				19,549				5,642				4,775				5,368
Chanute	7,710	4,657	7,125	19,592	7,866	1,066	1,940	10,872	1,944	2,307	4,274	8,525	270	67,435	164,868	232,573
Coffeyville	8,823	10,404	3,805	23,032	3,940	1,158	1,222	6,320	254	688		942				
Eldorado	9,920	6,000	6,000	23,155	4,220	2,500	2,500	10,093	1,760	500	500	2,760	9,600	5,000	5,000	24,565
Emporia				29,791				7,810				1,699				84,844
Fort Scott	7,500	3,000	7,600	19,600	4,100	900	2,400	7,900	500	100	100	700	2,000	500	1,950	4,450
Hutchinson	26,327	12,102	10,637	49,066				10,904	3,515	1,259	1,460	6,234				213,943
Independence	16,615	13,237	19,854	49,706	6,959	9,452	14,179	30,590	538	639	1,958	3,135	2,201	1,662	2,494	6,357
Lawrence				31,902				7,811				3,972				4,776
Leavenworth	17,987	6,448	6,787	31,222	1,580	1,437	3,592	6,609	1,320	473	498	2,291	765	587	587	1,939
Parsons	11,492	7,439	10,450	29,381	1,338	516	810	2,664	3,223	1,053	1,407	5,683	2,546	442	3,758	6,746
Pittsburg	13,658	9,402	7,753	30,813	4,193	2,739	2,280	9,212	1,480	1,943	592	4,458	111,725	62,102	3,414	177,241
Salina				38,773				11,588				9,860				12,637
Kentucky:																
Ashland				37,450				12,475				731				212,736
Henderson	8,748	1,830	4,441	15,019	3,677	174	4,792	8,643	4,072	88	2,363	6,523			34,235	34,235
Newport	18,989		4,392	23,381	10,941		1,500	12,441	1,210		750	1,960	21,026		140,000	161,026
Owensboro	12,104	3,660	4,205	19,969	2,305	1,170	1,175	4,650	500	726	502	1,728	3,291	2,956	810	7,057
Paducah	13,735	4,030	3,753	21,518	6,748	1,116	2,193	10,057	1,659	757	1,007	3,423	40,119	8,537	32,501	81,157
Louisiana:																
Alexandria				19,837				7,015				1,046				766
Baton Rouge				16,334				25,829				1,481				291,162
Lake Charles	6,955		3,068	10,023	4,061		2,067	6,128	606		202	808	4,944		683	5,627
Monroe	5,245		1,537	6,782	6,193		1,811	8,004								

TABLE 12.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1927–28*—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				$20,146				$9,254				$3,767				$22,748
Augusta	$15,593		$7,147	22,740	$2,506		$2,856	5,362	$1,379		$1,613	2,992			$111,095	111,095
Bangor	25,696		13,557	39,253	14,792		5,079	19,871	5,377		1,906	7,283	$75,872			75,872
Bath				12,928	3,489		4,091	7,580					598		471	1,069
Biddeford				19,148				6,920				696				
Sanford				12,717				9,010								
Waterville				18,862				11,156								
Maryland:																
Annapolis	3,833		3,987	7,820	3,377		2,561	5,938					959		2,307	3,266
Cumberland				36,875				10,438								81,240
Frederick	5,834		4,061	9,895	293		951	1,244					35		81	116
Hagerstown	15,111		6,502	21,613	2,782		589	3,371				4,972	24,523		2,406	26,929
Massachusetts:																
Adams				23,552				5,115								22,027
Amesbury	7,669	$1,885	8,035	17,589	2,048	$199	1,646	3,893	1,471		598	2,069	1,974	$10	203	2,187
Arlington	31,549	17,026	11,877	60,452	15,316	12,519	5,634	33,469					19,360	191,788	5,672	216,820
Attleboro	30,598		5,790	36,388	10,133		1,762	11,895	2,095		1,831	3,926	1,882			1,882
Belmont	[5] 19,868	[5] 5,000	7,520	32,388	[5] 4,286	[5] 1,000	7,040	12,326					3,453		1,195	4,648
Beverly	40,903		23,847	66,094	7,797		1,734	9,734					47,812		150	50,928
Braintree	15,658		5,910	21,568	8,566		911	9,477					144,480			144,480
Clinton	13,864		6,059	19,223	4,941		2,487	7,428	1,302		583	1,885	227		220	470
Danvers				20,929	5,421		174	5,595			3,100	3,100	7,862		898	8,760
Dedham	16,470		4,840	21,310	7,012		2,127	9,139				1,080				23,327
Easthampton				17,848				4,784								3,370
Framingham				44,297				9,557								1,249
Gardner	16,474		6,331	22,805	3,192		871	4,063							5,273	5,273
Gloucester	34,458		9,673	44,131	22,960		7,653	30,613					7,318			7,318
Greenfield	31,383		11,151	42,534	7,000		1,259	8,259								4,246
Leominster				34,001				7,347								2,089
Marlboro	8,459		8,236	16,695	1,746		2,423	4,169								
Melrose	27,544		12,184	39,728	8,459		6,482	14,941							5,000	5,000
Methuen	29,520		4,987	34,507	6,800		1,586	8,386					1,805		500	2,305

Milford	17,808		4,176	21,984	4,470		1,238	5,708								34,988
Natick	19,148		6,075	25,223	5,464		4,013	9,477								320,696
Newburyport	11,148		3,414	14,562	2,848		1,960	4,808	149		373	522	111		206	317
North Adams	19,935		8,908	28,843	4,561		2,740	7,301	3,457		2,309	5,766	21,796		2,889	24,809
Northampton	25,645		6,052	31,697	6,652		1,392	8,044								1,199
Northbridge	16,545		3,766	20,311	4,351		4,971	9,322								2,142
Norwood				37,412				13,310								49,250
Peabody	29,622		15,002	44,624	9,323		2,012	11,335	1,032		845	1,877	118,687			118,687
Plymouth				24,543				18,714								4,332
Revere				83,921				8,647								248,103
Saugus				23,267				12,408								1,430
Southbridge	10,846		4,450	15,765	2,036		734	2,770					633		1,847	4,132
Wakefield	22,718		16,245	38,963	3,997		2,732	6,729					901		6,842	7,743
Watertown				51,717				14,304								138,778
Webster	8,964		8,388	17,352	554		742	1,296							515,348	515,759
Westfield	20,868		6,620	27,488	5,374		790	6,164								
West Springfield	27,621	5,147	7,725	40,493	13,069	2,900	2,166	18,135					2,383	3,026	1,147	6,556
Weymouth	21,621		14,206	35,827	15,986		9,236	25,222					74,693		230,095	304,788
Winchester	19,001		5,980	24,981	2,268		1,089	3,357								81,564
Winthrop	10,865	5,932	7,957	24,754	2,971	417	928	4,316	3,052	$1,100	900	5,052		56,500		56,500
Woburn	15,926		4,060	19,986	4,356		1,116	5,472					2,193		200	2,393
Michigan:																
Adrian				33,087				2,935				2,689				197,519
Alpena	16,485		2,902	19,387	550		1,902	2,452	2,014		700	2,714	2,210		2,974	5,184
Ann Arbor				63,477				15,476				5,455				49,159
Benton Harbor				36,908				15,633				2,256				26,797
Calumet	26,693		13,346	40,039	3,842			3,842	8,955		6,498	15,453				
Escanaba				24,267				9,512				394				10,539
Holland	16,325	8,540	7,953	32,818	6,520	572	3,130	10,222	1,111	1,573	1,493	4,177	15,103			15,103
Ironwood	35,336	17,764	9,000	62,100	2,913	1,711	922	5,546				3,276	7,598		22,279	29,877
Ishpeming	15,675		14,560	30,235	3,200		2,828	6,028	940		1,000	1,940	600		804	1,404
Marquette	11,457	5,030	12,017	28,504	2,644	1,161	2,774	6,579	919	119	1,198	2,236	472		124,208	124,680
Monroe				25,185								13,786				618,218
Owosso	18,773		6,950	25,723	3,822		1,500	5,322	4,445		1,641	6,086	18,289		13,749	32,038
Port Huron				71,832				13,214	1,396	700	300	2,496	11,965	5,282	4,982	52,829
Sault Ste. Marie	13,893	2,679	16,672	33,344	5,387		951	6,338	4,084		1,542	4,626	1,448	193,468	4,417	199,380
Traverse City				17,719				2,732				13,080				6,719
Wyandotte				51,113				12,563				2,629				41,111
Minnesota:																
Austin	14,917	6,403	4,752	26,072	8,067	313	231	8,611	1,743	743	557	3,043	137	2,361	3,802	6,300
Faribault				20,324				5,713				4,225				8,459
Hibbing				201,042				99,126				924				29,983
Mankato				29,083				3,847				2,441				23,614
Rochester				51,072				3,595				7,043				73,984
St. Cloud				23,974				9,136				2,863				4,146
Virginia				134,176				48,135								65,817
Winona	20,271	8,403	8,649	37,323	3,808	690	908	5,406	1,713	617	589	2,919	851	131,660	132,358	264,869
Mississippi:																
Biloxi				11,444				4,137				1,807				2,103
Columbus				15,107				1,282								962
Greenville				5,532	1,800		575	2,375								5,600

[5] Distribution estimated.

TABLE 12.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1927–28*—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—Contd.																
Hattiesburg				$7,252				$3,057				$1,780				$14,200
Jackson				18,355				6,332				6,813				21,932
Laurel				10,885				5,301				632				56,544
Meridian				19,664				7,256				13,766				8,433
Natchez				5,379				1,376				630				43,207
Vicksburg				10,038				1,088								
Missouri:																
Cape Girardeau				14,877				3,018				5,704				25,457
Carthage				15,909				10,586								1,350
Columbia	$12,496	$6,582	$7,202	26,280	$1,786	$1,663	$1,147	4,596	$3,228	$1,219	$1,719	6,166	$60,768		$100,000	160,768
Hannibal				17,908				8,297								5,124
Independence				32,590				504				12,530				2,155
Jefferson City	10,243	4,805	6,608	23,308	1,316	1,000		2,316	4,987			4,987	1,273	$778	3,206	6,195
Joplin	20,778	7,360	8,580	36,718	10,678	11,033	1,372	23,083	2,735	1,126	3,183	7,044		110,383	1,770	112,153
Moberly	11,742		4,257	16,999	5,542		2,770	11,084	1,616		807	3,193				
Sedalia	19,755		12,693	32,448	23,735		3,200	26,935	6,956		1,000	7,956	93,064		70,434	163,498
Montana:																
Anaconda	18,823		7,693	26,516	3,551		1,123	4,674	165		3,119	3,284				175,756
Billings	27,791		10,400	38,191	3,486		647	4,133	6,424		1,617	8,041	3,168		7,006	10,174
Great Falls	[5] 31,235	[5] 6,000	14,172	51,407	[5] 22,070	[5] 4,000	4,367	30,437	[5] 5,288	[5] 1,000	1,991	8,279	155,795		1,719	157,514
Helena	18,071		9,035	27,106					2,241		1,558	3,799	2,077		1,038	3,115
Missoula	27,328			27,328	3,649			3,649	2,954			2,954	586			586
Nebraska:																
Grand Island	17,950	9,193	10,000	37,143	3,152	794	1,000	4,946	2,718	241		2,959	90,510			90,510
Hastings				28,932				2,657				4,037				118,021
North Platte				23,968				3,365				1,021				1,783
Nevada:																
Reno	17,189	4,660	4,579	26,428	7,431	826	1,684	9,941	950	642	600	2,192	2,374		223	2,597
New Hampshire:																
Berlin	9,232	[4] 4,000	9,456	22,688	770	[4] 350	560	1,680				7,257				2,548
Concord	24,567	6,421	8,616	39,604	4,909	1,084	1,289	7,282	5,845	1,736	3,295	10,876		135	2,458	2,593
Dover	10,076		8,328	18,404	21		409	430				3,691				7,741
Keene				28,666				8,376				1,362	106,000			106,000

Laconia	7,982	[4] 2,500	4,286	14,768								335	21,269		3,965	25,234
Nashua				52,223				17,768								
Portsmouth	12,026	[4] 3,000	3,823	18,849	1,834	[4] 500	749	3,083				5,266				29,432
New Jersey:																
Asbury Park	21,029		17,023	38,052	8,646		1,641	10,287	1,841		571	2,412	121,401		162,978	284,379
Belleville	32,716		9,772	42,488	11,973		1,932	13,905	2,114		305	2,419	213,660		196,977	410,637
Bloomfield	63,371		11,500	74,871	31,642		3,400	35,042	1,591		1,000	2,591	244,651			244,651
Bridgeton				20,853				9,533				685				9,181
Carteret				32,322				24,150				114				10,161
Clifton	63,736		10,118	73,854	23,793		3,779	27,572	3,625		385	4,010	45,848			45,848
Englewood	28,574		17,241	45,815	18,452		7,955	26,407	3,115		1,140	4,255	146,060			146,060
Garfield	48,431		6,653	55,084	14,516		84	14,600	11,071		668	11,739			55,510	55,510
Gloucester City				24,357				7,409				4,705				117,294
Hackensack				67,993				54,638				7,650				242,331
Harrison				31,297				12,085				773				
Irvington	58,709	[4] 3,000	21,138	82,847	25,496	[4] 1,000	1,981	28,477	12,006	[4] 600	35	12,641	144,174		67	144,241
Kearny	62,173		20,959	83,132	22,796		3,848	26,644	4,484		306	4,790	10,053		1,141	11,194
Long Branch				37,327				15,588				4,107			93,302	93,302
Millville	17,293		7,480	24,773	6,935		884	7,819	646		528	1,174	160		19,636	19,796
Montclair	67,969	40,246	25,318	133,533	14,965	9,977	5,850	30,792	2,345	6,946		9,291	340,905	211,415	17,376	569,696
Morristown	23,333		10,385	33,718	24,611		10,935	35,546	2,661		1,175	3,836	21,277		8,189	29,466
North Bergen	114,509			114,509	43,481			43,481	84,099			84,099	200,343			200,343
Phillipsburg	22,070		4,138	26,208	20,038		1,141	21,179							366,004	366,004
Plainfield	44,743		19,737	64,480	17,053		7,507	24,560	2,538		798	3,336	404,918		1,137	406,055
Rahway				23,851				5,107				1,698				161,617
South Orange	54,246	30,725	23,917	108,888	24,400	13,821	10,759	48,980	5,752	2,178	1,593	9,555				
Summit	25,687		8,695	34,382	7,355		2,348	9,703	2,329		788	3,117	43,921	242,159	624	286,704
Weehawken	23,183		6,724	29,907	10,243		6,544	16,787	1,692		63	1,755	500,342			500,342
West New York				96,936				51,939				4,952				461,601
West Orange	29,323	8,643	11,941	49,907	14,840	4,145	4,041	23,026	3,780	1,239	729	5,748	82,426	145,891		228,317
New Mexico:																
Albuquerque	15,400	7,092	6,663	29,155	2,549	1,194	4,062	7,805				6,652	49,367	2,811	34,712	86,890
New York:																
Batavia				36,199				8,632				18,965				
Beacon				16,869				11,791				8,385				5,529
Cohoes				17,675				9,003				7,302				53,397
Corning—																
District No. 9				14,808				7,760				6,165				2,574
District No. 13	7,495		7,495	14,990	668		668	1,336	2,200		3,072	5,272			115,165	115,165
Cortland				19,739				3,024				12,370				172,177
Dunkirk				37,059				8,638				15,646				45,742
Fulton				23,883				4,557				15,455				1,736
Geneva	15,807		10,655	26,462	6,154		800	6,954				9,959	190,032		5,870	195,902
Glens Falls				26,578				10,208				714				148,740
Gloversville				32,767				21,791				18,411				16,430
Herkimer				15,065				2,288				7,604				17,324
Hornell	26,221		8,741	34,962	8,269		2,814	11,083			13,378	13,378	12,553		645	13,198
Hudson				12,864				6,162					1,500		1,505	3,005
Ilion				13,332				3,907				6,962				49,947
Ithaca				47,183				8,925				13,516				33,046
Johnstown				17,216				5,334				10,264				20,337

[4] Estimated.

[5] Distribution estimated.

TABLE 12.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1927–28*—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—Contd.																
Kingston				$38,013				$11,943				$16,049				$15,001
Lackawanna				33,972				3,330				23,579				7,801
Little Falls				16,627				4,560				9,747				9,081
Lockport				47,900				17,148				18,902				13,261
Middletown				32,506				6,499				11,647				378,129
North Tonawanda				37,059				9,918				14,238				108,674
Ogdensburg	$18,166		$7,500	25,666	$12,890		$4,000	16,890	$5,000		$2,844	7,844			$27,915	27,915
Olean				48,799				11,902				21,034				72,582
Oneida				17,568				6,406				8,090				229,229
Oneonta				22,590				12,733				10,112				17,560
Ossining				19,073				14,914				9,121				1,297
Oswego				36,773				4,841				14,697				324,009
Peekskill				31,900				19,013				10,508				20,371
Plattsburg				22,616				3,571				6,745				13,575
Port Chester				41,102				12,928				19,175				411,118
Port Jervis				21,053				7,692				8,348				2,744
Rensselaer				14,035				9,654				6,679				6,741
Rome				36,079				14,737				20,488				115,138
Saratoga Springs	6,635		5,250	11,885	14,073		860	14,933				3,559				22,895
Tonowanda				32,674				6,629				10,340				10,942
Watervliet				18,669				9,408				10,589				1,275
White Plains	50,354	$17,174	18,913	86,441	12,331	$5,175	3,028	20,534	8,781	$2,627	6,119	17,527	$282,089	$11,425	246,718	540,361
North Carolina:																
Asheville	71,403		19,705	91,108	1,037			1,037								767,616
Durham	32,000	7,431	6,000	45,431	8,145	2,000	3,000	13,145	3,773	1,000	1,000	5,773	479,414	177,760	11,751	668,925
Gastonia				16,417				3,153				6,291				1,204
Goldsboro	8,100		3,200	11,300	2,018		560	2,578	460		120	580	8,970		1,370	10,340
Greensboro				65,897				26,638				4,993				42,642
High Point	19,855		9,750	29,605	8,424			8,424	2,582		1,999	4,581			155,436	155,436
New Bern				6,118				1,233				50				4,174
Raleigh				41,656				6,121				5,049				77,063
Rocky Mount				16,526				1,409				5,427				136,867
Salisbury				18,200				5,450				150				700
Wilson				16,436				2,694				929				10,294

North Dakota:																
Fargo	38,770	12,921	12,923	64,614					6,780	2,260	2,260	11,300	72,638	90,600	3,100	166,338
Grand Forks	19,698	6,385	10,922	37,005	3,114	767	1,675	5,556	2,178	653	957	3,788	4,895	1,345	16,316	22,556
Minot				23,923				8,459				2,156				3,937
Ohio:																
Alliance	[5] 36,377		[5] 12,000	48,377	[5] 8,161		[5] 2,500	10,661	5,781		3,081	8,862				
Ashtabula				43,990				13,024				21,340				29,427
Barberton				31,130				2,460				12,950				92,906
Bellaire				26,455				5,901				12,673				581
Bucyrus				7,763				13,776								112
Cambridge				23,704				20,746				6,909				7,184
Campbell	24,406	5,463	3,642	33,511	9,980	998	998	11,976	55	12	12	79	550	5,361	6,180	12,091
Chillicothe				23,969				4,700				9,938				11,768
Cleveland Heights				168,007				86,248				32,785				497,718
Coshocton				8,208				14,371				4,519				7,953
Cuyahoga Falls				16,343				880				4,267			275,637	275,637
East Cleveland				87,590				51,878				31,912				31,637
East Liverpool				36,729				16,614				11,674				15,240
Elyria	33,602		15,351	48,953				36,071				19,615				54,621
Findlay				39,863				9,620				11,409				1,223
Fremont				31,634				2,922				6,769				7,640
Ironton				29,885				4,929				771	13,469			13,469
Kenmore				17,225				11,407				4,854				39,582
Lancaster	11,229		4,693	15,922	14,447		3,357	17,804	500		220	720				
Mansfield				79,629				21,190				16,168				208,634
Marietta				42,231				933				5,100				21,827
Marion				46,255				7,406				9,268				14,262
Martins Ferry	9,000	[4] 3,000	8,392	20,392	1,475	[4] 700	1,000	3,175	3,000	[4] 1,000	1,633	5,633	1,651			1,651
Massillon				52,207				11,446				9,611				24,044
Middletown				56,327				9,736				12,385	23,308			23,308
Newark				43,007				11,720				11,835				67,974
New Philadelphia				21,241				5,888				8,020				11,206
Niles				32,823				4,858				10,533				3,483
Norwood				48,817				6,177				8,834				110,108
Piqua				23,816				10,331				7,058				2,338
Salem				8,456								1,983				103,000
Sandusky	28,113		11,865	39,978	21,542		8,540	30,082	9,732		4,255	13,987	235,639		291	235,930
Steubenville				54,500				50,000				21,000				608,899
Tiffin				14,519				12,113				5,842				3,939
Warren	41,300	22,452	17,826	81,578	13,797	4,405	2,120	20,322	17,081	9,076	4,922	31,323	8,694	3,406	5,997	18,097
Zanesville				48,622				34,150				12,495				11,201
Oklahoma:																
Ardmore	6,430	2,906	3,459	12,795	8,757	3,000	2,958	14,715	844	1,160	799	2,803	2,995	499	1,006	4,500
Bartlesville	15,705	6,766	6,791	29,262					1,350	1,783	1,812	4,945	2,121	3,925	47,245	53,291
Chickasha	11,577	2,856	4,840	19,173	3,642	635	2,990	7,267	1,098	394	165	1,657	1,520	265	429	2,214
Enid [6]				27,359				4,026				3,600				
Guthrie	5,756	3,838	3,959	13,553	1,611	1,074	537	3,222	413	245	45	703	665	1,718	467	2,850
McAlester	4,548	489	4,159	9,196	999	73	1,512	2,584	1,445	160	1,359	2,964	6,684	69,956		76,640
Okmulgee	16,219	7,309	4,873	28,401	3,690	3,577	2,384	9,651	7,090	1,082	722	8,894	153,331	25,837	17,224	196,392
Sapulpa	12,074	[5] 4,662	[5] 4,800	21,536	7,944	[5] 1,488	[5] 1,500	10,932	492	[5] 150	[5] 158	800				
Shawnee	6,300	2,720	1,300	10,320	13,730	1,200	1,500	16,430	1,500	700	800	3,000	125,000			125,000

[4] Estimated.

[5] Distribution estimated.

[6] Statistics of 1925–26.

TABLE 12.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1927–28*—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
Oregon:																
Astoria	$10,773	$4,079	$5,099	$19,951	$2,661	$939	$1,927	$5,527					$2,057	$1,588	$501	$4,146
Eugene				27,200				9,696				$360				22,902
Salem				12,487				7,890				29,095	32,060		21,374	53,434
Pennsylvania:																
Aliquippa				35,055				9,211				3,460				100,447
Ambridge				4,206				16,120				5,883				
Beaver Falls				23,447				8,833				54,665				8,726
Berwick				26,524				7,601				5,470				62,040
Braddock				25,789				14,522				10,360				2,165
Bradford	18,306	9,800	8,097	36,203	6,436	9,000	6,392	21,828	$2,838	$1,800	$1,974	6,612	348		7,190	7,538
Bristol				14,439				2,600				3,828				11,825
Butler	15,233	[4] 8,000	18,928	42,161	5,068	[4] 2,000	6,665	13,733	3,195	[4] 1,500	2,245	6,940			1,005	1,005
Canonsburg	11,517		3,390	14,907	2,768		1,970	4,738	4,687		962	5,649	2,836		1,088	3,924
Carbondale				43,794				7,241				7,037				50,928
Carlisle	10,338		8,175	18,513	445		695	1,140	3,599		5,628	9,227	24,393		182,750	207,143
Carnegie				24,191				4,874								25,831
Chambersburg	10,662		4,050	14,712	4,690		1,975	6,665					5,390		678	6,068
Charleroi				20,832				10,820				7,063	63,600			63,600
Clairton	35,741	7,001	4,913	47,655	3,920	707	600	5,227				11,705				134,523
Coatesville				19,164				6,199				6,556				4,625
Columbia	7,579		4,079	11,658	1,803		1,756	3,559	4,228		3,380	7,608				839
Connellsville	13,349		13,208	26,557	13,023		2,915	15,938				8,679	4,481		3,875	8,356
Dickson City				17,666				4,998				5,668				21,728
Donora	14,959	7,344	4,896	27,199	4,391	2,156	1,437	7,984	2,545	1,249	833	4,627	7,247	832	3,507	11,586
Du Bois				17,229				5,666				11,514				4,870
Dunmore	26,889		4,357	31,246	10,881		9,151	20,032					1,057		1,143	2,200
Duquesne				40,346				29,498				7,769				12,599
Farrell				25,140				10,693				10,693				31,822
Greensburg	20,556		20,362	40,918	4,715		584	10,519	11,914		2,651	14,565	216,521		43,568	260,089
Homestead	16,891		10,100	32,070	4,103		2,765	8,503	6,447		2,655	9,481	804		3,748	5,105
Jeannette				22,346				4,985				6,304				57,902
Kingston				41,314				9,672				10,864				658,360

Lebanon	18,830	8,221	7,990	35,041	6,282	2,058	1,953	10,293				13,883		8,567	2,440	11,007
McKees Rocks				30,308				5,423								127,614
Mahanoy City	12,881		4,601	17,482	4,323		3,976	8,299	3,903		1,904	5,807			5,033	5,033
Meadville	12,895		8,639	21,533	5,233		2,555	7,788	3,912		3,315	7,227				98,082
Monessen	23,406	11,341	8,000	42,747	4,122	3,060	2,003	9,185				9,309	15,481		727	16,208
Mount Carmel				15,173				3,629				3,983				
Nanticoke				49,896				52,838				1,351				2,187
New Kensington	7,829		9,022	16,851	1,182		1,390	2,572				4,265				6,962
North Braddock				38,050				16,275				8,196				446,827
Oil City				45,908				8,772				13,930				5,538
Old Forge				16,122				4,793				7,793				154,851
Olyphant				26,881				9,800				12,543				180
Phoenixville	10,658		4,350	15,008	3,420		1,545	4,965				6,045				11,262
Pittston				37,852				15,812				10,274				
Plymouth				26,193				4,011				7,797				167,598
Pottstown				23,927				3,222				6,556				102,483
Pottsville				39,830				28,015				7,808				31,003
Punxsutawney	5,309		3,667	8,976	5,192		630	5,822	1,645		1,589	3,234	232		543	775
Shamokin				23,794				20,699				5,797				17,220
Sharon	29,999		20,054	50,053	7,428		1,133	8,561				22,320	93,436		16,799	110,235
Shenandoah				25,359				10,070				4,723				102,355
Steelton				20,161				11,976				4,573				234,013
Sunbury	18,031		5,204	23,235				5,523				4,699				2,172
Swissvale				29,609				10,005				6,965				6,338
Tamaqua				16,886				3,592				4,920				150,100
Uniontown				55,678				9,445				14,930				6,314
Warren	22,379		18,649	41,028	2,014		2,947	4,961	13,182		6,591	19,773	21,141		500	21,641
Washington				32,249				22,492				13,454				175
West Chester				22,551				9,463				10,143				50,650
Wilkinsburg	51,512	9,919	9,918	71,349	27,000	3,513	5,275	35,788	12,398	2,066	2,066	16,531	224,160		217,572	441,733
Rhode Island:																
Bristol	13,276	1,402	2,684	17,362	4,303		3,984	8,287					46	31,790		31,836
Central Falls	17,438		12,646	30,895	11,248		992	12,443				872				105,745
Cranston	48,106		11,786	59,892	10,226		930	11,156					163,431		48,987	212,418
Cumberland	15,310		2,269	17,839	4,983		899	5,882					1,259		2,359	3,618
East Providence	31,523	[4] 8,000	5,822	45,345	6,130	[4] 2,000	2,712	10,842					230,565			230,565
Warwick	25,278		8,554	33,832	16,720		10,691	27,411					116,006		1,697	117,703
West Warwick	13,088		6,025	19,313	1,967		1,073	3,040					4,014		119,466	123,480
South Carolina:																
Anderson				14,312				4,971				1,446				31,206
Florence				15,260				3,611				1,604				147,138
Greenville				15,330				7,675				986				30,594
Spartanburg	14,665		5,477	20,142	18,101		878	18,979					18,417		60,682	79,099
South Dakota:																
Aberdeen	20,077	8,072	6,947	35,096	2,932	967	2,189	6,088	3,188	1,835	2,195	7,218	59,852	84,226	107	144,185
Sioux Falls	43,326	[4] 1,000	20,234	64,560	4,576	[4] 200	1,966	6,742	9,453		1,345	10,798	21,198		3,891	25,089
Tennessee:																
Jackson	5,562		1,511	7,073	1,320			1,320	1,294		278	1,572	2,244		863	3,107
Johnson City	4,000	4,500	4,000	12,500	1,000	750	750	2,500	1,000	450	500	1,950	3,100	1,400	1,425	5,925

[4] Estimated.

TABLE 12.—*Expenses of operation and maintenance of plant, fixed charges, and capital outlay in city public schools, 1927–28*—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 [2]	Elementary schools [1]	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	$2,704		$1,889	$4,593	$3,918		$1,744	$5,662	$2,388		$1,200	$3,588				$113,919
Amarillo	29,749	$5,250	6,997	41,996	25,055	$4,245	4,696	33,996	6,361	$1,350	2,600	10,311				562,291
Brownsville	9,300	2,400	3,240	14,940	2,399	599	635	3,633	1,431	477	1,434	3,342	$8,973		$330,338	339,311
Cleburne	11,997		2,999	14,996	2,740		685	3,425	2,652		2,020	4,672				
Corpus Christi				15,767				3,750				5,270				123,178
Corsicana				15,190				4,200								
Del Rio	2,184		1,838	4,022	3,711		1,160	4,871	736		741	1,477				
Denison	11,000		7,340	18,340					4,034		3,024	7,058				
Greenville				8,372				747				1,890				
Laredo	6,766		1,691	8,457	4,980		1,245	6,225	1,968		327	2,295	32,387		4,557	36,944
Marshall	6,571		1,643	8,214	5,923		1,481	7,404	2,480		620	3,100				
Palestine	6,400	1,310	1,490	9,200	2,000	856	870	3,726	944	250	250	1,444	2,390			2,390
Paris	7,121		2,374	9,495	1,457		486	1,943	2,787		1,858	4,645	1,833		115	1,948
Port Arthur				51,165				29,159				[4] 4,200	133,800		8,983	142,783
Ranger	5,370		3,031	8,401	2,907		1,000	3,907	103		125	228	1,022		500	1,522
San Angelo	5,735		3,280	9,015	9,945		2,485	12,430	1,520		854	2,374	85,000	$70,500	60,227	471,727
Sherman	7,396		3,698	11,094	7,528		3,764	11,292	1,285		346	1,631	29,504			29,504
Temple				11,739				4,389				2,875				762
Texarkana	6,140		2,861	10,751	1,551		1,593	3,210	1,792		221	3,031	15,145		9,831	96,281
Tyler	[5] 6,860	[5] 1,960	[5] 2,554	11,374	[5] 810	[5] 260	[5] 445	1,515	775	270	554	1,599	1,637			1,637
Utah:																
Provo	7,425	3,000	7,911	18,336	2,600	1,373	3,000	6,973	206	45	77	328	900	1,492	9,216	11,608
Vermont:																
Barre	14,826		5,551	20,377	2,568		2,861	5,429	1,500		1,201	2,701				
Burlington				26,169				11,609				2,199				9,324
Rutland				17,618				9,364				1,820				4,342
Virginia:																
Alexandria				13,240				4,104				945				888
Charlottesville				11,597				13,786				1,423				13,357
Danville				14,974				3,974				3,435				306,854
Staunton				6,789				994				615				17,061

Washington:																
Aberdeen	15,037	5,003	8,001	28,041	4,016	2,251	3,893	10,160					16,213	106,525	11,807	134,545
Bellingham	21,126	3,289	12,557	36,972	3,447	2,364	3,479	9,290					18,366	61,333	1,922	81,621
Everett	25,110	12,707	13,912	51,729	3,689	1,193	1,838	6,720	2,871	1,120	889	4,880				13,885
Hoquiam	7,902	1,780	6,370	16,052	1,628	1,622	4,002	7,252					13,494	350	366	14,210
Vancouver	11,240		8,190	19,430	11,092		5,531	16,623	606		303	909	87,423		4,966	92,389
Walla Walla	17,734		11,108	28,842	3,907		3,355	7,262	451		222	673	7,405		5,389	12,794
Yakima	21,143	10,238	10,499	41,880	2,391	1,826	2,513	6,730	697	550	35	1,282	3,560	16,009	4,251	23,820
West Virginia:																
Bluefield	20,443	7,048	5,500	32,991	8,176	4,382	2,761	15,319	1,000	550	600	2,150	16,896	12,826	7,152	36,874
Clarksburg—																
City district	22,976	10,000	8,121	41,097	10,499	5,500	6,359	22,358	77			77	108,278			108,278
Coal district	3,707	[4] 5,000	3,392	12,099	1,722	[4] 5,000	3,294	10,016	320	[4] 1,000	1,511	2,831				
Fairmont	25,574		9,491	35,065	3,614		770	4,385	3,814		1,121	4,935	202,536		150,690	353,226
Martinsburg				10,740				631				1,763	39,143		246,376	285,519
Morgantown	[5] 29,357	[5] 3,628	26,718	59,703	[5] 6,075	[5] 750	1,550	8,375	[5] 1,140	[5] 140	1,105	2,385	3,931		46,949	85,880
Moundsville	9,626		7,814	17,440	58		466	524	1,166		456	1,622	22,730			22,730
Parkersburg	27,126	5,675	12,193	44,994	16,037	3,530	7,062	26,629	2,740	202	404	3,346	13,427	1,421	2,843	17,691
Wisconsin:																
Appleton	24,908	19,052	10,108	54,068	4,157	1,621	2,743	8,521	3,584	897	2,233	6,714	20,856	13,689	4,353	38,898
Ashland	9,807		11,812	21,619	1,443		2,040	3,483			2,384	2,384	102		222	324
Beloit	30,850	11,133	9,892	51,875	8,728	2,047	2,876	13,651	1,937	1,603	1,313	4,853	74,292	3,921	297	78,510
Eau Claire	28,547		13,088	41,635	13,968		700	14,668	6,332			6,332				3,078
Fond du Lac	20,197	12,400	15,740	48,337	6,853	1,012	1,878	9,743	6,493	4,018	5,316	15,827	2,533	3,145	1,945	7,623
Janesville	17,536	9,750	10,000	37,286	7,358	2,493	2,493	12,344	511	79	79	669	4,570		6,495	11,065
Manitowoc	24,938		22,214	47,152	15,309		9,581	24,890	6,791		6,012	12,803	27,444		3,637	31,081
Marinette				24,033				2,727				8,249				4,217
Stevens Point	13,586		13,889	27,475	3,069		1,978	5,047	880			880	2,641		3,887	6,528
Waukesha	14,478	5,170	12,645	32,293	1,641	420	4,975	7,036	2,182	2,918	1,460	6,560	1,186	5,280	1,793	8,259
Wausau	27,747	7,145	9,308	44,200	6,277	2,343	1,410	10,030	2,312	2,312	1,156	5,780	4,708	2,469	7,000	18,121
West Allis				61,612				20,980					127,812		36,195	164,007
Wyoming:																
Casper				48,004				11,475								21,952
Cheyenne	21,748	3,069	9,600	34,417	4,555	1,016	1,513	7,084	3,412	761	1,135	5,308	2,993	10,523	855	16,170

[4] Estimated.

[5] Distribution estimated.

TABLE 13.—*Bonds, taxation, property values, and valuation, city school systems, 1927–28*

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)	Percent 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				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Alabama:														
Birmingham	6.50	2.69	9.19	222,742	60	9,711	.....	1,334	$181,000	.....	.....	.....	$3,342	9,898
California:														
Los Angeles	12.60	3.10	15.70	1,901,981	50	63,689	.....	4,397	.....	$1,880,820	.....	.....	.....	107,658
Oakland	17.70	4.10	21.80	250,784	50	13,630	.....	.....	402,000	.....	.....	.....	60	21,526
San Francisco	9.05	1.50	10.55	1,025,504	50	16,575	.....	.....	700,000	.....	.....	.....	.....	21,994
Colorado:														
Denver	10.25	4.12	14.37	440,118	100	10,215	.....	.....	112,000	.....	.....	.....	3,100	19,740
Connecticut:														
Bridgeport	.....	.....	[1] 8.06	264,217	80	4,562	.....	.....	177,000	.....	.....	.....	.....	11,041
Hartford	.....	.....	11.27	336,496	80	9,452	.....	736	720,000	[2] 348,719	.....	.....	7,068	18,121
New Haven	.....	.....	[1] 9.45	320,888	75	.....	.....	.....	.....	.....	$9,782	.....	.....	8,309
Delaware:														
Wilmington	.....	.....	13.01	133,663	75	210	.....	.....	20,000	.....	.....	.....	.....	3,828
District of Columbia:														
Washington	.....	.....	[1] 7.11	1,719,655	100	.....	.....	.....	.....	.....	.....	.....	.....	29,000
Georgia:														
Atlanta	.....	.....	[1] 6.95	382,499	70	4,175	.....	.....	.....	.....	.....	.....	.....	7,256
Illinois:														
Chicago	10.20	5.00	15.20	4,250,438	100	41	7,700	.....	5,500	.....	.....	.....	.....	163,716
Indiana:														
Indianapolis	9.61	.69	10.30	666,461	75	11,325	.....	321	.....	355,815	537,833	.....	.....	18,255
Iowa:														
Des Moines	61.41	3.05	64.46	47,545	25	8,161	.....	.....	75,000	.....	.....	.....	.....	11,830
Kansas:														
Kansas City	.....	.....	16.00	143,000	100	2,657	.....	254	.....	134,801	.....	.....	.....	5,295
Kentucky:														
Louisville	6.30	.60	6.90	428,500	75	5,466	.....	.....	.....	.....	.....	.....	.....	10,863

Louisiana:														
New Orleans			7.00	623,226	85	4,086	605		212,000			$2,445,000	16,447	15,400
Maryland:														
Baltimore			[1] 5.53	1,629,881	89	25,462		638	653,538		20,200			32,771
Massachusetts:														
Boston			9.20	1,928,822	100	13,231		7,610	248,500	650,000	170,262			48,937
Cambridge			8.37	183,552	100	488			34,500					3,765
Fall River			[1] 10.50	188,936	100									5,742
Lowell			[1] 8.94	141,777	100	1,620			138,000					4,620
New Bedford			[1] 8.92	216,198	100	3,393		14	245,000					7,814
Springfield			8.97	314,280	100	279								10,851
Worcester			[1] 8.96	339,696	100	1,023		225	164,000					9,214
Michigan:														
Detroit	4.41	2.19	6.60	3,562,214	70	65,993	935	7,406		1,674,750		4,415,859		85,483
Grand Rapids	9.64	3.76	13.40	265,690	75	5,385			227,000				25,197	11,609
Minnesota:														
Minneapolis	20.20	5.34	25.54	322,000	38	22,000				751,938			2,538	27,016
St. Paul	14.46	3.74	18.20	180,252	40	9,546		890					1,647	15,062
Missouri:														
Kansas City	9.00	2.50	11.50	599,807	70	21,774	8	5,365		596,500			4,185	28,106
St. Louis	8.50		8.50	1,216,004	60	2,221		696			65,318		842	33,900
Nebraska:														
Omaha			13.00	334,091	100	10,403		887		426,250	257,000		266	18,371
New Jersey:														
Camden	8.00	1.80	9.80	191,460	100	4,122		471		85,250	35,769		7,421	6,780
Jersey City	5.69		5.69	614,399	100	12,752			321,500	39,322				17,051
Newark	8.97	1.35	10.32	846,831	100	18,435		3,247	268,000		106,923			19,234
Paterson			11.61	249,611	100	7,713		907	149,000	100,000	18,528	656,500		10,371
Trenton	7.45	1.84	9.29	201,863	100	5,279		790	102,000	31,101				6,590
New York:														
Albany			6.72	209,378	100	4,485			246,940					7,352
Buffalo			[1] 10.00	1,059,913	100	27,436			1,366,000					30,818
New York			[1] 7.11	15,754,335	100	[1] 230,000			8,397,783				133,972	366,180
Rochester			12.16	633,703	100	10,584		595	367,190		27,000	1,390,000	338	14,650
Syracuse			10.95	313,946	66	9,344			645,356			15,500		1,245
Yonkers			10.33	301,891	90	8,714			334,040					12,522
Ohio:														
Akron	8.52	2.40	10.92	369,908	75	7,156		351	501,270		30,288	956,882		12,063
Cincinnati	5.76	.96	6.72	1,085,048	100	14,704	300	2,501	431,412	[3] 1,514,000		550,000		23,388
Cleveland	7.85	1.87	9.72	2,117,314	80	28,329		3,099	1,566,000		50,000		2,402	47,835
Columbus	6.74	1.91	8.65	592,000	100	11,472		3,444	398,250		444,681	19,404	2,019	14,791
Dayton	7.73	1.94	9.67	349,877	75	7,816		280	338,000				643	11,074
Toledo	7.31	1.78	9.09	590,000	100	12,983		871		523,000		250,000	824	17,627
Youngstown	8.45	.51	8.96	364,783	67	3,938		795	351,000			7,352	40	8,050
Oregon:														
Portland	10.17	2.23	12.40	351,346	60	9,510			248,000				24,051	19,337
Pennsylvania:														
Philadelphia			9.00	3,277,549	80	59,861	23	14,599	1,902,496	475,000				101,850
Pittsburgh	9.50	2.00	11.50	1,060,731	85	21,260	251	1,415		1,374,381			125,041	41,934
Reading			12.00	163,723	60	6,287	70	221			428,880	95,000	139	9,772
Scranton	16.00	3.00	19.00	123,922	75	5,205		459		64,000	330,000		514	7,609

[1] Estimated.

[2] Contains $185,000 from new bond issue.

[3] From new bond issue.

TABLE 13.—*Bonds, taxation, property values, and valuation, city school systems, 1927–28*—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 assessment (thousands of dollars)	Percent 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				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Rhode Island:														
Providence	5.67	0.64	6.31	630,341	100	7,300	355	1,996	$127,000			$4,166		9,729
Tennessee:														
Memphis			6.50	257,724	67	5,738	601	509		$65,000	$100,584			6,998
Nashville	6.30	1.35	7.65	162,398	80	1,760		133		23,000	150,485			2,437
Texas:														
Dallas	7.50	2.25	9.75	240,825	95	7,050		290		4,478	70,000	1,118	$975	11,125
Fort Worth	7.41	2.09	9.50	185,910	65	4,926	376	685		169,750	367,398	45,988	232	7,004
Houston	8.90	1.60	10.50	296,000	50	9,693		808			511,290		10,625	18,822
San Antonio	7.20	1.10	8.30	213,752	75	3,430		523		61,250	237,770		1,745	5,338
Utah:														
Salt Lake City	8.40	1.30	9.70	194,148	85	3,616		592			126,537	55,000		8,171
Virginia:														
Norfolk			[1] 8.26	[4] 170,014	60									[4] 4,151
Richmond			7.50	325,481	75								6,385	8,004
Washington:														
Seattle	10.00	4.32	14.32	300,639	50	9,624	255	490		1,051,000	1,176,251			17,763
Spokane	12.00	2.40	14.40	89,107	50	2,141		1,067		151,000	253,769			6,905
Wisconsin:														
Milwaukee	6.63	2.00	8.63	899,265	100	9,479			731,894					25,545

GROUP II.—CITIES OF 30,000 TO 100,000 POPULATION

Alabama:														
Mobile			9.00	54,000	60									1,845
Montgomery			[1] 10.19	33,336	60	1,925						$85,336		2,075

Arkansas:														
Little Rock			18.00	61,218	35	2,007			$57,000					3,725
California:														
Berkeley	17.78	2.32	20.10	85,000	54	2,411		55		$90,750	$212,570			2,456
Fresno	10.50	3.00	13.50	56,160	40	4,120			45,000					5,202
Long Beach			17.90	207,331	50	6,811			275,250					11,598
Pasadena	18.00	2.90	20.90	164,111	50	5,076			132,000					8,577
Sacramento	17.32	4.31	21.63	89,495	66	4,846		408	149,000					7,251
San Diego	23.60	4.40	28.00	86,066	40	2,364		157	34,125					6,816
San Jose			[1] 23.63	42,601	60	1,296			79,000					[4] 3,719
Stockton	10.70	2.00	12.70	43,505	60	1,386			74,000					3,495
Colorado:														
Colorado Springs	16.00	3.50	19.50	45,827	100	1,141			39,000					2,524
Pueblo—														
District No. 1	13.50	1.95	15.45	23,675	100	703				19,000	9,798		$5,578	1,491
District No. 20	17.30	2.00	19.30	35,366	80	730		24		33,000	68,578	20,924	5,938	2,124
Connecticut:														
Meriden			[1] 12.54	[4] 47,848	[4] 65									[4] 1,552
New Britain	9.91	2.59	12.50	111,096	80	3,402		140	139,000		9,000			5,767
Stamford			[1] 11.50	104,500		3,393		640	91,000	5,000				4,121
Waterbury	14.50	3.00	17.50	164,829	80	2,044	$43		103,000					6,515
Florida:														
Jacksonville	16.00	6.50	22.50	74,650	60	5,223		313		75,000	64,000	150,000	1,488	6,143
Pensacola	20.00	2.50	22.50	13,399	50	655	157	48	10,000					931
Tampa	20.00	10.00	30.00	51,505	15	4,806	1	108		183,000	458,311			2,954
Georgia:														
Augusta	11.90	.60	12.50	34,914	67	237			8,250				1,400	1,350
Columbus			7.80	43,000	60									1,730
Macon	8.08	1.99	10.07	57,702										1,908
Savannah			5.00	59,017	60							109,000		1,465
Illinois:														
Aurora—														
East side	15.00	5.00	20.00	24,658	100	344			35,500					1,858
West side			33.00	6,544	40	520			20,000					982
Cicero			19.50	28,912	100	623	137		22,000					2,250
Danville	12.00	5.00	17.00	34,074	100	645			44,500				46	2,154
Decatur			20.00	42,132	100	1,358		331	32,500				4	2,687
East St. Louis	14.65	3.35	18.00	62,768	50	675			120,000				277	[4] 2,577
Evanston—														
District No. 75			18.80	43,240	25	895			18,000					2,590
District No. 76	15.00	5.00	20.00	22,300	20	983	5		5,000			3,500		2,250
Joliet	10.00	3.75	13.75	42,837	100	870	100		40,000			20,000	263	2,335
Moline			20.00	25,000	100	181			30,000					1,368
Oak Park	15.00	5.00	20.00	46,368	100	979			45,000			829	8,854	3,625
Peoria			13.75	91,479	100	568			57,000					4,581
Quincy	10.00	3.80	13.80	36,612	100	75			15,000					4,411
Rockford			13.75	96,056	100	1,225	735		104,000			16,700		5,074
Rock Island	15.00	5.00	20.00	24,106	33	375			75,000					1,698
Springfield	16.25		16.25	66,276	100	430	205		47,500			20,564		4,271

[1] Estimated.

[4] Statistics of 1925–26.

TABLE 13.—*Bonds, taxation, property values, and valuation, city school systems, 1927–28*—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 assessment (thousands of dollars)	Percent 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				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Indiana:														
East Chicago	10.55	0.95	11.50	82,052	70	1,281			$20,000					2,282
Evansville			10.00	132,857	80	2,565			112,100					1,637
Fort Wayne	7.78	1.72	9.50	237,460	80	3,966			234,600					6,842
Gary	13.95	.40	14.35	152,383	50	3,014	300	1			$97,182			3,890
Hammond	11.60	2.00	13.60	85,818	65	1,228			106,760					[4] 1,979
Kokomo			8.80	41,238	100	295			27,500			$4,000		1,925
Muncie	8.40	1.20	9.60	59,980	100	1,040				$42,000	68,288			1,863
South Bend	8.75	2.00	10.75	190,781	100	3,460		124	125,000		313,579			6,670
Terre Haute	11.95	1.45	13.40	78,956	90	1,550	10	63		55,000	124,924	110,000		5,181
Iowa:														
Cedar Rapids			76.60	13,253	25	1,523		146		21,000			$19	4,637
Council Bluffs	80.10	12.90	93.00	7,070	25	875			35,000					2,027
Davenport	47.58	7.44	55.02	16,812	25	996			41,000					3,500
Dubuque			[4] 32.60	18,143	25	1,316		12			10,000			3,828
Sioux City	[1] 57.03	[1] 7.37	64.40	25,103	15	1,965		70	100,000	20,000				3,956
Waterloo—														
East side	80.07	7.51	87.58	3,992	15	600								1,835
West side	92.00	10.00	102.00	3,417	25	834	56		25,000			25,472		1,656
Kansas:														
Topeka	10.50	3.75	14.25	86,489	73	928		40		49,000	69,674			3,484
Wichita	10.78	5.12	15.90	129,732	70	1,664		80		139,544	252,202			4,720
Kentucky:														
Covington	9.80	1.00	10.80	[3] 46,888	75	702	133	34		29,500	59,617	64,200		1,871
Lexington	7.00	.17	7.17	48,907	60	847	13	25		4,938	10,150	3,150	124	1,489
Louisiana:														
Shreveport	5.50	2.00	7.50	124,000	75	2,025	60		121,000				412	3,857
Maine:														
Lewiston			5.50	34,256	60	110								658
Portland			6.70	112,804	75	2,543			110,602					4,852

Massachusetts:														
Brockton			11.31	76,528	100									2,346
Brookline			4.88	155,273	100	811			58,400					2,981
Chelsea			10.74	56,043	100	1,217		213	63,000		8,076		1,785	3,016
Chicopee	9.00	2.00	11.00	50,822	75	694			68,000					1,440
Everett			10.28	64,770	100	811			63,500					2,389
Fitchburg			8.26	62,438	100	498			36,000					1,815
Haverhill			9.46	68,150	100	393		7	50,000					2,804
Holyoke			6.43	117,076	100	178			31,116					1,907
Lawrence			8.28	130,764	100	1,660			116,500					3,763
Lynn	8.56	1.73	10.29	132,484	100	1,750			152,500	26,000				5,547
Malden			9.73	70,126	100	1,326			49,700					6,508
Medford			11.08	71,515	100	2,387		107	131,150	21,000				3,840
Newton			[1] 10.95	140,000	67	2,283			186,000					8,328
Pittsfield			10.55	57,810	100	389	150							3,002
Quincy			[1] 8.28	130,126	100	2,268			105,500					5,492
Salem			8.71	56,104	100	761			65,000			65,000		2,622
Somerville			8.15	116,432	100	1,746			61,000				16,061	3,148
Taunton			10.19	41,382	100									1,885
Waltham			9.16	55,210	100	1,168			89,000					2,195
Michigan:														
Battle Creek			11.00	64,139	75	768			38,000		5,250	1,000		3,912
Bay City			18.20	47,761	80	1,990	40	463		35,000	232,450			7,500
Flint	10.00	5.00	15.00	176,478	75	9,004	210	180	423,500	2,000		250,000	995	11,700
Hamtramck	8.20	1.30	9.30	117,177	60	2,909		152		14,000			19	3,230
Highland Park	7.11	1.29	8.40	207,883	75	4,945		1,225		43,000	237,166			5,974
Jackson			8.96	87,787	100	2,696			75,000					4,736
Kalamazoo	11.32	3.63	14.95	85,292	100	2,539		55	120,000					5,126
Lansing	9.50		9.50	150,824	83	5								6,161
Muskegon	10.34	3.04	13.38	62,221	80	1,985	1		85,000					3,733
Pontiac			19.33	78,538	60	2,921		368	6,000	35,000	112,997			3,797
Saginaw	13.08	3.33	16.41	93,192	75	1,939		125	92,000	30,000				4,071
Minnesota:														
Duluth	26.22	5.07	31.29	81,973	40	4,225			200,000					8,744
Missouri:														
St. Joseph	10.00	2.25	12.25	89,000	68	782		251		211,120	199,437			3,959
Springfield	10.00	4.00	14.00	43,662	75	615		116			[1] 50,221		262	1,730
Montana:														
Butte	19.00	1.00	20.00	30,000	33	300		17		17,000	25,758			2,271
Nebraska:														
Lincoln	11.41	3.59	15.00	111,032		4,690		76	212,000					7,675
New Hampshire:														
Manchester			[1] 6.80	113,440	100	1,963			148,833					3,798
New Jersey:														
Atlantic City			[1] 5.71	311,448	100	4,500			91,000					6,399
Bayonne			10.15	161,225	60	4,303		1,161	105,500	170,000	50,449			6,560
East Orange	7.91	3.67	11.58	111,616	75	2,398		396	49,000					3,658
Elizabeth			[1] 10.99	149,207	100	4,325	310	278	72,000		7,289	10,000		7,110
Hoboken			9.60	99,170	100	3,579		[4] 478	325,500		39,322			4,572
New Brunswick			12.40	42,488		1,642			44,000					2,983

[1] Estimated.

[4] Statistics of 1925–26.

TABLE 13.—*Bonds, taxation, property values, and valuation, city school systems, 1927–28*—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 assessment (thousands of dollars)	Percent 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				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
New Jersey—Continued.														
Orange	11.60	0.57	12.17	44,393	60	1,577	----	237	----	$35,000	$9,679	----	----	2,030
Passaic	----	----	[1] 11.61	101,706	100	2,562	----	505	$28,500	----	22,655	----	----	3,061
Perth Amboy	----	----	[1] 13.01	45,823	50	1,632	----	[4] 224	----	38,500	----	----	----	3,357
Union City	----	----	[1] 21.42	66,486	----	2,305	----	134	70,000	15,000	13,560	----	----	4,523
New York:														
Amsterdam	----	----	21.16	30,978	78	1,402	----	12	44,350	----	----	$32,000	----	2,859
Auburn	----	----	4.25	52,073	100	66	14	----	19,000	----	----	----	$83	1,443
Binghamton	----	----	7.58	119,546	90	----	----	----	----	----	----	----	----	5,490
Elmira	----	----	12.64	48,248	62	596	----	85	14,000	----	----	----	----	2,250
Jamestown	----	----	12.09	64,334	60	1,993	----	----	97,500	----	----	----	6,424	3,930
Mount Vernon	10.32	2.24	12.56	141,929	83	3,423	----	----	96,000	----	----	----	5	5,012
Newburgh	8.10	----	8.10	38,084	76	----	----	----	----	----	----	----	----	2,080
New Rochelle	7.42	1.03	8.45	167,930	90	3,829	----	----	133,000	----	----	----	----	7,102
Niagara Falls	----	----	12.67	135,415	69	5,908	----	----	39,000	----	----	----	26	7,311
Poughkeepsie	----	----	[1] 14.64	46,633	66	1,516	----	2	11,800	----	----	30,462	----	1,986
Schenectady	----	----	10.45	193,479	95	2,504	30	----	263,300	----	----	----	75	6,987
Troy—														
Lansingburg district	----	----	12.71	9,864	90	74	----	19	8,000	----	16,000	----	----	534
Union district	----	----	11.82	58,535	90	1,210	----	----	88,665	----	----	----	----	1,879
Utica	----	----	9.98	133,213	85	2,003	----	----	164,523	----	----	----	----	6,330
Watertown	----	----	9.80	45,827	83	1,175	----	22	----	----	60,651	----	----	1,647
North Carolina:														
Charlotte	----	----	6.00	128,139	75	1,938	----	----	42,000	----	----	----	----	3,129
Wilmington	6.35	.70	7.05	57,000	65	624	497	138	----	14,000	54,034	12,350	----	1,084
Winston-Salem	4.19	----	4.19	143,812	100	2,335	----	----	90,000	----	----	----	----	3,839

Ohio:														
Canton			10.35	237,577	90	6,978		364		310,000	736,562			8,831
Hamilton	5.51	1.38	6.89	97,009	97	651		84		61,700	106,530	83,000	156	2,457
Lakewood	8.89	3.39	12.28	144,382	80	4,590			218,370			100,788	2,921	7,824
Lima	7.42	1.34	8.76	81,523	80	953			99,100			238,400		3,615
Lorain	6.89	2.17	9.06	83,159	85	1,570		9	89,000					3,079
Portsmouth			[1] 9.05	74,991	67	1,705		227	89,500			360,764	9,218	2,831
Springfield	6.79	.99	7.78	[1] 20,192	100	1,457		108	57,000	25,000	[4] 29,274			3,402
Oklahoma:														
Muskogee	13.64	3.24	16.88	30,825	60	1,305		682			89,322			1,705
Oklahoma City	14.86	3.83	18.69	133,593	50	6,757		1,617		79,200	437,950			8,379
Tulsa	15.00	4.20	19.20	138,040	60	5,512		949		150,000	546,760			9,179
Pennsylvania:														
Allentown			15.00	80,707	75	3,543		493		20,800	296,018			6,235
Altoona			12.00	67,835	80	2,495		235	75,000		4,774			4,440
Bethlehem			13.00	65,712	70	4,060		849	121,072				8,863	5,500
Chester	12.00		12.00	67,567	70	1,792		659			124,268	300,000		3,394
Easton			17.00	39,726	60	2,160	96	190			170,444	4,600	266	3,760
Erie	14.00		14.00	130,654	75	4,179			122,000				3,929	8,400
Harrisburg	14.30	4.20	18.50	85,477	75	4,018		270		84,000	167,933		13,938	5,718
Hazleton	21.50	.50	22.00	27,196	68	1,537			34,500					3,179
Johnstown	12.08	4.17	16.25	79,443	65	4,448	3	393		137,000	367,400			7,273
Lancaster			8.00	104,766	85	3,230	210	402	10,000	63,159		60,142		4,387
McKeesport	14.00	2.50	16.50	45,459	55	1,621		105		105,000	111,483		31	4,015
New Castle			13.75	55,010	73	2,470		4	65,000				6,757	3,272
Norristown			[1] 26.58	21,546	33	1,517		262			43,342			2,263
Wilkes-Barre			16.00	105,000	70	715		38	55,000	19,000		23,593	17,327	5,330
Williamsport	13.97	3.03	17.00	35,692	70	1,413		185			110,420			3,053
York	12.50	1.50	14.00	47,320	63	836	173	11		42,000	71,944	90,000		4,315
Rhode Island:														
Newport			[1] 28.85	[4] 14,213	25	888		60	76,000					1,206
Pawtucket			[1] 5.96	138,093	100	3,131	356	332	21,000		69,421			4,460
Woonsocket	4.17	3.90	8.07	86,188	100			64	29,000					2,384
South Carolina:														
Charleston	18.00	2.00	20.00	23,103	42	550	45	122			14,681	51,644		1,880
Columbia	22.16	5.30	27.46	19,152	40	1,155	100	186	15,000		45,077			2,110
Tennessee:														
Chattanooga			[1] 7.69	107,000	50	2,367	81		33,500			25,000		3,826
Knoxville			[1] 9.89	114,238	90	2,590	40							4,282
Texas:														
Austin	6.00	[1] 1.44	7.44	48,460	60	1,038	5		18,000				201	1,745
Beaumont—														
City district			[1] 6.12	85,718	67									1,636
French district	8.00	2.00	10.00	2,701	70	114	3	10			4,133			145
El Paso	6.86	1.64	8.50	102,117	70	2,417		445		45,000	344,839			3,107
Galveston	4.00	1.56	5.56	57,856	75	1,061		131		32,000				2,007
Waco	6.50		6.50	58,061	67	642			15,600					1,861
Wichita Falls	7.00	3.00	10.00	54,901	70	1,923	20	42		39,000	154,950	11,658		2,629
Utah:														
Ogden	9.95	1.56	11.51	40,000	75	865	35	19			18,943		190	2,018

[1] Estimated.

[4] Statistics of 1925–26.

TABLE 13.—*Bonds, taxation, property values, and valuation, city school systems, 1927–28*—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 assessment (thousands of dollars)	Percent 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				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Virginia:														
Lynchburg	8.60	1.40	10.00	43,243	70	1,079	----	16	$2,466	----	----	----	----	1,625
Newport News	11.05	1.95	13.00	30,487	50	890	----	----	----	$50,000	$15,778	----	$162	1,153
Petersburg	----	----	[1] 9.04	29,633	75	----	----	----	----	----	----	----	----	1,044
Portsmouth	----	----	[1] 12.41	37,000	70	1,085	----	----	----	----	----	----	----	1,334
Roanoke	----	----	[1] 9.82	65,000	33	----	----	----	----	----	----	----	----	2,650
Washington:														
Tacoma	10.50	4.00	14.50	66,607	50	2,545	39	141	101,000	----	----	----	----	6,264
West Virginia:														
Charleston	9.70	1.50	11.20	105,421	80	1,991	----	277	----	60,000	154,095	----	----	6,493
Huntington	9.55	1.35	10.90	132,162	67	1,630	----	122	----	84,000	199,166	----	----	4,717
Wheeling	----	----	9.30	86,059	100	40	----	----	10,000	----	----	----	384	2,847
Wisconsin:														
Green Bay	10.40	2.83	13.23	52,009	80	1,377	----	----	82,500	----	----	----	----	2,400
Kenosha	13.13	3.10	16.23	69,573	67	2,428	----	----	99,000	----	----	----	----	4,868
La Crosse	----	----	11.43	45,056	89	454	----	----	----	----	----	----	----	2,188
Madison	6.70	1.30	8.00	142,166	89	1,807	----	----	106,166	10,683	----	----	----	3,676
Oshkosh	----	----	11.32	52,933	85	531	----	----	29,000	----	----	----	----	2,592
Racine	----	----	12.70	103,050	80	2,426	----	----	116,000	----	----	----	----	5,068
Sheboygan	10.57	1.81	12.38	48,486	100	514	----	----	----	----	----	----	----	2,269
Superior	----	----	15.09	48,605	70	----	----	----	----	----	----	$17,419	----	2,675

Alabama:														
Anniston			[1] 12.44	[4] 11,500	60	555						$79,165		804
Bessemer			[1] 12.74	11,600	75	557						40,951		938
Decatur	[1] 8.83	1.00	9.83	10,500	48	520		7	$10,000			7,563	$12	637
Dothan			13.00	5,800	40	160								552
Florence			[1] 14.00	7,000	60	430								513
Gadsden	5.50	2.50	8.00	11,000	30	395						10,140		575
Phenix City			[4] 20.75	[4] 1,920	30	55	5							178
Selma			[1] 11.48	11,500	60	262			9,500	$10,000				594
Tuscaloosa	[1] 8.85	[1] 4.11	13.96	13,248	60	760		29	5,000		$10,500			1,208
Arizona:														
Phoenix			[1] 12.25	50,000	70	1,760								2,037
Tucson	10.00	6.00	16.00	27,911	80	1,381		67	38,020	70,045				1,652
Arkansas:														
Fort Smith			18.00	24,000	30	1,010			14,500					1,525
Hot Springs			12.00	13,500	25	569			52,542					780
North Little Rock			18.00	11,250	25	830			14,000					700
Pine Bluff			16.00	14,000	50	550			18,500					875
California:														
Alameda	11.30	1.40	12.70	24,583	50	1,624			32,638					2,098
Alhambra			20.30	43,212	50	1,326			63,000				146	2,237
Bakersfield			[1] 15.06	20,930	42	486			90,000					1,649
Eureka			10.00	15,061	50	488			22,000					1,047
Glendale	7.96	2.10	10.06	73,789	50	1,901			43,000				225	2,756
Pomona			20.50	18,084	50									1,384
Richmond			20.70	30,000	60	1,618			37,000					2,546
Riverside	24.20	5.40	29.60	63,292	33	2,036				18,500				2,943
San Bernardino	29.94	5.70	35.64	19,228	32	1,982		109		24,500	131,499			2,913
Santa Ana	13.00	12.60	25.60	26,000	30	941			54,000					[4] 1,967
Santa Barbara	12.00	6.00	18.00	34,702	50	1,698				65,125				3,039
Santa Cruz	12.50	1.50	14.00	18,376	50	172								782
Santa Monica	10.10	8.00	18.10	56,036	50	1,955								3,386
Vallejo	21.00	5.40	26.40	7,244	50	443			15,000					588
Colorado:														
Boulder	17.50	3.50	21.00	14,358	100	200			40,000				4,574	856
Greeley	12.70	2.80	15.50	16,489	100	573			14,000					950
Trinidad	13.00	2.60	15.60	10,744	40	277			10,000					658
Connecticut:														
Ansonia			19.59	25,000	75									480
Bristol	4.50	1.25	5.75	49,620	80	701	97	261		[5] 70,000	12,000	5,000	3,116	3,814
Danbury			12.00	28,481	70									1,039
Derby						241			1,000					[4] 508
East Hartford	10.00	2.00	12.00	30,000	90	413			10,000					1,024
Enfield			[1] 10.50	18,560	85		494	56					9,848	643
Fairfield														857
Greenwich			[1] 7.37	93,771	60	2,156			10,000					2,152

[1] Estimated.

[4] Statistics of 1925–26.

[5] Contains $60,000 from new bond issue.

TABLE 13.—*Bonds, taxation, property values, and valuation, city school systems, 1927–28*—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 assessment (thousands of dollars)	Percent 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				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Connecticut—Continued.														
Manchester—														
Ninth district			[1] 8.41	38,000	60	400			$75,000					613
Town schools			6.00	34,667	80	282								425
Middletown			8.97	22,897	100	285			17,500				$297	679
Milford			[4] 6.55	[4] 24,677	72	130			20,000					651
Naugatuck			[1] 11.85	17,955	75		10							921
New London			[1] 8.99	43,576	90	588			47,000					[4] 1,284
Norwalk			[1] 9.02	48,000	50	550								1,055
Norwich			16.50	22,860	40	532								843
Stonington			[4] 13.01	[4] 8,305										333
Stratford	12.00	3.00	15.00	22,269	75	372			18,000					1,027
Torrington			[1] 10.77	30,725	80	390			10,000					1,919
Wallingford			11.20	19,328	100	223			18,000					662
Windham			8.50	18,000	50	447								740
Florida:														
Key West			10.00	6,138	25	275	15							447
Miami	20.50	10.90	31.40	58,650	10	8,700	780	587	37,500	$101,000	$600,000			12,690
St. Petersburg			21.00	20,000	90	2,850	3		108,500					4,061
Georgia:														
Albany			7.00	12,300	50									458
Athens	9.00		9.00	14,000	60									486
Brunswick			6.38	12,879	75									442
Lagrange			5.90	16,302	60	290		74	5,000					389
Rome			3.50	12,237	65	260		6		21,000				514
Valdosta			7.00	11,000	60	125			5,000					470
Waycross			8.00	9,500	60	162	3					$54,141		323

Idaho:														
Boise	13.00	3.50	16.50	22,476	60	959		63	15,000					1,505
Pocatello	15.42	6.08	21.50	11,841	40	651		172		2,000	66,264			1,007
Illinois:														
Alton	15.00	5.00	20.00	20,376	100	585			10,000					850
Belleville	10.00	3.75	13.75	16,410	100	118		42	10,000					750
Berwyn—														
District No. 98			12.56	6,496	25	330			4,000					685
District No. 100			19.50	9,526	25	494			10,200					998
Bloomington	10.00	3.75	13.75	28,864	80	80	30		20,000			14,000		2,110
Blue Island			16.14	17,000	100	647			11,250					709
Cairo	10.00	5.00	15.00	12,344	100	240	580		15,000					790
Canton	12.50	3.50	16.00	8,413	100	51			9,000					400
Centralia			[1] 21.62	[4] 3,500	50	236								480
Champaign	15.00	5.00	20.00	18,769	100	229			12,000					1,760
Chicago Heights			20.00	10,755	100	525			30,000			150,000		820
Elgin			31.70	14,375	40				15,000					[4] 1,648
Forest Park	30.00	10.00	40.00	5,366	15	220			6,000	3,500		85,000		560
Freeport	20.00	10.00	30.00	9,819	50	450			7,500					1,421
Galesburg	20.00	7.50	27.50	12,315	50									1,128
Granite City	15.00	5.00	20.00	13,649	20	457			10,000					929
Herrin	30.00	10.00	40.00	2,815	20	85								350
Jacksonville	21.76	4.40	26.16	6,327	50	240			27,750					1,053
Kankakee	11.90	5.00	16.90	15,790	100	293			18,000					1,269
Kewanee			40.00	4,665	50	160			10,000					785
La Salle	7.90	2.60	10.50	11,609	80	145			6,000					266
Lincoln			12.20	7,142	50									295
Mattoon	15.00	5.00	20.00	8,200	100	164			30,000				8	1,087
Maywood Melrose Park			[1] 25.20	14,373	50	276			10,000	[3] 10,900				[4] 1,040
Murphysboro			16.30	4,483	40	97	23		3,000			10,000		472
Ottawa	6.00	1.20	7.20	15,750	100									435
Pekin			21.80	13,780	25	765			35,000					[4] 1,040
Streator			[1] 13.60	11,523	100	25			5,000					900
Urbana			14.08	4,857	50	191			12,000					825
Waukegan	15.00	5.00	20.00	22,785	100	534			22,000				3,307	1,485
West Frankfort			19.10	5,009	100									505
Indiana:														
Anderson	10.00	1.00	11.00	34,777	85	655	7			5,000				1,626
Bloomington	11.90	1.80	13.70	20,200	100	381			26,900					1,268
Clinton	11.60	2.00	13.60	6,911	65	65				12,000	14,065			397
Crawfordsville	11.07	1.23	12.30	14,963	100	144			10,000					562
Elkhart	11.70		11.70	45,405	100	805			12,460			18,022		1,817
Elwood	13.30	1.60	14.90	9,541	85	111		9		9,500	14,800			518
Frankfort	14.70		14.70	15,317	100	213			17,500					1,200
Huntington	10.10	1.40	11.50	21,580	100	432		17	20,500					785
Jeffersonville	11.50	.80	12.30	8,401	85	28			5,000					356
La Fayette	9.90		9.90	35,765	100	555			27,500					1,950
La Porte	8.60	6.00	14.60	20,280	80	322	6		20,000					1,108
Logansport	11.70	2.50	14.20	22,350	90	380	2		31,500					1,034
Marion	12.20		12.20	27,000	67	497			17,500					2,850

[1] Estimated.

[3] From new bond issue.

[4] Statistics of 1925–26.

TABLE 13.—*Bonds, taxation, property values, and valuation, city school systems, 1927–28*—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 assessment (thousands of dollars)	Percent 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				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Indiana—Continued.														
Michigan City	15.60		15.60	26,043	100	430			$27,500					1,480
Mishawaka	11.50		11.50	40,466	100	751	6		43,500					2,285
New Albany			11.00	20,572	100	387	27		15,900			$10,000		988
New Castle	8.40	2.00	10.40	15,855	85	250		57	29,650	$19,550	$32,497			267
Peru			14.50	13,916	100	270			14,500					717
Richmond	12.20	1.80	14.00	39,930	100	735			48,400					2,534
Vincennes			[1] 9.09	23,229	100	435			23,500					992
Whiting	7.40	1.80	9.20	26,950	100	482			26,000					1,056
Iowa:														
Boone	43.50	8.20	51.70	3,951	15	270			15,000					870
Burlington			[1] 12.54	22,060	75	312			24,000					1,699
Clinton			111.00	3,326	25	662			33,000					1,314
Fort Dodge			81.40	4,877	25	769		41	12,000	6,000	6,000			1,617
Fort Madison	61.00	17.00	78.00	2,000	25	321		19		31,000	35,136			1,050
Iowa City	72.00		72.00	3,758	12	179			14,000				$7	601
Keokuk	53.00	10.20	63.20	3,842	25	475	18		22,000					1,440
Marshalltown	29.52		29.52	9,945	50	590	4	11	16,000					1,210
Mason City	84.10		84.10	5,298	12	698			14,000				3,918	2,325
Muscatine	67.00	11.00	78.00	2,763	25	340		18	5,000		15,000			755
Ottumwa	83.80	10.50	94.30	4,775	20	706	24		6,000					2,200
Kansas:														
Arkansas City	11.00	5.00	16.00	17,686	100	381		51		8,000	15,174			1,049
Atchison			10.95	18,374	65	426			36,030					1,000
Chanute	13.00	3.00	16.00	11,327	50	309		56			13,526		36	628
Coffeyville	16.20	2.30	18.50	17,341	50	342	50		19,000					940
Eldorado	14.00	4.00	18.00	11,996	75	152			20,000			993		610
Emporia	11.90	3.50	15.40	19,864	67	553			27,000					1,080
Fort Scott	14.50	4.75	19.25	9,894	60	224			43,000					700

Hutchinson	12.20	3.30	15.50	32,312	75	921	155	92		24,000	88,728			1,528
Independence	19.50	3.25	22.75	15,232	75	460			20,000					1,360
Lawrence	13.00	4.50	17.50	21,007	50	587			13,000					2,100
Leavenworth	13.60	2.40	16.00	15,258	100	370			15,200					805
Parsons	15.50	4.40	19.90	15,144	50	350	18		25,054			33,491	1,928	1,402
Pittsburg	12.60	7.30	19.90	20,736	60	614		10	31,000					1,331
Salina	10.61	2.39	13.00	30,233	70	542	74		24,000					1,114
Kentucky:														
Ashland	10.00	1.14	11.14	26,590	60	622	26		17,500					1,226
Henderson	13.00		13.00	7,959	50									524
Newport	10.00	1.00	11.00	20,500	65	349	80	36			25,497			1,160
Owensboro	11.00	1.70	12.70	13,455	80	279		13		6,000	20,138			1,052
Paducah			9.90	26,402	80	391	103	77		1,500	21,053	64,120		1,174
Louisiana:														
Alexandria	10.00	5.81	15.81	18,500	75	1,386	250	20	24,600			97,500		2,061
Baton Rouge	4.00	2.00	6.00	55,000	70	1,400			56,000					2,291
Lake Charles	9.50		9.50	13,647	50									749
Monroe	3.00		3.00	26,672	70							17,338		700
Maine:														
Auburn	7.60		7.60	19,141	67	300	22							500
Augusta			[1] 20.68	11,948	50	105	34		5,000					640
Bangor	9.40	5.50	14.90	29,166	100	420			5,000					1,370
Bath	7.20		7.20	9,195	67									257
Biddeford	4.20		4.20	14,134	60	150			10,000					624
Sanford	7.10		710	11,501	67	185								375
Waterville			[1] 12.69	[4] 13,786	50	50	157							750
Maryland:														
Annapolis	8.60	1.00	9.60	8,971	60									202
Cumberland			[1] 8.14	42,000	100	1,150			5,000					1,823
Frederick			[1] 6.38	17,762	100									467
Hagerstown	[1] 7.30	[1] 1.90	9.20	[4] 36,513	100	260			28,300					1,106
Massachusetts:														
Adams			8.63	14,342	100	278								1,046
Amesbury			9.94	10,968	100	56			6,250					544
Arlington			9.25	53,009	100									1,834
Attleboro			14.34	24,352	100	296			40,500					1,570
Belmont			[1] 9.65	32,124	100	764			63,000					1,824
Beverly	10.20	3.80	14.00	46,581	75	1,122			85,000					1,880
Braintree			8.39	20,892	100	605								1,562
Clinton			7.27	16,573	100	6			3,000					478
Danvers			8.34	12,008	100									555
Dedham			9.18	22,637	100		214		20,375					1,149
Easthampton			8.34	14,078	100	66			12,000					373
Framingham			9.39	31,622	100									1,511
Gardner	8.21	2.90	11.11	23,729	100	594			42,000					1,245
Gloucester			9.04	37,283	100									886
Greenfield			10.56	23,647	100									1,202
Leominster			9.91	22,241	100									1,041
Marlboro			8.70	17,355	100									875
Melrose			8.99	32,787	100	508		91	31,000					1,275
Methuen	12.24	3.41	15.65	20,064	100	547			42,500					1,973

[1] Estimated.

[4] Statistics of 1925–26.

TABLE 13.—*Bonds, taxation, property values, and valuation, city school systems, 1927–28*—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 assessment (thousands of dollars)	Percent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking fund	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				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Massachusetts—Continued.														
Milford			11.11	15,514	100	27			$4,000					718
Natick			15.81	11,030	100	309			13,400					954
Newburyport	12.41	1.32	13.73	11,400	75	135			9,000					402
North Adams	9.40	2.10	11.50	26,256	100	216			24,225					1,777
Northampton			8.55	28,863	100	121			15,600					1,265
Northbridge			[1] 15,78	9,302	100	113			10,000					471
Norwood			[1] 11.77	26,465	100	689			63,700					1,478
Peabody	11.81	3.65	15.46	23,298	100	661			54,000					1,300
Plymouth	8.39	.51	8.90	26,835	100	66			11,000					1,239
Revere	13.96	[1] 4.66	18.62	40,300	100	1,155			142,750					5,194
Saugus	12.13	1.81	13.94	13,177	100	180			16,500					532
Southbridge	8.59	1.02	9.61	12,454	100	152			6,000					517
Wakefield			11.52	21,939	100									1,402
Watertown	8.12	2.93	11.05	47,044	100	1,336			82,000					2,747
Webster			8.77	12,269	100									913
Westfield			11.52	21,134	100									776
West Springfield	10.71	1.90	12.61	26,950	100	453			34,000					1,210
Weymouth	6.72	1.03	7.75	37,207	100	548			20,000	[3] $314,000				1,561
Winchester	6.46	2.37	8.83	29,780	100	482			45,500					1,189
Winthrop			8.84	25,087	100	433			57,000					1,196
Woburn	10.90	.57	11.47	20,159	100	265								776
Michigan:														
Adrian	9.00	3.80	12.80	20,000	75	288			6,000					865
Alpena			9.60	11,734		200	30							449
Ann Arbor			15.00	51,436	75	1,604		25	59,000					2,500
Benton Harbor	12.50	2.00	14.50	20,137	50	393		16	4,000		$16,000		$2,121	950
Calumet			17.00	10,256	75									405

Escanaba			17.12	8,606	60	42	10		13,000					627
Holland			12.52	17,189		632			5,000					1,050
Ironwood			17.40	21,942	80	1,020		60	55,000					2,338
Ishpeming			10.89	14,155	75	91			8,000					750
Marquette			11.54	11,861	67	475							4,756	750
Monroe			10.85	26,768	80	987		19	92,000		6,000			1,325
Owosso			15.60	13,921	60	168	20		14,000			$5,000		825
Port Huron	13.78	1.92	15.70	37,973	67	719	50		41,000					2,116
Sault Ste. Marie			12.53	15,605	80	285	56		20,000					950
Traverse City	14.40	1.20	15.60	8,789	80	257		17	9,500				172	798
Wyandotte	5.34	5.35	10.69	47,468	75	1,559		409						2,435
Minnesota:														
Austin	33.00	3.86	36.86	5,943	40	742			25,000				307	1,300
Faribault	25.40	3.20	28.60	4,660	25	109						12,954		771
Hibbing			12.34	109,130	33	400	1,237		250,000					6,184
Mankato	26.00	2.50	28.50	[4] 9,644	33	745	6		5,000				25	937
Rochester			34.48	12,135	40	539			32,000					1,587
St. Cloud	13.00	10.00	23.00	7,860	40	320			2,000					680
Virginia			24.32	38,784	40							29		3,277
Winona	25.19	11.81	37.00	9,864	40	135	68	31						1,413
Mississippi:														
Biloxi	7.00	3.13	10.13	11,300	60	242			22,600					1,050
Columbus	9.35	1.65	11.00	7,599	65	188			3,000			2,000	68	244
Greenville	7.00		7.00	12,359	80	120			5,000					343
Hattiesburg	6.17		6.17	18,000	80									900
Jackson	5.50	1.50	7.00	40,000	70	1,000			28,000					1,320
Laurel			12.00	10,613	60	401		34		15,000		46,000		797
Meridian	8.00	2.00	10.00	27,000	60	780			16,600					1,490
Natchez	6.00	2.00	8.00	10,600	60	325								660
Vicksburg			5.00	20,445	60	42			500					750
Missouri:														
Cape Girardeau	13.00	3.50	16.50	12,021		454	14	6		14,019	40,065	875		701
Carthage	10.00	7.50	17.50	6,967	100	208		4		15,017	26,383		436	749
Columbia	10.00	5.00	15.00	13,805	40	639		26		10,000	43,505			1,000
Hannibal	10.00	.60	10.60	15,000	60	620		136		25,000				[4] 1,500
Independence	13.00	2.00	15.00	16,032	65	383		2		9,500				850
Jefferson City	10.00	2.00	12.00	14,500	75	465		15		3,000	27,605		457	900
Joplin	10.00	6.50	16.50	24,989	33	856		101		[3] 25,031	158,518		45	2,500
Moberly	10.00	1.00	11.00	11,129	75	25		21		10,000	13,050			790
Sedalia	9.30	4.30	13.60	22,000	100	817		29		25,031	45,973			1,377
Montana:														
Anaconda	18.00	1.50	19.50	8,700	30	192		11		7,800				610
Billings	22.00	6.00	28.00	9,788	30	534		40		16,000	54,148			1,003
Great Falls			20.27	7,032	30	536		33		39,139	58,472			1,263
Helena	20.00	9.25	29.25	6,395	21	450		25		30,000	60,596			540
Missoula	17.00	4.00	21.00	7,952	30	262		158			31,338		274	468
Nebraska:														
Grand Island			[4] 23.00	[4] 16,697	100	562		1		39,000	64,363			1,477
Hastings	14.20	2.80	17.00	17,317	70	615		18		[6] 137,000				1,875
North Platte	18.50	2.00	20.50	7,689	100	19	15						54	692

[1] Estimated.

[3] From new bond issue.

[4] Statistics of 1925–26.

[6] Contains $99,000 from new bond issue.

TABLE 13.—*Bonds, taxation, property values, and valuation, city school systems, 1927–28*—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 assessment (thousands of dollars)	Percent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking fund	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				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Nevada:														
Reno	7.90	1.70	9.60	21,000	75	249		27		$47,000	$35,550			909
New Hampshire:														
Berlin			10.42	22,708	100	598			$41,000					1,062
Concord			13.83	28,613	100	634			49,000					2,275
Dover			[1] 9.42	[4] 14,694		233			568				$6	576
Keene			[1] 10.64	20,517		[4] 145			30,000					716
Laconia			[1] 9.89	16,247	100	178			16,250					438
Nashua			9.00	43,984	100									1,252
Portsmouth			[1] 10.54	18,204		68			12,500					412
New Jersey:														
Asbury Park	7.86	9.24	17.10	31,089	67	1,598		115	24,500		5,327			2,137
Belleville			[1] 18.46	26,454	75	1,584		121	24,000	8,500	14,011			2,459
Bloomfield			12.30	[4] 46,397	[4] 75	1,689		9	70,000	1,000	1,009			2,273
Bridgeton			12.47	14,289	75	230		7	5,000		353			484
Carteret			23.70	12,061	100	640		28	20,000		3,492			873
Clifton			[1] 13.75	42,362	100	1,876		76	50,000	6,000	4,146			2,945
Englewood			[1] 17.54	[4] 20,086	56	1,084		225	6,000					1,840
Garfield			20.81	22,333	37	811		36	24,000		6,216			1,381
Gloucester City			13.95	10,466	70	565		26	5,500		1,840			857
Hackensack			15.91	37,158	60	1,084		108	19,500	14,000				2,600
Harrison			9.60	[4] 24,295	100	333			18,000					751
Irvington			[1] 12.47	73,875	75	2,569		61	56,000					3,786
Kearny	7.28	2.09	9.37	71,860	60	2,155		330	34,000		15,014			3,186
Long Branch			18.21	19,958	60	1,205								1,484
Millville			15.14	12,196	80	497		82						603
Montclair	9.45	3.39	12.84	97,772	100	4,812	278	659	76,000	31,000	32,166			5,758
Morristown			[1] 20.63	[4] 14,000	50	383	19	26	11,000					1,050
North Bergen			10.90	61,410		2,158		115	21,000		3,123			2,994

Phillipsburg			10.40	17,231	50	917		37	19,000	4,500	6,026		1,357
Plainfield	11.40	2.20	13.60	55,816	60	1,722			37,000				2,731
Rahway			12.55	18,052	60	795		18	22,000		763		1,187
South Orange			12.72	80,126	70	4,131	104	110	79,000		2,879	$3,000	4,454
Summit			14.46	25,332	100	1,397		89	30,000		4,264		2,018
Weehawken			[1] 19.13	34,333	40	1,004		82	3,000				1,580
West New York			16.80	47,030	50	2,547			87,000				2,264
West Orange	[1] 13.87	[1] 2.79	16.66	35,904	100	1,581	27	142	24,500	10,000	14,083		1,824
New Mexico:													
Albuquerque	14.51	5.93	20.44	20,150	50	925	2	110			34,952		1,385
New York:													
Batavia			16.52	16,375	60	885			25,000				982
Beacon			11.44	10,096		141			4,000				303
Cohoes			[1] 12.92	20,562		179			17,000				809
Corning—													
District No. 9			14.00	10,113	60	515			12,000			16	681
District No. 13			16.83	4,626	75	473			12,000			269	603
Cortland			12.63	13,341							4,266		895
Dunkirk			21.28	16,473	50	692		7	33,000		2,500		1,406
Fulton			8.68	14,921	74	423			19,000				1,002
Geneva	7.79	2.56	10.35	19,240	65	772			10,000			206	1,406
Glens Falls			7.56	25,647	98	515			10,000			2,391	897
Gloversville			12.00	23,206	75	137			5,000			49	1,036
Herkimer			9.39	11,860	86	550			16,000				829
Hornell			28.58	10,245	40	487	32		22,000		126,000		1,315
Hudson			13.82	8,101	50	212			20,650				575
Ilion			9.21	13,095	85	384		20	19,400				734
Ithaca			10.80	32,091		333			5,000			19,527	2,066
Johnstown			14.60	8,223	100	11			6,000				252
Kingston			9.80	22,430		133			15,500				1,377
Lackawanna			8.13	30,916	67	422			35,300				891
Little Falls			10.05	11,464		208							606
Lockport			[1] 14.51	20,773							30,000		1,927
Middletown			[1] 14.40	25,377	78	789			10,000				1,371
North Tonawanda			12.06	23,204	80	883			26,000				1,684
Ogdensburg			18.00	9,168	60	281			9,750				823
Olean	[1] 14.57	[1] 3.41	17.98	20,692	55	1,016	20		23,800			787	2,177
Oneida			17.40	9,167		404			6,000		25,000		850
Oneonta			14.13	9,156	48	262	5		16,270				650
Ossining			8.20	17,486		237			12,000			4,978	803
Oswego			[1] 15.80	19,176	80								1,409
Peekskill			[1] 17.39	17,882	69	350			12,250				[4] 1,429
Plattsburg	23.16	1.96	25.12	5,112	36	200	6		8,000				457
Port Chester			11.65	45,443	100	1,083			54,000		8,000	3,670	1,908
Port Jervis			12.12	11,191	100	546			4,000				803
Rensselaer			[1] 15.22	11,887	50	70			4,000				307
Rome			13.36	23,522	68	968			19,000				1,191
Saratoga Springs	6.60		6.60	29,592	100	335			15,000		120	25	1,497
Tonawanda			12.75	16,864	75	907			20,000				1,260
Watervliet			9.80	10,515		11							449
White Plains			8.09	108,361	100	3,532			17,500			28,527	3,396

[1] Estimated.

[4] Statistics of 1925–26.

TABLE 13.—*Bonds, taxation, property values, and valuation, city school systems, 1927–28*—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 assessment (thousands of dollars)	Percent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking fund	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				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
North Carolina:														
Asheville			[1] 7.26	100,000	75	3,020			$27,000					4,028
Durham			7.97	81,000	60	1,250			25,778			$65,325		2,498
Gastonia			12.50	[4] 25,643	100	798			27,000					962
Goldsboro	4.50	2.70	7.20	20,463	40	717		20	11,000			67,500		769
Greensboro			9.40	98,000	60	2,065						8,537		2,700
High Point			[1] 9.05	44,000	60	1,260								2,372
New Bern			[1] 8.02	14,000	33	201	21	8	4,460			4,000		400
Raleigh			[1] 10.90	[4] 50,000		1,894			26,000			5,250		[4] 1,432
Rocky Mount			[1] 11.15	21,580		543	22		6,000			46,954		905
Salisbury			[1] 20.00	[4] 22,000	67	756			17,000					1,260
Wilson			[1] 5.09	26,858	60									621
North Dakota:														
Fargo	14.67	3.30	17.97	25,732	30	565		44		$45,000	$83,005			3,240
Grand Forks	18.00	2.08	20.08	12,045	75	300			23,000					1,025
Minot	18.00	3.40	21.40	9,068	75	525		78		5,000	30,800			925
Ohio:														
Alliance			8.55	51,000	78	[4] 1,156	12	37		81,000	26,103			1,789
Ashtabula	6.51	2.78	9.29	41,500	80	936			62,500					2,065
Barberton	7.98	4.52	12.50	29,918	60	710				85,180	125,000			1,409
Bellaire	7.15	4.20	11.35	23,532	67	704			120,072			1,308		1,360
Bucyrus			[1] 12.16	[4] 15,832	80	[4] 794			39,500					[4] 1,172
Cambridge	8.28	1.78	10.06	22,330	100	322			17,000					1,139
Campbell	8.04	2.10	10.14	32,358	75	939			41,500					1,238
Chillicothe	8.28	1.72	10.00	28,626	75	431			36,500					659
Cleveland Heights			[4] 11.22	164,739	100	6,596	245	283	235,000				$462	7,859
Coshocton	4.77	1.88	6.65	21,493	67	305		25	29,500					875
Cuyahoga Falls	8.17	4.49	12.66	18,986	67	884			38,820			475,707		1,090

East Cleveland			[1] 12.97	[4] 93,701	67	2,572		381	208,000					4,293
East Liverpool	8.42	3.08	12.50	34,543	67	630		11	56,800					1,356
Elyria	8.56	2.25	10.81	52,101		1,363		201	67,000					2,361
Findlay			7.25	57,159	100	581		19		80,000	95,239			1,730
Fremont			9.69	23,838	80	238	5		27,000					883
Ironton	[1] 8.86	[1] 2.85	11.71	26,054	50					24,523	74,314		2,034	1,868
Kenmore			[4] 12.60	[4] 16,473	[4] 75	1,062			17,700					1,173
Lancaster			[1] 10.05	[4] 23,070	[4] 70	[4] 177			11,000					905
Mansfield	6.58	2.32	8.90	75,727	100	1,394			90,545					2,835
Marietta	6.45	1.35	7.80	34,300	90	470			25,000					1,030
Marion	7.07	2.00	9.07	50,510	80	757			49,000					1,935
Martins Ferry	8.35	2.30	10.65	21,456	80	413			25,000					730
Massillon	5.09	1.66	6.75	71,993		[1] 1,200			60,000					[4] 3,000
Middletown			6.73	[4] 85,322	100	1,100		4	78,000					[4] 2,225
Newark	7.40	1.10	8.50	48,563	80	301				38,000	59,031			1,497
New Philadelphia	7.65	1.85	9.50	25,535	67	462			32,420			85,671		930
Niles			13.25	27,990	100	923	1		51,500				510	1,297
Norwood			7.19	69,665	100	1,118			44,500					2,063
Piqua	5.44	2.91	8.35	28,729	100	514			31,700					1,225
Salem	6.70	2.65	9.35	19,465	100	290			19,700					795
Sandusky			7.32	55,000	80	616		46	37,800		3,500			1,800
Steubenville			[4] 6.10	[4] 78,482	80	1,250		119	70,000					3,038
Tiffin			7.67	25,604	75	287			19,000					763
Warren	6.95	2.80	9.75	95,077	100	2,394			111,700					3,100
Zanesville	7.35	1.50	8.85	52,260		951		194		56,000	[1] 103,362	90,700	21	2,100
Oklahoma:														
Ardmore	13.00	5.00	18.00	11,166	50	459	54	77		15,000	56,186			610
Bartlesville	15.00	2.64	17.64	12,581	50	540	87	124		60,000	45,813			915
Chickasha	13.63	3.62	17.25	11,047	50	404	115	170		35,000	36,972		163	657
Enid	15.00	6.80	21.80	[4] 14,767	33	885		246		1,000	71,508			[4] 1,058
Guthrie	12.63	4.42	17.05	6,741	75	304		44			19,643			393
McAlester	15.00	5.10	20.10	8,274	50	525	76	149			45,816			976
Okmulgee	14.10	6.14	20.24	19,535	60	1,006	5	312		58,000	100,199	4,863		1,048
Sapulpa	15.00	9.62	24.62	8,600	50	644	85	210			81,139			1,000
Shawnee	15.00	.60	15.60	10,023	40	729	192	329		125,000	56,667			885
Oregon:														
Astoria			18.30	10,278	80	436			14,500					670
Eugene			[4] 17.80	[4] 11,229	53	443	147	16						960
Salem	13.20	[1] 11.48	24.68	17,910	50	386	94		55,000			207,500		625
Pennsylvania:														
Aliquippa			25.00	12,128	33	884	21	132			88,224			1,065
Ambridge			28.00	10,390	50	503		20	31,000		35,556	65,000	247	1,003
Beaver Falls			21.00	9,215	65	131			16,000					1,015
Berwick			18.00	8,609	100	613		38						913
Braddock			17.00	17,249	65	263		9	16,000	2,135		3,000		973
Bradford			18.50	9,725	40	390		13	15,000					1,266
Bristol			15.50	6,550	50	140	10			5,000	11,620	1,600		372
Butler	7.50	1.50	9.00	31,705	75	544		130		60,000	25,000		15	2,610
Canonsburg			26.00	4,668	30	225	11	5		7,000	2,000	12,500		675
Carbondale			30.00	11,500	100	550	107	31		26,000	25,701	84,084		888
Carlisle	10.00	2.00	12.00	10,381	75	366			10,000					685

[1] Estimated.

[4] Statistics of 1925–26.

TABLE 13.—*Bonds, taxation, property values, and valuation, city school systems, 1927–28*—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 assessment (thousands of dollars)	Percent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking fund	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				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Pennsylvania—Continued.														
Carnegie			19.00	8,274	50	421	26	29	$4,000		$28,680	$16,000	$26	716
Chambersburg			18.00	7,569	67	189		2	7,000		687			650
Charleroi			35.00	4,802	50	380	34	67	2,000		12,680	30,000	10	933
Clairton	14.00	2.50	16.50	20,781	50	1,209	100	3		$47,500		70,000		2,260
Coatesville	14.00	8.00	22.00	13,828	67	367		12		14,000	31,170			617
Columbia			25.00	3,778	30	47	31	2			4,872	23,200		270
Connellsville			28.00	7,492	70	303			7,000					711
Dickson			30.00	5,512	[1] 33	457	30	89			31,389	15,000		635
Donora			20.00	11,899	40	526		40		37,176	37,857	10,000	515	848
Du Bois	34.00	5.00	39.00	4,597	25	166		1		25,000	34,066			695
Dunmore			23.50	11,932	100	293	94		17,000	1,327		14,584		793
Duquesne	15.00		15.00	20,550	75	593	26	65	13,000		31,400	10,000		1,650
Farrell			22.00	9,450	40	571								1,339
Greensburg			22.00	13,811	50	1,023	68	39		18,570				1,950
Homestead			22.00	11,495	45	504	19	145	8,000		8,000		109	1,139
Jeannette			29.00	7,685	60	420		88			28,248		.344	655
Kingston			22.00	20,107	40	989	20		31,000			25,000	2,279	2,061
Lebanon			13.00	25,267	80	556			1,500					2,329
McKees Rocks			19.00	11,587	50	838	1						65	1,213
Mahanoy City			28.00	5,514	30	118	115		5,200			5,000		675
Meadville			23.00	8,410	30	278	50		12,500				98	[4] 915
Monessen			24.00	13,080	50	746				49,000	26,000	145,000		2,227
Mount Carmel			25.00	3,730	33	130		22	4,000	[3] 11,500				500
Nanticoke			25.00	17,623	100	708		55		14,000	27,128			2,072
New Kensington			20.00	8,736	28	425		45		2,000	24,400	50,000		887
North Braddock			20.00	17,093	50	735			10,000				1,099	1,536
Oil City			24.00	14,211	67	444			9,000			27,150		985

Old Forge			42.00	3,521	85	276	101	13		10,000	10,350	54,000	419
Olyphant			35.00	6,555	70	235		59		[7] 85,000	38,100		816
Phoenixville			15.00	6,375	65	70		24			6,200		479
Pittston			22.00	9,280	100	333	74	3	5,500			23,000	23	896
Plymouth			24.00	6,437	100	352	18	3		14,000	26,050		1,158	702
Pottstown			21.00	11,027	25	429	61	17			43,300	26,000		974
Pottsville			20.00	16,342	40	220	2	48		56,130				808
Punxsutawney			15.00	5,924	60	51		4	2,000					261
Shamokin	31.00	4.00	35.00	6,538	33	168	195					61,100		693
Sharon	15.26	4.74	20.00	16,521	40	1,094		230			30,000			1,645
Shenandoah			28.00	8,520	42	340			7,800			156,000		665
Steelton			25.00	7,590	40	477		80	8,000	3,833			158	1,022
Sunbury	31.00	5.00	36.00	6,040	33	288		15		17,500	36,083	19,500		1,049
Swissvale			17.00	15,401	80	611		4	28,500		2,000		4,231	1,155
Tamaqua	19.00	3.00	22.00	5,002	33	378			10,000					549
Uniontown			13.00	22,750	75	1,227	50	201	14,000	15,000	11,939	68,650	7	1,469
Warren			21.50	13,204	42	135	2	94		28,000	20,050			960
Washington	10.00		10.00	24,969	65	186	30	4	11,000		2,000		6	1,327
West Chester	16.00		16.00	10,041	33	262	25	7	17,000		2,500	60,000	21	870
Wilkinsburg	17.00		17.00	35,576	80	1,748		57	24,000				15	2,312
Rhode Island:														
Bristol			8.43	15,625	67									777
Central Falls			[1] 12.52	22,303	25									590
Cranston			7.15	56,620	100	1,689	275						37,500	2,148
Cumberland	8.10	1.30	9.40	12,534	70	105			7,500					345
East Providence			[1] 7.80	40,998	100	902	125	105			25,741			[4] 640
Warwick	9.00	4.00	13.00	27,100	70	645			44,000					1,300
West Warwick			[1] 7.60	18,568	100	345			5,000					945
South Carolina:														
Anderson	22.00	6.00	28.00	6,500	25	482		71			28,000			850
Florence	34.00	12.00	46.00	5,032	20	830		64		48,000	62,803			1,284
Greenville	29.00	7.00	36.00	10,845	10	765		256		10,000	31,000		19	1,125
Spartanburg	16.00	6.25	22.25	13,329	20	600		155		10,000	45,550			1,647
South Dakota:														
Aberdeen	[1] 20.40	[1] 5.76	26.16	18,249	100	666	53	273		49,000	105,131	37,057		1,231
Sioux Falls	12.91	3.40	16.31	41,160	100	1,382	14	540			124,060			2,407
Tennessee:														
Jackson	8.40		8.40	[8] 11,000	[8] 70									614
Johnson City			17.17	12,000	50	591								900
Texas:														
Abilene	4.80	2.20	7.00	23,063	67	796		21		45,484	48,209			975
Amarillo	6.20	1.80	8.00	63,163	67	1,577		108		20,000	111,315			2,206
Brownsville	6.60	3.40	10.00	16,422	75	770		37		40,600	55,311			1,019
Cleburne	7.50	2.80	10.30	10,589	65	360		188		6,000	20,974		1,391	1,099
Corpus Christi	[1] 11.30	[1] 2.83	14.13	[4] 14,750	60	688	5	122		2,000	30,253	9,900		557
Corsicana	7.50	3.50	11.00	13,194	40	806			26,000					1,100
Del Rio	5.00	2.50	7.50	5,524	65	121		5		3,000	8,358			290
Denison	6.00	2.80	8.80	11,600	80	237			19,100					634
Greenville	5.00	1.63	6.63	10,662	75	220			6,500					515

[1] Estimated. [3] From new bond issues. [4] Statistics of 1925–26. [7] Includes $60,000 from new bond issues. [8] Statistics of 1923–24.

TABLE 13.—*Bonds, taxation, property values, and valuation, city school systems, 1927–28*—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 assessment (thousands of dollars)	Percent assessed valuation is of true property value	School bonds outstanding	Other forms of school debt	Total amount in sinking fund	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				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Texas—Continued.														
Laredo	5.00	1.15	6.15	15,174	75	233		54		$1,000	$15,573			760
Marshall	7.50	2.40	9.90	9,432	50	200			$62,500			$8,962		810
Palestine	7.50	3.60	11.10	7,635	70	180		42	12,000					614
Paris	7.00	3.00	10.00	11,891	75	449		98		16,000	24,612			928
Port Arthur	3.35	1.65	5.00	95,000	80	2,057		147		33,000	153,611			1,883
Ranger			10.00	7,450	65	396			6,250			35,700	$67	500
San Angelo	7.50	2.00	9.50	19,000	65	1,057		99		6,000	36,756			583
Sherman	8.00	2.61	10.61	12,867	70	447		9		7,000	26,547			871
Temple	7.50	2.39	9.89	13,275	67	33		8		10,000	30,871			579
Texarkana	6.65	2.15	8.80	13,343	75	434		21		61,000	27,934		94	749
Tyler	7.50	2.00	9.50	11,250	75	288		19		14,500	23,626		151	520
Utah:														
Provo	8.36	2.64	11.00	9,663	65	98			8,000					605
Vermont:														
Barre			13.50	8,971	75	115								410
Burlington	8.00	1.00	9.00	26,062	50	584								1,283
Rutland			11.50	19,724	50	515			2,000					[4] 256
Virginia:														
Alexandria														420
Charlottesville			8.00	13,162	66									540
Danville			5.00	26,224	75	464	39		17,765					960
Staunton			[1] 10.09	7,800	40									351
Washington:														
Aberdeen	11.56	6.84	18.40	10,148	50	412	152	30		28,500			2,726	1,000
Bellingham	11.00	7.60	18.60	18,054	50	154		40		35,000	44,604			1,325
Everett			[1] 20.00	[4] 17,345	50	441	138	31		74,000	102,942	17,800		1,646
Hoquiam			[1] 29.00	6,336	50	267			39,750					694

Vancouver	10.00	8.00	18.00	6,800	40	165	2	11		7,565	51,944			685
Walla Walla	9.40	4.80	14.20	12,415	50	340		59	40,000					965
Yakima	10.00	5.00	15.00	15,364	50	607			44,800					1,379
West Virginia:														
Bluefield	11.00	2.00	13.00	26,665	40	594		30		[9] 114,000	67,833			2,113
Clarksburg—														
City district	6.60	2.20	8.80	46,708	60	135				[3] 65,000	14,012			1,925
Coal district			15.10	13,910	33					1,000	2,000			415
Fairmont	9.60	1.50	11.10	31,786	80	1,025				19,000	29,711			1,024
Martinsburg	9.15	2.85	12.00	13,913	70	398		23		37,000	11,866			196
Morgantown	10.90	1.30	12.20	45,632	60	744				19,000	55,299			1,970
Moundsville			14.80	12,637	80			12	22,100		8,651			557
Parkersburg	10.15	.95	11.10	54,271	50	739			29,500	[3] 250,000				2,029
Wisconsin:														
Appleton			14.10	30,000	62	660							36	1,432
Ashland			12.66	10,688	99									599
Beloit	10.75	3.05	13.80	33,312	85	477			52,000			4,810		1,935
Eau Claire			15.33	24,105	63	45			5,500					1,076
Fond du Lac	10.00	1.30	11.30	35,005	80	580			45,000					1,600
Janesville	9.17	2.26	11.43	28,963	80	485			40,500				448	1,150
Manitowoc			10.71	39,762	88	507			33,500					1,686
Marinette			17.63	12,235	87									1,262
Stevens Point			13.87	11,226	76								2,805	665
Waukesha			16.39	15,840	33									[4] 1,075
Wausau			9.00	24,905	65	575			26,000					1,774
West Allis			15.83	43,815	77	1,218		28	81,500				45	3,100
Wyoming:														
Casper	3.50	1.42	4.92	67,860	60	494			60,500					[4] 1,606
Cheyenne	10.11	3.52	13.63	18,629	60	1,020		43						1,045

[1] Estimated.

[3] From new bond issue.

[4] Statistics of 1925–26.

[9] Includes $84,000 from new bond issue.

CHAPTER XXII

STATISTICS OF UNIVERSITIES, COLLEGES, AND PROFESSIONAL SCHOOLS FOR 1927–28

This report contains statistics of 1,076 universities, colleges, and professional schools for the school year ending in June, 1928. Of this number, 226 are under public control and 850 are under private control. Included in these two groups are 176 schools of theology, 136 schools of law, 73 schools of medicine, 41 schools of dentistry, 66 schools of pharmacy, 8 schools of osteopathy, and 10 schools of veterinary medicine.

Statistics of teachers colleges which are not a part of a university are not included in this report, but are included with other teacher-training institutions in a separate report.

In 1926 reports were received from 975 institutions. The organization of 95 new junior colleges during the biennium accounts for most of the increase in numbers over 1926.

JUNIOR COLLEGES

Statistics concerning junior colleges offering at least two years of college work have been collected by this office since 1918. The following tabulation shows the number of such institutions reporting, the number of instructors, and the number of students reported, excluding preparatory students, for each biennium since that time, and classifies the data according to public and to private control.

Item	1918	1920	1922	1924	1926	1928
UNDER PUBLIC CONTROL						
Number of schools	14	10	17	39	47	114
Number of instructors	172	207	404	699	953	1,919
Number of students	1,367	2,940	4,771	9,240	13,859	28,437
UNDER PRIVATE CONTROL						
Number of schools	32	42	63	93	106	134
Number of instructors	385	781	1,150	1,059	1,809	1,565
Number of students	3,137	5,162	7,353	11,319	13,236	16,418
ALL JUNIOR COLLEGES						
Number of schools	46	52	80	132	153	248
Number of instructors	557	988	1,554	1,758	2,762	3,484
Number of students	4,504	8,102	12,124	20,559	27,122	44,855

During this 10-year period the number of junior colleges has been multiplied by more than five, the number of instructors by more than six, and the number of collegiate students by about ten. A majority of the public junior colleges are located in public high schools. A majority of the private junior colleges have rather large preparatory departments. These junior college organizations serve a very useful purpose of enabling our youth to continue their education at or near their homes, without any considerable expense, and at the same time give opportunities of trying out certain courses of instruction before entering the larger colleges and universities for more advanced work. Their success is best shown in the increase in enrollments, which has been quite rapid over the whole 10-year period. The increase in enrollment in public junior colleges is 1,980 per cent, and in private junior colleges, 423 per cent since 1918.

Table 31 presents statistics of junior colleges by States for 1927–28. California leads with 8,357 students in publicly controlled institutions; Illinois has 4,583 students; Texas, 4,126; Missouri, 2,028; and Michigan, Kansas, and Arkansas more than 1,000 students each. In private junior colleges Missouri has 2,588 students; Texas, 2,464; and Tennessee, Virginia, and North Carolina have more than 1,000 students each. Since 1926 Iowa, Missouri, California, and Texas have greatly increased their number of public junior colleges.

PROFESSORS AND INSTRUCTORS

The total number of professors and instructors in all 1,076 institutions for 1927–28 is 67,209, of which number 52,263 are men and 14,946 are women. The public institutions employ 18,604 men and 5,063 women, while the private institutions employ 33,659 men and 9,883 women as professors and instructors.

Since 1920 the number of professors and instructors in these institutions has increased 56.7 per cent, which is an increase of 53.2 per cent for the men and 70.4 per cent for the women. Since 1926 the instructional staff has increased 8 per cent, or 7.4 per cent for the men and 10.1 per cent for the women. In 1910 the instructional staff was 84.7 per cent men and in 1928 it was 77.8 per cent men. The basic figures for these computations are given in Table 1. Information regarding professors and instructors is given by States and by departments in Tables 4, 17, and 21.

STUDENTS

The total number of students enrolled in all institutions during 1927–28 is 919,381, of which number 563,244 are men and 356,137 are women. If 30,206 men and 20,382 women in preparatory departments are excluded, the number of students in higher education for the year is 868,793, an increase of 101,530 over 1926.

Collegiate departments enrolled 402,242 men and 292,977 women; graduate departments, 26,540 men and 17,625 women; professional schools and departments, 93,639 men and 5,785 women; while 16,399 men and 22,754 women were enrolled as special and unclassified students.

During the year schools of theology enrolled 13,642 students; schools of law, 42,694; schools of medicine, 21,427; schools of dentistry, 9,282; schools of pharmacy, 11,125; schools of osteopathy, 1,865; and schools of veterinary medicine, 612. Schools of theology and schools of dentistry show decreases in enrollments since 1926, while the other professional schools show increases. Table 6 shows these enrollments by State and by sex, and gives the number of institutions reporting.

Schools of engineering enrolled 66,637 students during 1927–28, an increase of 7,322 over the 1926 enrollment. Slight increases are noted in all engineering courses except in mining engineering. Table 7 shows enrollments by States in the several engineering courses.

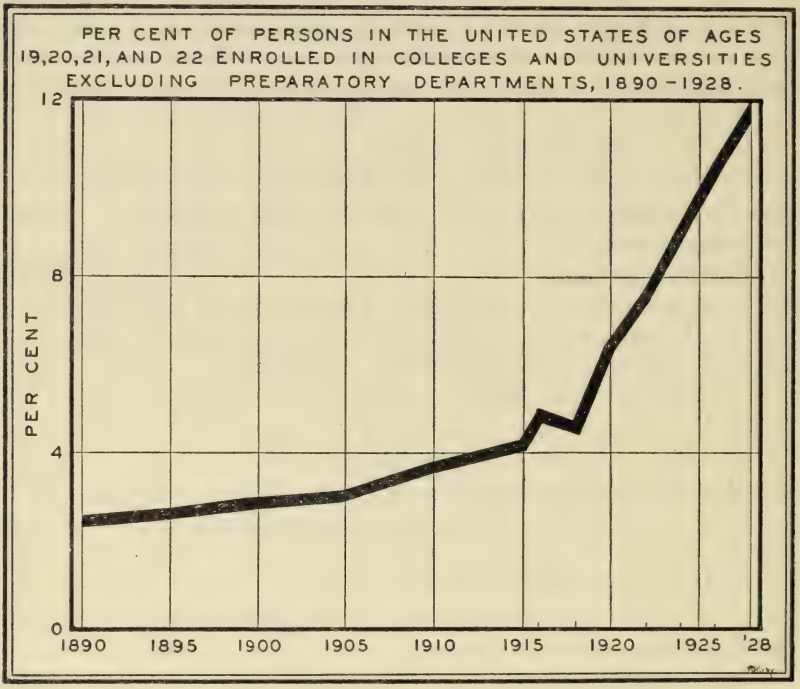
The enrollments given do not include 239,570 students enrolled in the summer schools of these same institutions, nor 5,733 enrolled in short winter courses, nor 297,451 enrolled in extension and correspondence courses. Data for these enrollments by States and by sex are given in Table 8 of this report.

Excluding preparatory departments, 462,445 students were enrolled in universities, colleges, and professional schools in 1920, 767,263 in 1926, and 868,793 in 1928. The 1928 enrollment is an increase of 13.2 per cent over that of 1926, which is an increase of 11.9 per cent for the men, and 15.5 per cent for the women enrolled. Since 1920 all strictly college students have increased in number 87.9 per cent, or 80.2 per cent for the men, and 101.5 per cent for the women. Basic figures are found in Table 1.

In 1890, 121,942 students of college grade were enrolled during the regular year in universities, colleges, and professional schools. The census of 1890 shows 5,025,856 persons in this country of ages 19, 20, 21, and 22. The number enrolled in colleges for that year is therefore 2.43 per cent of these four single age groups. In 1905, 3.03 per cent of those of college age were enrolled in college courses and in 1915, 4.16 per cent were enrolled. In 1920, 6.32 per cent of the college age group were enrolled in universities, colleges, and professional schools; in 1922, 7.51 per cent; in 1924, 9.03 per cent; in 1926, 10.41 per cent; and in 1928, 11.77 per cent. These changes are also shown graphically. The numerical increase in college students has been about 100,000 for each biennium since 1920.

Table 5 gives a summary of students by States for each department. Table 18 gives these data for institutions under public control, and Table 22 for those under private control. Students reported in pre-

paratory departments in Table 22 are practically all in preparatory departments of private institutions. Those reported in preparatory departments in Table 18 include those in high schools maintained by public institutions for experimental purposes, for practice teaching, and for the training of school administrators and supervisors. Of the 12,528 secondary students reported in Table 18, only 5,361 reported are in actual preparatory departments. The remainder, 7,167, are in college or university high schools. The public institutions, then,



have but 1.5 per cent of their total enrollment in preparatory departments, while the private institutions have 6.7 per cent in preparatory departments.

DEGREES

During the year 1927–28 these institutions granted 83,065 baccalaureate degrees, an increase over 1926 of 11,536. In 1900 the baccalaureate degrees were 13.5 per cent of the number of students in collegiate departments and in 1928 they were 11.9 per cent. The number of professional degrees decreased from 20,096 in 1926 to 19,917 in 1928. The number of professional degrees was 23.1 per cent of the number of students in professional departments in 1900 and 20 per cent in 1928. Both collegiate and professional departments show decreases in the percentage of students graduating since

1900. Tables 9 and 11 contain data by States for each first degree granted, while Table 12 contains similar material for professional degrees.

The number of graduate degrees granted increased from 11,451 in 1926 to 13,834 in 1928. For 1900 the number of graduate degrees granted is 33.5 per cent of the number of graduate students. For 1926 they are 35.2 per cent and for 1928, 31.3 per cent of the number of graduate students. These rates are higher than those for either collegiate or professional degrees, due to the fact that a majority of the graduate degrees represent but one year of postgraduate work. The number of Ph. D. degrees granted upon examination increased from 1,302 in 1926 to 1,447 in 1928. The Ph. D. degrees were 5.9 per cent of the number of graduate students in 1900, and 3.3 per cent in 1928. Tables 10 and 11 contain data on graduate degrees by State and type of degree granted. A list of institutions granting the Ph. D. degree upon examination is given in Table 2.

The institutions of higher education granted 1,245 honorary degrees in 1928, an increase of 33 over the number granted in 1926 and of 543 over the number granted in 1900. Two institutions granted three honorary Ph. D. degrees in 1928. For further information concerning the kind and number of each honorary degree granted in 1928 see Table 13 of this report.

It is not within the scope of this report to analyze in detail data for each of the degrees listed in the tables indicated, but data for first degrees in education present opportunities for some comments. In 1910 these degrees were generally in pedagogy, while of late years they are generally bachelor of education, bachelor of arts in education, or bachelor of science in education. In the earlier years they were given to men quite as often as to women. In recent years about three such degrees are granted to women for each one degree granted to men. Data for 1910 and later years follow:

Year	First degrees in education granted to—	
	Men	Women
1910	39	37
1911	104	130
1912	77	224
1913	150	373
1914	116	373
1915	174	546
1916	188	591
1918	224	945
1920	197	600
1922	491	1,171
1924	1,183	2,524
1926	1,391	3,927
1928	1,947	5,162

Since 1913 the number of first degrees in education granted to men has increased 1,198 per cent, while the number granted to women has increased 1,248 per cent. Since 1922 the increase for men is 297 per cent; and for women, 341 per cent.

RECEIPTS

Including receipts for additions to endowments, the universities, colleges, and professional schools received a total of $546,674,226, according to reports from the institutions. If additions to endowments are excluded, the total receipts available for use during the year 1927–28 amount to $496,529,309.

In public institutions, the students paid $37,310,016, of which amount $23,403,542 was for tuition, and the balance for board, room, and other noneducational charges. The amount received from productive funds was $5,816,755; from the State or city $19,507,627 for increase of plant, and $91,157,218 for current expenses; from the United States, $16,660,405; from private sources for increase of plant $3,481,954, for current expenses $2,198,110, and for additions to endowments $2,932,548; and from all other sources, $29,621,894; making a total, excluding additions to endowments, of $205,753,979.

In private institutions, the students paid a total of $140,880,786, of which amount $98,691,369 was for tuition and other educational service. Receipts from productive funds amounted to $52,252,079; from public funds, $4,867,328; from private sources for increase of plant $39,365,762, for current expenses $19,491,462, and for additions to endowments $47,212,369; and from all other sources, making a total, excluding additions to endowments and including undistributed items, of $290,775,330.

In all institutions, there was received from students $178,190,802; from productive funds $58,068,834; from the State or local government $115,125,154; from the Federal Government $17,067,424; from private sources $114,682,205; and from other sources $61,788,435.

In public institutions the student body furnished 18.1 per cent of the total receipts, excluding additions to endowments, and in private institutions it furnished 48.7 per cent. In public institutions the income from productive funds accounts for 2.8 per cent of the receipts, while in private institutions this item accounts for 18.1 per cent of the receipts. The State and other local government furnished 53.8 per cent of the total receipts of public institutions while the Federal Government furnished 8.1 per cent. In private institutions receipts from public sources amount to 1.7 per cent of the total receipts, excluding additions to endowments in every instance. Private funds for increase of plant represent 1.7 per cent of the receipts of public institutions and 13.6 per cent of those of private institutions. Funds from private sources for current expenses represent 1.1 per cent of the total receipts of public institutions and

6.7 per cent of those of private institutions. Receipts from unnamed sources represent 14.4 per cent of the total in public institutions and 11.2 per cent in private institutions.

Tuition fees represent 24.6 per cent of the total receipts in all institutions, excluding receipts for additions to endowments. The rate for public institutions is 11.4 per cent, and for private institutions, 33.9 per cent.

Receipts from productive funds represents 5.05 per cent of the total value of productive funds reported for all institutions. This is a rate of 5.26 per cent upon the investment in public institutions, and of 5.03 per cent in private institutions.

PROPERTY

In 1928 the value of grounds belonging to all institutions included in this report is given as $298,318,209; of buildings, $1,018,047,321; of libraries, apparatus, machinery, furnishings, and other contents of buildings, $245,589,390; of productive funds, $1,150,112,251; making a total reported value of property belonging to these institutions of $2,413,748,981. The number of volumes in their libraries is reported as 40,498,291. These figures indicate an increase in size of libraries of 7.9 per cent over 1926, and an increase of 3.4 per cent in the total valuation of property belonging to institutions of higher education.

DETAIL TABLES

Information in detail concerning enrollments, faculty, and graduates of public institutions and of private institutions is given in Tables 25 and 28; concerning property in Tables 26 and 29; and concerning receipts, in Tables 27 and 30.

TABLE 1.—*Review of statistics of universities, colleges, and professional schools, by decades, 1890–1928*

Item	1890	1900	1910	1920	1924	1926	1928
PROFESSORS AND INSTRUCTORS							
Preparatory departments:							
Men	----------	2,572	2,807	2,714	2,615	2,189	1,834
Women	----------	1,506	1,741	1,568	1,757	1,728	1,433
Total	2,803	4,078	4,548	4,282	4,372	3,917	3,267
Collegiate departments:							
Men	----------	9,014	14,051	21,644	28,872	32,605	36,783
Women	----------	2,205	3,230	6,469	9,153	10,721	13,339
Total	6,198	11,219	17,281	28,113	38,025	43,326	50,122
Professional departments:							
Men	----------	----------	12,886	10,603	13,381	14,152	14,373
Women	----------	----------	399	312	422	581	542
Total	3,995	8,277	13,285	10,915	13,803	14,733	14,915
Total, excluding duplicates:							
Men	10,676	18,343	28,477	34,111	44,345	48,649	52,263
Women	2,889	3,791	5,154	8,771	11,934	13,575	14,946
Total	13,565	22,134	33,631	[1] 42,882	[2] 56,279	[3] 62,224	[4] 67,209

[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 27 men and 89 women teaching in other departments.

TABLE 1.—*Review of statistics of universities, colleges, and professional schools, by decades, 1890–1928*—Continued

Item	1890	1900	1910	1920	1924	1926	1928
STUDENTS							
Preparatory departments:							
Men	29,530	34,814	42,616	38,398	38,825	33,185	30,206
Women	22,219	21,471	23,426	20,911	23,033	22,447	20,382
Total	51,749	56,285	66,042	59,309	61,858	55,632	50,588
Collegiate departments:							
Men	44,650	68,047	113,074	212,405	289,817	347,665	402,242
Women	20,624	36,051	61,139	128,677	196,482	247,793	292,977
Total	65,274	104,098	174,213	341,082	486,299	595,458	695,219
Graduate departments:							
Men	1,973	4,112	6,504	9,837	18,444	20,159	26,540
Women	409	1,719	2,866	5,775	10,355	12,341	17,625
Total	2,382	5,831	9,370	15,612	28,799	32,500	44,165
Professional departments: [5]							
Men	32,034	55,926	65,569	53,295	85,865	92,591	93,639
Women	977	2,144	5,688	3,836	5,651	5,822	5,785
Total	33,011	58,070	71,257	67,131	91,516	98,413	99,424
Total number, excluding duplicates:							
Men	119,860	162,899	227,995	334,226	457,701	509,732	563,244
Women	53,831	61,385	104,701	187,528	268,423	313,163	356,137
Total	173,691	224,284	332,696	[6] 521,754	[7] 726,124	[8] 822,895	[9] 919,381
Students in certain engineering courses:							
Civil engineering	1,195	3,140	7,889	8,859	10,024	10,829	11,501
Mechanical engineering		4,459	6,377	11,789	10,637	9,743	10,434
Electrical engineering		2,555	5,450	9,469	14,002	15,666	15,781
Mining engineering		1,261	2,656	3,048	2,771	1,664	1,545
Chemical engineering			869	5,743	4,141	4,238	4,948
DEGREES CONFERRED							
Baccalaureate:							
Men		9,547	15,267	23,272	36,258	41,106	45,912
Women		4,471	7,420	15,280	25,027	30,423	37,153
Total	6,853	14,018	22,687	38,552	61,285	71,529	83,065
Professional: [10]							
Men				8,272	17,357	19,047	18,966
Women				502	940	1,049	951
Total	8,686	13,392	14,512	8,774	18,297	20,096	19,917
Graduate:							
Men		1,628	1,939	3,457	6,447	7,700	8,976
Women		324	602	1,396	2,814	3,751	4,858
Total	1,135	1,952	2,541	4,853	9,261	11,451	13,834
Honorary	735	702	679	989	1,096	1,214	1,245
Ph. D. degree, on examination:							
Men		332	365	439	914	1,115	1,249
Women		20	44	93	150	187	198
Total	126	342	409	532	1,064	1,302	1,447

[5] Includes students in theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.
[6] Includes 27,533 men and 38,326 women in other departments.
[7] Includes 33,144 men and 39,859 women in other departments.
[8] Includes 23,211 men and 30,355 women in other departments.
[9] Includes 16,399 men and 22,754 women in other departments.
[10] First degrees in theology, law, medicine dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 2.—*Degrees of doctor of philosophy conferred in course in 1928*

State	Institution	Men	Women
California	University of California	49	7
Do	University of Southern California	6	2
Do	California Institute of Technology	18	0
Do	Leland Stanford Junior University	30	7
Colorado	University of Colorado	2	1
Connecticut	Hartford Seminary Foundation	6	0
Do	Yale University	49	11
District of Columbia	American University	7	1
Do	Catholic University of America	15	1
Do	Georgetown University	3	
Do	George Washington University	2	1
Illinois	Loyola University	2	0
Do	University of Chicago	109	21
Do	Northwestern University	13	0
Do	University of Illinois	47	3
Indiana	Indiana University	15	1
Do	Purdue University	1	0
Do	University of Notre Dame	1	1
Iowa	Iowa State College of Agriculture and Mechanic Arts	24	2
Do	State University of Iowa	55	7
Kansas	University of Kansas	5	0
Louisiana	Tulane University of Louisiana	1	1
Maryland	Johns Hopkins University	58	11
Do	University of Maryland	7	0
Massachusetts	Massachusetts Agricultural College	1	0
Do	Boston University	5	
Do	Harvard University	70	0
Do	Massachusetts Institute of Technology	8	0
Do	Radcliffe College	0	10
Do	Smith College	0	1
Michigan	University of Michigan	59	11
Do	Michigan State College of Agriculture and Applied Science	2	0
Minnesota	University of Minnesota	47	8
Missouri	University of Missouri	1	1
Do	St. Louis University	4	0
Do	Washington University	0	2
Nebraska	University of Nebraska	4	1
New Jersey	Rutgers University	7	2
Do	Princeton University	33	0
New York	Cornell University	86	9
Do	Columbia University	114	22
Do	Fordham University	8	8
Do	New York University	25	3
Do	University of Rochester	2	1
Do	New York State College of Forestry	2	0
Do	Syracuse University	4	0
Do	Rensselaer Polytechnic Institute	2	0
North Carolina	University of North Carolina	12	3
Do	Duke University	2	0
Do	North Carolina State College of Agriculture and Engineering	2	0
Ohio	University of Cincinnati	4	2
Do	Western Reserve University	1	0
Do	Ohio State University	40	4
Oregon	University of Oregon	1	0
Pennsylvania	Bryn Mawr College	0	4
Do	St. Vincent College	1	0
Do	Dropsie College	6	0
Do	University of Pennsylvania	37	6
Do	University of Pittsburgh	15	0
Do	Pennsylvania State College	4	0
Rhode Island	Brown University	5	3
South Carolina	University of South Carolina	1	0
Tennessee	Vanderbilt University	2	0
Texas	University of Texas	4	0
Do	Rice Institute	3	0
Virginia	University of Virginia	10	0
Washington	University of Washington	10	3
Wisconsin	University of Wisconsin	76	16
Do	Marquette University	4	0
Total		1,249	198

BENEFACTIONS

The total amount of gifts and bequests received from private benefactors by the universities, colleges, and professional schools for 1927–28 is $114,682,205 which does not include grants by any

governmental unit. This amount is $3,562,582 less than that received from the same source for 1925–26. Of the amount received $42,847,716 was for increase of plant, $21,689,572 for current expenses, and $50,144,917 for additions to endowment, bringing the total productive funds of these institution to $1,150,112,251, an increase of $172,099,322 over the total for 1926.

Private institutions received $39,365,762 of the above amount for increase of plant, $19,491,462 for current expenses, and $47,212,369 for additions to endowments, bringing their total productive funds to $1,039,607,010, which is an increase of $158,410,831 over the total for 1926. These benefactions to private institutions for 1928 represent an increase of $14,574,879 for increase of plant over the amount given for 1926, an increase of $4,211,793 for current expenses, and a decrease of $23,437,881 in the amount given for additions to endowments.

A list of 171 institutions receiving gifts amounting to $100,000 and more for the year follows:

TABLE 3.—*Benefactions of $100,000 or more*

State	Institution	Amount
Alabama	Birmingham-Southern College.	$299,698
Do	Judson College	205,505
Do	Women's College of Alabama.	221,248
Do	Talladega College	132,098
Arkansas	College of the Ozarks	120,373
California	College of Notre Dame.	276,167
Do	University of California.	1,992,885
Do	Pomona College	232,165
Do	Scripps College	312,603
Do	Occidental College	214,084
Do	University of Southern California.	489,944
Do	Mills College	238,949
Do	California Institute of Technology.	3,982,791
Do	University of Redlands.	240,171
Do	St. Ignatius College	207,000
Do	Stanford University	235,313
Do	College of the Pacific	161,000
Do	Whittier College	218,000
Colorado	Colorado College	149,351
Do	University of Denver	205,831
Connecticut	Trinity College	184,420
Do	Yale University	13,004,935
Dist. Columbia	American University	485,000
Do	George Washington University.	172,000
Do	Howard University	238,313
Florida	University of Miami	106,633
Georgia	Spelman College	128,521
Do	Emory University	213,035
Do	Wesleyan University	179,815
Do	Oglethorpe University	122,000
Illinois	Carthage College	300,079
Do	Presbyterian Theological Seminary of Chicago.	119,130
Do	University of Chicago	6,858,042
Do	Northwestern University.	224,405
Do	Knox College	344,831
Do	Monmouth College	253,453
Illinois	Bradley Polytechnic Institute.	$169,273
Do	Augustana College	204,360
Do	University of Illinois	133,050
Indiana	Wabash College	139,031
Do	Butler University	500,000
Do	Taylor University	134,963
Iowa	St. Ambrose College	104,025
Do	Luther College	251,782
Do	Parsons College	120,634
Do	Grinnell College	216,348
Do	State University of Iowa.	1,066,803
Do	John Fletcher College	120,000
Kansas	Baker University	133,528
Do	Bethel College	117,654
Kentucky	Berea College	1,566,645
Do	University of Louisville.	163,982
Do	Southern Baptist Theological Seminary.	303,800
Louisiana	Tulane University of Louisiana.	1,278,652
Maine	Bowdoin College	884,643
Do	University of Maine	101,146
Maryland	Western Maryland College.	242,032
Do	Woodstock College	225,000
Massachusetts	Amherst College	498,726
Do	Boston University	369,480
Do	Bradford Academy	149,549
Do	Harvard University	6,272,256
Do	Radcliffe College	111,198
Do	Smith College	192,895
Do	Mount Holyoke College.	172,394
Do	Tufts College	444,422
Do	Wellesley College	588,399
Do	Williams College	391,368
Michigan	Albion College	218,000
Do	University of Michigan.	391,382
Do	Battle Creek College	485,000
Do	University of Detroit	228,281
Do	Kalamazoo College	130,000
Do	Olivet College	187,097

TABLE 3.—*Benefactions of $100,000 or more*—Continued

State	Institution	Amount
Minnesota	University of Minnesota.	$197,671
Do	Concordia College (Moorhead).	110,561
Do	St. Olaf College	187,019
Do	College of St. Catherine.	110,500
Do	Hamline University	100,725
Do	Macalester College	164,624
Do	College of St. Teresa	675,588
Mississippi	Blue Mountain College.	222,565
Do	Belhaven College	247,463
Missouri	Central College	353,867
Do	Will Mayfield College	116,000
Do	Missouri Valley College.	111,414
Do	Park College	102,600
Do	St. Louis University	473,300
Do	The Principia	384,978
Do	Washington University.	575,375
Nebraska	Hastings College	101,996
Do	Nebraska Wesleyan University.	154,507
N. Hampshire	Dartmouth College	172,814
New Jersey	Drew University	197,085
Do	New Brunswick Theological Seminary.	153,358
Do	Rutgers University	598,504
Do	Princeton University	132,313
New York	Polytechnic Institute of Brooklyn.	330,612
Do	University of Buffalo	469,923
Do	Hamilton College	223,643
Do	Keuka College	141,948
Do	Barnard College	171,824
Do	General Theological Seminary of the Protestant Episcopal Church.	152,347
Do	Manhattan College	189,500
Do	New York University	913,264
Do	The Biblical Seminary in New York.	162,154
Do	Clarkson College of Technology.	182,000
Do	Vassar College	745,629
Do	University of Rochester.	4,998,273
Do	St. Bonaventure's College.	186,384
Do	Syracuse University	461,274
Do	Rensselaer Polytechnic Institute.	275,940
North Carolina	University of North Carolina.	183,274
Do	Queens College	134,390
Do	Duke University	1,225,165
Do	Lenoir-Rhyne College	264,000
Do	Louisburg College	250,000
Do	Peace Institute	135,000
Ohio	Ohio Northern University.	110,778
Do	Mount Union College	147,913
Do	Baldwin-Wallace College.	149,749
Do	Bluffton College	141,248
Do	University of Cincinnati.	587,961
Do	Hebrew Union College.	376,842
Do	St. Xavier College	335,000
Ohio	Case School of Applied Science.	$202,283
Do	Western Reserve University.	391,303
Do	Capital University	196,224
Do	University of Dayton	200,000
Do	Ohio Wesleyan University.	320,410
Do	Lake Erie College	330,355
Do	College of Wooster	182,180
Oklahoma	Oklahoma City University.	229,062
Do	Oklahoma Baptist University.	227,478
Oregon	Linfield College	502,707
Do	Willamette University	118,000
Pennsylvania	Muhlenberg College	100,839
Do	Bryn Mawr College	284,365
Do	Ursinus College	134,890
Do	Allegheny College	148,108
Do	Westminster College	190,851
Do	Jefferson Medical College.	727,704
Do	Temple University	412,717
Do	University of Pennsylvania.	1,472,061
Do	Woman's Medical College of Pennsylvania.	204,934
Do	University of Pittsburgh.	2,647,727
Do	Western Theological Seminary.	100,498
Do	Pennsylvania State College.	345,666
Do	Swarthmore College	229,598
Rhode Island	Brown University	385,422
South Carolina	College of Charleston	100,000
South Dakota	Yankton College	204,425
Tennessee	Lincoln Memorial University.	189,208
Do	Maryville College	121,823
Do	Southwestern College	243,804
Do	Fisk University	1,086,301
Do	University of the South.	131,816
Texas	Southern Methodist University.	197,675
Do	Texas Christian University.	173,561
Do	Rice Institute	125,000
Do	Baylor University	110,163
Utah	Brigham Young University.	216,464
Vermont	University of Vermont and State Agricultural College.	362,920
Do	Middlebury College	125,470
Virginia	University of Virginia	597,403
Do	Lynchburg College	112,632
Do	Randolph-Macon Woman's College.	141,683
Do	University of Richmond.	240,000
Do	College of William and Mary.	103,033
Washington	College of Puget Sound.	194,492
Wisconsin	Beloit College	286,467
Do	University of Wisconsin.	123,536
Do	Milwaukee-Downer College.	214,962

TABLE 4.—*Professors and instructors in universities, colleges, and professional schools in 1927–28*

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.	1,071	1,834	1,433	36,783	13,339	14,373	542	27	89	52,263	14,946
Alabama	13	45	32	365	168	36				431	191
Arizona	3	6	4	113	41	7				120	42
Arkansas	16	33	19	160	119	77		3	2	265	135
California	64	96	82	2,284	873	1,032	93			3,377	1,026
Colorado	12	11	11	381	166	142	6			534	179
Connecticut	10	10		594	90	161	8			765	98
Delaware	1			57	21					57	21
District of Columbia	11	6	10	457	82	612	8			1,065	92
Florida	6			263	143	21				284	143
Georgia	32	35	62	501	305	299	2		7	819	366
Idaho	4			172	59	8				180	59
Illinois	56	165	74	1,996	762	1,336	25	3	1	3,441	806
Indiana	26	21	29	949	308	165	1			1,129	335
Iowa	43	48	52	1,142	561	174	11			1,351	617
Kansas	35	54	25	688	402	129	6	4	2	858	430
Kentucky	27	56	73	394	160	213	1	7	4	476	220
Louisiana	11	6	20	416	190	272	12			689	222
Maine	5			215	27	8				223	27
Maryland	18	25	16	629	263	622	4			1,273	267
Massachusetts	32	64	20	2,373	663	920	27			3,355	703
Michigan	29	37	32	1,223	308	326	19	3	7	1,588	357
Minnesota	29	205	152	1,060	401	283	13			1,502	525
Mississippi	18	11	25	241	188	13			6	259	210
Missouri	52	94	54	968	465	691	17			1,725	517
Montana	5	8		143	54	7				156	54
Nebraska	17	34	30	476	237	206	8			708	266
Nevada	1			57	13					57	13
New Hampshire	3	14		325	12	21				353	12
New Jersey	15	58	7	555	87	98	4			693	94
New Mexico	4			99	18					99	18
New York	62	164	157	4,796	1,295	2,305	122			7,237	1,541
North Carolina	33	33	56	725	397	50	2		16	788	453
North Dakota	5	37	15	187	78	31	3			228	89
Ohio	57	67	29	2,301	905	786	12			3,153	938
Oklahoma	17	31	31	467	254	126	3	2	4	607	278
Oregon	14	18	21	456	138	125	12			583	171
Pennsylvania	68	94	52	3,197	731	1,477	65			4,729	827
Rhode Island	3			201	13					201	13
South Carolina	22	5	20	394	244	84		1	10	480	258
South Dakota	11	11	12	244	109	19	2			272	117
Tennessee	32	19	39	506	224	424	18			940	265
Texas	66	75	95	1,287	734	325	16	1	5	1,643	810
Utah	7	5	25	233	103	16				254	128
Vermont	4	4		197	39	51	1			252	40
Virginia	32	8	25	599	328	276	10	1	23	883	377
Washington	10	51	1	512	142	38	2			601	145
West Virginia	13	7	12	309	116	28		2	2	342	125
Wisconsin	16	61	8	812	266	327	9			1,166	283
Wyoming	1	2	6	64	37	6				72	43
Outlying parts											
Alaska	1			13	4					13	4
Hawaii	1			54	13					54	13
Porto Rico	1	7	7	57	22	7				71	29

[1] Including engineering.
[2] Includes theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 5.—*Students in universities, colleges, and professional schools in 1927–28*

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.	30,206	20,382	402,242	292,977	26,540	17,625	93,639	5,785	16,399	22,754	563,244	356,137
Alabama	586	362	5,081	3,662	57	35	286	3	83	28	5,955	3,902
Arizona	37	64	1,260	788	62	49	65	4	87	94	1,511	999
Arkansas	991	504	2,315	2,200	19	25	268	2	17	72	3,610	2,764
California	1,931	837	22,831	21,167	2,494	2,014	5,021	447	376	666	31,886	24,679
Colorado	185	183	4,543	3,085	148	116	774	67	104	160	5,754	3,609
Connecticut	46	------	5,589	1,155	505	160	794	42	22	48	6,282	1,405
Delaware	------	------	387	311	9	------	------	------	------	------	396	311
District of Columbia	96	92	5,256	3,271	783	490	3,620	245	353	304	9,949	4,393
Florida	10	9	2,388	2,239	71	31	437	10	145	246	2,954	2,535
Georgia	637	1,113	6,202	5,182	274	108	1,481	57	52	116	8,509	6,528
Idaho	------	------	1,582	1,185	60	26	49	3	102	129	1,789	1,341
Illinois	2,537	671	28,180	21,962	3,673	2,634	8,648	612	373	676	43,327	26,480
Indiana	269	285	12,205	6,876	411	208	1,894	82	135	116	14,716	7,567
Iowa	894	441	10,232	8,818	759	443	1,545	86	167	285	13,577	10,038
Kansas	793	341	8,160	7,019	311	216	721	65	574	764	10,332	8,204
Kentucky	1,324	1,414	4,222	2,956	128	90	750	43	120	390	6,644	4,862
Louisiana	348	555	4,264	3,859	113	116	991	45	64	163	5,773	4,738
Maine	------	------	2,344	800	22	17	32	3	17	8	2,415	828
Maryland	386	222	5,876	3,966	403	203	1,860	68	830	211	9,099	4,526
Massachusetts	1,293	296	20,981	14,001	1,677	1,058	9,075	855	108	98	33,124	16,308
Michigan	502	317	14,001	7,362	840	408	3,397	160	132	239	18,649	8,405
Minnesota	1,933	1,107	9,344	7,303	1,015	390	2,180	182	40	60	14,128	8,584
Mississippi	186	352	3,456	3,759	35	11	207	5	55	258	3,780	4,173
Missouri	1,305	593	9,657	7,663	480	348	5,174	253	130	191	16,640	8,933
Montana	75	------	1,764	1,079	42	32	100	11	9	60	1,971	1,168
Nebraska	771	642	5,663	5,124	236	180	1,461	35	149	220	8,099	6,101
Nevada	------	------	550	373	25	39	------	------	7	8	582	420
New Hampshire	110	------	3,484	464	33	9	45	------	11	28	3,683	501
New Jersey	700	26	4,785	1,575	263	6	2,774	108	27	69	8,549	1,784
New Mexico	370	------	783	342	9	14	------	------	42	101	1,204	457
New York	3,096	2,315	55,682	35,050	4,578	3,814	16,575	999	5,534	6,157	85,401	48,116
North Carolina	353	589	7,842	6,159	348	68	604	10	167	518	9,302	7,342
North Dakota	200	71	2,017	1,427	46	22	198	17	26	70	2,477	1,598
Ohio	1,269	567	24,744	21,898	1,322	1,039	4,566	224	3,103	3,301	34,948	26,861
Oklahoma	385	435	6,291	5,635	198	135	719	88	216	680	7,439	6,748
Oregon	354	389	4,803	3,324	165	95	1,131	225	151	260	6,482	4,203
Pennsylvania	1,564	595	31,940	17,553	2,257	1,375	7,448	336	1,479	3,191	44,679	23,017
Rhode Island	------	------	2,419	608	155	97	------	------	6	8	2,520	713
South Carolina	73	286	4,446	5,431	89	92	354	10	83	241	5,035	6,060
South Dakota	277	262	2,101	1,555	31	19	172	5	122	184	2,665	2,013
Tennessee	627	924	5,926	5,683	124	74	1,866	61	135	398	8,405	7,069
Texas	1,243	1,744	15,339	16,954	539	366	2,019	137	453	1,132	19,484	20,178
Utah	131	337	3,269	2,740	146	54	137	7	169	104	3,713	3,159
Vermont	60	------	1,381	759	9	14	119	11	------	------	1,569	784
Virginia	190	657	7,160	4,944	173	52	1,529	31	111	187	9,163	5,871
Washington	674	96	7,155	5,020	382	270	589	57	52	70	8,793	5,435
West Virginia	217	303	2,895	2,738	220	92	297	11	95	199	3,707	3,337
Wisconsin	1,084	297	8,886	5,504	783	449	1,640	61	103	185	11,812	6,467
Wyoming	94	89	561	449	18	22	27	2	63	61	763	623
Outlying parts												
Alaska	------	------	40	14	1	------	------	------	11	17	52	31
Hawaii	------	------	424	199	23	32	------	------	------	------	444	228
Porto Rico	125	188	421	685	5	11	66	20	11	65	628	969

[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 4-year courses leading to a collegiate degree.

TABLE 6.—*Students pursuing certain professional courses in universities, colleges, and professional schools in 1927–28*

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	176	12,294	1,348	136	40,478	2,216	73	20,485	942	41	9,166	116	66	10,363	762	8	1,643	222	10	610	2
Alabama	2	18		1	129	1	1	87	1				1	37	1				1	15	
Arizona				1	65	4															
Arkansas	2	84		1	29		1	134					1	21	2						
California	6	332	108	11	2,336	144	3	686	98	3	931	14	2	524	33	1	252	50			
Colorado	1	67	5	3	294	15	1	174	12	1	108	5	1	72	29				1	59	1
Connecticut	3	254	10	1	342	18	1	198	14												
District of Columbia	3	234	3	6	2,145	200	3	957	22	2	200	2	2	84	18						
Florida				3	375	10							1	62							
Georgia	7	424	35	5	605	17	1	200		1	276	1	2	49	4				1	15	
Idaho				1	22								1	27	3						
Illinois	15	1,903	355	8	2,808	95	4	2,181	113	3	1,035	12	1	607	22	1	117	15			
Indiana	5	225	29	5	575	24	1	411	18	1	225	1	4	458	10						
Iowa	4	139	40	2	290	8	1	449	16	1	216		2	110	9	1	222	13	1	119	
Kansas	2	109	39	2	240	9	1	211	13				1	85	4				1	76	
Kentucky	6	573	19	3	257	15	1	284	5	1	74	2	1	86	2						
Louisiana				3	275	14	1	414	12	2	105	4	2	80	14						
Maine	1	32	3																		
Maryland	3	245	3	1	282	11	2	632	40	1	367	2	1	334	12						
Massachusetts	9	755	146	5	6,192	644	3	1,196	22	2	459		1	398	34	1	75	9			
Michigan	5	156	17	4	[1] 1,818	45	2	926	47	1	343	31	3	377	20				1	30	
Minnesota	7	449	8	4	669	24	1	650	38	1	278	3	1	134	17						
Mississippi				1	92	2	1	62	1				1	53	2						
Missouri	6	940	1	6	1,408	98	3	916	13	3	785	2	2	361	11	3	764	101			
Montana				1	52	2							1	48	9						
Nebraska	4	78	2	3	398	5	2	493	8	2	245	2	2	247	18						
New Hampshire	1	8					1	37													
New Jersey	5	647	30	1	1,751	62							1	376	16						
New York	18	1,313	212	10	10,058	478	9	2,365	154	3	627	6	5	2,212	149				1	110	1

North Carolina	4	84	3	3	307	4	2	140	1				1	73	2							
North Dakota				1	65	3	1	49	2				1	84	12							
Ohio	12	720	38	8	1,709	73	4	866	46	3	495	5	5	676	62				1	100		
Oklahoma	1	82	51	2	354	23	1	183	5				1	100	9							
Oregon	2	151	95	3	295	16	1	214	20	1	265	2	2	242	41							
Pennsylvania	18	1,032	18	4	1,453	52	6	1,859	119	3	1,369	10	4	1,452	103	1	213	34				
South Carolina	4	73		2	94	3	1	722					1	38								
South Dakota				1	63	2	1	44					1	65	3							
Tennessee	5	163	14	4	600	15	3	726	18	2	203	3	2	174	11							
Texas	6	476	64	5	573	27	2	568	29	2	280	7	2	112	10				1	10		
Utah				1	58	2	1	55	2				1	24	3							
Vermont							1	119	11													
Virginia	4	256		4	479	9	2	591	16	1	102		1	101	6							
Washington				2	280	13							2	233	44				1	76		
West Virginia				1	143	7	1	109	2				1	45	2							
Wisconsin	5	272		2	471	20	2	577	24	1	218	2	1	102	15							
Wyoming				1	27	2																
Outlying part																						
Porto Rico				1	27	1							1	39	19							

[1] Includes some women.

TABLE 7.—*Students in engineering courses in universities, colleges, and professional schools in 1927–28*

State	General engineering	Chemical	Civil	Electrical	Mechanical	Mining	Metallurgical	Architectural	Ceramic	Agricultural	Industrial	Textile	Unclassified engineering	Total engineering students
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental United States	3,042	4,948	11,501	15,781	10,434	1,545	301	1,918	605	393	925	442	12,423	66,637
Alabama [1]	7	119	235	428	162	22	1	29						1,015
Arizona			65	99	45	35								244
Arkansas		5	47	42	9								230	333
California [2]	327	30	442	93	939	146							146	2,128
Colorado [3]		[4] 217	115	237	103	120	43	19					467	1,557
Connecticut [5]		42	67	79	144	18					178		158	688
Delaware		26	36	62	31								7	162
District of Columbia		63	166	167	92									488
Florida	23	12	69	63	25								81	273
Georgia	546	36	245	212	104	[6] 13		1	28	12		102	371	1,670
Idaho		34	45	131	41	50								301
Illinois [6]	699	198	561	770	468	15		235	112				430	3,607
Indiana	6	291	706	986	787	2		61					169	3,008
Iowa [7]	90	218	317	564	265	5		130	56	49			124	1,825
Kansas [8]	53	53	203	407	124			43		47			557	1,496
Kentucky	112		56		[4] 106	6	11						266	557
Louisiana [9]	88	72	105	100	[4] 146								459	1,043
Maine		77	112	168	88									445
Maryland [10]		37	107	126	89								150	539
Massachusetts [11]	35	518	815	1,246	[4] 892	61		90			74	66	501	4,936
Michigan [12]		290	433	533	440			117					864	2,997
Minnesota		18	235	446	238	107		364		8			235	1,651
Mississippi			[4] 123	88	22								463	696
Missouri	213	156	262	335	143	116	21	51	29	8			231	1,565
Montana [13]		69	36	172	102	190								577
Nebraska [14]		56	185	265	104			80		28			26	745
Nevada			32	81	31	32								176
New Hampshire		57	62	124	67			52					31	393
New Jersey [15]		38	89	113	505						5		366	1,118
New Mexico [16]	7	7	19	33	20	28	5						153	290

New York [17]	11	345	1,417	1,419	1,042	12	16		164		67		1,408	6,024
North Carolina [18]		81	227	308	104	4		74	18			117		937
North Dakota	1	10	57	101	123	5		4	24	182			118	625
Ohio [19]	337	420	783	1,085	714	53	43	155	146		90		342	4,511
Oklahoma [20]		86	180	352	114			94		11	48		332	1,390
Oregon		108	124	165	97	52					238			784
Pennsylvania [21]		399	921	1,256	712	235	124	87	28		225		1,009	5,204
Rhode Island	175	16	32	69	16								86	394
South Carolina			107	39	19							121	427	713
South Dakota		57	103	190	18	28	37						142	575
Tennessee	148	17	75	182	50								74	546
Texas	115	293	570	872	471			187		19		36	426	2,989
Utah [22]	48		20	43		14							342	497
Vermont			56	54	40									150
Virginia	1	127	241	422	127	21				29			532	1,500
Washington [23]		72	120	382	141	71		45					406	1,255
West Virginia		55	108	158	50	37							6	414
Wisconsin		123	340	450	243	25							266	1,447
Wyoming			30	64	21	22							22	159
Outlying parts														
Alaska		2	7			16								25
Hawaii			49											49
Porto Rico			127										8	135

[1] Commercial, 7; industrial management, 5.
[2] Aeronautical, 5.
[3] Geological, 106; fuel, 11; petroleum, 119.
[4] Includes some students in electrical engineering.
[5] Transportation, 2.
[6] Fire protection, 119.
[7] Commercial, 7.
[8] Flour-mill, 9.
[9] Petroleum, 36; sugar, 37.
[10] Gas, 30.
[11] Sanitary and municipal, 17; building construction, 66; aeronautical, 155; electrochemical, 50; administrative, 306; Naval arch. and marine, 44.
[12] Aeronautical, 296; marine, 16; geodesy and surveying, 8.
[13] Engin. physics, 8.
[14] Commercial, 1.
[15] Sanitary and municipal, 2.
[16] Geological, 18.
[17] Aeronautical, 123.
[18] Highway, 4.
[19] Commercial, 315; geological, 4; engin. physics, 24.
[20] Geological, 46; petroleum, 124; engin. physics, 3.
[21] Commercial, 115; administrative, 24; engin. physics, 9; electrochemical, 42; sanitary, 11; milling, 1; railway mechanics, 6.
[22] Geological, 30.
[23] Hydroelectrical, 18.

TABLE 8.—*Students in summer schools, short winter courses, extension courses, and correspondence courses in universities, colleges, and professional schools in 1927–28*

State	Summer school (1927)		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	91,225	148,345	4,181	1,552	115,927	81,524	55,973	32,917
Alabama	1,773	3,338	25	-------	844	3,405	306	406
Arizona	134	141	-------	-------	52	181	142	338
Arkansas	644	988	-------	-------	331	780	483	892
California	5,449	10,748	[1] 128	-------	[1] 32,764	786	[1] 8,035	21
Colorado	[1] 4,010	1,142	-------	-------	[1] 1,461	725	[1] 1,950	-------
Connecticut	106	6	46	-------	[1] 361	-------	-------	-------
Delaware	27	267	-------	-------	-------	19	-------	-------
District of Columbia	757	1,225	-------	-------	-------	-------	2	259
Florida	261	1,164	-------	-------	365	1,456	523	1,047
Georgia	1,743	3,569	1,503	791	1,395	1,153	135	381
Idaho	140	360	22	6	-------	-------	137	231
Illinois	7,333	8,899	-------	-------	132	838	125	894
Indiana	2,593	4,363	83	1	[1] 34,304	7,739	485	656
Iowa	3,946	5,084	19	-------	71	269	690	1,348
Kansas	1,602	3,647	77	-------	267	698	942	1,066
Kentucky	999	1,621	8	-------	162	1,029	181	394
Louisiana	1,574	3,050	-------	-------	299	929	144	491
Maine	248	315	-------	-------	29	82	26	40
Maryland	535	1,402	-------	-------	352	207	-------	-------
Massachusetts	3,287	3,191	67	8	919	1,623	349	28
Michigan	2,975	2,597	163	9	499	954	12	12
Minnesota	2,510	3,491	390	235	2,946	3,115	1,146	1,324
Mississippi	662	1,255	-------	-------	24	34	68	48
Missouri	[1] 2,235	2,848	89	-------	1,969	1,960	671	1,210
Montana	136	354	32	-------	-------	-------	194	343
Nebraska	1,277	4,041	105	-------	300	633	525	1,691
Nevada	12	89	-------	-------	-------	-------	-------	-------
New Hampshire	146	142	-------	-------	-------	-------	-------	-------
New Jersey	553	917	95	7	3,154	2,455	2,400	38
New Mexico	84	338	-------	-------	16	14	4	21
New York	12,203	18,679	125	6	13,139	25,533	[1] 7,520	3,081
North Carolina	2,012	5,914	210	-------	[1] 421	1,781	600	1,565
North Dakota	256	490	74	-------	23	80	552	335
Ohio	5,902	11,250	-------	-------	[1] 2,273	2,446	117	249
Oklahoma	1,395	3,659	185	-------	940	1,084	1,249	2,107
Oregon	624	1,398	131	129	1,035	2,022	490	1,241
Pennsylvania	6,434	8,999	90	1	[1 2] 4,407	[2] 4,137	[1] 13,228	-------
Rhode Island	215	-------	-------	-------	[1] 2,627	-------	-------	-------
South Carolina	262	1,429	-------	-------	6	2,375	11	19
South Dakota	207	444	13	-------	2	32	99	128
Tennessee	[1] 1,958	1,151	95	300	550	296	295	244
Texas	4,535	9,228	-------	-------	525	952	2,106	4,194
Utah	718	1,143	-------	41	1,960	1,648	558	647
Vermont	228	1,172	36	-------	-------	-------	-------	-------
Virginia	1,701	3,206	34	-------	420	1,639	-------	-------
Washington	1,246	2,778	65	18	[3] 787	[3] 3,352	1,212	1,004
West Virginia	1,010	1,953	28	-------	128	261	-------	-------
Wisconsin	2,279	3,781	243	-------	3,642	2,687	7,512	4,924
Wyoming	289	1,079	-------	-------	26	115	[1] 749	-------
Outlying parts								
Alaska	-------	-------	33	59	-------	-------	-------	-------
Hawaii	50	186	52	9	60	208	-------	-------
Porto Rico	151	401	-------	-------	-------	-------	-------	-------

[1] Includes some women students.
[2] Also 5,579 men and 409 women in evening schools.
[3] Also 44 men and 94 women in evening schools.

TABLE 9.—*First degrees conferred on men by universities and colleges, 1927–28*

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.	27,213	1,709	313	5,474	1,947	113	262	222	114	387	172	702	1,874	2,565	1,622	285
Alabama [1]	315	15	8	52	80	----	----	----	----	4	3	13	35	73	24	5
Arizona	34	10	----	16	20	----	----	----	----	----	----	----	10	8	4	2
Arkansas	156	11	----	8	13	1	----	----	1	----	----	2	2	6	2	----
California [2]	1,422	53	13	255	71	6	----	8	10	80	1	1	80	20	123	36
Colorado [3]	169	30	----	38	5	----	10	----	----	6	----	10	38	55	22	20
Connecticut [4]	840	40	37	----	----	6	29	----	7	----	----	----	----	----	6	----
Delaware	32	2	----	----	----	----	----	----	----	----	----	4	6	9	2	----
District of Columbia [5]	342	----	8	27	13	----	----	----	1	----	----	3	14	17	5	----
Florida	77	13	----	25	31	1	----	----	----	1	----	2	10	12	3	----
Georgia [6]	382	37	20	154	7	----	3	3	----	32	----	7	50	55	24	3
Idaho	60	11	1	28	30	----	13	----	----	----	----	3	3	10	2	6
Illinois [7]	1,508	87	26	488	147	2	----	26	24	38	27	24	88	117	77	8
Indiana	989	51	5	180	41	4	----	----	2	2	4	34	108	131	117	----
Iowa [8]	894	79	5	124	25	2	19	3	3	16	13	26	50	65	25	1
Kansas [9]	597	61	3	83	15	----	----	8	11	66	3	7	18	44	16	----
Kentucky [10]	331	19	----	24	19	2	----	----	1	12	----	----	19	----	[11] 30	----
Louisiana [12]	239	21	----	20	18	----	3	----	----	11	4	11	13	19	[11] 13	----
Maine	287	24	----	----	3	----	20	----	----	----	----	6	23	21	6	----
Maryland	278	22	----	15	34	----	----	----	----	----	----	6	13	67	4	----
Massachusetts [13]	1,618	92	13	288	30	----	----	----	----	52	16	87	134	219	127	9
Michigan [14]	1,141	52	32	37	55	----	25	----	----	----	----	48	87	106	84	28
Minnesota	597	27	----	126	130	----	26	2	1	----	22	----	43	69	34	14
Mississippi	218	24	----	17	38	----	----	----	----	----	----	----	23	48	8	----
Missouri [15]	511	53	18	100	22	2	----	70	----	----	3	23	46	51	18	23
Montana [16]	52	17	7	15	3	4	9	11	----	----	----	8	7	20	14	5
Nebraska [17]	386	21	----	135	3	2	----	8	----	----	6	7	25	30	18	----
Nevada	46	----	5	----	----	----	----	----	----	----	----	----	7	19	5	6
New Hampshire	528	19	----	18	----	----	4	----	----	----	5	6	7	21	18	----
New Jersey [18]	642	11	----	----	3	----	----	----	----	----	----	5	8	26	92	----
New Mexico [19]	13	10	----	13	4	----	----	----	----	4	----	1	3	7	2	6
New York [20]	3,185	121	41	927	177	8	58	37	17	1	----	70	266	266	217	3
North Carolina [21]	664	29	----	89	68	----	----	----	----	----	7	6	24	34	12	----
North Dakota	86	23	4	41	36	----	----	----	----	1	----	17	15	13	16	2
Ohio [22]	1,785	86	14	270	225	----	----	----	8	----	7	57	118	134	86	17
Oklahoma [23]	282	49	----	92	50	1	----	----	5	----	14	6	20	31	11	----
Oregon [24]	184	48	4	125	30	----	17	8	3	----	----	12	19	51	17	8
Pennsylvania [25]	2,114	97	20	1,046	248	53	8	----	8	----	15	73	156	213	144	47
Rhode Island	349	7	----	14	1	----	----	----	----	20	----	9	9	14	1	----
South Carolina [26]	434	77	11	19	13	----	----	2	----	18	----	----	31	37	18	----
South Dakota [27]	185	18	----	11	----	----	----	2	1	----	----	7	25	33	3	1

[1] Chem. and metallurgy, 3; indus. mngt., 2.
[2] Petroleum engin., 2.
[3] Engin.: petroleum, 20; geol., 10; metallurgy, 3.
[4] Religious educ., 4.
[5] Canon law, 4; foreign service, 53; nursing, 1.
[6] Textile engin., 12; ceramics, 1; public health, 6.
[7] Fire protection engin., 31; ceramics, 20; soc. service admin., 1; library science, 2.
[8] Engin.: Agri., 6; ceramic, 5; indus. arts, 8.
[9] Engin.: Agri., 6; landscape arch., 1; indus. chem., 8.
[10] Metallurgy, 4.
[11] Includes some degrees in electrical engin.
[12] Engin.: Petroleum, 6; sugar, 4.
[13] Engin.: Textile, 12; indus., 5; admin., 76; aero., 8; electro-chem., 11; san. and munic., 6; naval arch. and marine, 3; indus. chem., 6; religious educ., 29; phys. educ., 9.
[14] Engin.: Aero., 20; marine, 4; geodesy and surveying, 4.
[15] Agri. engin., 2; ceramics, 2; metallurgy, 4.
[16] Engin. physics, 1; phys. educ., 6.
[17] Engin.: Agri., 2, commer., 1.
[18] Sanitary and munic. engin., 2; ceramics, 5.
[19] Geol. engin., 3.
[20] Indus. engin., 12; ceramics, 9; metallurgy, 3; hotel mngt., 23; religious educ., 5; optometry, 2; library science, 15.
[21] Engin.: Highway, 4; textile manufacturing, 16; ceramics, 5.
[22] Phys. educ., 3; applied optics, 6; ceramics, 31; metallurgy, 8. Engin.: Commer., 40; indus., 3.
[23] Engin.: Geology, 8; petroleum, 8; agri., 2; indus., 6.
[24] Indus. arts, 7; phys. educ., 5.
[25] Engin.: Physics, 1; metallurgy, 26; admin., 9; bldg. construction, 9; works mngt., 19; commer. 12; sanitary, 4; electro-chem., 8; indus., 29; railway mech., 2; ceramics, 3; printing, 11.
[26] Textile engin., 10.
[27] Metallurgy, 8.

TABLE 9.—*First degrees conferred on men by universities and colleges, 1927–28*—Continued

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
Tennessee	462	25		16	14					8			10	12	7	
Texas [28]	764	92	16	127	32			3	2	3	15	25	43	79	55	7
Utah [29]	127	21		117	67	4					5		11	17	7	3
Vermont	162	9										4	19	33	9	
Virginia [30]	508	11	2	83	17					12		33	56	77	18	5
Washington [31]	367	22		119	93	15	18	9	2		2	11	20	73	27	6
West Virginia	252	15		1					1			4	7	19	4	7
Wisconsin [32]	627	41		87	11			22	6			24	53	84	43	4
Wyoming [33]	22	6		4	5								2		2	3
Outlying parts																
Alaska				1												3
Hawaii [34]	24	3		8	4								5			
Porto Rico [35]	14		10			4							18			

[28] Engin.: Textile, 6; agri., 6; relig. educ., 6.
[29] Engin.: Agri., 4; geolog., 14.
[30] Agri. engin., 2.
[31] Engin.: Hydro-elec., 7; commer., 7; fisheries, 7; library science, 2; phys. educ., 3.
[32] Phys. educ., 5.
[33] Phys. educ., 3.
[34] Sugar tech., 2.
[35] Sugar chem., 7.

TABLE 10.—*Graduate degrees conferred on men by universities, colleges, and professional schools in 1927–28*

State	A. M.	M. B. A.	M. F.	M. S.	M. S. in Agri.	M. Educ.	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	9	10	11	12	13	14	15	16	17	18	19	20
Continental U. S.	3,934	424	9	1,153	282	93	247	150	448	74	191	24	107	68	20	76	1,249	33	77
Alabama	29			8				5					1		2	1			
Arizona	2			1	1		3		4										
Arkansas	1			2				3						1					
California [1]	230	9		28	24		94		43	5	4				1	2	103	1	3
Colorado [2]	48			19	3			6				1	2	5		5	2		
Connecticut [3]	51			18	1				10								55	3	4
Delaware				1									1			1			
District of Columbia [4]	128			27							39						27		
Florida	7	1		6			3							1	3	1			
Georgia	45			9	2				1				1			3			
Idaho	2	1		8	5			10	4										
Illinois [5]	294	27		141	12		13	16	28	1	24	2	5	8		2	171		3
Indiana [6]	102			14	9				8	1		4	2	7		4	17	2	
Iowa	61		1	68	42		36	8	19				7	2		2	79		
Kansas [7]	47	4		28	16	3		11	1			1	2	3		1	5		
Kentucky	19			10	4		3			6			3		3	1			
Louisiana	12			10	6		7	3				1	3	1		1	1		
Maine	10			1				1	1			1	1	1		1			
Maryland [8]	26			3	16		2						2	1		2	65		
Massachusetts [9]	357	289	2	24	7	83			211		20		2	5		1	84	11	16

[1] Doctor of theology, 1; of educ. 8.
[2] Doctor of science, 1.
[3] Master of relig. educ., 4; master of fine arts, 1; also certificate of pub. health, 2.
[4] Doctor of civil law, 9; of both laws, 3; of sacred theol., 2; master of literature, 1; of patent law, 26; of pol. sc., 4; of foreign service, 11.
[5] Doctor of divinity, 1; of engin., 12; of civil law, 3.
[6] Master of music, 1.
[7] Master of arch., 2.
[8] Doctor of engin., 2; of pub. health, 9; of science in hygiene, 7; also certificate in pub. health, 20.
[9] Doctor of theol., 3; of pub. health, 2; of educ., 4; of science, 18; of com. science, 1; master of divinity, 1; of relig. educ., 1; of phys. educ., 1; of pub. health, 4; of arch., 17; of landscape arch., 15.

TABLE 10.—*Graduate degrees conferred on men by universities, colleges, and professional schools in 1927–28*—Continued

State	A. M.	M. B. A.	M. F.	M. S.	M. S. in Agri.	M. Educ.	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	9	10	11	12	13	14	15	16	17	18	19	20
Michigan [10]	161	25	---	84	15	---	1	---	33	3	---	---	2	---	---	3	61	---	---
Minnesota	57	---	---	64	---	---	---	---	9	1	---	---	---	1	---	---	47	---	---
Mississippi	5	---	---	2	1	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Missouri [11]	107	---	---	17	---	---	45	---	5	4	39	---	6	---	4	---	5	---	5
Montana	---	---	---	2	---	---	1	---	---	---	---	---	1	---	---	1	---	---	---
Nebraska	52	---	---	19	---	---	---	---	1	---	---	---	2	1	---	1	4	---	---
Nevada	2	---	---	2	---	---	---	---	2	---	---	---	---	1	1	---	---	---	---
New Hampshire	1	---	---	3	3	---	2	1	---	---	---	---	---	---	---	---	---	---	---
New Jersey [12]	91	---	---	2	10	---	---	---	---	37	---	2	2	---	---	1	40	---	---
New Mexico	1	---	---	---	---	---	1	---	---	---	---	---	---	---	1	---	---	---	---
New York [13]	1,018	36	4	183	7	---	---	17	13	3	60	11	48	18	---	21	243	16	27
North Carolina [14]	60	---	---	26	5	5	---	6	2	---	---	---	---	---	---	---	16	---	---
North Dakota	4	---	---	4	5	---	---	9	2	---	---	---	---	---	---	---	---	---	---
Ohio [15]	206	---	---	79	---	2	19	2	4	---	4	---	2	1	---	5	45	---	3
Oklahoma [16]	26	---	---	17	6	---	---	9	---	---	---	---	---	1	---	---	---	---	---
Oregon	13	---	---	4	8	---	2	2	---	---	---	---	---	---	---	---	1	---	---
Pennsylvania [17]	201	21	---	74	7	---	4	28	8	7	1	1	4	4	2	10	63	---	16
Rhode Island	22	---	---	17	---	---	---	---	---	---	---	---	---	---	---	---	5	---	---
South Carolina	9	---	---	3	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---
South Dakota	3	---	---	---	2	---	---	---	---	---	---	---	1	---	1	---	---	---	---
Tennessee	31	---	---	10	2	---	---	4	2	---	---	---	---	---	---	---	2	---	---
Texas	124	6	---	6	10	---	---	6	10	1	---	---	---	1	---	---	7	---	---
Utah	10	---	---	12	5	---	---	2	6	---	---	---	---	---	---	---	---	---	---
Vermont	11	---	---	5	2	---	---	---	---	---	---	---	---	---	---	---	---	---	---
Virginia [18]	34	---	---	19	3	---	---	1	---	5	---	---	4	3	1	3	10	---	---
Washington [19]	54	5	2	27	3	---	9	---	6	---	---	---	---	1	1	1	10	---	---
West Virginia	21	---	---	3	5	---	---	---	3	---	---	---	---	---	---	1	---	---	---
Wisconsin [20]	137	---	---	39	31	---	---	---	11	---	---	---	3	1	---	1	80	---	---
Wyoming	2	---	---	4	4	---	2	---	1	---	---	---	---	---	---	---	---	---	---
Outlying parts																			
Alaska	---	---	---	---	---	---	---	---	---	---	---	---	---	---	1	---	---	---	---
Hawaii	1	---	---	---	---	---	1	---	---	---	---	---	---	---	---	---	---	---	---

[10] Doctor of pub. health, 1; of science, 6; master of landscape design, 5.

[11] Master of arch., 2; agri. engin., 1.

[12] Doctor of theol., 2; master of fine arts, 7.

[13] Doctor of sacred theol., 2; of engin., 5; of com. science, 2; aeronautical engin., 7; indus. engin., 11; master of relig. educ., 3; of arch., 2; of com. science, 11.

[14] Master of agri., 2.

[15] Doctor of sacred theol., 1; master of divinity, 1; of music, 1; bachelor of educ., 6.

[16] Arch. engin., 1.

[17] Doctor of educ., 3; of science, 1; sanitary engin., 1; metallurgical engin., 4; aeronautical engin., 3; master of medical science, 19; of arch., 10.

[18] Doctor of divinity, 1.

[19] Master of fine arts, 2.

[20] Master of philosophy, 19.

TABLE 11.—*Degrees conferred on women in universities and colleges, 1927–28*

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.	26,302	69	37	1,147	5,162	26	562	2,122	213	854	58	3,793	406	198	194	38
Alabama	360			3	40		7	33		12		9				
Arizona	23			2	72			7		2		7	2		3	
Arkansas	137				23		6	11		3		1	1			2
California [1]	1,504			19	391		60	43	4	38	4	263	5	16	94	
Colorado	286			7		1		30		4	9	61	3	1		1
Connecticut [2]	141	8			12		5	8		7	11	30	3	11		
Delaware	26				8			8								
District of Columbia [3]	272				96			2		5	1	48		3		
Florida	188			2	67			13		7		4	4			
Georgia	600			4	17		13	31	4	6		41	6			
Idaho	105			11	33			15		2		6	2			5
Illinois [4]	1,772	4		34	340	1	47	89	23	84	1	299	44	24	5	2
Indiana [5]	810			14	48		4	113	4	69		54	1	2		
Iowa	922		1	20	52	1	20	179		25		62	42	9	18	3
Kansas [6]	682	1		11	75		15	102	16	82		54	26			4
Kentucky	316				62		2	38		1		19	2			
Louisiana	303			3	121		22	32		13		35	3	1	3	
Maine	158	1						14				7				
Maryland [7]	465	2		1	70			25				12	1	11	1	
Massachusetts [8]	1,741	20	1	34	195							193	35	11		
Michigan [9]	784	1	1	8	226	4		65		2		127	23	11		
Minnesota	585	1		396			3	56		30	10	46	13	8		
Mississippi	423							39		3		3				
Missouri [10]	462			13	195		3	14	46	9	1	44	4	3	48	
Montana	98	1		11	5	1	4	25	11	1			1			
Nebraska	366			187	5		55	57	5	1		57	2	1		
Nevada	51							1				3				
New Hampshire	73					1		18				1	2		2	1
New Jersey	254							24		3		3		2		
New Mexico	28			1	5			5		3		2				
New York [11]	3,142	28	6	104	784		53	161	19	74		1,570	92	43		4
North Carolina [12]	763				14		4	23		51		45	1	3		1
North Dakota	92			8	103			9					3			3
Ohio [13]	1,775		10	60	738	8	8	80		57	8	116	5	6	16	
Oklahoma	467			6	88		9	97		32		22	6			2
Oregon [14]	197		17	43	99	3		87	15	21		12	5			1
Pennsylvania [15]	1,278	1	1	47	653		65	134		35		178	19	10	1	6
Rhode Island	103				5			18				23	1	3		
South Carolina	639			3	22		15	26	1	67		15	2			
South Dakota	162			2				25	1			5	1			
Tennessee	461	1			42			24		1	12	19	1			2
Texas [16]	1,237			29	94	2	36	115	17	54		89	1			
Utah	88			19	109		13	22				3	4			1
Vermont	137							15				26	2			
Virginia	486			1	26					8		15	4			
Washington [17]	405			25	185	3	88	63	9	10		44	13	3	3	
West Virginia	185			1	2	1		33		1		9				
Wisconsin [18]	732			11	26		5	87	38	31	1	106	21	16		
Wyoming [19]	18			7	14			6				5				
Outlying parts																
Alaska	1															
Hawaii	9				27			4					1		2	
Porto Rico	7				28			6								

[1] Juris doctor, 1; master of theol., 1; of law, 2; of bus. admin., 2.

[2] Bachelor of relig. educ., 12; doctor of sc. in jurisprudence, 2; also certificate of public health, 2.

[3] Doctor of civil law, 2; master of law, 3; of patent law, 3; of political science, 2.

[4] Bachelor of social service admin., 12; of library sc., 65; master of music, 1; of bus. admin., 11.

[5] Master of theol., 1.

[6] Master of educ., 1.

[7] Doctor of sc. in hygiene, 3.

[8] Bachelor of relig. educ., 3; of relig. ed. and soc. service, 65; doctor of educ., 2; master of educ., 69; of relig. educ., 2; of sacred theol., 1; of law, 6; of bus. admin., 4.

[9] Master of bus. admin., 3.

[10] Master of law, 4.

[11] Bachelor of relig. educ., 15; of phys. educ., 8; ceramics, 6; secretarial studies, 52; library science, 139; doctor of juris., 2; master of law, 2; of commer. sc., 1.

[12] Bachelor of phys. educ., 8.

[13] Bachelor of phys. educ., 3; of library sc., 31; applied optics, 1; master of educ., 1; bachelor of educ., 87.

[14] Bachelor of phys. educ., 12; master of fine arts, 1.

[15] Bachelor of library sc., 35; secretarial studies, 43; social work, 8.

[16] Bachelor of relig. educ., 7; master of educ., 1.

[17] Bachelor of phys. educ., 9; of library science, 29; master of fine arts, 1; of bus. admin., 4.

[18] Bachelor of phys. educ., 33; master of philos., 3.

[19] Bachelor of phys. educ., 5.

TABLE 12.—*First degrees in certain professional courses conferred on men and on women by universities, colleges, and professional schools in 1927–28*

State	Theology		Law		Medicine		Dentistry		Pharmacy		Osteopathy		Veterinary medicine
	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.	1,179	54	8,209	443	4,155	187	2,688	37	2,291	177	306	53	138
Alabama			44						10				5
Arizona			9	1									
Arkansas	2		6		29								
California	23	1	422	23	89	17	248	5	111	6	38	12	
Colorado	12		61	1	34	3	26	1	5	2			12
Connecticut	61	1	95	5	50	1							
District of Columbia	65		491	42	175	2	50		20	7			
Florida			70	1					1				
Georgia	62		116	5	96	1	102						5
Idaho			7										
Illinois	105	3	602	28	430	16	248	5	97	2	14	5	
Indiana	17	1	118		88	4	93	1	86				17
Iowa	13	1	80	3	97	1	57		9	1	45	1	16
Kansas	16	9	51	3	35	1			10				20
Kentucky	96	1	77	5	65		12	1	14				
Louisiana			58	4	96	4	39	2	5	4			
Maine	3												
Maryland	19	1	42	1	141	9	76		51	1			
Massachusetts	48	13	842	117	255	4	105	6	67	6	15	4	
Michigan	22		[1] 309	7	[1] 184	4	91	1	29	5			4
Minnesota	23	1	103	1	203	19	76		28	9			
Mississippi			16	1					10	1			
Missouri	19		238	12	183	3	188	2	85		132	13	
Montana			12						2	2			
Nebraska	1		72	1	104	4	68	1	65	4			
New Jersey	105		417	25					80	5			
New York	107	3	2,339	107	498	36	246	2	752	43			15
North Carolina	1		34	1					13				
North Dakota			12						19	2			
Ohio	77	3	407	21	224	11	122	1	149	12			13
Oklahoma	17	6	79	4	39	2			18	2			
Oregon	20	5	57	2	46	1	84		52	12			
Pennsylvania	98		286	7	439	20	507	2	370	28	62	18	22
South Carolina	8		19		35	3			4				
South Dakota			23	2					13	1			
Tennessee	10		237	7	153	3	40	1	29	3			
Texas	58	5	87	4	96	5	78	4	24	3			2
Utah			9		23	2			1				
Vermont					26	3							
Virginia	62		94		143	4	9		13	1			
Washington			40						34	11			7
West Virginia			35						6	2			
Wisconsin	9		91	1	79	4	123	2	9	2			
Wyoming			2	1									
Outlying part													
Porto Rico				1					9	3			

[1] Includes some degrees to women.

TABLE 13.—*Honorary degrees conferred by universities, colleges, and professional schools in 1927–28*

State	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	378	402	47	88	3	104	17	5	12	25	7	9	63	18
Alabama [1]	10	12	1											
Arizona [2]		1						1						
Arkansas	5	2												
California [3]	5	18	2	1					1			1		
Colorado [4]	4	13	1	3		7			2				2	1
Connecticut [5]	6	5	5	3		4							18	3
Delaware		1		1		1								
District of Columbia [6]	1	14											3	
Florida	4	5		6		3								
Georgia [7]	8	5		1		2		1					4	
Idaho		1												
Illinois [8]	40	31		8		9				1	1		2	
Indiana	11	11	1	1		5							1	
Iowa [9]	20	11				3	1	1		1				
Kansas [10]	6	6		2			1	1	1	2				
Kentucky	7	6		1										
Louisiana	2	5												
Maine	2	6	1	4		2	1			1			6	
Maryland		7		2		1								
Massachusetts [11]	4	22	11	2		14							8	2
Michigan [12]	4	10	5	2		2	2			2	1		3	1
Minnesota	4	3		1										
Mississippi	3	1												
Missouri [13]	23	17			1		1			1				1
Montana [14]	1	2												
Nebraska [15]	6	1				1	1							
New Hampshire	2	4		4		2				1			4	1
New Jersey [16]	5	5	1	3		3	1					1		2
New Mexico		1												
New York [17]	17	46	5	6		9	1			3	2	7	2	
North Carolina	10	6		4			1		1					
North Dakota													1	
Ohio [18]	43	22	5	6	2	5	2		6	7			2	
Oklahoma	3	2								1				
Oregon [19]	5	2		1										
Pennsylvania [20]	46	50	5	13		23	4	1		4	1		1	2
Rhode Island	2	3		1		1	1		1					
South Carolina [21]	5	5		1										
South Dakota	2	3		1		2				1			1	
Tennessee [22]	19	10		4							2			
Texas [23]	11	5												
Utah [24]													1	
Vermont [25]	3	6				2							1	3
Virginia [26]	19	8		2		1								
Washington	4	2												2
West Virginia	2	2	1	1										
Wisconsin [27]	4	4	3	3		2							3	
Outlying parts														
Hawaii						1								
Porto Rico		1	1						1					

[1] Civil engineer, 1.
[2] Master of agriculture, 1.
[3] Doctor of dental science, 1; of business administration, 1; master of music, 3.
[4] Master of literature, 2; of journalism, 1.
[5] Bachelor of divinity, 1.
[6] Doctor of both laws, 2.
[7] Doctor of agriculture, 2.
[8] Doctor of theology, 1; of finance, 2; bachelor of laws, 2.
[9] Doctor of agriculture, 1.
[10] Master of music, 1.
[11] Master of humanities, 3; of physical education, 3.
[12] Master of architecture, 1; of engineering, 1; of laws, 1.
[13] Master of architecture, 1.
[14] Master of forest engineering, 1.
[15] Doctor of fine arts, 1.
[16] Doctor of philanthropy, 1; master of philanthropy, 1.
[17] Doctor of commercial science, 2; of fine arts, 1; master of aeronautics, 1.
[18] Doctor of business administration, 2; of Hebrew law, 2.
[19] Bachelor of arts, 1; of music, 1.
[20] Doctor of theology, 1; of military science, 1; of aeronautical science, 1; of fine arts, 2; of commercial science, 1; of pharmacy, 1; master of pharmacy, 2; of aeronautics, 1.
[21] Bachelor of arts, 2.
[22] Bachelor of arts, 1.
[23] Bachelor of laws, 2.
[24] Bachelor of science, 2.
[25] Master of military science, 1.
[26] Doctor of commercial science, 1.
[27] Doctor of art, 1; master of engineering, 1.

TABLE 14.—*Summary of degrees conferred by universities, colleges, and professional schools in 1927–28*

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.	45,912	37,153	83,065	18,966	951	19,917	8,976	4,858	13,834	1,245
Alabama	632	455	1,087	59	------	59	46	9	55	24
Arizona	104	106	210	9	1	10	11	12	23	3
Arkansas	202	180	382	37	------	37	7	4	11	7
California	2,181	2,063	4,244	931	64	995	556	384	940	33
Colorado	436	337	773	150	7	157	92	66	158	36
Connecticut	969	204	1,173	206	7	213	147	46	193	45
Delaware	55	42	97	------	------	------	3	------	3	3
District of Columbia	488	376	864	801	51	852	277	60	337	20
Florida	175	277	452	71	1	72	22	8	30	18
Georgia	796	675	1,471	381	6	387	61	47	108	23
Idaho	167	166	333	7	------	7	30	13	43	1
Illinois	2,741	2,472	5,213	1,496	59	1,555	763	386	1,149	97
Indiana	1,668	1,062	2,730	419	6	425	171	58	229	30
Iowa	1,369	1,220	2,589	317	7	324	325	134	459	38
Kansas	947	984	1,931	132	13	145	124	85	209	20
Kentucky	461	419	880	264	7	271	49	21	70	14
Louisiana	382	494	876	198	14	212	45	42	87	7
Maine	390	173	563	3	------	3	17	7	24	23
Maryland	439	563	1,002	329	12	341	135	28	163	10
Massachusetts	2,850	2,059	4,909	1,332	150	1,482	1,179	323	1,502	69
Michigan	1,723	1,091	2,814	639	17	656	400	164	564	35
Minnesota	1,091	1,081	2,172	433	30	463	179	67	246	8
Mississippi	376	465	841	26	2	28	8	3	11	4
Missouri	948	743	1,691	845	30	875	240	103	343	45
Montana	179	157	336	14	2	16	5	1	6	4
Nebraska	644	676	1,320	310	10	320	80	60	140	10
Nevada	88	52	140	------	------	------	8	3	11	------
New Hampshire	626	92	718	------	------	------	10	6	16	18
New Jersey	794	281	1,075	602	30	632	194	5	199	23
New Mexico	66	42	108	------	------	------	3	3	6	1
New York	5,463	4,591	10,054	3,957	191	4,148	1,768	1,714	3,482	102
North Carolina	958	863	1,821	48	1	49	122	50	172	22
North Dakota	254	212	466	31	2	33	24	6	30	1
Ohio	2,898	2,779	5,677	992	48	1,040	381	231	612	104
Oklahoma	585	699	1,284	153	14	167	60	30	90	6
Oregon	538	494	1,032	259	20	279	30	19	49	10
Pennsylvania	4,375	2,300	6,675	1,784	75	1,859	492	214	706	160
Rhode Island	424	126	550	------	------	------	44	27	71	9
South Carolina	670	773	1,443	66	3	69	13	17	30	13
South Dakota	294	190	484	36	3	39	7	6	13	10
Tennessee	554	541	1,095	469	14	483	51	22	73	36
Texas	1,281	1,591	2,872	345	21	366	171	91	262	18
Utah	397	251	648	33	2	35	35	8	43	3
Vermont	236	152	388	26	3	29	18	28	46	16
Virginia	824	521	1,345	321	5	326	84	19	103	31
Washington	810	826	1,636	81	11	92	121	68	189	8
West Virginia	310	223	533	41	2	43	33	9	42	6
Wisconsin	1,007	964	1,971	311	9	320	322	146	468	21
Wyoming	47	50	97	2	1	3	13	5	18	------
Outlying parts										
Alaska	4	1	5	------	------	------	1	------	1	------
Hawaii	46	40	86	------	------	------	2	3	5	1
Porto Rico	62	45	107	9	4	13	------	------	------	3

TABLE 15.—*Property of universities, colleges, and professional schools in 1927–28*

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	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
Continental United States	40,498,291	$245,589,390	$298,318,209	$1,018,047,331	$177,084,681	$102,975,791	$1,150,112,251
Alabama	291,729	1,615,596	2,131,994	8,148,641	2,232,577	100,342	5,661,301
Arizona	77,000	719,274	458,300	1,939,624	463,335	5,000	672,137
Arkansas	173,126	1,169,267	533,829	5,176,893	1,990,223	99,078	2,099,237
California	2,155,842	12,517,402	15,588,340	42,565,413	5,255,757	8,346,292	64,102,203
Colorado	464,726	2,995,075	1,476,714	11,104,477	552,148	720,042	5,702,508
Connecticut	1,608,720	7,330,756	34,107,555	7,686,082	1,927,352	2,107,710	67,025,250
Delaware	38,000	651,299	270,675	1,757,829	636,741		533,666
District of Columbia	790,236	1,691,220	2,967,213	19,276,954	3,282,354	1,469,340	7,718,449
Florida	156,631	2,896,900	1,754,982	5,280,315	1,333,403	1,007,010	2,031,170
Georgia	550,766	3,617,709	4,623,845	16,593,541	3,799,659	740,370	9,539,232
Idaho	118,200	857,616	373,100	2,321,564	668,000	155,634	2,596,131
Illinois	2,669,715	13,833,927	21,688,403	66,261,635	5,437,164	17,871,860	92,033,628
Indiana	859,561	5,295,178	3,995,278	28,917,105	7,710,726	1,583,732	19,421,716
Iowa	1,062,378	9,212,106	4,553,472	24,747,637	4,567,498	2,383,250	16,829,779
Kansas	695,766	5,612,230	3,605,167	16,879,335	1,718,761	791,781	7,446,554
Kentucky	386,874	2,294,123	4,252,166	10,740,304	2,945,934	678,157	17,104,339
Louisiana	326,695	2,993,329	2,451,795	13,477,362	1,928,895	1,021,379	10,458,102
Maine	381,092	1,189,598	211,842	4,903,177	810,915		9,448,761
Maryland	777,935	5,978,613	3,682,660	28,097,498	12,689,059	769,462	27,876,975
Massachusetts	4,493,157	10,788,786	16,796,358	45,363,178	12,867,528	1,284,316	174,221,753
Michigan	1,159,677	13,256,115	11,288,589	35,040,549	4,284,617	469,621	9,508,702
Minnesota	993,650	7,531,585	11,042,994	29,336,251	5,163,801	3,160,710	17,742,073
Mississippi	205,516	2,129,974	1,919,768	10,553,419	3,214,757	161,343	3,705,126
Missouri	1,204,420	9,356,862	7,295,006	34,228,398	5,153,422	19,667,696	27,641,137
Montana	212,280	973,291	1,171,200	4,071,546	609,867	17,700	1,947,596
Nebraska	474,959	3,471,089	4,827,117	10,762,952	878,327	454,279	6,332,188
Nevada	48,934	354,257	139,800	1,385,716	172,516		335,696
New Hampshire	313,000	996,664	624,069	6,090,996	250,000	128,170	10,947,027
New Jersey	1,197,544	3,852,277	4,026,890	16,207,969	4,689,327	175,182	28,268,764
New Mexico	64,833	840,396	317,500	2,014,310	510,500	2,500	962,802

New York	4,562,276	22,273,545	44,262,221	147,155,137	17,746,229	22,084,458	178,857,673
North Carolina	668,398	4,569,298	4,777,209	42,362,935	7,813,813	2,157,906	33,151,631
North Dakota	148,465	1,902,321	409,110	3,736,766	630,035	23,881	4,617,646
Ohio	2,525,789	14,306,794	19,019,617	53,625,864	7,623,144	3,084,424	61,705,937
Oklahoma	230,574	2,390,956	764,152	9,574,037	2,114,500	322,913	4,873,880
Oregon	413,596	3,031,683	2,448,826	9,070,461	1,756,624	214,629	5,319,329
Pennsylvania	2,717,897	23,980,065	23,860,517	99,111,094	12,216,305	3,292,774	83,819,911
Rhode Island	445,000	362,000	1,012,097	6,455,880	150,000		9,632,543
South Carolina	334,047	2,702,268	5,012,861	12,013,778	4,146,675	271,292	4,411,739
South Dakota	192,981	1,435,178	708,694	5,340,122	921,886	183,350	3,508,024
Tennessee	487,628	3,633,041	4,899,786	18,326,361	3,701,148	611,975	21,460,725
Texas	1,080,435	10,450,511	8,786,083	31,882,602	9,451,642	1,525,124	39,126,177
Utah	227,932	1,383,784	499,023	4,558,950	138,785	159,112	1,373,691
Vermont	214,508	756,355	182,552	3,794,046	1,055,345	644,028	5,643,433
Virginia	687,284	3,594,362	4,150,668	21,989,791	5,762,210	842,984	16,212,278
Washington	521,983	3,312,883	2,293,610	9,710,491	611,643	80,000	10,156,348
West Virginia	191,291	1,731,036	2,450,814	8,382,851	1,371,428	663,595	3,275,923
Wisconsin	825,245	7,202,696	4,237,648	18,136,495	1,793,106	1,441,390	10,927,738
Wyoming	69,000	548,000	366,100	1,889,000	335,000		2,123,624
Outlying parts							
Alaska	8,056	134,299	5,168	216,810	60,000		50,000
Hawaii	44,054	368,612	1,696,952	609,816	43,315		6,295
Porto Rico	19,471	325,836	78,702	565,127	67,630		223,590

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TABLE 16.—*Receipts of universities, colleges, and professional schools in 1927–28*

State	From student fees			From productive funds	From State or city		From United States Government	From private benefactions			From all other sources	Total receipts, including undistributed items	Total receipts, exclusive of additions to endowment
	For tuition and other educational services	For room and board	For 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 U. S.	$122,094,911	$48,771,540	$7,324,351	$58,068,834	$19,786,506	$95,338,648	$17,067,424	$42,847,716	$50,144,917	$21,689,572	$61,788,435	$546,674,226	$496,529,309
Alabama	1,098,092	711,412	119,650	323,222	43,725	1,395,414	321,515	387,190	552,836	119,663	559,876	5,632,595	5,079,759
Arizona	109,675	105,965	87,287	55,097	----------	674,433	152,761	10,000	334	30,500	97,163	1,323,215	1,322,881
Arkansas	370,497	310,393	25,272	102,884	15,000	784,250	273,851	50,178	8,455	186,730	292,702	2,420,212	2,411,757
California	6,222,755	1,328,744	65,752	2,890,408	1,862,818	6,210,326	258,535	3,401,699	4,516,820	1,240,280	2,892,210	[1] 31,257,401	26,740,581
Colorado	1,073,300	123,276	105,788	432,365	314,654	1,552,378	188,792	161,000	206,471	78,159	627,031	4,863,214	4,656,743
Connecticut	2,185,577	1,131,330	65,160	3,445,716	229,324	370,916	147,202	4,034,887	8,743,931	924,208	1,718,332	22,996,583	14,252,652
Delaware	74,944	111,495	4,658	25,796	225,000	208,824	136,092	----------	----------	4,694	28,430	819,933	819,933
District of Columbia	2,347,359	280,333	141,374	401,967	----------	----------	507,810	256,700	609,869	55,752	964,323	5,565,487	4,955,618
Florida	492,700	526,055	142,485	152,363	354,249	1,549,313	194,016	10,000	520	190,167	272,693	3,884,561	3,884,041
Georgia	1,707,482	1,479,095	112,520	544,084	51,000	1,288,359	289,854	339,647	403,410	595,851	1,468,931	8,280,233	7,876,823
Idaho	115,103	129,169	----------	153,028	50,000	999,838	162,868	19,391	25,425	26,536	154,813	1,836,171	1,810,746
Illinois	8,607,454	2,065,392	770,834	5,176,852	1,331,897	4,501,515	364,546	2,336,375	5,352,626	1,952,805	3,172,226	35,632,522	30,279,896
Indiana	3,276,523	1,283,648	286,465	900,811	312,281	3,330,900	338,471	703,946	241,831	885,319	2,198,180	13,758,375	13,516,544
Iowa	2,903,863	1,241,964	102,115	642,521	1,186,500	4,365,527	321,057	1,425,527	525,657	545,520	2,524,409	15,784,660	15,259,003
Kansas	1,527,755	647,341	206,181	400,663	669,600	2,380,820	257,291	163,437	555,772	253,484	1,207,446	[2] 8,362,790	7,807,018
Kentucky	853,746	697,417	40,441	745,837	85,375	1,418,710	323,693	814,195	1,447,450	238,009	483,850	7,148,723	5,701,273
Louisiana	834,486	258,558	112,859	646,767	307,510	1,240,259	240,579	6,297	1,244,767	268,633	411,834	[3] 5,951,927	4,707,160
Maine	633,422	283,432	72,883	377,738	59,318	508,346	182,451	333,983	750,125	18,638	103,309	3,323,645	2,573,520
Maryland	2,085,359	1,053,802	73,970	1,249,592	450,000	912,971	2,093,840	181,811	742,798	126,675	1,132,855	10,103,673	9,360,875
Massachusetts	10,636,036	5,579,042	266,470	8,810,520	50,722	1,074,022	153,460	2,180,299	6,776,175	1,607,507	3,446,311	[4] 40,773,459	33,997,284
Michigan	2,779,253	488,486	281,326	594,707	1,528,253	6,935,553	290,902	1,296,891	519,622	210,527	4,464,575	19,390,095	18,870,473
Minnesota	2,187,605	1,538,396	550,211	1,460,040	596,506	4,041,397	293,633	923,768	623,810	340,511	2,620,104	[5] 15,273,724	14,649,914
Mississippi	849,053	840,390	62,898	197,756	1,676,057	957,030	282,520	461,979	46,960	122,035	800,514	6,297,192	6,250,232
Missouri	3,625,642	1,767,305	342,254	2,197,128	30,138	1,690,117	349,475	759,932	867,781	965,207	1,095,053	13,690,032	12,822,251
Montana	160,021	158,855	89,286	134,709	27,467	815,883	177,592	1,500	56,941	19,000	100,122	1,741,376	1,684,435

Nebraska	1,151,632	380,002	114,046	415,546	284,756	1,848,441	236,076	31,559	235,798	260,477	778,665	5,736,998	5,501,200
Nevada	45,542	54,897	34,474	16,119	41,061	254,014	150,536	3,000	4,258	21,250	59,383	684,534	680,276
New Hampshire	997,675	193,642	22,803	506,043	225,000	432,184	147,820	----------	----------	1,771	244,289	[6] 2,944,041	2,944,041
New Jersey	2,516,416	857,656	92,232	1,648,063	276,817	1,269,902	208,803	232,161	374,015	670,009	444,955	8,591,029	8,217,014
New Mexico	47,382	62,736	287,937	117,170	175,000	337,633	161,036	----------	----------	----------	292,726	1,481,620	1,481,620
New York	22,647,246	5,598,889	259,447	7,004,917	81,638	6,279,986	3,107,587	9,156,062	5,911,859	3,434,545	6,955,520	[7] 70,527,420	64,615,561
North Carolina	1,789,842	2,115,125	157,492	1,264,992	1,271,518	1,959,037	336,749	1,823,062	673,092	276,175	1,791,826	13,458,910	12,785,818
North Dakota	168,181	140,862	2,485	193,157	142,073	1,234,193	210,977	27,105	52,281	20,734	165,457	2,357,505	2,305,224
Ohio	6,508,220	2,105,020	404,465	3,649,307	997,027	5,344,725	286,418	2,585,862	1,406,255	1,039,765	2,402,257	26,729,321	25,323,066
Oklahoma	675,126	280,307	173,796	389,446	1,187,000	2,354,410	281,623	303,675	96,670	145,923	588,398	6,476,374	6,379,704
Oregon	966,067	425,073	10,402	262,378	----------	2,579,742	176,381	257,190	405,329	226,355	353,896	5,662,813	5,257,484
Pennsylvania	13,531,103	2,853,752	303,693	4,244,073	307,024	2,906,594	510,624	5,114,615	1,387,142	1,628,402	6,571,557	[8] 39,493,285	38,106,143
Rhode Island	685,316	362,777	7,710	512,895	----------	151,966	130,871	92,692	253,584	39,146	99,069	[9] 2,451,026	2,197,442
South Carolina	875,615	1,233,989	84,479	287,975	285,265	1,770,681	305,253	10,942	303,223	84,657	340,097	[10] 5,691,234	5,388,011
South Dakota	367,490	192,637	63,205	215,091	315,628	841,490	196,646	60	253,926	160,127	299,700	2,906,000	2,652,074
Tennessee	1,319,740	782,099	180,705	1,058,887	650,000	937,684	314,584	850,776	2,210,269	821,074	772,348	9,898,166	7,687,897
Texas	2,957,501	2,708,634	299,233	1,856,902	476,300	4,673,971	478,990	429,603	211,235	744,167	2,293,158	17,129,694	16,918,459
Utah	463,366	30,148	2,500	71,603	127,500	778,348	160,527	83,115	6,402	283,570	122,374	2,129,453	2,123,051
Vermont	541,569	318,559	76,176	210,038	----------	159,003	160,836	63,750	435,283	17,369	134,496	2,117,079	1,681,796
Virginia	2,779,551	2,232,497	93,866	820,353	433,690	1,420,957	295,889	998,683	487,313	310,091	1,862,245	11,735,135	11,247,822
Washington	1,092,129	361,905	77,081	364,344	120,344	2,711,211	224,424	246,971	114,611	45,007	465,304	5,823,331	5,708,720
West Virginia	567,799	309,399	42,893	153,748	296,250	1,517,482	261,789	19,640	15,065	82,421	393,711	3,660,197	3,645,132
Wisconsin	2,582,661	969,642	373,171	644,093	463,151	4,068,395	275,779	256,561	486,621	370,127	1,418,252	11,908,453	11,421,832
Wyoming	60,040	59,998	31,921	99,123	172,070	299,498	144,400	----------	300	----------	101,460	968,810	968,510
Outlying parts													
Alaska	967	3,721	----------	----------	36,000	54,300	50,000	----------	----------	----------	1,925	146,913	146,913
Hawaii	38,896	24,055	----------	1,070	270,500	271,749	52,211	----------	700	305	64,130	723,616	722,916
Porto Rico	41,249	15,927	----------	4,066	4,413	605,298	50,384	----------	----------	3,000	23,265	747,602	747,602

[1] Includes $367,054 undistributed.
[2] Includes $93,000 undistributed.
[3] Includes $379,378 undistributed.
[4] Includes $192,895 undistributed.
[5] Includes $97,743 undistributed.
[6] Includes $172,814 undistributed.
[7] Includes $89,724 undistributed.
[8] Includes $134,706 undistributed.
[9] Includes $115,000 undistributed.
[10] Includes $109,058 undistributed.

TABLE 17.—*Professors and instructors in publicly controlled universities, colleges, and professional schools in 1927–28*

State	Institutions	Preparatory departments		Collegiate departments [1]		Professional departments [2]		Total number, excluding duplicates	
		Men	Women	Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10
Continental U. S.	223	356	329	15,042	4,581	3,437	194	18,604	5,063
Alabama	3	2	8	189	75	28		219	83
Arizona	2			104	37	7		111	37
Arkansas	3	11	12	63	36	62		130	43
California	28	23	12	1,294	571	346	61	1,656	641
Colorado	5			217	89	50	4	267	93
Connecticut	2	10		66	9			76	9
Delaware	1			57	21			57	21
District of Columbia	1	2	7	10	5			10	7
Florida	2			158	84	13		171	84
Georgia	7	2	13	271	76	67	1	340	90
Idaho	2			148	46	8		156	46
Illinois	5			761	185	238	14	999	199
Indiana	2			404	81	78		482	81
Iowa	13	10	25	644	242	139	8	793	276
Kansas	12			400	208	96	1	505	209
Kentucky	2			234	31	164	1	218	32
Louisiana	3			170	89	5	1	175	90
Maine	1			101	22			101	22
Maryland	2			236	16	318	3	554	19
Massachusetts	2	23	3	106	7			129	10
Michigan	12	13	18	938	137	245	18	1,196	173
Minnesota	7	116	76	713	198	173	12	1,002	286
Mississippi	4			143	79	13		156	79
Missouri	7	3	4	322	113	17	1	343	118
Montana	3			125	46	7		132	46
Nebraska	2	5	7	215	74	44	7	264	88
Nevada	1			57	13			57	13
New Hampshire	1			109	12			109	12
New Jersey	2	7		179	44	16		202	44
New Mexico	4			99	18			99	18
New York	4	57	88	817	260			874	348
North Carolina	4			345	94	25		370	94
North Dakota	4	37	15	166	44	31	3	207	55
Ohio	6			1,125	266	305	8	1,430	274
Oklahoma	9	21	8	373	187	90	3	469	194
Oregon	2			342	95	29	1	371	96
Pennsylvania	2			360	39			360	39
Rhode Island	1			35	8			35	8
South Carolina	6	3	16	230	89	68		298	89
South Dakota	3	2	3	155	46	19	2	176	51
Tennessee	2			141	29	230	17	371	46
Texas	21	6		706	304	63	9	775	313
Utah	2			156	63	16		172	63
Vermont	1			115	28	51	1	166	29
Virginia	5			339	38	225	10	564	46
Washington	4			400	108	23	2	423	110
West Virginia	4			207	57	28		235	57
Wisconsin	1	1	8	432	125	94	6	527	139
Wyoming	1	2	6	64	37	6		72	43
Outlying parts									
Alaska	1			13	4			13	4
Hawaii	1			54	13			54	13
Porto Rico	1	7	7	57	22	7		71	29

[1] Including engineering.
[2] Includes law, medicine, dentistry, pharmacy, and veterinary medicine.

TABLE 18.—*Students in publicly controlled universities, colleges, and professional schools, 1927–28*

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.	7,395	5,133	173,851	108,253	10,335	6,185	21,350	1,092	9,906	10,051	219,272	128,265
Alabama	121	140	3,500	1,619	51	31	268	3	83	17	3,885	1,627
Arizona			1,222	754	62	49	65	4	87	94	1,436	901
Arkansas	690	360	1,233	703	19	25	163				2,105	1,049
California	450	37	11,833	12,876	897	1,032	1,118	90	149	245	13,694	13,828
Colorado	10	3	2,796	1,492	119	71	363	36	75	113	3,363	1,713
Connecticut	46		474	161							520	161
Delaware			387	311	9						396	311
District of Columbia	35	25	80	58	4	2					119	85
Florida			1,697	1,421	65	9	330	1	68	16	2,064	1,447
Georgia	33	174	3,449	1,670	187	32	354	8	28	16	3,914	1,852
Idaho			1,354	803	60	26	49	3	37	14	1,496	844
Illinois	70	76	10,367	4,243	687	243	1,642	60	75	55	12,805	4,662
Indiana			4,668	2,321	276	131	878	25	54	37	5,876	2,514
Iowa	400	234	5,164	3,328	739	418	1,085	31	67	3	7,438	4,012
Kansas			5,413	3,586	306	210	505	20	148	152	6,169	3,930
Kentucky			2,052	1,097	127	89	397	16	70	228	2,746	1,430
Louisiana	63	65	2,013	1,942	61	27	76	1	37	46	2,243	2,081
Maine			1,012	287	19	16			17	8	1,048	311
Maryland			2,585	240	89	7	1,362	37	20	13	4,056	297
Massachusetts	194	17	319	123	49	6			3		865	146
Michigan	132	170	9,762	4,522	828	404	2,172	117	81	63	12,752	5,195
Minnesota	991	460	6,386	4,439	1,008	386	1,354	154			9,357	4,986
Mississippi			2,364	1,770	32	7	207	5	35	19	2,479	1,689
Missouri	129	120	3,907	2,391	231	142	225	29	39	51	4,439	2,618
Montana			1,589	981	42	32	100	11	9	60	1,721	1,070
Nebraska	364	379	3,285	2,697	221	165	678	20	56	66	4,424	3,227
Nevada			550	373	25	39			7	8	582	420
New Hampshire			1,122	464	24	9			11	28	1,157	501
New Jersey	102		1,550	1,023	53	6	376	16			2,081	1,045
New Mexico	370		783	342	9	14			42	101	1,204	457
New York	1,433	1,639	15,489	8,997	157	302			4,461	4,534	21,540	15,472
North Carolina			3,741	1,762	212	66	345	7	52	23	4,350	1,858
North Dakota	200	71	1,799	1,099	46	22	198	17	26	70	2,259	1,270
Ohio	129		12,314	7,845	1,059	759	1,627	84	2,901	2,636	17,974	11,200
Oklahoma	315	183	5,210	4,066	175	128	562	19	119	114	6,011	4,285
Oregon	77	105	3,953	2,511	146	89	454	60	94	62	4,609	2,753
Pennsylvania			3,272	492	133	32			123	61	3,528	585
Rhode Island			401	117	4				6	3	411	125
South Carolina		156	2,881	2,410	89	92	265	10	40	77	3,265	2,745
South Dakota	227	69	1,334	680	31	19	172	5	50	82	1,776	843
Tennessee	65	81	1,665	1,244	44	31	582	15	80	50	2,344	1,370
Texas	280	84	8,402	6,221	318	180	581	28	197	451	9,669	6,852
Utah			2,221	1,705	129	42	137	7	168	100	2,516	1,771
Vermont			627	466	5	7	119	11			751	484
Virginia			3,946	896	166	42	1,068	23	77	25	5,257	986
Washington			5,942	4,365	358	270	516	57	52	70	6,809	4,684
West Virginia	165	199	2,030	1,697	220	92	297	11	75	114	2,770	2,107
Wisconsin	210	197	4,847	3,194	726	362	633	49	24	60	6,236	3,843
Wyoming	94	89	561	449	18	22	27	2	63	61	763	623
Outlying parts												
Alaska			40	14	1				11	17	52	31
Hawaii			424	199	23	32					444	228
Porto Rico	125	188	421	685	5	11	66	20	11	65	628	969

[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 1927–28*

State	Number of volumes in libraries	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds, including farms	Value of buildings, including dormitories	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
Continental United States	11,043,737	$114,621,701	$86,083,614	$341,425,028	$51,505,514	$11,655,198	$110,505,241
Alabama	144,202	1,005,235	344,000	3,798,411	1,028,153		2,795,211
Arizona	73,000	704,274	448,300	1,859,624	463,335		672,137
Arkansas	89,076	789,361	184,850	1,883,465	299,500	46,207	132,667
California	1,030,145	6,658,503	7,717,222	16,104,544	104,272	2,091,778	13,280,313
Colorado	263,976	2,439,737	801,905	8,013,129		114,312	476,893
Connecticut	21,000	760,506	109,695	2,113,887	690,500		135,000
Delaware	38,000	651,299	270,675	1,757,829	636,741		533,666
District of Columbia	7,500	85,000	800,000	700,000	400,000		61,000
Florida	86,000	2,678,620	950,000	4,043,055	1,286,825	182,000	425,045
Georgia	127,600	1,863,865	1,690,250	5,204,075	1,580,000	106,533	637,202
Idaho	102,500	829,500	330,000	1,990,000	620,000		2,016,400
Illinois	460,307	5,153,292	1,564,568	15,508,680	498,607		1,109,320
Indiana	297,803	2,922,577	1,041,842	8,987,903	717,150	340,114	1,279,062
Iowa	484,511	6,835,761	2,306,619	13,461,468	1,521,693	1,047,096	979,932
Kansas	322,098	3,810,150	1,281,023	6,369,530	425,000	204,461	837,294
Kentucky	99,173	1,055,987	1,435,110	1,912,649	414,074	60,248	811,630
Louisiana	83,292	965,414	780,000	6,553,575	725,000		318,213
Maine	76,360	501,337	40,985	1,045,416	163,487		866,823
Maryland	122,473	2,162,545	695,375	17,562,563	7,892,126		117,644
Massachusetts	81,800	1,273,561	329,962	1,911,999	192,383		240,667
Michigan	810,877	10,966,676	5,532,963	25,440,413	2,915,359		4,330,138
Minnesota	525,000	4,842,175	6,619,016	15,038,596	950,490	1,590,838	7,654,579
Mississippi	118,719	1,695,305	785,195	6,696,605	1,619,135		1,108,430
Missouri	339,312	2,748,146	897,443	5,254,647	34,000		1,912,801
Montana	191,780	866,191	1,142,200	3,206,546	500,867		1,623,596
Nebraska	251,798	2,228,496	2,957,131	5,164,740	123,325		950,841
Nevada	48,934	354,357	139,800	1,385,716	172,516		335,696
New Hampshire	63,000	425,000	81,000	2,001,000	250,000		1,040,000
New Jersey	176,496	1,873,685	2,030,986	5,977,003	1,211,962		3,678,476
New Mexico	64,833	840,396	317,500	2,014,310	510,500	2,500	962,802

New York	250, 156	2, 056, 382	15, 279, 155	30, 518, 014	2, 918, 000	3, 232, 500	101, 050
North Carolina	279, 733	2, 424, 343	1, 423, 726	12, 801, 871	5, 016, 828	1, 545, 181	2, 137, 648
North Dakota	137, 665	1, 811, 560	334, 110	3, 363, 766	531, 035	11, 381	3, 712, 191
Ohio	702, 718	6, 044. 493	7, 566, 274	15, 671, 196	1, 686, 886		7, 768, 555
Oklahoma	175, 783	2, 218, 106	348, 861	7, 596, 264	1, 562, 000	11, 174	3, 200, 000
Oregon	273, 144	2, 453, 737	1, 154, 818	6, 877, 608	1, 283, 636		370, 030
Pennsylvania	110, 719	3, 430, 745	426, 187	6, 247, 500	1, 130, 000		517, 000
Rhode Island	20, 000	282, 000	18, 000	700, 000	150, 000		50, 000
South Carolina	178, 003	1, 993, 940	2, 947, 315	6, 211, 408	2, 144, 958		576, 440
South Dakota	114, 556	1, 223, 311	188, 769	2, 577, 575	461, 000	50, 000	832, 198
Tennessee	102, 948	1, 199, 029	2, 037, 730	3, 875, 879	419, 816	100, 000	446, 260
Texas	567, 521	6, 783, 177	3, 405, 232	12, 592, 581	1, 895, 828		21, 385, 427
Utah	144, 698	938, 685	164, 500	2, 821, 700		50, 000	1, 074, 059
Vermont	123, 508	361, 205	100, 000	1, 950, 000	303, 000	481, 832	1, 554, 235
Virginia	294, 587	1, 901, 336	1, 630, 893	9, 516, 415	2, 269, 626	122, 502	4, 964, 812
Washington	398, 842	2, 797, 334	1, 428, 579	7, 062, 320	257, 919		7, 344, 496
West Virginia	121, 091	1, 398, 498	1, 888, 874	5, 792, 423	692, 982	264, 538	115, 000
Wisconsin	377, 500	4, 768, 869	1, 748, 876	10, 398, 130	500, 000		910, 737
Wyoming	69, 000	548, 000	366, 100	1, 889, 000	335, 000		2, 123, 624
Outlying parts							
Alaska	8, 056	134, 299	5, 168	216, 810	60, 000		50, 000
Hawaii	44, 054	368, 612	1, 696, 952	609, 816	43, 315		6, 295
Porto Rico	19, 471	325, 836	78, 702	565, 127	67, 630		223, 590

TABLE 20.—*Receipts of publicly controlled universities, colleges, and professional schools in 1927–28*

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 and board	For 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 U. S.	$23,403,542	$10,833,907	$3,072,567	$5,816,755	$19,507,627	$91,157,218	$16,660,405	$3,481,954	$2,932,548	$2,198,110	$29,621,894	$208,686,527	$205,753,979
Alabama	518,767	303,898	58,785	181,657	43,725	1,395,414	321,515	63,500		11,255	438,740	3,337,256	3,337,256
Arizona	103,675	105,965	87,287	55,097		674,433	152,761		334		92,163	1,271,715	1,271,381
Arkansas	101,004	6,151		6,633	15,000	784,250	273,851			1,080	250,258	1,438,227	1,438,227
California	1,591,736	34,369		532,252	1,862,818	6,210,326	258,535	312,327	1,324,568	355,990	1,136,903	13,619,824	12,295,256
Colorado	469,014		73,126	29,758	314,654	1,552,378	188,792			51,000	554,542	3,233,264	3,233,264
Connecticut	91,615	149,042	18,391	10,103	229,324	370,916	147,202			2,393	276,904	1,295,890	1,295,890
Delaware	74,944	111,495	4,658	25,796	225,000	208,824	136,092			4,694	28,430	819,933	819,933
District of Columbia	7,532		172	219			139,904				9,109	156,996	156,996
Florida	201,436	358,166	133,786	19,707	354,249	1,515,563	194,010				263,123	3,040,046	3,040,046
Georgia	521,922	414,221	34,750	36,789	51,000	1,288,359	289,854	2,195	293,422		212,632	3,150,144	2,856,722
Idaho	61,787	112,008		131,744	50,000	999,838	162,868				114,331	1,632,576	1,632,576
Illinois	851,141	145,495		32,451	1,331,897	4,501,515	364,54		51,506	81,544	589,243	7,949,338	7,897,832
Indiana	850,621	237,157	171,467	63,501	312,281	3,330,900	338,471	19,253		548,963	1,798,775	7,671,389	7,671,389
Iowa	1,047,390	365,301		48,599	1,186,500	4,365,527	321,057	1,046,203		20,600	2,214,627	10,615,804	10,615,804
Kansas	635,494	178,631	76,227	42,952	669,600	2,380,820	257,291			4,191	579,428	4,824,634	4,824,634
Kentucky	382,755	76,754		31,758	85,375	1,418,710	323,693		163,982	6,279	334,665	2,823,971	2,659,989
Louisiana	160,917	160,676	95,224	14,556	307,510	1,240,259	240,579	1,326		4,338	303,362	2,528,747	2,528,747
Maine	189,414	118,337		34,415	59,318	508,346	182,451	101,146			81,965	1,275,392	1,275,392
Maryland	577,276	136,328		6,832	445,000	693,621	2,093,840	3,068	5,875	4,125	712,695	4,678,660	4,672,785
Massachusetts	96,783	149,961	21,510	10,613	50,722	1,074,022	136,793				170,531	1,710,935	1,710,935
Michigan	1,729,508	25,358	160,097	264,354	1,528,253	6,935,553	290,745	309,976	121,891		4,001,363	15,367,098	15,245,207
Minnesota	1,045,349	387,369	386,706	955,285	596,506	4,041,397	293,633		197,671		1,821,058	9,724,974	9,527,303
Mississippi	256,681	442,131	33,718	67,804	1,676,057	957,030	282,520	2,630			544,723	4,263,294	4,263,294
Missouri	447,079	68,781	160,235	96,345	30,138	1,690,117	349,475	35,222	11,902	8,121	770,741	3,668,156	3,656,254
Montana	122,501	124,355	88,986	116,709	27,467	815,883	177,592		29,941	3,500	100,022	1,606,956	1,577,015

Nebraska	479,074	181,718		56,774	284,756	1,848,441	236,076				614,004	3,700,843	3,700,843
Nevada	45,542	54,897	34,474	16,119	41,061	254,014	150,536	3,000	4,258	21,250	59,383	684,534	680,276
New Hampshire	183,902	193,642	22,803	37,634	225,000	432,184	147,820			1,771	213,005	1,457,761	1,457,761
New Jersey	678,156	454,926		189,724	276,817	1,269,902	208,803	26,000	147,165	451,339	296,570	3,999,402	3,852,237
New Mexico	47,382	62,736	287,937	117,170	175,000	337,633	161,036				292,726	1,481,620	1,481,620
New York	276,894			5,530	40,000	3,848,507	3,107,587		10,074		40,837	7,329,429	7,319,355
North Carolina	595,336	1,007,977	58,902	102,912	1,271,518	1,959,037	336,749	173,274		49,208	1,413,531	6,968,444	6,968,444
North Dakota	119,591	109,190	2,485	164,968	142,073	1,234,193	210,977			9,000	165,457	2,157,934	2,157,934
Ohio	1,817,284	514,728	230,967	460,462	997,027	5,329,034	286,418	413,330	80,887	135,224	1,284,166	11,549,527	11,468,640
Oklahoma	321,561	167,075	118,268	299,736	1,187,000	2,354,410	281,623		2,560		470,858	5,203,091	5,200,531
Oregon	578,147	284,929		19,580		2,579,742	176,381			53,472	271,674	3,963,925	3,963,925
Pennsylvania	791,074	161,006		26,020	74,783	1,444,034	488,335	323,857		21,809	624,300	3,955,818	3,955,818
Rhode Island	13,274	111,297		2,500		151,966	130,871				49,603	459,511	459,511
South Carolina	309,324	495,657	45,935	23,696	285,265	1,770,681	305,253	10,056	100,000		281,284	3,627,151	3,527,151
South Dakota	154,213	49,318		92,810	315,628	841,490	196,646				256,995	1,907,100	1,907,100
Tennessee	252,500	127,456	17,290	21,238	650,000	937,684	314,584	9,104		5,117	386,560	2,721,533	2,721,533
Texas	482,816	874,666	138,997	658,030	476,300	4,673,971	478,990			55,000	1,673,134	9,511,904	9,511,904
Utah	318,436			55,345	127,500	778,348	160,527		1,300	4,543	98,991	1,544,990	1,543,690
Vermont	352,171	74,690	48,425	37,838		139,803	160,836		358,988	3,932	121,119	1,297,802	938,814
Virginia	1,175,164	735,876		235,902	433,690	1,420,957	295,889	561,037	25,924	136,085	1,660,293	6,681,417	6,655,493
Washington	842,080	200,712	75,781	251,083	120,344	2,711,211	224,424	64,850		18,751	331,316	4,840,552	4,840,552
West Virginia	326,663	183,441	20,479	5,034	296,250	1,517,482	231,789				309,168	2,980,306	2,980,306
Wisconsin	1,041,577	516,023	332,778	21,598	463,151	4,098,395	275,779			123,536	1,145,067	7,987,904	7,987,904
Wyoming	60,040	59,998	31,921	99,123	172,070	299,498	144,400		300		101,460	968,810	968,510
Outlying parts													
Alaska	967	3,721			36,000	54,300	50,000				1,925	146,913	146,913
Hawaii	38,896	24,055		1,070	270,500	271,749	52,211		700	305	64,130	723,616	722,916
Porto Rico	41,249	15,927		4,066	4,413	605,298	50,384			3,000	23,265	747,602	747,602

TABLE 21.—*Professors and instructors in privately controlled universities, colleges, and professional schools in 1927–28*

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
	2	3	4	5	6	7	8	9	10	11	12
Continental U. S.	848	1,478	1,104	21,741	8,758	10,936	348	27	89	33,659	9,883
Alabama	10	43	24	176	93	8				212	108
Arizona	1	6	4	9	4					9	5
Arkansas	13	22	7	97	83	15		3	2	135	92
California	36	73	70	990	302	686	32			1,721	385
Colorado	7	11	11	164	77	92	2			267	86
Connecticut	8			528	81	161	8			689	89
District of Columbia	10	4	3	447	77	612	8			1,055	85
Florida	4			105	59	8				113	59
Georgia	25	33	49	230	229	232	1		7	479	276
Idaho	2			24	13					24	13
Illinois	51	165	74	1,235	577	1,098	11	3	1	2,442	607
Indiana	24	21	29	545	227	87	1			647	254
Iowa	30	38	27	498	319	35	3			558	341
Kansas	23	54	25	288	194	33	5	4	2	353	221
Kentucky	25	56	73	160	129	49		7	4	258	188
Louisiana	8	6	20	246	101	267	11			514	132
Maine	4			114	5	8				122	5
Maryland	16	25	16	393	247	304	1			719	248
Massachusetts	30	41	17	2,267	656	920	27			3,226	693
Michigan	17	24	14	285	171	81	1	3	7	392	184
Minnesota	22	89	76	347	203	110	1			500	239
Mississippi	14	11	25	98	109				6	103	131
Missouri	45	91	50	645	352	674	16			1,382	399
Montana	2	8		18	8					24	8
Nebraska	15	29	23	261	163	162	1			444	178
New Hampshire	2	14		216		21				244	
New Jersey	13	51	7	376	43	82	4			491	50
New York	58	107	69	3,979	1,035	2,305	122			6,363	1,193
North Carolina	29	33	56	380	303	25	2		16	418	359
North Dakota	1			21	34					21	34
Ohio	51	67	29	1,176	639	481	4			1,723	664
Oklahoma	8	10	23	94	67	36		2	4	138	84
Oregon	12	18	21	114	43	96	11			212	75
Pennsylvania	66	94	52	2,837	692	1,477	65			4,369	788
Rhode Island	2			166	5					166	5
South Carolina	16	2	4	164	155	16		1	10	182	169
South Dakota	8	9	9	89	63					96	66
Tennessee	30	19	39	365	195	194	1			569	219
Texas	45	69	95	581	430	262	7	1	5	868	497
Utah	5	5	25	77	40					82	65
Vermont	3	4		82	11					86	11
Virginia	27	8	25	260	290	51		1	23	319	331
Washington	6	51	1	112	34	15				178	35
West Virginia	9	7	12	102	59			2	2	107	68
Wisconsin	15	60		380	141	233	3			639	144

[1] Including secondary schools.
[2] Including engineering.
[3] Includes theology, law, medicine, dentistry, pharmacy, osteopathy, and veterinary medicine.

TABLE 22.—*Students in privately controlled universities, colleges, and professional schools in 1927–28*

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.	22,811	15,249	228,391	184,724	16,205	11,440	72,289	4,693	6,493	12,703	343,972	227,872
Alabama	465	222	1,581	2,043	6	4	18			11	2,070	2,275
Arizona	37	64	38	34							75	98
Arkansas	301	144	1,082	1,497			105	2	17	72	1,505	1,715
California	1,481	800	10,998	8,291	1,597	982	3,903	357	227	421	18,192	10,851
Colorado	175	180	1,747	1,593	29	45	411	31	29	47	2,391	1,896
Connecticut			5,115	994	505	160	794	42	22	48	5,762	1,244
District of Columbia	61	67	5,176	3,213	779	488	3,620	245	353	304	9,830	4,308
Florida	10	9	691	818	6	22	107	9	77	230	890	1,088
Georgia	604	939	2,753	3,512	87	76	1,127	49	24	100	4,595	4,676
Idaho			228	382					65	115	293	497
Illinois	2,467	595	17,813	17,719	2,986	2,391	7,006	552	298	621	30,522	21,818
Indiana	269	285	7,537	4,555	135	77	1,016	57	81	79	8,840	5,053
Iowa	494	207	5,068	5,490	20	25	460	55	100	282	6,139	6,026
Kansas	793	341	2,747	3,433	5	6	216	45	426	612	4,163	4,274
Kentucky	1,324	1,414	2,170	1,859	1	1	353	27	50	162	3,898	3,432
Louisiana	285	490	2,251	1,917	52	89	915	44	27	117	3,530	2,657
Maine			1,332	513	3	1	32	3			1,367	517
Maryland	386	222	3,291	3,726	314	196	498	31	810	198	5,043	4,229
Massachusetts	1,099	279	20,362	13,878	1,628	1,052	9,075	855	105	98	32,259	16,162
Michigan	370	147	4,239	2,840	12	4	1,225	43	51	176	5,897	3,210
Minnesota	942	647	2,958	2,864	7	4	826	28	40	60	4,771	3,598
Mississippi	186	352	1,092	1,989	3	4			20	239	1,301	2,484
Missouri	1,176	473	5,750	5,272	249	206	4,949	224	91	140	12,201	6,315
Montana	75		175	98							250	98
Nebraska	407	263	2,378	2,427	15	15	783	15	93	154	3,675	2,874
New Hampshire	110		2,362		9		45				2,526	
New Jersey	598	26	3,235	552	210		2,398	92	27	69	6,468	739
New York	1,663	676	40,193	26,053	4,421	3,512	16,575	999	1,073	1,623	63,861	32,644
North Carolina	353	589	4,101	4,397	136	2	259	3	115	495	4,952	5,484
North Dakota			218	328							218	328
Ohio	1,140	567	12,430	14,053	263	280	2,939	140	202	665	16,974	15,661
Oklahoma	70	252	1,081	1,569	23	7	157	69	97	566	1,428	2,463
Oregon	277	284	850	813	19	6	677	165	57	198	1,873	1,450
Pennsylvania	1,564	595	28,668	17,061	2,124	1,343	7,448	336	1,356	3,130	41,151	22,432
Rhode Island			2,018	491	151	97					2,109	588
South Carolina	73	130	1,565	3,021			89		43	164	1,770	3,315
South Dakota	50	193	767	875					72	102	889	1,170
Tennessee	562	843	4,261	4,439	80	43	1,284	46	55	348	6,061	5,699
Texas	963	1,660	6,937	10,733	221	186	1,438	109	256	681	9,815	13,326
Utah	131	337	1,048	1,035	17	12			1	4	1,197	1,388
Vermont	60		754	293	4	7					818	300
Virginia	190	657	3,214	4,048	7	10	461	8	34	162	3,906	4,885
Washington	674	96	1,213	655	24		73				1,984	751
West Virginia	52	104	865	1,041					20	85	937	1,230
Wisconsin	874	100	4,039	2,310	57	87	1,007	12	79	125	5,576	2,624

[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 4-year courses leading to a collegiate degree.

TABLE 23.—*Property of privately controlled universities, colleges, and professional schools in 1927–28*

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	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
Continental United States	29,453,554	$130,997,689	$212,234,595	$676,622,303	$125,579,167	$91,320,596	$1,039,607,010
Alabama	147,527	610,361	1,787,994	4,350,230	1,204,424	100,342	2,866,090
Arizona	4,000	15,000	10,000	80,000		5,000	
Arkansas	84,050	379,906	348,979	3,293,428	1,690,723	52,871	1,966,570
California	1,125,697	5,858,899	7,871,118	26,460,869	5,151,485	6,254,514	50,821,890
Colorado	200,750	555,338	674,809	3,091,348	552,148	605,730	5,225,615
Connecticut	1,587,720	6,570,250	33,997,860	5,572,195	1,236,852	2,107,710	66,890,250
District of Columbia	782,736	1,606,220	2,167,213	18,576,954	2,882,354	1,469,340	7,657,449
Florida	70,631	218,280	804,982	1,237,260	46,578	825,010	1,606,124
Georgia	423,166	1,753,844	2,933,595	11,389,466	2,219,659	633,837	8,902,030
Idaho	15,700	28,116	43,100	331,564	48,000	155,634	579,731
Illinois	2,209,408	8,680,635	20,123,835	50,752,955	4,938,557	17,871,860	90,924,308
Indiana	561,758	2,372,601	2,953,436	19,929,202	6,993,576	1,243,618	18,142,654
Iowa	577,867	2,376,345	2,246,853	11,286,169	3,045,805	1,336,154	15,849,847
Kansas	373,668	1,802,080	2,324,144	10,509,805	1,293,761	587,320	6,609,260
Kentucky	287,701	1,238,136	2,817,056	8,827,655	2,531,860	617,909	16,292,709
Louisiana	243,403	2,027,915	1,671,795	6,923,787	1,203,895	1,021,379	10,139,889
Maine	304,732	688,261	170,857	3,857,761	647,428		8,581,938
Maryland	655,462	3,816,068	2,987,285	10,534,935	4,796,933	769,462	27,759,331
Massachusetts	4,411,357	9,515,225	16,466,396	43,451,179	12,675,145	1,284,316	173,981,086
Michigan	348,800	2,289,439	5,755,626	9,600,136	1,369,258	469,621	5,178,564
Minnesota	468,650	2,689,410	4,423,978	14,297,655	4,213,311	1,569,872	10,087,494
Mississippi	86,797	434,669	1,134,573	3,856,814	1,595,622	161,343	2,598,696
Missouri	865,108	6,608,716	6,397,563	28,973,751	5,119,422	19,667,696	25,728,336
Montana	20,500	107,100	29,000	865,000	109,000	17,700	324,000
Nebraska	223,161	1,242,593	1,869,986	5,598,212	755,002	454,279	5,381,347
New Hampshire	250,000	571,664	543,069	4,089,996		128,170	9,907,027
New Jersey	1,021,048	1,978,592	1,995,904	10,230,966	3,477,365	175,182	24,590,288
New York	4,312,120	20,217,163	28,983,066	116,637,123	14,828,229	18,851,958	178,756,623
North Carolina	388,665	2,144,955	3,353,483	29,561,064	2,796,985	612,725	31,013,983
North Dakota	10,800	90,761	75,000	373,000	99,000	12,500	905,454

Ohio	1,823,071	8,262,301	11,453,343	37,954,668	5,936,258	3,084,424	53,937,382
Oklahoma	54,791	172,850	415,291	1,977,773	552,500	311,739	1,673,880
Oregon	140,452	577,946	1,294,008	2,192,853	472,988	214,629	4,949,299
Pennsylvania	2,607,178	20,549,320	23,434,330	92,863,594	11,086,305	3,292,774	83,302,911
Rhode Island	425,000	80,000	994,097	5,755,880			9,582,543
South Carolina	156,044	708,328	2,065,546	5,802,370	2,001,717	271,292	3,835,299
South Dakota	78,425	211,867	519,925	2,762,547	460,886	133,350	2,675,826
Tennessee	384,680	2,434,012	2,862,056	14,450,482	3,281,332	511,975	21,014,465
Texas	512,914	3,667,334	5,380,851	19,290,021	7,555,814	1,525,124	17,740,750
Utah	83,234	445,099	334,523	1,737,250	138,785	109,112	299,632
Vermont	91,000	395,150	82,552	1,844,046	752,345	162,196	4,089,198
Virginia	392,697	1,693,026	2,519,775	12,473,376	3,492,584	720,482	11,247,466
Washington	123,141	515,549	565,031	2,648,171	353,724	80,000	2,811,852
West Virginia	70,200	332,538	561,940	2,590,428	678,446	399,057	3,160,923
Wisconsin	447,745	2,433,827	2,488,772	7,738,365	1,293,106	1,441,390	10,017,001

TABLE 24.—*Receipts of privately controlled universities, colleges, and professional schools, 1927–28*

State	From student fees			From productive funds	From United States, State, or city	Private benefactions			From other sources	Total receipts, including undistributed items	Total receipts, exclusive of additions to endowment
	For tuition and other educational services	For room and board	For 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	$98,691,369	$37,937,633	$4,251,784	$52,252,079	$4,867,328	$39,365,762	$47,212,369	$19,491,462	$32,166,541	$337,987,699	$290,775,330
Alabama	579,325	407,514	60,865	141,565	----	323,690	552,836	108,408	121,136	2,295,339	1,742,503
Arizona	6,000	----	----	----	----	10,000	----	30,500	5,000	51,500	51,500
Arkansas	269,493	304,242	25,272	96,251	----	50,178	8,455	185,650	42,444	981,985	973,530
California	4,631,019	1,294,375	65,752	2,358,156	----	3,089,372	3,192,252	884,290	1,755,307	[1] 17,637,577	14,445,325
Colorado	604,286	123,276	32,662	402,607	----	161,000	206,471	27,159	72,489	1,629,950	1,423,479
Connecticut	2,093,962	982,288	46,769	3,435,613	----	4,034,887	8,743,931	921,815	1,441,428	21,700,693	12,956,762
District of Columbia	2,339,827	280,333	141,202	401,748	367,906	256,700	609,869	55,752	955,154	5,408,491	4,798,622
Florida	291,264	167,889	8,699	132,656	33,750	10,000	520	190,167	9,570	844,515	843,995
Georgia	1,180,560	1,064,874	77,770	507,295	----	337,452	109,988	595,851	1,256,299	5,130,089	5,020,101
Idaho	53,316	17,161	----	21,284	----	19,391	25,425	26,536	40,482	203,595	178,170
Illinois	7,756,313	1,919,897	770,834	5,144,401	----	2,336,375	5,301,120	1,871,261	2,582,983	27,683,184	22,382,064
Indiana	2,425,902	1,046,491	114,998	837,310	----	684,693	241,831	336,356	399,405	6,086,986	5,845,155
Iowa	1,856,473	876,663	102,115	593,922	----	379,324	525,657	524,920	309,782	5,168,856	4,643,199
Kansas	892,261	468,710	129,954	357,711	----	163,437	555,772	249,293	628,018	[2] 3,538,156	2,982,384
Kentucky	470,991	620,663	40,441	714,079	----	814,195	1,283,468	231,730	149,185	4,324,752	3,041,284
Louisiana	673,569	97,882	17,635	632,211	----	4,971	1,244,767	264,295	108,472	[3] 3,423,180	2,178,418
Maine	444,008	165,095	72,883	343,323	----	232,837	750,125	18,638	21,344	2,048,253	1,298,123
Maryland	1,508,083	917,474	73,970	1,242,760	224,350	178,743	736,923	122,550	420,160	5,425,013	4,688,090
Massachusetts	10,539,253	5,429,081	244,960	8,799,907	16,667	2,180,299	6,776,175	1,607,507	3,275,780	[4] 39,062,524	32,286,349
Michigan	1,049,745	463,128	121,229	330,353	157	986,915	397,731	210,527	463,212	4,022,997	3,625,266
Minnesota	1,142,256	1,151,027	163,505	504,755	----	923,768	426,139	340,511	799,046	[5] 5,548,750	5,122,611
Mississippi	592,372	398,259	29,180	129,952	----	459,349	46,960	122,035	255,791	2,033,898	1,986,938
Missouri	3,178,563	1,698,524	182,019	2,100,783	----	724,710	855,879	957,086	324,312	10,021,876	9,165,997
Montana	37,520	34,500	300	18,000	----	1,500	27,000	15,500	100	134,420	107,420
Nebraska	672,558	198,284	114,046	358,772	----	31,559	235,798	260,477	164,661	2,036,155	1,800,357
New Hampshire	813,773	----	----	468,409	----	----	----	----	31,284	[6] 1,486,280	1,486,280
New Jersey	1,838,260	402,730	92,232	1,458,339	----	206,161	226,850	218,670	148,385	4,591,627	4,364,777
New York	22,370,352	5,598,889	259,447	6,999,387	2,473,117	9,156,062	5,901,785	3,434,545	6,914,683	[7] 63,197,991	57,296,206
North Carolina	1,194,506	1,107,148	98,590	1,162,080	----	1,649,788	673,092	226,967	378,295	6,490,466	5,817,374
North Dakota	48,590	31,672	----	28,189	----	27,105	52,281	11,734	----	199,571	147,290

Ohio	4,690,936	1,590,292	173,498	3,188,845	15,691	2,172,532	1,325,368	904,541	1,118,091	15,179,794	13,854,426
Oklahoma	353.565	113,232	55,528	89,710	----------	303,675	94,110	145,923	117,540	1,273,283	1,179,173
Oregon	387,920	140,144	10,402	242,798	----------	257,190	405,329	172,883	82,222	1,698,888	1,293,559
Pennsylvania	12,740,029	2,692,746	303,693	4,218,053	1,716,490	4,790,758	1,387,142	1,606,593	5,947,257	[8] 35,537,467	34,150,325
Rhode Island	672,042	251,480	7,710	510,395	----------	92,692	253,584	39,146	49,466	[9] 1,991,515	1,737,931
South Carolina	566,291	738,332	38,544	264,279	----------	886	203,223	84,657	58,813	[10] 2,064,083	1,860,860
South Dakota	213,277	143,319	63,205	122,281	----------	60	253.926	160,127	42,705	998,900	744,974
Tennessee	1,067,240	654.643	163.415	1,037.649	----------	841,672	2,210,269	815,957	385,788	7,176,633	4,966,364
Texas	2,474,685	1,833.968	160,236	1,198,872	----------	429,603	211,235	689,167	620,024	7,617,790	7,406,555
Utah	144,930	30,148	2,500	16,258	----------	83,115	5,102	279,027	23,383	584,463	579,361
Vermont	189,398	243,869	27,751	172,200	19,200	63,750	76,295	13,437	13,377	819,277	742,982
Virginia	1,604,387	1,496,621	93,866	584,451	----------	437,046	461,389	174,006	201.952	5,053,718	4,592,329
Washington	250,049	161,193	1,300	113,261	----------	182,121	114,611	26,256	133,988	982,779	868,168
West Virginia	241,136	125,958	22,414	148,714	----------	19,640	15,065	82,421	24,543	679,891	664.826
Wisconsin	1,541,084	453,619	40,393	622,495	----------	256,561	486,621	246,591	273,185	3,920,549	3,433,928

[1] Includes $367,054 undistributed.
[2] Includes $93,000 undistributed.
[3] Includes $379,378 undistributed.
[4] Includes $192,895 undistributed.
[5] Includes $97,743 undistributed.
[6] Includes $172,814 undistributed.
[7] Includes $89,724 undistributed.
[8] Includes $134,706 undistributed.
[9] Includes $115,000 undistributed.
[10] Includes $109,058 undistributed.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*

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	6	1,481	133	245	24	9		
	Arts and sciences		41		288	9	35	2			
	Graduate				17	4			3		
	Special				26	3					
	Agriculture		19		66		15				
	Architecture		6		67	5	8				
	Architectural engineering.		6		29		3				
	Chemical engineering		9		75	1	[1] 12				
	Civil engineering		4		146		23		1		
	Electrical engineering		3		334		63				
	Mechanical engineering		8		118		20				
	Education		5		263	55	51	8	5		
	Home economics			6		55		14			
	Pharmacy		2		37	1	10				
	Veterinary medicine		6		15		5				
	Summer school (1927)		39	16	440	144					
	Extension classes				375	751					
	Military drill				1,129						
Montevallo	Alabama College	1896	13	58	121	954		76			
	High school		2	8	121	140					
	Arts and sciences		8	31		457		47			
	Special					4					
	Home economics			8		254		19			
	Commerce		1	2		38		1			
	Music		2	9		61		9			
	Summer school (1927)		12	25	3	455					
	Extension classes				71	363					
University	University of Alabama	1831	99	19	2,283	540	265	101	34	9	10
	Arts and sciences		49	19	1,146	462	104	67			
	Graduate				34	27			32	9	
	Special				57	10					
	Commerce		7		501	3	47	2			
	Education		9		155	219	29	32			
	Chemical engineering		[2] 14		43		4				
	Civil engineering				89		12				
	Electrical engineering				94		10				
	General engineering				7		4				
	Mechanical engineering				44		4		1		
	Mining engineering				22		5		1		
	Metallurgy				1						
	Commercial engineering				7						
	Industrial management				5		2				
	Law		5		129	1	44				
	Medicine		15		87	1					
	Summer school (1927)		42	13	668	842					
	Extension classes		24	1	280	1,916					
	Correspondence classes		17		306	406					
	Military drill				1,082						
ALASKA											
Fairbanks	Alaska Agricultural College and School of Mines.	1922	13	4	52	31	4	1	1		
	Arts and sciences		6	1	4	4		1			
	Special				11	17					
	Graduate				1						
	Commerce		1	1	11	5	1				
	Chemical engineering		1		2						
	Civil engineering		2		7						
	Mining engineering		3		16		3		1		
	Home economics			2		5					
	Military drill				35						

[1] Includes 3 in chemistry and metallurgy.

[2] Engineering faculty.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ARIZONA											
Phoenix	Junior College (arts and sciences).	1920	10	6	186	118					
Tucson	University of Arizona	1891	101	31	1,250	783	113	107	11	12	3
	Arts and sciences		40	20	422	252	34	23			
	Graduate				62	49			7	7	
	Special				87	94					
	Agriculture		20		68		10		1	2	
	Commerce		8		198	33	16	2			
	Education		4		101	290	20	72	3	3	
	Civil engineering		3		65		10				
	Electrical engineering		2		99		8				
	Mechanical engineering		4		45		4				
	Mining engineering		9		35		2				
	Home economics			6		34		7			
	Music		4	5	3	27		2			
	Law		7		65	4	9	1			
	Summer school (1927)		23	2	134	141					
	Extension classes		15	1	52	181					
	Correspondence courses		17	1	142	338					
	Military drill		4		1,089						
ARKANSAS											
Fayetteville	University of Arkansas	1872	113	25	1,228	650	109	70	7	4	2
	High school				78	88					
	Arts and sciences		49	11	444	241	29	33			
	Graduate				19	25			3	2	
	Agriculture		31		75		11				
	Education		5	4	143	237	13	23	3	2	
	Commerce		4		41	1	8				
	Chemical engineering		5		5		2				
	Civil engineering		3		32		2				
	Electrical engineering		4		42		6		1		
	Mechanical engineering		6		9		2				
	Engineering, unclassified				229	1					
	Home economics			5		89		11			
	Music		3	5	2	7	1	3			
	Law		4		29		6				
	Medicine		58		134		29				
	Summer school (1927)		30	18	176	525					
	Extension classes		30	6	324	761					
	Correspondence courses		43	14	462	875					
	Military drill				633						
Jonesboro	Agricultural and Mechanical College.[3]	1909			[4] 352						
	Preparatory				228						
	Arts and sciences				124						
Magnolia	State Agricultural and Mechanical College.[3]	1909	6	6	274	200					
	Preparatory		5	6	197	144					
	Arts and sciences		6	5	77	56					
	Summer school (1927)				34	126					
Monticello	State Agricultural and Mechanical College.[3]	1909	11	12	251	199					
	High school		5	6	187	128					
	Arts and sciences		2	3	11	13					
	Education		2	2	19	46					
	Civil engineering		1		15						
	Agriculture		1		19						
	Home economics			1		12					
	Summer school (1927)		8	10	72	184					
	Military drill		1		78						
CALIFORNIA											
Azusa	Citrus Junior College (arts and sciences).		12	12	74	30					
Bakersfield	Kern County Junior College (arts and sciences).	1913	12	13	123	108					

[3] Junior college.

[4] Men and women.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Berkeley	University of California	1869	1,262	333	9,259	9,709	1,204	1,257	188	140	4
	Noncollegiate		1	3	204	10					
	Arts and sciences		816	240	4,379	5,800	467	844			
	Graduate				897	1,032			126	125	
	Special				118	124					
	Agriculture		117	1	322	15	53		36	2	
	Commerce		99	1	1,022	130	157	15			
	Education		47	5	395	2,666	41	276	25	13	
	Civil engineering		[2] 116		323	1	42				
	Mechanical engineering				866	2	110				
	Mining engineering				118		27		1		
	Architecture		8		12	4					
	Home economics			11		112		43			
	Fine arts		11	7	16	117	5	43			
	Music		4		8	34	6	12			
	Law		30	4	322	20	102	3			
	Medicine		195	46	214	46	33	13			
	Nursing			5		15		3			
	Dentistry		104	8	292	6	65	2			
	Pharmacy		17	3	290	18	73	1			
	Chemistry		33		214	9	23	2			
	Summer school (1927)		316	71	2,810	7,048					
	Extension classes		245	175	[4] 31,666						
	Correspondence courses		46	15	[4] 7,933						
	Military drill				3,228						
Brawley	Junior College (arts and sciences).		6	5	14	12					
Compton	do		14	17	142	81					
El Centro	Central Junior College (arts and sciences).		11	10	37	36					
Fresno	Junior College		8	5	179	101					
	Arts and sciences		6	5	119	69					
	Commerce		2		60	32					
Fullerton	Junior College (arts and sciences).	1913	17	21	163	199					
Glendale	do		4	4	69	69					
Hollister	do	1919	6	11	109	66					
Kentfield	Marin Union Junior College (arts and sciences).		7	6	118	210					
Long Beach	Junior College (arts and sciences).		13	12	225	275					
Marysville	Yuba County District Junior College (arts and sciences).		8	8	34	41					
Modesto	Junior College (arts and sciences).		25	7	260	250					
Ontario	Chaffey Junior College (arts and sciences).	1916	21	16	181	269					
Pasadena	Junior College (arts and sciences).	1924	36	56	382	572					
Pomona	Junior College (arts and sciences).	1915	12	15	59	76					
Porterville	do		[4] 14		51	51					
Reedley	do		7	3	28	46					
Riverside	do	1916	25	9	172	155					
Sacramento	Junior College	1916	30	6	527	523					
	Arts and sciences		30	6	496	436					
	Special				31	87					
	Extension courses		13		59	557					
San Bernardino	Junior College	1926	18	5	154	156					
	Arts and sciences		17	4	116	108					
	Commerce		1	1	38	48					
San Luis Obispo	California Polytechnic School.[3]		22	9	326	34					
	Preparatory		22	9	246	27					
	Arts and sciences		7	3	80	7					

[2] Engineering faculty. [3] Junior college. [4] Men and women.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
San Mateo	Junior College (arts and sciences).		22	16	417	412					
Santa Ana	Junior College	1915	19	18	198	219					
	Arts and sciences		14	17	138	186					
	Special					34					
	Commerce		3	1	62	11					
	Engineering		2		38	3					
	Extension courses		1	1	48	34					
Santa Maria	Junior College (arts and sciences).	1920	9	8	31	35					
Santa Rosa	do		10	9	155	115					
Susanville	Lassen Union Junior College (arts and sciences).		2	4	15	31					
Taft	Junior College		10	8	46	24					
	Arts and sciences		6	8	27	24					
	Engineering		4		19						
Ventura	Junior College (arts and sciences).		4	4	20	20					
Visalia	Junior College				52	53					
	Arts and sciences				40	40					
	Commerce				12	13					
COLORADO											
Boulder	University of Colorado	1877	150	59	2,000	1,203	245	163	56	41	25
	Noncollegiate				10	3					
	Arts and sciences		76	51	861	994	71	145			
	Graduate				94	57			43	41	
	Business administration				46	9	20	1			
	Architectural engineering.		[2] 67	1	18	1					
	Chemical engineering				48	2	9		1		
	Civil engineering				72		21		2		
	Electrical engineering				183		43		5		
	Mechanical engineering				86		17		5		
	Engineering, unclassified				271						
	Music				7	50		3			
	Law		7		81	3	26				
	Medicine		35	3	174	12	34	3			
	Nursing		5	3		52		9			
	Pharmacy		3	1	49	20	4	2			
	Summer school (1927)		110	58	[4] 3,363						
	Extension classes		45	14	[4] 1,378						
	Correspondence courses		58	15	[4] 1,950						
Fort Collins	Colorado Agricultural College.	1881	89	27	920	424	97	29	15	2	
	Arts and sciences		44	18	167	65	19	8			
	Graduate				25	14			9	2	
	Special				75	113					
	Agriculture		13		204		30		6		
	Civil engineering		[2] 35		32		15				
	Electrical engineering				37		10				
	Mechanical engineering				17		5				
	Engineering, unclassified				196						
	Forestry		3		108	1	6				
	Home economics			13		232		21			
	Veterinary medicine		5		59	1	12				
	Summer school (1927)		53	20	220	285					
	Military drill				605						
Golden	Colorado School of Mines (engineering).	1874	21		392		52		3		2
	Summer school (1927)		9		123						
	Military drill				347						
Grand Junction	State Junior College (arts and sciences).		4	3	44	59					
Trinidad	Junior College (arts and sciences).		3	4	7	27					

[2] Engineering faculty.

[4] Men and women.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
New Haven	Coast Guard Academy		12		107						
Storrs	Connecticut Agricultural College.	1881	64	9	413	161	46	28	1		
	Secondary		10		46						
	Agriculture		50	4	297	36	40	8			
	Home economics			5		92		8			
	Education		1	1	9	33		12			
	Mechanical engineering		5		61		6				
	Military drill				252						
DELAWARE											
Newark	University of Delaware	1834	57	21	396	311	55	42	3		3
	Arts and sciences		38	15	206	164	32	26			
	Graduate				9				1		
	Agriculture		10		19		2				
	Chemical engineering		4		26		4				
	Civil engineering		3		36		6		1		
	Electrical engineering		2		62		9				
	Mechanical engineering		4		31		2		1		
	Engineering, unclassified				7						
	Education		1	3		95		8			
	Home economics			3		52		8			
	Summer school (1927)		9	20	27	267					
	Extension classes		1			19					
	Military drill				289						
DISTRICT OF COLUMBIA											
Washington	Gallaudet College (Columbia Institution for the Deaf).	1864	10	7	119	85	10	8	3	2	2
	Preparatory		2	7	35	25					
	Arts and sciences		10	5	80	58	10	8			
	Graduate				4	2			3	2	
FLORIDA											
Gainesville	University of Florida	1884	149		2,062	15	174	7	21	1	
	Arts and sciences		63		617	1	35				
	Graduate				65	6			8	1	
	Special				66	5					
	Agriculture		36		113		13		4		
	Architecture		7		49						
	Commerce		18		360	1	19	1	1		
	Education		10		308	1	30	5	3		
	Chemical engineering		7		12		2				
	Civil engineering		5		69		10		3		
	Electrical engineering		9		63		12		1		
	Mechanical engineering		3		25		3		1		
	Engineering, unclassified		13		81						
	Law		6		268	1	49	1			
	Pharmacy		7		62		1				
	Summer school (1927)		62	19	220	480					
	Extension courses		16	4	251	1,259					
	Correspondence courses		47	8	523	1,047					
	Military drill				1,240						
Tallahassee	Florida State College for Women.	1905	22	84	2	1,432		172		2	
	Arts and sciences		16	44		612		111			
	Graduate					3				2	
	Special				2	11					
	Education		5	17		622		42			
	Home economics			8		119		13			
	Music		1	15		65		6			
	Summer school (1927)		16	25	13	599					

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Athens	University of Georgia	1801	97	19	1,294	432	209	84	19	13	9
	Noncollegiate		2	2	17	18					
	Arts and sciences		46	1	302	167	70	48			
	Graduate				171	32			17	12	
	Special				28	16					
	Agriculture		18		162		37		2		
	Forestry		2		25		3				
	Veterinary medicine		6		15		4				
	Home economics			13		143		25		1	
	Commerce		6		315	13	46	1			
	Education		4	4	21						
	Physical education			2		74		5			
	Agricultural engineering		2		12						
	Civil engineering		2		59		9				
	Electrical engineering		1		10		2				
	Journalism		2	1	52	14	3	4			
	Law		5		217	2	35	1			
	Pharmacy		2		9	1					
	Summer school (1927)		73	36	339	1,435					
	Extension classes				381	612					
	Correspondence courses				102	281					
	Military drill				590						
Atlanta	Georgia School of Technology.	1888	143		2,178		269	1	5		
	Arts and sciences		50		90		21				
	Graduate				16						
	Architecture		8		138		20				
	Commerce		11		375		59	1			
	Chemical engineering		13		36		7				
	Civil engineering		5		186		41		1		
	Ceramic engineering		3		28		1				
	Electrical engineering		8		202		53				
	General engineering		25		546		31				
	Mechanical engineering		13		104		24		4		
	Textile engineering		7		102		12				
	Engineering, unclassified				371						
	Summer school (1927)				535						
	Extension classes [5]		60		800	148					
	Military drill				1,341						
Augusta	Junior College of Augusta (arts and sciences).		11	2	77	99					
Do	Medical College of Georgia	1830	54	1	128	5	35	1			
Dahlonega	North Georgia Agricultural College.	1872	15	1	148	39	9	6			
	Arts and sciences		12		108	27	4	2			
	Agriculture		1		5						
	Home economics			1		19					
	Commerce		2		19	7	2	1			
	Education		1		3	5		3			
	Mining engineering		1		13		3				
	Summer school (1927)		9	2	29	66					
	Military drill				131						
Milledgeville	Georgia State College for Women.	1891	6	64		1,222		113			
	High school			11		150					
	Arts and sciences		6	53		1,072		113			
	Summer school (1927)		7	24		977					
Tifton	South Georgia Agricultural and Mechanical College.[3]		14	3	89	36					
	Preparatory				16	6					
	Arts and sciences		9	3	33	23					
	Commerce		2		31	7					
	Agriculture		3		9						
	Summer school (1927)		7	7	20	154					
	Extension courses		2		13	52					

[3] Junior College.
[5] The evening schools of Commerce and of Applied Science.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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
HAWAII											
Honolulu	University of Hawaii	1907	54	13	444	228	46	40	2	3	1
	Arts and sciences		37	8	192	50	24	9			
	Graduate				23	32			2	3	
	Agriculture		4		34		3				
	Home economics			4		24		4			
	Commerce		4		55	1	8				
	Education		3	1	72	123	4	27			
	Civil engineering		4		48	1	5				
	Sugar technology		2		23		2				
	Summer school (1927)		15	4	50	186					
	Extension courses		16	7	60	208					
	Military drill				266						
IDAHO											
Moscow	University of Idaho	1892	129	34	1,248	664	145	108	30	13	1
	Arts and sciences		51	17	244	288	31	47			
	Graduate				60	26			7	8	
	Special				18	4					
	Agriculture		30		100	1	11		5		
	Forestry		6		91		13		3		
	Home economics			6		83		15			
	Architecture		2		21		1				
	Commerce		6	1	264	58	28	11	1		
	Education		6	5	188	178	30	33	10	5	
	Chemical engineering		[2] 15		26		3				
	Civil engineering				35		3				
	Electrical engineering				100		10				
	Mechanical engineering				28		2		1		
	Mining engineering		2		48		6		3		
	Music		6	5	7	28		2			
	Law		5		22		7				
	Summer school (1927)		21	6	98	185					
	Correspondence courses		35		137	231					
	Military drill				858						
Pocatello	Southern Branch, University of Idaho.[3]	1915	27	12	248	180					
	Arts and sciences		10	7	71	58					
	Special				19	10					
	Business administration		2	1	35	37					
	Education		1		14	44					
	Chemical engineering		[2] 4		8						
	Civil engineering				10						
	Electrical engineering				31						
	Mechanical engineering				13						
	Mining engineering				2						
	Agriculture		1		10						
	Forestry				6						
	Home economics			3		21					
	Music		6	1	2	7					
	Pharmacy		3		27	3					
	Summer school (1927)		6	3	42	175					
ILLINOIS											
Chicago	Crane Junior College	1911	68	28	3,074	976					
	Arts and sciences		68	28	2,021	876					
	Special				12	8					
	Engineering				535	10					
	Commerce				383	80					
	Architecture				123	2					
	Summer school (1927)		24	4	617	181					
Cicero	Morton Junior College		19	10	148	93					
	Arts and sciences		10	9	92	57					
	Commerce		2		29	3					
	Education		2	1		28					
	Engineering		3		22						
	Music		2		5	5					
Joliet	Junior College (arts and sciences).	1902	15	6	107	101					

[2] Engineering faculty.

[3] Junior college.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
La Salle	La Salle-Peru-Oglesby Junior College (arts and sciences).		18		38	46					
Urbana	University of Illinois	1868	874	161	9,438	3,446	1,406	683	245	76	
	High school				70	76					
	Arts and sciences		329	98	2,122	1,999	297	314			
	Graduate				687	243		[6] 166	66		
	Special				63	47					
	Agriculture		70	1	516	25	87	4	16		
	Home economics			17		324		53			
	Architecture		13		216	7	13				
	Commerce		63	1	1,795	117	276	17	28		
	Education		25	15	640	367	122	207	30	6	
	Architectural engineering.		4		228	1	27				
	Chemical engineering		4		115		14				
	Civil engineering		28		361		60				
	Electrical engineering		14		448		71				
	Mechanical engineering		28		274		45				
	Mining engineering		3		15		8				
	General engineering				100		13				
	Ceramic engineering		40		112		20				
	Music		9	7	37	94	5	5			
	Journalism		6	1	30	21	8	5			
	Law		8		382	14	75	3			
	Medicine		179	4	466	19	125	5	3		
	Dentistry		28	7	187	5	41	3	1		
	Pharmacy		23	3	607	22	97	2			
	Library science			7	3	80	2	65	1	4	
	Summer school (1927)		193	40	1,336	918					
	Extension classes		18	10	62	119					
	Military drill				3,479						
INDIANA											
Bloomington	Indiana University	1824	238	61	2,705	1,855	492	303	97	31	
	Arts and sciences		160	57	1,536	1,024	224	235			
	Graduate				164	116			95	31	
	Home economics			8		122		14			
	Commerce		6	1	160	39	67	14			
	Education		16	18	78	245		3			
	Fine arts		1		3	7	2	2			
	Music		5	2	13	83		13			
	Law		7		115	1	18		2		
	Medicine		44		411	18	88	4			
	Nursing			4		199		17			
	Dentistry		27		225	1	93	1			
	Summer school (1927)		97	25	926	993					
	Extension classes		136	30	1,393	5,197					
	Correspondence courses		68	19	331	501					
	Military drill				831						
La Fayette	Purdue University	1874	244	20	3,171	659	386	96	41		
	General science		132	6	275	175	36	35			
	Graduate				112	15			7		
	Special				54	37					
	Agriculture		45		324		51		9		
	Forestry				32						
	Home economics			13		426		61			
	Education		4	1	12		2				
	Chemical engineering		3		230		19		5		
	Civil engineering		15		564	1	82		4		
	Electrical engineering		16		765		84		10		
	Mechanical engineering		24		676		91		6		
	Pharmacy		5		127	5	21				
	Summer school (1927)				309	124					
	Extension classes				[4] 32,012	66					
	Correspondence courses				39						
	Military drill		11		1,618						

[4] Men and women. [6] Includes 48 advanced degrees in engineering not distributed.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Albia	Junior College (arts and sciences).	------	2	3	14	10	------	------	------	------	------
Ames	Iowa State College of Agriculture and Mechanic Arts.	1869	328	105	3,330	1,463	348	189	130	39	4
	Secondary	------	------	------	273	129	------	------	------	------	------
	General science	------	168	44	345	142	54	22	------	------	------
	Graduate	------	------	------	330	114	------	------	62	8	------
	Special	------	------	------	67	3	------	------	------	------	------
	Agriculture	------	48	------	549	5	79	------	46	1	------
	Forestry	------	4	------	114	2	19	------	1	------	------
	Veterinary medicine	------	13	------	119	------	16	------	1	------	------
	Home economics	------	------	50	------	1,039	------	166	------	27	------
	Landscape architecture	------	3	------	51	11	5	1	------	------	------
	Education	------	8	9	89	13	9	------	8	3	------
	Agricultural engineering	------	8	------	49	------	6	------	3	------	------
	Architectural engineering.	------	6	1	128	2	13	------	------	------	------
	Chemical engineering	------	3	------	172	------	20	------	------	------	------
	Civil engineering	------	17	------	241	------	27	------	7	------	------
	Electrical engineering	------	12	------	434	------	50	------	------	------	------
	General engineering	------	3	------	82	------	10	------	------	------	------
	Mechanical engineering	------	23	------	197	------	23	------	2	------	------
	Mining engineering	------	1	------	5	------	1	------	------	------	------
	Ceramic engineering	------	2	1	53	3	5	------	------	------	------
	Industrial arts	------	6	------	23	------	8	------	------	------	------
	Journalism	------	3	------	26	2	3	------	------	------	------
	Summer school (1927)	------	105	59	847	782	------	------	------	------	------
	Military drill	------	------	------	1,500	------	------	------	------	------	------
Boone	Junior College (arts and sciences).	------	2	2	25	27	------	------	------	------	------
Burlington	do	1920	[1] 10	------	43	53	------	------	------	------	------
Cresco	do	------	1	2	14	10	------	------	------	------	------
Creston	Junior College	------	2	5	54	48	------	------	------	------	------
Fort Dodge	Junior College (arts and sciences).	------	2	4	32	45	------	------	------	------	------
Iowa City	State University of Iowa	1855	433	143	3,701	2,212	609	410	193	89	1
	High school	------	10	25	127	105	------	------	------	------	------
	Arts and sciences	------	243	87	1,738	1,605	251	385	------	------	------
	Graduate	------	------	------	409	304	------	------	190	89	------
	Commerce	------	30	3	234	41	92	19	------	------	------
	Chemical engineering	------	2	------	42	------	6	------	------	------	------
	Civil engineering	------	4	------	69	------	19	------	------	------	------
	Electrical engineering	------	4	------	103	------	10	------	2	------	------
	General engineering	------	------	------	8	------	6	------	------	------	------
	Mechanical engineering	------	7	------	48	------	2	------	------	------	------
	Commercial engineering	------	------	------	7	------	------	------	------	------	------
	Engineering, unclassified	------	7	------	21	------	------	------	------	------	------
	Music	------	------	------	47	126	------	1	------	------	------
	Law	------	8	------	208	8	60	3	------	------	------
	Medicine	------	82	7	449	16	97	1	1	------	------
	Dentistry	------	33	------	216	------	57	------	------	------	------
	Pharmacy	------	3	1	93	7	9	1	------	------	------
	Summer school (1927)	------	206	86	2,317	1,761	------	------	------	------	------
	Correspondence courses	------	46	11	690	1,348	------	------	------	------	------
	Military drill	------	------	------	1,433	------	------	------	------	------	------
Maquoketa	Junior College (arts and sciences).	------	2	1	20	28	------	------	------	------	------
Marshalltown	do	------	1	3	21	9	------	------	------	------	------
Mason City	do	1918	3	3	53	56	------	------	------	------	------
Sheldon	do	1926	------	------	[1] 88	------	------	------	------	------	------
Tipton	do	------	1	4	17	17	------	------	------	------	------
Waukon	do	------	6	------	26	34	------	------	------	------	------

[1] Men and women.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Arkansas City	Junior College (arts and sciences.)	1922	3	3	88	65					
Coffeyville	do	1919	6	3	66	76					
El Dorado	do		1	4	75	54					
Fort Scott	do		3	5	65	52					
Garden City	do	1919	2	4	29	55					
Independence	do		5	3	49	99					
Iola	do		5	6	76	63					
Kansas City	Junior College		6	8	221	172					
	Arts and sciences		6	8	168	113					
	Commerce					59					
	Engineering				53						
Lawrence	University of Kansas	1866	188	57	2,819	1,582	429	311	79	60	
	Arts and sciences		100	44	1,526	1,051	215	214			
	Graduate				182	137			56	55	
	Special				31	40					
	Commerce		14		143	11	57	4	4		
	Education		13	6	43	87	11	51	14	5	
	Engineering and architecture.		32		553	4	66		5		
	Fine arts		2	3	34	64		8			
	Music		11	5	42	196	4	31			
	Law		7		133	3	31	2			
	Medicine		8	1	211	13	35	1			
	Pharmacy		5		85	4	10				
	Summer school (1927)		78	24	744	936					
	Extension classes		6	10	88	354					
	Correspondence courses			2	451	534					
	Military drill				226						
Manhattan	Kansas State Agricultural College.	1863	246	85	2,073	1,124	247	175	45	25	1
	Arts and sciences		126	55	204	244	36	41			
	Graduate				110	57			29	8	
	Special				45	43					
	Agriculture		50		366		61	1	16		
	Veterinary medicine				76		20				
	Home economics			28		508		100		17	
	Architecture		6		56	6	3				
	Commerce		4		188	31	15	5			
	Agricultural engineering		5		47		6				
	Architectural engineering.		6		42	1	3				
	Chemical engineering		11		53		7				
	Civil engineering		6		203		18				
	Electrical engineering		8		407	1	44				
	Flour mill engineering		3		9						
	Mechanical engineering		4		124		16				
	Landscape architecture		11		6		1				
	Industrial chemistry		20	3	33		8				
	Music		6	9	6	92	1	12			
	Journalism		5	1	84	97	8	16			
	Physical education		5	4	53	54					
	Summer school (1927)		101	31	393	570					
	Extension classes					19					
	Correspondence courses		5	2	456	492					
	Military drill				1,344						
Parsons	Junior College (arts and sciences).		5	10	80	101					
Wichita	Municipal University of Wichita.	1895	35	21	528	487	26	46			2
	Arts and sciences		27	14	347	304	11	20			
	Graduate				14	16					
	Special				72	69					
	Commerce		26	11	81	5	11	2			
	Education		4	3	8	44	4	24			
	Fine arts		8	8	6	49					
	Summer school (1927)		12	11	61	179					
	Extension courses		10	4	134	254					
	Military drill		3		139						

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY											
Lexington	University of Kentucky	1865	191	29	1,790	1,001	215	184	35	18	1
	Arts and sciences		102	15	658	439	81	99			
	Graduate				119	83			24	17	
	Special				33	201					
	Agriculture		28		122		19		4		
	Home economics			7		107		23		1	
	Commerce		7		265	3	22				
	Education		16	5	77	161	19	62			
	Civil engineering		4		56		19		3		
	Mechanical and electrical engineering.		9		106		30		1		
	Mining engineering		2		6				2		
	Metallurgical engineering.		2		11		4		1		
	Engineering, unclassified		16	2	264	2					
	Law		5		73	5	21				
	Summer school (1927)		82	11	664	668					
	Extension classes				151	922					
	Correspondence courses				176	374					
	Military drill				757						
Louisville	University of Louisville	1837	207	3	956	429	141	52	4	1	
	Arts and sciences		35	2	375	385	45	50			
	Graduate				8	6			4	1	
	Special				37	27					
	Engineering		13		112		12				
	Law		12		66	4	7	1			
	Medicine		115	1	284	5	65				
	Dentistry		32		74	2	12	1			
	Summer school (1927)		18	6	98	217					
LOUISIANA											
Baton Rouge	Louisiana State University and Agricultural and Mechanical College.	1860	116	31	1,464	634	141	86	33	12	
	High school				63	65					
	Arts and sciences		30	14	543	315	39	49			
	Graduate				61	27			13	9	
	Special				23	30					
	Agriculture		20		177		21		6		
	Forestry		2		36		3				
	Home economics		1	6		65		8			
	Education		12	3	10	87	8	22	10	3	
	Chemical engineering		6		38		10				
	Civil engineering		7		46		8		3		
	Electrical engineering		10		100		19				
	Mechanical engineering		8		34		3		1		
	Petroleum engineering		4		36		6				
	Sugar engineering		4		37		4				
	Engineering, unclassified.		5		185	1					
	Music		2	7	6	43		6			
	Law		5	1	76	1	20	1			
	Summer school (1927)		67	22	408	544					
	Extension classes				164	492					
	Correspondence courses				71	102					
	Military drill				609						
Lafayette	Southwestern Louisiana Institute.	1901	24	28	406	875	43	68			
	Arts and sciences		13	11	152	83	35	8			
	Special				14	16					
	Agriculture				30						
	Home economics					67					
	Commerce				58	53					
	Education		11	17	64	656	8	60			
	Engineering				88						
	Summer school (1927)		30	30	169	549					
	Extension classes		8	2	62	119					
	Correspondence courses		16	8	73	389					

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Ruston	Louisiana Polytechnic Institute.		35	31	373	572	22	59			
	Arts and sciences		26	23	126	425	8	31			
	Commerce		1	1	81	15	3	1			
	Engineering		6		165		11				
	Home economics			5		119		24			
	Music		2	2	1	13		3			
	Summer school (1927)		32	25	287	541					
MAINE											
Orono	University of Maine	1868	101	22	1,048	311	152	49	11	3	7
	Arts and sciences		59	15	333	217	47	34			
	Graduate				19	16			5	3	
	Special				17	8					
	Agriculture		22		85	2	24	1			
	Forestry		3		126		20				
	Home economics			5		65		14			
	Education		1	2	12	2	3		1		
	Chemical engineering		11		76	1	6		2		
	Civil engineering		6		112		23		1		
	Electrical engineering		6		168		21		1		
	Mechanical engineering		6		88		6		1		
	Chemistry				12		2				
	Summer school (1927)		28	7	152	182					
	Extension classes				29	82					
	Correspondence courses				26	40					
	Military drill				510						
MARYLAND											
Annapolis	United States Naval Academy.	1845	170		1,749						
College Park	University of Maryland	1859	384	19	2,307	297	361	51	36	3	2
	Arts and sciences		47	8	452	87	46	15			
	Graduate				89	7			10	1	
	Special				20	13					
	Agriculture		36		114	2	22	2	20	1	
	Home economics			4		53		7			
	Education		4	4	39	98	15	24	2	1	
	Civil engineering		3		37		13		2		
	Electrical engineering		2		28		13		1		
	Mechanical engineering		2		16		4		1		
	Engineering, unclassified				150						
	Law		25		282	11	42	1			
	Medicine		206	2	379	12	79	1			
	Dentistry		65		367	2	76				
	Pharmacy		22	1	334	12	51	1			
	Summer school (1927)		37	26	178	394					
	Extension classes				334	34					
	Military drill		5		467						
MASSACHUSETTS											
Amherst	Massachusetts Agricultural College.	1821	91	9	660	144	92	20	8	1	
	Noncollegiate		23	3	194	17					
	Graduate				49	6					
	Special				3						
	Agriculture		68	6	414	121	92	20	8	1	
	Summer school (1927)		15	4	53	96					
	Extension classes		17	5	800						
	Correspondence courses		1		86	13					
	Military drill				279						
Lowell	Lowell Textile Institute	1897	38	1	205	2	26	1			
	General textile courses		22	1	54						
	Textile engineering		8		66		12				
	Chemistry		8		85	2	14	1			

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Ann Arbor	University of Michigan	1841	695	38	7,543	2,768	1,335	601	350	161	14
	High school		13	18	132	170					
	Arts and sciences		316	7	3,478	1,702	644	363			
	Graduate				695	370			293	158	
	Forestry		14		25		7		5		
	Architecture		22	2	322	40	32	1			
	Commerce		18	1	89	7			25	3	
	Education		24	2	143	401	55	225			
	Chemical engineering		[2] 143		125		31				
	Civil engineering				232		54		1		
	Electrical engineering				240		61				
	Marine engineering				16		4				
	Mechanical engineering				243		65				
	Geodesy and surveying				8		4				
	Aeronautical engineering.				127		16				
	Engineering unclassified				278				23		
	Law		18		550	19	151	4	2		
	Medicine		93	5	630	42	100	4			
	Dentistry		30	3	343	31	91	1			
	Pharmacy		4		89	9	20	3	1		
	Summer school (1927)		326	23	2,247	1,419					
	Extension classes				468	824					
	Military drill		6		325						
Bay City	Junior College (arts and sciences).	1922	14	11	114	77					
Detroit	College of the City of Detroit	1917	72	24	1,373	683	88	63			
	Arts and sciences		67	24	1,027	626	78	55			
	Special				79	56					
	Home economics					29		2			
	Business administration				188	16					
	Chemical engineering				43	1	1	4			
	Pharmacy		5		115	11	9	2			
	Summer school (1927)		18	5	263	170					
	Evening courses		77	22	2,028	1,329					
Do	Detroit City Law School		22		[4] 199		[4] 33				
Do	Detroit College of Medicine and Surgery.	1868	62	10	296	5	[4] 84				
East Lansing	Michigan State College of Agriculture and Applied Science.	1857	259	51	2,137	907	224	117	44	3	1
	Applied Science		141	24	866	445	73	52			
	Graduate				133	34			17	3	
	Special				2	7					
	Agriculture		59	1	395	6	52	1	17		
	Forestry		4		54		18				
	Veterinary medicine		11		30		4				
	Home economics			22		407		63			
	Chemical engineering		[2] 33		44		11				
	Civil engineering				106		26		1		
	Electrical engineering				94		27				
	Mechanical engineering				63		12		3		
	Engineering unclassified				265				6		
	Medical biology				8	10	1	1			
	Physical education		11	4	79						
	Summer school (1927)		65	12	300	280					
	Extension classes				31	108					
	Correspondence courses				12	12					
	Military drill		11		1,247						
Flint	Junior College (arts and sciences).	1923	7	7	188	87					
Grand Rapids	Junior College	1914	22	17	367	417					
	Arts and sciences		17	12	212	296					
	Commerce		2	1	90	35					
	Education			1		15					
	Engineering		2		60						
	Home economics			1		6					

[2] Engineering faculty.

[4] Men and women.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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	Junior College—Continued.										
	Fine arts			1	5	35					
	Music		1	1		15					
	Physical education					15					
	Summer school (1927)		2	1	12	41					
Highland Park	Junior College (arts and sciences).		4	6	144	128					
Houghton	Michigan College of Mining and Technology.	1886	30	1	266	39	21		1		
	Engineering		30	1	261		21		1		
	Geography and Political Science.				5	39					
Muskegon	Junior College (arts and sciences).		5	3	71	31					
Port Huron	do		4	5	54	53					
	Summer school (1927)		3	3	22	48					
MINNESOTA											
Coleraine	Itasca Junior College (arts and sciences).	1922	5	5	45	21					
Duluth	Junior College (arts and sciences).	1927	9	6	114	34					
Eveleth	do	1918	9	6	94	41					
Hibbing	Junior College	1916	16	12	154	106					
	Arts and sciences		12	10	93	86					
	Chemical engineering		[2] 4		18						
	Civil engineering				8						
	Electrical engineering				16						
	Mechanical engineering				6						
	Architectural engineering.				3						
	Home economics			2		15					
	Physical education				10	5					
	Extension courses		2		22	1					
Minneapolis	University of Minnesota	1869	947	243	8,798	4,642	1,108	684	175	63	
	Noncollegiate		116	76	991	460					
	Arts and sciences		229	62	2,945	2,081	214	170			
	Graduate				1,008	386			141	63	
	Agriculture		166	26	216	6	27	1			
	Forestry		9		206	1	26				
	Home economics			31		435		56			
	Commerce		37	4	346	51	111	22			
	Education		35	17	387	1,331	130	374			
	Agricultural engineering		15		8						
	Architectural engineering.		13		261		22				
	Civil engineering		9		227		43		2		
	Electrical engineering		12		430		69		6		
	Mechanical engineering		13		232		34				
	Mining engineering		15		107		14				
	Engineering, unclassified		31		217	18					
	Interior decoration					9		3			
	Chemistry		75	5	245	6	23		2		
	Law		9		292	4	88	1			
	Medicine		93	10	650	38	203	19	24		
	Nursing			10		92		10			
	Dentistry		61	2	278	3	76				
	Pharmacy		10		134	17	28	9			
	Dental hygiene					50		19			
	Medical technology					15					
	Summer school (1927)		352	104	2,469	2,975					
	Extension classes				2,916	3,107					
	Correspondence courses				1,146	1,324					
	Military drill				2,564						
Rochester	Junior College	1916	5	5	79	81					
	Arts and sciences		5	4	79	64					
	Secretarial			1		17					
Virginia	Junior College (arts and sciences).	1921	11	9	73	61					

[2] Engineering faculty.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Agricultural College.	Mississippi Agricultural and Mechanical College.	1880	89	----	1,422	9	150	----	3	----	----
	Arts and sciences		89	----	216	----	52	----	----	----	----
	Graduate		----	----	24	----	----	----	2	----	----
	Special		----	----	15	9	----	----	----	----	----
	Agriculture		----	----	544	----	24	----	1	----	----
	Commerce		----	----	2	----	2	----	----	----	----
	Civil engineering		----	----	48	----	16	----	----	----	----
	Electrical engineering		----	----	88	----	48	----	----	----	----
	Mechanical engineering		----	----	22	----	8	----	----	----	----
	Engineering, unclassified.		----	----	463	----	----	----	----	----	----
	Summer school (1927)		30	5	165	106	----	----	----	----	----
	Military drill		----	----	809	----	----	----	----	----	----
Columbus	Mississippi State College for Women.	1885	7	75	----	1,374	----	209	----	----	----
	Arts and sciences		7	69	----	1,082	----	170	----	----	----
	Special		----	----	----	6	----	----	----	----	----
	Home economics		----	6	----	286	----	39	----	----	----
Poplarville	Pearl River College [3]		5	3	154	89	----	----	----	----	----
	Arts and sciences		2	----	47	11	----	----	----	----	----
	Commerce		----	1	8	4	----	----	----	----	----
	Education		1	----	69	51	----	----	----	----	----
	Agriculture		2	----	29	----	----	----	----	----	----
	Home economics		----	1	----	16	----	----	----	----	----
	Music		----	1	1	7	----	----	----	----	----
University	University of Mississippi	1848	55	1	903	217	120	44	4	3	----
	Arts and sciences		38	1	446	205	72	42	----	----	----
	Graduate		----	----	8	7	----	----	4	3	----
	Special		----	----	20	4	----	----	----	----	----
	Commerce		2	----	229	7	15	----	----	----	----
	Education		2	----	77	101	----	----	----	----	----
	Civil and electrical engineering		2	----	75	----	7	----	----	----	----
	Law		4	----	92	2	16	1	----	----	----
	Medicine		6	----	62	1	----	----	----	----	----
	Pharmacy		3	----	53	2	10	1	----	----	----
	Summer school (1927)		28	3	120	115	----	----	----	----	----
	Correspondence courses		19	----	68	48	----	----	----	----	----
MISSOURI											
Columbia	University of Missouri	1847	286	63	3,458	1,571	460	324	125	71	5
	High school		3	4	129	120	----	----	----	----	----
	Arts and sciences		111	28	1,309	613	108	62	----	----	----
	Graduate		----	----	231	142	----	----	46	21	----
	Special		----	----	39	51	----	----	----	----	----
	Agriculture		54	2	237	----	53	----	15	----	----
	Home economics		----	9	----	44	----	10	----	----	----
	Commerce		8	----	172	32	49	10	1	1	----
	Education		15	10	62	396	21	187	45	48	----
	Agricultural engineering		2	----	8	----	2	----	1	----	----
	Chemical engineering		14	----	76	----	12	----	5	----	----
	Civil engineering		11	----	188	----	30	----	5	----	----
	Electrical engineering		8	----	191	----	28	----	----	----	----
	Mechanical engineering		16	----	76	----	9	----	----	----	----
	Mining engineering		4	----	116	----	23	----	4	----	----
	Ceramic engineering		2	----	29	----	2	----	----	----	----
	Metallurgical engineering.		4	----	21	----	4	----	----	----	----
	Engineering, unclassified.		----	----	207	24	----	----	----	----	----
	Fine arts		3	2	22	34	2	3	----	----	----
	Music		8	3	17	46	----	3	----	----	----
	Journalism		6	2	195	128	70	46	3	1	----
	Law		7	----	150	1	29	1	----	----	----
	Medicine		10	1	75	1	18	1	----	----	----
	Nursing		----	2	----	27	----	1	----	----	----
	Summer school (1927)		132	27	842	1,133	----	----	----	----	----
	Extension classes		----	----	264	603	----	----	----	----	----
	Correspondence courses		----	----	671	1,210	----	----	----	----	----
	Military drill		----	----	1,316	----	----	----	----	----	----

[3] Junior college.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Flat River	Junior College (arts and sciences).	------	9	-----	45	57	------	-----	----	----	---
	Summer school (1927)	------	------	-----	7	62	------	-----	----	----	---
	Extension courses	------	------	-----	10	61	------	-----	----	----	---
Jefferson City	Junior College (arts and sciences)	------	5	6	49	35	------	-----	----	----	---
Kansas City	Junior College	1915	32	20	667	644	------	-----	----	----	---
	Arts and sciences	------	24	20	454	644	------	-----	----	----	---
	Engineering	------	8	-----	213	------	------	-----	----	----	---
Moberly	Junior College (arts and sciences)	------	2	8	33	41	------	-----	----	----	---
St. Joseph	Junior College	1915	7	16	149	234	------	-----	----	----	---
	Arts and sciences	------	7	15	149	199	------	-----	----	----	---
	Education	------	------	1	------	35	------	-----	----	----	---
Trenton	Junior College (arts and sciences)	------	2	5	38	36	------	-----	----	----	---
MONTANA											
Bozeman	Montana State College of Agriculture and Mechanic Arts.	1893	54	22	718	293	91	31	4	1	---
	Applied science	------	12	9	70	74	10	8	2	----	---
	Graduate	------	------	-----	19	14	------	-----	----	1	---
	Agriculture	------	16	-----	139	1	17	-----	----	----	---
	Home economics	------	------	6	------	77	------	14	----	----	---
	Architecture	------	2	-----	29	------	7	-----	----	----	---
	Commerce	------	1	1	37	109	1	5	----	----	---
	Education	------	1	1	2	1	------	1	----	----	---
	Chemical engineering	------	5	------	68	1	8	1	----	----	---
	Civil engineering	------	4	-----	36	------	7	-----	1	----	---
	Electrical engineering	------	3	-----	172	------	20	-----	----	----	---
	Mechanical and Industrial engineering.	------	5	-----	102	------	14	-----	1	----	---
	Engineering physics	------	2	1	8	------	1	----	----	----	---
	Art	------	------	3	6	30	------	2	----	----	---
	Physical education	------	3	1	49	------	6	-----	----	----	---
	Military drill	------	------	-----	400	------	------	-----	----	----	---
Butte	Montana State School of Mines (engineering).	1900	14	2	141	49	5	-----	----	----	---
Missoula	State University of Montana.	1895	64	22	862	728	86	116	1	----	2
	Arts and sciences	------	40	15	461	462	31	78	----	----	---
	Graduate	------	------	-----	23	18	------	-----	----	----	---
	Special	------	------	-----	9	60	------	-----	----	----	---
	Forestry	------	5	-----	89	------	9	1	----	----	---
	Home economics	------	------	3	------	43	------	11	----	----	---
	Commerce	------	3	-----	62	19	14	6	----	----	---
	Education	------	3	-----	18	16	3	4	1	----	---
	Fine arts	------	1	-----	10	25	4	2	----	----	---
	Music	------	3	3	2	29	------	1	----	----	---
	Journalism	------	2	1	88	45	11	11	----	----	---
	Law	------	5	-----	52	2	12	-----	----	----	---
	Pharmacy	------	2	-----	48	9	2	2	----	----	---
	Summer school (1927)	------	32	8	121	335	------	-----	----	----	---
	Correspondence courses	------	24	7	194	343	------	-----	----	----	---
	Military drill	------	4	-----	425	------	------	-----	----	----	---
NEBRASKA											
Lincoln	University of Nebraska	1871	261	84	4,396	3,190	525	439	76	49	4
	High school	------	5	7	364	379	------	-----	----	----	---
	Arts and sciences	------	93	32	1,156	608	145	136	----	----	---
	Graduate	------	------	-----	221	165	------	-----	71	49	---
	Special	------	------	-----	56	66	------	-----	----	----	---
	Agriculture	------	54	2	268	------	21	-----	----	----	---
	Home economics	------	------	16	------	280	------	57	----	----	---
	Commerce	------	16	-----	677	95	79	8	----	----	---
	Education	------	10	10	225	1,190	38	178	----	----	---
	Agricultural engineering	------	------	-----	28	------	2	-----	----	----	---

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NEBRASKA—con.											
Lincoln	University of Nebraska—Continued.										
	Architectural engineering		7		79	1	6				
	Chemical engineering		4		55	1	7				
	Civil engineering		6		184	1	25		3		
	Electrical engineering		6		265		30		1		
	Commercial engineering		2		1		1				
	Mechanical engineering		8		104		18		1		
	Engineering, unclassified.				26						
	Fine arts and music		10	10	69	433	2	49			
	Journalism		2		120	51	8	5			
	Law		7		172	2	32				
	Medicine		17	6	296	7	59	4			
	Dentistry		15		101	1	20	1			
	Pharmacy		5	1	109	10	32	1			
	Summer school (1927)		129	63	938	2,463					
	Extension classes				270	449					
	Correspondence courses				517	1,662					
	Military drill				1,966						
McCook	Junior College (arts and sciences).		3	4	28	37					
NEVADA											
Reno	University of Nevada	1886	57	13	582	420	88	52	8	3	
	Arts and sciences		39	9	343	295	46	51			
	Graduate				25	39			4	3	
	Special				7	8					
	Agriculture		3		31		5				
	Home economics			3		32		1			
	Education		2	1		46					
	Civil engineering		2		32		7				
	Electrical engineering		2		81		19		1		
	Mechanical engineering		4		31		5		1		
	Mining engineering		5		32		6		2		
	Summer school (1927)		11	5	12	89					
	Military drill				232						
NEW HAMPSHIRE											
Durham	University of New Hampshire.	1868	109	12	1,157	501	152	92	10	6	5
	Arts and sciences		66	9	473	417	79	73			
	Graduate				24	9			7	6	
	Special				11	28					
	Agriculture		22		105		19		3		
	Forestry		2		29		4				
	Home economics			3		81		18			
	Architecture				51	1					
	Commerce		5		124	1					
	Architectural engineering.		4		52		5				
	Chemical engineering				56	1	6	1			
	Civil engineering		2		45						
	Electrical engineering		3		124		21				
	Mechanical engineering		5		67		18				
	Engineering, unclassified.				31						
	Summer school (1927)				146	142					
	Military drill				700						
NEW JERSEY											
Newark	Newark College of Engineering.		25	1	339		37				
	Chemical engineering		5	1	36		5				
	Civil engineering		3		41						
	Electrical engineering		6		82		19				
	Mechanical engineering		7		40		13				
	Unclassified engineering		4		140						

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
New Brunswick	Rutgers University	1766	177	43	1,742	1,045	241	171	22	2	9
	Preparatory		7		102						
	Arts and sciences		99	32	900	919	119	142			
	Graduate				53	6			19	2	
	Agriculture		36		94		11				
	Home economics			9		104		24			
	Education		5	2	22		3				
	Civil engineering		4		48		8		2		
	Electrical engineering		3		29		7				
	Mechanical engineering		3		18		6		1		
	Sanitary and municipal engineering.		1		2		2				
	Industrial engineering				5						
	Engineering, unclassified				76						
	Ceramics		3		17		5				
	Pharmacy		16		376	16	80	5			
	Summer school (1927)		57	32	434	844					
	Extension classes				3,119	2,455					
	Correspondence courses				2,400	38					
	Military drill		8		726						
NEW MEXICO											
Albuquerque	State University of New Mexico.	1891	26	12	345	362	31	35	2	3	1
	Arts and sciences		17	5	181	235	10	23			
	Graduate				8	13			1	2	
	Special				33	81					
	Home economics			2		13		4			
	Business administration		2		31	1	11				
	Education		2		5	10	4	5	1	1	
	Chemical engineering				3		1				
	Civil engineering		1		10		2				
	Electrical engineering		2		9		2				
	General engineering				1		1				
	Geological engineering				1						
	Engineering, unclassified		2		63						
	Music			5		9		3			
	Summer school (1927)				63	274					
	Extension classes				16	14					
	Correspondence courses				4	21					
Roswell	New Mexico Military Institute.[3]		32	1	565						
	Preparatory				370						
	Arts and sciences		32	1	195						
Socorro	New Mexico School of Mines	1859	8		88	1	12		1		
	General engineering		8		6		3				
	Mining engineering				28		6		1		
	Metallurgical engineering				5						
	Geological engineering				17		3				
	Engineering, unclassified				32	1					
State College	New Mexico College of Agriculture and Mechanic Arts	1890	33	5	206	94	23	7			
	Arts and sciences		8	3	22	38	3	5			
	Graduate				1	1					
	Special				9	20					
	Agriculture		15		43		10				
	Home economics			2		30		1			
	Commerce		2		17	5	2	1			
	Chemical engineering		2		4						
	Civil engineering		2		9		1				
	Electrical engineering		2		24		5				
	Mechanical engineering		3		20		2				
	Engineering, unclassified				57						
	Summer school (1927)		8	9	21	64					
	Military drill				164						

[3] Junior college.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
New York	College of the City of New York.	1849	581	29	19,918	8,152	693	23	42	3	---
	Preparatory		57	1	1,433						
	Arts and sciences		376	8	10,147	1,977	641				
	Graduate				145	289					
	Special				4,461	4,534					
	Commerce		116	2	3,295	841	36	2	11		
	Education		103	18	219	511	16	21	17	3	
	Engineering		22		218				14		
	Summer school (1927)		101	1	3,200	412					
	Military drill				1,572						
New York	Hunter College of the City of New York.	1870	68	319		7,320		844		7	
	Preparatory			87		1,639					
	Arts and sciences		68	232		5,668		844			
	Graduate					13				7	
	Summer school (1927)		68	75		1,514					
	Extension classes		122	157	1,080	10,863					
Syracuse	New York State College of Forestry.	1912	30		363		58		8		
	Forestry		30		351		58				
	Graduate				12				8		
West Point	United States Military Academy.	1802	195		1,259						
NORTH CAROLINA											
Chapel Hill	University of North Carolina.	1795	208	2	2,736	153	269	31	60	26	7
	Arts and sciences		177	2	999	60	122	18			
	Graduate				152	59			60	26	
	Commerce				603	1	53				
	Education				426	26	46	13			
	Chemical engineering		[2] 12		19						
	Civil engineering				95		12				
	Electrical engineering				84		10				
	Mechanical engineering				13						
	Law		7		192	4	13				
	Medicine		9		80	1					
	Pharmacy		9		73	2	13				
	Summer school (1927)		96	31	810	1,150					
	Extension classes		27	4	200	758					
	Correspondence courses		48	6	493	1,483					
Durham	North Carolina College for Negroes.		11	6	85	129					
	Arts and sciences		10	6	68	77					
	Commerce				15	40					
	Music		1		2	12					
	Summer school (1927)		5	6	10	183					
	Extension courses		1			22					
Greensboro	North Carolina College for Women.	1892	41	86	2	1,562		287		1	
	Arts and sciences		37	64		1,187		248			
	Graduate					2				1	
	Special				2	19					
	Home economics			6		147		16			
	Music		4	9		136		15			
	Physical education			7		71		8			
	Summer school (1927)		36	56	41	1,780					
	Extension classes		12	9	29	327					
Raleigh	North Carolina State College of Agriculture and Engineering.	1889	110		1,527	14	177	1	25	2	
	General sciences		34		40	1	4				
	Graduate				60	5			11	1	
	Special				50	4					
	Agriculture		32		164		29		7		
	Commerce		12		329	3	36				
	Education		4		148	1	22	1	6	1	

[2] Engineering faculty.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Raleigh	North Carolina State College of Agriculture and Engineering—Continued.										
	Architectural engineering		2		74		7				
	Chemical engineering		1		62		6				
	Civil engineering		5		132		12				
	Electrical engineering		6		224		24				
	Ceramic engineering		2		18		5				
	Mechanical engineering		12		91		12				
	Mining engineering				4						
	Highway engineering				24		4				
	Textile dyeing and manufacturing.				117		16		1		
	Summer school (1927)		56	2	191	85					
	Extension classes				123	229					
	Correspondence courses				107	82					
	Military drill				657						
NORTH DAKOTA											
Bottineau	North Dakota School of Forestry.[3]		1	3	35	70					
	Arts and sciences		7	3	22	26					
	Special				13	44					
	Extension courses				12	11					
State College	North Dakota Agricultural College	1890	79	24	969	417	102	47	7	2	
	Noncollegiate		27	7	140	27					
	Arts and sciences		34	17	168	91	4	13			
	Graduate				15	7			1	2	
	Special				3	2					
	Agriculture		32	3	161	2	23		5		
	Home economics			12		148		9			
	Education		26	19	76	119	13	23			
	Architecture				48	5	4				
	Architectural engineering		[2] 26	[2] 6	4						
	Chemical engineering				5						
	Civil engineering				42		8				
	Electrical engineering				9		3				
	Mechanical engineering				114		12				
	Chemistry				100	4	16		1		
	Pharmacy		19	3	84	12	19	2			
	Summer school (1927)		19	3	56	134					
	Correspondence courses		12		396	107					
	Military drill				612						
University	University of North Dakota	1884	111	22	1,109	713	165	125	17	4	1
	High school		5	5	50	33					
	Arts and sciences		55	6	530	292	64	37			
	Graduate				31	15			6	1	
	Special				10	24					
	Commerce		9		117	20	41	8			
	Education		13	9	85	309	23	80	9	3	
	Chemical engineering				5		1				
	Civil engineering		2		15		7				
	Electrical engineering		2		29		10		1		
	General engineering				1		1				
	Mechanical engineering		3		9		4		1		
	Mining engineering		4		5		2				
	Ceramics			2		24					
	Engineering, unclassified		6		118						
	Law		6		65	3	12				
	Medicine		6		49	2					
	Summer school (1927)		27	8	168	293					
	Extension classes		5	2	11	69					
	Correspondence courses		35	5	156	228					
	Military drill				551						

[1] Engineering faculty.

[2] Junior college.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
NORTH DAKOTA—continued											
Wahpeton	North Dakota State School of Science.[3]	1903	16	6	146	70					
	Preparatory		5	3	10	11					
	Arts and sciences		5	3	18	14					
	Commerce		1	2	32	40					
	Electrical engineering		3		63						
	Journalism		2		23	5					
	Trades		6	1	72	9					
OHIO											
Akron	University of Akron	1872	62	16	1,613	1,228	59	87	12	7	
	Arts and sciences		41	11	346	178	34	28			
	Graduate				10	14			1		
	Special				30	15					
	Home economics			2		26		6			
	Commerce		4		110	16	5	2			
	Education		6	3	66	275	9	51	11	7	
	Civil engineering		3		42		4				
	Electrical engineering		2		80		4				
	Mechanical engineering		3		45		3				
	Industrial engineering				2						
	Engineering, unclassified		3		60	2					
	Evening session				862	731					
	Summer school (1927)		27	10	115	305					
	Military drill				359						
Athens	Ohio University	1808	97	46	1,046	1,172	132	132			2
	Arts and sciences		91	46	382	275	39	45			
	Graduate				3	7					
	Special				19	55					
	Commerce				261	55	34				
	Education				253	751	52	83			
	Civil engineering		2		41		4				
	Electrical engineering		4		55		3				
	Engineering				29						
	Music				3	29		4			
	Summer school (1927)		57	23	206	805					
	Extension classes		16	2	303	437					
	Correspondence courses		44	8	82	113					
Cincinnati	University of Cincinnati	1874	394	59	5,359	3,750	324	199	50	114	3
	Arts and sciences		71	14	488	561	85	91			
	Graduate				255	344			30	15	
	Special				2,695	2,509					
	Home economics			12		56		5			
	Applied arts		14	13	165	111	6	9			
	Education		17	14	11	101	18	85	20	99	
	Chemical engineering		[2] 92	[2] 6	179	7	12				
	Civil engineering				236		25				
	Electrical engineering				401		22				
	General engineering				4						
	Mechanical engineering				250		19				
	Metallurgical engineering.				3		1				
	Geological engineering				4		1				
	Commercial engineering				275	40	40	4			
	Law		16		135	11	34	2			
	Medicine		184		258	10	61	3			
	Summer school (1927)				300	870					
	Extension classes				[4] 812						
	Military drill				876						
Columbus	Ohio State University	1872	717	101	7,816	3,406	924	529	226	73	
	Arts and sciences		129	32	1,747	797	169	148			
	Graduate				713	332			226	73	
	Agriculture		111	11	486	3	86				
	Veterinary medicine		12		100		13				
	Home economics			17		352		65			
	Architecture		6		83	2	8	1			

[2] Engineering faculty. [3] Junior college. [4] Men and women.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.										
	Commerce		94	10	1,598	378	184	46			
	Education		80	25	441	1,573	65	253			
	Architectural engineering.		5		151	4	7				
	Chemical engineering		6		126	1	13				
	Civil engineering		16		260		37				
	Electrical engineering		14		361		60				
	Industrial engineering		10		88		3				
	Metallurgical engineering.		5		40		7				
	Mechanical engineering		18		233		30				
	Mining engineering		3		24		5				
	Engineering physics		9		23	1	3				
	Ceramics		6		146		31				
	Engineering, unclassified		89		118						
	Law		8		289	16	61	7			
	Medicine		75	8	309	20	75	3			
	Dentistry		13		284	1	46				
	Pharmacy		5		175	20	15	5			
	Applied optics		3		37	1	6	1			
	Summer school (1927)		233	16	1,639	1,441					
	Extension classes				714	165					
	Military drill				4,000						
Oxford	Miami University	1824	97	36	1,009	905	113	109			5
	High school				[4] 129						
	Arts and sciences		76	8	448	227	71	38			
	Commerce				222	5	11	2			
	Education		21	28	210	673	31	69			
	Summer school (1927)		44	15	199	526					
	Extension courses				40	391					
Toledo	University of the City of Toledo.	1872	63	16	1,131	739	31	41	4	4	
	Arts and sciences		44	15	600	459	30	13			
	Graduate				78	62			4	4	
	Special				157	57					
	Home economics			1		12					
	Commerce		6		57	7					
	Education		6		29	136	1	28			
	Engineering		3		133						
	Pharmacy		4		77	6					
	Summer school (1927)		12	3	64	179					
OKLAHOMA											
Chickasha	Oklahoma College for Women (arts and sciences).	1909	4	54		799		85			
Claremore	Oklahoma Military Academy.[3]	1921	[7] 10		189						
	Preparatory		10		135						
	Arts and sciences		9		54						
Goodwell	Panhandle Agriculture and Mechanical College.		8	6	97	128	4	6			
	Arts and sciences		5	6	70	128	4	6			
	Agriculture		3		27						
Miami	Northeastern Oklahoma Junior College.	1920	6	4	75	181					
	Arts and sciences		5	4	60	146					
	Education		1		15	35					
Muskogee	Junior College (arts and sciences.)		1	5	29	50					
Norman	University of Oklahoma	1892	282	65	3,550	1,828	393	259	35	23	
	High school				24	62					
	Arts and sciences		121	40	2,009	1,169	145	151			
	Graduate				127	103			26	21	
	Special				36	41					

[3] Junior college. [4] Men and women. [7] Statistics of 1925–26.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.										
	Home economics			7		142		38			
	Commerce		11	1	233	17	57	2			
	Education		8	3	29	109	14	37	8	2	
	Architectural engineering		2		16		3				
	Chemical engineering		11		25		2				
	Civil engineering		5		64		7				
	Electrical engineering		4		121		18		1		
	Mechanical engineering		3		38		6				
	Engineering geology		12		46		8				
	Engineering physics		4		3						
	Petroleum engineering		3		124		8				
	Engineering, unclassified				332						
	Fine arts		5	4	21	126	1	9			
	Music		14	5	60	254	2	16			
	Journalism		3	2	50	11					
	Law		6		279	5	65	2			
	Medicine		81	2	183	5	39	2			
	Pharmacy		3	1	100	9	18	2			
	Summer school (1927)		105	26	630	1,442					
	Extension classes				463	866					
	Correspondence courses				632	1,076					
	Military drill				1,355						
Stillwater	Oklahoma Agricultural and Mechanical College.	1891	145	52	1,803	1,057	202	130	18	4	
	Noncollegiate		2	2	30	17					
	Arts and sciences		63	26	273	281	36	37			
	Graduate				48	25			10	4	
	Special				78	68					
	Agriculture		37		278	1	49		6		
	Home economics			17		272		59			
	Commerce		11	1	385	94	35	4			
	Education		8	4	94	295	28	30	1		
	Agricultural engineering				11		2				
	Architectural engineering		5	2	75	3	11		1		
	Chemical engineering				61		4				
	Civil engineering		6		115	1	13				
	Electrical engineering		4		231		13				
	Mechanical engineering		4		76		5				
	Industrial engineering		5		48		6				
	Summer school (1927)		138	55	342	875					
	Correspondence courses				372	876					
	Military drill				879						
Tishomingo	Murray State School of Agriculture.[3]		7	5	144	109					
	Preparatory		7	4	85	64					
	Arts and sciences		6	5	59	45					
Wilburton	Eastern Oklahoma College[3]		6	3	124	133					
	Preparatory		2	2	41	40					
	Arts and sciences		4	1	78	88					
	Special				5	5					
	Summer school (1927)		17	4	157	326					
	Extension courses		19		461						
	Correspondence courses				230						
OREGON											
Corvallis	Oregon State Agricultural College.	1870	[5] 224	[5] 58	2,595	1,223	315	189	12	5	
	Graduate				59	27			2	2	
	Special				71	40					
	Agriculture		41	1	293	7	48		8		
	Forestry		6		171	1	17		2		
	Home economics			23		476		87		2	
	Commerce		24	8	823	323	84	37			
	Education		8	5	197	320	16	54		1	

[3] Junior college.

[5] Includes 82 men and 20 women not distributed.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Corvallis	Oregon State Agricultural College—Continued.										
	Chemical engineering		1		104	4	12	3			
	Civil engineering		10		123	1	19				
	Electrical engineering		8		165		51				
	Mechanical engineering		14		97		17				
	Mining engineering		4		51	1	8				
	Industrial arts		5		74		7				
	Engineering, unclassified.				238						
	Pharmacy		5	1	175	36	35	8			
	Military science and tactics.		16		4		1				
	Summer school (1927)		19	24	247	432					
	Extension classes				39						
	Military drill				1,561						
Eugene	University of Oregon	1876	147	38	2,014	1,530	246	219	16	14	1
	High school				77	105					
	Arts and sciences		62	14	863	660	96	97			
	Graduate				87	62			13	13	
	Special				23	22					
	Architecture and allied arts.		9	2	91	142	4	17			
	Commerce		12	1	399	66	41	6			
	Education		11	5	77	157	14	45	3	1	
	Music		8	7	14	125	3	21			
	Journalism		7		107	103	8	15			
	Law		6		65	4	27	2			
	Medicine		18		214	20	46	1			
	Physical education		10	6	58	78	5	12			
	Sociology		4	3	8	47	2	3			
	Summer school (1927)		69	15	332	911					
	Extension classes		61	28	1,035	1,983					
	Correspondence courses		28	20	490	1,241					
	Military drill		4		594						
PENNSYLVANIA											
Mont Alto	Pennsylvania State Forest School.	1903	8		76		14				
State College	Pennsylvania State College	1855	[9] 352	39	3,452	585	591	130	43	6	
	Arts and sciences		121	19	590	119	122	24			
	Graduate				133	32			18	4	
	Special				122	61					
	Agriculture		99	4	472	2	83	1	7	1	
	Forestry		6		79		8				
	Home economics			10		130		24			
	Architecture		4		63	4	8	1			
	Commerce		10		394	7	85	1			
	Education		19	6	231	229	58	79	8	1	
	Architectural engineering.		2		86	1	15				
	Chemical engineering		1		65		15				
	Civil engineering		12		233		33		1		
	Electrical engineering		13		398		72		2		
	Electrochemical engineering.		2		42		8				
	Industrial engineering		13		130		21				
	Mechanical engineering		17		214		35		3		
	Mining engineering		11		83		8		1		
	Sanitary engineering		3		11		4				
	Milling engineering		1		1						
	Railway mechanical engineering.		1		6		2				
	Ceramic engineering		2		28		3				
	Metallurgical engineering.		4		65		11		3		
	Summer school (1927)		128	49	981	1,818					
	Extension classes				[4] 343						
	Correspondence courses				[10] 13,228						
	Military drill		14		1,564						

[4] Men and women.

[9] Includes 11 in engineering not distributed below.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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
PORTO RICO											
Rio Piedras	University of Porto Rico	1903	71	29	628	969	62	45			3
	High school		7	7	125	188					
	Arts and sciences		26	14	98	61	14	7			
	Graduate				5	11					
	Special				11	65					
	Agriculture		8		75		10				
	Home economics			6		55		6			
	Commerce		4		24	14					
	Education		10	2	75	555	4	28			
	Civil engineering				127		18				
	Engineering, unclassified		9		8						
	Sugar chemistry				14		7				
	Law		4		27	1		1			
	Pharmacy		3		39	19	9	3			
	Summer school (1927)		22	14	151	401					
	Military drill				355						
RHODE ISLAND											
Kingston	Rhode Island State College	1890	35	8	411	125	60	18			2
	Art and sciences		15	3	77	21	11				
	Graduate				4						
	Special				6	8					
	Agriculture		9		22	1	7				
	Home economics			5		90		18			
	Commerce		4		83	5	14				
	Chemical engineering				16		4				
	Civil engineering		1		32		9				
	Electrical engineering		2		69		14				
	Mechanical engineering		4		16		1				
	Engineering, unclassified				86						
	Military drill		2		265						
SOUTH CAROLINA											
Charleston	College of Charleston	1790	18		130	127	17	15			
	Arts and sciences		18		121	103	17	15			
	Graduate				5	7					
	Special				4	17					
Do	Medical College of the State of South Carolina.[7]	1823	60		149	7	35	3			
Do	The Citadel, the Military College of South Carolina (arts and sciences).	1842	37		722		75				
Clemson College	Clemson Agricultural College.	1893	81	1	1,212		209				
	Arts and sciences		21	1	92		18				
	Graduate				13						
	Agriculture		24		424		77				
	Architecture		4		61		11				
	Education		5		13		5				
	Civil engineering		3		107		31				
	Electrical engineering		3		39		37				
	Mechanical engineering		3		19		18				
	Textile engineering		5		121		10				
	Engineering, unclassified		6		301						
	Chemistry		7		22		2				
	Summer school (1927)		17		33						
	Military drill		9		1,074						
Columbia	University of South Carolina.	1805	84	13	1,052	557	119	56	12	16	4
	Arts and sciences		61	12	384	217	51	33			
	Graduate				71	85			12	16	
	Special				36	60					
	Commerce		3		197	4	19				
	Education		5	1	106	166	8	22			
	Engineering		6		125	1	18				
	Journalism		1		27	21	2	1			
	Law		6		78	3	17				
	Pharmacy		2		38		4				
	Summer school (1927)		45	5	186	332					

[7] Statistics of 1925–26.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Rock Hill	Winthrop College	1886	18	75		2,054		285			
	High school		3	16		156					
	Arts and sciences		18	58		1,416		243			
	Special					191					
	Home economics			7		180		26			
	Commerce			5		160		3			
	Education					73					
	Music		1	6		73		13			
	Summer school (1927)		26	30		907					
	Extension classes					2,372					
SOUTH DAKOTA											
Brookings	South Dakota State College of Agriculture and Mechanic Arts.	1884	76	23	817	353	92	42	2	1	2
	Noncollegiate				209	44					
	Arts and sciences		36	17	214	165	31	16			
	Graduate				17	5				1	
	Special				21	7					
	Agriculture		30		124	1	18		2		
	Home economics			6		124		25			
	Civil engineering		2		20		10				
	Electrical engineering		2		37		16				
	Mechanical engineering		2		5		2				
	Engineering, unclassified				125	1					
	Music		4	1	1	12					
	Journalism		3		17	3	2				
	Pharmacy		4		65	3	13	1			
	Summer school (1927)		24	4	63	83					
	Military drill				631						
Rapid City	South Dakota State School of Mines.	1885	20	1	296	7	37		2		
	Education		3	1		7					
	Chemical engineering		3		50		7				
	Civil engineering		3		57		11		1		
	Electrical engineering		2		110		10				
	Mining engineering		1		28		1		1		
	Metallurgical engineering.		1		37		8				
	Engineering, unclassified		7		14						
Vermilion	University of South Dakota	1882	80	27	663	483	107	73	3	5	
	Secondary		2	3	18	25					
	Arts and sciences		47	17	399	338	72	70			
	Graduate				14	14			3	5	
	Special				29	75					
	Chemical engineering				7						
	Civil engineering				26		4				
	Electrical engineering				43		7				
	Mechanical engineering				13		1				
	Engineering, unclassified		10		2						
	Music		6	5	5	29		1			
	Law		7		63	2	23	2			
	Medicine		8	2	44						
	Summer school (1927)				80	111					
	Correspondence courses				85	109					
	Military drill				330						
TENNESSEE											
Knoxville	University of Tennessee	1794	351	36	2,112	920	210	131	15	6	
	Arts and sciences		85	11	515	347	38	64			
	Graduate				44	31			7	3	
	Special				80	50					
	Agriculture		15		178	1	25	1	2	1	
	Home economics			8		172		22			
	Commerce				297	2	14				
	Education		8		111	346	14	42	4	2	
	Chemical engineering				17						
	Civil engineering				74	1	10		1		

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TENNESSEE—con.											
Knoxville	University of Tennessee—Continued.										
	Electrical engineering				182		12				
	Mechanical engineering				50		7		1		
	Engineering unclassified		13		74						
	Law		7		47	3	6				
	Medicine		158	9	333	9	61	2			
	Dentistry		44	5	103	1	14				
	Pharmacy		21	3	99	2	9				
	Dental hygiene					6					
	Summer school (1927)		30	11	[4] 1,266						
	Extension classes				502	182					
	Correspondence courses				284	244					
	Military drill				533						
Cookeville	Tennessee Polytechnic Institute.[3]		20	10	232	450					
	Preparatory				65	81					
	Arts and sciences		12	3	92	166					
	Commerce		1	1	21						
	Education		3	4	7	103					
	Engineering		2		11						
	Agriculture		2		36						
	Home economics			2		100					
	Summer school (1927)		17	7	101	305					
TEXAS											
Arlington	North Texas Agricultural College.[3]	1917	25	10	344	110					
	Preparatory		6		204	36					
	Arts and sciences		15	6	55	61					
	Commerce		2	1	14						
	Architectural engineering.		[2] 5		13						
	Chemical engineering				8						
	Civil engineering				12						
	Electrical engineering				16						
	Mechanical engineering				9						
	Agriculture		3		13						
	Home economics			3		13					
	Summer school (1927)		16	5	104	120					
	Military drill		1		135						
Austin	University of Texas	1883	311	82	4,013	2,295	408	310	95	66	
	Arts and sciences		183	65	2,086	1,914	136	274			
	Graduate				251	180			85	65	
	Special				14	28					
	Commerce		19	2	242	29	94	9	6		
	Education		14	5	13	95	1	24		1	
	Architectural engineering.		6		151	23	15	1			
	Chemical engineering				72		9				
	Civil engineering		7		135		12				
	Electrical engineering		7		216		19		3		
	Mechanical engineering		9		107		14		1		
	Mines and metallurgy		9	1	165		7				
	Law		9	1	289	10	59	1			
	Medicine		45	7	236	13	42	1			
	Pharmacy		3	1	46	5					
	Summer school (1927)		203	70	1,546	1,741					
	Extension classes				182	267					
	Correspondence courses				1,261	1,910					
Beaumont	South Park Junior College	1923	6	9	165	125					
	Arts and sciences		6	9	95	125					
	Engineering		2		70						
Brownsville	Junior College of the Lower Rio Grande Valley.		4	4	52	60					
	Arts and sciences		4	4	21	22					
	Special				31	38					

[1] Engineering faculty. [3] Junior college. [4] Men and women.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*

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.											
College Station	Agricultural and Mechanical College of Texas.	1876	200	-----	2,548	-------	297	-----	26	-----	---
	Arts and sciences	------	106	-----	358	-------	33	-----	-----	-----	---
	Graduate	------	-----	-----	67	-------	-----	-----	3	-----	---
	Special	------	-----	-----	45	-------	-----	-----	-----	-----	---
	Agriculture	------	41	-----	602	-------	86	-----	10	-----	---
	Veterinary medicine	------	6	-----	10	-------	2	-----	-----	-----	---
	Architecture	------	7	-----	183	-------	16	-----	-----	-----	---
	Education	------	7	-----	65	-------	28	-----	6	-----	---
	Agricultural engineering	------	-----	-----	19	-------	6	-----	-----	-----	---
	Chemical engineering	------	-----	-----	147	-------	11	-----	-----	-----	---
	Civil engineering	------	9	-----	264	-------	28	-----	4	-----	---
	Electrical engineering	------	10	-----	431	-------	49	-----	2	-----	---
	Mechanical engineering	------	11	-----	254	-------	32	-----	1	-----	---
	Textile engineering	------	3	-----	36	-------	6	-----	-----	-----	---
	Cotton marketing and classing.	------	-----	-----	67	-------	-----	-----	-----	-----	---
	Summer school (1927)	------	70	-----	533	52	-----	-----	-----	-----	---
	Extension classes	------	-----	-----	140	-------	-----	-----	-----	-----	---
	Military drill	------	-----	-----	2,260	-------	-----	-----	-----	-----	---
Clarendon	Junior College (arts and sciences)	------	4	6	33	37	-----	-----	-----	-----	---
	Summer school (1927)	------	3	2	28	28	-----	-----	-----	-----	---
Denton	College of Industrial Arts	1903	38	82	-------	1,702	------	260	-----	-----	---
	Arts and sciences	------	30	46	-------	425	------	65	-----	-----	---
	Home economics	------	-----	25	-------	340	------	52	-----	-----	---
	Commerce	------	1	7	-------	120	------	18	-----	-----	---
	Education	------	14	6	-------	358	------	54	-----	-----	---
	Fine arts	------	-----	17	-------	204	------	31	-----	-----	---
	Music	------	6	7	-------	52	------	8	-----	-----	---
	Journalism	------	4	-----	-------	68	------	11	-----	-----	---
	Speech	------	2	5	-------	135	------	21	-----	-----	---
	Summer school (1927)	------	20	40	-------	662	-----	-----	-----	-----	---
Edinburg	Edinburg College [3]	------	10	10	88	187	-----	-----	-----	-----	---
	Arts and sciences	------	10	10	84	155	-----	-----	-----	-----	---
	Special	------	-----	-----	4	32	-----	-----	-----	-----	---
Gainesville	Junior College (arts and sciences).	------	3	5	36	51	-----	-----	-----	-----	---
Hillsboro	do	------	3	3	73	103	-----	-----	-----	-----	---
Houston	Junior College	------	11	10	211	250	-----	-----	-----	-----	---
	Arts and sciences	------	11	10	165	112	-----	-----	-----	-----	---
	Special	------	-----	-----	46	138	-----	-----	-----	-----	---
	Summer school (1927)	------	11	10	7	225	-----	-----	-----	-----	---
Do	Junior College [10]	------	5	5	24	169	-----	-----	-----	-----	---
	Arts and sciences	------	5	5	16	74	-----	-----	-----	-----	---
	Special	------	-----	-----	8	95	-----	-----	-----	-----	---
	Summer school (1927)	------	7	5	12	263	-----	-----	-----	-----	---
Lubbock	Texas Technological College	1925	82	23	1,032	650	42	35	-----	-----	---
	Arts and sciences	------	60	17	586	514	33	30	-----	-----	---
	Agriculture	------	8	-----	99	2	6	-----	-----	-----	---
	Home economics	------	-----	6	-------	132	------	5	-----	-----	---
	Engineering	------	14	-----	347	2	3	-----	-----	-----	---
	Summer school (1927)	------	44	12	257	450	-----	-----	-----	-----	---
	Extension classes	------	-----	-----	-------	50	-----	-----	-----	-----	---
	Correspondence courses	------	-----	-----	240	122	-----	-----	-----	-----	---
	Military drill	------	-----	-----	124	-------	-----	-----	-----	-----	---
Paris	Junior College	1924	4	4	104	161	-----	-----	-----	-----	---
	Arts and sciences	------	4	4	85	135	-----	-----	-----	-----	---
	Special	------	-----	-----	19	26	-----	-----	-----	-----	---
	Summer school (1927)	------	4	4	21	66	-----	-----	-----	-----	---
Ranger	Junior College (arts and sciences).	------	4	3	22	32	-----	-----	-----	-----	---
San Antonio	do	------	8	7	202	164	-----	-----	-----	-----	---
	Summer school (1927)	------	4	4	30	74	-----	-----	-----	-----	---

[3] Junior college.

[10] Colored.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Stephenville	John Tarleton Agricultural College.[3]	1917	39	22	514	497					
	Preparatory				76	48					
	Arts and sciences		16	12	122	191					
	Special				23	62					
	Commerce		3	1	99	25					
	Engineering		6		70						
	Agriculture		12		114	7					
	Home economics			6		148					
	Architecture		1		8						
	Fine arts		4	3	2	16					
	Summer school (1927)		30	9	180	360					
	Military drill		2		420						
Texarkana	Junior College		5	4	66	84					
	Arts and sciences		5	4	63	82					
	Special				3	2					
	Summer school (1927)		2	2	8	16					
Tyler	Junior College		3	7	36	90					
	Arts and sciences		3	7	32	60					
	Special				4	30					
	Summer school (1927)		3	7	5	3					
Victoria	Junior College (arts and sciences).		4	5	25	32					
Wichita Falls	Junior College (arts and sciences).		6	12	180	163					
	Summer school (1927)		5	6	161	188					
UTAH											
Logan	Agricultural College of Utah	1890	64	11	721	501	114	49	9	3	
	Arts and sciences		26	3	205	160	24	17			
	Graduate				33	10			1		
	Special				52	18					
	Agriculture		16		175		21		5		
	Home economics			5		123		22		1	
	Commerce		6	1	147	53	38		1	1	
	Education		3	1	45	147	17	10	1	1	
	Engineering		13	2	97		14		1		
	Summer school (1927)		62	16	254	246					
	Extension classes				18	13					
	Correspondence courses				167	137					
	Military drill				377						
Salt Lake City	University of Utah	1850	108	52	1,795	1,270	207	145	16	3	
	Arts and sciences		62	34	610	420	42	37			
	Graduate				96	32			10	3	
	Special				116	82					
	Commerce		9		436	70	53	14			
	Education		10	17	173	742	32	92	1		
	Civil engineering		1	1	20		8				
	Electrical engineering		2		43		17				
	General engineering				14		5				
	Mining engineering		2		14		3				
	Geological engineering		2		30		14				
	Engineering, unclassified		4		245				5		
	Law		6		58	2	9				
	Medicine		10		55	2	23	2			
	Pharmacy				24	3	1				
	Summer school (1927)		40	19	277	636					
	Extension courses				1,815	1,510					
	Correspondence courses				258	346					
	Military drill				579						

[3] Junior college.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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
VERMONT											
Burlington	University of Vermont and State Agricultural College.	1880	166	29	751	484	134	89	6	2	4
	Arts and sciences		82	22	446	378	65	71			
	Graduate				5	7			4	2	
	Agriculture		15		31	2	9		2		
	Home economics			6		86		15			
	Civil engineering		18		56		9				
	Electrical engineering				54		16				
	Mechanical engineering				40		9				
	Medicine		51	1	119	11	26	3			
	Summer school (1927)		26	15	123	750					
	Military drill				437						
VIRGINIA											
Blacksburg	Virginia Agricultural and Mechanical College and Polytechnic Institute.	1872	106	5	1,217	49	177	3	13	1	
	Arts and sciences		45		77	18	3	2			
	Graduate				60	4			2	1	
	Special				6						
	Agriculture		22		82	1	11		3		
	Home economics			5		18					
	Commerce		6		278	7	36	1			
	Education		4		69		11		1		
	Agricultural engineering		4		29		2				
	Chemical engineering		2		51		11				
	Civil engineering		4		133	1	29				
	Electrical engineering		3		312		52		3		
	Mechanical engineering		14		104		17		3		
	Mining engineering		2		16		5		1		
	Summer school (1927)				190	32					
	Military drill				1,107						
Charlottesville	University of Virginia	1825	183	3	2,085	111	[11] 245	28	44	17	
	Arts and sciences		111		1,014	1	99	1			
	Graduate				106	38			44	17	
	Special				48	4					
	Architecture		3		69		2				
	Commerce		9		140	2	8				
	Education		8	2	49	55	6	26			
	Chemical engineering		6		19	1					
	Civil engineering		2		37		1				
	Electrical engineering		2		61						
	General engineering		22		1						
	Mechanical engineering		2		23		1				
	Mining engineering		3		5						
	Law		8		274	1	62				
	Medicine		47	1	239	9	54	1			
	Summer school (1927)		105	24	859	1,882					
	Extension classes				74	738					
Lexington	Virginia Military Institute	1839	55		713		91		12		
	Arts and sciences		43		67		28		9		
	Chemical engineering		4		56		19				
	Civil engineering		5		70		24		3		
	Electrical engineering		3		49		20				
	Engineering, unclassified				471						
	Summer school (1927)		13		74						
	Military drill				713						
Richmond	Medical College of Virginia	1832	170	20	555	225	111	4			1
	Medicine		138	4	352	7	89	3			
	Dentistry		38	3	102		9				
	Pharmacy		22	2	101	6	13	1			
	Nursing		20	13		212					
Williamsburg	College of William and Mary.	1693	50	18	687	601	45	78	1	1	
	Arts and sciences		50	18	664	580	45	78			
	Special				23	21					
	Summer school (1927)		39	18	281	567					
	Extension courses				331	809					

[11] Includes 12 in engineering not distributed.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Centralia	Junior College (arts and sciences).		2	5	50	45					
Mount Vernon	do		3	2	23	20					
Pullman	State College of Washington	1892	146	44	1,871	1,131	259	172	31	8	1
	Arts and sciences		53	19	663	455	86	59			
	Graduate				56	27			15	4	
	Special				15	8					
	Agriculture		25		202	3	22		3		
	Home economics			7		164		25		1	
	Veterinary medicine		5		76		7				
	Education		7	1	168	167	41	53	9	3	
	Architectural engineering		4		44	1	2				
	Civil engineering		5		47	1	9		1		
	Electrical engineering		5		156	1	29		1		
	Hydroelectrical engineering.				18		7				
	Mechanical engineering		6		71		16		1		
	Mining engineering		4		41	1	3	1			
	Mathematics		6	2	8	14	2	4			
	Physics		5		5	2		1	1		
	Engineering, unclassified.				62						
	Fine arts		5	3	43	102	7	9			
	Music		6	6	23	104	2	10			
	Pharmacy		3	1	101	19	26	4			
	Physical education		7	5	72	62	3	9			
	Summer school (1927)		25	10	134	239					
	Extension classes				175	704					
	Correspondence courses				272	301					
	Military drill		10		939						
Seattle	University of Washington	1861	272	59	4,865	3,488	[12] 497	559	68	60	
	Arts and sciences		137	26	1,781	1,883	153	242			
	Graduate				302	243			52	52	
	Special				37	62					
	Forestry		6		167	1	18		2		
	Home economics			10		235		35			
	Commerce		27	1	1,060	222	118	25	5	4	
	Education		10	1	58	151	50	131			
	Chemical engineering		[2] 44		72		11				
	Civil engineering				71	1	11				
	Electrical engineering				223	2	44	1	1		
	Mechanical engineering				70		11		1		
	Mining engineering		3		28	1	3	1	3		
	Engineering, unclassified.				342	2					
	Fine arts and music		21	17	219	655	8	79	2	1	
	Journalism		4		38	28	9	9			
	Law		8		207	13	37				
	Pharmacy		7	1	132	25	8	7	2	3	
	Fisheries		3		115	2	7				
	Library science		2	3	2	40	2	29			
	Summer school (1927)		131	45	1,022	2,227					
	Extension classes				612	2,648					
	Correspondence courses				929	642					
	Military drill				1,422						
WEST VIRGINIA											
Institute	West Virginia State College.[10]		20	9	305	383	12	14			
	Preparatory				87	111					
	Arts and sciences		12	1	146	105	10	6			
	Special				1	3					
	Commerce		2	1	43	30	1	1			
	Education		1	2	2	74		2			

[2] Engineering faculty.
[10] Colored.
[12] Includes 7 in commercial engineering not listed below.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
WEST VIRGINIA—continued											
Institute	West Virginia State College—Continued.										
	Mechanical engineering		1		5						
	Agriculture		2		9						
	Home economics			4		45		5			
	Music		2	1	12	15	1				
	Summer school (1927)				52	250					
	Extension courses				15	75					
Keyser	Potomac State School [2]	1902	5	10	124	129					
	Preparatory				18	4					
	Arts and sciences		3	5	68	59					
	Special		2	5	55	72					
	Summer school (1927)		5	6	17	92					
Montgomery	New River State School [3]	1907	24	3	183	379					
	Arts and sciences		21	3	162	379					
	Civil engineering		3		21						
	Summer school (1927)		18	4	94	312					
Morgantown	West Virginia University	1868	186	35	2,158	1,216	247	137	33	9	
	High school				60	84					
	Arts and sciences		86	18	882	606	150	105			
	Graduate				220	92			24	9	
	Special				19	39					
	Agriculture		30		167		15		5		
	Home economics			7		142		28			
	Education		6	3	106	119					
	Chemical engineering		4		54	1	4		1		
	Civil engineering		7		86	1	7	1			
	Electrical engineering		6		158		19				
	Mechanical engineering		15		45		4		1		
	Mining engineering		2		37		7		2		
	Engineering, unclassified				6						
	Music		4	7	21	121		1			
	Law		6		143	7	35				
	Medicine		19		109	2					
	Pharmacy		3		45	2	6	2			
	Summer school (1927)		98	17	570	622					
	Extension classes				32						
	Military drill		9		954						
WISCONSIN											
Madison	University of Wisconsin	1848	527	139	6,236	3,843	701	661	306	135	6
	Noncollegiate		1	8	210	197					
	Arts and sciences		227	52	3,151	2,237	314	464			
	Graduate				726	362			[13]246	124	
	Special				24	60					
	Agriculture		76	2	296	7	41		55	11	
	Home economics			19		306		76			
	Commerce		9	1	172	29	63	10			
	Education		7	4	73	157	11	26			
	Chemical engineering		[1]82		104		19				
	Civil engineering				266		30		3		
	Electrical engineering				355	1	65		1		
	Mechanical engineering				205	1	31		1		
	Mining engineering				25		4				
	Music		9	7	21	126	3	18			
	Journalism		6	1	55	73	14	31			
	Law		11		291	15	67				
	Medicine		79	5	240	19	25				
	Nursing			19		105		1			
	Pharmacy		4	1	102	15	9	2			
	Physical education		21	13	124	145	5	36			
	Library science			7		7					
	Summer school (1927)		184	52	2,040	3,062					
	Extension courses				3,610	2,215					
	Correspondence courses				7,512	4,924					
	Military drill		9		1,474						

[1] Engineering faculty. [2] Junior college. [13] Includes 15 advanced degrees in engineering not listed below.

TABLE 25.—*Publicly controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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
WYOMING											
Laramie	University of Wyoming	1867	72	43	763	623	49	51	13	5	
	High school		2	6	94	89					
	Arts and sciences		29	18	225	124	22	18			
	Graduate				18	22			6	5	
	Special				63	61					
	Agriculture		14		64		6		4		
	Home economics			4		48		6			
	Commerce		4	1	71	67	4	7			
	Education		5	8	33	196	5	14	2		
	Civil engineering		3		29	1	2		1		
	Electrical engineering		1		64						
	Mechanical engineering		3		21		2				
	Mining engineering		2		22		3				
	Engineering, unclassified				22						
	Music		3	4	1	3					
	Law		6		27	2	2	1			
	Physical education		3	4	9	10	3	5			
	Summer school (1927)		46	33	289	1,079					
	Extension classes				26	115					
	Correspondence courses				[4] 749						
	Military drill				372						

[4] Men and women.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Property, 1927–28*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
Alabama Polytechnic Institute	50,000	$496,785	$154,000	$1,265,500	$160,000	----------	$253,500
Alabama College	19,202	180,000	15,000	945,500	605,000	----------	582,722
University of Alabama	75,000	328,450	175,000	1,587,411	263,153	----------	1,958,989
Alaska Agricultural College and School of Mines	8,056	134,299	5,168	216,810	60,000	----------	50,000
University of Arizona	73,000	704,274	448,300	1,859,624	463,335	----------	672,137
University of Arkansas	82,000	705,000	140,000	1,375,000	125,000	----------	132,667
Fourth District Agricultural and Mechanical College (Ark.)	4,076	38,487	24,850	309,595	120,000	----------	----------
State Agricultural and Mechanical College (Magnolia, Ark.)	3,000	45,874	20,000	198,870	54,500	$46,207	----------
University of California	1,039,145	6,658,503	7,717,222	16,104,544	104,272	2,091,778	13,280,313
University of Colorado	185,000	1,296,322	522,025	5,041,137	----------	----------	75,000
Colorado Agricultural College	57,626	666,705	161,473	2,500,000	----------	114,312	401,893
Colorado School of Mines	21,350	476,710	118,407	471,992	----------	----------	----------
Connecticut Agricultural College	21,000	760,506	109,695	2,113,887	690,500	----------	135,000
University of Delaware	38,000	651,299	270,675	1,757,829	636,741	----------	533,666
Gallaudet College (D. C.)	7,500	85,000	800,000	700,000	400,000	----------	61,000
University of Florida	58,000	2,353,620	600,000	1,823,055	296,825	172,000	325,046
Florida State College for Women	28,000	325,000	350,000	2,220,000	990,000	10,000	100,000
University of Georgia	63,500	529,500	1,023,000	2,390,000	340,000	21,610	410,202
Georgia School of Technology	25,000	1,115,000	405,000	1,435,000	375,000	74,000	200,000
Medical College of Georgia	6,100	49,200	100,000	50,000	----------	----------	25,000
North Georgia Agricultural College	12,000	14,113	5,000	100,000	40,000	----------	2,000
Georgia State College for Women	18,000	108,000	110,000	1,100,000	750,000	----------	----------
South Georgia Agricultural and Mechanical College	3,000	48,052	47,250	129,075	75,000	10,923	----------
University of Hawaii	44,054	368,612	1,696,952	609,816	43,315	----------	6,295
University of Idaho	90,500	609,500	130,000	1,300,000	500,000	----------	2,016,400
Southern Branch, University of Idaho	12,000	220,000	200,000	690,000	120,000	----------	----------
University of Illinois	460,307	5,153,292	1,564,568	15,508,680	498,607	----------	1,109,320
Indiana University	197,700	1,298,367	550,000	5,396,778	515,000	----------	927,329
Purdue University (Ind.)	100,103	1,624,210	491,842	3,591,125	202,150	340,114	351,733
Iowa State College of Agriculture and Mechanic Arts	157,070	3,170,295	694,718	6,011,387	813,261	----------	695,042
State University of Iowa	337,441	3,665,466	1,611,901	7,450,081	708,432	1,047,096	284,890
University of Kansas	202,098	2,243,885	485,000	3,255,000	250,000	----------	236,500
Kansas State Agricultural College	90,000	1,422,764	679,357	2,876,135	175,000	195,072	505,509
Municipal University of Wichita (Kans.)	30,000	143,501	116,666	238,395	----------	9,389	95,285
University of Kentucky	83,360	698,545	477,605	1,912,649	414,074	----------	184,078

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TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farm)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
University of Louisville (Ky.)	15,813	$357,442	$957,505	[1]		$60,248	$627,552
Louisiana State University and Agricultural and Mechanical College	64,042	764,414	600,000	$5,055,000	$475,000		318,213
Southwestern Louisiana Institute	13,000	124,500	105,000	640,000	250,000		
Louisiana Polytechnic Institute	6,250	76,500	75,000	858,575			
University of Maine	76,360	501,337	40,985	1,045,416	163,487		866,823
United States Naval Academy (Md.)	70,000	1,250,000	396,475	14,879,070	7,466,626		
University of Maryland	52,473	912,545	298,900	2,683,493	425,500		117,644
Massachusetts Agricultural College	79,800	916,061	220,323	1,581,149	192,383		240,667
Lowell Textile Institute (Mass.)	2,000	357,500	109,639	330,850			
University of Michigan	681,025	8,502,815	4,617,216	19,182,745	2,754,359		3,235,755
College of the City of Detroit	[2] 17,000	235,181	531,885	1,004,462			
Detroit College of Medicine (Mich.)	[2] 20,000	114,274	67,640	536,740			
Michigan State College of Agriculture and Applied Science	58,452	1,567,148	174,222	4,184,200	161,000		1,053,898
Michigan College of Mines	34,400	547,258	142,000	532,266			40,485
University of Minnesota	525,000	4,842,175	6,619,016	15,038,596	950,490	1,590,838	7,654,579
Mississippi Agricultural and Mechanical College	49,719	966,555	277,395	1,651,605	321,135		239,788
Pearl River College (Miss.)		16,000	150,000	650,000	200,000	20,000	
Mississippi State College for Women	23,000	197,450	200,000	2,175,000	768,000		[2] 156,489
University of Mississippi	46,000	515,300	157,800	2,220,000	330,000		710,153
University of Missouri	339,312	2,748,146	897,443	5,254,647	34,000		1,912,801
Montana State College of Agriculture and Mechanic Arts	34,180	387,424	205,305	1,540,000	65,000		785,417
Montana State School of Mines	12,600	90,762	707,030	[1]			
State University of Montana	145,000	388,005	229,865	1,666,546	435,867		838,179
University of Nebraska	251,798	2,228,496	2,957,131	5,164,740	123,325		950,841
University of Nevada	48,934	354,357	139,800	1,385,716	172,516		335,696
University of New Hampshire	63,000	425,000	81,000	2,001,000	250,000		1,040,000
Newark College of Engineering (N. J.)	4,400	173,000	143,000	725,000			10,000
Rutgers University (N. J.)	172,096	1,700,685	1,887,986	5,252,003	1,211,962		3,668,476
State University of New Mexico	31,981	408,650	185,000	553,475	102,500		510,600
New Mexico Military Institute	5,702	70,000	50,000	816,210	300,000		
New Mexico School of Mines	1,550	84,746	25,000	224,625	58,000	2,500	330,000
New Mexico College of Agriculture and Mechanic Arts	25,600	277,000	57,500	420,000	50,000		122,202
College of the City of New York	98,000	771,382	3,399,119	4,495,877			101,050

[1] Included in preceding column.

[2] Figures for 1925–26.

Hunter College of the City of New York	37,085	350,000	7,000,000	1,500,000			
New York State College of Forestry	7,071	235,000	140,000	475,000	200,000		
United States Military Academy (N. Y.)	108,000	700,000	4,740,036	24,047,137	2,718,000	3,232,500	
University of North Carolina	205,000	1,150,181	355,233	4,899,279	2,116,233	1,545,181	2,137,648
North Carolina College for Negroes	5,260	14,500	162,900	65,395	31,000		
North Carolina College for Women	45,587	763,553	839,726	4,471,088	1,815,634		
North Carolina College of Agriculture and Engineering	23,886	496,109	166,867	3,366,109	1,053,961	100,000	125,000
North Dakota State School of Forestry	2,300	31,942	12,000	96,994	17,489	11,831	
North Dakota Agricultural College	44,058	938,003	143,710	1,611,442	246,646		1,561,081
University of North Dakota	87,947	727,870	153,400	1,278,300	163,800		1,700,000
North Dakota State School of Science	3,360	113,745	25,000	377,030	103,100		451,110
University of Akron (Ohio)	25,000	214,000	336,000	450,000			70,000
Ohio University	65,000	692,998	2,405,027	(1)			72,290
University of Cincinnati (Ohio)	178,201	1,252,731	789,615	3,074,030	272,319		6,239,545
Ohio State University	316,447	3,298,764	3,425,632	9,172,501	264,102		1,129,590
Miami University (Ohio)	96,300	481,000	280,000	2,624,665	1,150,465		257,130
University of the City of Toledo (Ohio)	21,770	105,000	330,000	350,000			
Oklahoma College for Women	15,000	130,000	25,000	1,250,000	500,000		
Oklahoma Military Academy [2]	1,800	11,761	2,537	189,820	90,000		
Panhandle Agricultural and Mechanical College (Okla.)	4,000	56,388	25,735	370,533	50,000	11,174	
Murray State School of Agriculture (Okla.)	3,500	28,317	13,463	250,709	135,000		
Eastern Oklahoma College	483	25,750	4,500	264,000	140,000		
Northeastern Oklahoma Junior College	4,000	15,500	5,000	100,000			
University of Oklahoma	100,000	1,041,999	129,914	3,148,940	300,000		3,200,000
Oklahoma Agricultural and Mechanical College	47,000	908,391	142,712	2,022,262	387,000		
Oregon State Agricultural College	77,653	1,561,518	746,266	3,987,350	741,854		203,563
University of Oregon	195,491	892,219	408,552	2,890,258	541,782		166,467
Pennsylvania State Forest School	2,150	33,009	240,000	287,500	80,000		
Pennsylvania State College	108,569	3,397,736	186,187	5,960,000	1,050,000		517,000
University of Porto Rico	19,471	325,836	78,702	565,127	67,630		223,590
Rhode Island State College	20,000	282,000	18,000	700,000	150,000		50,000
College of Charleston (S. C.)	23,991	75,000	150,000	250,000	20,000		422,000
The Citadel, the Military College of South Carolina	10,000	196,600	900,000	1,517,500			
Clemson Agricultural College (S. C.)	24,398	463,113	362,329	1,346,958	1,065,958		154,440
University of South Carolina	87,614	589,500	1,024,254	1,220,950	387,000		
Winthrop College (S. C.)	32,000	669,727	510,732	1,876,000	672,000		
South Dakota State College of Agriculture and Mechanic Arts	38,056	606,791	95,680	1,181,722	231,000		747,198
South Dakota State School of Mines	11,500	303,520	33,089	395,853			85,000
University of South Dakota	65,000	313,000	60,000	1,000,000	230,000	50,000	
Tennessee Polytechnic Institute	6,775	28,550		400,000	125,000	100,000	
University of Tennessee	96,173	1,170,479	2,037,730	3,475,879	294,816		446,260
North Texas Agricultural College	5,086	108,729	37,000	390,000	10,000	2,500	
University of Texas	413,949	3,602,801	2,115,765	4,772,529	520,317		21,060,521
Agricultural and Mechanical College of Texas	89,445	1,859,111	508,104	4,222,322	864,511		209,000
College of Industrial Arts (Tex.)	33,000	656,468	285,569	1,490,000	440,000		
Texas Technological College	14,623	355,600	335,744	1,239,679			
John Tarleton Agricultural College (Tex.)	11,418	200,468	123,050	478,051	61,000		115,906
Agricultural College of Utah	49,379	328,685	64,500	1,221,700			298,439
University of Utah	95,319	610,000	100,000	1,600,000		50,000	775,620
University of Vermont and State Agricultural College	123,508	[2] 361,205	100,000	1,950,000	303,000	494,832	1,554,235
Virginia Agricultural and Mechanical College and Polytechnic Institute	40,000	809,200	252,700	2,621,480	528,400		344,312

[1] Included in preceding column.

[2] Figures for 1925–26.

TABLE 26.—*Publicly controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farm)	Value of buildings (including domitories)	Value of domitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
University of Virginia	157,446	$463,247	$740,000	$2,275,187	$76,500	----------	$4,061,632
Virginia Military Institute	[2] 30,000	153,687	184,394	1,233,154	518,132	$31,002	103,600
Medical College of Virginia	11,141	165,202	153,799	977,594	151,594	----------	123,311
College of William and Mary (Va.)	56,000	310,000	300,000	2,409,000	995,000	91,500	332,557
State College of Washington	145,000	906,566	282,120	2,201,264	215,986	----------	2,690,778
University of Washington	253,842	1,890,768	1,146,459	4,861,056	41,933	----------	4,653,718
West Virginia Collegiate Institute [3]	10,180	170,770	49,000	698,477	337,982	32,070	----------
Potomac State School (W. Va.)	4,200	35,000	86,000	371,500	155,000	----------	----------
New River State School (W. Va.)	14,560	215,000	120,437	470,000	----------	20,000	----------
West Virginia University	92,151	977,728	1,633,437	4,252,446	200,000	212,468	115,000
University of Wisconsin	377,500	4,768,869	1,748,876	10,398,130	500,000	----------	910,737
University of Wyoming	69,000	548,000	366,100	1,889,000	335,000	----------	2,123,624

[2] Figures for 1925–26.

[3] Colored.

TABLE 27.—*Publicly controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*

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 board and room rent	For other noneducational services		For increase of plant	For current expenses		For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Alabama Polytechnic Institute	$138,889	$31,649	$58,785	$20,280	$28,725	$643,109	$311,663			$11,255	$339,756	$1,584,111	$1,584,111
Alabama College	96,019	196,831		34,963	15,000	258,871	5,373	$13,500			70,623	691,180	691,180
University of Alabama	283,859	75,418		126,414		493,434	4,479	50,000			28,361	1,061,965	1,061,965
Alaska Agricultural College and School of Mines	967	3,721			36,000	54,300	50,000				1,925	146,913	146,913
University of Arizona	103,675	105,965	87,287	55,097		674,433	152,761		$334		92,163	1,271,715	1,271,381
University of Arkansas	97,416	6,151		6,633		689,250	273,851			1,080	229,808	1,304,189	1,304,189
State Agricultural and Mechanical College (Ark.)	6,020	37,736				93,500	1,000				11,852	150,108	150,108
Fourth District Agricultural and Mechanical College (Ark.)	3,588				15,000	95,000					20,450	134,038	134,038
University of California	1,591,736	34,369		532,252	1,862,818	6,210,326	258,535	312,327	1,324,568	355,990	1,136,903	13,619,824	12,295,256
University of Colorado	380,956			4,218	184,259	806,522				51,000	372,848	1,799,803	1,799,803
Colorado Agricultural College	43,301		63,270	25,540	130,395	488,831	188,792				166,723	1,106,852	1,106,852
Colorado School of Mines	44,757		9,856			257,025					14,971	326,609	326,609
Connecticut Agricultural College	91,615	149,042	18,391	10,103	229,324	370,916	147,202			2,393	276,904	1,295,890	1,295,890
University of Delaware	74,944	111,495	4,658	25,796	225,000	208,824	136,092			4,694	28,430	819,933	819,933
Gallaudet College	7,532		172	219			139,904				9,169	156,996	156,996
University of Florida	130,864	100,976	133,786	13,557	154,249	1,144,388	191,816				226,828	2,096,464	2,096,464
Florida State College for Women	70,572	257,190		6,150	200,000	371,175	2,200				36,295	943,582	943,582
University of Georgia	197,946	113,533		27,283		585,930	286,854	2,195	275,482		130,162	1,619,385	1,343,903
Georgia School of Technology	264,800	67,206	34,750	6,000		347,500	3,000		17,940		13,960	755,156	737,216
Medical College of Georgia	13,980			1,506		107,429					46,318	169,233	169,233
North Georgia Agricultural College		18,000		2,000	51,000						9,364	80,364	80,364
Georgia State College for Women	43,654	200,987				197,500						442,141	442,141
South Georgia Agricultural and Mechanical College	6,542	14,495				50,000					12,828	83,865	83,865
University of Hawaii	38,896	24,055		1,070	270,500	271,749	52,211		700	305	64,130	723,616	722,916
University of Idaho	46,787	112,008		113,744		807,838	162,868				106,331	1,349,576	1,349,576
Southern Branch, University of Idaho	15,000			18,000	50,000	192,000					8,000	283,000	283,000
University of Illinois	851,141	145,495		32,451	1,331,897	4,501,515	364,546		51,506	81,544	589,243	7,949,338	7,897,832
Indiana University	531,480	218,675		46,501	150,000	1,460,000				548,113	780,396	3,735,165	3,735,165
Purdue University (Ind.)	319,141	18,482	171,467	17,000	162,281	1,870,900	338,471	19,253		850	1,018,379	3,936,224	3,936,224

TABLE 27.—*Publicly controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—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 board and room rent	For 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
Iowa State College of Agriculture and Mechanic Arts	$387,219	$105,621		$35,506	$421,500	$2,340,000	$309,345				$541,281	$4,140,472	$4,140,472
State University of Iowa	660,171	259,680		13,093	765,000	2,025,527	11,712	$1,046,203		$20,600	1,673,346	6,475,332	6,475,332
University of Kansas	372,400	90,360		13,440	445,900	1,145,500					260,920	2,328,520	2,328,520
Kansas State Agricultural College	263,094	88,271	$76,227	29,512	223,700	1,235,320	257,291			4,191	318,508	2,496,114	2,496,114
Municipal University of Wichita (Kans.)	85,421	15,434	3,259	4,658	33,128	86,872					21,442	250,214	250,214
University of Kentucky	172,127	76,754		10,344	85,375	1,224,075	323,693			6,279	317,423	2,216,070	2,216,070
University of Louisville (Ky.)	210,628			21,414		194,635			$163,982		17,242	607,901	443,919
Louisiana State University and Agricultural and Mechanical College	100,221		82,627	14,556	93,750	833,259	240,579	1,326		4,338	223,815	1,594,471	1,594,471
Southwestern Louisiana Institute	43,124	59,063	12,597		151,000	192,500					77,690	535,974	535,974
Louisiana Polytechnic Institute	17,572	101,613			62,760	214,500					1,857	398,302	398,302
University of Maine	189,414	118,337		34,415	59,318	508,346	182,451	101,146			81,965	1,275,392	1,275,392
United States Naval Academy (Md.)							1,889,000					1,889,000	1,889,000
University of Maryland	577,276	136,328		6,832	445,000	693,621	204,840	3,068	5,875	4,125	712,695	2,789,660	2,783,785
Massachusetts Agricultural College	58,265	149,961	21,510	10,613	50,722	912,522	136,793				168,185	1,508,571	1,508,571
Lowell Textile Institute (Mass.)	38,518					161,500					2,346	202,364	202,364
University of Michigan	1,163,000		160,097	208,844	1,220,293	4,174,118	10,831	309,976	81,406		3,285,387	10,613,952	10,532,546
College of the City of Detroit (Mich.)	218,303					460,075					292,577	970,955	970,955
Detroit College of Medicine (Mich.)	58,780					164,025						222,805	222,805
Michigan State College of Agriculture and Applied Science	281,140	25,358		55,510	228,000	1,902,990	279,914				423,399	3,196,311	3,196,311
Michigan College of Mines	8,285				79,960	234,345			40,485			363,075	322,590
University of Minnesota	1,045,349	387,369	386,706	955,285	596,506	4,041,397	293,633		197,671		1,821,058	9,724,974	9,527,303
Mississippi Agricultural and Mechanical College	70,724	217,592	33,718	14,387	49,057	545,578	282,038				494,280	1,707,374	1,707,374
Mississippi State College for Women	86,404	174,862		9,389	7,500	212,849	482	2,630			10,443	504,559	504,559
Pearl River College (Miss.)	6,553	14,677			19,500	44,603						85,333	85,333
University of Mississippi	93,000	35,000		44,028	1,600,000	154,000					40,000	1,966,028	1,966,028
University of Missouri	447,079	68,781	160,235	96,345	30,138	1,690,117	349,475	35,222	11,902	8,121	770,741	3,668,156	3,656,254
Montana State College of Agriculture and Mechanic Arts	38,299	16,447	11,863	41,812		415,911	174,747		5,000		81,891	785,970	780,970
Montana State School of Mines	7,339			40,505	9,865	49,189						106,898	106,898
State University of Montana	76,863	107,908	77,123	34,392	17,602	350,783	2,845		24,941	3,500	18,131	714,088	689,147

University of Nebraska	479,074	181,718		56,774	284,756	1,848,441	236,076				614,004	3,700,843	3,700,843
University of Nevada	45,542	54,897	34,474	16,119	41,061	254,014	150,536	3,000	4,258	21,250	59,383	684,534	680,276
University of New Hampshire	183,902	193,642	22,803	37,634	225,000	432,184	147,820			1,771	213,005	1,457,761	1,457,761
Newark College of Engineering (N. J.)	35,000			2,000		90,000		26,000			12,000	165,000	165,000
Rutgers University (N. J.)	643,156	454,926		187,724	276,817	1,179,902	208,803		147,165	451,339	284,570	3,834,402	3,687,237
State University of New Mexico	34,698	32,281		51,466		118,887					199,949	437,281	437,281
New Mexico Military Institute			285,082	20,140	100,000	52,500					8,695	466,417	466,417
New Mexico School of Mines	5,108	14,786	813	18,316	75,000	37,000					5,123	156,146	156,146
New Mexico College of Agriculture and Mechanic Arts	7,576	15,669	2,042	27,248		129,246	161,036				78,959	421,776	421,776
College of the City of New York	232,760			5,530		1,387,401			2,896		34,683	1,663,270	1,660,374
Hunter College of the City of New York						2,199,606						2,199,606	2,199,606
New York State College of Forestry	44,134				40,000	261,500			7,178		6,154	358,966	351,788
United States Military Academy (N. Y.)							3,107,587					3,107,587	3,107,587
University of North Carolina	310,665	293,467		95,412	511,779	830,306		173,274		10,000	1,012,410	3,237,313	3,237,313
North Carolina College for Negroes	12,463	15,078	178			35,725				11,950	2,319	77,713	77,713
North Carolina College for Women	131,896	449,150			410,000	446,000				24,000	95,103	1,556,149	1,556,149
North Carolina College of Agriculture and Engineering	140,312	250,282	58,724	7,500	349,739	647,006	336,749			3,258	303,699	2,097,269	2,097,269
North Dakota School of Forestry	4,000	[1]			5,225	34,185	3,500					46,910	46,910
North Dakota Agricultural College	45,505	25,300		76,623	14,876	492,107	198,930			9,000	130,744	993,085	993,085
University of North Dakota	64,500	72,986		68,752	46,424	662,346					34,713	949,721	949,721
North Dakota State School of Science	5,586	10,904	2,485	19,593	75,548	45,555	8,547					168,218	168,218
University of Akron (Ohio)	102,163			4,820		183,907					5,844	296,734	296,734
Ohio University	101,396	63,120	9,753		183,500	472,211	5,051				11,059	846,090	846,090
University of Cincinnati (Ohio)	715,084	29,851		375,180		571,169		413,330	76,434	98,197	50,932	2,330,177	2,253,743
Ohio State University	717,080	126,648	221,214	65,967	737,071	3,433,420	278,775			22,027	1,201,861	6,804,063	6,804,063
Miami University (Ohio)	127,524	295,109		13,963	76,456	492,051	2,592		4,453	15,000	8,311	1,035,459	1,031,006
University of the City of Toledo (Ohio)	54,037			532		176,276					6,159	237,004	237,004
Oklahoma College for Women						170,000	200					170,200	170,200
Oklahoma Military Academy [2]	3,150	24,382			15,000	42,500						85,032	85,032
Panhandle Agricultural and Mechanical College (Okla.)	14,579	8,634	9,933	2,736	135,000	97,000						267,882	267,882
Murray State School of Agriculture (Okla.)	4,888	20,508			77,000	55,410						157,806	157,806
Eastern Oklahoma College		11,530	3,500		150,000	50,000						215,030	215,030
Northeastern Oklahoma Junior College	1,000					34,000						35,000	35,000
University of Oklahoma	249,810	52,348	48,325	142,000	640,000	1,095,500						2,227,983	2,227,983
Oklahoma Agricultural and Mechanical College	48,134	49,673	56,510	155,000	170,000	810,000	281,423		2,560		470,858	2,044,158	2,041,598
Oregon State Agricultural College	268,946	159,837		10,992		1,476,687	176,381			6,267	176,953	2,276,063	2,276,063
University of Oregon	309,201	125,092		8,588		1,103,055				47,205	94,721	1,687,862	1,687,862
Pennsylvania State Forest School	1,830	19,805			22,803	13,667					22,440	80,545	80,545
Pennsylvania State College	789,244	141,201		26,020	51,980	1,430,967	488,335	323,857		21,809	601,860	3,875,273	3,875,273
University of Porto Rico	41,249	15,927		4,066	4,413	[3] 605,298	50,384			3,000	23,265	747,602	747,602
Rhode Island State College	13,274	111,297		2,500		151,966	130,871				49,603	459,511	459,511
College of Charleston (S. C.)	2,411	200		14,430		56,110			100,000		2,100	175,251	75,251
The Citadel, the Military College of South Carolina	232,641	[1]			10,865	161,207		10,056			6,566	421,335	421,335

[1] Included in preceding column.

[2] Figures for 1925–26.

TABLE 27.—*Publicly controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—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 board and room rent	For 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
Clemson Agricultural College (S. C.)	$25,233	$218,457	$45,935	$9,266	$250,000	$668,294	$251,014				$118,286	$1,586,485	$1,586,485
University of South Carolina					8,500	418,077					45,000	471,577	471,577
Winthrop College (S. C.)	49,039	277,000			15,900	466,993	54,239				109,332	972,503	972,503
South Dakota State College of Agriculture and Mechanic Arts	68,184	18,340		62,023		408,760	195,372				255,362	1,008,041	1,008,041
South Dakota State School of Mines	14,767			10,465	65,628	106,872					1,633	199,365	199,365
University of South Dakota	71,262	30,978		20,322	250,000	325,858	1,274					699,694	699,694
Tennessee Polytechnic Institute	6,203	26,338	17,260		150,000	110,000						309,831	309,831
University of Tennessee	246,297	101,118		21,238	500,000	827,684	314,584	$9,104		$5,117	386,560	2,411,702	2,411,702
North Texas Agricultural College	20,098	23,381			121,800	172,550	3,592					341,421	341,421
University of Texas	231,644			642,622		1,908,911	7,042			55,000	65,921	2,911,140	2,911,140
Agricultural and Mechanical College of Texas	85,401	462,221	96,214	10,450	15,000	1,481,178	461,956				1,447,073	4,059,493	4,059,493
College of Industrial Arts (Tex.)	79,370	324,878				400,362	3,500				69,452	877,562	877,562
Texas Technological College	42,300	5,500	20,000		325,000	498,550					36,305	927,655	927,655
John Tarleton Agricultural College	24,003	58,686	22,783	4,958	14,500	212,420	2,900				54,383	394,633	394,633
Agricultural College of Utah	59,930			17,220	32,500	311,850	158,352		$300	4,543	64,806	649,501	649,201
University of Utah	258,506			38,125	95,000	466,498	2,175		1,000		34,185	895,489	894,489
University of Vermont and State Agricultural College	352,171	74,600	48,425	37,838		139,803	160,836		358,988	3,932	121,119	1,297,802	938,814
Virginia Agricultural and Mechanical College and Polytechnic Institute	80,413	255,638		20,659	204,610	540,126	290,044				592,020	1,983,510	1,983,510
University of Virginia	403,119	63,035		211,005	62,500	403,179		435,394	25,924	136,085	211,428	1,951,669	1,925,745
Virginia Military Institute	397,041	190,960		2,484	82,500	167,825	4,519	23,210			58,573	927,113	927,113
Medical College of Virginia	158,922					115,500					291,705	566,127	566,127
College of William and Mary (Va.)	135,669	226,243		1,754	84,080	194,326	1,326	103,033			506,567	1,252,998	1,252,998
State College of Washington	134,550	59,193		142,650	98,438	[3] 995,479	224,424			7,133	261,222	1,923,089	1,923,089
University of Washington	707,530	141,519	75,781	108,433	21,906	1,715,732		64,850		11,618	70,094	2,917,463	2,917,463
West Virginia Collegiate Institute [4]	35,192	69,121			42,500	162,500	10,000					319,313	319,313
Potomac State School (W. Va.)	19,677	25,943	1,236			91,000	938				85,179	223,973	223,973
New River State School (W. Va.)	18,389	17,850			12,500	85,500	1,000					135,239	135,239
West Virginia University	253,405	70,527	19,243	5,034	241,250	1,178,482	249,851				283,989	2,301,781	2,301,781
University of Wisconsin	1,041,577	516,023	332,778	21,558	463,151	4,068,395	275,779			123,536	1,145,067	7,987,904	7,987,904
University of Wyoming	60,040	59,998	31,921	99,123	172,070	299,498	144,400		500		101,460	968,810	968,510

[3] Including some for permanent improvements.

[4] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
ALABAMA											
Athens	Athens College for Young Women.	1843	7	16	3	232					
	Preparatory			9		58					
	Arts and sciences		7	16		163					
	Special				3	11					
	Summer school (1927)			5		100					
Birmingham	Birmingham-Southern College	1859	55	12	636	437	86	71	1		5
	Arts and sciences		55	12	630	433	86	71			
	Graduate				6	4			1		
	Summer school (1927)		23	9	332	646					
	Extension courses				82	266					
Do	Howard College (arts and sciences).	1841	41	5	538	279	66	42	2		4
	Summer school (1927)		35	9	307	1,013					
	Extension courses				32	97					
Marion	Judson College	1839	7	23		298		43			
	Arts and sciences		4	12		263		40			
	Education		1	1		174					
	Home economics			2		56					
	Fine arts			2		80					
	Music		2	6		189		3			
	Extension courses			1	4	12					
Do	Marion Institute [1]	1842	12		171						
	Preparatory		10		49						
	Arts and sciences		12		122						
	Summer school (1927)		6		23						
	Military drill		2		171						
Montgomery	Women's College of Alabama	1910	10	35		775		81			
	Preparatory			5		42					
	Arts and sciences		5	27		453		74			
	Fine arts		5	3		285		7			
	Summer school (1927)			7		138					
St. Bernard	St. Bernard College	1892	25		175	9					
	Preparatory		14		143						
	Arts and sciences		11		28	9					
	Theology		5		4						
Selma	Payne University (theology)		3		14						5
Spring Hill	Spring Hill College	1830	34		348		14				
	Preparatory		16		195						
	Arts and sciences		15		103		9				
	Commerce		3		50		5				
Talladega	Talladega College [2]	1869	18	15	188	254	15	17			
	Preparatory		3	10	78	122					
	Arts and sciences		15	5	110	132	15	17			
ARIZONA											
Thatcher	Gila College [1]		9	5	75	98					
	Arts and sciences		9	4	38	34					
	Preparatory		6	4	37	64					
ARKANSAS											
Arkadelphia	Henderson-Brown College	1890	12	11	94	101	10	21			
	Arts and sciences		11	5	90	82	9	15			
	Special				1	14					
	Fine arts		1	6	16	58	1	6			
	Summer school (1927)		6	3	38	78					
Do	Ouachita College	1886	15	10	192	141	34	22			
	Arts and sciences		12	8	192	137	34	22			
	Special		3	2		4					
	Military drill		2		160						
Batesville	Arkansas College	1872	13	8	122	156	13	11			2
	Arts and sciences		13	2	109	93	13	11			
	Music			4	5	70					
	Speech			2	8	43					
	Summer school (1927)		1	2	13	10					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Clarksville	College of the Ozarks	1891	11	10	177	146	13	17			3
	Preparatory		2	2	44	25					
	Arts and sciences		9	8	124	95	13	17			
	Special				9	26					
	Summer school (1927)		5	2	[3] 218						
Conway	Central College [1]	1892	4	13		236					
	Preparatory					27					
	Arts and sciences		2	7		107					
	Special					16					
	Fine arts		2	6		86					
North Little Rock.	Jackson Theological Seminary [2]		4		8		2				
Do	Hendrix College (arts and sciences).	1884	19	2	232	85	52	15			
	Summer school (1927)		10	1	50	10					
Little Rock	Arkansas Baptist College [2]	1886	8	7	153	143	6	1			
	Preparatory				27	19					
	Arts and sciences		8	7	126	124	6	1			
Do	Little Rock College	1908	[4] 25		131	14					
	Preparatory		10		56						
	Arts and sciences		15		54	12					
	Pharmacy		2		21	2					
Do	St. John's Theological Seminary.		9		76						
Mountain Home	Mountain Home College [1]		5	5	112	133					
	Preparatory		1	1	28	22					
	Arts and sciences		4	4	77	99					
	Special				7	12					
	Summer school (1927)		3	2	43	55					
	Extension courses		1		7	9					
	Correspondence courses				21	17					
Searcy	Galloway Woman's College	1889	1	22		479		23			
	Fine arts					56					
	Arts and sciences		1	12		203		23			
	Education			3		40					
	Home economics			2		55					
	Music			8		125					
Siloam Springs	John E. Brown College [1]		9	4	208	81					
	Preparatory		9	4	146	51					
	Arts and sciences				62	30					
CALIFORNIA											
Angwin	Pacific Union College	1888	15	14	197	213	20	13			
	Preparatory		3	5	55	50					
	Arts and sciences		15	14	140	145	20	13			
	Special				2	18					
	Summer school (1927)		3	4	32	27					
Bakersfield	Lincoln College of Law		3		9						
Belmont	College of Notre Dame	1851	2	17		140					
	Preparatory		1	15		110					
	Arts and sciences		2	8		30					
Berkeley	Berkeley Baptist Divinity School (theology).	1905	9	1	33	54	3				
	Extension courses				12	18					
	Correspondence courses				3	5					
Do	Pacific School of Religion (theology).		14	1	63	30	4		5	1	1
Do	Pacific Unitarian School for the Ministry (theology).		3	1	14	4	1		1		
Claremont	Pomona College	1888	61	14	412	411	88	97			
	Arts and sciences		61	14	408	397	88	97			
	Special				4	14					
	Summer school (1927)		18	5	98	198					
	Military drill					107					
Do	Scripps College (arts and sciences).	1927	4	2		52					

[1] Junior college. [2] Colored. [3] Men and women. [4] Statistics of 1925–26.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
La Verne	La Verne College	1891	7	3	109	104	13	22			1
	Arts and sciences		7	3	109	104	13	22			
	Education		2	1	20	37					
	Music		1	2	25	40					
Loma Linda	College of Medical Evangelists (medicine).	1909	189	10	306	30	34	3			
Los Angeles	California Christian College (arts and sciences).	1920	13	6	171	198	11	8			
	Summer school (1927)		2	1	5	49					
Do	College of Osteopathic Physicians and Surgeons.	1905	28	7	252	50	38	12			
Do	Cumnock School [1]		2	17		209					
	Preparatory			17		178					
	Arts and sciences		2	7		31					
Do	Holmby College [1]	1925				175					
	Preparatory					125					
	Arts and sciences					50					
Do	Loyola College [4]	1911	48		826		50				8
	Preparatory		16		460						
	Arts and sciences		24		180		24				
	Law		16		200		26				
Do	Occidental College	1887	54	14	379	339	70	41	4	4	3
	Arts and sciences		54	14	361	313	70	41			
	Graduate				18	26			4	4	
Do	Southwestern University	1911	41	3	1,159	169	99	7	3	1	2
	Commerce		18	3	520	103	22				
	Law		30		556	57	77	7	3	1	
	Arts and sciences		4		83	9					
Do	University of Southern California.	1880	314	86	5,768	5,523	473	290	152	158	11
	Preparatory		6	5	131	55					
	Arts and sciences		100	41	1,322	938	134	141			
	Graduate				404	497			67	74	
	Special				156	281					
	Commerce		26	1	509	50	47	3	1	2	
	Education		12	3	18	80	19	110	77	81	
	Engineering				[5]	[5]	21		1		
	Architecture		13	2	48	4	13				
	Music		11	15	56	175	1	8			
	Law		24		291	19	72	7	1	1	
	Dentistry		65	1	453	8	126	3			
	Pharmacy		7	1	234	15	38	5			
	Theology		11	2	[6]	[6]	2	1	5		
	Speech		3	6	5	27		12			
	University college (downtown school).		36	9	2,141	3,374	[6]	[6]			
	Summer school (1927)		101	33	1,496	2,873					
	Extension courses				979	177					
	Correspondence courses		1	1	99	16					
Menlo Park	St. Patrick's Seminary (theology).		[4] 8		150						
Mills College	Mills College	1865	25	48		624		92		7	2
	Arts and sciences		25	48		591		92			
	Graduate					28				7	
	Special					5					
	Summer school (1927)		1	9		30					
Pasadena	California Institute of Technology.	1891	85		615		69		33		
	College of science		68		147		26				
	Graduate				126				33		
	Special				4						
	General engineering		[7] 55		139		39				
	Unclassified engineering				146						
	Civil engineering				16		3				

[1] Junior college.
[4] Statistics of 1925–26.
[5] Included under arts and sciences.
[6] Included elsewhere.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Pasadena	California Institute of Technology—Continued.										
	Electrical engineering				18		1				
	Mechanical engineering				14						
	Aeronautics				5						
	Military drill		4		261						
Do	Pasadena College	1902	12	5	130	154	15	8			
	Preparatory		4	5	53	63					
	Arts and sciences		10	3	52	62	15	8			
	Special				25	29					
Redlands	University of Redlands	1909	30	12	269	334	41	49			
	Arts and sciences		27	9	241	250	39	43			
	Graduate				6	6					
	Special				16	37					
	Music		3	3	6	41	2	6			
Sacramento	Sacramento College of Law		9		38	2	3				
Saint Mary's College.	Saint Mary's College	1863	36		424		55				1
	Arts and sciences		30		228		31				
	Commerce		3		151		17				
	Civil engineering		3		45		7				
San Anselmo	San Francisco Theological Seminary.	1871	11		59	20	13		8	1	
San Francisco	Church Divinity School of the Pacific.	1893	9		13						
Do	College of Physicians and Surgeons (dentistry).	1896	65	1	146		57				
Do	Golden Gate College (Y. M. C. A.).		17	1	256	6	21	3			
	Commerce		2	1	143	2	7	1			
	Law		15		113	4	14	2			
Do	St. Ignatius College	1855	79		1,528		67				
	Preparatory		31		705						
	Arts and sciences		24		452		20				
	Commerce		6		96						
	Law		18		275		47				
Do	San Francisco Law School	1908	15		223	34	18	3			
	Summer school (1927)				13						
San Rafael	Dominican College [4]	1891	7	45		362		6			
	Preparatory			22		219					
	Arts and sciences		7	23		143		6			
Do	San Rafael Military Academy.[1]		12	1	87						
	Preparatory		12	1	77						
	Arts and sciences		7		10						
Santa Clara	University of Santa Clara	1851	35		347		41		3		4
	Arts and sciences		18		165		20				
	Special				6						
	Civil engineering		[7] 13		19		4				
	Electrical engineering				53		8				
	Mechanical engineering				18		1		2		
	Commerce		20		91		5				
	Law		11		43		3		1		
Stanford University.	Stanford University	1891	401	43	3,598	951	546	127	156	70	
	Arts and sciences		199	23	2,488	704	364	110			
	Graduate				1,016	398			148	70	
	General engineering				128		41				
	Chemical engineering				30						
	Civil engineering		7		38		17				
	Electrical engineering		8		22		1				
	Mechanical engineering		15		39		12				
	Mining engineering		14		28		9				
	Business		9		28	1			8		
	Journalism		4		31	12	8	4			
	Education		17	7	326	177	11	5			
	Fine arts		2	1	8	26	1	5			

[1] Junior college. [4] Statistics of 1925–26. [7] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Stanford University.	Stanford University—Con.										
	Law		17		266	8	60	1			
	Medicine		109	7	166	22	22	1			
	Nursing			5		1		1			
	Summer school (1927)		117	11	962	432					
	Military drill		6		425						
Stockton	College of the Pacific	1851	41	20	387	451	34	59	3	2	4
	Arts and sciences		33	15	331	332	33	47			
	Special				14	37					
	Graduate				27	27			3	2	
	Music		8	5	15	55	1	12			
	Summer school (1927)		11	5	46	91					
Whittier	Whittier College (arts and sciences).	1901	17	13	224	212	24	30			
COLORADO											
Colorado Springs	Colorado College	1874	42	19	365	318	47	48	1	4	7
	Arts and sciences		33	19	273	254	37	47			
	Graduate				7	16			1	4	
	Special				29	47					
	Chemical engineering		2		9		1				
	Civil engineering		1		11		2	1			
	Electrical engineering		2		15		2				
	Geological engineering		2		7		1				
	Forestry		2		14	1	4				
	Summer school (1927)		12	3	25	112					
Denver	Colorado Woman's College [1]	1909	5	20		225					
	Preparatory			4		50					
	Arts and sciences		5	20		175					
Do	Iliff School of Theology	1892	6		67	5	12			2	
	Summer school (1927)		11		80	7					
Do	Regis College	1888	30		333		16				2
	Preparatory		10		175						
	Arts and sciences		20		158		16				
Do	University of Denver	1864	162	28	1,491	983	98	93	17	17	
	Arts and sciences		41	23	471	597	39	87			
	Graduate				22	29			17	17	
	Chemical and electrical engineering.				157	1	6				
	Commerce		51	4	632	340	10	5			
	Law		29		78	2	16				
	Dentistry		41	1	108	5	26	1			
	Pharmacy				23	9	1				
	Summer school (1927)		34	11	199	625					
	Extension courses		21	7	83	675					
Do	Westminster Law School	1912	16	1	135	10	19	1			
Loretto	Loretto Heights College	1891	6	18		355		10			
	Preparatory		1	7		130					
	Arts and sciences		5	11		225		10			
	Summer school (1927)		1	10		113					
	Extension courses		2	8		50					
CONNECTICUT											
Bridgeport	Junior College of Connecticut	1928	5	2	30	48					
	Arts and sciences		3	2	14	10					
	Commerce		1		5	2					
	Evening courses		5	2	11	36					
Hartford	Hartford Seminary Foundation.	1834	26	4	146	128	9	13	20	9	
	Religious education		5	2	38	77	4	12			
	Theology		15		78	10	5	1			
	Missions		8	2	30	41					
Do	Trinity College (arts and sciences).	1824	34		271		33		4		6

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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—continued											
Middletown	Wesleyan University	1831	62		621	1	117		12		11
	Arts and sciences		62		604		117				
	Graduate				17	1			12		
New Haven	Albertus Magnus College (arts and sciences).	1925	11	11		78		12			
Do	Berkeley Divinity School (theology).	1854	7		18						1
New Haven	Yale University	1701	523	45	4,676	420	970	29	110	37	27
	Arts and sciences		341	10	3,175		554				
	Graduate school				488	159			96	35	
	Special				22	35					
	Chemical engineering				42		14				
	Civil engineering				67		28		3		
	Electrical engineering				79		14		2		
	Mechanical engineering				83				5		
	Industrial engineering				178		62				
	Mining engineering				18		18				
	Engineering, unclassified				158						
	Architecture		7		102		37				
	Forestry		10		44		29				
	Fine arts		8		87	48	6	5	1		
	Music		13		38	62	7	7			
	Drama		5	1	71	35					
	Nursing			26		49		11			
	Theology		17		158		56				
	Law		24		342	18	95	5	3	2	
	Medicine		98	8	198	14	50	1			
	Summer school (1927)				106	6					
	Extension courses				[3]361						
	Naval science		4		112						
	Military drill		5		335						
New London	Connecticut College for Women	1915	21	27		569		129			
	Arts and sciences		21	27		556		129			
	Special					13					
DISTRICT OF COLUMBIA											
Washington	American University	1914	51	8	303	234	13	9	24	10	
	Arts and sciences		21	7	98	96	10	7			
	Graduate				135	110			24	10	
	Political sciences		30	1	70	28	3	2			
Do	Catholic Sisters College	1911	35	4		202		41		12	
	Arts and sciences		31	1		102		38			
	Graduate					48				12	
	Music		4	3		52		3			
	Summer school (1927)		32	4		405					
	Correspondence courses		7			75					
Do	Catholic University of America	1889	113		856	36	147		102		2
	Arts and sciences		67		268		38				
	Graduate				334	36			97		
	Commerce		5		99		27				
	Chemical engineering		5		13						
	Civil engineering		5		26		4				
	Electrical engineering		3		42		9				
	Mechanical engineering		5		19		1				
	Architecture		3		40		8				
	Canon Law		4		31		4		3		
	Theology		16		94		56		2		
	Law		7		15						
Do	Georgetown University	1789	319		2,532		409		30	2	3
	Arts and sciences		46		976		118				
	Graduate				28				10	2	
	Law		32		461		138		7		
	Medicine		158		468		67				

[3] Men and women.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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	Georegtown University—Continued.										
	Dentistry		51		124		33				
	Foreign service		52		475		53		13		
	Military drill				[4] 405						
Do	George Washington University.	1821	267	13	3,203	2,245	295	157	58	23	4
	Arts and sciences		84	7	1,381	1,024	95	103			
	Graduate				200	282			50	23	
	Special				164	301					
	Chemical engineering				50		3				
	Civil engineering		4		134		10				
	Electrical engineering		3		110		6				
	Mechanical engineering		3		73		4				
	Chemistry				37		5				
	Architecture		6		60	8					
	Education		2	4	20	574	1	47			
	Law		18		669	43	107	5	8		
	Medicine		139	2	263	13	56	2			
	Pharmacy		9		42		8				
	Summer school (1927)		49	3	641	541					
Do	Howard University [2]	1867	159	13	1,656	892	157	82	1	2	4
	Arts and sciences		37	5	714	182	40	21			
	Graduate				1	2			1	2	
	Special				189	3					
	Civil engineering		3		6						
	Electrical engineering		2		15		2				
	Architecture		3		10	6					
	Education		10	6	162	579	12	49			
	Home economics					22		2			
	Fine arts			1	7	4					
	Music		2	4	6	57	1	2			
	Theology		12		118	3	6				
	Law		12		85	5	15	1			
	Medicine		34		226	9	52				
	Dentistry		37		76	2	17				
	Pharmacy		16		42	18	12	7			
	Summer school (1927)		18	6	97	233					
	Correspondence courses				2	184					
	Military drill		7		526						
Do	National University	1869	55	1	941	98	214	18	59	7	5
	Arts and sciences		10	1	148	35	16	1			
	Graduate				81	10			3	1	
	Law		46		770	62	198	17	56	6	
Do	Trinity College (arts and sciences).	1900	21	29		369		84		2	
Do	Washington College of Law	1896	21	6	145	90	33	19			
Do (Takoma Park.)	Washington Missionary College.	1904	14	11	194	142	11	9			
	Preparatory		4	3	61	67					
	Arts and sciences		14	11	110	71	7	8			
	Nursing				1	4	1	1			
	Theology		2		22		3				
	Summer school (1927)		4	4	19	46					
FLORIDA											
Coral Gables	University of Miami	1925	37	22	306	343	5	11			1
	Arts and sciences		18	6	139	157	3	9			
	Special				14	69					
	Business administration		4		97	5	1	1			
	Education		3	4	7	84					
	Architecture		2		9	1					
	Law		5		36	5					
	Music		5	12	2	15		1			
	Fine arts				2	7	1				

[2] Colored.

[4] Statistics of 1925–26.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
FLORIDA—contd.											
De Land	John B. Stetson University	1887	29	6	269	283	32	40	1	4	3
	Preparatory				10	9					
	Arts and sciences		19	5	99	133	4	20			
	Graduate				4	14			1	4	
	Special				44	84					
	Education		2		2	36	1	20			
	General engineering		3		23		1				
	Commerce		2	1	16	3	5				
	Law		3		71	4	21				
Lakeland	Southern College (arts and sciences).	1902	15	11	168	235	16	25			3
	Summer school (1927)		5	8	28	85					
	Extension courses		6	3	114	197					
Winter Park	Rollins College	1885	32	20	148	227	19	23		1	11
	Arts and sciences		32	20	127	142	19	23			
	Graduate				2	8				1	
	Special				19	77					
GEORGIA											
Athens	Lucy Cobb Institute [1]	1858		8		84					
	Preparatory					46					
	Arts and sciences			8		38					
Atlanta	Atlanta Law School	1908	14		128	8	51	3			
Do	Atlanta Southern Dental College.	1887	32		276	1	102				
Do	Atlanta Theological Seminary.		5	1	14	5	3				2
Do	Atlanta University [2]	1869	10	8	130	243	14	22			2
	Preparatory		2	1	26	27					
	Arts and sciences		8	3	103	124	14	22			
	Special				1	17					
	Education			4		75					
	Summer school (1927)		7	2	47	107					
Do	Clark University [2]	1870	14	8	204	258	6	18			
	Preparatory		5	3	68	93					
	Arts and sciences		8	4	122	87	6	18			
	Special				13	11					
	Education		1	1	1	67					
Do	Gammon Theological Seminary.[2]	1883	6		101	26	9				2
Do	Morehouse College [2]	1879	20	5	473		50				1
	Preparatory		3	3	122						
	Arts and sciences		14	2	326		49				
	Special				6						
	Theology		3		19		1				
	Summer school (1927)		13	9	298	25					
	Extension courses		2	7	76	5					
Do	Morris Brown University [2]	1885	12	9	176	252	22	2			
	Preparatory		2	5	77	157					
	Arts and sciences		9	3	86	33	18	2			
	Commerce		1	1		15					
	Education					47					
	Theology		4		13		4				
Do	Southern College of Pharmacy.	1904	5		40	3					
Do	Spelman College [2]			35		434		11			
	Preparatory			20		295					
	Arts and sciences			18		122		11			
	Special			2		17					
	Extension courses			3		13					
Augusta	Paine College [2]	1884	8	10	142	191	7	5			
	Preparatory		3	6	94	139					
	Arts and sciences		5	4	44	52	7	5			
	Special				4						
Cuthbert	Andrew College [1]	1854	[4] 2	[4] 5		83					
	Preparatory			2		17					
	Arts and sciences		2	3		66					

[1] Junior college. [2] Colored. [4] Statistics of 1925–26

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Decatur	Agnes Scott College (arts and sciences).	1890	9	47		500		102			
Do	Columbia Theological Seminary.	1828	13		73		18				
Demorest	Piedmont College	1897	14	12	116	148	15	19			1
	Preparatory		3	3	31	28					
	Arts and sciences		11	7	85	75	15	13			
	Home economics			2		45		6			
	Summer school (1927)		10	6	39	70					
Emory University.	Emory University	1836	198	9	1,227	129	209	6	26	15	3
	Arts and sciences		50		592	30	96	5			
	Graduate				87	76			26	15	
	Commerce		5		151		15				
	Theology		10		127		21				
	Law		7		70	2	16	1			
	Medicine		131		200		61				
	Library training			9		21					
	Summer school (1927)		49	7	256	375					
	Correspondence courses		10		25	50					
	Extension courses		12		115	268					
	Military drill		4		325						
Forsyth	Bessie Tift College (arts and sciences).	1849	11	16		313		53			
Gainesville	Brenau College	1878	16	27		473		56			
	Arts and sciences		9	17		311		43			
	Fine arts		1	1		13					
	Music		6	5		75		6			
	Speech			4		74		7			
La Grange	La Grange College	1883	1	13		177		29			
	Arts and sciences		1	8		122		29			
	Special			5		55					
Macon	Mercer University	1839	49	2	684	36	122	13	4	7	3
	Arts and sciences		30	2	402	29	86	13			
	Commerce		4		143	3	16				
	Law		9		62		14				
	Theology		6		77	4	6				
	Summer school (1927)		23	5	180	360					
	Extension courses		1		10	55					
	Correspondence courses		1		8	50					
Do	Wesleyan College	1839	10	39		660		86			
	Arts and sciences		7	22		360		80			
	Journalism			2		30					
	Education			2		220					
	Home economics			1		35					
	Fine arts and music		3	17		300		6			
Oglethorpe University.	Oglethorpe University (arts and sciences).	1916	17	2	400	150	26	14	7	12	9
Rome	Shorter College (arts and sciences).	1877	11	14		230		37			
Waleska	Reinhardt College [1]	1883	5	3	50	42					
	Preparatory		5	3	36	34					
	Arts and sciences		3	2	14	8					
Young Harris	Young Harris College [1]	1886	10	3	434	313					
	Preparatory		10	3	150	120					
	Arts and sciences		10	3	284	193					
IDAHO											
Caldwell	College of Idaho	1891	15	7	231	350	20	40			
	Arts and sciences		15	7	166	235	20	40			
	Special				65	115					
Wesleyan	Gooding College (arts and sciences).	1917	9	6	62	147	9	18			

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Alton	Shurtleff College	1827	11	8	157	139	21	15			1
	Arts and sciences		9	6	150	105	21	15			
	Music		2	2	18	57					
	Summer school (1927)		4	3	24	58					
Aurora	Aurora College	1893	13	8	75	75	6	9			
	Preparatory		4	4	6	8					
	Arts and sciences		9	4	65	65	6	9			
	Music		1	1	11	26					
	Theology		2		7	3					
Bloomington	Illinois Wesleyan University	1850	34	19	478	598	34	55			4
	Arts and sciences		26	13	339	244	28	45			
	Special				107	289					
	Music		8	6	32	65	6	10			
Bourbonnais	St. Viator College	1868	20		294	10	23				
	Preparatory		20		155						
	Arts and sciences		15		71		15				
	Special				3	4					
	Commerce		4		40		8				
	Education		1		22	6					
	Extension courses		1			16					
Carlinville	Blackburn College [1]	1859	8	7	101	108					1
	Preparatory		2	4	28	13					
	Arts and sciences		8	7	73	95					
Carthage	Carthage College	1872	14	10	144	190	22	20		1	3
	Arts and sciences		14	10	125	129	22	20			
	Special				19	61					
	Summer school (1927)		4	2	18	60					
Chicago	Armour Institute of Technology.	1893	[8] 75		855		135		7		
	Chemical engineering		8		83		10		2		
	Civil engineering		8		146		24		1		
	Electrical engineering		6		206		31		2		
	Mechanical engineering		17		143		26		1		
	Fire-protection engineering.		4		119		31				
	Architecture		11		158		13		1		
	Summer school (1927)				167						
	Evening classes				1,192						
Do	Bethany Bible School	1905	12	4	86	107	8	2	1		
	Music		2	1	3	17					
	Theology		11	3	83	90	8	2	1		
Do	Chicago College of Osteopathy	1920	40	3	117	15	14	5			
Do	Chicago-Kent College of Law	1892	20		[3] 458		87	1	9		2
Do	Chicago Law School	1896	18		214	4	41	1	5		1
Do	Chicago Theological Seminary	1858	20		190	52	12				2
Do	De Paul University	1898	162	29	2,711	1,888	171	145	5	7	4
	Preparatory		33		879	130					
	Arts and sciences		62	6	753	1,260	50	126			
	Graduate				30	63			4	7	
	Commerce		43	6	504	71	15	3			
	Education		2	4	26	127	2	9			
	Music		11	13	28	222	1	4			
	Law		25		491	15	103	3	1		
	Summer school (1927)		35	10	121	1,459					
	Extension courses		9	5	51	405					
	Correspondence courses					33					
Do	John Marshall Law School	1899	27		257	17	57	5			
	Arts and sciences		4		45	5					
	Law		23		212	12	57	5			
Do	Lewis Institute	1896	20	17	960	310	76	46			
	Arts and sciences		17	12	580	240	51	29			
	Civil engineering		1		50		4				
	Electrical engineering		2		110	1	15	1			
	Mechanical engineering		2		70		6				
	Unclassified engineering		5		170						
	Home economics			5		70		16			
	Evening school		45	18	1,391	651					
	Summer school (1927)		23	8	409	166					

[1] Junior college. [3] Men and women. [8] Including 21 not listed below.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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	Loyola University	1869	374	12	2,941	1,696	397	95	16	2	4
	Preparatory		46		945						
	Arts and sciences		45	10	547	1,566	116	88			
	Graduate				28	65			6	2	
	Commerce		20		254	36	10				
	Law		28	1	228	14	47	5	10		
	Medicine		189	1	417	15	68	2			
	Dentistry		46		522		156				
	Summer school (1927)		34	15	111	854					
	Correspondence courses		13	14	30	734					
Do	Meadville Theological School	1844	4		31	1	6		2		2
Do	North Park Junior College		9	3	69	39					
	Arts and sciences		9	3	68	32					
	Music				1	7					
Do	Presbyterian Theological Seminary of Chicago.	1833	15		204		34				
Do	St. Francis Xavier College (arts and sciences).	1847	1	20		129		5			
	Summer school (1927)					76					
	Extension courses					145					
Do	University of Chicago	1892	671	81	6,990	7,484	614	536	327	226	5
	Arts and sciences		307	57	2,542	3,656	301	415			
	Graduate				2,465	2,064			327	226	
	Commerce		35	1	585	156	68	9			
	Education		26	7	482	1,485	19	84			
	Social service administration.		8	11	30	240	1	12			
	Theology		44		585	131	4				
	Law		11		510	25	106	7			
	Medicine		240	5	710	68	115	9			
	Summer school (1927)		389	61	3,268	3,206					
Decatur	James Millikin University	1903	19	21	289	308	23	38			
	Arts and sciences		9	8	122	157	16	18			
	Nursing					1		1			
	Special				6	15					
	General engineering		1		32						
	Commerce		3		92	3	5				
	Education		1	1	28		1				
	Home economics			2		53		14			
	Fine arts		1	1	3	7		4			
	Music		4	10	6	72	1	1			
	Extension courses				7	15					
Elmhurst	Elmhurst College	1871	19	1	154		13				
	Preparatory		7		17						
	Arts and sciences		19	1	137		13				
Eureka	Eureka College	1848	15	7	154	187	26	21			
	Arts and sciences		12	6	113	130	26	21			
	Special		3	1	41	57					
Evanston	Garrett Biblical Institute (theology).	1854	29	1	386	43	46	1	6	1	5
Do	Northwestern University	1855	424	37	7,877	3,693	510	358	135	71	8
	Arts and sciences		164	16	1,072	1,468	88	194			
	Graduate				463	199			81	58	
	Special				51	27					
	Engineering		14		270	1	25		11		
	Commerce		36		4,552	1,068	106	5	27	11	
	Education		13	2	34	123	3	40		1	
	Journalism		5		142	198	18	18	3		
	Music		19	8	82	345	9	57		1	
	Speech		12	9	42	267	2	39			
	Law		8		313	11	86	3	2		
	Medicine		231	1	588	11	122				
	Dentistry		56	1	326	7	51	2	11		
	Summer school (1927)		38	7	903	979					
	Military drill				204						
Do	Norwegian-Danish Theological Seminary.	1885	2		7						

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Galesburg	Knox College (arts and sciences).	1836	34	10	379	285	62	42			4
Do	Lombard College (arts and sciences).	1852	18	11	145	112	26	21			1
Godfrey	Monticello Seminary [1]	1838		22		154					
	Preparatory			11		70					
	Arts and sciences			17		84					
Greenville	Greenville College	1893	10	8	107	143	26	25			
	Preparatory			2		6					
	Arts and sciences		10	8	104	137	26	25			
	Summer school (1927)		3	2	28	69					
Jacksonville	Illinois College	1829	19	15	344	200	38	19			2
	Arts and sciences		16	8	282	115	37	19			
	Music		4	7	76	103	1				
Do	Illinois Woman's College	1846	4	37		336		46			1
	Arts and sciences		4	37		322		46			
	Special					14					
Joliet	Assisi Junior College	1925				60					
La Grange	Broadview College [1 4]	1910	26	7	160	164					
	Preparatory		16	4	84	98					
	Arts and sciences		12	5	60	41					
	Special				12	5					
	Theology		4		49	29					
Lake Forest	Ferry Hall [1]	1869		15		116					
	Preparatory			15		104					
	Arts and sciences			15		62					
Do	Lake Forest College (arts and sciences).	1858	21	3	240	146	25	19			2
Lebanon	McKendree College (arts and sciences).	1828	12	8	158	110	35	13			34
	Summer school (1927)		8		38	53					
Lincoln	Lincoln College	1866	14	8	129	104	11	12	3		
	Arts and sciences		8	6	98	66	10	12			
	Music		5	2	33	41	1				
	Dramatic art		1		21	22					
	Summer school (1927)				2	37					
	Extension courses				8	52					
Lisle	St. Procopius College	1890	23		265		5				
	Preparatory		20		165						
	Arts and sciences		8		85		5				
	Theology		4		15						
	Summer school (1927)			4		36					
	Extension courses		2			54					
Maywood	Theological Seminary of the Evangelical Lutheran Church.	1870	7		54		10		2		
Monmouth	Monmouth College	1856	19	17	321	312	45	36		2	5
	Arts and sciences		16	13	284	203	45	36			
	Music		3	4	62	146					
	Summer school (1927)		5	4	14	42					
Mount Carroll	Frances Shimer School [1]	1853	2	23	5	229					
	Preparatory		2	2		80					
	Arts and sciences		2	23		129					
	Special				5	20					
Mount Morris	Mount Morris College	1840	11	6	131	131	15	14			1
	Arts and sciences		11	6	112	106	15	14			
	Special				19	25					
	Summer school (1927)		5		12	31					
Naperville	Evangelical Theological Seminary.	1887	5		57	6					
Do	North Central College	1861	23	18	329	288	46	45			
	Preparatory		1	2	23	11					
	Arts and sciences		18	13	290	222	46	42			
	Music		4	3	2	19		3			
	Special				14	36					

[1] Junior college.

[4] Statistics of 1925–26.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Peoria	Bradley Polytechnic Institute	1897	35	27	604	487	63	37			
	Arts and sciences		30	17	514	252	63	37			
	Music		5	10	90	235					
	Summer school (1927)		20	7	162	129					
	Correspondence courses				95	127					
	Evening courses				129	8					
River Forest	Rosary College (arts and sciences)	1852	4	25		267		35			
	Summer school (1927)			9		296					
Rockford	Rockford College	1849	17	31	24	474		50			
	Arts and sciences		17	31		406		50			
	Special				24	68					
	Extension courses				12	138					
Rock Island	Augustana College	1860	36	14	354	295	52	32			1
	Preparatory		4	5	35	29					
	Arts and sciences		23	7	262	209	33	32			
	Fine arts		1	3	6	24					
	Music		8	7	92	188					
	Expression				3	25					
	Theology		7		78		19				
	Summer school (1927)		8	1	33	94					
Wheaton	Wheaton College	1860	17	14	294	316	30	44			4
	Preparatory		2	4	53	46					
	Arts and sciences		17	14	224	250	30	43			
	Special				2	4					
	Music		4	6	75	83		1			
	Summer school (1927)		6	7	70	101					
Springfield	Concordia Theological Seminary	1846	9		228						
	Preparatory		8		74						
	Theology		9		154						
INDIANA											
Crawfordsville	Wabash College (arts and sciences)	1832	28	2	400		62				5
Earlham	Earlham College (arts and sciences)	1847	24	14	193	285	32	51			
Evansville	Evansville College	1919	19	10	261	257	27	24	2		
	Arts and sciences		13	7	108	137	9	17			
	General engineering		4		6		2				
	Civil engineering		1		28		2				
	Electrical engineering		1		25		4				
	Mechanical engineering		1		22		1				
	Education		5	3	24	113	1	7			
	Commerce		2		48	7	8				
	Summer school (1927)		13	7	114	232					
	Extension courses		10	3	181	323					
Franklin	Franklin College (arts and sciences)	1834	19	7	176	133	28	27			2
	Summer school (1927)		9	1	57	42					
	Extension courses		3		78	129					
Goshen	Goshen College	1903	18	7	110	126	17	5			
	Preparatory		2	3	17	41					
	Arts and sciences		16	4	86	81	17	5			
	Special				7	4					
	Summer school (1927)				17	19					
Greencastle	De Pauw University	1837	74	32	917	745	140	161	2		5
	Arts and sciences		68	22	887	564	139	130			
	Special				7	23					
	Music		6	10	23	158	1	31			
	Summer school (1927)				87	123					
	Extension courses				42	69					
	Military drill				553						
Hanover	Hanover College (arts and sciences)	1827	19	5	215	205	33	15			4
	Extension courses		7		132	291					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Huntington	Huntington College	1897	10	4	57	37	8	4			2
	Arts and sciences		5	3	45	28	7	4			
	Special				6	7					
	Music		1	1	1	2					
	Theology		4		5		1				
	Summer school (1927)		3	3	5	15					
Indianapolis	Benjamin Harrison Law School.	1914	14		159	22	35				
Do	Butler University	1855	50	26	904	903	95	148	1	3	3
	Arts and sciences		40	25	754	768	87	140			
	Graduate				76	75			1	3	
	Fine arts				1	11	1				
	Theology		10	1	67	15	7				
	Music				8	34		8			
	Summer school (1927)				229	345					
	Extension courses				120	837					
Do	Indiana Central College (arts and sciences).	1905	21	13	257	264	37	40			
	Summer school (1927)				56	116					
Do	Indiana Law School	1894	12		103	1	29				
Do	Indianapolis College of Pharmacy.	1904	15		225		41				
Marion	Marion College	1919	17	9	120	166	27	30			
	Preparatory		6	3	15	7					
	Arts and sciences		10	5	71	79	8	16			
	Education		2	3	18	90	13	13			
	Fine arts		2	1	13	54					
	Theology		3		25	10	6	1			
	Summer school (1927)				25	67					
North Manchester.	Manchester College	1889	24	12	306	385	56	39			
	Arts and sciences		18	5	270	205	56	32			
	Special				13	31					
	Education		3	4	17	116		1			
	Music		3	3	6	33		6			
	Summer school (1927)		21	9	159	353					
	Extension courses		13	2	280	744					
	Correspondence courses				4	4					
Notre Dame	St. Mary's College and Academy.	1855	6	42		464		44			
	Preparatory			10		151					
	Arts and sciences		2	20		252		22			
	Journalism		2	1		30		4			
	Education		1	5		49		8			
	Home economics			2		22		3			
	Fine arts			2		54		1			
	Music		1	8		28		6			
	Summer school (1927)		1	34		149					
Do	University of Notre Dame	1842	169		2,989	4	382	1	27	23	5
	Arts and sciences		86		1,429	1	170	1			
	Graduate				59	2			26	23	
	Special				40						
	Chemical engineering		6		30		8				
	Civil engineering		6		58		11				
	Electrical engineering		3		81		20				
	Mechanical engineering		3		40		12				
	Mining engineering		1		2						
	Architectural engineering		3		37		4				
	Unclassified engineering				129						
	Agriculture		1		5						
	Commerce		29		817	1	103				
	Journalism		1		48						
	Education		4		74		5				
	Architecture		3		52		5				
	Fine arts		2		20		1				
	Music		4		6				1		
	Law		7		157		25				
	Pharmacy		2		43		13				
	Physical education		8		60		5				
	Summer school (1927)		101	6	405	509					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Oakland City	Oakland City College	1891	9	7	308	330	47	29			
	Arts and sciences		6	4	124	72	31	14			
	Education		2	1	171	226	13	10			
	Fine arts			1		14		1			
	Music			1	2	14		4			
	Theology		1		11	4	3				
	Summer school (1927)				142	185					
	Extension				66	83					
	Correspondence courses				111	151					
St. Mary-of-the-Woods	St. Mary-of-the-Woods College.	1841	6	43		352		42			
	Preparatory			13		86					
	Arts and sciences		6	30		266		42			
	Summer school (1927)		3	34		952					
St. Meinrad	St. Meinrad Seminary [4]	1857	25		354						
	Preparatory		13		237						
	Theology		12		117						
Terre Haute	Rose Polytechnic Institute	1883	14		274		54				
	Chemical engineering		2		31		7				
	Civil engineering		2		55		13				
	Electrical engineering		2		115		22				
	Mechanical engineering		1		49		12				
	Architectural engineering		2		24						
	Military drill		3		199						
Upland	Taylor University	1846	15	9	183	171	13	18	1	1	4
	Arts and sciences		13	6	181	167	12	18			
	Music		2	3	2	10	1				
Valparaiso	Valparaiso University	1907	34	9	272	114	29	8			
	Arts and sciences		15	5	54	41	1	1			
	Unclassified engineering		5		40		2				
	Commerce		3	1	45	5	1				
	Education		3	1	27	57	3	6			
	Music		1	2	2	6		1			
	Law		4		41		11				
	Pharmacy		3		63	5	11				
	Summer school (1927)		10	3	62	139					
Vincennes	Vincennes University [1]	1806	5	3	57	89					
	Arts and sciences		3	2	27	16					
	Special				8	14					
	Education		2	1	22	59					
IOWA											
Cedar Rapids	Coe College	1881	49	*32	443	493	59	52		1	3
	Arts and sciences		49	30	413	378	59	52			
	Special				1	3					
	Music		6	9	109	235					
	Summer school (1927)		19	4	72	174					
	Extension courses		12	2	19	115					
	Military drill		3		266						
Clinton	Mount St. Clare Junior College			10		117					
	Preparatory			6		63					
	Arts and sciences			4		54					
Do	Wartburg College	1868	18		79						
	Preparatory		6		33						
	Arts and sciences		12		46						
Davenport	St. Ambrose College (arts and sciences).	1882	19		164		8				
	Extension courses		2			44					
Decorah	Luther College	1861	33		384		65				
	Preparatory		4		24						
	Arts and sciences		29		360		65				
Des Moines	Des Moines University	1865	26	12	222	129	30	27			1
	Preparatory				7	2					
	Arts and sciences		11	9	69	78	11	19			
	Chemical engineering				3	1		1			
	Civil engineering		2		7		4				

[1] Junior college.

[4] Statistics of 1925–26.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Des Moines	Des Moines University—Con.										
	Electrical engineering		2		27		5				
	Mechanical engineering		3		20						
	Unclassified engineering				87	1					
	Education		3	1	50	47	10	4			
	Music		3	2	2	8		3			
	Pharmacy		2		17	2					
	Summer school (1927)				52	141					
Do	Des Moines Still College of Osteopathy.	1898	12	3	222	13	45	1			
Do	Drake University	1881	51	42	839	1,170	96	104	1	5	4
	Arts and sciences		23	14	328	323	42	35			
	Graduate				17	22			1	5	
	Commerce		5	1	243	14	21				
	Education		4	7	41	367	4	48			
	Music and fine arts		10	20	83	404	2	20			
	Theology		4		45	40	7	1			
	Law		5		82		20				
	Summer school (1927)				172	460					
Do	Grand View College		9	3	28	23	1				
	Preparatory		7	2	15	17					
	Arts and sciences		8	3	8	6					
	Theology		3		5		1				
Dubuque	Columbia College	1873	34	1	623	86	41	11			1
	Preparatory		14		330						
	Arts and sciences		20	1	293	86	41	11			
	Summer school (1927)		19		15	236					
Do	Clarke College	1843	4	37		230		31			
	Preparatory			6		27					
	Arts and sciences		4	31		203		31			
	Summer school (1927)			20		272					
Do	University of Dubuque	1864	19	10	152	154	22	14			
	Preparatory		1	3	15	7					
	Arts and sciences		14	7	103	87	17	14			
	Special				22	68					
	Theology		4		15		5				
	Summer school (1927)		4	5	22	76					
	Extension courses		6	2	17	23					
Do	Wartburg Theological Seminary.	1854	5		74						
Fairfield	Parsons College	1875	26	17	246	256	41	49			1
	Arts and sciences		25	15	243	250	40	46			
	Music		1	2	3	6	1	3			
	Summer school (1927)		10	6	45	141					
	Extension courses				28	66					
Fayette	Upper Iowa University	1857	12	8	99	121	22	14			
	Arts and sciences		12	8	90	101	22	14			
	Special				5	12					
	Commerce		1		4	7					
	Speech			1	22	33					
	Music		2	2	11	35					
	Summer school (1927)				31	114					
	Extension courses				3	10					
Forest City	Waldorf Lutheran Junior College (arts and sciences).		5	6	58	73					
Grinnell	Grinnell College	1847	48	22	347	398	46	75	1		2
	Arts and sciences		43	16	345	396	46	68			
	Graduate				2	2			1		
	Music		5	6	[3] 118			7			
Grundy Center	Grundy Junior College		5	3	34	38					
	Preparatory				16	20					
	Arts and sciences		5	3	18	18					
Hopkinton	Lenox College [1] (arts and sciences).	1856	1	4	25	30					

[1] Junior college.

[3] Men and women.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Indianola	Simpson College	1860	24	17	301	419	48	54			3
	Arts and sciences		19	11	292	391	36	33			
	Home economics			2		74		13			
	Commerce		1	1	19	33	10	1			
	Music		4	3	25	114	2	7			
	Summer school (1927)		12	2	58	124					
Iowa Falls	Ellsworth College	1890	12	7	120	237	7	7			
	Arts and sciences		7	4	30	40	6	6			
	Commerce		2	1	15	7	1				
	Music		3	2	75	190		1			
	Summer school (1927)		8	6	75	201					
Lamoni	Graceland College	1895	10	11	182	331					
	Preparatory		1	2	11	11					
	Arts and sciences		7	5	92	128					
	Special				32	67					
	Agriculture		1		7						
	Education		5	5	22	58					
	Engineering		1		15						
	Home economics			1		15					
	Music		1	3	25	67					
Le Mars	Western Union College	1890	15	4	93	109	15	9			2
	Preparatory		2	3	5	7					
	Arts and sciences		15	4	93	79	15	9			
	Special				15	23					
Mount Pleasant	Iowa Wesleyan College	1842	16	11	185	258	30	19			
	Arts and sciences		16	9	175	168	30	19			
	Special					41					
	Music		1	4	10	59					
	Summer school (1927)		7	5	33	103					
Mount Vernon	Cornell College	1853	29	16	270	296	43	43			7
	Arts and sciences		25	13	256	260	43	42			
	Graduate				1	1					
	Special				7	8					
	Music		4	4	6	27		1			
	Summer school (1927)		5	3	19	33					
Oskaloosa	Penn College (arts and sciences).	1873	15	16	163	178	30	26			
	Summer school (1927)		7	5	48	123					
Pella	Central College	1853	10	8	116	85	20	20			
	Preparatory				8	14					
	Arts and sciences		8	6	108	71	20	20			
	Music		2	2	18	19					
	Summer school (1927)				11	28					
Sioux City	Morningside College	1890	27	22	417	484	37	40			3
	Arts and sciences		20	15	367	279	37	38			
	Special				10	37					
	Music		7	6	80	189		2			
	Expression			1	1	49					
	Evening classes				30	58					
	Summer school (1927)		13	10	87	218					
Storm Lake	Buena Vista College	1891	13	7	113	124	13	9			4
	Arts and sciences		13	7	110	115	13	9			
	Special				3	9					
	Summer school (1927)		5	4	19	57					
	Extension courses		5	1	4	11					
University Park	John Fletcher College	1906	11	12	120	174	10	23			2
	Preparatory		3	5	30	39					
	Arts and sciences		10	10	85	121	10	23			
	Special				5	14					
	Summer school (1927)		4	9	23	40					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Atchison	St. Benedict's College	1858	25		488		21				1
	Preparatory		16		291						
	Arts and sciences		16		144		20				
	Special				23						
	Music		3		16		1				
	Theology		11		23						
	Summer school (1927)		2	4	9	221					
Do	Mount St. Scholastica College [1] (arts and sciences).		1	9		52					
	Summer school (1927)		6	5		350					
Baldwin City	Baker University	1858	24	11	255	260	46	54			2
	Arts and sciences		21	8	252	230	46	47			
	Fine arts		3	3	51	122		7			
	Summer school (1927)		4	3	30	46					
Emporia	College of Emporia	1883	18	13	183	197	31	36			3
	Arts and sciences		16	10	182	181	31	32			
	Music		2	3	18	91		4			
Hesston	Hesston College [1]	1909	12	3	93	125					
	Preparatory		8	3	74	90					
	Arts and sciences		4		19	35					
	Correspondence courses				13	12					
Highland	Highland College [1] (arts and sciences).	1857	3	3	37	37					
Hillsboro	Tabor College		12	6	90	119	8	2			
	Preparatory		2	2	33	54					
	Arts and sciences		10	4	57	65	8	2			
	Summer school (1927)		5	1	21	25					
	Correspondence				13	10					
Kansas City	Kansas City Baptist Theological Seminary.	1902	[4] 7	[4] 5	86	39	16	9			
Do	Kansas City University	1896	9	6	73	127	5	2			
	Preparatory			2	13	2					
	Arts and sciences		9	4	50	105	5	2			
	Special				10	20					
Leavenworth	St. Mary's College and Academy.[1]	1866	1	6		177					
	Preparatory					106					
	Arts and sciences		1	6		77					
	Summer school (1927)					75					
Lindsborg	Bethany College	1881	27	17	175	273	26	34			4
	Preparatory		2	2	18	28					
	Arts and sciences		13	7	126	87	23	13			
	Music		12	8	31	158	3	21			
	Summer school (1927)		8	6	37	136					
McPherson	Central Academy and College.[1]	1914	6	10	69	84					
	Preparatory		4	9	42	48					
	Arts and sciences		4	4	27	36					
Do	McPherson College	1888	14	3	148	160	24	25			
	Arts and sciences		14	3	139	143	24	25			
	Special				9	17					
	Summer school (1927)		6	4	29	91					
	Extension courses				9	17					
Newton	Bethel College	1893	13	7	134	149	14	9			
	Arts and sciences		10	4	101	80	14	9			
	Special				18	26					
	Music		3	3	35	70					
	Summer school (1927)				12	49					
Paola	College of Paola [1] (arts and sciences).			5		30					
	Summer school (1927)					17					
Ottawa	Ottawa University	1865	18	11	376	269	26	30			3
	Preparatory				71	34					
	Arts and sciences		14	9	155	181	26	30			
	Special		4	2	150	54					

[1] Junior college.

[4] Statistics of 1925–26.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
St Marys	St. Mary's College	1848	35		468		10				
	Preparatory		22		231						
	Arts and sciences		14		184		10				
Salina	Kansas Wesleyan University	1886	18	14	201	392	18	44			
	Arts and sciences		15	12	151	192	17	41			
	Music		3	2	58	200	1	3			
	Summer school (1927)		5	5	17	150					
Do	Marymount College			25		144		10			
	Preparatory			7		39					
	Arts and sciences			17		97		8			
	Home economics			1		18		2			
	Summer school (1927)			10		74					
Sterling	Sterling College	1886	10	5	151	185	16	25			
	Arts and sciences		10	5	119	148	16	25			
	Special				32	37					
	Summer school (1927)		2	2	20	56					
	Extension courses		3		5	16					
Topeka	Washburn College	1865	49	21	507	728	49	59			2
	Arts and sciences		30	17	417	610	28	55			
	Graduate				2	5					
	Special				24	115					
	Fine arts			3	16	172					
	Music		4	4	55	281	1	3			
	Law		15		107	6	20	1			
	Summer school (1927)				62	192					
	Night school				48	154					
	Correspondence courses				9	18					
Wichita	Friends University	1898	18	19	225	228	27	46			
	Arts and sciences		15	14	220	221	27	45			
	Graduate				3	1					
	Special				2	6					
	Music		3	6	1	11		1			
	Summer school (1927)		5	7	34	101					
Winfield	Southwestern College	1886	35	24	491	618	40	80			2
	Arts and sciences		28	10	337	368	40	73			
	Special				158	337					
	Music		7	14	11	66		7			
	Summer school (1927)		14	12	133	379					
	Extension courses		3		31	38					
KENTUCKY											
Barbourville	Union College	1880	7	7	152	183	9	7			
	Preparatory		1	3	54	71					
	Arts and sciences		6	4	98	112	9	7			
	Summer school (1927)		2	2	24	32					
	Extension courses		1	1	10	33					
Berea	Berea College	1855	46	31	947	958	29	34			1
	Preparatory		25	23	721	731					
	Arts and sciences		21	8	226	227	29	34			
	Summer school (1927)		6	3	60	85					
Campbellsville	Campbellsville College [1]		3	4	68	92					
	Preparatory		3	4	50	57					
	Arts and sciences		3	3	18	35					
Covington	Villa Madonna College [1]		3	8		101					
	Preparatory		1	4		56					
	Arts and sciences		2	8		45					
	Summer school (1927)			3		39					
Danville	Centre College (arts and sciences).	1819	24	4	281	54	47				3
	Extension courses		2		60						
Georgetown	Georgetown College	1829	21	9	189	151	18	17			5
	Arts and sciences		21	9	183	142	18	17			
	Special				6	9					
	Summer school		8	3	53	60					
Hopkinsville	Bethel Woman's College [1]	1858		14		160					
	Preparatory			4		46					
	Arts and sciences			6		87					
	Special			4		46					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Jackson	Lee's Junior College		1	6	[3] 97						
	Preparatory				60						
	Arts and sciences		1	6	37						
Kingswood	Kingswood Holiness College (theology)				11	8					
Lexington	Hamilton College [1]	1869		15		144					
	Preparatory			4		78					
	Arts and sciences			11		41					
	Special					25					
Do	Transylvania College	1798	19	5	141	197	25	35	3	1	1
	Arts and sciences		19	5	140	196	25	35			
	Graduate				1	1			3	1	
Do	College of the Bible	1865	7		43	30	2		1	1	
	Special		7		34	27					
	Theology				9	3	2				
London	Sue Bennett Memorial School [1]	1896	3	10	114	162					
	Preparatory		3	10	80	94					
	Arts and sciences		3	7	34	68					
	Summer school (1927)		3	2	20	35					
Louisville	Jefferson School of Law	1905	10		118	6	49	4			
Do	Louisville College of Pharmacy	1871	9		86	2	14				
Do	Presbyterian Theological Seminary.	1893	10		83		10		6		
Do	Sacred Heart Junior College (arts and sciences).		2	4		32					
	Extension courses					86					
Do	Simmons University [2]	1879	12	11	153	118	14	9			
	Preparatory		2	4	54	49					
	Arts and sciences		8	5	75	21	11	9			
	Education		1	2		48					
	Theology		2		24		3				
	Summer school (1927)		5	4	29	103					
	Extension courses		1		1	14					
	Correspondence courses		1	1	5	20					
Do	Southern Baptist Theological Seminary.	1859	12		424		75				
Nazareth	Nazareth Junior College	1814		10		81					
	Preparatory			2		17					
	Arts and sciences			2		23					
	Education			2		32					
	Home economics			1		4					
	Fine arts			1		2					
	Music			2		3					
	Summer school (1927)			20		300					
Russellville	Bethel College [1]	1849	12	1	144	23					
	Preparatory		3		41	5					
	Arts and sciences		9	1	103	18					
Do	Logan College [1]	1857	2	13	4	140					
	Preparatory			3		18					
	Arts and sciences		2	9		99					
	Home economics			1		18					
	Music			3	4	31					
St. Mary	St. Mary's College [1]	1821	6		103						
	Preparatory		4		78						
	Arts and sciences		3		25						
Williamsburg	Cumberland College [1]	1890	8	6	146	204					
	Preparatory		8	6	89	132					
	Arts and sciences		6	4	57	72					
Wilmore	Asbury College	1890	27	23	398	410	52	50			
	Preparatory		6	6	97	60					
	Arts and sciences		14	8	272	270	43	46			
	Special				5	21					
	Fine arts			1	10	19					
	Music		1	6	33	105	1	1			
	Expression			2	31	37	2	2			
	Theology		6		22	8	6	1			
	Summer school (1927)		4	1	31	55					

[1] Junior college. [2] Colored. [3] Men and women.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
KENTUCKY—con.											
Winchester	Kentucky Wesleyan College	1866	14	7	200	176	25	34			3
	Arts and sciences		14	4	195	154	25	34			
	Special			3	5	34					
	Education		2		60	75					
	Summer school (1927)		7		20	27					
LOUISIANA											
Clinton	Silliman College [1]	1852	3	6		75					
	Preparatory					25					
	Arts and sciences		2	5		10					
	Education		1			30					
	Music			1		10					
Mansfield	Mansfield Female College [1]	1854	1	8	5	117					
	Preparatory			3		27					
	Arts and sciences		1	5		68					
	Special				5	22					
New Orleans	Loyola University	1904	100	1	443	45	59	8		12	2
	Arts and sciences		30	1	187		11				
	Graduate				1	20				12	
	Law		34		124	12	21	3			
	Dentistry		26		87	3	22	1			
	Pharmacy		15		44	10	5	4			
	Summer school (1927)		27	15	60	400					
	Extension courses		18	1	58	241					
Do	New Orleans University [2]	1873	11	20	285	478	16	25	1	1	
	Preparatory		4	15	188	300					
	Arts and sciences		7	5	97	178	16	25			
	Summer school (1927)		4	4	33	108					
	Extension courses		2		13	63					
Do	Straight College [2]	1869	9	6	150	213	4	10			
	Preparatory		2	2	97	138					
	Arts and sciences		7	4	53	75	4	10			
Do	Tulane University of Louisiana.	1834	341	68	2,016	1,141	227	164	11	17	2
	Arts and sciences		63	46	567	509	58	92			
	Graduate				51	69			9	17	
	Chemical engineering				34		1		1		
	Civil engineering				58	1	5				
	Mechanical and electrical engineering.				112		10		1		
	Unclassified engineering		[7] 39		269	4					
	Architecture				63	3	4				
	Commerce		17		505	76	17	2			
	Education		19	21	22	253	2	39			
	Fine arts		4	7		171		22			
	Music		4	5		39		4			
	Law		17		75	1	17				
	Medicine		143	8	414	12	96	4			
	Graduate School of Medicine.				117	1					
	Dentistry		13		18	1	17	1			
	Pharmacy		19	3	36	4					
	Social work		3	4	4	21					
	Summer school (1927)		30	13	360	677					
Pineville	Louisiana College (arts and sciences).	1853	16	7	292	283	34	45			
	Summer school (1927)		14	5	184	59					
	Extension courses				2	14					
Shreveport	Centenary College	1841	33	16	344	305	34	43			3
	Arts and sciences		27	11	306	164	34	43			
	Special				27	95					
	Fine arts			1	7	4					
	Music		6	4	4	42					
	Summer school (1927)		16	6	73	172					

[1] Junior college. [2] Colored. [7] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MAINE											
Bangor	Bangor Theological Seminary	1816	8		32	3	3				
Brunswick	Bowdoin College (arts and sciences).	1802	48		554		83				6
Lewiston	Bates College (arts and sciences).	1863	33	3	356	259	76	66	3	3	4
	Summer school (1927)		21	3	96	133					
Waterville	Colby College	1881	33	2	425	255	79	58	3	1	6
	Arts and sciences		33	2	422	254	79	58			
	Graduate				3	1			3	1	
MARYLAND											
Annapolis	St. John's College (arts and sciences).	1789	24		247		15				1
Baltimore	College of Notre Dame of Maryland.	1848	6	12		287		21			
	Preparatory			12		169					
	Arts and sciences		6	12		118		21			
	Summer school (1927)			5		45					
	Extension courses			6		39					
Do	Goucher College (arts and sciences).	1888	24	61		1,060		213			
Do	Johns Hopkins University	1876	479	58	3,315	1,473	221	54	86	25	
	Arts and sciences		61	58	424		89				
	Graduate		64		314	196			67	22	
	Special				810	198					
	Business economics				73		14				
	Education				537	983	10	46			
	Engineering		22		308		60		3		
	Social economics					14					
	Medicine		283		253	28	62	8			
	Hygiene and public health		49		91	54			16	3	
	Night courses for technical workers.				505						
	Summer school (1927)				337	851					
Do	Loyola College (arts and sciences).	1852	16		170		22				
	Extension courses		6		5	50					
Do	Morgan College [2] (arts and sciences).	1872	19	7	157	259	13	28			
	Summer school (1927)		13	1	20	112					
Catonsville	St. Charles College [1]	1848	26		343						
	Preparatory		16		197						
	Arts and sciences		10		146						
Chestertown	Washington College (arts and sciences).	1873	13	5	162	81	20	11			4
Emmitsburg	Mount Saint Mary's College	1808	28		452		45		10		2
	Preparatory		6		134						
	Arts and sciences		14		201		36				
	Education		2		27		9				
	Music		1		18						
	Theology		5		72						
Do	St. Joseph's College (arts and sciences).	1809	11	15		161		37			
Frederick	Hood College	1893	5	49		475		95			
	Arts and sciences		3	41		367		81			
	Home economics			5		97		14			
	Music		2	3		11					
Lutherville	Maryland College for Women		6	15		116		16			
	Arts and sciences		6	5		70		12			
	Education			1		26					
	Home economics			2		15		4			
	Music			7		5					
New Windsor	Blue Ridge College [1]	1899	5	7	90	82					
	Preparatory		3	4	55	53					
	Arts and sciences		3	3	35	29					
	Commerce		1	1	8	3					
	Fine arts			1	1	7					
	Music		1	2	2	23					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Westminster	Western Maryland College (arts and sciences).	1867	19	18	190	232	22	48	3		1
	Extension courses		3	3	13	84					
Do	Westminster Theological Seminary.	1882	6	1	39	3	19	1			
Woodstock	Woodstock College	1869	32		278		16				
	Arts and sciences		22		144		16				
	Theology		10		134						
MASSACHUSETTS											
Amherst	Amherst College	1821	75		772		127		5		7
	Arts and sciences		75		761		127				
	Graduate				11				5		
Boston	Boston University	1873	344	68	5,411	5,770	352	395	98	96	3
	Arts and sciences		44	6	521	1,426	50	115			
	Graduate				220	343			47	69	
	Practical arts and letters		19	19		988		76			
	Religious education		24	14	125	404	25	65			
	Business administration		95	1	3,267	918	178	27	15	4	
	Education		20	14	275	1,456	29	111	10	21	
	Theology		14		237	28			9	1	
	Law		26		554	18	49	1	17	1	
	Medicine		98	8	185	22	21				
	Fine arts		4	6	27	167					
	Summer school (1927)				387	819					
	Extension courses				67	921					
	Correspondence courses				263	15					
	Military drill				501						
Do	Emmanuel College	1919	11	22		295		55		6	
	Arts and sciences		11	22		281		55			
	Graduate					14				6	
	Summer school (1927)		1	6		90					
Do	Gordon College of Theology [4]	1889	11	3	112	104	12	13			
Do	Massachusetts College of Osteopathy.		31	3	75	9	15	4			
Do	Massachusetts College of Pharmacy.	1867	16		398	34	67	6			
Do	Northeastern University	1896	275		5,665	378	464	36	1		
	Preparatory		38		1,042	130					
	Commerce		145		1,363	72	107	7	1		
	Chemical engineering				212		28				
	Civil engineering				359		41				
	Electrical engineering				521		63				
	Mechanical engineering				277		32				
	Industrial engineering				74		5				
	Engineering (evening school).		34		317						
	Law		58		1,500	176	188	29			
	Extension courses		4		52	2					
Do	Portia Law School	1909	13	3		450		87		5	
Do	St. John's Boston Ecclesiastical Seminary.[4]	1884	12		168						
Do	Simmons College	1902	38	92		1,461		305		23	
	Arts and sciences		38	92		1,324		305			
	Graduate					137				23	
	Summer school			33		270					
	Extension courses			7		48					
Do	Suffolk Law School	1906	34		2,604		258				
Bradford	Bradford Academy [1]	1803		23		172					
	Preparatory			12		66					
	Arts and sciences			18		106					
Cambridge	Episcopal Theological School	1867	8		47		15				1

[1] Junior college.

[4] Statistics of 1925–26.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MASSACHUSETTS—con.											
Cambridge	Harvard University	1638	888	1	7,860	165	1,239		789	43	12
	Arts and sciences		414		3,250		669				
	Graduate				888				347		
	Special				49						
	Industrial chemistry				12		6				
	Civil engineering		3		61						
	Electrical engineering		12		106						
	Mechanical engineering		6		68						
	Mining engineering		5		18						
	Unclassified engineering				22		38		37		
	Applied biology		6		18				6		
	Architecture and landscape architecture		18		147				26		
	Business administration		53		745				274		
	Education		25		186	165			76	43	
	Theology		10		87		2		4		
	Law		31		1,534		347		14		
	Medicine		212	1	521		131				
	Dentistry		90		135		46				
	Public health		3		18				5		
	Summer school (1927)		116		1,485	1,359					
	Military drill		11		478						
Do	Massachusetts Institute of Technology.	1865	442	4	2,662	50	474	3	204		
	General sciences		197	2	148	20	25	2			
	Graduate				372	2			[9]79		
	Special				24	1					
	Architecture		21	1	155	25	13	1	6		
	Architectural engineering		1		90		16				
	Aeronautical engineering		10		154	1	8		10		
	Chemical engineering		52	1	233		49		10		
	Civil engineering		22		209		60		9		
	Electrical engineering		56		444	1	110		65		
	Electrochemical engineering.				50		11		3		
	Engineering administration.				306		76				
	General engineering				32		14				
	Mechanical engineering		62		275		74		13		
	Mining engineering		12		43		9				
	Naval architecture and marine engineering.		7		44		3		9		
	Sanitary and municipal engineering.				17		6				
	Building construction		4		66						
	Summer school (1927)		123	2	[1]1,332	116					
	Military drill		16		1,243						
Do	New-Church Theological School.	1866	6	1	4	1					
Do	Radcliffe College	1879	207			1,123		142			
	Arts and sciences		207			731		142			
	Graduate					342				81	
	Special					50					
Chestnut Hill	Boston College	1864	49		1,188	428	228	8	46	14	2
	Arts and sciences		49		1,122		227				
	Graduate				66	46			45	11	
	Education				182	382	1	8	1	3	
	Summer school (1927)		26	2	17	401					
	Extension courses		4	1		652					
Newton Centre	Newton Theological Institution.	1825	10	1	56	12	14		8	2	
Northampton	Smith College	1875	78	161		2,128		419		21	6
	Arts and sciences		78	161		2,051		419			
	Graduate					77				21	
Norton	Wheaton College (arts and sciences).	1834	7	40		497		94			2

[9] Includes 64 in engineering not listed below.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
South Hadley	Mount Holyoke College	1837	13	93		1,009		245		3	
	Arts and sciences		13	93		988		245			
	Graduate					18				3	
	Special					3					
	Summer school (1927)			3		17					
South Lancaster	Atlantic Union College	1882	10	12	115	140	5	3			
	Preparatory		3	5	57	83					
	Arts and sciences		2	2	15	6					
	Commerce		1	1	3	5					
	Education			4	3	20					
	Religious education		5		25	25	4	3			
	Theology		1		12	1	1				
	Summer school (1927)		1	3	13	23					
Tufts College	Tufts College	1854	343	21	1,808	275	286	65	5	4	9
	Arts and sciences		83	14	700	268	83	55			
	Graduate				13	8			5	4	
	Chemical engineering		[7] 21		31		6				
	Civil engineering				112		19				
	Electrical and mechanical engineering.				138		9				
	General engineering				3		3				
	Theology		5		32		4				
	Medicine		162	6	[3] 490		103	4			
	Dentistry		72	1	[3] 324		59	6			
Springfield	International Young Men's Christian Association College.	1885	34	4	550		10		1		6
	Arts and sciences		22	4	149						
	Physical education		12		401		10		1		
Wellesley	Wellesley College	1875	26	140		1,604		306		24	
	Arts and sciences		26	140		1,552		306			
	Graduate					44				24	
	Special					8					
Williamstown	Williams College	1793	74		815		170		3		11
	Arts and sciences		74		812		170				
	Graduate				3				3		
Worcester	Clark University [4]	1889	35	1	319	57	41	2	23	8	2
	Arts and sciences		35	1	236		41	2			
	Graduate				51	21			23	8	
	Special				32	36					
Do	Holy Cross College	1843	71		1,040		211		4		4
	Arts and sciences		71		1,036		211				
	Graduate				4				4		
Do	Worcester Polytechnic Institute.	1868	65		590		76		7		6
	General science				4						
	Unclassified engineering		25		162						
	Chemical engineering		6		42		4				
	Civil engineering		5		74		14		1		
	Electrical engineering		10		174		37		5		
	Mechanical engineering		19		134		21		1		
MICHIGAN											
Adrian	Adrian College	1859	9	9	113	154	15	13			4
	Arts and sciences		8	7	96	73	15	12			
	Special				16	74					
	Music		1	2	1	7		1			
	Summer school (1927)		2	1	9	35					
Albion	Albion College	1861	27	20	463	396	60	43			2
	Arts and sciences		22	17	432	339	60	42			
	Music		5	3	31	57		1			
Alma	Alma College (arts and sciences).	1887	15	6	191	110	35	13			5

[3] Men and women. [4] Statistics of 1925–26. [7] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Battle Creek	Battle Creek College	1880	24	26	151	559	7	57			
	Arts and sciences		23	7	120	63	7	57			
	Graduate				5	3					
	Special				24	40					
	Home economics			5		138					
	Music		1	4	2	4					
	Nursing			10		177					
	Physical education					134					
	Summer school (1927)				59	155					
Berrien Springs	Emmanuel Missionary College.	1875	21	10	209	212	22	20			
	Preparatory		3	3	40	43					
	Arts and sciences		11	3	88	72	22	20			
	Commerce		2		15	13					
	Education		1	1	5	38					
	Home economics			2		17					
	Music		2	1	4	15					
	Theology		2		46	13					
	Summer school (1927)		6	8	40	77					
Detroit	Detroit College of Law		34		893		93				
Do	Marygrove College (arts and sciences).	1845	7	45		304		26			
Do	University of Detroit	1877	137	1	2,592	289	140	11	3		4
	Preparatory		17		300						
	Arts and sciences		39	1	437		33				
	Graduate				7	1			1		
	Commerce		71		795	77	37	8			
	Aeronautical engineering		[7] 37		109		4				
	Architectural engineering				117		7				
	Chemical engineering				77		5		2		
	Civil engineering				95		7				
	Electrical engineering				199		18				
	Mechanical engineering				134		7				
	Journalism				35						
	Law		33		176	26	22	3			
	Commercial art		2		38	19					
	Saturday classes		20		13	166					
	Summer school (1927)		14		23	122					
Grand Rapids	Calvin College	1876	23	1	254	118	35	12			
	Arts and sciences		14	1	203	49	30	11			
	Special				4	4					
	Education		3		7	65		1			
	Theology		6		40		5				
Hancock	Suomi College and Theological Seminary.	1896	6	5	23	20					
	Preparatory				12	12					
	Arts and sciences				6	3					
	Theology				4						
	Music				1	5					
Hillsdale	Hillsdale College	1856	20	11	219	253	30	40			4
	Arts and sciences		20	11	194	200	30	40			
	Music		4	4	25	53					
Holland	Hope College	1866	24	10	351	305	49	39			1
	Preparatory		3	2	18	17					
	Arts and sciences		19	5	288	213	49	39			
	Music		2	3	45	75					
Do	Western Theological Seminary	1866	6		58		17		3		
Kalamazoo	Kalamazoo College (arts and sciences).	1833	18	9	227	164	38	23			
Nazareth	Nazareth College	1897	4	17		158					
	Preparatory		1	9		75					
	Arts and sciences		4	14		53		5			
	Special			3		30					
	Summer school (1927)		3	14		250					
	Extension courses		1		3	22					

[7] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Olivet	Olivet College	1844	17	13	145	164	26	25			
	Arts and sciences		14	9	138	136					
	Special		3	4	7	28					
	Summer school		4	1	36	41					
Owosso	Bible Holiness Seminary (theology)			1	8	4					
MINNESOTA											
Collegeville	St. John's University	1857	53		494		18				
	Preparatory		33		242						
	Arts and sciences		28		206		16				
	Theology		9		46		2				
Duluth	College of St. Scholastica [4]	1912		40		231		2			
	Preparatory			18		134					
	Arts and sciences			22		97		2			
Faribault	Seabury Divinity School	1858	6		30		3				2
Minneapolis	Augsburg Seminary	1869	24	7	222	90	31	16			
	Preparatory		7	4	31	11					
	Arts and sciences		18	7	168	79	26	16			
	Theology		6		23		5				
Do	Minnesota College of Law	1913	22		170	10	7				
Moorhead	Concordia College	1891	21	12	209	223	29	35			
	Arts and sciences		21	12	205	215	29	35			
	Special				4	8					
Northfield	Carleton College	1867	48	25	407	435	50	69	1	3	1
	Arts and sciences		48	25	400	426	50	69			
	Graduate				1	2			1	3	
	Special				6	7					
Do	St. Olaf College	1874	49	22	536	473	94	77			
	Arts and sciences		49	22	531	467	94	75			
	Special				5	4					
	Music		4	5	114	213		2			
St. Joseph	College of St. Benedict	1887	2	41		303		28			
	Preparatory		1	26		165					
	Arts and sciences		2	29		138		28			
	Summer school (1927)		2	6		120					
St. Paul	Bethel Institute	1871	7	6	139	175	8	1			
	Preparatory		7	6	98	167					
	Theology		6	1	41	8	8	1			
	Summer school (1927)		2	1	5	7					
Do	College of St. Catherine	1905	10	27		483		35			
	Preparatory			20		125					
	Arts and sciences		10	27		358		35			
	Summer school (1927)		4	16		75					
Do	College of St. Thomas	1885	77		724		42				
	Preparatory		22		322						
	Arts and sciences		18		181		17				
	Commerce		10		147		15				
	Education		9		54						
	Journalism		3		7		2				
	Law		15		17		8				
	Military drill		3		325						
Do	Concordia College [1]	1893	14		254						
	Preparatory		12		189						
	Arts and sciences		10		65						
Do	Hamline University	1864	31	8	213	195	30	37	2		2
	Arts and sciences		31	8	207	193	30	37			
	Graduate				6	2			2		
Do	Luther Theological Seminary		10		134		5		1		
Do	Macalester College	1885	29	25	251	269	29	43			1
	Arts and sciences		25	12	247	250	28	43			
	Music		4	13	19	67	1				
Do	St. Paul College of Law	1900	25		190	10					

[1] Junior college.

[4] Statistics of 1925–26.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MINNESOTA—continued											
St. Paul	St. Paul Luther College [1]	1885	10	2	121	48					
	Preparatory		7	2	40	11					
	Arts and sciences		7	2	33	5					
	Special				18	37					
	Theology		3		32						
	Extension courses				8	7					
Do	St. Paul Seminary	1894	12		215						
	Arts and sciences		4		72						
	Theology		8		143						
St. Peter	Gustavus Adolphus College	1862	22	4	322	317	57	41		1	2
	Preparatory				20	34					
	Arts and sciences		20	2	295	213	57	41			
	Special				7	4					
	Music		2	2	33	120					
Winona	College of St. Teresa (arts and sciences).	1910	13	20		336		43			
	Summer school (1927)		10	18		273					
Do	St. Mary's College (arts and sciences).	1912	15		140		13				
MISSISSIPPI											
Blue Mountain	Blue Mountain College	1873	7	16	1	323		66			
	Arts and sciences		7	16	1	305		66			
	Special					18					
	Summer school (1927)		4	10	25	152					
Brookhaven	Whitworth College	1859	3	13		209					
	Arts and sciences		3	7		129					
	Special			6		80					
	Summer school (1927)				6	150					
Clinton	Hillman College [1]	1853	4	10		117					
	Preparatory					24					
	Arts and sciences		4	10		79					
	Special					14					
Do	Mississippi College (arts and sciences).	1826	29		521	32	81	11	1		2
	Summer school (1927)		14		196	195					
	Extension courses				24	34					
Grenada	Grenada College	1852		16		181		23			
	Arts and sciences			9		170		23			
	Special					11					
	Home economics			1		34					
	Fine arts			2		18					
	Music			4		44					
Hattiesburg	Mississippi Woman's College	1912	10	14	2	448		46			
	Arts and sciences		9	7		344		46			
	Special					22					
	Fine arts			2		31					
	Music		1	5	2	82					
	Summer school (1927)		6	7	4	115					
Holly Springs	Mississippi Synodical College [1] (arts and sciences).	1883	1	5		69					
Do	Rust College [2]	1872	5	4	117	145	7	8			
	Preparatory		5	4	39	31					
	Arts and sciences		5	4	78	114	7	8			
Jackson	Belhaven College	1893	5	18	14	247		25			
	Arts and sciences		3	13		167		22			
	Special				14	80					
	Music		2	5		75		3			
Do	Jackson College [2]	1877	7	6	93	128	4	3			
	Preparatory		2	5	64	99					
	Arts and sciences		5	1	29	29	4	3			
Do	Millsaps College	1892	18	4	311	146	34	31			2
	Arts and sciences		18	4	308	142	34	31			
	Graduate				3	4					
	Summer school (1927)		8	4	86	182					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Women	Men	Men	Women	Men	Women	Women	Men	
1	2	3	4	5	6	7	8	9	10	11	12
MISSISSIPPI—con.											
Newton	Clark Memorial College [1]	1908	9	4	155	140					
	Preparatory		1	1	19	10					
	Arts and sciences		8	3	130	116					
	Special				6	14					
	Summer school (1927)		4	1	60	240					
Tougaloo	Tougaloo College [2]	1869	4	11	89	146	6	1			
	Preparatory		2	8	64	101					
	Arts and sciences		2	3	25	45	6	1			
Gulfport	Gulf Park College [1]		1	10		253					
	Preparatory		1	7		87					
	Arts and sciences		1	8		166					
MISSOURI											
Albany	Palmer College [1]	1865	6	4	50	128					
	Arts and sciences		5	2	40	70					
	Music		1	2	10	58					
	Summer school (1927)		7	2	18	36					
Bolivar	Southwest Baptist College [1]	1878	14	7	128	150					
	Preparatory		4	1	40	26					
	Arts and sciences		10	6	83	76					
	Special				5	48					
	Summer school (1927)		6	4	76	217					
Boonville	Kemper Military School [1]	1844	25		355						
	Preparatory		25		240						
	Arts and sciences		10		115						
	Military drill				355						
Cameron	Missouri Wesleyan College	1883	10	7	128	149	24	20			
	Arts and sciences		9	4	108	104	24	19			
	Music		1	3	20	45		1			
	Summer school (1927)		4	3	21	89					
Canton	Culver-Stockton College (arts and sciences).	1856	13	9	170	123	15	16			2
	Summer school (1927)				40	146					
Carthage	Ozark Wesleyan College [1]	1924	12	13	150	132					
	Arts and sciences		10	9	117	112					
	Special				27	14					
	Fine arts		1	2	6	6					
	Music		1	2	6	23					
	Summer school (1927)				14	134					
	Extension courses				3	22					
Columbia	Christian College [1]	1851	5	22		240					
	Preparatory					10					
	Arts and sciences		5	22		230					
Do	Stephens College [1]	1856	12	52		611					
	Preparatory					28					
	Arts and sciences		7	30		383					
	Special					3					
	Commerce			2		29					
	Education		1	2		101					
	Home economics			3		20					
	Fine arts		1	2		18					
	Music		3	9		19					
	Physical education			4		10					
Concordia	St. Paul's College [1]		7		151						
	Preparatory		6		120						
	Arts and sciences		7		31						
Fayette	Central College	1857	26	14	423	313	33	20			4
	Arts and sciences		26	14	420	311	33	20			
	Special				3	2					
	Summer school (1927)				71	139					
Fulton	Westminster College (arts and sciences).	1849	17		327		34				8
Do	William Woods College [1]	1890	6	18		271					
	Preparatory		3	7		21					
	Arts and sciences		6	18		250					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI—con.											
Kansas City	Central College of Osteopathy		16	1	50	3	17				
Do	Kansas City College of Osteopathy and Surgery.		18	8	93	13	8	2			
Do	Kansas City College of Pharmacy.	1885	7	1	110	1	30				
Do	Kansas City School of Law	1895	66		648	76	91	6	23	3	
Do	Kansas City-Western Dental College.	1890	56		270		82				
Do	Rockhurst College	1914	22		510		7				
	Preparatory		12		360						
	Arts and sciences		10		150		7				
Do	St. Teresa College [1]		2	12		74					
	Preparatory			3		18					
	Arts and sciences		2	12		56					
	Summer school (1927)			4		26					
Kidder	Kidder Institute [1]		3	5	52	59					
	Preparatory		3	5	27	23					
	Arts and sciences		3	5	25	36					
Kirksville	Kirksville College of Osteopathy and Surgery.	1892	21	1	621	85	107	11			
Lexington	Wentworth Military Academy.[1]	1880	23	4	229						
	Preparatory		14	3	126						
	Arts and sciences		9	1	103						
	Military drill		3		229						
Liberty	William Jewell College (arts and sciences).	1849	23		348	203	48	25			
	Summer school (1927)		7		54	70					
Marble Hill	Will Mayfield College [1]	1878	9	4	88	81					
	Preparatory		2	3	41	38					
	Arts and sciences		7	1	46	36					
	Special				1	7					
	Summer school (1927)		4	6	24	55					
Marshall	Missouri Valley College	1889	17	5	137	153	17	26			2
	Arts and sciences		15	5	122	112	17	26			
	Special				7	6					
	Music		2		8	133					
	Summer school (1927)		6	2	19	53					
Mexico	Hardin College [1]	1873	3	10	7	139					
	Preparatory					19					
	Arts and sciences		3	10		90					
	Music				7	30					
Nevada	Cottey College [1]	1884	1	17		186					
	Preparatory			2		52					
	Arts and sciences			9		44					
	Education			1		74					
	Fine arts			2		7					
	Music		1	3		9					
O'Fallon	St. Mary's Institute [1] (arts and sciences).		1	5		19					
Parkville	Park College (arts and sciences).	1875	19	15	241	279	37	51			3
St. Charles	Lindenwood College	1831	7	38		449		35			
	Arts and sciences		6	26		329		26			
	Home economics			2		42		4			
	Fine arts			1		14					
	Music		2	7		51		5			
	Oratory			2		13					
St. Louis	Benton College of Law	1897	20		168	13	17	1	7	1	
	Arts and sciences		8		65	8					
	Law		13		103	5	17	1	7	1	

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
MISSOURI—con.											
St. Louis	City College of Law and Finance.	1908	48		423	10	38		9		
	Preparatory		7		61	2					
	Law		28		212	5	38				
	Finance		13		127	3					
	Graduate				23				9		
Do	College of the Sacred Heart	1826	9	23		139		16			
	Preparatory		3	7		65					
	Arts and sciences		6	16		74		16			
Do	Concordia Theological Seminary.	1839	14		442		8		5		2
	Correspondence courses				161						
Do	St. Louis College of Pharmacy	1863	14		251	10	55				
Do	St. Louis University	1818	384	1	2,314	168	282	8	33	14	
	Arts and sciences		67		627		84				
	Graduate				85	106			33	14	
	Commerce		51		524		11				
	Education		40		2	59	1	8			
	Theology		12		133						
	Law		16	1	111	3	20				
	Medicine		158		512		93				
	Dentistry		40		320		73				
	Summer school (1927)				[3] 611						
	Extension courses				20	240					
	Military drill				630						
Do	The Principia [1]	1898	15	19	185	210					
	Preparatory		11	15	129	142					
	Arts and sciences		8	8	56	68					
Do	Washington University	1857	323	32	2,294	1,183	315	129	34	14	8
	Arts and sciences		149	8	742	806	47	117			
	Graduate				141	100			29	14	
	Commerce				127	16	40	3	2		
	Chemical engineering				80		11				
	Civil engineering				74		16		1		
	Electrical engineering				144		23				
	Mechanical engineering				67		9				
	Architectural engineering				51		3				
	Architecture				114	6	18		2		
	Fine arts		8	8	94	213					
	Law		11		184	8	43	4			
	Medicine		124	3	329	12	72	2			
	Nursing			12		20		1			
	Dentistry		31	1	195	2	33	2			
	Summer school (1927)		56	6	370	550					
	Extension courses		102	15	1,675	1,056					
Do	Xenia Theological Seminary	1794	7		42	1	6		4		
Springfield	Drury College (arts and sciences).	1873	24	15	237	238	27	29			1
Tarkio	Tarkio College	1883	12	5	109	121	13	17			2
	Arts and sciences		12	5	61	58	13	17			
	Special				48	63					
Warrenton	Central Wesleyan College	1864	16	10	148	128	17	14			4
	Preparatory		1	4	32	29					
	Arts and sciences		15	6	116	99	17	14			
	Theology		1		14						
	Summer school (1927)		14	7	68	138					
Webster Groves	Eden Theological Seminary	1850	9		93		5				4
Do	Kenrick Theological Seminary		12		216						
Do	Webster College	1916	8	22		157		24			

[1] Junior college.

[3] Men and women.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Helena	Intermountain Union College (arts and sciences).	1889	8	8	86	98	11	12			2
	Summer school (1927)		3	2	15	19					
Do	Mount St. Charles College	1910	16		164						
	Preparatory		8		75						
	Arts and sciences		10		89						
NEBRASKA											
Bethany	Cotner College	1889	10	14	96	97	18	21			
	Arts and sciences		10	10	96	90	18	20			
	Fine arts			4		7		1			
Blair	Dana College and Trinity Seminary.	1884	11	4	91	61		1			
	Preparatory				10	6					
	Arts and sciences		6	3	36	32		1			
	Music		1	1		8					
	Special				27	15					
	Theology		4		18						
Central City	Nebraska Central College (arts and sciences).	1899	7	6	30	51	2	3			
College View	Union College	1891	18	11	202	206	20	23			
	Preparatory		2	1	27	24					
	Arts and sciences		12	10	156	162	20	23			
	Special				12	20					
	Theology		4		7						
	Summer school (1927)		7	6	33	119					
Crete	Doane College	1872	16	9	131	136	17	15			
	Arts and sciences		16	9	118	101	17	15			
	Special				13	35					
Fremont	Midland College	1887	18	10	173	206	20	15			1
	Preparatory		2		4	3					
	Arts and sciences		16	6	115	116	19	15			
	Commerce		1	3	42	51					
	Fine arts		2	2	26	69					
	Theology		5		12		1				
	Summer school (1927)		12	6	53	211					
Grand Island	Grand Island College (arts and sciences).	1892	10	3	85	73	8	13			
	Summer school (1927)		7	2	16	71					
	Extension courses		3	1	13	40					
Hastings	Hastings College	1882	19	24	303	336	31	36			3
	Preparatory		1	3	17	19					
	Arts and sciences		18	21	286	317	31	36			
	Summer school (1927)		7	9	52	145					
	Extension courses		2	3	3	11					
	Correspondence courses		2	2	5	13					
Omaha	College of St. Mary		5	9		150					
	Preparatory		1	9		100					
	Arts and sciences		5	7		50					
Do	Creighton University	1878	233	21	1,691	407	247	45	4	11	
	Preparatory		19	6	302	55					
	Arts and sciences		36	8	516	92	69	39			
	Graduate				14	14			4	11	
	Commerce		22	1	204	45	18	1			
	Education		13		19	159					
	Law		9		157		34				
	Medicine		75	1	197	1	45				
	Nursing		33	5		32		2			
	Dentistry		30		144	1	48				
	Pharmacy		9		138	8	33	3			
	Summer school (1927)		26	3	58	531					
	Military drill		6		449						
Do	Presbyterian Theological Seminary.	1891	7		41	2					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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	University of Omaha	1909	41	21	276	305	15	13			
	Arts and sciences		17	19	148	263	9	12			
	Commerce		5	3	64	47					
	Law		19		69	3	6	1			
	Summer school (1927)		13	6	39	184					
	Extension courses				14	83					
University Place	Nebraska Wesleyan University.	1887	31	30	353	556	44	51			1
	Arts and sciences		20	11	277	137	41	40			
	Graduate				1	1					
	Special				41	84					
	Education		14	12	27	260	3	5			
	Fine arts		11	12	7	74		6			
	Summer school (1927)		14	9	58	184					
	Extension courses			1		50					
	Correspondence courses				3	16					
Wahoo	Luther Junior College		8	4	74	110					
	Preparatory		2	2	41	50					
	Arts and sciences		5	1	32	19					
	Education		1	1	1	41					
York	York College	1890	10	12	129	184	7	13			1
	Preparatory		2	2	6	6					
	Arts and sciences		10	12	89	97	7	13			
	Commerce		1	1	13	16					
	Fine arts			1	4	24					
	Music		2	3	29	66					
	Summer school (1927)		6	6	30	133					
NEW HAMPSHIRE											
Hanover	Dartmouth College	1769	223		2,258		474				13
	Arts and sciences		191		2,191		449				
	Graduate				9						
	Commerce		12		91		18				
	Civil engineering		3		17		7				
	Medicine		17		37						
Manchester	St. Anselm's College	1893	21		268						
	Preparatory		14		110						
	Arts and sciences		10		150						
	Theology		4		8						
NEW JERSEY											
Bloomfield	Bloomfield Theological Seminary.	1869	13	1	66						
	Preparatory		13	1	26						
	Arts and sciences		1		12						
	Special				7						
	Theology		7	1	21						
Convent Station	College of St. Elizabeth (arts and sciences).	1899	5	24		302		72			
	Summer school (1927)			6		58					
East Orange	Upsala College	1893	16	1	209	182	19	14			
	Preparatory		9		28	12					
	Arts and sciences		16	1	161	101	19	14			
	Special				20	69					
	Summer school (1927)		7		23	15					
Hoboken	Stevens Institute of Technology (mechanical engineering).	1871	50		447		73				1
	Summer school (1927)		10		96						
Lakewood	Georgian Court College	1908	10	14		135		28			
	Arts and sciences		6	11		135		25			
	Education		2	3		60					
	Fine arts			2		24					
	Music		4	3		120		3			
Madison	Drew University (theology)	1867	32	3	275	30	56		13	3	
Newark	New Jersey Law School	1908	[1] 13		1,751	62	417	25			

[1] Statistics of 1925–26.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
New Brunswick	New Brunswick Theological Seminary.	1784	10		31		5		1		
	Extension courses				35						
Princeton	Princeton Theological Seminary.	1812	13		253		44		28		
Do	Princeton University	1746	272		2,488		449		107		8
	Arts and sciences		272		2,124		449				
	Graduate				210				105		
	Engineering				154				2		
	Military science				95						
Do	St. Joseph's College		14		120		12		2		
	Preparatory [4]		7		67						
	Arts and sciences		7		53		12				
South Orange	Seton Hall College	1856	39		801		42		21		3
	Preparatory		20		457						
	Arts and sciences		12		277		42				
	Theology		7		67						
Zarephath	Alma College	1912	4	7	27	28	1	1			2
	Preparatory		2	7	20	14					
	Arts and sciences		3	4	7	14	1	1			
NEW YORK											
Albany	St. Rose's College (arts and sciences).	1920	7	13		174		34			
Alfred	Alfred University	1836	36	13	382	182	44	32			4
	Arts and sciences		20	10	214	122	35	26			
	Ceramics		5	2	117	47	9	6			
	Agriculture		8		48	11					
	Theology		3	1	3	2					
	Summer school (1927)		13	8	70	68					
Annandale	St. Stephens' College (arts and sciences).	1860	19		109		18				3
Auburn	Auburn Theological Seminary	1819	17	2	63	51	9	9	3		
	Religious education		15	2	8	42		9	3		
	Theology		12		33		9				
	Graduate				22	9					
	Summer school (1927)		8	6	53	38					
Aurora	Wells College (arts and sciences).	1868	13	28		242		51			
Brooklyn	Adelphi College (arts and sciences).	1896	17	19		637		129		1	
	Summer school (1927)					112					
Do	Brooklyn College of Pharmacy	1891	11		462	24	194	11			
Do	Long Island College Hospital (medicine).	1859	203	1	414	11	96	5			
Do	Polytechnic Institute of Brooklyn.	1854	41		662		88		3		
	Graduate				178						
	Special				5						
	Chemistry				36		19		3		
	Chemical engineering		7		43		2				
	Civil engineering		6		119		18				
	Electrical engineering		6		191		20				
	Mechanical engineering		10		90		29				
	Summer school (1927)		10		132						
Do	St. Francis College (arts and sciences).	1859	16	1	200		23				2
Do	St. John's College	1870	136	3	4,713	1,075	522	47	19	12	4
	Preparatory		37	1	565						
	Arts and sciences		54	2	1,433	474	53	22			
	Graduate				111	486			19	12	
	Commerce		14		225	8					
	Law		22		2,351	107	469	25			
	Theology		9		48						
	Summer school (1927)		6		85	25					
	Extension courses		34	2	161	427					

[4] Statistics of 1925–26.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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	St. Joseph's College for Women (arts and sciences).	1916	8	20		270		61			
Buffalo	Canisius College	1870	55	2	609	340	51	53	2	25	
	Arts and sciences		30		595		51				
	Graduate				2	26			2	25	
	Education		25	2	102	314		53			
	Summer school (1927)		24	2	58	325					
Do	De Lancey Divinity School	1856	9		8						
Do	D'Youville College (arts and sciences).	1908	5	14		220		39			
Do	Martin Luther Theological Seminary.	1854	3		15						
Do	University of Buffalo	1846	318	9	1,292	656	264	88	7	6	
	Arts and sciences		57	6	455	443	47	67			
	Graduate				31	26			7	6	
	Special				70	131					
	Commerce		6		10	2		3			
	Law		29		187	15	51	4			
	Medicine		124	1	269	7	56	3			
	Dentistry		24		76	1	14				
	Pharmacy		18	1	194	31	96	11			
	Evening courses		75	2	614	474					
	Summer school (1927)		25	5	210	297					
	Extension services				263						
	Military drill		1		103						
Canton	St. Lawrence University	1858	65	6	2,810	411	462	72	50	4	6
	Arts and sciences		30	6	387	280	64	47			
	Graduate				81	4			10	1	
	Special				7	2					
	Law		31		2,321	124	396	25	40	3	
	Theology		4		14	1	2				
	Summer school (1927)		14		84	71					
	Extension courses		4		32	147					
Clinton	Hamilton College (arts and sciences).	1812	44		420		79		1		4
Elmira	Elmira College	1853	12	48		596		120			
	Arts and sciences		11	44		519		109			
	Commerce		1	1		36		5			
	Home economics			3		41		6			
	Extension courses		9	12	60	260					
Esopus	Mount St. Alphonsus Theological Seminary.	1867	4		112						
Geneva	Hobart College (arts and sciences)	1822	30	7	302	158	43	28			4
Hamilton	Colgate University	1819	73		973		181		11		8
	Arts and sciences		67		910		177				
	Graduate				9				11		
	Theology		6		54		4				
Hartwick Seminary.	Hartwick College	1797	6	2	62	17	3				2
	Preparatory		5	2	40	15					
	Arts and sciences		3	2	14	2					
	Theology		3		8		3				
Houghton	Houghton College	1883	18	11	187	196	16	14			
	Preparatory		1	7	45	34					
	Arts and sciences		12	8	87	91	16	14			
	Music		2	1	41	67					
	Theology		4	2	14	4					
Ithaca	Cornell University	1868	873	83	4,351	1,320	763	246	197	83	
	Arts and sciences		251	3	1,278	615	299	136			
	Graduate				614	163			165	82	
	Special				51	30					
	Agriculture		252	9	601	114	111	28	9	1	
	Home economics (including hotel management).		2	56	127	344	23	67			
	Veterinary medicine		25		110	1	15				
	Architecture		20		167	20	15	4	2		
	Civil engineering		29		351	1	80		12		
	Electrical engineering		24		334	1	50		2		

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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—Contd.										
	Mechanical engineering		50		445	3	79		7		
	Law		8		106	3	37	1			
	Medicine		212	15	235	39	54	10			
	Summer school (1927)		176	22	537	534					
	Correspondence courses				[3] 2,997						
	Military drill				1,901						
Keuka Park	Keuka College (arts and sciences).	1890	9	17		247		51			
	Extension courses		1	1		12					
New Rochelle	College of New Rochelle	1904	24	23		776		146		4	
	Arts and sciences		24	22		746		133			
	Secretarial course			1		30		13			
	Summer school (1927)		3	7		33					
New York	Barnard College (arts and sciences).	1889	31	43		1,069		190			
Do	College of Mount St. Vincent	1847	17	19		740		110		5	
	Preparatory		2	19		192					
	Arts and sciences		15	13		548		110			
	Summer school (1927)			12		300					
Do	College of the Sacred Heart (arts and sciences).	1847	12	15		180		36			
Do	Columbia University	1754	1,143	257	7,440	6,595	[10] 1,036	807	995	1,395	8
	Arts and sciences		444	30	2,092	22	408	194			
	Graduate				1,362	1,570			995	1,395	
	Special				100	87					
	Business		30	1	257	95	51	11			
	Education (including practical arts).		138	165	1,196	4,505	34	444			
	Chemical engineering		[7] 96		33		12				
	Civil engineering				31		4				
	Electrical engineering				44		6				
	Industrial engineering				9						
	Mechanical engineering				53		9				
	Metallurgical engineering				16		3				
	Mining engineering				12		3				
	Journalism		13	1	91	59	32	16			
	Architecture		17		90	11	21	2			
	Law		44		806	2	214				
	Medicine		433	46	383	45	81	11			
	Dentistry		36	2	157	1	56	1			
	Pharmacy		37	4	862	67	72	8			
	Optometry				63	1	2				
	Library service		3	13	31	175	15	120			
	Summer school (1927)				4,055	2,302					
	Extension courses		501	76	6,212	6,899					
	Home study courses		74	18	4,518	3,091					
Do	Cooper Union	1859	98	5	[3] 2,984		[3] 129		38		
	Engineering		77		1,080		129		38		
	Fine arts		21	5	1,904						
Do	Fordham University	1841	324	12	5,214	1,817	887	28	28	64	6
	Preparatory		27		633						
	Arts and sciences		140	5	1,397		256				
	Graduate				162	389			28	64	
	Commerce		9		180	10					
	Education		88	5	663	1,057	8	16			
	Law		28		1,458	55	360	12			
	Pharmacy		15		552		263				
	Social service		17	2	169	306					
	Summer school (1927)		73	3	300	1,050					
	Extension courses		7	2	123	230					
	Military drill		3		119						
Do	General Theological Seminary of the Protestant Episcopal Church.	1817	21		141		10		3		3
Do	Jewish Theological Seminary of America.	1886	11		77		8				

[3] Men and women. [7] Engineering faculty. [10] Includes 23 in engineering not listed below.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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	Manhattan College	1853	49		869		108		4		5
	Preparatory		8		238						
	Arts and sciences		26		363		69				
	Commerce		5		135		14				
	Civil engineering		7		109		21				
	Industrial engineering		1		14		2				
	Architecture		2		10		2				
	Extension courses		12		118						
Do	New York Homeopathic Medical College and Flower Hospital.	1860	104	12	292	9	61				
Do	New York Law School	1891	8		902		302				
Do	New York University	1832	1, 254	110	18, 500	7, 591	2, 061	526	224	70	9
	Arts and sciences		405	44	5, 239	2, 026	518	235			
	Graduate				1, 557	708			104	55	
	Commerce		252	5	7, 374	1, 220	696	53	38	1	
	Education		130	37	726	2, 360	108	199			
	Chemical engineering		[7] 103		49		5		7		
	Civil engineering				131		17		4		
	Electrical engineering				107		17		4		
	Mechanical engineering				71		16		5		
	Industrial engineering				44		10		11		
	Aeronautical engineering				123				7		
	Fine arts		33	3	588	1, 023					
	School of retailing		35	3	403	192			8	13	
	Law		31		1, 526	163	404	36	36	1	
	Medicine		218	11	428	19	94	2			
	Dentistry		144	7	394	4	176	1			
	Summer school (1927)		164	33	2, 390	2, 063					
	Extension courses		70	18	3, 277	4, 165					
	Correspondence course				15	80					
	Military drill		9		886						
Do	The Biblical Seminary in New York.	1901	14	5	82	105	5	6	4		
	Religious education				10	57	5	6			
	Theology				30	4					
	Graduate				13				4		
	Special				25	24					
	Missions				4	15					
	Social service					5					
	Summer school (1927)		8	1	34	30					
Do	Union Theological Seminary	1836	43	2	323	197	44	3	22		
Niagara University	Niagara University	1856	38		405		37		10		3
	Arts and sciences		34		330		37				
	Theology		4		75						
North Chili	A. M. Chesbrough Seminary [1]	1855	7	8	48	70					
	Preparatory		3	5	40	48					
	Arts and sciences		4	3	8	22					
Potsdam	Clarkson College of Technology.	1896	19		357		51		4		
	Graduate				4				1		
	Commerce				5		1				
	Chemical engineering		3		24		5		1		
	Civil engineering		2		83		13				
	Electrical engineering		2		78		24		2		
	Mechanical engineering		2		53		8				
	Unclassified engineering		10		110						
Poughkeepsie	Vassar College	1865	26	112		1, 154		237		6	
	Arts and sciences		26	112		1, 145		237			
	Graduate					9				6	
	Summer school (1927)		2	6		72					
Rochester	Rochester Theological Seminary.	1850	9		83	4	27		3		
Do	St. Bernard's Seminary	1893	15		214		7				
	Theology		8		125						
	Philosophy		7		89		7				

[1] Junior college.

[7] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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	University of Rochester	1850	184	30	1,107	1,571	80	139	11	6	4
	Arts and sciences		90	17	323	396	59	83			
	Graduate				33	19			11	6	
	Special				524	852					
	Chemical engineering				11		1				
	Mechanical engineering				45		5				
	Home economics					36		17			
	Music		44	11	102	209	15	39			
	Medicine		50	2	69	8					
	Summer school (1927)		66	30	325	992					
	Extension courses		47	11	572	1,451					
St. Bonaventure	St. Bonaventure's College	1859	69	4	705	65	55	12	19	5	5
	Preparatory		21		102						
	Arts and sciences		42	4	453	65	55	12			
	Theology		16		150						
	Summer school (1927)		26	4	25	141					
	Extension courses		11	4	12	69					
Saratoga Springs	Skidmore College	1911	12	43		554		85			
	Arts and sciences		10	16		169		26			
	Home economics			6		75		15			
	Fine arts			6		98		14			
	Music		2	4		36		7			
	Nursing			2		13					
	Physical education			5		51		8			
	Library science			2		22		4			
	Secretarial science		2	3		90		11			
Schenectady	Union College	1795	210	9	1,369	34	357	18	13		9
	Arts and sciences		48		515		109				
	Graduate				74						
	Chemical engineering		4		33		5		3		
	Civil engineering		9		107		19				
	Electrical engineering		9		103		9		8		
	Physics		7		17		1		2		
	Law		15		209	3	63	3			
	Medicine		105	9	109	4	24	2			
	Pharmacy		13		202	27	127	13			
	Extension courses		9		130						
Syracuse	Syracuse University	1871	442	90	2,871	2,471	369	388	32	18	13
	Arts and sciences		190	43	966	884	96	176			
	Graduate				149	103			32	18	
	Special				284	489					
	Commerce		86	8	683	193	129	30			
	Education		20	9	21	72	11	51			
	General engineering		[7] 70		11		1				
	Chemical engineering				11						
	Civil engineering				33		12				
	Electrical engineering				58		10				
	Mechanical engineering				33		7				
	Agriculture		9		54	1	10				
	Home economics			10		199		42			
	Journalism		3		47	29	5	3			
	Architecture		5		66		3				
	Fine arts		10	9	68	166	8	19			
	Music		15	8	27	143	2	28			
	Law		7		192	6	43	1			
	Medicine		152	1	166	12	32	3			
	Library science		2	4		84		15			
	Speech		2	3	2	90		20			
	Summer school (1927)		106	22	645	800					
	Extension courses		51	4	1,159	1,360					
	Military drill		6		410						
Tarrytown	Marymount College	1918	9	35		236		7			
	Preparatory [4]			12		114					
	Arts and sciences		9	23		122		7			
Do	The Mason School [1]		3	12		99					
	Preparatory		3	12		51					
	Arts and sciences					48					

[1] Junior college. [4] Statistics of 1925–26. [7] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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	Rensselaer Polytechnic Institute.	1824	110		1,468		192				
	Arts and sciences		19		97		5				
	Graduate				19						
	Special				7						
	Chemical engineering		13		141		16				
	Civil engineering		40		452		57				
	Electrical engineering		20		503		83				
	Mechanical engineering		18		249		31				
Do	Russell Sage College	1917	4	31		344		75			
	Arts and sciences		3	22		161		33			
	Special					8					
	Secretarial		1	4		94		28			
	Home economics			5		67		14			
	Nursing			5		14					
White Plains	Good Counsel College	1923	5	31		310		12			
	Preparatory			16		222					
	Arts and sciences		5	15		88		12			
NORTH CAROLINA											
Asheville	College of St. Genevieve-of-the-Pines.	1909	2	21		133		5			
	Preparatory			7		72					
	Arts and sciences		2	14		61		5			
	Education			5		26					
	Music			3		5					
	Summer school (1927)		2	3		28					
Belmont	Belmont Abbey College	1878	11		93						
	Preparatory		11		66						
	Arts and sciences		4		19						
	Theology		2		8						
Charlotte	Johnson C. Smith University[2]	1868	20		325		30				2
	Preparatory		5		63						
	Arts and sciences		12		250		30				
	Special				5						
	Theology		3		7						
Do	Queens College	1867	4	26		372		33			
	Arts and sciences		3	22		312		33			
	Special					60					
	Fine arts			1		12					
	Music		1	3		48					
Davidson	Davidson College	1837	44		629	7	128				
	Arts and sciences		44		623		128				
	Graduate				3						
	Special				3	7					
	Extension courses		2			42					
	Military drill				400						
Durham	Duke University	1859	109	8	1,388	317	129	99	36	20	5
	Arts and sciences		102	8	1,163	312	128	99			
	Graduate				[3] 130				36	20	
	Special				5	2					
	Law		9		43						
	Theology				47	3	1				
	Summer school (1927)		62	19	426	1,058					
Elon College	Elon College	1890	20	7	211	189	30	24			2
	Arts and sciences		18	3	211	189	30	24			
	Commerce		1	1	62	49					
	Education		1	1	89	99					
	Fine arts			1		11					
	Music		2	3	38	42					
	Expression			1	7	29					
Greensboro	Greensboro College	1846	10	14		347		55			
	Arts and sciences		7	10		292		46			
	Special					42					
	Music		3	4		13		9			
	Extension courses			2		114					

[2] Colored.

[3] Men and women.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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—continued											
Guilford College	Guilford College	1837	17	7	154	155	15	28			
	Arts and sciences		17	7	151	154	15	28			
	Graduate				1	1					
	Special				2						
	Summer school (1927)		5	3	20	25					
Hickory	Lenoir Rhyne College	1891	15	4	127	163	22	29			
	Arts and sciences		15	4	116	129	22	29			
	Special				11	34					
	Summer school (1927)		13	7	83	679					
High Point	High Point College (arts and sciences).	1924	11	11	156	189					
Lenoir	Davenport College [1]	1858	1	13		202					
	Preparatory			7		28					
	Arts and sciences		1	9		78					
	Special			4		96					
Louisburg	Louisburg College [1]	1802	1	15		318					
	Preparatory			6		20					
	Arts and sciences		1	7		246					
	Education			2		189					
	Home economics			1		32					
	Fine arts			1		9					
	Music			4		74					
Mars Hill	Mars Hill College [1]	1866	15	14	264	242					
	Preparatory		4	4	60	50					
	Arts and sciences		11	7	204	192					
	Music		1	3	27	57					
	Summer school (1927)				44	55					
Murfreesboro	Chowan College	1848		19		160		22			
	Arts and sciences			15		160		22			
	Commerce			1		9					
	Education			1		53					
	Fine arts			3		60					
Raleigh	Meredith College	1899	8	31		551		95			
	Arts and sciences		7	20		424		76			
	Fine arts			2		23		4			
	Music		1	9		104		15			
Do	Peace Institute [1]	1858	2	20		257					
	Preparatory			3		82					
	Arts and sciences		2	17		89					
	Special					86					
Do	St. Mary's School [1]	1842	2	22		240					
	Preparatory			10		128					
	Arts and sciences		2	13		94					
	Special			10		18					
Do	Shaw University [2]	1865	15	11	144	232	20	32			1
	Arts and sciences		12	9	129	183	20	32			
	Special				5	51					
	Theology		3	2	22						
	Summer school (1927)				28	200					
Red Springs	Flora Macdonald College	1896	4	22	4	288		44			
	Arts and sciences		3	13		134		36			
	Special				4	35					
	Home economics			3		76					
	Music		1	6		43		8			
Rutherford College.	Rutherford College [1]	1871	7	1	132	25					
	Preparatory		6		69	17					
	Arts and sciences		7	1	63	8					
Salisbury	Catawba College (arts and sciences).	1851	17	11	136	132	8	15			
	Summer school (1927)		4	6	16	126					
	Extension courses		2		22	130					
Do	Livingstone College [2]	1880	13	9	130	120	14	2			
	Preparatory		7	3	48	62					
	Arts and sciences		11	6	82	58	14	2			
	Extension				[3] 47						
	Summer school (1927)		3	4	13	112					

[1] Junior college. [2] Colored. [3] Men and women.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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—continued											
Statesville	Mitchell College	1856	2	9		149					
	Preparatory					16					
	Arts and sciences		2	7		94					
	Special			2		39					
Wake Forest	Wake Forest College	1834	41		734	2	152	1	1	1	5
	Arts and sciences		34		526		131				
	Graduate				2	1			1	1	
	Special				74	1					
	Law		3		72		21	1			
	Medicine		5		60						
	Summer school (1927)		29	6	310	403					
Weaverville	Weaver College [1]	1872	7	4	107	92					
	Preparatory				17	5					
	Arts and sciences		3	4	31	11					
	Special				4	11					
	Business		1		30	24					
	Education		1		20	18					
	Music		2		5	23					
	Summer school (1927)				20	30					
Wilson	Atlantic Christian College (arts and sciences).	1902	7	5	92	95	12	16			
Wingate	Wingate College [1]	1897	5	9	126	159					
	Preparatory			4	30	27					
	Arts and sciences		5	5	94	110					
	Special				2	13					
Winston-Salem	Salem College	1772	8	46		357		45			
	Preparatory			12		82					
	Arts and sciences		8	20		152		36			
	Commerce			1		22					
	Home economics			3		68		5			
	Music		2	11		33		4			
	Extension courses		8	6		159					
NORTH DAKOTA											
Jamestown	Jamestown College	1883	21	34	218	328	18	42			
	Arts and sciences		19	31	196	245	18	42			
	Music		2	3	29	105					
	Summer school (1927)		6	7	32	63					
OHIO											
Ada	Ohio Northern University	1871	44	10	1,041	756	185	144			5
	Arts and sciences		17	4	247	134	32	26			
	Commerce		1	1	27	50	3	8			
	Education		3	2	136	387	19	100			
	Chemical engineering		3		20		3				
	Civil engineering		2		75		15				
	Electrical engineering		2		67		9				
	Mechanical engineering		2		50		7				
	Fine arts			1	1	15					
	Music		4	4	55	145					
	Law		4		151	4	56	2			
	Pharmacy		3		178	6	38	2			
	Expression		1	1	32	28		3			
	Physical education		3		17	14	3	3			
	Summer school (1927)		42	6	209	419					
	Extension courses		2		2	11					
Alliance	Mount Union College	1846	32	11	357	290	44	37			3
	Arts and sciences		29	7	306	215	43	34			
	Special				20	31					
	Music		5	5	31	44	1	3			
	Summer school (1927)		12	2	84	71					
Ashland	Ashland College	1876	13	9	139	275	29	23			3
	Arts and sciences		7	3	110	105	16	19			
	Education		3	2	4	56	6	2			
	Music			4	5	109					
	Theology		3		20	5	7	2			
	Summer school (1927)		15	4	35	275					
	Extension		7		40	39					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Berea	Baldwin-Wallace College	1864	31	12	256	291	43	36			2
	Arts and sciences		21	8	222	206	41	35			
	Music		10	4	25	77	1	1			
	Theology		4		9	8	1				
	Summer school (1927)		5	1	26	30					
Bluffton	Bluffton College	1900	16	8	153	150	19	15			
	Arts and sciences		16	8	120	98	19	15			
	Special				33	52					
	Summer school (1927)				33	43					
Carthagena	St. Charles Seminary (theology).		6		76						
Cedarville	Cedarville College	1894	14	17	98	128	12	15			5
	Preparatory		2	1	7						
	Arts and sciences		11	11	40	7	5	1			
	Education		1	3	36	82	7	14			
	Music		1	3	12	39					
	Theology		3		3						
	Extension courses		1	1	5	3					
Cincinnati	Cincinnati College of Dental Surgery.	1893	14		30		30				
Do	Cincinnati College of Pharmacy.	1850	18		142	13	73	4			
Do	College and Academy of the Sacred Heart.	1869	9	20		168		17			
	Preparatory		1	8		98					
	Arts and sciences		8	12		70		17			
Do	Eclectic Medical College	1845	45	1	70		35				
Do	Hebrew Union College (theology).	1875	16	1	116	1	14				2
	Summer school (1927)		5		26	17					
Do	Lane Theological Seminary	1832	6		36		4				
Do	Mount St. Mary's Seminary of the West (theology).	1829	15		218						
Do	St. Xavier College	1840	57	2	1,171	424	107				3
	Preparatory		30		505						
	Arts and sciences		22	2	405		86				
	Commerce		16		226	133	4				
	Education		22	2	5	290					
	Law		7		30	1	17				
	Summer school (1927)		21	5	90	377					
Do	Y. M. C. A. Law School		24		230	6	37				
Cleveland	Case School of Applied Science	1880	65		612		121		12		2
	Physics		7		23		5		2		
	Chemical engineering		7		61		26		1		
	Civil engineering		5		77		26		2		
	Electrical engineering		5		69		27		1		
	Mechanical engineering		10		114		25		5		
	Mining engineering		4		29		12		1		
	Unclassified engineering		27		239						
	Summer school (1927)		18		170						
Do	Cleveland Law School		22		500	25	122	8	4		
Do	John Carroll University (arts and sciences).	1886	21		312		36	1			
	Summer school (1927)		16	1	39	195					
	Extension (Saturday classes).		16	1	7	140					
Do	Seminary of Our Lady of the Lake (arts and sciences).		9		131						
Do	Notre Dame College	1922	4	24		392		23			
	Preparatory			6		300					
	Arts and sciences		4	14		46		11			
	Commerce			2		16		2			
	Education			7		12		4			
	Home economics			1		10		4			
	Music			2		8		2			
	Extension courses			4		50					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Cleveland	Ursuline College	1922	6	11		105		17			
	Arts and sciences		6	11		95		17			
	Education					34					
	Summer school (1927)					179					
	Extension courses					115					
Do	Western Reserve University	1826	435	146	3,552	5,355	343	242	34	22	9
	Arts and sciences		78	29	953	862	148	159			
	Graduate				167	220			22	20	
	Special					149					
	Education		47	45	212	2,231	1	31			
	Applied social science		11	19	21	174			12	2	
	Library science		3	15	1	72		31			
	Law		11		281	5	65	2			
	Medicine		177		229	16	53	5			
	Nursing		21	19		68		8			
	Dentistry		46		181	4	46	1			
	Pharmacy		11	2	104	17	23	1			
	Evening College		60	18	1,566	1,648	7	4			
	Summer school (1927)		61	26	387	1,545					
Columbus	Capitol University	1850	43	16	321	191	30	20			8
	Preparatory		5	1	21	2					
	Arts and sciences		26	4	235	119	25	20			
	Education		3	1		48					
	Music		8	10	5	22					
	Theology		6		60		5				
	Summer school (1927)		11	1	10	48					
	Extension courses				4	17					
	Correspondence courses				15						
Dayton	Bonebrake Theological Seminary.	1871	7		64	17	4				
Do	Central Theological Seminary of the Reformed Church in the United States.	1848	8		31	4	4				
Do	University of Dayton	1850	72		852	100	76	4	2		3
	Preparatory		9		191						
	Arts and sciences		25		226	67	18				
	Graduate				2				2		
	Commerce		12		136		21				
	Education		3		52	28	1	4			
	Chemical engineering		9		26		3				
	Civil engineering		8		52		7				
	Electrical engineering		9		52		9				
	Mechanical engineering		7		22		2				
	Law		15		93	5	15				
	Summer school (1927)		12		110	38					
	Extension courses		1			18					
	Military drill		6		352						
Defiance	Defiance College	1885	17	12	134	121	17	19			2
	Arts and sciences		17	12	132	105	17	19			
	Special				2	16					
	Summer school (1927)		11	8	34	155					
Delaware	Ohio Wesleyan University	1844	93	36	800	916	137	217	4	3	
	Arts and sciences		85	27	774	826	137	204			
	Graduate				13	26			4	3	
	Special				11	14					
	Fine arts			5	1	22		5			
	Music		8	4	1	28		8			
Findlay	Findlay College	1882	10	8	155	245	11	7			
	Preparatory			1	3	5					
	Arts and sciences		10	5	92	122	11	7			
	Special				47	88					
	Commerce		2	1	25	56					
	Music		3	2	1	3					
	Summer school (1927)		2		6	5					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Gambier	Kenyon College	1824	26		286		50		5		3
	Arts and sciences		22		260		41		4		
	Theology		4		26		9		1		
Glendale	Glendale College [1]	1854		13		55					
	Preparatory			6		36					
	Arts and sciences			13		19					
Granville	Denison University	1831	47	16	459	452	64	81	1		7
	Arts and sciences		47	16	443	428	64	81			
	Special				16	24					
	Summer school (1927)		14	4	28	116					
	Military drill		3		118						
Hiram	Hiram College (arts and sciences).	1850	19	11	149	161	35	26			
Marietta	Marietta College (arts and sciences).	1800	25	6	250	145	42	30			
Mount St. Joseph	College of Mount St. Joseph (arts and sciences).		4	21		110		10			
	Summer school (1927)					154					
	Extension courses					81					
New Concord	Muskingum College	1836	36	26	454	616	89	95			
	Arts and sciences		33	21	382	481	89	90			
	Special				3	1					
	Music		3	5	69	134		5			
	Summer school (1927)				253	726					
	Extension courses				40	105					
Oberlin	Oberlin College [11]	1833	99	42	703	1,012	113	177	20	6	10
	Arts and sciences		72	29	645	697	100	158			
	Graduate				69	28			18	6	
	Music		27	13	58	315	6	18	1		
	Theology		(5)		(5)	(5)	7	1	1		
	Summer school (1927)				910	1,257					
Oxford	Oxford College for Women	1890	3	16	1	129		14			
	Arts and sciences		2	10		90		12			
	Special				1	5					
	Home economics			2		18					
	Fine arts			1		4					
	Music		1	3		12		2			
Do	Western College for Women (arts and sciences).	1855	5	34		380		52			1
Painesville	Lake Erie College (arts and sciences).	1859	4	27		214		33			
Rio Grande	Rio Grande College	1876	13	8	112	103	14	13			2
	Preparatory		4	2	32	33					
	Arts and sciences		9	6	80	70	14	13			
	Summer school (1927)		15	8	100	233					
	Correspondence courses		2		5	4					
Springfield	Wittenberg College	1845	62	20	681	554	96	73	6	2	8
	Arts and sciences		51	16	557	316	74	70			
	Graduate				5	2			3	2	
	Special				6	117					
	Music		5	2	33	98		3			
	Theology		6		61	3	22		3		
	Saturday school		18	3	42	52					
	Summer school (1927)		35	14	193	456					
	Extension courses		16	2	233	552					
	Correspondence courses				15						
Tiffin	Heidelberg College	1850	31	9	272	257	31	42			3
	Arts and sciences		26	7	233	176	31	36			
	Special				34	109					
	Music		5	2	5	16		6			
Toledo	St. John's University	1898	25	7	448	52	26	8			
	Preparatory		13		319						
	Arts and sciences		12	7	129	52	26	8			
	Summer school (1927)		13	8		423					
	Extension courses		6	4		178					
	Correspondence courses		4			132					

[1] Junior college. [5] Included under arts and sciences. [11] Statistics of 1926–27

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Urbana	Urbana University [1]	1850	6	2	14	20					
	Arts and sciences		6	2	13	8					
	Education				1	12					
Westerville	Otterbein College	1847	27	13	248	297	46	49			3
	Arts and sciences		24	7	219	238	46	47			
	Special				29	59					
	Music		3	6	73	134		2			
Wilberforce	Wilberforce University [2]	1856	21	4	191	248	23	23			3
	Preparatory		3	4	62	93					
	Arts and sciences		15	2	119	95	23	11			
	Education		3		9	57		12			
	Music		3	2	1	3					
	Summer school (1927)		9	4	32	74					
	Military drill		2		81						
Wilmington	Wilmington College	1870	15	14	191	213	23	35			
	Arts and sciences		14	14	170	149	8	21			
	Education		3	3	21	64	15	14			
	Summer school (1927)		26	8	554	230					
	Extension courses		4	1	73	144					
Wooster	College of Wooster	1868	48	19	409	525	59	101	1		7
	Arts and sciences		43	14	389	473	59	98			
	Graduate				3	1			1		
	Music		5	5	45	97		3			
	Summer school (1927)		7	2	50	58					
Yellow Springs	Antioch College	1853	35	12	509	197	55	27			
	Arts and sciences		23	9	292	134	55	27			
	Graduate				4	3					
	Commerce		6		91	6					
	Education		2	3	28	54					
	Engineering		4		94						
OKLAHOMA											
Bethany	Bethany-Peniel College	1899	11	6	117	183		4			
	Preparatory		5	2	49	65					
	Arts and sciences		5	2	46	79		4			
	Special		2	4	22	39					
Cordell	Oklahoma Christian College [1]	1921	5	4	42	48					
	Preparatory		1	3	18	22					
	Arts and sciences		4	1	24	26					
Durant	Oklahoma Presbyterian College for Girls.[1]	1910	3	8		202					
	Preparatory		2	8		98					
	Arts and sciences		3	8		84					
	Special					20					
Enid	Phillips University	1907	23	9	293	385	44	60	7	3	
	Arts and sciences		14	2	136	100	16	28			
	Graduate				23	7			7	3	
	Special				12	75					
	Education		2	1	35	133	8	21			
	Music		3	6	5	19	3	5			
	Theology		6		82	51	17	6			
	Summer school (1927)				78	233					
Guthrie	Catholic College for Women	1892	2	18		165		2			
	Preparatory		2	9		61					
	Arts and sciences		1	9		104		2			
	Summer school (1927)		1	12		80					
	Extension courses			4		30					
	Correspondence			2		20					
Oklahoma City	Oklahoma City University	1881	27	8	348	552	28	85			3
	Arts and sciences		22	5	290	329	28	76			
	Special				25	64					
	Fine arts and music		5	3	33	159		9			
	Summer school (1927)				24	200					
	Correspondence courses				15	135					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Shawnee	Oklahoma Baptist University	1911	20	15	327	452	41	49			
	Preparatory			1	3	6					
	Arts and sciences		20	14	312	318	41	49			
	Special				12	128					
	Summer school (1927)		16	9	94	270					
	Extension courses				5	28					
Tulsa	University of Tulsa	1894	47	16	301	476	26	33			3
	Arts and sciences		13	8	196	202	12	29			
	Special				26	240					
	Music		4	8	4	16		2			
	Law		30		75	18	14	2			
	Summer school (1927)				70	233					
	Extension courses				11	160					
OREGON											
Albany	Albany College	1867	11	3	90	127	7	2			2
	Arts and sciences		11	3	67	44	7	2			
	Special				23	83					
Eugene	Eugene Bible University	1895	15	10	130	137	16	4			
	Graduate				12	3					
	Special				9	53					
	Theology		15	10	109	81	16	4			
Forest Grove	Pacific University (arts and sciences).	1854	16	5	114	117	11	12			1
McMinnville	Linfield College	1857	14	8	149	177	23	25			4
	Arts and sciences		14	4	143	138	23	25			
	Music			4	16	76					
Newberg	Pacific College	1885	10	7	67	109	1	10			
	Preparatory		2	4	21	39					
	Arts and sciences		8	3	35	49	1	10			
	Special				18	37					
Portland	Columbia University	1901	18		318						
	Preparatory		16		256						
	Arts and sciences		18		62						
Do	North Pacific College	1893	47	1	332	7	101	4			
	Dentistry		37	1	265	2	84				
	Pharmacy		16	1	67	5	17	4			
Do	Northwestern College of Law	1915	22		176	8	20				
Do	Reed College	1911	22	6	168	166	19	14			
	Arts and sciences		22	6	162	161	19	14			
	Graduate				4	1					
	Special				2	4					
Do	St. Mary's College [1]	1859		24		300					
	Preparatory			17		245					
	Arts and sciences			7		40					
	Special					15					
Salem	Kimball School of Theology	1908	5		42	14	4	1	1		
Do	Willamette University	1844	32	11	287	288	34	34	1		2
	Arts and sciences		22	8	242	272	24	34			
	Graduate				3	2			1		
	Special				5	6					
	Music		3	3	18	55					
	Law		7		54	4	10				
	Summer school (1927)		7	2	45	55					
PENNSYLVANIA											
Allentown	Cedar Crest College	1866	8	16		188		25			
	Arts and sciences		8	16		109		16			
	Secretarial science		2	3		43		4			
	Home economics		1	3		33		4			
	Music		2			6		1			
Do	Muhlenberg College (arts and sciences).	1867	33		470		98	14			5
	Summer school (1927)				191	182					
	Extension courses				201	591					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Annville	Lebanon Valley College	1866	18	4	203	258	38	30	1	1	5
	Arts and sciences		14	2	172	121	28	27			
	Special				16	141					
	Education		1		20	11	10	3			
	Music		3	2	2	9					
	Summer school (1927)		14	3	55	102					
	Extension courses		11	1	31	172					
Beaver Falls	Geneva College	1848	24	11	352	308	60	58			2
	Arts and sciences		21	9	300	200	60	54			
	Music		3	2	60	125		4			
	Summer school (1927)		17	13	88	217					
	Extension courses		21	11	260	411					
Bethlehem	Lehigh University	1866	154		1,565		194		6		4
	Arts and sciences		75		394		37				
	Graduate				62				6		
	Business		8		282		44				
	Chemical engineering		18		89		21				
	Civil engineering		9		130		18				
	Electrical engineering		9		142		25				
	Mechanical engineering		11		67		22				
	Mining engineering		2		28		13				
	Metallurgical engineering		4		22		11				
	Industrial engineering		11		59		2				
	Engineering physics		18		9		1				
	Unclassified engineering		36		281						
	Summer school (1927)		48		426	21					
	Military drill		9		1,090						
Do	Moravian College and Theological Seminary.	1807	14		126		20		1		2
	Arts and sciences		14		103		17				
	Education		2		13						
	Theology		5		10		3				
Do	Moravian Seminary and College for Women.	1742	10	18		149		11			
	Preparatory			8		79					
	Arts and sciences		10	11		64		11			
	Special					6					
Bryn Athyn	Academy of the New Church	1876	17	11	60	53	5				1
	Preparatory		6	7	37	31					
	Arts and sciences		9	4	18	16	1				
	Special				1	6					
	Theology		7		4		4				
Bryn Mawr	Bryn Mawr College	1885	33	41		507		82		17	
	Arts and sciences		33	41		387		82			
	Graduate					115				17	
	Special					5					
Carlisle	Dickinson College (arts and sciences).	1783	25	3	433	141	59	26			7
	Extension courses		1		10	44					
Chambersburg	Penn Hall [1]		3	31		225					
	Preparatory		3	18		172					
	Arts and sciences		3	30		49					
	Special					4					
Do	Wilson College	1870	6	35		450		88			
	Arts and sciences		6	35		437		88			
	Music					13					
Chester	Crozer Theological Seminary	1868	10		67	3	21		3		
Do	Pennsylvania Military College.	1862	18	2	150		13				4
	Preparatory		10	1	59						
	Freshmen, unclassified				24						
	Commerce		8	1	30		8				
	Civil engineering		8	1	22		3				
	Chemistry				15		2				
	Military drill		4		150						

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Chestnut Hill	Mount St. Joseph College		7	20		181		8			
	Arts and sciences		6	16		169		8			
	Special					11					
	Music		1	4		12					
	Summer school (1927)		2	8		92					
Collegeville	Ursinus College (arts and sciences).	1870	26	4	246	214	42	34			
Easton	Lafayette College	1832	96		1,098		170				
	Arts and sciences				778		118				
	Graduate				30						
	Chemical engineering				12		4				
	Civil engineering				52		13				
	Electrical engineering				37		11				
	Mechanical engineering				37		13				
	Mining engineering				12		2				
	Administrative engineering.				24		9				
	Unclassified engineering				107						
	Chemistry				9						
Elizabethtown	Elizabethtown College	1900	12	5	76	92	24	10			
	Arts and sciences		8	2	22	15	4	1			
	Special				16	11					
	Commerce		2	1	9	11	3	1			
	Education		1	1	28	45	17	8			
	Music		1	1	11	28					
	Summer school (1927)		8	4	62	70					
	Extension courses		3		41	49					
Gettysburg	Gettysburg College	1827	42		587	76	88	13	8	1	8
	Arts and sciences		36		399	70	67	13			
	Graduate				29	5			8	1	
	Special				18	1					
	Commerce		2		85		10				
	Civil engineering		2		19		3				
	Electrical engineering		2		20		5				
	Industrial engineering				4		1				
	Mechanical engineering				13		2				
	Summer school (1927)		18	1	133	67					
	Extension courses		9		40	20					
	Military drill		3		158						
Do	Lutheran Theological Seminary.	1826	8		68		8		3		
Greensburg	Seton Hill College	1883	10	38		372		47			
	Preparatory		2	10		102					
	Arts and sciences		8	28		270		47			
Greenville	Thiel College (arts and sciences).	1870	22	9	142	112	19	25			5
	Summer school (1927)				36	109					
Grove City	Grove City College	1876	26	11	385	328	46	71	5	3	6
	Arts and sciences		24	7	214	212	21	55			
	Graduate				19	10			5	3	
	Commerce				152	68	25	11			
	Fine arts			1	1	8					
	Music		2	3	1	39		5			
	Summer school (1927)		19	3	78	147					
Haverford	Haverford College	1833	34		272		52		5		1
	Arts and sciences		34		263		52				
	Graduate				9				5		
Huntingdon	Juniata College	1876	20	14	263	210	41	36			2
	Arts and sciences		16	8	207	135	30	24			
	Special				7	7					
	Commerce		3		40	1	5				
	Education		3	1	7	30	5	4			
	Home economics			3		26		5			
	Music		2	2	2	11	1	3			
	Summer school (1927)		12	7	117	234					
	Extension courses		4	4	27	34					

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Immaculata	Villa Maria College (arts and sciences).	1920	10	22		128		29			
	Summer school (1927)		6	15		242					
	Extension courses			12		150					
Jenkintown	Beaver College	1853	15	44		452		39			
	Arts and sciences		7	19		261		22			
	Commerce		5	10		53		1			
	Home economics		4	14		88		10			
	Fine arts		3	2		26		2			
	Music		8	18		24		4			
Lancaster	Franklin and Marshall College	1836	34		681		102		7		10
	Arts and science		34		667		102				
	Graduate				14				7		
Do	Theological Seminary of the Reformed Church.	1825	7		38		12				
Latrobe	St. Vincent College	1846	52		529		28		9		6
	Preparatory		26		243						
	Arts and sciences		31		147		28				
	Theology		7		139						
	Extension courses		3			46					
Lewisburg	Bucknell University	1846	54	8	686	425	128	112	9	4	5
	Arts and sciences		54	8	439	382	89	99			
	Graduate				9	4			9	4	
	Special				5	5					
	Education				43	34	7	13			
	Chemical engineering				37		1				
	Civil engineering				53		11				
	Electrical engineering				56		14				
	Mechanical engineering				44		6				
	Summer school (1927)		20	3	159	161					
	Extension courses				55	235					
Lincoln University	Lincoln University [2]	1857	20		316		70				2
	Arts and sciences		18		300		67				
	Theology		6		16		3				
Loretto	St. Francis College	1845	23		391		19				1
	Preparatory		10		69						
	Arts and sciences		16		243		19				
	Education		3		17						
	Music		2		103						
	Theology		6		79						
	Summer school (1927)		12		138						
Meadville	Allegheny College	1815	32	22	377	227	84	37	2	3	7
	Arts and sciences		32	22	374	224	84	37			
	Graduate				2	2			2	3	
	Special				1	1					
	Summer school (1927)		12		41	45					
Mechanicsburg	Irving College	1856	3	12		106		10			
	Preparatory			3		10					
	Arts and sciences		3	12		84		10			
	Special					12					
Myerstown	Albright College	1894	21	2	165	128	36	14			2
	Arts and sciences		17	2	152	77	36	14			
	Fine arts and music		4		13	51					
	Summer school (1927)				27	28					
New Wilmington.	Westminster College	1852	17	12	270	271	25	46			7
	Arts and sciences		16	9	267	244	25	46			
	Special				3	27					
	Music		1	3		10					
Philadelphia	Divinity School of the Protestant Episcopal Church.		13		97		15		2		
Do	Drexel Institute	1892	62	26	840	754	68	82			
	Library science					65		28			
	Commerce				145	125	3	9			
	Chemical engineering				76		5				
	Civil engineering				186		17				

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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	Drexel Institute—Continued.										
	Electrical engineering				282		2[6]				
	Mechanical engineering				151		17				
	Home economics					479		45			
	Special					85					
	Summer school (1927)					124					
	Military drill				554						
Do	Dropsie College (Graduate)	1909	6		38	6			6		
	Extension courses		2		12	12					
Do	Hahnemann Medical College	1848	143		458		62				
	Medicine		131		341		62				
	Science		12		117						
Do	Jefferson Medical College	1825	201		589		144				3
Do	La Salle College	1867	19		338		17				
	Preparatory		8		230						
	Arts and sciences		11		108		17				
	Summer school (1927)		7		70						
Do	Lutheran Theological Seminary at Philadelphia.	1864	16		113		7				
Do	Philadelphia College of Osteopathy.	1899	[4] 49	[4] 2	213	34	[4] 62	[4] 18			
Do	Philadelphia College of Pharmacy and Science.	1821	45	1	667	46	169	11	2		2
Do	St. Joseph's College (arts and sciences).	1851	18		206		32				4
Do	St. Vincent's Seminary (theology).		8		33						
Do	Temple University	1884	445	114	5,938	4,477	401	151	31	7	4
	Preparatory		8	5	354	199					
	Arts and sciences		39	3	599	367	20	14			
	Graduate				163	57				1	
	Commerce		64	8	1,989	1,219	50	9			
	Education		44	57	1,065	1,975	40	122	27	6	
	Music		22	4	166	450	1				
	Law		25		582	25	59	1			
	Medicine		137	3	221	1	49				
	Nursing			26		98					
	Dentistry		55	4	431	3	135				
	Pharmacy		24		280	27	41	5			
	Chiropody		20	4	28	10					
	Theology		7		60	8	6		4		
	Summer school (1927)		69	21	340	803					
Do	University of Pennsylvania	1740	[3]1,245		7,604	3,136	1,359	278	213	84	17
	Arts and sciences		287		1,619	115	240	20			
	Graduate		215		1,022	654			150	81	
	Special				526	1,032					
	Commerce		203		2,360		573		19		
	Education		28		172	1,214	48	229			
	Chemistry				4		4				
	Chemical engineering		[7] 72		23		9		3		
	Civil engineering				32		18		1		
	Electrical engineering				51		17		4		
	Mechanical engineering				28		12		7		
	Veterinary medicine		26		70		22				
	Fine arts		36		323	26	34	16	10		
	Music				12	21	2				
	Law		22		410	13	113	3			
	Medicine		269		469	14	131	5	19	3	
	Dentistry		87		471	3	133				
	Biology				12	44	13	5			
	Summer school (1927)		23		1,193	1,122					
	Extension courses		134		1,054	1,250					
	Evening school		92		1,964	198					
	Military drill		6		680						

[3] Men and women. [4] Statistics of 1925–26. [7] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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	Woman's Medical College of Pennsylvania.	1850	18	46		89		11			
Pittsburgh	Carnegie Institute of Technology.	1905	168	40	1,787	1,152	159	155	17		
	Arts and sciences		61	17	26	177	6	8			
	Graduate				17				17		
	Special				109	376					
	Unclassified engineering				346						
	Chemical engineering		8		54		7				
	Civil engineering		5		75		16				
	Electrical engineering		7		146		21				
	Mechanical engineering		6		85		15				
	Mining engineering		6		17		1				
	Metallurgical engineering		6		37		4				
	Commercial engineering		3		115		12				
	Printing		8		80		11				
	Home economics			9		170		36			
	Architecture		13		213	6	12				
	Fine arts		15	1	124	151	19	38			
	Music		8	4	39	100	4	15			
	Social work			4		30		8			
	Library work					29		7			
	Secretarial studies		1	5		113		43			
	Building construction		7		192		9				
	Industrial education		1		9		3				
	Works management		13		103		19				
	Summer school (1927)				454	211					
	Night courses				3,615	211					
	Military drill		6		[4] 309						
Do	Duquesne University of the Holy Ghost.	1878	92	16	1,890	690	188	68	12	15	19
	Preparatory		21		565						
	Arts and sciences		17		180	279	49	48			
	Graduate				22	30			5	15	
	Special				138	66					
	Commerce		34	1	753	228	71	6	4		
	Education		9		5	14		7			
	Music		19	6	5	50		1	2		
	Drama		5	5	95	108		4			
	Law		14		206	7	43	1	1		
	Pharmacy		9	3	86	4	25	1			
	Summer school (1927)		14	1	181	291					
	Extension courses		8	1		515					
Do	Pennsylvania College for Women.	1870	5	31		356		64			
	Arts and sciences		5	31		343		64			
	Special					13					
Do	Pittsburgh Theological Seminary.	1825	8		86		9		4		
Do	Reformed Presbyterian Theological Seminary.	1850	2		8						
Do	University of Pittsburgh	1786	629	35	7,422	4,660	943	287	80	64	10
	Arts and sciences		228	22	1,881	713	200	93			
	Graduate				674	448			80	64	
	Special				462	1,107					
	Commerce		35	1	674	58	117	13			
	Education		34	4	476	1,198	49	162			
	Chemical engineering		[7] 23		29		6				
	Civil engineering				64		10				
	Electrical engineering				80		16				
	Mechanical engineering				49		19				
	School of Mines		5		95		23				
	Industrial engineering				32		5				
	Unclassified engineering				215						
	Law		14	1	255	7	71	2			
	Medicine		178	6	239	15	53	4			

[4] Statistics of 1925–26.

[7] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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	University of Pittsburgh—con.										
	Dentistry		83	1	467	4	239	2			
	Pharmacy		23		419	26	135	11			
	Evening classes		6		1,311	1,084					
	Summer school (1927)				1,136	1,296					
	Extension courses				[3] 2,128						
	Military drill		7		239						
Do	Western Theological Seminary.	1827	12		77	6	9		7		
Reading	Schuylkill College	1881	19	5	180	74	23	12			
	Preparatory				7	2					
	Arts and sciences		15	5	158	71	22	12			
	Theology		4		15	1	1				
	Extension courses				12	14					
Rosemont	Rosemont College (arts and sciences).	1922	10	11		92		7			
Scranton	Marywood College	1883	5	50		283		105		4	
	Arts and sciences		5	26		171		74			
	Graduate					10				4	
	Education			5		40		19			
	Home economics			6		56		10			
	Music			13		6		2			
	Summer school (1927)		5	30	6	527					
	Extension courses		5	29		250					
Do	St. Thomas College (arts and sciences).		31		391		65				
	Summer school (1927)		5		65						
Selinsgrove	Susquehanna University	1858	20	4	259	181	54	27	5	2	2
	Arts and sciences		13	3	183	163	45	26			
	Commerce		2	1	54	18	9	1			
	Theology		5		22						
	Summer school (1927)		18	4	235	187					
	Extension courses		13	3	186	329					
Swarthmore	Swarthmore College	1869	53	12	286	280	46	73	2	1	
	Arts and sciences		41	12	224	278	40	73			
	Graduate				2	2			2	1	
	Engineering		12		60		6				
Villanova	Villanova College	1842	61		884	220	119	16	6	2	2
	Arts and sciences		35		387	220	56	15			
	Commerce		13		260		43	1			
	Chemical engineering		1		14		3				
	Civil engineering		3		55		8				
	Electrical engineering		2		44		6				
	Mechanical engineering		3		24		3				
	Theology		10		100						
	Summer school (1927)				70	591					
Washington	Washington and Jefferson College.	1870	39		514		79		3		4
	Arts and sciences		39		502		79				
	Graduate				12				3		
	Summer school (1927)		16	1	100	150					
Waynesburg	Waynesburg College	1859	11	2	217	292	22	15			1
	Arts and sciences		11	2	172	111	22	15			
	Special				54	214					
	Summer school		3	4	52	162					
	Extension courses		2		7	24					
RHODE ISLAND											
Providence	Brown University	1765	143	3	1,489	588	279	108	44	27	7
	Arts and sciences				1,123	491	254	108			
	Graduate				151	97			44	27	
	Chemistry				40		5				
	Engineering				175		20				
	Extension courses		47	3	[3] 2,407						
Do	Providence College (arts and sciences).	1919	23		620		85				
	Summer school (1927)		15		215						
	Extension courses		12		220						

[3] Men and women.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Anderson	Anderson College	1848		24		321		37			
	Arts and sciences			15		200		30			
	Fine arts			2		40		2			
	Music			7		150		5			
Clinton	Presbyterian College of South Carolina (arts and sciences).	1880	17		272		48				
	Military drill		3		[4] 245						
Columbia	Allen University, Dickerson Theological Seminary.[2]		5		15						3
Do	Benedict College [2]	1871	11	13	124	209	10	4			
	Preparatory		2	4	73	130					
	Arts and sciences		9	9	51	79	10	4			
	Music			1	6	25					
	Theology		1		12						
Do	Chicora College for Women	1893	9	10		244		26			
	Arts and sciences		5	9		194		24			
	Special					26					
	Music		4	1		24		2			
Do	Columbia College (arts and sciences).	1854	7	9		277		39			
Do	Lutheran Theological Southern Seminary.	1830	4		41		6				
Due West	Erskine College	1837	14	13	138	229	21	37			4
	Arts and sciences		11	9	127	193	19	37			
	Special			4	6	36					
	Theology		3		5		2				
Gaffney	Limestone College (arts and sciences).	1845	5	18		308		27			
Greenville	Furman University	1852	31		511	2	100	2			
	Arts and sciences		28		484	2	98	2			
	Special				11						
	Law		3		16		2				
	Extension courses		14		6	3					
	Correspondence courses		1		11	19					
Do	Greenville Woman's College	1854	2	28		448		33			
	Arts and sciences		1	22		331		33			
	Special		1	6		117					
Greenwood	Lander College	1873	8	8	9	326		37			
	Arts and sciences		8	8		257		37			
	Fine arts					34					
	Music				9	89					
Hartsville	Coker College (arts and sciences).	1908	10	16		246		48			
Newberry	Newberry College (arts and sciences).	1856	14	8	183	227	28	39			2
	Summer school (1927)		11	4	43	190					
Spartanburg	Converse College	1890	21	22		476		88			
	Arts and sciences		15	20		382		67			
	Special					11					
	Music		6	2		83		21			
Do	Wofford College	1854	24		477	2	68		1	1	
	Arts and sciences		24		451	2	68				
	Special				26						
SOUTH DAKOTA											
Huron	Huron College (arts and sciences).	1883	13	9	135	151	14	11			1
	Summer school (1927)		6	1	14	31					
Mitchell	Dakota Wesleyan University	1885	13	14	139	193	20	30			1
	Arts and sciences		12	12	129	178	19	30			
	Music		1	2	28	55	1				
	Summer school (1927)				24	87					
Do	Notre Dame Academy and Junior College.		4	6		206					
	Preparatory		4	6		139					
	Arts and sciences		2	6		67					

[2] Colored.

[4] Statistics of 1925–26.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Sioux Falls	Columbus College	1921	17	1	110		8				
	Preparatory		3		15						
	Arts and sciences		14	1	95		8				
Do	Sioux Falls University	1883	12	8	137	161	4	5			
	Arts and sciences		12	8	69	70	4	5			
	Special				68	91					
	Summer school (1927)		5	3	10	80					
	Extension courses		7		2	32					
	Correspondence courses		3		14	19					
Do	Augustana College		17	13	164	230	13	11			
	Preparatory		1	1	9	27					
	Arts and sciences		11	9	117	117	13	11			
	Education		2	1	3	84					
	Music		3	2	45	112					
	Summer school (1927)		3	2	10	34					
Wessington Springs	Wessington Springs Junior College.	1887	5	6	46	56					
	Preparatory		1	2	26	27					
	Arts and sciences		4	4	20	29					
	Summer school (1927)		1	3	6	18					
Yankton	Yankton College	1881	15	9	158	173	35	21			6
	Arts and sciences		15	9	154	162	35	21			
	Special				4	11					
TENNESSEE											
Athens	Tennessee Wesleyan College [1]		7	6	139	260					
	Preparatory		1	4	75	50					
	Arts and sciences		7	6	64	210					
	Summer school (1927)		4	3	75	24					
Bristol	King College (arts and sciences).	1867	10		138		22				
Chattanooga	Chattanooga College of Law	1899	25		101	5	22	1			
Do	University of Chattanooga	1867	20	5	230	163	16	29			1
	Arts and sciences		20	5	221	150	16	29			
	Special				9	13					
	Summer school (1927)			13	27	83					
	Extension courses				35						
Cleveland	Centenary College [1]	1885		11		53					
	Preparatory			7		18					
	Arts and sciences			6		35					
	Fine arts			2		10					
	Music		1	3		25					
Fayetteville	Bryson College	1919	8	3	74	99	4	5			
	Arts and sciences		8	3	59	58	4	5			
	Special				15	41					
	Summer school (1927)		3	2	21	39					
Greenville	Tusculum College (arts and sciences).	1794	13	6	113	100	17	20			3
Harrogate	Lincoln Memorial University	1897	10	11	303	213	24	8			7
	Preparatory		1	6	123	69					
	Arts and sciences		9	5	180	144	24	8			
Henderson	Freed-Hardeman College [1]		6	2	69	80					
	Preparatory		5	2	30	25					
	Arts and sciences		6	2	39	55					
Jackson	Lane College [2]	1891	13	9	251	256	17	9			2
	Preparatory		3	4	89	121					
	Arts and sciences		6	2	157	62	17	9			
	Home economics			2		61					
	Music		1	1		12					
	Theology		3		5						
	Summer school (1927)		10	5	27	203					
	Extension courses		4		5	100					
	Correspondence courses				11						
Do	Union University (arts and sciences).	1845	14	10	650	800	40	45			

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TENNESSEE—con.											
Jefferson City	Carson and Newman College	1851	16	14	182	258	36	42			
	Arts and sciences		16	14	178	226	36	42			
	Special				4	32					
	Summer school (1927)				78	148					
Kimberlin Heights.	Johnson Bible College	1894	6	1	90	10					
	Preparatory				45	5					
	Theology		6	1	45	5					
Knoxville	Knoxville College [2]	1875	7	9	122	230	7	11			
	Preparatory		1	6	42	86					
	Arts and sciences		6	3	78	115	7	11			
	Special				2	29					
	Extension courses			2	3	13					
Lebanon	Cumberland University	1842	15	9	466	181	202	20			3
	Arts and sciences		8	6	89	79	19	13			
	Commerce		1	1	21	29					
	Home economics			1		15					
	Music		2	1	4	52		1			
	Law		4		352	6	183	6			
	Summer school (1927)		4	1	70	85					
McKenzie	Bethel College	1850	8	8	117	75	4	7			
	Arts and sciences		8	8	75	46	4	7			
	Special				5	12					
	Education				77	18					
	Summer school (1927)		5	3	130	42					
	Extension courses		1	1	5	1					
Madisonville	Hiwassee College [1]	1849	8	3	170	115					
	Preparatory		2	1	45	30					
	Arts and sciences		6	2	120	80					
	Special				5	5					
	Summer school (1927)		2	2	15	25					
Maryville	Maryville College (arts and sciences).	1819	21	19	324	462	32	53			4
Memphis	LeMoyne Junior College [2]	1871	5	3	66	213					
	Preparatory				48	83					
	Arts and sciences		4	2	14	10					
	Education		2	1	4	120					
	Summer school (1927)		1	1	41	6					
Do	Southwestern College	1875	22	1	305	163	23	19			8
	Arts and sciences		22	1	297	156	23	19			
	Special				8	7					
Milligan College	Milligan College (arts and sciences).	1882	12	5	98	85	17	12			
Monteagle	DuBose Memorial Church Training School.		3		43						
Murfreesboro	Tennessee College	1907	8	10		173		28			
	Arts and sciences		8	10		160		28			
	Special					13					
Nashville	David Lipscomb College [1]		13	5	145	140					
	Preparatory		6	4	65	65					
	Arts and sciences		10	4	80	75					
Do	Fisk University [2]	1886	22	10	306	383	29	45	1		1
	Arts and sciences		22	10	297	357	29	45			
	Graduate				1				1		
	Special				8	26					
	Summer school (1927)		12	8	77	186					
Do	Meharry Medical College [2]	1876	63		385	12	91	5			
	Medicine		54		210	1	45	1			
	Dentistry		43		100	2	26	1			
	Pharmacy		18		75	9	20	3			
Do	Vanderbilt University	1875	173	13	1,052	290	168	65	34	16	
	Arts and sciences		69	3	688	197	79	53			
	Graduate				75	43			34	16	
	Engineering		6		137		8				
	Law		10		100	1	26				
	Medicine		62		183	8	47				
	Nursing		14	10		52		12			
	Theology		12		51	9	8				

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Nashville	Ward Belmont School [1]	1865	3	31	8	902					
	Preparatory					263					
	Arts and sciences		3	26		457					
	Special				8	148					
	Home economics			3		21					
	Physical education			2		13					
Pulaski	Martin College [1]	1870	1	15		141					
	Preparatory			5		28					
	Arts and sciences			8		50					
	Special					35					
	Commerce			1		8					
	Education		1	1		35					
	Home economics			1		12					
	Fine arts			2		24					
	Music			2		41					
Sewanee	University of the South	1868	37		344		42		1		7
	Arts and sciences		31		320		40				
	Graduate				4				1		
	Theology		6		19		2				
	Summer school (1927)				30	5					
TEXAS											
Abilene	Abilene Christian College	1906	22	13	292	401	21	19			
	Preparatory		2	4	60	45					
	Arts and sciences		18	5	199	264	21	19			
	Special				15	12					
	Fine arts			2	18	80					
	Music		2	2	16	35					
	Summer school (1927)				66	132					
	Correspondence courses				70	357					
Do	McMurry College	1922	11	18	217	267	15	22			
	Preparatory		1	5	23	20					
	Arts and sciences		10	13	194	247	15	22			
	Summer school (1927)		6	12	60	146					
Do	Simmons University	1891	27	27	541	750	45	64	1	1	
	Preparatory		1	2	42	22					
	Arts and sciences		26	25	404	669	45	64			
	Graduate				24	13			1	1	
	Special				71	46					
	Summer school (1927)		15	17	144	331					
	Extension courses				41	80					
Austin	Austin Presbyterian Theological Seminary.	1902	11		38		4				
	Correspondence courses				10	30					
Do	St. Edward's University	1881	12		281		12		1		2
	Preparatory				127						
	Arts and sciences		6		67		10				
	Graduate				3				1		
	Commerce		3		47		2				
	Engineering		3		37						
Belton	Baylor College for Women	1846	12	54		1,763		110			
	Preparatory			11		320					
	Arts and sciences		12	43		1,443		110			
	Summer school (1927)		7	30		686					
	Correspondence courses					657					
Brownwood	Daniel Baker College (arts and sciences).	1889	6	10	156	212	10	11			
	Summer school (1927)		5	4	37	105					
Do	Howard Payne College	1889	15	10	302	386	25	27			1
	Preparatory		3	3	73	83					
	Arts and sciences		9	5	211	163	25	22			
	Fine arts		3	2	18	40		5			
	Summer school (1927)		8	12	68	162					
	Correspondence courses				24	74					

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Cisco	Randolph College [1]	1924	11	7	88	71					
	Preparatory		2	2	28	13					
	Arts and sciences		9	5	54	54					
	Special				6	4					
	Summer school (1927)		2	2	11	16					
Clifton	Clifton Junior College (arts and sciences)		6	1	26	45					
Dallas	Jefferson School of Law		5	1	67	8	2	1			
Do	St. Mary's College [1]	1889	1	12		57					
	Arts and sciences		1	12		17					
	Special					40					
Do	Southern Methodist University.	1913	95	40	1,160	1,129	105	110	23	15	4
	Arts and sciences		60	24	748	795	51	75			
	Graduate				69	66			23	15	
	Special				25	150					
	Commerce		9		300	50	17				
	Education		7	4	140	500	2	11			
	Civil engineering		[7] 14		100						
	Electrical engineering				75						
	Mechanical engineering				39						
	Unclassified engineering				28						
	Journalism		1	8	25	30	1	6			
	Music		6	10	16	172		13			
	Law		5		54	3	10	1			
	Theology		12	1	146	26	24	4			
	Summer school (1927)		40	15	300	591					
	Extension courses		15	17	141	422					
	Correspondence courses				132	264					
Decatur	Decatur Baptist College [1]	1898	6	1	97	99					
	Preparatory		6	1	77	79					
	Arts and sciences		5	1	20	20					
Fort Worth	Texas Christian University	1873	55	23	617	749	43	74	5	2	
	Arts and sciences		49	22	562	683	28	67			
	Graduate				41	31			5	2	
	Special				9	34					
	Commerce		2		167	31	14	2			
	Education		4	1	581	146	1	5			
	Theology		7		69	32					
	Summer school (1927)		5	17	110	227					
Do	Texas Woman's College	1891	10	23		603		51			
	Preparatory			2		58					
	Arts and sciences		9	13		440		43			
	Music		1	8		105		8			
	Summer school (1927)		7	1		172					
	Correspondence courses		4	1		17					
Georgetown	Southwestern University	1873	20	7	255	279	45	49	2	1	
	Arts and sciences		19	4	245	241	45	44			
	Graduate				4	6			2	1	
	Fine arts			1		14					
	Music		1	2	12			5			
	Summer school (1927)		14		61	96					
	Correspondence		16	4	95	157					
Greenville	Burleson College [1]	1895	5	7	128	180					
	Preparatory		5	6	32	36					
	Arts and sciences		5	7	81	87					
	Special				15	57					
	Summer school (1927)		3	2	26	47					
Do	Wesley College [1]	1905	4	13	120	141					
	Preparatory		2	4	18	23					
	Arts and sciences		3	10	102	118					
	Summer school (1927)		3	5	37	48					

[1] Junior college.

[7] Engineering faculty.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
TEXAS—contd.											
Houston	Rice Institute	1912	75		839	483	102	72	10	1	
	Arts and sciences				479	454	74	71			
	Graduate				28	18			10	1	
	Chemical engineering				64	1	5	1			
	Civil engineering				42		3				
	Electrical engineering				99		11				
	Mechanical engineering				53		9				
	Unclassified engineering				16						
	Architecture				58	10					
Do	South Texas School of Law	1923	12		89	6	8	1			1
Do	Texas Dental College	1905	36		159	5	43	2			
Jacksonville	Jacksonville College [1]	1899	4	8	73	91					
	Preparatory		3	5	31	39					
	Arts and sciences		3	5	35	37					
	Education		2		27	46					
	Fine arts			2	10	18					
	Music		1	2	14	20					
	Summer school (1927)		4	3	17	20					
Do	Lon Morris College [1]	1873	7	9	118	124					
	Preparatory		2	3	9	20					
	Arts and sciences		7	9	109	104					
	Summer school (1927)		4	4	55	70					
Keene	Southwestern Junior College		9	8	117	141					
	Preparatory		7	7	81	94					
	Arts and sciences		9	8	19	14					
	Commerce		1	1	3	3					
	Education			1	3	17					
	Music		1	1	4	13					
	Theology		1		7						
Kerrville	Schreiner Institute [1]		16		279						
	Preparatory		12		130						
	Arts and sciences		12		116						
	Engineering		2		33						
	Summer school (1927)		8	2	48	30					
	Military drill		2		275						
Marshall	Bishop College [2]	1881	13	10	208	245	23	38			
	Preparatory		3	2	35	40					
	Arts and sciences		8	7	137	205	23	38			
	Theology		2	1	36						
	Summer school (1927)		6	3	32	104					
	Extension courses				7	53					
Do	College of Marshall [1]	1917	6	7	46	95					
	Preparatory		2	3	10	5					
	Arts and sciences		4	4	36	84					
	Special					6					
	Summer school (1927)		3		30	71					
Do	Wiley College [2]		18	9	178	339	26	35			
	Preparatory		1	2	23	32					
	Arts and sciences		17	7	155	307	26	35			
	Extension courses				14	80					
Milford	Texas Presbyterian College	1902	3	15		96		7			
	Preparatory			4		12					
	Arts and sciences		3	11		56		7			
	Special					28					
Plainview	Wayland Baptist College [1]	1910	8	5	67	59					
	Preparatory		2	3	32	20					
	Arts and sciences		8	5	35	39					
	Summer school (1927)		8	5	78	92					
Round Rock	Trinity Junior College [1 4]	1906	4	3	23	39					
	Preparatory		2	1	16	19					
	Arts and sciences		2	1	6	6					
	Special			1	1	14					
San Antonio	Incarnate Word College	1881	4	24		657		44			
	Preparatory			15		294					
	Arts and sciences		3	20		363		41			
	Music		1	6		65		3			
	Summer school (1927)		3	20		560					

[1] Junior college. [2] Colored. [4] Statistics of 1925–26.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
San Antonio	Our Lady of the Lake College	1896	5	22		450		39			
	Preparatory					145					
	Arts and sciences		5	19		185		36			
	Graduate					28					
	Special					21					
	Home economics			2		26		2			
	Music			1		45		1			
	Summer school (1927)		11	23		455					
Do	Westmoorland College[1]	1894	2	17	1	243					
	Preparatory				1	73					
	Arts and sciences		2	17		146					
	Special					31					
	Summer school (1927)				45	135					
Seguin	Guadalupe College [2]		6	4	56	84	2	4			
	Preparatory		1	2	28	45					
	Arts and sciences		5	2	28	39	2	4			
Seminary Hill	Southwestern Baptist Theological Seminary.	1908	22	12	305	234	38	10	1		
	Graduate				20				1		
	Special				33	48					
	Religious education		6	3	42	89	6	6			
	Missionary training			5		40		1			
	Music		8	4	61	105	2	2			
	Theology		8		180	6	30	1			
	Summer school (1927)		15	1	106	66					
Sherman	Austin College	1849	15		220	118	25	17	7	2	3
	Arts and sciences		15		184	82	25	17			
	Graduate				9	2			7	2	
	Special				27	34					
	Summer school (1927)		7		35	65					
Do	Kidd Key College [1]	1871	6	20		279					
	Preparatory					49					
	Arts and sciences		2	10		135					
	Fine arts and music		4	10		145					
Tehuacana	Westminster College [1]	1896	5	7	52	158					
	Preparatory		5	3	6	38					
	Arts and sciences		4	5	37	89					
	Fine arts			2	3	7					
	Music				6	24					
Terrell	Texas Military College [1]	1915	8	2	118	21					
	Preparatory		4	2	51	7					
	Arts and sciences		8	2	67	14					
	Military drill				118						
Thorp Spring	Thorp Spring Christian College.[1]	1910	5	6	55	78					
	Preparatory		3	3	15	18					
	Arts and sciences		5	6	40	58					
	Summer school (1927)		2	2	26	50					
Waco	Baylor University	1845	222	23	2,060	1,672	247	168		3	2
	Arts and sciences		54	15	1,321	1,456	126	153			
	Graduate				23	22				3	
	Special				28	52					
	Journalism				60	35					
	Fine arts					13					
	Music		5	4	35	81		6			
	Law		5		74	8					
	Medicine		110	4	332	16	54	4			
	Dentistry		39		121	2	35	2			
	Pharmacy		9		66	5	24	3			
	Summer school (1927)		29	11	224	435					
	Correspondence courses		26	6	274	606					
Do	Paul Quinn College [1]		9	6	65	66					
	Preparatory		4	4	25	25					
	Arts and sciences		5	2	40	41					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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.											
Waxahachie	Trinity University (arts and sciences).	1869	15	11	214	245	38	32			4
	Summer school (1927)		7	2	27	68					
Weatherford	Weatherford College [1]	1889	8	8	153	224					
	Preparatory				15	11					
	Arts and sciences		7	4	112	147					
	Special		1	4	26	104					
UTAH											
Ephraim	Snow College [1]	1888	10	7	113	107					
	Arts and sciences		4	3	34	18					
	Commerce		1	1	6	16					
	Education		1	1	26	66					
	Agriculture		1		51						
	Home economics			2		46					
	Music		3		55	33					
Ogden	Weber College [1]		12	3	183	221					
	Arts and sciences		9	2	94	57					
	Engineering		1		34						
	Commerce		1		45	18					
	Education		1	1	10	146					
Provo	Brigham Young University	1875	52	25	813	739	109	59	10	2	3
	Preparatory		1	7	75	87					
	Arts and sciences		15	2	318	116	42	22			
	Graduate				17	12			10	2	
	Applied science		8	5	75	98	19	12			
	Commerce		8	1	187	64	26	5			
	Education		12	6	98	251	18	7			
	Fine arts		8	4	43	111	4	13			
	Summer school (1927)		20	4	187	239					
	Extension courses		4	1	127	125					
	Correspondence courses		5	2	133	164					
Salt Lake City	College of St. Mary-of-the-Wasatch.[1]			16		185					
	Preparatory			10		162					
	Arts and sciences			6		23					
	Summer school (1927)		1	4		22					
Do	Westminster College [1]	1875	8	14	88	136					
	Preparatory		4	8	56	88					
	Arts and sciences		4	6	31	44					
	Special				1	4					
VERMONT											
Middlebury	Middlebury College	1800	42	11	354	300	57	66	10	26	4
	Arts and sciences		42	11	350	293	57	66			
	Graduate				4	7			10	26	
	Summer school (1927)		29	21	90	422					
Northfield	Norwich University	1819	31		314		67		2		8
	Arts and sciences		20		165		36				
	Chemistry		4		16		4				
	Civil engineering		4		67		10				
	Electrical engineering		3		66		17				
	Summer school (1927)		3		15						
	Military drill		9		314						
Winooski	St. Michael's College	1914	13		150		4				
	Preparatory		4		60						
	Arts and sciences		9		90		4				

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Abingdon	Martha Washington College [1]	1859		16		146					
	Preparatory					16					
	Arts and sciences			7		83					
	Commerce			1		13					
	Home economics			1		16					
	Fine arts			1		4					
	Music			4		6					
	Expression			1		4					
	Physical education			1		4					
Do	Stonewall Jackson College [1]	1868	1	15		88					
	Preparatory			2		32					
	Arts and sciences		1	6		44					
	Special			7		12					
Ashland	Randolph-Macon College (arts and sciences)	1832	25		263		38				
Blackstone	Blackstone College for Girls [1]	1894	4	17		278					
	Preparatory					82					
	Arts and sciences		2	9		88					
	Special					7					
	Commerce			1		30					
	Education		1			15					
	Music		1	7		56					
Bluefield (W. Va.).	Bluefield College [1]		9	1	136	40					
	Preparatory		1	1	31	10					
	Arts and sciences		8		105	30					
	Summer school (1927)				38	6					
Bridgewater	Bridgewater College	1880	13	4	127	107	22	7			
	Arts and sciences		13	4	124	98	22	7			
	Special				3	9					
	Summer school (1927)		7	2	27	27					
Bristol	Sullins College [1]	1870	3	29		254					
	Preparatory					42					
	Arts and sciences		2	20		192					
	Special		1	9		20					
Do	Virginia Intermont College [1]	1883	5	16		315					
	Preparatory					69					
	Arts and sciences		5	16		246					
Danville	Averett College [1]	1859	1	29		296					
	Preparatory					44					
	Arts and sciences		1	29		252					
Dayton	Shenandoah College [1]	1875	11	7	195	254					
	Preparatory		4	2	111	115					
	Arts and sciences		5	3	70	115					
	Music		2	2	30	42					
Emory	Emory and Henry College (arts and sciences).	1838	17		361	97	45	23			
	Summer school (1927)		11	2	116	187					
Hampden-Sidney.	Hampden-Sidney College (arts and sciences).	1776	13		258		28				5
Hollins	Hollins College	1842	6	33		354		46			
	Arts and sciences		4	27		350		38			
	Music		2	6		41		8			
Lexington	Washington and Lee University.	1749	56		909		111		6		7
	Arts and sciences		45		526		46				
	Graduate				5				5		
	Commerce				203		34				
	Engineering		6		61		10		1		
	Law		5		114		21				
Lynchburg	Lynchburg College (arts and sciences).	1903	11	10	141	121	23	12			

[1] Junior college.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
VIRGINIA—contd.											
Lynchburg	Randolph-Macon Woman's College	1893	17	40		854		170			
	Arts and sciences		13	34		629		170			
	Graduate					9					
	Special					37					
	Fine arts			1		46					
	Music		4	5		176					
Marion	Marion Junior College			17		95					
	Preparatory			7		32					
	Arts and sciences			12		60					
	Music			5		3					
Petersburg	Bishop Payne Divinity School.[2]		4		9		3				
Do	Southern College [1]	1863	1	14		55					
	Arts and sciences		1	7		35					
	Special			7		20					
Richmond	Union Theological Seminary	1812	10		134		37		6		
Do	University of Richmond	1832	45	16	659	352	72	54	1		3
	Arts and sciences		27	15	498	280	57	54			
	Graduate				2	1			1		
	Special				25	5					
	Commerce		7		79	11	5				
	Music		1	1		55					
	Law		10		80	5	10				
	Summer school (1927)		12		100	87					
Do	Virginia Union University [2]	1865	25	4	372	200	33	28			
	Preparatory		3	2	48						
	Arts and sciences		12	2	262	140	30	28			
	Special				6	24					
	Commerce				13	5					
	Education					28					
	Law		5		11	3	1				
	Theology		6		32		2				
	Summer school (1927)		14		25	160					
	Extension courses		4		15	92					
Roanoke	Virginia College [1]	1893		8		159					
	Preparatory			2		56					
	Arts and sciences			6		84					
	Special					19					
Salem	Roanoke College (arts and sciences).	1843	21		261		44		1		13
	Summer school (1927)		17	6	35	184					
Staunton	Mary Baldwin College	1842	3	25		369		19			
	Preparatory			9		159					
	Arts and sciences		1	11		114		19			
	Special					9					
	Fine arts and music		2	5		87					
Sweet Briar	Sweet Briar College (arts and sciences).	1906	7	30		451		54			
Theological Seminary.	Protestant Episcopal Theological Seminary.	1823	11		81		20				2
WASHINGTON											
College Place	Walla Walla College	1892	14	14	269	253	14	11			
	Preparatory		5	1	81	96					
	Arts and sciences		8	10	188	150	14	11			
	Music		1	3		7					
	Summer school (1927)		3	4	9	65					
Lacey	St. Martin's College [1]	1892	37		297						
	Preparatory		24		208						
	Arts and sciences		13		89						
Spokane	Gonzaga University	1887	71		809	33	49	10	22		
	Preparatory		22		385						
	Arts and sciences		34		327	33	46	10			
	Graduate				24				22		
	Law		15		73		3				
	Summer school (1927)		16	1	31	148					
	Correspondence courses		4		11	61					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—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											
Spokane	Whitworth College (arts and sciences).	1859	7	4	35	29	6	5			1
Tacoma	College of Puget Sound	1903	19	8	274	221	28	27			3
	Arts and sciences		18	7	206	191	27	24			
	Commerce		1		68	9	1				
	Home economics			1		21		3			
	Summer school (1927)				50	99					
	Night courses				44	94					
Walla Walla	Whitman College (arts and sciences).	1866	30	9	300	248	35	50			3
WEST VIRGINIA											
Alderson	Alderson Junior College		5	10	37	60					
	Preparatory		2	7	21	24					
	Arts and sciences		3	3	16	36					
	Summer school (1927)		3	5	15	84					
Barboursville	Morris Harvey College	1888	13	3	94	65	6	8			
	Arts and sciences		13	3	91	47	6	8			
	Special				3	18					
Bethany	Bethany College (arts and sciences).	1841	20	5	199	132	24	23			
Buckhannon	West Virginia Wesleyan College.	1890	22	8	172	255	26	20			3
	Arts and sciences		15	5	142	203	26	20			
	Education		3	2	11	68					
	Fine arts			1		8					
	Music		4		19	25					
	Summer school (1927)				76	150					
	Extension courses				24	23					
Elkins	Davis and Elkins College	1904	13	4	129	135	15	6			2
	Arts and sciences		11	2	125	89	15	6			
	Special				3	7					
	Music		1		8	23					
	Drama			1	11	33					
	Summer school (1927)		11	5	45	128					
	Extension courses			1	7	14					
Harpers Ferry	Storer College [1] [2]	1867	6	10	89	117					
	Preparatory		5	5	35	46					
	Arts and sciences		6	10	54	71					
Lewisburg	Greenbrier College for Women.[1]	1812	4	12		148					
	Preparatory					40					
	Arts and sciences		2	10		68					
	Special		2	2		40					
Philippi	Broaddus College	1871	10	6	102	103	8	2			
	Preparatory				13	8					
	Arts and sciences		10	6	75	75	8	2			
	Special				14	20					
	Summer school (1927)		4	3	20	35					
	Extension courses		2	1	4	11					
Salem	Salem College	1892	13	10	152	275	13	15			1
	Preparatory				4	10					
	Arts and sciences		13	10	142	246	13	15			
	Music		2	1	11	29					
	Summer school (1927)				121	280					
	Extension courses				46	138					
WISCONSIN											
Appleton	Lawrence College	1849	53	23	455	583	55	66			4
	Arts and sciences		43	16	394	400	53	59			
	Music		10	7	61	183	2	7			
Ashland	Northland College	1892	16	5	1,9	143	15	14			
	Preparatory		2		19	21					
	Arts and sciences		11	5	100	92	15	14			
	Music		3		60	30					

[1] Junior college.

[2] Colored.

TABLE 28.—*Privately controlled universities, colleges, and professional schools—Instructors, students, and graduates in 1927–28*—Continued

Location	Institution	Year of first opening	Professors and instructors		Students		First degrees		Graduate degrees		Honorary degrees
			Men	Women	Men	Women	Men	Women	Men	Women	
1	2	3	4	5	6	7	8	9	10	11	12
WISCONSIN—con.											
Beloit	Beloit College	1847	39	9	322	285	42	32			4
	High School				18	30					
	Arts and sciences		39	9	302	254	42	32			
	Graduate				2	1					
Milton	Milton College	1867	13	7	101	113	12	17			2
	Arts and sciences		13	7	87	73	12	17			
	Special				3	12					
	Music		1	3	34	66					
Milwaukee	Marquette University	1881	402	17	3,082	442	371	72	8	9	3
	Preparatory		22		480						
	Arts and sciences		71	4	689	188	78	52			
	Graduate				54	84			8	9	
	Commerce		24		538	82	24	1			
	Chemical engineering		[7] 29		19		5				
	Civil engineering				74		23				
	Electrical engineering				94		19				
	Mechanical engineering				37		12				
	Unclassified engineering				266						
	Journalism		36		98	39	8	7			
	Music		8	4	3	25	1	3			
	Law		14		180	5	24	1			
	Medicine		147	1	337	5	54	4			
	Dentistry		35	2	218	2	123	2			
	Speech		3	6		3		2			
	Hospital administration		13		1	9					
	Summer school (1927)		49	6	195	569					
	Extension courses		27	1	32	287					
Do	Milwaukee-Downer College	1851		44		431		48			
	Arts and sciences			27		282		32			
	Home economics			5		78		9			
	Fine arts			4		41		5			
	Music			7		14		2			
	Nursing					4					
	Occupational therapy			1		27					
	Extension courses					85					
Nashotah	Nashotah House (theology)	1842	7		35		1				
Oconomowoc	Immaculate Conception Seminary (theology).		10		60						
Plymouth	Mission House College	1862	12		93	19	13				
	Preparatory		10		22	18					
	Arts and sciences		12		48	1	5				
	Theology		5		23		8				
Prairie du Chien	St. Mary's College (arts and sciences).	1872	3	17		155		12			
	Summer school (1927)			7		113					
	Extension courses			4		100					
Ripon	Ripon College	1850	22	11	289	191	36	24	1	2	
	Arts and sciences		18	7	240	129	36	24			
	Graduate				1	2			1	2	
	Special				46	59					
	Music		4	4	26	18					
	Summer school (1927)		10		44	37					
St. Francis	St. Francis Seminary	1856	21		410		26		7		
	Preparatory		18		224						
	Arts and sciences		[4] 7		[4] 87		26				
	Theology		11		99						
Watertown	Northwestern College	1865	18		219	49	[4] 13				
	Preparatory		[4] 8		111	31					
	Arts and sciences		14		90	7	13				
	Commerce		3		18	11					
Waukesha	Carroll College	1846	19	11	276	213	33	27			2
	Arts and sciences		19	11	246	169	33	27			
	Special				30	54					
Wauwatosa	Evangelical Lutheran Theological Seminary.	1865	4		55						

[4] Statistics of 1925–26.

[7] Engineering faculty.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1927–28*

Institution	Bound volumes in libraries	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farms)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
ALABAMA							
Athens College for Young Women	[1] 8,000	$46,000	$50,000	$388,000	$250,000	----------	$297,136
Birmingham-Southern College	23,000	38,000	1,075,000	628,500	101,500	----------	910,068
Howard College	25,000	75,300	147,000	235,390	----------	----------	590,741
Judson College	12,500	146,932	64,893	500,690	283,690	$12,387	514,398
Marion Institute	5,000	27,000	50,000	192,000	80,000	37,551	----------
Women's College of Alabama	9,027	87,129	106,101	441,650	239,234	104	307,749
St. Bernard College	11,000	55,000	95,000	200,000	----------	----------	----------
Spring Hill College	25,000	70,000	200,000	500,000	250,000	40,000	----------
Talladega College [2]	29,000	65,000	----------	1,264,000	----------	10,300	245,998
ARIZONA							
Gila College	4,000	15,000	10,000	80,000	----------	5,000	----------
ARKANSAS							
Henderson-Brown College	[1] 8,000	14,445	63,700	208,587	----------	24,505	231,466
Ouachita College	10,500	54,455	37,272	297,484	200,000	----------	540,404
Arkansas College	11,000	39,127	51,871	240,000	170,000	25,718	176,240
College of the Ozarks	8,100	50,121	44,100	409,245	213,223	----------	137,317
Central College	4,500	52,044	15,500	250,000	----------	----------	----------
Hendrix College	23,500	30,795	26,536	337,781	147,000	----------	579,043
Arkansas Baptist College [2]	1,400	4,000	35,000	100,000	65,000	----------	----------
Little Rock College [1]	1,500	40,000	40,000	750,000	500,000	----------	----------
Mountain Home College	8,350	14,919	5,000	90,331	45,500	2,648	100
Galloway Woman's College	7,200	80,000	30,000	610,000	350,000	----------	302,000
CALIFORNIA							
Pacific Union College	10,000	51,013	19,686	314,939	84,263	----------	----------
College of Notre Dame	[1] 4,000	25,000	75,000	600,000	100,000	----------	----------
Berkeley Baptist Divinity School	8,000	19,200	30,000	119,769	2,800	1,097	1,119,648
Pacific School of Religion	26,000	58,801	102,825	271,284	68,409	50,000	825,473

[1] Statistics of 1925–26.

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in library	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farms)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
CALIFORNIA—continued							
Pacific Unitarian School for the Ministry	20,954	$25,498	$45,000	$54,090	$10,000	$59,500	$389,329
Pomona College	63,400	348,501	448,767	1,164,336	268,923	201,237	3,527,646
Scripps College		61,833	138,468	329,713			626,934
La Verne College	3,000	56,000	156,000	210,000	40,000	3,000	90,000
College of Medical Evangelists	3,054	54,340	8,918	[1] 166,619	34,831	13,286	
California Christian College	5,000	78,195	526,090	623,861	410,638		367,747
College of Osteopathic Physicians and Surgeons	1,000	15,246	16,260	60,599			
The Cumnock School		12,613					
Loyola College [1]	8,000	65,000	120,000	500,000			
Occidental College	[1] 25,000		239,002	736,996	284,388	295,045	952,637
Southwestern University	1,700	37,000	162,588	376,361		2,000	
University of Southern California	101,141	520,640	1,204,059	2,020,322	140,000		1,200,000
St. Patrick's Seminary	20,000	40,000	50,000	800,000			
Mills College	48,000	286,387	306,124	1,280,545	593,966	364,887	1,366,256
California Institute of Technology	25,000	437,424	256,656	1,785,736	11,482	3,435,000	9,200,000
Pasadena College	5,000	9,423	67,682	32,892		46,666	
University of Redlands	24,926	100,296	156,540	991,133	350,684	489,124	2,754,025
St. Mary's College [1]	17,845	77,875	1,250,000	150,000			
San Francisco Theological Seminary	21,029	42,058	[3]	280,100			
Church Divinity School of the Pacific [1]	40,000			65,000			125,000
College of Physicians and Surgeons	5,000	66,000				13,000	
Golden Gate College	2,000	7,500					
St. Ignatius College	15,000	55,000	450,000	900,000			
San Francisco Law School	2,500	9,443					
Dominican College	17,348	95,000					
San Rafael Military Academy	500	21,000	85,000	175,000	87,500		
University of Santa Clara	65,000	275,000	600,000	1,250,000			
Stanford University	500,000	2,800,848	1,101,057	9,969,735	2,402,001	980,186	27,326,765
College of the Pacific	21,300	69,055	154,821	949,239	150,000	98,986	438,885
Whittier College	15,000	37,710	100,575	282,600	111,600	201,500	511,545

COLORADO							
Colorado College	[1]10,000	175,170	300,386	711,581	169,000	55,730	2,422,044
Colorado Woman's College	3,750	29,705	98,719	133,458	113,148		2,714
Iliff School of Theology	13,000	14,000	66,000	250,000			320,000
Regis College	27,000	93,600	91,000	392,000	250,000		10,000
University of Denver	32,000	185,713	118,704	604,309	20,000		1,986,857
Westminster Law School	5,000	4,000					
Loretto Heights College	10,000	53,150		1,000,000		550,000	484,000
CONNECTICUT							
Junior College of Connecticut	1,200	10,000	45,000	75,000		5,000	
Trinity College	100,000	212,000	162,000	1,191,238			2,733,304
Wesleyan University	159,000	243,309	226,089	2,829,266	530,580	96,092	4,627,487
Berkeley Divinity School	35,000		200,000	195,000		250,000	400,000
Albertus Magnus College	8,465	18,500	250,000	350,000	150,000	16,000	
Yale University	1,250,000	6,000,000	32,711,660	[4]		1,261,883	58,024,459
Connecticut College for Women	34,055	86,441	403,111	931,691	556,272	483,735	1,100,000
DISTRICT OF COLUMBIA							
American University	50,000	80,000	1,077,055	1,500,000	450,000	10,000	900,000
Catholic Sisters College	7,500	12,824					
Catholic University of America	296,574	626,440	129,239	2,714,458	700,736	914,050	3,252,281
Georgetown University [1]	260,000			8,424,187			
George Washington University	76,000	289,044		1,665,752		45,313	1,061,546
Howard University [2]	45,662	431,934	739,913	1,426,572			910,622
Trinity College	34,000	142,874	200,000	2,550,000	1,600,000	466,145	1,500,000
Washington College of Law	3,000	5,054		75,000		2,000	33,000
Washington Missionary College	10,000	18,050	21,006	220,985	131,618	31,832	
FLORIDA							
University of Miami	8,000	52,706	407,466	286,451		573,550	
John B. Stetson University	32,631	87,470		392,740		123,414	910,556
Southern College	[1]7,000	28,689	358,227	396,031		59,627	100,000
Rollins College	23,000	49,415	39,289	162,038	46,578	68,419	595,568
GEORGIA							
Lucy Cobb Institute	2,500			125,000			
Atlanta Law School		1,000					
Atlanta Southern Dental College	1,200	111,500	41,200	175,000		12,259	
Atlanta Theological Seminary	7,000	18,000	46,000	60,000	25,000		10,000
Atlanta University [2]	17,724	41,399	109,912	173,130	75,225		326,782
Clark University [2]	6,000	71,605	150,006	378,000	90,000		200,000
Gammon Theological Seminary [2]	[1]18,000	57,000	38,000	257,000			500,000
Morehouse College [2]	9,000	51,550	40,670	244,164	58,000		332,918
Morris Brown University [2]	6,000	10,000	50,350	191,020		40,000	
Spelman College	10,127	135,173	61,059	698,044	153,894		57,502
Paine College [2]	9,500	29,634	38,795	280,995	123,000		30,651
Andrew College [1]	3,000	19,500	4,500	160,000			33,000

[1] Statistics of 1925–26. [2] Colored. [3] Included in column 5. [4] Included in preceding column.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in library	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farms)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
GEORGIA—continued							
Agnes Scott College	21,000	$178,017	$190,334	$631,735	$260,000		$1,051,420
Columbia Theological Seminary	40,000	40,000	125,898	383,463		$407,088	
Piedmont College	17,000	41,000	247,891	104,071	75,000	72,130	89,644
Emory University	108,000	423,163	348,496	4,218,703	276,000		4,142,073
Bessie Tift College	9,000	18,522	444,490	(1)			128,778
Brenau College	10,000	133,000	100,000	500,000	300,000		566,000
Lagrange College	8,221	11,000	50,000	250,000	175,000		135,000
Mercer University	39,000	122,829	275,000	646,940	232,000		735,603
Wesleyan College	12,394	87,552	300,000	328,555	285,540	82,860	494,659
Oglethorpe University	50,000	135,000	208,000	878,000			
Shorter College	11,000			488,846			
Reinhardt College	3,000	9,800	30,000	88,800	25,000	14,500	8,000
Young Harris College	4,500	7,600	33,000	128,000	66,000	5,000	60,000
IDAHO							
College of Idaho	7,700	17,366	33,100	184,000	48,000	22,634	379,731
Gooding College	8,000	10,750	10,000	147,564		133,000	200,000
ILLINOIS							
Shurtleff College	19,835	70,000	115,750	265,000	125,000		546,970
Aurora College	10,000	35,630	20,297	359,762	117,632	25,173	232,616
Illinois Wesleyan University	32,300	125,900	98,330	533,000	65,000	782,727	1,208,190
St. Viator College	20,000	130,500	52,000	684,000	284,000	135,000	45,500
Blackburn College	3,000	28,258	24,363	204,726		54,798	736,905
Carthage College	17,529	81,136	22,031	258,109	129,061	9,890	879,606
Armour Institute of Technology	33,979	326,139					
Bethany Bible School	5,600	24,683	38,535	133,498	127,612	209,712	59,048
Chicago College of Osteopathy	1,610	21,144	144,000	109,543		22,021	
Chicago-Kent College of Law	7,500	40,075	150,000	75,000			41,900
Chicago Law School	2,500	3,200					
Chicago Theological Seminary	25,000	25,000		1,200,000	400,000		3,000,000
De Paul University	29,500	108,500	200,000	1,120,000		100,000	

John Marshall Law School	4,100	6,000					
Lewis Institute	[1] 2,800	375,000	119,010	518,333	75,000	38,001	1,513,925
Loyola University	115,000	355,000	2,500,000	2,370,000		70,000	
Meadville Theological School	45,000	47,192	80,665	273,766	145,909		398,000
Presbyterian Theological Seminary of Chicago	57,000	115,000		584,190		275,171	2,057,716
St. Francis Xavier College	17,200	141,731	213,995	923,953		240,000	
University of Chicago	799,593	2,801,123	5,284,433	17,221,447	656,599	9,095,750	43,409,468
James Millikin University	22,354	98,298	217,000	716,200	74,200	60,500	1,791,166
Elmhurst College	17,000	33,241	136,286	590,320	310,000	54,589	81,804
Eureka College	20,000	72,800	100,000	346,000	110,000		660,000
North Park Junior College	6,914	23,604	200,632	281,204	75,000		307,090
Garrett Biblical Institute	165,000	337,918		649,556	145,448		3,831,000
Northwestern University	280,000	1,340,125	5,911,772	8,180,396	221,072	5,588,375	15,940,877
Norwegian-Danish Theological Seminary	6,000	11,000		40,000			10,800
Wesley Academy and Theological Seminary	5,361	9,400	105,000	95,000			50,000
Knox College	35,000	108,330	206,400	679,070	187,448	59,668	1,793,183
Lombard College	14,959	48,782	87,500	375,828			308,553
Monticello Seminary	7,000	10,060		1,000,000			75,000
Greenville College	8,300	20,351	90,486	150,565	80,000	43,783	101,788
Illinois College	25,000	69,625	115,255	210,300	74,600	22,652	1,174,013
Illinois Woman's College	15,523	144,298	81,604	692,420		209,817	765,486
Assisi Junior College	6,000	15,000					
Broadview College [1]	12,000	46,926	45,488	213,720	156,073		
Ferry Hall	6,700	224,000	150,000	225,000			22,486
Lake Forest College	38,000	179,100	1,500,000	874,150	340,000		1,521,847
McKendree College	13,500	26,000	15,000	200,000	100,000		330,254
Lincoln College	8,000	28,270	143,211	109,537	13,200	81,797	273,301
St. Procopius College	20,000	200,000	100,000	800,000		100,000	50,000
Theological Seminary of the Evangelical Lutheran Church	20,000	38,055	216,000	313,194		100	197,053
Monmouth College	30,000	89,500	79,100	703,100	200,088	120,208	1,171,078
Frances Shimer School	6,100		33,503	419,233			37,661
Mount Morris College	30,000	18,119	41,000	200,000	65,000	3,442	147,797
Evangelical Theological Seminary	6,000		14,586	158,726			236,704
North Central College	15,000	109,857	108,904	779,703	149,424		686,519
Bradley Polytechnic Institute	23,776	278,415	1,007,750	693,900	12,500	28,682	2,913,235
Rosary College	16,375	52,646	96,967	2,000,699		139,484	202,223
Rockford College	[1] 15,000	43,961	50,000	477,273		114,301	945,377
Augustana College	[1] 40,500	42,883	51,982	801,800	190,041	42,883	536,613
Concordia Theological Seminary	5,000	8,500	40,000	250,000	150,000		
Wheaton College	20,000	90,420	115,000	691,734	158,650	143,336	631,556
INDIANA							
Wabash College	65,000	118,669	125,000	332,000		10,838	1,782,750
Earlham College	35,900	116,982	80,000	285,207	106,100		1,237,235
Evansville College	14,000	117,226	122,396	421,945	20,405	117,743	143,674
Franklin College	30,000	76,000	108,000	375,000	65,000	31,000	748,000
Goshen College	8,100	26,514	20,000	110,000	17,000		32,140
De Pauw University	68,000	111,000	123,202	1,524,181	777,799	218,515	5,297,853
Hanover College	33,000	52,047	7,400	236,865	47,429	6,457	673,156
Huntington College	7,000	17,947	18,050	72,500	6,000		125,000

[1] Statistics of 1925–26.

[4] Included in preceding column.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in library	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farms)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
INDIANA—continued							
Benjamin Harrison Law School	500	$2,000					
Butler University	25,000	117,830	$555,000	$1,640,075	$60,000	$57,612	$1,616,480
Indiana Central College	8,200	69,326	61,292	451,842	285,000	131,500	258,884
Indiana Law School	2,800	15,000					500
Indianapolis College of Pharmacy	2,600	31,500		100,000			
Marion College	5,011	25,112	8,348	192,104	98,104	334	26,717
Manchester College	16,000	91,616	41,838	539,991		11,116	512,479
St. Mary's College and Academy	16,781	66,112	893,600	3,800,000	1,600,000		1,400,500
University of Notre Dame	137,068	964,607	275,000	5,806,606	3,264,774		1,000,000
Oakland City College	9,850	51,581	10,000	120,245	35,100		574,202
St. Mary of the Woods College	30,151	74,477	201,475	2,272,240			552,542
Rose Polytechnic Institute	16,000	91,650	30,650	445,400	92,500	204,000	1,535,770
Taylor University	11,000	17,557	30,585	495,386	311,598	82,382	527,072
Valparaiso University	13,986	102,178	80,200	606,615	206,767	372,121	97,600
Vincennes University	5,811	15,670	161,400	101,000			
IOWA							
Coe College	30,655	188,421	163,055	464,011	161,178	9,016	1,810,747
Mount St. Clare Junior College	4,000	12,250	250,000	(1)			
Wartburg College	6,592	32,525	40,000	305,000	65,000		35,213
St. Ambrose College		20,000					577,480
Luther College	38,000	118,767	27,962	704,318	150,000	222,529	600,108
Des Moines University	23,500	195,000	125,000	420,270	150,000	10,000	175,000
Des Moines Still College of Osteopathy		15,000	4,000	211,000			21,000
Drake University	51,024	242,895	125,000	524,122		86,442	1,731,879
Grand View College	7,500	10,500	50,000	45,000	35,000		135,000
Columbia College	26,412	92,000	147,197	800,000			1,049,142
Clarke College	12,000	65,700	50,000	1,250,000	750,000	285,000	550,000
University of Dubuque	13,905	49,328	91,838	374,051		137,800	679,224
Wartburg Theological Seminary	13,500	30,000	20,000	300,000	90,000		47,748
Parsons College	16,665	149,848	35,650	337,924	44,257	137,516	745,259
Upper Iowa University	18,000	44,287	25,000	244,000	12,000		400,000

Waldorf Lutheran Junior College	1,800	18,200		126,500	100,000		22,000
Grinnell College	80,000	344,702	223,255	904,189	337,269		1,779,715
Grundy Junior College	1,200	2,000	5,000	100,000	60,000		25,000
Lenox College	10,000	14,000	10,000	150,000	15,000	7,000	112,000
Simpson College	25,000	80,743	75,000	434,642	55,000	1,487	732,659
Ellsworth College	11,000	41,500	135,000	210,000	80,000		104,000
Graceland College	13,426	39,609	49,533	200,559	5,141	111,881	231,000
Western Union College	8,000	43,815	26,000	374,000	125,000		103,025
Iowa Wesleyan College	24,788	120,000	150,000	500,000	125,000		397,000
Cornell College	58,176	142,589	70,268	517,202	76,218		1,732,004
Penn College	14,524	88,180	43,929	376,301	116,675		605,025
Central College	12,000	54,000	30,000	315,600	81,000		200,000
Morningside College	30,000	52,706	123,336	509,377	242,067	67,747	594,219
Buena Vista College	14,200	35,780	34,000	181,103		59,736	202,400
John Fletcher College	12,000	32,000	115,830	407,000	170,000	200,000	452,000
KANSAS							
St. Benedict's College	45,000	252,580	288,200	1,239,359			48,847
Mount St. Scholastica College	19,000	32,000		1,200,000			
Baker University	65,000	120,327	48,977	396,864	14,223	27,463	1,003,604
College of Emporia	19,950	131,804	25,000	325,057	170,500		500,610
Hesston College	[1] 3,100	8,905	6,000	59,000	18,600	5,560	
Highland College	5,000	13,000	11,000	70,000			44,333
Tabor College	5,000	18,500	19,000	190,000	40,000		61,000
Kansas City Baptist Theological Seminary	9,000		40,000	160,000	50,000	125,000	110,000
Kansas City University	10,000	10,000	250,000	[4]			
St. Mary College and Academy	7,450	55,500	250,000	762,000			
Bethany College	13,000	97,156	38,663	119,202	13,029		385,994
Central Academy and College	4,300	21,000	35,000	200,000	100,000		15,000
McPherson College	8,000	86,560	29,000	297,000	95,000	72,800	432,000
Bethel College	13,100	30,579	13,891	222,081	27,081	24,313	392,643
Ottawa University	13,500	93,464	138,920	404,470	25,439	81,265	591,845
College of Paola	6,000	16,200	20,000	146,000			
St. Mary's College	31,788	298,686	157,599	1,305,031	298,546	75,115	123,502
Kansas Wesleyan University	20,000	108,097	28,032	463,413	80,000	214,525	108,091
Marymount College	9,830	31,000	36,000	1,150,000		5,000	
Sterling College	8,200	23,960	33,475	310,000	93,415		561,532
Washburn College	35,250	223,239	656,400	690,552	165,928	33,135	1,129,782
Friends University	11,000	46,133	160,170	297,112	30,000		518,088
Southwestern College	20,200	83,390	47,817	502,664	72,000	9,040	496,493
KENTUCKY							
Union College	4,325	28,200	63,500	242,000	80,000		427,806
Berea College	52,929	524,549	218,026	1,908,753	600,261	355,284	8,894,739
Campbellsville College		8,000	10,300	85,000	41,800		
Villa Madonna College	6,510	15,085	200,000	100,000			
Centre College	22,918	89,836	457,762	[4]		66,643	1,249,107
Georgetown College	[1] 25,000	25,300	88,574	215,548	82,500	19,675	654,624
Bethel Woman's College	[1] 3,000	5,000	50,000	210,000			11,000

[1] Statistics of 1925–26.

[4] Included in preceding column.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in library	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farms)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
KENTUCKY—continued							
Hamilton College	1,640	$17,550	$239,750	(4)			
Transylvania College	40,000	150,000	332,632	$258,593	$96,593		$819,302
College of the Bible	15,000	26,200		56,125	23,665		421,365
Sue Bennett Memorial School	3,000	49,000	12,000	341,000	108,000	$2,000	
Louisville College of Pharmacy		20,000		100,000			27,900
Presbyterian Theological Seminary	22,338		45,000	340,958			861,014
Simmons University [3]	4,201	19,912	31,000	140,076		43,965	
Southern Baptist Theological Seminary	33,000	70,000	788,000	1,752,000	1,193,000		2,220,000
Nazareth Junior College	11,090	82,410		1,000,000			
Bethel College	8,500	14,500	32,657	150,715	84,041		87,000
Logan College	2,500	5,000	15,000	175,000		2,000	64,665
St. Mary's College	7,000	15,000	50,000	140,000	75,000		
Cumberland College	6,000	22,500	100,000	400,000			441,953
Asbury College	12,000	20,094	42,855	716,887		128,342	3,695
Kentucky Wesleyan College	6,750	30,000	40,000	495,000	147,000		108,539
LOUISIANA							
Silliman College	3,041	17,500	10,000	300,000	175,000	3,000	25,000
Mansfield Female College	2,500	29,000	200,000	(4)			
Loyola University	74,503	532,000	300,000	2,329,000	48,000	200,000	80,000
New Orleans University [2]	5,450	19,500	250,000	230,000	75,000		101,300
Straight College [2]	6,000	27,000	400,000	231,200	95,000	31,767	
Tulane University of Louisiana	130,668	1,235,103	499,230	2,984,791	690,621	770,349	8,982,001
Louisiana College	8,207	75,247	43,304	384,627	120,274		299,975
Centenary College	13,034	92,565	169,261	264,169		16,263	651,613
MAINE							
Bangor Theological Seminary	37,000	35,000	30,000	117,013	34,500		750,128
Bowdoin College	145,000	516,000	20,000	2,780,000	315,000		4,983,000
Bates College	55,732	93,967	120,857	585,362	163,928		1,500,000
Colby College	67,000	43,294	375,386	(4)	134,000		1,348,810

MARYLAND							
St. John's College	18,325	144,389	169,579	491,069	230,000	199,925	169,860
College of Notre Dame of Maryland	8,400	60,000	1,000,000	1,300,000	450,000		
Goucher College	46,794	512,907	208,584	1,756,416	823,152	40,745	1,523,087
Johns Hopkins University	346,016	1,097,029	626,247	7,627,297	510,299	178,106	24,625,819
Loyola College	35,000	150,000	200,000	700,000			
Morgan College [2]	7,500	40,000	85,000	431,746	95,515	30,000	67,149
St. Charles College	20,000	40,000	200,000	1,600,000	650,000		
Washington College	8,900	30,650	36,000	385,185	120,000		30,764
Mount St. Mary's College	23,000	70,000	100,000	500,000		83,000	64,000
St. Joseph's College	15,800	1,066,000	25,000	2,500,000	875,000		103,633
Hood College	13,227	66,403	101,875	887,952	444,767	55,239	254,739
Maryland College for Women		9,190	10,000	205,000		92,887	
Blue Ridge College	4,500	7,500	5,000	126,500	38,000	10,500	61,000
Western Maryland College	25,000	75,000	95,000	873,770	435,200	79,060	858,289
Westminster Theological Seminary	3,000	207,000	50,000	150,000	125,000		1,000
Woodstock College	80,000	240,000	75,000	1,000,000			
MASSACHUSETTS							
Amherst College	156,072	313,270	286,978	2,318,276	503,809		7,054,321
Boston University	[1] 147,000	265,000	1,781,000	2,478,000	486,500	16,089	4,127,000
Emmanuel College	17,000	50,000		1,250,000			
Gordon College of Theology [1]	17,000	45,000	56,000	275,000	145,000		100,000
Massachusetts College of Pharmacy	7,200	62,500	117,200	700,000		25,260	735,749
Northeastern University	12,740	38,938	37,582	60,000		26,096	198,768
Portia Law School	2,756	11,024		40,000		7,000	
Simmons College	43,586	137,050	1,755,771	(4)	857,309	447,880	2,476,352
Suffolk Law School [1]	5,000	10,000		700,000			1,000
Bradford Academy	11,000	5,240		432,875			
Episcopal Theological School	27,950	26,674		610,955	158,216	65,885	1,708,838
Harvard University	2,784,500						86,702,843
Massachusetts Institute of Technology	242,000	2,500,000	3,200,000	8,053,000	710,000		29,891,373
New-Church Theological School	10,000	20,000		102,000			203,000
Radcliffe College	61,743	200,000	1,500,000	1,786,200	908,000	139,886	4,750,287
Boston College [1]	70,000	500,000	1,000,000	2,000,000			353,650
Newton Theological Institution	40,000			235,661			900,000
Smith College	154,460	1,010,827	918,879	4,671,791	2,182,869		5,079,662
Wheaton College	25,000	205,530	20,998	1,379,719	805,173		1,074,607
Mount Holyoke College	104,000	450,000	120,097	2,715,879	826,627		2,882,249
Atlantic Union College	5,350	5,208	18,728	66,231	15,375	31,293	
Tufts College	96,000	194,384	612,000	1,898,155	676,819		6,992,356
International Y. M. C. A. College	2	66,060	260,180	1,007,506		100,295	1,104,793
Wellesley College	125,000	1,272,881	438,809	6,027,751	3,000,587	200,132	8,644,265
Williams College	125,000	1,151,454	3,945,974	(4)	1,053,552		5,591,580
Holy Cross College	77,500	430,545	107,000	2,856,175		224,500	673,723
Worcester Polytechnic Institute	23,500	543,640	289,200	1,786,005	345,309		2,734,670

[1] Statistics of 1925–26.

[2] Colored.

[4] Included in preceding column.

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TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in library	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farms)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
MICHIGAN							
Adrian College	8,000	$69,898	$10,000	$250,000			$59,758
Albion College	[1] 31,551	216,354	54,804	969,196	$242,962	$242,630	1,093,460
Alma College	37,946	90,363	45,000	389,800	149,300	48,778	739,060
Battle Creek College	15,000	28,000		500,000	200,000		825,000
Emmanuel Missionary College	13,636	19,107	37,920	219,636		126,705	
Detroit Institute of Technology	9,823	59,200					
Marygrove College	12,603	[1] 57,000	[1] 350,000	[1] 70,000			
University of Detroit	40,544	546,915	4,696,843	4,043,340			
Calvin College	17,700	37,700	100,000	425,000	150,000		110,000
Suomi College and Theological Seminary	6,150	11,507	39,095	(4)		5,910	
Hillsdale College	30,425	98,898	32,174	574,681	194,996	6,598	768,020
Hope College	40,000	800,000	125,000	800,000			
Western Theological Seminary	15,000	26,200	40,000	200,000	95,000		219,099
Kalamazoo College	20,000	100,577	152,790	534,931	190,000		1,089,629
Nazareth College	12,000	45,025	57,000	250,000	57,000	39,000	22,538
Olivet College	38,000	80,000		308,552	60,000		252,000
Bible Holiness Seminary	422	2,695	15,000	65,000	30,000		
MINNESOTA							
St. John's University	50,000	175,000	150,000	1,000,000	150,000		65,000
College of St. Scholastica	10,000	17,000	50,000	864,483	200,000		6,000
Seabury Divinity School	15,000	32,312	1,300	105,500	50,000		464,693
Augsburg Seminary	11,000	15,333		125,000	30,000	11,050	79,245
Minnesota College of Law	4,500	5,000					
Concordia College (Moorhead)	21,000	55,997	98,228	358,000	115,000	40,371	510,037
Carleton College	88,000	392,251	280,691	1,911,963	1,085,362	118,990	2,430,758
St. Olaf College	30,500	136,687	155,520	1,069,402	259,000	1,060,057	704,592
College of St Benedict	15,800	117,961	1,692,039	(4)			
Bethel Institute	18,000	42,188	1,656	125,872		18,324	65,924
College of St. Catherine	26,200	195,000	220,000	1,885,000		95,000	510,000
College of St. Thomas	14,000	86,540	175,000	774,205	225,023		306,096
Concordia College (St. Paul)	8,000	30,000	650,000	460,000	250,000	5,000	1,000

Hamline University	27,000	93,665	168,370	453,977	236,000	3,577	1,500,000
Luther Theological Seminary	20,000	5,000	148,290	(4)			214,837
Macalester College	18,500	126,612	230,281	845,501	314,026	119,898	1,549,455
St. Paul College of Law	2,000	5,731		35,303		20,605	
St. Paul Luther College	10,000	47,277	51,717	268,500	150,000		16,000
St. Paul Seminary	30,650	102,000	175,000	335,160	176,400	27,000	650,000
Gustavus Adolphus College	17,000	179,356	(3)	500,567	75,000	50,000	513,369
College of St. Teresa	24,000	800,000	150,886	2,179,222	647,500		500,488
St. Mary's College	7,500	28,500	25,000	1,000,000	250,000		
MISSISSIPPI							
Blue Mountain College	10,090	89,332	18,000	392,428	256,372		300,176
Whitworth College	7,000	30,000	100,000	325,000	125,000	70,000	40,000
Hillman College	3,100	9,375	16,610	34,200			
Mississippi College	8,000	30,058	10,279	433,437			698,917
Grenada College	6,000	35,000	30,000	300,000	200,000		75,000
Gulf Park College	3,600	3,750	300,000	350,000	250,000		
Mississippi Woman's College	9,507	49,522	20,000	322,549			300,494
Mississippi Synodical College	1,300	5,000	3,000	120,000			16,000
Rust College [2]	6,700	10,200		425,000	250,000		16,000
Belhaven College	4,000	15,000	333,750	330,200	150,000	32,539	208,000
Jackson College [2]	2,500	26,750	50,000	119,750	56,550		
Millsaps College	15,000	50,000	225,434	315,000	141,000	58,804	931,909
Clark Memorial College	5,000	20,682	2,500	111,200	61,200		
Tougaloo College [2] [1]	5,000	60,000	25,000	278,050	105,500		12,200
MISSOURI							
Palmer College	4,000	8,973	(3)	181,500	52,000	10,000	77,250
Southwest Baptist College	2,500	5,906	10,000	210,264	82,000		11,000
Kemper Military School	3,316	62,092	62,928	378,015	125,000	31,724	
Missouri Wesleyan College	12,000	48,100	75,000	176,000			240,000
Culver-Stockton College	15,000	104,648	26,566	414,035	175,000	104,300	1,106,806
Ozark Wesleyan College	5,955	15,849	397,960	266,033			
Christian College	5,294	65,617	75,000	535,065	325,335		
Stephens College	7,018	22,958	180,332	797,893	512,110		53,037
St. Paul's College	5,504	30,000	20,000	380,000	200,000		
Central College	29,078	275,000	200,000	1,153,000	262,000		1,240,000
Westminster College	13,000	53,732	70,315	258,224	36,432	322,972	634,226
William Woods College	7,900	31,915	25,000	509,864	166,466		534,765
Central College of Osteopathy	400	5,000	35,000	35,000			
Kansas City College of Osteopathy and Surgery	400	15,300	30,000	45,000			
Kansas City College of Pharmacy and Natural Sciences	520	36,450					
Kansas City School of Law	8,500	20,000	50,000	115,000			
Kansas City Western Dental College	1,500	138,776					
Rockhurst College	16,000	60,000	100,000	215,000			
St. Teresa College	4,566	19,502					
Kidder Institute	4,800	15,000	10,000	70,000	20,000		150,000
Kirksville College of Osteopathy and Surgery	2,000	80,000	(3)	430,000			
Wentworth Military Academy	3,116	20,266	30,491	173,736	118,000	41,300	
William Jewell College	36,140	73,998	77,908	725,993		127,793	1,123,248

[1] Statistics for 1925–26. [2] Colored. [3] Included in column 5. [4] Included in preceding column.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in library	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farms)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
MISSOURI—continued							
Will Mayfield College	4,075	$13,917	$10,000	$160,000	$14,000		$56,000
Missouri Valley College	20,000	96,321	15,030	479,920	68,705	$92,965	641,329
Hardin College	5,200	19,211	30,000	600,000	365,000		
Cottey College	3,840	13,233	20,000	325,767	122,733		20,000
St. Mary's Institute	3,957	8,500	50,000	250,000	175,000		
Park College	35,000	97,963	25,300	908,049	265,000	205,525	1,668,000
Lindenwood College	13,000	122,000	168,500	1,500,000	700,000		1,724,342
Benton College of Law	2,511	4,011					10,000
City College of Law and Finance		4,617					
College of the Sacred Heart	11,500	76,000	400,000	627,000			
Concordia Theological Seminary	22,362	60,000	200,000	2,650,000			22,186
St. Louis College of Pharmacy	500	41,000	25,000	250,000			
St. Louis University	140,000	1,600,000	2,200,000	3,450,000			
The Principia	12,821	252,891	261,632	685,282		171,837	280,000
Washington University	286,858	2,708,850	959,701	5,866,831	696,281	17,583,532	13,802,548
Xenia Theological Seminary	17,000			105,000		31,748	187,753
Drury College	40,000		94,950	541,343	175,000	25,000	1,173,040
Tarkio College	11,944	76,608	36,950	236,937	73,360		497,464
Central Wesleyan College	[1] 13,000	47,900	50,000	196,000	50,000	52,000	301,278
Eden Theological Seminary	8,000	44,000	95,000	866,000			124,064
Kenrick Theological Seminary	15,000	75,000	150,000	1,000,000			
Webster College	10,133	37,612	135,000	1,206,000	340,000	867,000	50,000
MONTANA							
Intermountain Union College	12,500	17,100	19,000	190,000	109,000	17,700	124,000
Mount St. Charles College	8,000	90,000	10,000	675,000			200,000
NEBRASKA							
Cotner College	8,000	108,724	101,535	319,130	55,000	167,314	72,705
Dana College and Trinity Seminary	8,000	35,000	23,000	235,000	150,000		150,000
Nebraska Central College	2,000	21,300	17,700	78,000	28,000		50,000
Union College	9,600	24,267	50,351	274,235	125,000	69,154	

Doane College	19,821	51,906	101,800	235,137	70,002	15,180	406,780
Midland College	19,000	43,887	(3)	353,381		15,400	179,230
Grand Island College	11,294	15,560	20,000	416,479	130,000	9,000	122,433
Hastings College	10,000	35,000	46,000	258,000	90,000	18,500	734,900
College of St. Mary	4,400	74,000	1,000,000	250,000	50,000	61,250	
Creighton University	82,354	679,073	367,600	2,297,000	30,000		2,299,960
Presbyterian Theological Seminary	10,100	8,582	(3)	98,387		7,374	181,907
University of Omaha	6,049	26,685	20,000	82,861		83,339	95,833
Nebraska Wesleyan University	21,693	81,115	115,000	394,852			915,943
Luther Junior College	5,000	15,300	7,000	180,000			48,000
York College	5,850	22,194	(3)	125,750	27,000	7,768	123,656
NEW HAMPSHIRE							
Dartmouth College	250,000	571,664	543,069	4,089,996		128,170	9,907,027
NEW JERSEY							
Bloomfield Theological Seminary	4,862	5,000	4,364	169,303	31,567		340,720
College of St. Elizabeth	16,000	90,000	1,000,000	2,000,000	767,000		
Upsala College	6,000	21,000	150,000	200,000	100,000	65,000	148,000
Stevens Institute of Technology	18,500	208,092	363,919	1,456,139	212,798		2,546,878
Georgian Court College	11,000	103,500	(3)	2,500,000	1,500,000		300,000
Drew University	147,000	147,000	142,500	1,273,540	496,000		1,226,930
New Jersey Law School	[1] 6,000		135,121	524,336		35,182	
New Brunswick Theological Seminary	61,000	66,000	150,000	800,000	250,000		745,694
Princeton Theological Seminary	128,000	350,000	(3)	747,648			4,282,066
Princeton University	600,000	900,000					[1] 15,000,000
St. Joseph's College	10,186	60,000	50,000	400,000			
Seton Hall College	10,000	25,000					
Alma College	2,500	3,000		160,000	120,000	75,000	
NEW YORK							
St. Rose's College	4,792	45,637		427,350			
Alfred University	36,000	89,300	49,600	568,700	75,000	47,004	852,929
St. Stephen's College	38,247	169,680	106,406	881,134		13,072	
Auburn Theological Seminary	41,128	135,000	45,000	345,000	150,000		1,190,279
Wells College	60,000	315,101	53,977	627,103	300,769	35,584	1,493,181
Adelphi College	21,000	49,739	562,546				831,972
Brooklyn College of Pharmacy [1]	7,000	16,100		38,500			
Long Island College Hospital	9,000	151,141	163,775	1,155,984			30,000
Polytechnic Institute of Brooklyn	13,800	343,816	525,000	515,400		57,620	1,407,702
St. Francis College	6,840	50,500	90,000	487,000		128,000	
St. John's College	15,000	265,000	450,000	1,250,000	100,000		550,000
St. Joseph's College for Women	12,000	63,086	175,000	203,000			30,805
Canisius College	25,150	330,000	250,000	695,000			
De Lancey Divinity School	6,000	5,000		15,000		1,000	
D'Youville College	11,400	137,750	175,000	260,000			
Martin Luther Theological Seminary	[1] 2,000	3,600	8,000	15,500		10,500	
University of Buffalo	62,153	352,173	1,749,088	2,150,570		57,571	3,311,916
St. Lawrence University	46,488	244,669	151,141	1,933,200	296,626	411,438	937,254

[1] Statistics for 1925–26.

[3] Included in column 5.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in library	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farms)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
NEW YORK—continued							
Hamilton College	125,269	$138,000	$170,321	$1,430,227	$200,000	$10,000	$3,928,558
Elmira College	28,275	185,937	82,796	1,346,604			463,092
Mount St. Alphonsus Theological Seminary [1]	28,000		100,000	800,000			
Hobart College	82,200	158,300	80,644	469,896	145,198	37,123	1,141,351
Colgate University	108,000	355,211	130,000	2,250,000	686,454		3,831,906
Hartwick College	3,556	30,350	2,500	40,000			70,000
Houghton College	6,790	27,620	10,929	131,776	63,000	7,583	
Cornell University	780,790	3,990,547	600,395	11,196,954	1,221,283	40,260	20,009,108
Keuka College	10,357	61,958	31,890	803,499	466,237	145,339	224,606
College of New Rochelle	15,690	150,993	123,057	842,881		554,402	
Barnard College	30,000	284,853	3,025,000	1,475,000			4,329,165
College of Mount St. Vincent	15,684	96,480	[3]	993,465		687,392	
College of the Sacred Heart	12,147	61,000	250,000	962,000		28,000	
Columbia University	1,055,198	3,426,429	8,550,964	30,658,943	5,656,437	12,945,074	63,597,416
Cooper Union	60,634			[1] 1,419,834			[1] 3,739,812
Fordham University	105,000	477,505	2,494,000	3,004,775		10,500	113,040
General Theological Seminary of the Protestant Episcopal Church	80,631	261,164	900,000	1,018,350			2,885,470
Jewish Theological Seminary of America	82,000	1,040,761	600,991	125,000			1,464,158
Manhattan College	24,687	359,000	350,000	2,000,000	600,000		
New York Homeopathic Medical College and Flower Hospital	14,000	106,356		962,233			403,159
New York Law School	12,180	13,550					
New York University	268,492	723,514	1,661,883	7,288,045	211,435		4,225,000
The Biblical Seminary in New York	16,000	117,548	143,830	815,636		1,311,570	
Union Theological Seminary	170,700	272,913	1,234,593	1,612,858	309,042	226,001	7,958,411
Niagara University	20,000	223,000	457,500	1,109,000		50,000	
A. M. Chesbrough Seminary	[1] 4,000		5,300	128,388		11,278	17,558
Clarkson College of Technology	7,700	60,000	23,178	134,169		25,000	672,457
Vassar College	153,394	672,414		5,206,076			7,096,439
Rochester Theological Seminary	55,104	164,381		277,744	239,860		2,177,039
St. Bernard's Seminary	21,650	108,000	45,000	450,000		100,000	327,380
University of Rochester	163,203	791,877	1,468,331	12,074,550	324,336	84,013	27,364,554
St. Bonaventures College	20,710	521,620	79,117	1,296,110	980,000	22,966	35,950
Skidmore College	21,138	270,154	167,028	886,961	728,641	83,100	626,980

Union College	[1] 75,500	79,000	150,000	856,000	230,000	76,000	3,067,513
Syracuse University	173,247	1,004,861	357,500	4,996,783	406,158	1,301,516	3,133,827
Marymount College	[1] 10,000	95,000	500,000	2,000,000	----------	250,000	100,000
The Mason School	----------	350,000	([3])	500,000	----------	----------	----------
Rensselaer Polytechnic Institute	19,158	629,949	269,933	2,428,825	437,753	----------	4,508,041
Russell Sage College	7,597	101,563	116,853	479,100	----------	----------	691,647
Good Council College	5,441	38,063	245,000	597,000	----------	----------	----------
NORTH CAROLINA							
College of St. Genevieve-of-the-Pines	15,000	14,725	81,000	142,000	----------	82,500	204,000
Johnson C. Smith University [2]	13,862	74,806	279,708	494,375	181,214	----------	1,442,952
Queens College	9,000	33,000	200,000	600,000	----------	15,000	125,000
Davidson College	25,000	237,304	46,590	971,473	265,524	46,585	947,508
Duke University	108,865	549,696	1,224,573	19,374,431	----------	----------	20,785,207
Elon College	14,316	357,679	----------	753,600	175,000	115,632	520,739
Greensboro College	11,428	106,532	129,403	348,248	----------	135,248	351,345
Guilford College	[1] 10,000	60,000	45,000	307,000	185,000	----------	575,000
Lenoir Rhyne College	9,000	26,000	84,000	618,000	160,000	71,000	462,000
High Point College	8,000	30,000	100,000	450,000	250,000	----------	100,000
Davenport College	4,300	27,762	50,000	155,000	----------	----------	198,596
Louisburg College	3,000	64,500	60,000	425,000	----------	----------	280,000
Mars Hill College	7,658	11,000	51,000	268,600	165,000	----------	38,000
Chowan College	8,300	36,600	150,000	250,000	100,000	----------	85,000
Meredith College	14,135	43,525	200,000	1,051,747	546,247	108,517	470,903
Peace Institute	4,000	----------	----------	350,000	----------	----------	----------
St. Mary's School	5,000	61,985	50,000	216,077	----------	----------	100,000
Shaw University [2]	10,801	23,500	200,000	400,000	250,000	----------	354,972
Flora Macdonald College	8,200	18,687	35,309	149,861	----------	22,243	161,355
Rutherford College	8,000	15,000	50,000	125,000	55,000	----------	130,000
Catawba College	16,000	35,000	25,000	400,000	130,000	----------	300,000
Livingstone College	10,060	110,060	71,900	293,100	----------	----------	505,000
Mitchell College	2,740	19,143	100,000	50,000	----------	----------	3,000
Wake Forest College	36,100	74,660	54,000	521,625	180,000	----------	2,264,150
Weaver College	4,000	8,116	([3])	106,778	----------	----------	100,000
Atlantic Christian College	7,200	15,000	40,000	90,000	----------	16,000	67,090
Wingate College	3,500	19,120	26,000	158,000	79,000	----------	1,960
Salem College	11,200	71,555	----------	491,149	75,000	----------	440,206
NORTH DAKOTA							
Jamestown College	10,800	90,761	75,000	373,000	99,000	12,500	905,454
OHIO							
Ohio Northern University	13,000	83,130	50,000	879,025	----------	2,000	475,605
Mount Union College	30,000	201,724	211,724	503,491	125,000	146,504	815,425
Ashland College	8,000	52,000	54,000	384,750	78,500	5,000	375,807
Baldwin-Wallace College	25,000	151,215	128,840	1,017,547	368,367	----------	1,412,776
Bluffton College	8,000	30,717	14,000	221,437	96,343	163,313	326,140
St. Charles Seminary	10,000	25,000	75,000	400,000	----------	----------	----------
Cedarville College	8,000	8,000	5,000	225,000	----------	5,000	208,750

[1] Statistics of 1925–26.

[2] Colored.

[3] Included in column 5.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in library	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farms)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
OHIO—continued							
Cincinnati College of Dental Surgery	1,000	$6,500	$25,000	$18,000		$1,000	
Cincinnati College of Pharmacy	500	29,900	30,000	100,000	$20,000	3,500	
College and Academy of the Sacred Heart	9,000	55,000	100,000	150,000			
Eclectic Medical College	1,800	5,000		49,966		7,000	$96,000
Hebrew Union College	75,000	[3]	[3]	1,964,367	339,308		1,551,139
Lane Theological Seminary	20,000		[3]	373,121	10,000	96,351	164,196
Mount St. Mary's Seminary of the West	20,000	60,000	400,000	1,000,000			
St. Xavier College	67,000	115,000	1,000,000	1,500,000	150,000		12,750
Case School of Applied Science	21,485	454,836	527,398	1,159,337			4,041,318
John Carroll University	47,467	156,372	850,000	400,000			
Seminary of Our Lady of the Lake	40,000	20,000	300,000	1,500,000			
Notre Dame College	7,000	20,000	840,000	1,000,000			
Ursuline College	8,200	31,250	[3]	200,000	65,000	1,780,000	
Western Reserve University	326,000	912,735	3,524,487	5,840,718	234,200		7,819,483
Cleveland Law School	1,600	10,000					
Capital University	15,000	120,699	254,000	1,007,691	575,158	5,649	533,800
Bonebrake Theological Seminary	4,000	3,348	289,802	649,489			216,757
Central Theological Seminary of the Reformed Church in the United States	18,612	19,000	45,000	155,000	50,000		204,433
University of Dayton	[1] 13,500	[5] 2,019,300					
Defiance College	12,428	65,301	27,500	336,410	90,000		359,734
Ohio Wesleyan University	110,000	396,744	127,140	1,747,700	679,416		2,023,355
Findlay College	6,000	37,435	68,350	108,423	6,000	4,502	365,194
Kenyon College	78,500	124,000	64,117	1,355,294	390,000	126,821	1,624,281
Glendale College	3,000	45,000	50,000	120,000	100,000	4,000	10,000
Denison University	100,000	495,000	[3]	1,675,000			3,200,000
Hiram College	28,000	53,000	32,830	676,986	187,280	8,300	1,448,448
Marietta College	90,000	177,000	128,328	251,244		51,014	1,264,812
College of Mount St. Joseph	9,000	526,444	73,300	396,527		9,810	1,031,400
Muskingum College	17,776	41,122	244,683	855,933	245,000	146,752	656,500
Oberlin College [6]	285,417	195,500	365,507	1,951,727	407,350	141,028	14,222,796
Western College for Women	30,000	149,347	72,388	654,029	300,000		843,137
Lake Erie College	20,000	172,858	149,250	933,716	185,358	137,924	793,890
Rio Grande College	5,040	25,600	3,600	147,500	7,000		90,000

Wittenberg College	42,846	203,806	320,068	1,079,751	380,517	59,558	1,585,196
Heidelberg College	25,000	51,480	120,000	675,000	350,000		996,012
St. John's University	[1] 25,000	87,500	350,000	200,000			25,383
Urbana University	10,000	26,800	75,000	70,000	26,000	19,200	439,534
Otterbein College	25,000	254,400	133,360	574,887	141,872	102,284	1,297,626
Wilberforce University [2]	12,900	386,641	90,826	1,611,244			104,000
Wilmington College	7,000	54,421	70,000	264,759	130,000	26,159	214,497
College of Wooster	55,000	55,000	207,509	1,165,817			2,843,377
Antioch College	26,000	57,286	65,346	403,782	198,589	31,755	243,831
OKLAHOMA							
Bethany-Peniel College	4,500	10,000	40,000	70,000			25,000
Oklahoma Christian College	2,000	7,000	2,000	100,000			
Oklahoma Presbyterian College for Girls	3,000	4,749	15,000	250,000	150,000		50,000
Phillips University	14,225	47,500		391,600	50,000	194,643	392,740
Catholic College for Women	10,000	18,750		223,000			
Oklahoma City University	5,115	47,554	150,000	290,797		31,711	500,000
Oklahoma Baptist University	6,477	18,592	60,000	428,000	297,500	85,385	7,313
University of Tulsa	9,474	18,705	148,291	224,376	55,000		698,827
OREGON							
Albany College	12,161	44,034	82,045	134,851	23,975	160,847	266,192
Eugene Bible University [1]	7,500	20,352	133,783	156,528	34,211		543,294
Pacific University	23,000	39,400	100,000	320,800		36,450	195,289
Linfield College	10,000	27,982	40,000	100,300			835,379
Pacific College	[1] 6,500	4,673	23,000	47,995	10,000	17,332	233,745
Columbia University	5,500	23,000	176,000	176,000	67,580		
North Pacific College	1,600	100,392	30,000	209,500			
Northwestern College of Law	1,000	3,000					
Reed College	34,691	131,458	199,180	533,461	192,222		1,741,149
St. Mary's College	6,000	82,155	260,000	94,418	25,000		
Kimball School of Theology	12,500	29,500		35,000			34,251
Willamette University	20,000	72,000	250,000	384,000	120,000		1,100,000
PENNSYLVANIA							
Cedar Crest College	10,500	75,320	112,737	267,815	185,378		15,700
Muhlenberg College	41,600	139,742	551,114	1,048,823	73,898	65,615	841,900
Lebanon Valley College	9,000	64,600	35,000	470,500	186,500	8,772	674,903
Geneva College	15,000	70,000	97,000	640,000	200,000		618,302
Lehigh University	180,000	897,422	441,961	3,618,126	147,713	447,892	5,137,000
Moravian College and Theological Seminary	22,000	82,500	60,000	376,500	75,000		248,000
Moravian Seminary and College for Women	7,500	4,200	51,550	237,733	229,233		25,000
Academy of the New Church	42,701	74,827	22,921	282,413	53,053	40,816	2,375,532
Bryn Mawr College	121,500	330,000	300,000	2,330,000	641,000		6,136,000
Dickinson College	40,000	70,000	101,095	625,130	172,254		908,358
Penn Hall	3,400	2,500					
Wilson College	24,500	190,020	50,170	426,902		121,393	682,542
Crozer Theological Seminary	41,000	34,508	60,000	482,046	115,874		1,656,401
Pennsylvania Military College	2,500	35,000	220,000	350,000	275,000		

[1] Statistics of 1925–26. [2] Colored. [3] Included in column 5. [5] Value of all property. [6] Statistics of 1926–27.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in library	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farms)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
PENNSYLVANIA—continued							
Mount St. Joseph College	9,200	$81,000	$340,000	$3,200,000			$500,000
Ursinus College	22,500	50,847	233,572	854,492	$386,512	$182,613	405,796
Lafayette College	[1] 64,939	499,672	247,885	2,522,611	358,000	196,862	2,769,656
Elizabethtown College	6,500	45,310	47,595	206,111	107,117	61,013	340,303
Gettysburg College	49,500	71,584	150,000	917,728	395,000	16,370	790,953
Lutheran Theological Seminary	42,000	150,000	50,000	250,000	125,000	75,000	548,000
Seton Hill College	14,000	237,184	168,000	1,524,870			
Thiel College	15,000	60,486	35,157	351,266	33,506	80,483	116,393
Grove City College	27,864	48,177	150,443	866,000	437,500	13,883	652,534
Haverford College	107,750	407,300	1,680,000	2,168,734	561,248		3,924,972
Juniata College	45,000	47,000	54,000	560,000	292,000	16,500	639,507
Immaculata College	8,550	438,000	150,000	3,500,000			
Beaver College	10,000	120,667	657,425	454,925			
Franklin and Marshall College	50,000	79,325	313,000	937,088	204,806		1,000,000
Theological Seminary of the Reformed Church	[1] 23,000			350,000	100,000		950,000
Bucknell University	45,000	330,000	50,000	1,754,000	832,500	129,400	1,316,202
Lincoln University [2]	40,000	39,200	30,800	393,822	68,188	56,923	670,744
St. Francis College	10,000	57,000	300,000	250,000			
Allegheny College	73,978	209,382	213,650	1,570,440	388,000	109,645	1,350,711
Irving College	1,250	3,600	[3]	100,000			
Westminster College	9,000	46,568	92,257	768,000	325,000	30,000	714,105
Divinity School of the Protestant Episcopal Church	45,000		600,000	750,000	50,000		500,000
Drexel Institute	40,000	185,000	281,000	755,478			2,930,676
Dropsie College	35,587	70,000	[3]	101,431			884,939
Hahnemann Medical College	25,000	37,753		400,000		40,000	306,267
Jefferson Medical College	12,000	1,150,000		8,830,000			1,743,041
La Salle College	12,000	50,000	600,000	300,000			
Lutheran Theological Seminary	34,878	40,000	[3]	750,000			
Philadelphia College of Pharmacy and Science	15,000	250,000	450,000	850,000			100,000
St. Joseph's College	60,000	275,000	250,000	1,000,000		5,000	200,000
St. Vincent's Seminary		[5] 1,200,000					
Temple University	47,960	263,344		2,231,229	167,300	234,406	68,000
University of Pennsylvania	650,000	8,052,262	5,167,340	19,213,199	[4] 1,705,954		14,319,189

Woman's Medical College of Pennsylvania	2,100	51,137	[3]	626,391			890,080
Carnegie Institute of Technology		1,062,040		6,040,559	642,240		15,906,968
Duquesne University of the Holy Ghost	18,500	62,025	585,000	925,000	40,000	680,300	
Pennsylvania College for Women	11,832	26,322	266,000	428,243		117,253	469,449
Pittsburgh Theological Seminary	17,000	21,518	30,000	90,000		71,844	731,701
Reformed Presbyterian Theological Seminary							70,000
University of Pittsburgh	110,000	1,423,899	4,245,501	4,997,891			1,718,402
Western Theological Seminary	43,988	86,316	102,000	363,991	150,000		805,535
Schuylkill College	5,570	51,298	500,589	360,395			249,385
Rosemont College	11,268	40,997	200,000	750,000	300,000		
Marywood College	17,500	51,000	695,000	1,921,205			
St. Thomas College	11,000	128,000	100,000	600,000		10,000	
Susquehanna University	9,000	116,603	110,122	445,422	252,954		323,324
Swarthmore College	68,000	378,738	888,646	1,359,162	599,075	417,791	3,613,814
Villanova College	16,000	141,800	900,000	2,900,000			42,000
Washington and Jefferson College	40,763	197,577	308,000	892,923	164,502		1,233,515
Waynesburg College	11,000	43,750	87,800	325,000	45,000	63,000	187,112
RHODE ISLAND							
Brown University	410,000		794,097	5,055,880			9,582,543
Providence College	15,000	80,000	200,000	700,000			
SOUTH CAROLINA							
Anderson College	3,000	3,500	38,000	197,000	160,000	24,000	11,500
Presbyterian College of South Carolina	10,000	31,360	125,916	536,554	190,177	28,683	337,205
Benedict College [2]	8,240	28,600	100,000	232,930	60,000	39,982	135,006
Chicora College for Women	[1] 8,000		[5] 751,781				
Columbia College	6,594	101,358	65,000	388,118	275,000	50,000	118,018
Lutheran Theological Southern Seminary	6,000	10,000	20,000	140,000	80,000		80,000
Erskine College	10,000	21,000	37,000	186,000	56,000		300,000
Limestone College	12,107	106,203	25,000	440,675	259,175	15,475	328,645
Furman University	18,000	112,208	237,403	936,970	330,044		655,519
Greenville Woman's College [1]	7,803		125,000	513,676			52,684
Lander College	9,000	63,011	57,455	257,017			122,016
Coker College	11,000	92,981	52,991	408,198	314,321		567,210
Newberry College	18,000	16,000	50,000	428,000	100,000		170,000
Converse College	2,300	55,829	180,000	700,232		113,152	637,487
Wofford College	26,000	66,278	200,000	437,000	177,000		320,009
SOUTH DAKOTA							
Huron College	[1] 13,733	23,845	160,900	370,671	33,000	19,719	915,561
Dakota Wesleyan University	[1] 19,192	39,392	48,185	422,614	103,386	23,610	527,561
Notre Dame Academy and Junior College	4,000	35,250	50,000	375,000		24,000	
Columbus College	7,500	20,000	60,000	775,000			6,000
Sioux Falls University	8,000	12,546	34,542	185,000	35,000	10,000	223,626
Augustana College	10,000	22,912	52,000	278,150	117,500	23,700	358,985
Wessington Springs Junior College	[1] 4,000	4,000	20,000	120,000	60,000	5,000	13,000
Yankton College	[1] 12,000	53,922	94,298	236,112	112,000	27,321	631,093

[1] Statistics 1925–26. [2] Colored. [3] Included in column 5. [5] Value of all property.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in library	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farms)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
TENNESSEE							
Tennessee Wesleyan College	9,000	$11,000	$80,000	$317,000		$6,000	$100,000
King College	5,000	9,137	30,000	174,385	$100,000		123,282
Chattanooga College of Law	3,500	26,500					
University of Chattanooga	18,100	50,000	600,000	590,000		43,400	1,005,600
Centenary College	3,000	7,000	35,000	138,000	103,000		
Bryson College	3,000	10,000	25,000	120,000			
Tusculum College	12,000	49,362	57,529	464,185	200,130		678,531
Lincoln Memorial University	10,000	22,113	142,041	373,507	145,950	74,774	791,622
Freed-Hardeman College	2,500	6,000		125,000	75,000	10,000	
Lane College [2]	6,200	9,800	18,000	392,000	292,000		30,000
Union University	13,000	59,067	52,492	514,840	200,000		190,000
Carson and Newman College	12,500	35,000	25,000	333,933		27,176	521,036
Johnson Bible College	8,000	42,900	40,000	162,000			129,600
Knoxville College [2]	8,000	33,746	53,670	481,769			563,444
Cumberland University	16,500	83,380	58,500	314,000	113,500	10,000	135,271
Bethel College	6,300	50,000	10,000	202,353	70,000		317,350
Hiwassee College	3,400	15,541	5,000	88,604	40,000		
Maryville College	30,393	121,735	101,387	554,591	190,091		1,483,951
Le Moyne Junior College [2]	5,000	17,500		75,000			
Southwestern College	32,000	567,000	226,750	1,203,365	250,000		369,960
Milligan College	7,000	33,875	31,785	379,250	279,250	58,011	16,282
Du Bose Memorial Church Training School			20,000	113,972		118,844	32,889
Tennessee College	7,000	41,977	102,000	214,341		31,440	
David Lipscomb College	5,000	23,000	55,000	515,000	460,000		100,000
Fisk University [2]	21,000	80,662	76,851	328,048	181,882		1,206,968
Meharry Medical College [2]	2,200	150,000	20,000	430,000			719,373
Vanderbilt University	[1] 80,000	669,594	414,857	4,533,648	164,640		10,777,394
Ward Belmont School	7,500	25,000	460,000	390,000			
Martin College	2,200	15,300		112,000	100,000		34,000
University of the South	45,387	167,823	121,194	809,691	315,889	132,330	1,687,912

TEXAS							
Abilene Christian College	8,500	22,000	200,000	300,000	150,000		
McMurray College	167	63,541	60,000	245,865	75,374		30,649
Simmons University	17,000	43,600	22,173	615,000	198,860		491,000
Austin Presbyterian Theological Seminary	6,000	17,000	125,000	200,000	75,000	25,000	320,000
St. Edward's University	17,000	193,000	240,000	500,000	150,000		210,000
Baylor College for Women	26,000	270,429		1,032,000	785,000		534,277
Daniel Baker College	8,000	35,980	53,514	166,605			250,000
Howard Payne College	12,000	84,208	136,166	322,984	103,000		94,450
Randolph College	2,913	15,021	20,000	180,000	100,000	28,115	
Clifton Junior College	2,891	10,841	6,200	102,000	50,000	8,500	11,000
Jefferson School of Law	600	3,000					
St. Mary's College		55,017	75,000	260,000	125,000		650
Southern Methodist University	68,679	443,592	1,049,960	1,773,351	522,209	930,442	2,277,402
Decatur Baptist College	3,500	8,500	10,000	202,500	125,000		29,000
Texas Christian University	38,500	237,135	177,714	593,799	475,000	14,615	45,320
Texas Woman's College	14,050	39,088	168,119	406,917	179,269		
Southwestern University	31,380	110,000	121,813	870,160	515,000	15,037	422,764
Burleson College	1,200	10,500	15,000	157,932	125,000	78.942	
Wesley College	6,456	46,260	15,150	129,195	60,000		1,000
Rice Institute	55,000	924,600	632,000	2,310,500	577,000	59,000	10,500,000
Texas Dental College		35,000		125,000			
Jacksonville College	3,000	7,382	21,800	84,474	70,006	2,280	9,830
Lon Morris College	4,800	39,910	18,600	173,600	172,500	19,195	100,000
Southwestern Junior College	5,400	7,345	5,859	147,266	63,755	53,656	
Schreiner Institute	2,301	13,967	70,000	257,000	177,000	30,000	183,000
Bishop College [2]	5,000	65,150	150,000	250,150	175,000		
College of Marshall	2,085	33,938	143,259	205,387	71,341		
Texas Presbyterian College	8,000	58,247	20,611	285,189	147,500		114,283
Wayland Baptist College	4,500	43,286	45,000	131,538			
Incarnate Word College	13,828	78,650	600,000	1,250,000			
Our Lady of the Lake College	18,627	159,798	105,000	1,362,500			
Westmoorland College	5,000	49,560	90,000	291,000	275,000	10,000	
Guadalupe College	4,000	10,735	3,000	182,000	139,000		
Southwestern Baptist Theological Seminary	15,000	61,706	342,756	1,352,264	500,000	39,239	446,600
Austin College	13,000	44,636	52,933	198,232	95,000	600	373,493
Kidd Key College	[1] 3,240	56,500	45,000	350,000	150,000		
Westminster College	4,024	15,000	3,600	100,000	10,000	5,000	10,000
Texas Military College	[1] 2,550	9,500	8,000	250,000	111,000	29,000	
Thorp Spring Christian College	4,200	21,200	13,000	107,000	52,000		
Baylor University	50,000	84,100	225,000	1,265,000	615,000	138,000	541,000
Trinity University	10,900	51,500	16,624	225,000	146,000	20,000	695,032
Paul Quinn College	4,000	35,000	88,000	191,000		1,203	
Weatherford College	3,173	8,912	10,000	93,000	20,000	12,300	50,000
Wiley College [2]	6,500	43,000	175,000	250,000	175,000	,5000	

[1] Statistics for 1925–26.

[2] Colored.

TABLE 29.—*Privately controlled universities, colleges, and professional schools—Property, 1927–28*—Continued

Institution	Bound volumes in library	Value of libraries, scientific apparatus, machinery, furniture, and other equipment	Value of grounds (including farms)	Value of buildings (including dormitories)	Value of dormitories (included in column 5)	Value of all other property	Productive funds
1	2	3	4	5	6	7	8
UTAH							
Snow College	8,366	$45,915	$10,000	$140,000		$5,000	
Weber College	10,000	45,000		132,050	$8,785	13,137	
Brigham Young University	53,348	225,000	75,000	400,000		89,975	$132,513
College of St. Mary-of-the-Wasatch	5,120	82,440	164,000	800,000			
Westminster College	6,400	46,744	85,523	265,200	130,000	1,000	167,119
VERMONT							
Middlebury College	50,000	247,150	18,568	1,203,005	487,345	112,196	3,366,090
Norwich University	23,000	88,000	28,984	416,041	165,000		723,108
St. Michael's College	18,000	60,000	35,000	225,000	100,000	50,000	
VIRGINIA							
Martha Washington College	3,276	41,752	50,000	225,000			
Stonewall Jackson College	2,500	17,312	26,433	293,392	143,392		18,384
Randolph-Macon College	21,200	23,329	30,000	366,585	110,000	71,016	996,382
Blackstone College for Girls	2,700	7,000	20,000	464,654	318,387		44,000
Bluefield College	2,500	43,375	154,624	401,915	120,000		
Bridgewater College	12,000	20,215	18,000	196,580	77,210	68,316	379,422
Sullins College	5,000	13,000	200,000	450,000	350,000		
Virginia Intermont College	5,750	42,500	50,000	478,700			150,000
Averett College	2,800	26,000	200,000	300,000			20,000
Shenandoah College	4,260	9,500	15,000	120,000	60,000	7,200	50,000
Emory and Henry College	6,000	52,302	[3]	392,500		45,850	365,223
Hampden-Sidney College	20,000	30,000	22,891	443,377	250,000	50,000	167,700
Hollins College	14,000	262,686	59,856	914,415			
Washington and Lee University	60,000	262,642	50,000	1,338,820	199,000		1,390,041
Lynchburg College	9,000	74,083	116,000	328,187	142,491		484,543
Randolph-Macon Woman's College	30,000	111,084	100,000	902,099	675,000	415,100	1,012,667
Marion Junior College	4,000	55,000	25,000	150,000		3,000	
Bishop Payne Divinity School [2]	3,000	500	200	30,500	6,000		20,000
Southern College			[5] 125,000				
Union Theological Seminary	39,000	105,839	300,000	675,272			1,103,674

University of Richmond	45,000	87,627	302,035	1,484,050	450,000	----------	2,196,996
Virginia Union University [2]	14,000	25,000	250,000	576,000	200,000	5,000	400,000
Virginia College	3,854	40,000	150,000	25,000	----------	----------	----------
Roanoke College	18,000	145,030	33,960	332,446	125,000	----------	650,113
Mary Baldwin College	8,857	([3])	88,000	500,000	----------	55,000	185,250
Sweet Briar College	16,000	167,250	102,776	743,884	266,104	----------	411,065
Protestant Episcopal Theological Seminary	40,000	30,000	30,000	340,000	----------	----------	1,202,000
WASHINGTON							
Walla Walla College	[1] 7,000	110,000	50,000	165,405	22,260	22,704	----------
St. Martin's College	9,000	32,000	60,000	400,000	----------	7,000	----------
Gonzaga University	53,000	137,725	135,000	1,250,000	205,000	31,000	975,867
Whitworth College	9,641	14,173	70,560	145,054	72,527	1,301	45,065
College of Puget Sound	9,500	70,844	144,734	445,723	9,874	17,995	807,616
Whitman College	35,000	150,807	404,797	241,989	44,063	----------	983,304
WEST VIRGINIA							
Morris Harvey College	8,000	25,000	109,783	337,631	145,446	398,557	328,600
Bethany College	20,100	88,600	107,000	525,000	68,000	5,000	1,780,000
West Virginia Wesleyan College	13,000	82,000	74,962	217,988	45,000	----------	664,621
Davis and Elkins College	12,000	36,938	70,195	436,809	100,000	----------	192,525
Storer College [2]	----------	----------	25,000	175,000	70,000	----------	60,000
Greenbrier College for Women	3,600	60,000	65,000	325,000	250,000	----------	----------
Broaddus College	5,000	----------	50,000	450,000	----------	----------	16,000
Salem College	8,500	40,000	60,000	123,000	----------	----------	119,177
WISCONSIN							
Lawrence College	49,932	239,715	209,303	1,023,687	352,578	----------	1,758,838
Northland College	15,000	25,000	16,759	190,832	----------	65,581	160,000
Beloit College	80,000	325,707	132,681	522,460	151,650	6,999	2,481,975
Milton College	12,350	46,000	10,000	115,000	10,000	----------	361,584
Marquette University	47,700	850,640	1,182,901	2,429,815	----------	1,305,904	2,623,241
Milwaukee-Downer College	25,761	141,311	337,555	671,221	211,764	----------	1,276,303
Nashotah House	60,000	300,000	37,074	201,302	100,000	----------	650,000
Immaculate Conception Seminary	16,000	30,000	40,000	600,000	----------	----------	180,000
Mission House College	20,000	32,328	15,100	285,000	150,000	----------	74,737
St. Mary's College	12,464	40,870	45,000	442,139	----------	62,906	173,500
Ripon College	30,048	142,368	62,858	313,843	----------	----------	666,053
St. Francis Seminary	45,000	100,000	----------	----------	----------	----------	----------
Northwestern College [1]	12,890	58,000	280,000	360,000	160,000	----------	102,000
Carroll College	12,500	86,479	101,733	535,749	127,797	----------	679,870
Evangelical Lutheran Theological Seminary	8,100	15,409	17,808	47,317	29,317	----------	----------

[1] Statistics for 1925–26. [2] Colored. [3] Included in column 5. [5] Value of all property.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*

Institution	From student fees			From productive funds	From United States Government, State, or City	From private benefactions			From all other sources	Total receipts [1]	Total receipts, exclusive of additions to endowment
	Tuition and other educational charges	For room and board	For 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	$35,000	$5,000	$233			$15,000		$3,000	$8,895	$67,128	$67,128
Birmingham-Southern College	158,568	12,892	1,039	$41,903		250,000	$49,698		935	515,035	465,337
Howard College	124,361	34,429	7,917	35,336			71,385		33,791	307,219	235,834
Judson College	64,303	80,860	14,749	31,165			205,505			396,582	191,077
Marion Institute	53,516	32,280	15,732							101,528	101,528
Women's College of Alabama	98,810	140,803	5,195	20,211			221,248		4,571	490,838	269,590
St. Bernard College	8,000	37,900	2,700						17,000	65,600	65,600
Spring Hill College	14,885	22,000	2,450	700		34,000	3,000		44,000	121,035	118,035
Talladega College [2]	21,882	41,350	10,850	12,250		24,690	2,000	105,408	11,944	230,374	228,374
ARIZONA											
Gila College	6,000					10,000		30,500	5,000	51,500	51,500
ARKANSAS											
Henderson-Brown College	35,298	5,799		7,124				5,826	2,528	56,575	56,575
Ouachita College	52,732	58,842		30,483				1,539	18,031	161,627	161,627
Arkansas College	27,199	31,554	9,274	8,622			3,455	23,943		104,047	100,592
College of the Ozarks	22,924	8,000		4,839		7,683		112,690	254	156,390	156,390
Central College	21,000	51,013						19,672	1,185	92,870	92,870
Hendrix College	44,646	60,415	8,749	27,252		41,995	5,000	8,700	823	197,580	192,580
Arkansas Baptist College [2]	5,017	3,009	4,658						12,522	25,206	25,206
Little Rock College [3]	22,202	28,321						10,540		61,063	61,063
Galloway Woman's College	27,217	47,350	2,301	17,926				899	4,062	99,755	99,755
Mountain Home College	11,258	9,939	290	5		500		1,841	3,039	26,872	26,872
CALIFORNIA											
Pacific Union College	40,034	65,151	6,806			2,044			1,264	115,299	115,299
Lincoln College of Law	1,200									1,200	1,200
College of Notre Dame	18,500	41,415		9,501		265,102	11,065		41,280	386,863	375,798
Berkeley Baptist Divinity School	351	2,605		16,958			16,736	9,033	158	45,841	29,105
Pacific School of Religion	875	1,243		55,675			9,216	16,700	2,630	86,339	77,123

Pacific Unitarian School for the Ministry	40	594		20,024				692	547	21,897	21,897
Pomona College	260,971	37,549	7,718	156,195		34,296	87,020	110,849	2,906	[4] 826,504	739,484
Scripps College	20,803			40,234		305,650	500	6,453	1,363	375,003	374,503
La Verne College	32,657	5,126	3,470	7,536		8,104		3,708		60,601	60,601
College of Medical Evangelists	80,112	9,702	14,905					15,208		119,927	119,927
California Christian College	19,086	58,817		39,342				27,894		145,139	145,139
College of Osteopathic Physicians and Surgeons	68,059								28,211	96,270	96,270
The Cumnock School	93,123	[5]	[5]						2,267	95,390	95,390
Loyola College [3]	32,506					112,000				144,506	144,506
Occidental College	165,438	60,117		54,817		157,708	11,780	44,596	1,842	496,298	484,518
Southwestern University [3]	79,535								4,235	83,770	83,770
University of Southern California	1,408,777	46,422		49,933		388,041	76,830	25,073	60,617	2,055,693	1,978,863
St. Patrick's Seminary	52,500	[5]	[5]						27,500	80,000	80,000
Mills College	221,949	278,409	9,950	72,538		200,298	7,801	30,850	71,731	893,526	885,725
California Institute of Technology	133,442	287	282	198,364		1,106,967	2,590,218	285,606	10,486	4,325,652	1,735,434
Pasadena College	28,211	10,751	278					9,555	3,203	51,998	51,998
University of Redlands	125,434	82,700		132,444		117,868	120,803	1,500	11,944	592,693	471,890
Sacramento College of Law	4,703									4,703	4,703
St. Mary's College										238,054	238,054
San Francisco Theological Seminary				37,871			9,283	14,866		62,020	52,737
Church Divinity School of the Pacific [3]				5,500			1,000	1,200		7,700	6,700
College of Physicians and Surgeons	47,694		1,830	6,989					80,812	137,325	137,325
Golden Gate College	18,210		6,820					18,194		43,224	43,224
St. Ignatius College	112,000					207,000			35,000	354,000	354,000
San Francisco Law School	29,208									29,208	29,208
Dominican College [3]	209,806	104,829							38,645	353,280	353,280
University of Santa Clara	62,578	97,879		2,477		82,294			49,413	294,641	294,641
Leland Stanford Junior University	1,008,151	312,167	7,161	1,426,758				235,313	1,209,253	4,198,803	4,198,803
College of the Pacific	167,316	62,112	6,532	25,000		52,000	100,000	9,000	70,000	491,960	391,960
Whittier College	87,750	16,500				50,000	150,000	18,000		322,250	172,250
COLORADO											
Colorado College	123,370	58,417	17,212	126,393			143,340	6,011	8,661	483,404	340,064
Colorado Woman's College	81,000	[5]		141		10,000		16,763	1,298	109,202	109,202
Iliff School of Theology			3,000	19,000		1,000	7,000		3,000	33,000	26,000
Regis College	25,500	37,500	12,450	600			300	4,385		80,735	80,435
University of Denver	324,119	359		256,473		150,000	55,831		59,530	846,312	790,481
Westminster Law School	14,297									14,297	14,297
Loretto Heights College [3]	36,000	27,000								63,000	63,000
CONNECTICUT											
Junior College of Connecticut	12,000									12,000	12,000
Trinity College	56,550	9,877		152,016		162,000	10,000	12,420		402,863	392,863
Wesleyan University	172,600	32,166	31,337	224,886		104,826	336,088		25,010	926,913	590,825
Albertus Magnus College	21,900	14,000				13,283	11,000	1,000		61,183	50,183
Berkeley Divinity School	1,350	4,998		22,334		5,000		10,742	1,030	45,454	45,454
Yale University	1,597,512	749,440	15,432	2,965,208		3,720,439	8,386,843	897,653	1,249,143	19,581,670	11,194,827
Connecticut College for Women	232,050	171,807		71,169		29,339			166,245	670,610	670,610

[1] Includes amounts not distributed in preceding columns.
[2] Colored.
[3] Statistics of 1925–26.
[4] Includes $129,000 from private benefactions not distributed.
[5] Included in column 2.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—Continued

Institution	From student fees			From productive funds	From United States Government, State, or City	From private benefactions			From all other sources	Total receipts [1]	Total receipts, exclusive of additions to endowment
	Tuition and other educational charges	For room and board	For 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											
American University	$90,000	$25,000		$60,000		$125,000	$330,000	$30,000		$660,000	$330,000
Catholic University of America	203,210	142,811		79,068					$334,946	760,035	760,035
Georgetown University [3]	1,046,631			178,912						1,225,543	1,225,543
George Washington University	711,836		$37,503	42,417			164,288	8,000	220,461	1,184,505	1,020,217
Howard University [2]	227,318	70,074		41,351	[6] $367,906	131,700	98,870	7,743	12,072	957,034	858,164
Trinity College							16,711		365,193	381,904	365,193
Washington College of Law	22,700								3,757	26,457	26,457
Washington Missionary College	38,132	42,448	103,699					10,009	18,725	213,013	213,013
FLORIDA											
University of Miami	70,759		8,699		[7] 33,750			106,633	7,925	227,766	227,766
John B. Stetson University	70,600	58,914		81,517				4,166		215,197	215,197
Southern College	85,048	63,187		18,000				5,000		171,235	171,235
Rollins College	64,857	45,788		33,139		10,000	520	74,368	1,645	230,317	229,797
GEORGIA											
Lucy Cobb Institute	36,000									36,000	36,000
Atlanta Law School	13,832									13,832	13,832
Atlanta Southern Dental College	70,347								45,902	116,249	116,249
Atlanta Theological Seminary		1,334		411		6,225		9,668	6,455	24,093	24,093
Atlanta University [2]	22,717	38,891		17,109		200	25,715	43,923		148,555	122,840
Clark University [2]	16,016	26,351	7,475	11,000				29,704	625	91,171	91,171
Gammon Theological Seminary [2]	1,187	4,298						12,911	16,071	34,467	34,467
Morehouse College [2]	25,983	44,760	6,349	16,504				20,895	13,520	128,011	128,011
Morris Brown University [2]	9,959	12,300	2,224					2,367	5,829	32,679	32,679
Southern College of Pharmacy	6,965							1,465		8,430	8,430
Spelman College	22,049	42,338		2,145		7,999	2,000	118,522	46,857	241,910	239,910
Paine College [2]	7,446	19,580	6,466	1,459				32,871	1,203	69,025	69,025
Andrew College [3]	26,448			1,670				10,000		38,118	38,118
Agnes Scott College	138,022	137,541	14,102	60,360					5,253	355,278	355,278
Columbia Theological Seminary		7,658						22,880	20,218	50,756	50,756
Piedmont College	12,234	32,885	2,709	4,393			7,126	62,113	18,676	140,136	133,010

Emory University	226,774	102,684		267,125		134,308		78,727	61,136	870,754	870,754
Bessie Tift College	64,066	69,796	11,352							145,214	145,214
Brenau College	124,028	176,575		30,865						331,468	331,468
La Grange College	18,905	32,705	2,603	8,075				2,395	574	65,257	65,257
Mercer University	112,230	74,121	15,936	40,697				13,541	8,414	264,939	264,939
Wesleyan College	76,075	92,017	8,554	25,966		179,720	95		976,537	1,358,964	1,358,869
Oglethorpe University	69,380	22,320						122,000	21,621	235,321	235,321
Shorter College	64,806	73,966		13,130			75,052		2,799	229,753	154,701
Reinhardt College	3,591	9,554		386		9,000		11,869	250	34,650	34,650
Young Harris College	11,500	43,200		6,000					4,359	65,059	65,059
IDAHO											
College of Idaho	39,244	3,387		21,134		19,391	25,425	19,330	26,022	153,933	128,508
Gooding College	14,072	13,774		150				7,206	14,460	49,662	49,662
ILLINOIS											
Shurtleff College	41,781	11,503		25,165		7,824	33,737	9,340	5,741	135,091	101,354
Aurora College	17,660	22,586	4,087	12,609		2,293	11,722	8,102	413	79,472	67,750
Illinois Wesleyan University	169,804			40,239				17,318	11,726	239,087	239,087
St. Viator College	33,026	105,350							26,000	164,376	164,376
Blackburn College	21,306	15,791	23,160	39,176		33,196	27,940	15,323	55,160	231,052	203,112
Carthage College	44,260	28,633	5,183	29,428			293,858	6,221	894	408,477	114,619
Armour Institute of Technology	255,358							199,312	14,161	468,831	468,831
Bethany Bible School	3,220	25,295	3,464	3,716				39,033	2,624	77,352	77,352
Chicago College of Osteopathy	24,985		11,553						68,592	105,130	105,130
Chicago-Kent College of Law	59,405						1,649			61,054	59,405
Chicago Law School [3]	25,220									25,220	25,220
Chicago Theological Seminary	4,000	10,000		204,000						218,000	218,000
De Paul University	270,332									270,332	270,332
John Marshall Law School [3]	20,000									20,000	20,000
Lewis Institute	196,048			107,782						303,830	303,830
Loyola University	695,821	[4]	26,211			50,000		37,326	19,689	829,047	829,047
Meadville Theological School		3,994		52,520		23,292				79,806	79,806
North Park Junior College	30,104	9,405		19,353				11,777		70,639	70,639
Presbyterian Theological Seminary of Chicago		2,796		120,747			112,485	6,645		242,673	130,188
St. Francis Xavier College		8,048	1,087	4,398					2,618	16,151	16,151
University of Chicago	2,395,301	499,001	566,093	2,468,851		1,541,416	4,319,957	996,669	1,853,382	14,640,670	10,320,713
James Millikin University	152,703	17,547		76,104					1,811	248,165	248,165
Elmhurst College	15,539	17,985	6,089	4,908			143	2,658	87,134	134,456	134,313
Eureka College	47,130	18,974		36,000		52,000	5,000	10,000	5,000	174,104	169,104
Garrett Biblical Institute			9,100	358,250				25,000	33,000	425,350	425,350
Northwestern University	1,873,622	170,047	28,204	835,643				224,405	225,773	3,357,694	3,357,694
Norwegian-Danish Theological Seminary		1,050		664					4,155	5,869	5,869
Wesley Academy and Theological Seminary		2,457		1,859			2,039	12,622	850	19,827	17,788
Knox College	110,860	96,872		93,428		240,338	99,935	4,558	2,024	648,015	548,080
Lombard College	49,509		9,967					41,822		101,298	101,298
Greenville College	33,543	33,592		6,842			15,730	2,280	3,730	95,717	79,987

[1] Includes amounts not distributed in preceding columns.
[2] Colored.
[3] Statistics of 1925–26.
[6] From the Federal Government.
[7] From the cities of Miami and Coral Gables and from Dade County.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—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 charges	For room and board	For 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											
Illinois College	$66,658	$14,708		$64,650			$35,056		$73	$181,145	$146,089
Illinois Woman's College	95,580	98,987		46,042				$13,344	14,440	268,393	268,393
Broadview College [3]	26,578	33,791				$5,050		5,693		71,112	71,112
Ferry Hall	76,520	87,646	$30,630	1,168						195,964	195,964
Lake Forest College	75,673	86,707	2,040	89,429			3,641	8,190		265,680	262,039
McKendree College	36,094	28,518		15,434			18,040		11,526	109,612	91,572
Lincoln College	8,252			8,034		525	7,109	12,067	10,618	46,605	39,496
St. Procopius College	3,750	88,907	25,844	6,412						124,913	124,913
Theological Seminary of the Evangelical Lutheran Church				18,256				8,959	488	27,703	27,703
Monmouth College	73,552	31,486		52,631		141,141	106,681	5,631		411,122	304,441
Frances Shimer School	126,961	(4)		9,927					16,254	153,142	153,142
Mount Morris College	28,322	20,274	2,223	5,200			5,876	22,573	190	84,658	78,782
Evangelical Theological Seminary [3]	750			11,000					7,000	18,750	18,750
North Central College	83,081	32,533	7,738	36,675		63,700	6,545	15,646		245,918	239,373
Bradley Polytechnic Institute	141,215	9,301		118,617		2,500	166,773		41,801	480,207	313,434
Rosary College	54,597	85,239							11,606	151,442	151,442
Rockford College	102,413	109,308	5,025	51,555		1,996	4,220		22,102	296,619	292,399
Augustana College	100,476	35,921	3,136	29,828		122,083	22,984	59,293	5,321	379,042	356,058
Concordia Theological Seminary		21,030				49,021		31,215	3,449	104,715	104,715
Wheaton College	65,304	34,615		37,861				18,239	13,638	169,657	169,657
INDIANA											
Wabash College	46,876			100,459		32,800	104,000	2,231	5,127	291,493	187,493
Earlham College	100,890	92,374	25,630	60,931		36,667	56,506			372,998	316,492
Evansville College	94,429	5,437	6,452	4,209				85,089	11,263	206,879	206,879
Franklin College	38,189	8,192		42,926		18,344	3,025	4,117	3,276	118,069	115,044
Goshen College	30,794	21,878	6,070	2,273			1,523	6,576		69,114	67,591
De Pauw University	278,191	131,213		268,979			32,055	17,711	205,123	933,272	901,217
Hanover College	38,328			44,827		6,339	6,685	8,790	2,094	107,063	100,378
Huntington College	10,200	1,137	1,311	4,253				19,152	373	36,426	36,426
Benjamin Harrison Law School	8,205									8,205	8,205
Butler University	254,246	8,702	1,339	77,163		500,000				841,450	841,450

Indiana Central College	60,523	67,576	6,185	857			5,144	37,734	12,305	190,324	185,180
Indiana Law School	12,250									12,250	12,250
Indianapolis College of Pharmacy	35,212									35,212	35,212
Marion College	25,475	8,588	803	3,534		307	25	5,160		43,892	43,867
Manchester College	122,141	77,789	5,932	25,242		7,000	14,623		1,235	253,962	239,339
St. Mary's College and Academy	360,798	(3)		(3)						360,798	360,798
University of Notre Dame	634,660	404,398		48,523		31,000			77,862	1,196,443	1,196,443
Oakland City College	57,933		1,598	35,131			7,500		69,328	171,490	163,990
St. Mary-of-the-Woods College	42,726	120,066	27,341	27,627						217,760	217,760
Rose Polytechnic Institute	33,270	12,100	21,150	80,196					2,775	149,491	149,491
Taylor University	48,224	53,574		4,231		52,236	10,745	71,982	1,039	242,031	231,286
Valparaiso University	73,662	33,467	11,187	2,360				77,814	7,605	206,095	206,095
Vincennes University	18,680			3,589						22,269	22,269
IOWA											
Coe College	170,817	47,821	14,618	83,948		9,500	86,010	23,436	29,098	465,248	379,238
Mount St. Clare Junior College	6,000	24,750	50						21,600	52,400	52,400
Wartburg College	3,746	12,387		1,635		10,200		24,287	6,879	59,134	59,134
St. Ambrose College	63,444	(5)		28,200		98,025	6,000		15,837	211,506	205,506
Luther College	39,133	12,746	67	18,581		178,085	15,905	57,792	1,691	324,000	308,095
Des Moines University	76,990	29,481	6,177	8,139				84,000	13,707	218,494	218,494
Des Moines Still College of Osteopathy	47,478								9,246	56,724	56,724
Drake University	383,485			31,984				5,766	1,236	422,471	422,471
Grand View College	3,600	6,823		7,132				7,932	7,000	32,487	32,487
Columbia College	24,549	49,500		38,801		2,105	3,000	8,003	35,500	161,458	158,458
Clarke College	67,609	80,453		55,000						203,062	203,062
University of Dubuque	23,495	27,247	2,625	34,020		7,360	1,230	84,595	19,163	199,735	198,505
Wartburg Theological Seminary		9,474		1,400			440	17,860	4,234	33,408	32,968
Parsons College	82,500	22,236	443	36,038			68,086	52,548		261,851	193,765
Upper Iowa University	36,852		3,890	11,453			2,000	8,699	9,517	72,411	70,411
Waldorf Lutheran Junior College	19,634	23,041	17,679					2,044	3,000	65,398	65,398
Grinnell College	208,372	246,675	32,377	45,316			189,509	26,839	21,656	770,744	581,235
Grundy Junior College	4,686	12,669								17,355	17,355
Lenox College	4,200	1,500		3,242		200		150	4,700	13,992	13,992
Simpson College	76,270	28,404	194	37,960			55,832	2,572	21,107	222,339	166,507
Ellsworth College	20,000	2,600	1,400					10,100	200	34,300	34,300
Graceland College	37,966	36,278	19,972	11,671		4,849	6,000	10,902	6,241	133,879	127,879
Western Union College	20,185	15,209		5,189					10,622	51,205	51,205
Iowa Wesleyan College	46,944	25,964	2,623	16,520				12,213	1,142	105,406	105,406
Cornell College	112,581	60,278		46,364			18,470	10,329	17,188	265,210	246,740
Penn College	46,418	35,647		22,203			15,175		3,645	123,088	107,913
Central College	18,686			9,891		9,000	8,000	24,787	135	70,499	62,499
Morningside College	134,375	35,246		18,240				14,763	4,456	207,080	207,080
Buena Vista College	40,901			5,995				25,303	10,982	83,181	83,181
John Fletcher College	35,557	30,234		15,000		60,000	50,000	10,000	30,000	230,791	180,791

[3] Statistics of 1925–26.

[5] Included in column 2.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—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 charges	For room and board	For 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											
St. Benedict's College	$16,647	$36,185		$67,211		$36,363			$300,000	$456,406	$456,406
Baker University	71,872	4,980	$4,490	48,861		4,357	$117,315	$11,856	10,072	273,803	156,488
College of Emporia	54,354	39,607		16,324			78,894	14,586	48,852	252,617	173,723
Hesston College	13,900	17,500	7,246	1,220						39,866	39,866
Highland College	7,400			4,000			1,200	6,100		18,700	17,500
Tabor College	12,000	1,400		600			50,000	10,000		74,000	24,000
Kansas City Baptist Theological Seminary				4,000		500	500	25,000	20,500	50,500	50,000
Kansas City University										47,000	47,000
St. Mary College and Academy	4,950							24,000		28,950	28,950
Bethany College	81,934	22,681		16,483		13,150	23,983	13,551	22,365	194,147	170,164
Central Academy and College										46,000	46,000
McPherson College	51,218	28,774	13,226	19,769					1,640	114,627	114,627
Bethel College	27,929	20,866	4,007	14,304		4,008	88,984	24,662	1,147	185,907	96,923
Ottawa University	50,034	6,040	3,125	29,813		3,053	29,795	47,294	43,733	212,887	183,092
St. Mary's College	84,374	159,528	61,014	6,761		10,000	16,571	10,574	137,336	486,158	469,587
Kansas Wesleyan University	52,239	12,687		6,265		21,378	1,000	27,894	1,079	122,542	121,542
Marymount College	11,265	33,000	800			4,000		17,500	5,350	71,915	71,915
Sterling College	30,479	23,954		22,783			19,000	1,147	3,727	101,090	82,090
Washburn College	130,350	19,045	9,756	51,619		52,588	33,402		5,810	302,570	269,168
Friends University	50,210	3,925	11,212	28,705			54,228	4,119	12,140	164,539	110,311
Southwestern College	141,106	38,538	15,078	18,993		14,040	40,900	11,010	14,267	293,932	253,032
KENTUCKY											
Union College	13,685	5,870	4,982	22,017				5,000	4,488	56,042	56,042
Berea College	40,813	201,948		357,224		362,242	1,195,791	8,612	45,902	2,212,532	1,016,741
Campbellsville College	12,374	9,100	2,659					8,037	850	33,020	33,020
Centre College	43,090	11,216	8,306	63,843		15,000	4,000	7,697	9,827	162,979	158,979
Georgetown College	51,936	55,880	6,666	40,023			19,822	31,239	710	206,276	186,454
Bethel Woman's College						10,000		50,000		60,000	60,000
Hamilton College	31,506	24,609	1,490							57,605	57,605
College of the Bible	5,263	27,658	86	27,992				3,868		64,867	64,867
Transylvania College	20,119	6,091	58	51,741				12,165	5,518	95,692	95,692
Sue Bennett Memorial School	20,380	14,580		1,000				500	20,000	56,460	56,460

Jefferson School of Law	15,000									15,000	15,000
Louisville College of Pharmacy	15,427								3,376	18,803	18,803
Presbyterian Theological Seminary		2,028		49,409			25,160	9,281	9,806	95,684	70,524
Simmons University [2]	5,299	9,871	417	1,707				13,258	1,184	31,736	31,736
Southern Baptist Theological Seminary		40,000		60,000		221,000	35,000	47,800		403,800	368,800
Nazareth Junior College	12,200	37,800				50,000				100,000	100,000
Bethel College	8,404	12,572	2,489	1,441					12,935	37,841	37,841
Logan College	15,897	9,240	1,250	3,000		3,500		5,000		37,887	37,887
St. Mary's College	3,500	17,500		1,000					22,000	44,000	44,000
Cumberland College	14,096	3,573		28,682		66,190				112,541	112,541
Asbury College	108,462	117,833	6,550			56,263	3,695	13,610	6,551	312,964	309,269
Kentucky Wesleyan College	33,540	13,294	5,488	5,000		30,000		15,663	6,038	109,023	109,023
LOUISIANA											
Silliman College	4,500	4,403		6,550				3,450	699	19,602	19,602
Mansfield Female College	18,164	15,226				1,018			5,054	39,462	39,462
Loyola University	96,878		11,435	43,259				43,932	23,100	218,604	218,604
New Orleans University [2]	22,545	11,766		5,000			1,300	13,900	109	54,620	53,320
Straight College [2]	12,130	11,234	3,518			2,700		56,094	1,406	87,082	87,082
Tulane University of Louisiana	462,829	16,745		557,056		1,253	1,243,017	134,382	78,104	[8] 2,872,764	1,629,747
Louisiana College	56,523	38,508	2,682	20,346			450	12,537		131,046	130,596
MAINE											
Bangor Theological Seminary			35,187			2,837	6,075	3,170	1,465	48,734	42,659
Bowdoin College	134,035	31,600	2,058	196,433		220,000	652,000	12,643	2,796	1,251,565	599,565
Bates College	135,170	133,495	22,768	75,413		10,000		2,825	17,083	396,754	396,754
Colby College	174,803		12,870	71,477			92,050			351,200	259,150
MARYLAND											
St. John's College	36,966	63,006	15,497	7,416	[9] $66,250				9,460	198,595	198,595
College of Notre Dame of Maryland	30,000	32,000				3,000				65,000	65,000
Goucher College	274,869	333,367		60,061		8,500			32,840	709,637	709,637
Johns Hopkins University	598,500	22,499		1,114,253	[9] 75,000		492,877		300,800	2,603,929	2,111,052
Morgan College [2]	24,503	3,757	1,440	3,382	[9] 16,100			22,000	3,852	75,034	75,034
St. Charles College	138,915	([3])	([3])							138,915	138,915
Washington College	35,356	1,000		2,500	[9] 60,000		2,014		2,397	103,267	101,253
Mount St. Mary's College	42,700	136,000							30,000	208,700	208,700
St. Joseph's College	25,070	34,227	4,513							63,810	63,810
Hood College	112,807	188,716	45,825	12,674		42,243			5,503	407,768	407,768
Maryland College for Women	107,575		695						230	108,500	108,500
Blue Ridge College	15,000	10,500	6,000	1,000	[9] 7,000			550	4,000	44,050	44,050
Western Maryland College	61,622	91,302		34,974			242,032		22,305	452,235	210,203
Westminster Theological Seminary	4,200	1,100		6,500					8,773	20,573	20,573
Woodstock College						125,000		100,000		225,000	225,000

[2] Colored. [3] Included in column 2. [8] Includes $379,378 from private benefactions not distributed. [9] From the State.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—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 charges	For room and board	For 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											
Amherst College	$232,838	$45,285		$356,726		$143,587	$349,049	$6,090	$6,156	$1,139,731	$790,682
Boston University	1,471,017	126,626	$33,530	144,392		70,767	248,299	50,414	17,936	2,162,981	1,914,682
Emmanuel College	54,000									54,000	54,000
Gordon College of Theology [3]		9,000				100,000	30,000			139,000	109,000
Massachusetts College of Pharmacy	60,901			28,000					1,304	90,205	90,205
Massachusetts College of Osteopathy	13,412									13,412	13,412
Northeastern University	706,861								131,115	837,976	837,976
Portia Law School	51,634									51,634	51,634
Simmons College	291,671	267,050	60,425	174,170			1,096	21,810	6,841	823,063	821,967
Suffolk Law School	250,000									250,000	250,000
Bradford Academy	12,157	201,535	23,454	5,562			149,549			392,257	242,708
Episcopal Theological School	7,575	3,036	487	81,424						92,522	92,522
Harvard University	2,534,244	1,607,229		4,542,823		660,081	4,462,349	1,149,826	1,811,580	16,768,132	12,305,783
Massachusetts Institute of Technology	897,262			1,662,336	[6] $16,667		956,191	154,416	318,526	4,005,398	3,049,207
New Church Theological School				34,284				2,483		36,767	36,767
Radcliffe College	278,157	184,153		250,462		500	91,272	19,426	5,907	829,877	738,605
Boston College [3]	206,837			21,040		81,832	13,000		244,507	567,216	554,216
Newton Theological Institution				46,470			84,809			131,279	46,470
Smith College	875,338	876,716							396,200	[10] 2,341,149	2,341,149
Wheaton College	157,111	247,949	6,899	67,047			4,313	2,113	4,465	489,897	485,584
Mount Holyoke College	338,496	513,366	29,444	199,790		25,972	64,433	81,989	14,095	1,267,585	1,203,152
International Y. M. C. A. College	140,564	35,212		61,922				32,957	10,214	280,869	280,869
Atlantic Union College	30,192	27,117				6,627		8,876	22,431	95,243	95,243
Tufts College	662,004	102,665		191,088		248,576	187,334	8,512	33,129	1,433,308	1,245,974
Wellesley College	533,679	772,536	28,753	456,501		582,590	[11]	5,809	112,758	2,492,626	2,492,626
Williams College	326,250	70,389	5,783	268,620		220,593	123,014	47,761	5,201	1,067,611	944,597
Holy Cross College	280,816	288,765	56,185	33,686		20,074	11,467	11,925	123,851	826,769	815,302
Worcester Polytechnic Institute	126,237	50,452		173,564		19,100		3,100	9,564	382,017	382,017
MICHIGAN											
Adrian College	28,685	22,814	537	3,065				1,956	11,600	68,657	68,657
Albion College	136,870	82,346	26,057	41,180		200,000		18,000	22,852	527,305	527,305
Alma College	35,660	32,516	1,364	39,337		30,786	2,930	19,644	47,468	209,705	206,775

Battle Creek College	75,000			60,000		250,000	200,000	35,000	10,000	630,000	430,000
Emmanuel Missionary College	61,149	73,293				34,088		10,000	206,803	385,333	385,333
Detroit Institute of Technology	161,527		33,920					8,484		203,931	203,931
Marygrove College	51,680	67,500								119,180	119,180
University of Detroit	252,390		22,837			228,281			128,626	632,134	632,134
Calvin College	26,144	20,488		10,516		13,358	11,714	74,162	375	156,757	145,043
Suomi College and Theological Seminary	5,495	3,519			[6] 157			864	14,989	25,024	25,024
Hillsdale College	65,558	25,445		51,780		71,345	7,287	2,671	2,626	226,712	219,425
Hope College	31,089	1,014		47,409		20,557	12,223		14,591	126,883	114,660
Western Theological Seminary	4,000			10,508				16,226	2,147	32,881	32,881
Kalamazoo College	57,534	43,580	23,474	59,472		130,000				314,060	314,060
Nazareth College	2,385	28,440	996	1,575		8,500				41,896	41,896
Olivet College	54,579	62,173	12,044	5,511			163,577	23,520	1,135	322,539	158,962
MINNESOTA											
St. John's University	40,000	117,000							19,000	176,000	176,000
College of St. Scholastica	1,488	13,219	37,440				6,000	8,344		66,491	60,491
Seabury Divinity School		3,400		26,969			10,000	208	1,186	41,763	31,763
Augsburg Seminary	17,619	6,325		4,051			1,000	30,547	474	60,016	59,016
Minnesota College of Law	13,900			950						14,850	14,850
Concordia College (Moorhead)	54,813	57,606	734	17,566			78,950	31,611	30,266	271,546	192,596
Carlton College	260,364	328,777		106,205		7,505	59,896	17,795	565,664	1,346,206	1,286,310
St. Olaf College	169,676	123,257	9,936	24,995		13,619	103,400	70,000	78,092	592,975	489,575
College of St. Benedict										97,743	97,743
Bethel Institute	13,228			7,701		16,836	55		25,287	63,107	63,052
College of St. Catherine	66,150	98,450	44,722	24,375		100,000	3,000	7,500	550	344,747	341,747
College of St. Thomas	123,759	100,863	60,209	15,890			1,476		4,851	307,048	305,572
Concordia College (St. Paul)	1,250	25,000				10,680	1,000	43,384	500	81,814	80,814
Hamline University	81,250	15,710		75,000			95,000	5,725	2,842	275,527	180,527
Luther Theological Seminary			1,850	4,355			1,000	39,315	4,300	50,820	49,820
Macalester College	81,742	70,143	5,467	66,906		99,750	64,874		40,688	429,570	364,696
St. Paul College of Law	19,000			666					500	20,166	20,166
St. Paul Luther College	5,956	3,849	2,037	1,705		278		46,082	6,450	66,357	66,357
St. Paul Seminary	21,000	59,805	1,110	27,206						109,121	109,121
Gustavus Adolphus College	62,983	5,123		24,272				40,000		132,378	132,378
College of St. Teresa	91,078	87,500		72,443		675,100	488		5,396	932,005	931,517
St. Mary's College [3]	17,000	35,000		3,500					13,000	68,500	68,500
MISSISSIPPI											
Blue Mountain College	45,006	52,710	1,395	16,801		212,565		10,000	21,723	360,200	360,200
Whitworth College	17,120	26,650							43,770	87,540	87,540
Hillman College	13,597	13,772	317						362	28,048	28,048
Mississippi College	73,757	87,808	5,120	37,099						203,784	203,784
Grenada College	16,190	40,000		2,500			10,000	7,000	3,000	78,690	68,690
Gulf Park College	201,243	[5]	1,836						590	203,669	203,669
Mississippi Woman's College	56,013	58,413	8,629	16,660				10,000	9,893	159,608	159,608
Mississippi Synodical College	32,330	[5]		800					150	33,280	33,280
Rust College [2]	10,426	18,102	3,613					14,013		46,154	46,154

[2] Colored. [3] Statistics of 1925–26. [6] From the Federal Government. [10] Includes $192,895 from private benefactions not distributed. [11] Included in preceding column.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—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 charges	For room and board	For other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
MISSISSIPPI—continued											
Belhaven College	$37,188	$37,650	$1,713	$4,649		$238,784		$8,679	$100,000	$428,663	$428,663
Jackson College	9,271	10,474	3,589					16,739	6,310	46,383	46,383
Millsaps College	47,588			50,414			$36,960	10,204	58,285	203,451	166,491
Clark Memorial College	22,205	27,768	2,268					5,000	5,261	62,502	62,502
Tougaloo College [2]	10,438	24,912	700	1,029		8,000		40,400	6,447	91,926	91,926
MISSOURI											
Palmer College	8,945	4,165		1,613				17,419	12,856	44,998	44,998
Southwest Baptist College	31,374	15,874	3,038	500				3,587	1,341	55,714	55,714
Kemper Military School	272,195	(3)	23,034						1,018	296,247	296,247
Missouri Wesleyan College	20,275			10,483				28,000	3,000	61,758	61,758
Culver-Stockton College	31,989	5,957		67,035				200	967	106,148	106,148
Ozark Wesleyan College	35,089								22,578	57,667	57,667
Christian College	70,581	106,891		510					3,922	181,904	181,904
Stephens College	200,724	235,447		3,734		2,792		1,710	9,000	453,407	453,407
St. Paul's College		13,600						22,000		35,600	35,600
Central College	72,863	128,973		50,701		98,474	243,748	11,645	34,626	641,030	397,282
Westminster College	38,194	12,661		33,064		3,255	46,456	4,289	1,800	139,719	93,263
William Woods College	49,135	91,180	2,924	22,981			4,000			170,220	166,220
Central College of Osteopathy	9,000									9,000	9,000
Kansas City College of Osteopathy and Surgery	22,356								2,750	25,106	25,106
Kansas City College of Pharmacy and Natural Science	21,563									21,563	21,563
Kansas City School of Law	56,238								4,423	60,661	60,661
Kansas City Western Dental College	78,757		1,252						89,264	169,273	169,273
Rockhurst College	42,500					5,000			8,000	55,500	55,500
Kidder Institute	5,087	3,386	100	10,139			2,800	4,701	1,020	27,233	24,433
Kirksville College of Osteopathy and Surgery	93,113								93,833	186,946	186,946
Wentworth Military Academy	174,121	(3)	12,560							186,681	186,681
William Jewell College	63,395	11,265		59,514		54,341			513	189,028	189,028
Will Mayfield College	15,000	10,300		6,500		85,000	11,000	20,000		147,800	136,800

Missouri Valley College	32,571	18,519		36,515		87,663	11,715	12,036	401	199,420	187,705
Hardin College	65,386	([5])							8,727	74,113	74,113
Cottey College	20,000	40,000		1,200		2,800	500			64,500	64,000
Park College	30,500	60,000	400	93,150		43,000	12,000	47,600	580	287,230	275,230
Lindenwood College	136,190	222,417		83,668					12,938	455,213	455,213
Benton College of Law	30,542									30,542	30,542
City College of Law and Finance	37,673									37,673	37,673
Concordia Theological Seminary	1,893	48,387						64,003	2,065	116,348	116,348
St. Louis College of Pharmacy [3]	39,940									39,940	39,940
St. Louis University	566,460			359,363				473,300		1,399,123	1,399,123
The Principia	39,072	110,715		5,666		295,512	52,226	37,240		540,431	488,205
Washington University	830,708	154,858	132,711	1,094,840			456,150	119,225		2,788,492	2,332,342
Xenia Theological Seminary				18,198			2,284	10,209	3,990	34,681	32,397
Drury College	53,463	49,916		50,084			8,000	3,000		164,463	156,463
Tarkio College	17,791	18,224		24,632				10,050	4,700	75,397	75,397
Central Wesleyan College	40,175	31,506		8,621				20,754		101,056	101,056
Eden Theological Seminary	2,836	6,849		8,072		46,873	5,000	46,118		115,748	110,748
Kenrick Theological Seminary	63,000	([5])	6,000							69,000	69,000
Webster College	30,064	25,239		50,000						105,303	105,303
MONTANA											
Intermountain Union College	21,500	12,000	300	6,000		1,500	27,000	15,500	100	83,900	56,900
Mount St. Charles College	16,020	22,500		12,000						50,520	5,0520
NEBRASKA											
Cotner College	31,546	16,895	3,480	4,016				46,458		102,395	102,395
Dana College and Trinity Seminary	13,065	1,800		7,500						22,365	22,365
Nebraska Central College	8,284	1,303		878			1,500	7,700	5,194	24,859	23,359
Union College	58,164	58,907	53,406			1,210		9,375	14,428	195,490	195,490
Doane College	34,923	34,812	2,141	18,864			25,263	29,803	7,802	153,608	128,345
Midland College	46,882	21,328	292	8,512		5,471	1,400	45,540	2,772	132,197	130,797
Grand Island College	22,717	11,963		5,443		2,882		25,760	13,583	82,348	82,348
Hastings College	47,324	4,963	478	36,150		1,996	69,629	30,371	2,796	193,707	124,078
College of St. Mary	5,100	6,000							70,000	81,100	81,100
Creighton University	209,426	18,203	39,890	190,207			20,000		18,546	496,272	476,272
Presbyterian Theological Seminary	991	90	12,038				13,879	12,835	970	40,803	26,924
University of Omaha	56,861			6,713				3,665	3,266	70,505	70,505
Nebraska Wesleyan University	85,700			50,000			97,537	36,970	10,304	280,511	182,974
Luther Junior College	14,342	19,640	1,251	1,358		20,000	6,590	12,000	15,000	90,181	83,591
York College	37,233	2,380	1,070	29,131						69,814	69,814
NEW HAMPSHIRE											
Dartmouth College	813,773			468,409					31,284	[12] 1,486,280	1,486,280

[2] Colored. [3] Statistics of 1925–26, [5] Included in column 2. [12] Includes $172,814 from private benefactions not distributed.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—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 charges	For room and board	For 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											
Bloomfield Theological Seminary		$10,500		$20,122			$2,000	$19,824	$19,017	$71,463	$69,463
College of St. Elizabeth	$57,414	120,833	$10,840							189,087	189,087
Upsala College	51,950	32,010	5,040	33,694		$13,091			196	135,981	135,981
Stevens Institute of Technology	167,315	17,777		131,957		10,270	66,085	2,500	21,803	417,707	351,622
Georgian Court College	49,800	82,500		15,000			10,000	10,000	22,000	189,300	179,300
Drew University	9,962			64,945		105,000	83,410	8,675	33,418	305,410	222,000
New Jersey Law School	349,990			26,350					5,728	382,068	382,068
New Brunswick Theological Seminary		7,560	196	40,140		77,800	65,000	10,558		201,254	136,254
Princeton Theological Seminary	2,554			194,158			355	4,800	46,223	248,090	247,735
Princeton University	1,147,075	131,550	76,156	931,973				132,313		2,419,067	2,419,067
St. Joseph's College [3]	2,200							30,000		32,200	32,200
NEW YORK											
St. Rose's College	25,800	28,000					514			54,314	53,800
Alfred University	73,879	13,210	31,874	48,025	[9] $92,908	43,060	6,926	549	51,298	361,729	354,803
St. Stephen's College	25,940	39,600	4,305	10,510		18,832	13,374	42,212	33,967	188,740	175,366
Auburn Theological Seminary	2,282	15,775		56,836			17,809	31,668	14,450	138,820	121,011
Wells College	82,223	167,440	5,581	77,686		31,142	17,885	1,056	39,264	422,277	404,392
Adelphi College	181,054			42,869			51,908			275,831	223,923
Brooklyn College of Pharmacy	134,015			10,321		3,630			34,610	182,576	182,576
Long Island College Hospital	224,098			1,562				4,000		229,660	229,660
Polytechnic Institute of Brooklyn	226,263			78,765			330,612		88,574	724,214	393,602
St. Francis College	36,315			1,050			453	4,340	16,660	58,818	58,365
St. John's College	748,499	25,162		37,754			9,158		99,023	919,596	910,438
St. Joseph's College for Women	37,008		16,790	1,547			2,687	2,479		60,511	57,824
Canisius College	142,594			44,327					4,420	191,341	191,341
De Lancey Divinity School				3,129					1,250	4,379	4,379
D'Youville College	48,000	19,500							13,643	81,143	81,143
Martin Luther Theological Seminary		1,054						8,243		9,297	9,297
University of Buffalo	532,721			169,053		469,923	(11)	(11)	130,290	1,301,987	1,301,987
St. Lawrence University	102,920	35,077	2,576	53,136					19,500	213,209	213,209
Hamilton College	81,405	52,047	22,126	210,442		55,772	156,960	10,911	144,118	733,781	576,821
Elmira College	215,057	210,257		24,861						450,175	450,175

Hobart College	117,613	49,615	14,207	69,457		15,463		13,421	5,249	285,025	285,025
Colgate University	222,707	66,880		134,869					1,500	425,956	425,956
Hartwick Seminary	5,293	13,767						13,000		32,060	32,060
Houghton College	26,665			10,948		3,782	1,036	12,014	3,878	58,323	57,287
Cornell University	1,438,304	698,055		1,089,980	[13] 2,380,209	1,766,322		338,023	1,998,577	9,709,470	9,709,470
Keuka College	50,547	75,789	5,286	6,341		50,000	58,648	33,300	18,433	298,344	239,696
College of New Rochelle	504,453	([5])	([5])					703		505,156	505,156
Barnard College	490,294			208,488			158,844	12,980	66,350	936,956	778,112
College of Mount St. Vincent	134,732	73,779		1,523					141,435	[14] 374,017	374,017
College of the Sacred Heart	72,007	59,965							28,352	160,324	160,324
Columbia University	6,111,053	1,821,751		1,284,386		1,952,278	1,564,255	2,556,263	1,614,321	16,904,307	15,340,052
Cooper Union	8,411			278,750		9,073	58,173		6,690	361,097	302,924
Fordham University	1,171,602	151,548		5,652			7,000	19,572	338,786	1,694,160	1,687,160
General Theological Seminary of the Protestant Episcopal Church		39,088		129,709		129,820		22,527	20,275	341,419	341,419
Jewish Theological Seminary of America				78,923					39,617	118,540	118,540
Manhattan College	136,892	103,550				185,000		4,500	23,252	453,194	453,194
New York Homeopathic Medical College and Flower Hospital	136,840		1,720	16,158					17,494	172,212	172,212
New York Law School	150,568		10,720						2,843	164,131	164,131
New York University	4,888,657	20,400		188,705		200,008	620,000	93,256	287,058	6,298,084	5,678,084
The Biblical Seminary in New York	21,827	55,992		3,058		162,154	([11])	([11])	74,088	317,119	317,119
Union Theological Seminary	48,991	7,435	17,432	404,649					16,327	494,834	494,834
Niagara University	66,172	137,316		2,330		29,442	([11])	([11])	47,013	282,273	282,273
A. M. Chesbrough Seminary	9,224	14,092		22,492				1,059	6,757	53,624	53,624
Clarkson College of Technology	58,199		77	28,664			179,500	2,500	59	268,999	89,499
Vassar College	477,924	738,419	36,167	359,668		360,495	385,134		152,203	2,510,010	2,124,876
Rochester Theological Seminary				99,795			14,249		4,065	118,109	103,860
St. Bernard's Seminary		52,420		21,996			9,950		38,704	123,070	113,120
University of Rochester	408,569	76,395	4,828	1,023,060		3,248,273	1,750,000		624,597	7,135,722	5,385,722
St. Bonaventure College				12,619		55,000	44,331	87,053	51,830	250,833	206,502
Skidmore College	192,315	253,524	64,922	30,676		7,156	58,149	310	1,352	608,404	550,255
Union College	244,416	15,191		220,839			14,248		14,550	509,244	494,996
Syracuse University	1,553,419	243,990		212,249		358,403	95,076	7,795	401,344	2,872,276	2,777,200
Marymount College	160,000	([5])	([5])					37,075		197,075	197,075
Rensselaer Polytechnic Institute	437,565	111,218	11,386	134,405		1,034	274,906		116,183	1,086,697	811,791
Russell Sage College	77,500	111,588	7,300	46,632					42,000	285,020	285,020
Good Council College	27,520		2,150	493				73,736	18,434	[1] 189,509	189,509
NORTH CAROLINA											
College of St. Genevieve-of-the-Pines	36,053	([5])		10,000					1,900	47,953	47,953
Belmont Abbey College [3]	48,000									48,000	48,000
Johnson C. Smith University [2]	16,914	26,806	6,777	26,231		42,753		43,558	4,923	167,962	167,962
Queens College	44,000	64,570	6,450			100,250	25,000	9,140		249,410	224,410
Davidson College	122,087	45,266	14,589	90,656		64,354	3,069	17,233	1,825	359,079	356,010
Duke University	144,692	169,072		610,738		880,081	329,794	15,290	30,421	2,180,088	1,850,294

[2] Colored.
[3] Statistics of 1925–26.
[5] Included in column 2.
[9] From the State.
[11] Included in preceding column.
[13] $342,176 from Federal Government and $2,038,033 from the State.
[14] Includes $22,548 from private benefactions not distributed.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—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 charges	For room and board	For 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.											
Elon College	$41,842			$39,168			$10,000	$44,329	$1,381	$136,720	$126,720
Greensboro College	60,803	$93,118		18,550			11,594	10,108	1,634	195,807	184,213
Guilford College	38,106			32,384				6,549	60,614	137,653	137,653
Lenoir Rhyne College	33,500	25,600		26,000		$245,000	19,000		102,000	451,100	432,100
High Point College	41,808	41,204		5,000					20,000	108,012	108,012
Davenport College	18,876	23,719		7,052				4,423	118	54,188	54,188
Louisburg College	29,582	62,129		9,773		150,000	100,000			351,484	251,484
Mars Hill College	45,570	62,933	$10,837	2,000					7,188	128,528	128,528
Chowan College	17,876	26,830	3,936	10,000				7,750	9,211	75,603	75,603
Meredith College	98,077	82,697		28,154					12,819	221,747	221,747
Peace Institute				3,800		135,000				138,800	138,800
St. Mary's School	35,083	81,236	5,896	3,980					23,687	149,882	149,882
Shaw University	20,630	34,549	5,602	17,553				19,450		97,784	97,784
Flora Macdonald College	39,645	51,134	5,055	9,152				14,022	14,145	133,153	133,153
Rutherford College	6,000	12,500	700	6,500		11,350	25,000	4,950	50,000	117,000	92,000
Catawba College	41,848	41,117	2,543	10,754			26,608		19,019	141,889	115,281
Livingstone College	36,430		3,109	16,400			5,440	3,700	4,817	69,896	64,456
Mitchell College	8,865	16,290	121	180			1,000	5,100		31,556	30,556
Wake Forest College	72,700	15,000	19,500	145,850			97,200			350,250	253,050
Weaver College	9,462	19,810	1,857	4,622				6,977	2,971	45,699	45,699
Atlantic Christian College	15,267	10,686	940	3,792		16,000		7,782	1,731	56,198	56,198
Wingate College	21,404	24,098	1,990					5,631	7,891	61,014	61,014
Salem College	49,386	76,784	8,688	23,791		5,000	19,387	975		184,011	164,624
NORTH DAKOTA											
Jamestown College	48,590	31,672		28,189		27,105	52,281	11,734		199,571	147,290
OHIO											
Ohio Northern University	324,167		22,098	18,208		19,286	86,992	4,500	308,366	783,617	696,625
Mount Union College	99,617	48,372	6,851	36,558		5,050	142,863		6,570	345,881	203,018
Ashland College	36,896	20,587		18,289		32,595	29,117	1,427		138,911	109,794
Baldwin-Wallace College	91,499	10,197		87,968		27,971	109,859	11,919	9,352	348,765	238,906

Bluffton College	40,132	32,968	3,534	10,693		9,778	108,827	22,643		228,575	119,748
St. Charles Seminary						2,000		18,000		20,000	20,000
Cedarville College	20,500	54,000		13,000			7,000	5,600	3,000	103,100	96,100
Cincinnati College of Dental Surgery	9,000								9,000	18,000	18,000
Cincinnati College of Pharmacy	34,875	2,100				3,500			2,000	42,475	42,475
College and Academy of the Sacred Heart	43,500	(8)								43,500	43,500
Eclectic Medical College	14,800			7,500		51,000		2,000		75,300	75,300
Hebrew Union College		24,263		62,747		246,610	123,761	6,471	60,861	524,713	400,952
Lane Theological Seminary				51,026					5,926	56,952	56,952
Mount St. Mary's Seminary of the West	80,000			22,000				20,000		122,000	122,000
St. Xavier College	37,802	54,000	25,896	14,806		335,000				467,504	467,504
Case School of Applied Science	166,308			190,801			202,283		6,750	566,142	363,859
Cleveland Law School	45,000		810							45,810	45,810
John Carroll University	38,108			3,790				26,503	10,651	79,052	79,052
Notre Dame College	16,466	5,146	2,919						5,632	30,163	30,163
Ursuline College	20,277	3,546	1,934				1,171			26,928	25,757
Western Reserve University	742,993	127,780		670,970		106,442	7,050	277,811	48,131	1,981,177	1,974,127
Capital University	66,213	25,104		32,460		150,513	2,753	42,958	22,360	342,361	339,608
Bonebrake Theological Seminary	1,935	12,961		7,959					163,519	186,374	186,374
Central Theological Seminary of the Reformed Church in the United States	1,510			11,338				16,145	608	29,601	29,601
University of Dayton	88,271	124,341	10,524			200,000				423,136	423,136
Defiance College	40,296	31,816	12,952	15,754		10,000	1,837	10,200	930	123,785	121,948
Ohio Wesleyan University	447,736	255,279		131,313		299,668	(11)	20,742	9,711	1,164,449	1,164,449
Findlay College	25,710	3,161	2,092	20,165		7,367	47,794	10,650	2,978	119,917	72,123
Kenyon College	58,250	50,444	11,865	107,230		30,587	13,840	2,188		274,404	260,564
Glendale College	32,000		1,200	750					2,000	35,950	35,950
Denison University	180,000	104,000		239,000						523,000	523,000
Hiram College	61,721	9,702		58,104			2,386	6,817	2,825	141,555	139,169
Marietta College	45,542	8,894		83,392				6,246	3,460	147,534	147,534
College of Mount St. Joseph	7,273	27,052						67,320	3,646	105,291	105,291
Muskingum College	125,516	46,658	5,176	36,220		10,175	34,946	11,851	42,528	313,070	278,124
Oberlin College [15]	467,206	11,408		708,980		15,732	253,963	51,211	308,310	1,816,810	1,562,847
Oxford College for Women	60,722	(8)	(8)	705						61,427	61,427
Western College for Women	87,249	150,915	3,390	42,834			43,072		9,596	337,056	293,984
Lake Erie College	63,124	97,750	660	46,062		327,605	2,750		16,592	554,543	551,793
Rio Grande College	21,732	3,083		5,691	[16] $5,691	40,600	1,015	935	6,026	84,773	83,758
Wittenberg College	272,095	65,935		97,085		12,533	4,300	23,817	14,519	490,284	485,984
Heidelberg College	87,452	58,989	6,949	44,459		9,229	6,348	9,496		222,922	216,574
St. John's University	37,826		27,364	15,230				3,467		83,887	83,887
Urbana University	4,347	3,325	750	19,071		4,345		100	797	32,735	32,735
Otterbein College	69,433	40,440	14,323	71,932		19,600	69,738	10,288		295,754	226,016
Wilberforce University [2]	28,343	15,540	2,146	1,395	[9] 10,000			41,137		98,561	98,561
Wilmington College	70,887	26,528	5,717	8,686		1,459		54	19,947	133,278	133,278
College of Wooster	199,558	32,636	4,348	166,540		133,000	21,257	27,923	6,044	591,306	570,049
Antioch College	177,049	1,372		8,134		60,887	446	144,122	5,456	397,466	397,020

[2] Colored.
[8] Included in column 2.
[9] From the State.
[11] Included in preceding column.
[15] Figures for 1926–27.
[16] From the city for high school tuition.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—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 charges	For room and board	For other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
OKLAHOMA											
Bethany-Peniel College	$20,446	$6,236	$1,776	$5,819		$775	$1,391	$5,494	$19,981	$61,918	$60,527
Oklahoma Christian College	5,219		1,189					6,000		12,408	12,408
Oklahoma Presbyterian College for Girls	19,744	(5)		2,700				3,976	15,610	42,030	42,030
Phillips University	83,554	3,283	51	33,354					19,578	139,820	139,820
Catholic College for Women		61,000				2,900				63,900	63,900
Oklahoma City University	77,837			6,422		100,000	50,000	79,062	18,855	332,176	282,176
Oklahoma Baptist University	91,920	24,229	50,520	232		200,000	2,500	24,978	2,081	396,460	393,960
University of Tulsa	54,845	18,484	1,992	41,183			40,219	26,413	41,435	224,571	184,352
OREGON											
Albany College	10,902	7,372		13,249		1,409	14,192	30,945	924	78,993	64,801
Eugene Bible University [3]	14,348	1,639	194	20,759		5,997	21,976	56,436	337	121,686	99,710
Pacific University	29,977	16,580	8	12,569				18,435		77,569	77,569
Linfield College	37,675			37,461		249,434	250,961	2,312	769	578,612	327,651
Pacific College	9,491	6,099		13,297				4,055	1,632	34,574	34,574
Columbia University	20,362	25,331						60,000	3,388	109,081	109,081
North Pacific College	90,843								58,535	149,378	149,378
Northwestern College of Law	16,060								300	16,300	16,300
Reed College	64,742	44,673		92,463					5,147	207,025	207,025
St. Mary's College	21,320	18,700								40,020	40,020
Kimball School of Theology	760			1,500		350	200	700	11,190	14,700	14,500
Willamette University	71,500	19,750	10,200	51,500			118,000			270,950	152,950
PENNSYLVANIA											
Cedar Crest College	50,271	45,526	6,558	1,334		8,720	1,150	29,671		143,230	142,080
Muhlenberg College	124,728	7,460		55,339		50,979	40,196	9,664	2,037	290,403	250,207
Lebanon Valley College	78,427	55,391	5,816	28,494			65,664	11,156	2,016	246,964	181,300
Geneva College	101,224	35,371	49,422	32,178			5,110			223,305	218,195
Lehigh University	658,236	18,007		247,478				12,949	133,370	1,070,040	1,070,040
Moravian College and Theological Seminary	27,372	(5)		13,095		30,000	6,000	11,781	1,449	89,697	83,697

Moravian Seminary and College for Women	33,001	27,246		2,404		3,000	2,050	1,000	1,087	69,788	67,738
Academy of the New Church	10,500	(5)		119,055				11,381		140,936	140,936
Bryn Mawr College	167,336	289,985	15,000	290,000			152,365	132,000	31,710	1,078,396	926,031
Dickinson College	129,094	31,349		48,850					3,173	212,466	212,466
Wilson College	124,488	152,721	20,681	28,849					74,522	401,261	401,261
Crozer Theological Seminary		3,500		80,013					14,317	97,830	97,830
Pennsylvania Military College [3]	219,410									219,410	219,410
Mount St. Joseph College	42,926	(5)		25,050					100,000	167,976	167,976
Ursinus College	114,400	132,121		14,450		78,138	55,000	1,752	36,734	432,595	377,595
Lafayette College	330,258	34,274	4,681	121,950		75,289	7,771	12,470	101,135	687,828	680,057
Elizabethtown College	37,759	23,134		8,797						69,690	69,690
Gettysburg College	140,013	12,780		35,857		22,274			15,547	226,471	226,471
Lutheran Theological Seminary		1,400		30,000			26,065	7,348		64,813	38,748
Seton Hill College	57,100	74,103				5,586		46,000	114,108	296,897	296,897
Thiel College	54,811	3,000		8,456		16,563	300	22,568	16,622	122,320	122,020
Grove City College	102,397	104,625	14,417	30,375		1,000	55,186	5,000	16,588	329,588	274,402
Haverford College	68,793	102,028		203,989		24,000	33,075	7,507	11,017	450,409	417,334
Juniata College	92,323	101,258		34,329				12,647	49,718	290,275	290,275
Villa Maria College	50,867			50,000		20,000				120,867	120,867
Beaver College	335,109	(5)	(5)							335,109	335,109
Franklin and Marshall College	163,000	12,000		56,000		57,960				288,960	288,960
Theological Seminary of the Reformed Church				18,000				15,000		33,000	33,000
Bucknell University	326,988	167,180	38,627	63,075		39,657	11,167		6,174	652,868	641,701
Lincoln University [2]	41,573	57,002	12,060	33,758		5,343	17,636	11,755		179,127	161,491
St. Francis College	16,094	50,800	3,810					1,087	8,635	80,426	80,426
Allegheny College	129,722	78,497		77,306		96,635	39,524	11,949	73,971	507,604	468,080
Irving College	43,371					350			5,786	49,507	49,507
Albright College										89,706	89,706
Westminster College	81,140	59,168	5,082	44,536		185,000		5,851	134,207	514,984	514,984
Divinity School of the Protestant Episcopal Church				30,000				35,000		65,000	65,000
Drexel Institute	422,892	(5)		139,298					10,125	572,315	572,315
Dropsie College				45,193						45,193	45,193
Hahnemann Medical College	145,083			8,433	$13,483					166,999	166,999
Jefferson Medical College	209,510			74,851	105,125	706,704	21,000		822,345	1,939,535	1,918,535
La Salle College	30,000								5,000	35,000	35,000
Lutheran Theological Seminary		16,480								16,480	16,480
Philadelphia College of Osteopathy	54,322								8,610	62,932	62,932
Philadelphia College of Pharmacy and Science	175,226			7,000		70,383	5,000		24,253	281,862	276,862
St. Joseph's College	25,000			1,250		800				27,050	27,050
St. Vincent's Seminary										45,000	45,000
Temple University	1,042,222	71,781	43,778	2,106	200,000	412,717			105,287	1,877,891	1,877,891
University of Pennsylvania	2,896,430	239,315		725,501	908,099	112,802	446,494	912,765	1,932,543	8,173,949	7,727,455
Woman's Medical College of Pennsylvania	28,680			38,463	52,695	142,995	21,747	40,192	83,390	408,162	386,415
Carnegie Institute of Technology	666,365	182,728		800,030			55,984	23,003	415,634	2,143,744	2,087,760
Duquesne University of the Holy Ghost	250,992	43,380	34,904			10,000		10,000	3,656	352,932	352,932
Pennsylvania College for Women	92,374	94,595	2,904	24,635				2,800	2,756	220,064	220,064

[2] Colored.

[3] Statistics of 1925–26.

[4] Included in column 2.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—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 charges	For room and board	For other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
PENNSYLVANIA—continued											
Pittsburgh Theological Seminary		$654		$29,687					$2,545	$32,886	$32,886
Reformed Presbyterian Theological Seminary				4,000					4,000	8,000	8,000
University of Pittsburgh	$1,689,345			67,886	$437,088	$2,347,056	$172,451	$128,220	1,432,558	6,274,604	6,102,153
Western Theological Seminary	960	6,370		58,453			92,266	8,232	2,905	169,186	76,920
Schuylkill College	48,002						4,000		27,981	79,983	75,983
Rosemont College	28,500	46,989	$13,121	500					3,784	92,894	92,894
Marywood College	121,402			98,770		12,550				232,722	232,722
St. Thomas College	115,000									115,000	115,000
Susquehanna University	84,746	56,526	14,025	17,017		20,500	10,253	2,065	10,946	216,078	205,825
Swarthmore College	145,557	244,560	11,810	170,460		134,945	32,528	62,125	4,065	806,050	773,522
Villanova College	355,000			2,100		95,000			78,200	530,300	530,300
Washington and Jefferson College	128,198	9,442		69,403						207,043	207,043
Waynesburg College	31,492		6,997			3,812	7,160	1,655	12,751	63,867	56,707
RHODE ISLAND											
Brown University	672,042	251,480	7,710	510,395		92,692	253,584	39,146	49,466	1,876,515	1,622,931
Providence College										115,000	115,000
SOUTH CAROLINA											
Anderson College	40,136	34,725	2,000	2,000			7,000	2,500		88,361	81,361
Presbyterian College of South Carolina	20,963	50,368	4,841	15,173			33,170	18,660	983	144,158	110,988
Benedict College [2]	11,993	27,881		5,852				13,554	14,158	73,438	73,438
Chicora College for Women										109,058	109,058
Columbia College	50,834	76,358	8,419	11,052				10,630		157,293	157,293
Lutheran Theological Southern Seminary			800	4,077		886		4,363		10,126	10,126
Erskine College	22,919	31,120	2,019	16,000				11,000		83,058	83,058
Limestone College	31,475	56,772		16,917			24,454	2,250	5,213	137,081	112,627
Furman University	56,678	82,208	14,403	56,468						209,757	209,757
Greenville Woman's College	61,961	56,188	789							118,938	118,938
Lander College	38,109	43,799	1,740	6,295			82,465	7,130	1,684	181,222	98,757

Coker College	40,318	65,962	3,533	37,765				2,020	11,478	161,076	161,076
Newberry College	21,779	3,722		9,629					4,175	39,305	39,305
Converse College	133,554	151,478		43,200					128	328,360	328,360
Wofford College	35,572	57,751		39,851			56,134	12,550	20,994	222,852	166,718
SOUTH DAKOTA											
Huron College	41,238	2,980	400	51,476		60	62,600	19,981	6,009	184,744	122.144
Dakota Wesleyan University	41,843	34,663	8,884	24,022			17,954	20,414	3,863	151,643	133,689
Notre Dame Academy and Junior College	5,600	10,800	1,000						1,000	18,400	18,400
Columbus College	6,500	20,500		300				45,000		72,300	72,300
Sioux Falls University	20,339	5,991	1,299	10,303				27,866	1,032	66,830	66,830
Augustana College	29,577	23,412	49,658	12,334					26,852	141,833	141,833
Wessington Springs Junior College	6,776	6,679	233	540				15,813	3,096	33,137	33,137
Yankton College	61,404	38,294	1,731	23,306			173,372	31,053	853	330,013	156,641
TENNESSEE											
Tennessee Wesleyan College	21,607	4,618	866	4,000					10,425	41,516	41,516
King College	7,366	12,224		11,609				11,333	8,853	51,385	51,385
Chattanooga College of Law	6,814									6,814	6,814
University of Chattanooga	52,310			55,643					5,100	113,053	113,053
Centenary College	18,014	15,000								33,014	33,014
Bryson College	8,287	8,583						5,774	610	23,254	23,254
Tusculum College	16,767	37,087	3,996	45,992				11,751	654	116,247	116,247
Lincoln Memorial University	28,434	55,475		45,297		102,231	4,905	82,072	31,328	349,742	344,837
Freed-Hardeman College	22,384								7,160	29,544	29,544
Lane College [2]	5,766	14,111		1,300		50,000		10,000		81,177	81,177
Union University	73,404	44,836	35,450	11,100		17,000	50,000	20,000		251,790	201,790
Carson and Newman College				27,600		10,000	25,500			63,100	37,600
Johnson Bible College		6,000		7,000				23,000		36,000	36,000
Knoxville College [2]	12,790	33,814	2,249	19,146		23,305		19,883	388	111,575	111,575
Cumberland University	90,952	37,164		26,618				25,527	11,365	191,626	191,626
Bethel College	14,016			37,330					2,116	53,462	53,463
Hiwassee College [3]	7,970	17,691				1,300		5,874	156	32,991	32,991
Maryville College	47,083	22,470		78,393		1,355	111,065	9,403	5,037	274,806	163,741
Le Moyne Junior College [2]	13,941		6,380					13,304	1,372	34,997	34,997
Southwestern College	54,275	44,034	9,213	19,887		81,499	54,328	107,377	8,800	380,013	325,685
Milligan College	18,556	22,234						77,227	2,871	120,888	120,888
Du Bose Memorial Church Training School				1,212				34,249	371	35,832	35,832
Tennessee College	41,707	33,260	987					14,055		90,009	90,009
David Lipscomb College	26,480	50,874		5,000		25,000			25,000	132,354	132,354
Fisk University [2]	67,192	65,025	7,388	50,757		88,360	997,941		169,957	1,446,620	448,679
Meharry Medical College [2]	73,356			40,661				31,500	22,957	168,474	168,474
Vanderbilt University	269,872	8,692	88,257	487,389		436,429	848,243	304,692	32,808	2,476,382	1,628,139
Martin College	6,200	12,300		1,800					5,000	25,300	25,300
University of the South	61,697	109,151	8,629	59,915		5,193	118,287	8,336	33,460	404,668	286,381

[2] Colored.

[3] Statistics of 1925–26.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—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 charges	For room and board	For 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											
Abilene Christian College	$87,992	$39,555				$25,000				$152,547	$152,547
McMurray College	62,600	30,808		$2,400		1,368		$17,339	$49	114,564	114,564
Simmons University	141,359	65,319	$20,107	27,227		47,062	$765	9,179	511	311,529	310,764
Austin Presbyterian Theological Seminary		5,021		25,000			20,000	5,000	3,000	58,021	38,021
St. Edward's University	28,750	40,000	25,000	14,000						107,750	107,750
Baylor College for Women	179,626	265,286	17,224	29,904			4,724		165,374	662,138	657,414
Daniel Baker College	22,754			17,065				17,066		56,885	56,885
Howard Payne College	66,310	41,438	3,412	6,434			52,631	1,261		171,486	118,855
Randolph College	16,466	14,655	2,024	840		51,300		24,751	6,716	116,752	116,752
Clifton Junior College	6,031	8,576		905				2,500	1,203	19,215	19,215
Jefferson School of Law	5,650									5,650	5,650
St. Mary's College	32,044	19,307	2,275						361	53,987	53,987
Southern Methodist University	443,339	164,907	10,134	121,758		31,505	109,247	56,923	4,821	942,634	833,387
Decatur Baptist College	8,779	17,222	3,458	1,287				26,877		57,623	57,623
Texas Christian University	173,233	127,233		17,754				173,561	179,202	670,983	670,983
Texas Woman's College	75,011	75,007					2,500	16,700	4,932	174,150	171,650
Southwestern University	57,227	62,056	22,644	9,987		47,181	1,037		31,570	231,702	230,665
Burleson College	22,245	6,025	4,470					5,270	265	38,275	38,275
Wesley College	32,461	32,420	9,095						6,475	80,451	80,451
Rice Institute	33,600	116,900	4,000	693,700		125,000				973,200	973,200
South Texas School of Law	6,000									6,000	6,000
Texas Dental College	40,000									40,000	40,000
Jacksonville College	14,960	9,843		374		8,219	1,000	1,843	2,165	38,404	37,404
Lon Morris College	30,678	35,053	11,014	6,416		3,058		4,911		91,130	91,130
Southwestern Junior College	22,032	25,605	2,081	85,037		6,040		6,000		146,795	146,795
Schreiner Institute	46,000	54,000		14,000					3,800	117,800	117,800
Bishop College [2]	31,648	37,858				2,000		24,883	27,095	123,484	123,484
College of Marshall	15,303	8,216	607			859		6,390	758	32,133	32,133
Texas Presbyterian College	12,403	14,273	399	7,107		1,000	4,290	6,207		45,679	41,389
Wayland Baptist College	23,781	9,979						46,672	4,184	84,616	84,616
Trinity Junior College [3]	2,839	4,656		606		3,100		4,947	1,310	17,458	17,458
Our Lady of the Lake College	33,416	62,307							56,525	152,248	152,248
Westmoorland College	50,556	58,397	699			11,000				120,652	120,652

Guadalupe College[2]	3,000	4,500				7,000		15,935		30,435	30,435
Southwestern Baptist Theological Seminary	15,606	45,554	122	21,982		350		37,846		121,460	121,460
Austin College	45,306	27,156		6,603			3,190	7,401	21,952	111,608	108,418
Kidd Key College	61,000	48,000	3,600							112,600	112,600
Westminster College	5,600	8,400		1,000					15,000	30,000	30,000
Texas Military College	33,500	52,000	6,500	5,000						97,000	97,000
Thorp Spring Christian College	13,000	12,375				18,000		4,000		47,375	47,375
Baylor University	319,761	129,842	9,509	41,618		15,561	3,137	91,465	56,047	666,940	663,803
Trinity University	67,657			38,287		25,000	8,714	6,951	14,000	160,609	151,895
Paul Quinn College	9,263	4,450	1,040					24,000		38,753	38,753
Wiley College[2]	48,597	49,769	822					40,000	10,000	149,188	149,188
Weatherford College	27,302			2,581				3,289	2,709	35,881	35,881
UTAH											
Snow College	9,900		2,500			4,500		39,000	500	56,400	56,400
Weber College	12,075					56,000				68,075	68,075
Brigham Young University	105,000			7,603		16,494		200,000	20,242	349,339	349,339
College of St. Mary-of-the-Wasatch	3,435	5,200								8,635	8,635
Westminster College	14,520	24,948		8,655		6,121	5,102	40,027	2,641	102,014	96,912
VERMONT											
Middlebury College	118,750	148,375	1,884	137,200	$19,260	38,750	76,295	10,425	11,583	562,462	486,167
Norwich University	56,000	62,000	23,000	35,000		25,000				201,000	201,000
St. Michael's College	14,648	33,494	2,867					3,012	1,794	55,815	55,815
VIRGINIA											
Martha Washington College	22,846	55,212	4,678					5,000	13,474	101,210	101,210
Stonewall Jackson College	26,325			1,100				7,000	6,600	41,025	41,025
Randolph-Macon College	37,242	7,624	1,092	42,816				15,065	1,483	105,322	105,322
Blackstone College for Girls	25,073	53,968		1,730				14,974		95,745	95,745
Bluefield College	17,608	18,112	5,970			2,331			19,130	63,151	63,151
Bridgewater College	33,255	31,557		12,061		7,500	2,185			86,558	84,373
Sullins College	80,000	170,000								250,000	250,000
Virginia Intermont College	50,700	67,389		9,000						127,089	127,089
Averett College	27,000	40,000	5,000	4,000		42,000	10,000	5,200		133,200	123,200
Shenandoah College	20,000	24,000	700	2,610		10,000		11,300		68,610	68,610
Emory and Henry College	59,994	74,338	16,357	18,439				4,695		173,823	173,823
Hampden-Sidney College	24,954	16,022	6,723	10,242		17,304		1,502	20,997	97,744	97,744
Hollins College	99,996	180,056							28,966	309,018	309,018
Washington and Lee University	195,505	16,062		72,828		31,468	(11)		23,533	339,396	339,396
Lynchburg College	38,565	55,282		15,223		19,477	47,385	45,770	10,384	232,086	184,701
Randolph-Macon Woman's College	210,062	298,905		60,226			141,683			710,876	569,193
Marion Junior College	11,686	15,314					50,000		45,000	122,000	72,000
Bishop Payne Divinity School[2]				1,500				2,000	12,000	15,500	15,500
Southern College	17,500	17,500	(11)							35,000	35,000
Union Theological Seminary	180	1,950		48,316			126,470	25,079		201,995	75,525
University of Richmond	112,724	101,697	10,163	128,579		240,000	(11)			593,103	593,103
Virginia Union University[2]	31,126	29,318	12,171	20,000				15,000	5,760	113,375	113,375

[2] Colored.

[3] Statistics of 1925–26.

[11] Included in preceding column.

TABLE 30.—*Privately controlled universities, colleges, and professional schools—Receipts from all sources in 1927–28*—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 charges	For room and board	For other noneducational services			For increase of plant	For endowment	For current expenses			
1	2	3	4	5	6	7	8	9	10	11	12
VIRGINIA—continued											
Virginia College	$110,000	[8]	[8]							$110,000	$110,000
Roanoke College	43,679	$27,149		$38,326			$18,651	$6,865	$6,853	141,523	122,872
Mary Baldwin College	153,942	[8]		10,700		$15,655	[11]	[11]	861	181,158	181,158
Sweet Briar College	154,425	195,166	$31,072	21,361		50,000	34,015		536	486,575	452,560
Protestant Episcopal Theological Seminary				65,394		1,311	31,000	14,556	6,375	118,636	87,636
WASHINGTON											
Walla Walla College	45,318	31,427				33,000		10,391	71,459	191,595	191,595
St. Martin's College	6,052	25,250	1,300						16,000	48,602	48,602
Gonzaga University	45,590	45,700				14,611			35,013	140,914	140,914
Whitworth College	7,552	7,415		1,055		20,269	6,000	12,642	5,000	59,933	53,933
College of Puget Sound	64,468	832		46,649		114,241	80,251		6,516	312,957	232,706
Whitman College	81,069	50,569		65,557			28,360	3,223		228,778	200,418
WEST VIRGINIA											
Morris Harvey College	10,337	12,163	1,420	24,109				13,066	1,816	62,911	62,911
Bethany College	70,551	29,474		76,720		1,300		2,614		180,659	180,659
West Virginia Wesleyan College	41,820	21,410		31,127			6,890		12,595	113,842	106,952
Davis and Elkins College	39,539	3,851	4,752	5,339		15,000		9,620	1,774	79,875	79,875
Storer College [2]	5,222	15,887		5,176			8,000	16,586		50,871	42,871
Greenbrier College for Women	20,000	20,000	16,242							56,242	56,242
Broaddus College [3]	18,361	23,173						29,580	550	71,664	71,664
Salem College	35,306			6,243		3,340	175	10,955	7,808	63,827	63,652
WISCONSIN											
Lawrence College	248,437	125,394		108,396		43,670	43,381	162	2,431	571,871	528,490
Northland College	20,469	19,858	3,205	5,957				32,000	7,264	88,753	88,753
Beloit College	118,044	116,134	2,288	133,562		5,630	202,041	78,796	8,682	665,177	463,136
Milton College	21,692	1,308		17,151		99	23,350	257	1,132	64,989	41,639
Marquette University	750,292			148,897		12,066	34,042	5,279	180,029	1,130,605	1,096,563

Milwaukee-Downer College	101,212	91,085	6,535	68,728		150,520	62,317	2,125	23,369	505,891	443,574
Nashotah House	8,500	(2)		27,000					10,500	46,000	46,000
Immaculate Conception Seminary				11,230			12,000		34,431	57,661	45,661
Mission House College	4,000	8,000		3,509		1,750	4,631	54,366		76,256	71,625
St. Mary's College	25,503			25,000		1,460				51,963	51,963
Ripon College	89,549	44,776	27,586	33,790			65,716			261,417	195,701
St. Francis Seminary	100,000	(2)								100,000	100,000
Northwestern College [3]	4,500	22,000		6,000			1,000	46,500	1,200	81,200	80,200
Carroll College	48,886	25,064	779	31,762		40,861	38,143	12,344	4,147	201,986	163,843
Evangelical Lutheran Theological Seminary				1,513		505		14,762		16,780	16,780

[2] Colored.

[3] Statistics for 1925–26.

[5] Included in column 2.

TABLE 31.—*Statistics of junior colleges, 1927–28*

(Included in other tables)

State	Under public control			Under private control		
	Number	Instructors	Students	Number	Instructors	Students
1	2	3	4	5	6	7
Continental United States	114	1,919	28,437	134	1,565	16,418
Alabama				1	12	122
Arizona	1	16	304	1	13	72
Arkansas	3	35	392	3	38	389
California	30	690	8,357	3	16	91
Colorado	2	14	137	1	25	175
Connecticut				1	7	78
Georgia	2	30	279	4	31	603
Idaho	1	39	428			
Illinois	4	164	4,583	7	96	712
Indiana				1	8	146
Iowa	12	59	744	4	28	276
Kansas	9	82	1,486	6	40	350
Kentucky				10	84	767
Louisiana				2	15	140
Maryland				2	16	210
Massachusetts				1	18	106
Michigan	6	105	1,731			
Minnesota	6	98	903	2	19	103
Mississippi	1	8	243	4	40	560
Missouri	6	112	2,028	16	274	2,588
Nebraska	1	7	65	1	8	93
New Mexico	1	33	195			
New York				2	8	78
North Carolina				8	104	1,526
North Dakota	2	26	300			
Ohio				2	21	53
Oklahoma	5	41	669	2	15	154
Oregon				1	7	55
Pennsylvania				1	15	53
South Dakota				2	16	116
Tennessee	1	30	536	8	102	1,686
Texas	17	276	4,126	20	236	2,464
Utah				4	48	727
Virginia				10	154	1,551
Washington	2	12	138	1	13	89
West Virginia	2	42	793	3	38	285

CHAPTER XXIII

STATISTICS OF TEACHERS COLLEGES AND NORMAL SCHOOLS, 1927–28

This report contains statistics of 339 institutions which are engaged primarily in the preparation of teachers for positions in elementary and high schools. These institutions are classified as teachers colleges, State normal schools, city normal schools, county normal schools, and private normal schools. In order to make the report as complete as possible, data are included in Tables 1 and 2 to show the additional number of students taking teacher-training work in high schools, and in colleges and universities.

Since 1926 the number of teachers colleges has been increased from 101 to 137, a large majority of the 36 additional schools having been transferred from the State normal school list. State normal schools have been reduced from 102 to 69 in number. Reports were received from 28 city normal schools, which is an increase of one over 1926. County normal schools, which numbered 108 two years ago, now number 46. In 1926, 64 private normal schools sent reports, and 59 reported in 1928.

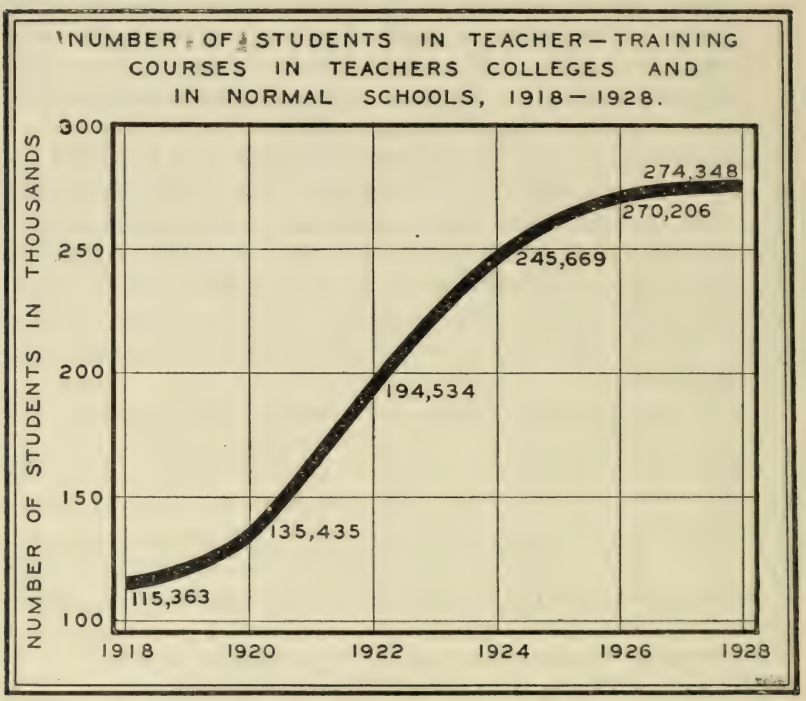
In 1920 the teachers colleges were training 40.4 per cent of all students in strictly teacher-training institutions, and in 1928 they were training 75.4 per cent. Students in State normal schools now represent 15.6 per cent of the total; those in city normal schools, 5.2 per cent; those in county normal schools, 0.5 per cent; and those in private normal schools, 3.4 per cent. The public teachers colleges and normal schools enroll 93 per cent of all students taking teacher-training work in the institutions represented in this presentation.

In 1918, men students represented 12 per cent of the total number taking teacher training in teachers colleges and normal schools. This percentage increased to 20 in 1926, and it is 19 for 1928. The number of men taking this training decreased from 54,221 in 1926 to 52,054 in 1928, while the number of women increased from 215,985 to 222,294 during the same period.

The rapid increases from year to year, which were noticed from 1918 to 1924 in the number taking teacher-training work, seem to be disappearing during more recent years. In 1918, 115,363 were taking teacher training, 135,435 in 1920, 194,534 in 1922, 245,669 in 1924, 270,206 in 1926, and 274,348 in 1928, not including those taking teacher training in high schools and in colleges and universities for

any year. These figures are shown graphically in Figure 1. The small increase from 1926 to 1928 is not influenced greatly by losses in the number of institutions reporting during this 2-year period. The loss of 62 county normal schools accounts for a loss of only 1,400 students.

If all institutions mentioned in Table 1 are included, 512,247 students are taking teacher training for 805,608 public-school positions and for a few others, which probably make a total of not more than 900,000 positions, or four prospective teachers for every seven positions. Many of those in training are no doubt already employed, but



are taking advantage of late spring terms and summer sessions in order to improve themselves for teaching service.

A casual survey of current literature in education would indicate an oversupply of teachers. No one, however, claims that there is an oversupply of well-trained teachers. A careful survey of the field would probably indicate that too many are entering the calling of teaching with inadequate preparation, especially in the elementary schools. In secondary schools it is possible that there are too many persons trained to teach certain subjects and too few trained to teach other subjects. These are problems which the State must solve, each for itself. Therefore we urge that either the State departments of

education or the organized teacher-training institutions of the State, or both in cooperation, undertake to ascertain the facts and develop policies.

Frequency and percentage distribution of 110,617 students in 111 teachers colleges and 58 normal schools, according to kind of work which they are preparing to do

NUMBER

Type and location of institution	Kindergarten	Grades 1, 2, and 3	Kindergarten-primary	Grades 4, 5, 6, 7, and 8	Grades 1 to 8	Total elementary and kindergarten	Rural	Junior high school	Regular and senior high school	High school	Total high school	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
All institutions reporting	1,527	16,919	5,845	28,157	14,060	66,508	8,671	10,708	16,795	7,935	35,438	110,617
Teachers colleges	1,199	12,390	4,424	19,275	9,297	46,585	7,395	7,654	16,630	7,211	3,149	85,475
Normal schools	328	4,529	1,421	8,882	4,763	19,923	1,276	3,054	165	724	3,943	25,142
In States with more than 60 per cent urban	563	4,375	4,463	10,775	6,275	26,450	1,152	3,880	4,223	3,803	11,906	39,509
In States with 30 to 60 per cent urban	778	5,679	893	8,707	5,163	21,220	4,302	4,167	8,039	3,436	15,642	41,164
In States with less than 30 per cent urban	186	6,865	489	8,675	2,622	18,837	3,217	2,661	4,533	696	7,890	29,944

PERCENTAGES

All institutions reporting	1.38	15.30	5.28	25.45	12.71	60.12	7.84	9.68	15.19	7.17	32.04	-------
Teachers colleges	1.40	14.50	5.18	22.55	10.88	54.50	8.65	8.95	19.46	8.44	36.85	-------
Normal schools	1.30	18.01	5.65	35.33	18.94	79.23	5.08	12.15	.66	2.88	15.69	-------
In States with more than 60 per cent urban	1.42	11.07	11.30	27.27	15.88	66.94	2.92	9.82	10.69	9.63	30.14	-------
In States with 30 to 60 per cent urban	1.89	13.80	2.17	21.15	12.54	51.55	10.45	10.12	19.53	8.35	38.00	-------
In States with less than 30 per cent urban	.62	22.93	1.63	28.97	8.76	62.91	10.74	8.89	15.14	2.32	26.32	-------

Each teacher-training institution was requested to show what its students were preparing to teach. Reports from 111 teachers colleges and from 58 State normal schools gave this information for 110,617 students, or more than 44 per cent of those enrolled in teacher-training work in these institutions. The foregoing table indicates how these students are divided as to kind of work they are preparing to do, type of institution attended, and composition of the population of their State with respect to urban and rural life.

The table shows that the institutions reporting upon this item are training 66,508 teachers for kindergarten and elementary work, 8,671 for rural-school positions, and 35,438 for high-school positions. If these same proportions hold for the 274,348 teacher-training students in all teachers colleges and normal schools, these institutions are training one teacher for every four elementary-school positions and one teacher for every two high-school positions. Since the colleges

and universities presumably are training chiefly for high-school positions, the differences are even greater than these rates indicate.

About 9 per cent of the students of teachers colleges are preparing to teach in junior high schools, and about 12 per cent of the normal-school students are preparing for this type of work. In teachers colleges 28 per cent are preparing for teaching in high schools other than junior high schools, and in normal schools 3.5 per cent are preparing for this type of teaching. The fact must not be overlooked that many of the teachers colleges are accredited colleges, and that they offer four years of work. The normal course is usually not that long.

In States with a large urban population less than 3 per cent of the students are preparing for rural school work, while in those States with a large rural population about 11 per cent are preparing to teach in rural schools. Since many of those preparing for grade teaching may finally take positions in rural schools, it is not possible to make a definite statement concerning the extent to which trained teachers are available for rural schools. There are approximately 160,000 one-room schools in use in this country, and possibly 275,000 rural-school teachers in one, two, and three room schools aside from those in consolidated, centralized, and village schools.

In States with a large urban population 30 per cent of the students are preparing for high-school teaching, and 26 per cent are preparing for this type of work in States with a large rural population.

The urban group has 1.4 per cent preparing to teach in kindergartens, and the rural group has but 0.6 per cent so occupied. The differences are even more significant for those preparing for kindergarten-primary work, being 11.3 per cent for those living in States largely urban and 1.6 per cent for those living in States largely rural in character.

Material from private normal schools is not included in the table, but these institutions report 21 students preparing for teaching in nursery schools, 90 in kindergartens, 2,237 in kindergarten-primary work, 226 in primary grades, 543 in other grades, 102 in rural schools, 27 in junior high schools, 223 in other high-school work, and 550 in physical-training schools and classes.

The teachers colleges included in this report offer four years of work above high-school graduation and grant degrees corresponding to first degrees granted by recognized colleges. Many of these institutions, however, offer one, two, and three year curricula in addition to the four-year college curriculum. During 1927–28 the teachers colleges granted certificates (not licenses to teach) to 6,283 for the completion of a one-year curriculum, to 20,792 for the completion of a two-year curriculum, to 2,892 for the completion of a three-year curriculum, to 1,099 for the completion of a four-year curriculum, and

graduated 8,179 from the four-year curriculum. All but 168 of those receiving certificates from the four-year curriculum were granted degrees. These figures indicate that the teachers colleges graduated or certified during the year 38,314 different persons trained for teaching work. In these institutions 16 per cent were certified after one year of training, 54 per cent after two years, 8 per cent after three years, and 22 per cent were either graduated or certified after four years of training.

The State normal schools certified 578 after one year of training, 7,775 after two years, 1,942 after three years, and 31 after four years of training. City normal schools certified 40 after one year of training, 1,141 after two years, and 3,370 after three years of training. County normal schools graduated 1,324 after one year of training. The private normal schools certified 50 after one year of training, 1,292 after two years, 1,103 after three years, and 115 after four years of training.

Of the 57,075 certified or graduated from these five types of teacher-training institutions, 8,275, or 14.5 per cent, were certified after one year of training; 31,000 or 54.3 per cent, after two years; 9,307, or 14.9 per cent, after three years; and 8,493 were certified or graduated, or 16.3 per cent, after four years of training. Of the total enrolled in these institutions, 274,348, 20.8 per cent, were either certified or graduated during the year. According to general practice, 48,750 of those certified would be eligible to teach in kindergartens, rural and graded schools, and 8,179, or those graduated from four-year curricula, would be qualified for teaching in high schools. The number certified would be sufficient to replace all public elementary teachers in 13 years, and the number graduated would be sufficient to replace all public high-school teachers in 21 years. If the 50,286 enrolled in teacher training in high schools were certified after one year of training, and the 118,733 taking teacher training in the regular sessions of colleges and universities were certified after four years of training, the elementary teachers now employed in public and private schools could be replaced in seven years, and the high-school teachers in five years.

Were laws and customs and practices modified so that vacancies which occur in the teaching force would be filled by teachers with professional training only, teachers with institutional certificates and diplomas need not wait long for opportunities of employment. Teacher-training institutions need to recognize the fact that elementary-school enrollments are not now increasing materially from year to year, and that increases in high-school enrollments are gradually becoming smaller, all of which will in time place a limit upon the number of teaching positions.

From data included in Table 3 total enrollments can be shown to have increased 1.15 per cent over 1926; enrollments in teacher train-

ing, 1.53 per cent; and receipts, 8.23 per cent. During this 2-year period expenditures increased from $61,811,149 to $64,349,498, or 4.11 per cent, and the value of property increased from $202,630,512 to $222,644,682, or 9.88 per cent. The value of buildings and grounds increased from $161,425,113 to $175,664,894; value of libraries, apparatus, and machinery, from $21,934,639 to $24,808,414; and endowment funds from $19,425,113 to $22,171,374.

When the regular and summer school enrollments are reduced to an average enrollment upon a 36-week basis, 16 teachers colleges with an enrollment of fewer than 400 students have an average per capita cost of $439.67 for current expenses; 40 schools having an enrollment between 400 and 799 have an average per capita cost of $355.37; 32 schools with an enrollment between 800 and 1,199 have $297.74; 12 schools between 1,200 and 1,599 have $233.51; 10 schools between 1,600 and 1,999 have $194.80; and 7 schools with an average annual enrollment of 2,000 and more have an average annual per capita cost of $236.46 for all current expenses.

Among State normal schools, 5 with an average annual enrollment of fewer than 200 students have an average per capita cost of $324.43 for the year for all current expenses; 20 schools with an enrollment between 200 and 399 have an average per capita cost of $373.03; 13 schools between 400 and 599 have $265.38; 7 schools between 600 and 799 have $304.21; 5 schools between 800 and 999 have $205.47; and 5 schools with an enrollment of 1,000 and more have an average per capita cost of $246.74.

The tables which follow are similar in content to those published in previous bulletins on teacher-training institutions. The following exceptions are noted: Date of establishment of institution and date of becoming a teachers college are given as furnished by the institution, the number of institutional certificates are given according to the number of years of training required for such certificate, and data are included to show the kind of work those in training are preparing to teach.

TABLE 1.—*Number of students in teacher-training courses, 1927–28*

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	90,380	196,648	42,734	14,154	42,541	387,882	100,998	9,188	4,024	512,247	327,288	805,608
Alabama	2,812	0	7,699	0	228	10,739	1,561	997	142	13,439	5,464	15,193
Arizona	582	1,708	0	0	7	2,297	0	0	1	2,298	1,482	2,568
Arkansas	977	2,057	54	0	340	3,428	593	0	100	4,121	2,300	12,434
California	7,561	8,424	0	0	1,042	17,027	5,241	216	84	22,568	17,250	32,285
Colorado	406	5,547	0	0	106	6,059	211	138	6	6,414	2,991	9,512
Connecticut	59	0	1,069	90	2,190	3,408	26	388	145	3,967	3,967	9,356
Delaware	548	0	0	0	8	556	0	0	0	556	269	1,398
District of Columbia	0	0	0	538	0	538	1,693	200	4	2,435	1,920	2,578
Florida	2,929	0	0	0	293	3,222	377	0	13	3,612	1,555	11,150
Georgia	3,351	1,273	1,243	132	352	6,351	1,352	-----	183	7,886	4,386	17,881
Idaho	790	0	1,519	0	39	2,348	136	237	1	2,722	1,756	4,330
Illinois	1,912	11,753	0	2,964	1,883	18,512	4,517	887	532	25,128	17,376	44,572
Indiana	3,008	5,601	0	0	547	9,156	4,032	175	139	15,888	9,738	20,915
Iowa	3,412	5,716	0	0	3,044	12,172	2,438	29	61	14,700	9,885	25,616
Kansas	1,621	8,058	0	0	1,974	11,653	2,431	0	28	14,112	8,025	18,960
Kentucky	1,300	8,286	222	243	338	10,389	1,459	0	117	11,965	8,678	15,917
Louisiana	1,270	2,058	42	281	719	4,370	1,375	0	116	5,861	3,975	11,727
Maine	57	875	1,569	23	118	2,642	602	0	81	3,325	2,033	6,157
Maryland	175	0	1,311	87	235	1,808	628	0	15	2,451	2,117	7,834
Massachusetts	57	3,090	1,909	22	3,743	8,821	3,084	1,982	179	14,066	11,244	24,450
Michigan	1,334	13,910	0	0	1,411	17,291	926	0	159	18,376	12,412	30,327
Minnesota	3,083	4,498	887	0	606	9,074	861	425	37	10,397	6,813	22,080
Mississippi	1,185	1,756	272	0	228	3,441	1,431	310	39	5,221	3,488	13,902
Missouri	1,830	11,204	0	765	1,694	15,493	2,291	0	33	17,817	9,840	24,151
Montana	551	0	1,086	0	367	2,004	87	0	16	2,107	1,515	5,926
Nebraska	1,415	5,377	0	0	3,267	10,059	1,589	298	158	12,104	7,892	14,216
Nevada	385	0	0	0	2	387	0	0	0	387	379	786
New Hampshire	434	853	336	13	0	1,636	200	0	56	1,892	1,188	2,908
New Jersey	670	747	3,267	212	4,162	9,058	445	332	161	9,996	8,926	23,712
New Mexico	579	1,273	34	0	55	1,941	0	0	52	1,993	777	3,160
New York	3,678	3,727	8,087	7,498	2,151	25,141	19,359	1,271	323	46,094	34,046	66,854
North Carolina	2,927	1,923	1,614	0	206	6,670	2,732	6	73	11,107	6,412	23,596
North Dakota	615	4,609	608	0	419	6,251	252	0	15	6,518	3,848	8,273
Ohio	7,664	6,370	0	277	1,358	15,768	6,671	335	79	22,853	12,428	39,710
Oklahoma	3,221	14,024	0	0	219	17,464	1,247	0	9	18,720	9,321	18,422
Oregon	1,676	0	2,788	0	28	4,492	289	333	11	5,125	3,979	7,940
Pennsylvania	2,399	12,260	1,422	802	5,178	22,061	11,794	302	72	34,229	22,248	54,129
Rhode Island	100	890	0	0	38	1,028	435	0	8	1,471	1,172	3,393
South Carolina	1,010	108	0	0	121	1,239	3,724	63	54	5,080	3,707	12,846
South Dakota	670	3,425	0	0	423	4,518	499	32	93	5,142	2,943	8,087
Tennessee	1,334	6,436	0	0	900	8,670	2,366	11	134	15,203	9,258	17,448
Texas	5,123	19,412	0	0	959	25,494	7,152	0	243	32,889	19,867	37,940
Utah	1,997	0	0	0	64	2,061	775	43	0	2,879	1,617	4,082
Vermont	1,233	0	125	0	90	1,448	692	0	18	2,158	922	2,594
Virginia	3,266	5,691	0	207	279	9,443	1,045	0	58	11,987	5,448	16,118
Washington	2,720	0	3,744	0	94	6,558	446	178	13	7,195	5,437	10,282
West Virginia	1,336	4,481	1,827	0	336	7,980	804	0	3	8,787	5,545	14,845
Wisconsin	4,192	9,228	0	0	491	13,911	1,130	0	158	15,199	9,082	19,952
Wyoming	926	0	0	0	189	1,115	0	0	2	1,117	457	3,096

[1] Students in county normals included in column 7 as follows: 636 in Michigan, 99 in Ohio, and 690 in Wisconsin.

[2] Students in private teachers colleges as follows: 680 in Illinois, 2,386 in Indiana, 1,626 in North Carolina, 4,022 in Tennessee, and 1,441 in Virginia, included in column 11; and their regular students, 512 in Illinois, 1,390 in Indiana, 293 in North Carolina, 1,289 in Tennessee, and 219 in Virginia, included in column 12.

[3] Number of students registered in education used in 11 institutions out of 97.

[4] Out of 528 institutions, 106 not reporting.

TABLE 2.—*Students in teacher-training courses in universities and colleges and in public high schools, 1927–28*

State	In universities and colleges under public control		In universities and colleges under private control		In public high schools			
					Students		Graduates	
	Men	Women	Men	Women	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9
Continental United States	22,915	67,465	25,338	75,660	8,494	34,047	2,645	12,218
Alabama	748	2,064	357	1,204	42	186	9	17
Arizona	157	425	0	0	5	2	0	0
Arkansas	307	670	117	476	103	237	31	89
California	895	6,666	1,963	3,278	254	788	52	158
Colorado	195	211	4	207	28	78	13	47
Connecticut	24	35	26	0	318	1,872	72	428
Delaware	39	509	0	0	1	7	0	0
District of Columbia	0	0	329	1,364	0	0	0	0
Florida	750	2,179	72	305	31	262	14	100
Georgia	353	2,998	233	1,119	98	254	54	175
Idaho	330	460	37	99	9	30	2	11
Illinois	1,042	870	1,255	3,262	528	1,355	119	228
Indiana	956	2,052	1,524	2,508	230	317	38	43
Iowa	1,214	2,198	765	1,673	203	2,841	114	1,366
Kansas	547	1,074	604	1,827	296	1,678	166	1,109
Kentucky	270	1,030	428	1,031	77	261	15	43
Louisiana	414	856	273	1,102	77	642	18	149
Maine	17	40	238	364	18	100	----	4
Maryland	58	117	44	584	65	170	26	77
Massachusetts	39	18	1,193	1,891	337	3,406	110	914
Michigan	440	894	234	692	545	866	140	341
Minnesota	583	2,500	262	599	41	565	25	402
Mississippi	257	928	204	1,227	75	153	52	80
Missouri	650	1,180	546	1,745	334	1,360	160	670
Montana	125	426	34	53	7	360	5	104
Nebraska	225	1,190	462	1,127	428	2,839	190	1,280
Nevada	57	328	0	0	0	2	0	0
New Hampshire	196	238	200	0	0	0	0	0
New Jersey	195	475	70	375	767	3,395	115	1,039
New Mexico	119	460	0	0	15	40	2	13
New York	306	3,372	4,604	14,755	257	1,894	65	549
North Carolina	489	2,438	577	2,155	29	177	7	88
North Dakota	157	458	74	178	94	325	52	170
Ohio	1,978	5,686	1,652	5,019	362	996	211	434
Oklahoma	917	2,304	170	1,077	83	136	17	34
Oregon	450	1,226	126	163	4	24	2	9
Pennsylvania	681	1,718	3,022	8,772	1,591	3,587	345	808
Rhode Island	56	44	114	321	0	38	0	30
South Carolina	136	874	307	3,417	36	85	3	33
South Dakota	285	385	111	388	57	366	18	151
Tennessee	272	1,062	661	1,705	348	552	181	304
Texas	1,396	3,727	1,219	5,933	391	568	81	110
Utah	534	1,463	205	570	21	43	5	24
Vermont	120	1,113	117	575	4	86	1	44
Virginia	1,214	2,052	237	808	38	241	12	85
Washington	932	1,788	128	318	18	76	3	11
West Virginia	433	903	279	525	110	226	27	95
Wisconsin	1,121	3,071	261	869	97	394	58	234
Wyoming	236	690	0	0	22	167	15	118

TABLE 3.—*Review of statistics of all teachers colleges and normal schools, 1900–1928*

Item	1899–1900	1909–10	1914–15	1919–20	1925–26	1927–28
1	2	3	4	5	6	7
Schools reporting	305	264	273	371	402	339
Instructors:						
a. Total in all courses—						
Men	1,856	2,195	2,506	3,560	5,774	5,831
Women	2,511	3,719	4,370	6,027	8,457	8,631
Total	4,367	5,914	6,876	9,587	14,231	14,462
b. In normal courses—						
Men	1,466	1,360	1,740	(1)	5,005	5,002
Women	1,617	2,400	3,165	(1)	7,503	7,428
Total	3,083	3,760	4,905	(1)	12,508	12,430
Students enrolled:						
a. Total in all courses—						
Men	47,906	37,823	27,370	29,149	63,993	61,573
Women	68,778	94,615	91,590	133,647	230,071	235,857
Total	116,684	132,438	118,960	162,796	294,064	297,430
b. In normal courses—						
Men	24,157	19,746	19,978	19,110	54,221	52,054
Women	45,394	68,815	80,347	116,325	215,985	222,294
Total	69,551	88,561	100,325	135,435	270,206	274,348
Graduates from nondegree normal courses: [2]						
Men	2,989	2,151	2,772	2,151	6,263	6,521
Women	8,370	13,279	19,172	18,861	41,047	43,106
Total	11,359	15,430	21,944	21,012	47,310	49,627
Enrollment in model schools	35,397	66,180	52,605	92,146	73,092	71,685
Volumes in libraries	807,963	1,521,528	1,672,462	2,385,238	3,225,994	3,536,032
Receipts for the year:						
a. From State, city, and county for improvements	$718,507	$2,635,838	$1,957,199	$4,245,667	$8,960,352	$11,127,979
b. From State, city, and county for current expenses	2,782,123	6,675,152	8,769,258	15,424,586	27,634,814	32,112,330
c. Total receipts from State, city, and county	3,500,630	9,310,990	10,737,325	19,670,253	[2]36,595,166	[3]43,240,309
Total receipts, all sources	5,231,856	14,688,220	15,875,438	31,395,389	[3]64,693,494	[4]70,016,988
Average receipts per school [5]	$17,154	$55,637	$67,844	$91,532	$189,162	$229,564
Average number of students per school [5]	382	502	436	439	732	877
Average number of students in normal courses per school [5]	228	335	367	365	672	809
Average number of students per instructor [5]	26.7	22.4	17.3	17.0	20.7	20.6
Percentage of all students who were in normal courses	59.7	66.9	84.3	83.2	91.9	92.2

[1] No data.
[2] For 1928, 2,781 and 5,398 degrees granted to men and women, respectively.
[3] Usable data not obtained from city normal schools.
[4] Expenditure figures used for city normal schools.
[5] These averages include only the schools which report both items.

TABLE 4.—*Teachers colleges—Instructors and graduates, 1927–28*

[Includes 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						Institutional certificates in teacher-training courses granted from curricula of—								Degrees conferred	
				In regular session		In summer session		Total excluding duplicates		1 year		2 years		3 years		4 years			
		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
Continental United States	137	4,286	5,372	2,819	3,963	3,176	3,204	3,860	4,883	1,366	4,717	2,387	18,405	579	2,313	373	726	2,781	5,398
Arizona	2	53	45	31	44	33	6	52	45			79	277	1	1	5	7	8	17
Arkansas	1	29	28	23	21	29	24	29	28									30	40
California	7	230	254	124	169	86	70	169	205	2	131	37	30	31	619	28	72	82	226
Colorado	3	111	99	78	70	91	79	111	99			29	578					63	192
Georgia	3	23	79	13	45	7	10	14	50			3	229			5	3	5	37
Illinois	6	221	314	154	243	189	218	219	297		195	187	1,294	11	160		49	127	177
Indiana	4	154	163	95	117	118	107	133	160			102	744					141	189
Iowa	1	86	126	70	117	82	73	86	126	3	41	33	478		32			84	143
Kansas	3	165	163	134	131	160	158	164	163	19	133	150	816					199	315
Kentucky	4	139	150	108	120	126	98	137	136	153	306	88	295	17	72	12	38	78	148
Louisiana	1	41	49	36	46	35	42	41	49			11	254					39	86
Maine	1	7	25	4	18	6	9	7	25			13	168						8
Massachusetts	5	53	142	47	124	6	7	51	128		5		376	3	266			10	216
Michigan	5	285	456	216	359	192	257	282	437	21	218	274	2,023	23	137	21	11	233	359
Minnesota	5	65	146	54	131	53	87	64	145	11	64	78	926					10	20
Mississippi	2	28	41	19	30	28	41	28	41	7	128			5	16			29	45
Missouri	7	238	232	161	170	209	208	221	227	59	414	93	805		2	61	200	257	575
Nebraska	4	92	122	77	108	88	118	92	122	74	316	75	362					88	94
New Hampshire	1	15	24	14	24	6	14	14	24				106	11	70			3	6
New Jersey	1	10	47	9	45			9	45			8	200	4	22			6	9
New Mexico	2	46	42	17	26	32	35	32	35	22	34	15	43	6	24			17	31
New York	2	70	119	52	78	42	18	70	82	22	2	25		19	195			35	278
North Carolina	3	68	92	32	66	60	77	68	92				340					1	73
North Dakota	4	80	147	52	102	65	102	74	142	5	55	101	741	5	1	14	17	35	46
Ohio	3	207	171	53	59	120	73	128	115			18	710		41			42	107

Oklahoma	7	352	215	152	136	296	174	321	205	469	976	532	1,375	------	------	74	101	276	386
Pennsylvania	11	232	467	199	384	164	243	224	426	------	------	92	2,506	135	271	18	31	87	99
Rhode Island	1	12	63	11	62	9	4	12	62	------	------	------	------	------	------	------	------	2	38
South Carolina	1	43	37	18	7	------	------	18	7	------	------	6	31	------	------	------	------	24	5
South Dakota	4	95	115	60	81	63	61	87	107	48	455	30	282	------	------	10	12	45	64
Tennessee	5	189	148	122	93	185	134	185	135	4	130	------	20	------	------	------	------	247	497
Texas	9	360	400	264	248	307	289	326	325	412	855	264	749	104	117	124	182	274	383
Virginia	6	178	270	70	169	69	127	104	239	------	7	4	612	------	------	------	------	11	251
West Virginia	3	83	69	45	46	59	36	65	57	------	------	21	309	------	------	------	------	55	107
Wisconsin	10	226	312	205	274	161	205	223	302	35	252	19	726	204	267	1	3	138	131
Private teachers colleges only (included above)																			
Illinois	1	8	53	7	34	4	22	8	36	------	195	------	302	------	140	------	49	------	16
Indiana	2	33	51	13	48	12	33	13	48	------	------	57	381	------	------	------	------	47	50
North Carolina	1	36	47	5	26	36	47	36	47	------	------	------	86	------	------	------	------	------	21
Tennessee	1	106	63	55	30	106	63	106	63	------	------	------	------	------	------	------	------	179	355
Virginia	1	104	71	28	27	29	45	47	58	------	7	2	29	------	------	------	------	9	11
Total	6	287	285	108	165	187	210	210	252	------	202	59	798	------	140	------	49	235	453
Colored only (included above)																			
Missouri	1	18	10	3	5	3	2	3	5	------	6	------	27	------	2	------	------	2	3
North Carolina	1	19	18	14	13	11	8	19	18	------	------	------	27	------	------	------	------	1	12
Oklahoma	1	36	17	6	4	24	10	25	10	------	------	10	96	------	------	------	------	11	2
South Carolina	1	43	37	18	7	------	------	18	7	------	------	6	31	------	------	------	------	24	5
Tennessee	1	18	16	13	14	17	15	17	16	4	130	------	20	------	------	------	------	15	26
Texas	1	43	73	19	16	19	16	19	16	41	99	15	67	27	21	20	42	17	33
Virginia	2	127	110	33	44	33	57	53	79	------	7	4	69	------	------	------	------	11	29
Total	8	304	281	106	103	107	108	154	151	45	242	35	337	27	23	20	42	81	110

TABLE 5.—*Teachers colleges—Students, 1927–28*

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		Elementary grades	High school
1	2	3	4	5	6	7	8	9	10	11	12
Continental United States	49,165	169,954	26,578	85,972	23,877	98,144	43,749	163,050	61,090	33,580	14,484
Arizona	376	1,342	269	743	110	564	370	1,338	76	1,172	19
Arkansas	760	1,297	315	590	493	1,098	760	1,297	6,383	139	85
California	[1] 2,497	[1] 8,652	662	4,171	404	2,970	[1] 1,093	[1] 7,331	337	1,792	179
Colorado	998	4,631	490	1,980	453	2,761	936	4,611	3,632	302	359
Georgia	75	1,456	20	878	29	352	49	1,224	60	339	47
Illinois	2,744	10,252	1,493	4,707	1,625	6,780	2,550	9,883	2,461	2,673	959
Indiana	2,147	5,840	1,303	3,052	1,334	3,762	2,147	5,840	3,822	290	120
Iowa	974	4,742	658	2,016	422	3,176	974	4,742	641	212	150
Kansas	2,293	6,254	1,318	2,383	1,068	4,395	2,027	6,031	3,054	762	546
Kentucky	2,564	5,960	1,835	4,093	1,411	3,877	2,443	5,843	4,787	989	454
Louisiana	275	1,783	167	1,005	173	898	275	1,783	573	536	298
Maine	70	805	48	401	29	416	70	805		196	
Massachusetts	218	2,872	98	2,612	120	260	218	2,872	1,605	1,257	17
Michigan	3,461	10,722	2,371	6,474	1,372	5,673	3,309	10,601	5,607	2,903	1,495
Minnesota	492	4,015	375	2,390	145	2,102	489	4,009	116	1,251	87
Mississippi	326	1,430	150	987	226	875	326	1,430		226	163
Missouri	2,970	8,669	1,543	3,680	1,663	5,700	2,805	8,399	3,265	836	966
Nebraska	1,449	4,054	815	1,702	771	2,811	1,396	3,981	842	607	403
New Hampshire	105	748	83	500	22	248	105	748			
New Jersey	61	686	61	686			61	686	25	232	
New Mexico	367	1,026	147	304	213	781	326	947	740	239	411
New York	461	3,266	295	2,020	216	1,448	461	3,266	1,471	279	244
North Carolina	75	3,572	3	1,238	72	2,520	75	3,474	270	261	86
North Dakota	833	3,891	451	1,996	427	2,491	765	3,844	440	486	160
Ohio	1,099	5,271	375	1,744	873	4,180	1,099	5,271	5,799	850	902
Oklahoma	4,206	10,583	2,044	4,307	2,689	7,438	3,973	10,051	4,632	1,047	1,062
Pennsylvania	2,469	9,905	1,526	6,978	1,137	4,569	2,448	9,812	1,686	5,267	732
Rhode Island	43	847	10	581	34	293	43	847	1,549	332	65
South Carolina	326	656	31	77			31	77	17	117	
South Dakota	691	2,965	434	1,216	254	1,781	645	2,776	544	771	219
Tennessee	2,373	8,398	1,431	4,512	1,398	5,554	2,273	8,185	1,373	1,263	999
Texas	5,157	15,226	3,002	6,552	2,701	9,651	4,812	14,600	2,611	1,439	998
Virginia	1,028	7,278	138	3,474	274	3,670	395	6,737	948	2,217	1,664
West Virginia	1,791	4,508	593	2,301	407	1,887	841	3,640	785	140	55
Wisconsin	3,391	6,352	2,024	3,622	1,312	3,163	3,159	6,069	939	2,158	540
Private teachers colleges only (included above)											
Illinois		743		512		210		680		346	
Indiana	435	1,951	260	1,130	175	821	435	1,951	150	71	
North Carolina	50	1,674		293	50	1,392	50	1,576		51	86
Tennessee	946	3,076	298	991	694	2,143	946	3,076	1,350	245	370
Virginia	665	1,233	81	138	186	1,036	267	1,174	92	329	201
Total	2,096	8,677	639	3,064	1,105	5,602	1,698	8,457	1,592	1,042	657
Colored only (included above)											
Missouri	97	193	12	69	10	75	22	144	48	43	165
North Carolina	25	594	3	178	22	416	25	594	270		
Oklahoma	208	817	113	204	95	613	208	817	143	20	191
South Carolina	326	656	31	77			31	77	17	117	
Tennessee	343	1,193	177	393	102	722	243	980		21	487
Texas	428	1,854	131	433	47	1,052	168	1,389		61	32
Virginia	958	2,455	138	413	209	1,526	330	1,924	305	963	619
Total	2,385	7,762	605	1,767	485	4,404	1,027	5,925	783	1,225	1,494

[1] Including students in extra-hour classes.

TABLE 6.—*Teachers colleges—Property, 1927–28*

State	Schools reporting	Bound volumes in library	Value of property			
			Library, apparatus, machinery, and furniture	Grounds and buildings	Endowment funds	Total, including endowments
1	2	3	4	5	6	7
Continental United States	136	2,574,342	$18,673,751	$115,708,526	$14,706,748	$149,089,025
Arizona	2	30,642	350,000	1,785,000		2,135,000
Arkansas	1	10,495	87,625	446,000		533,625
California	7	157,512	711,114	3,846,390		4,557,504
Colorado	3	85,000	657,687	1,930,920		2,588,607
Georgia	3	27,235	160,000	1,065,000	15,000	1,240,000
Illinois	6	171,441	929,140	4,989,157	6,697	5,924,994
Indiana	4	141,475	589,742	3,721,859	22,926	4,334,527
Iowa	1	92,806	430,857	1,723,820		2,154,677
Kansas	3	110,780	736,136	4,954,201	250,000	5,940,337
Kentucky	4	57,826	514,413	4,459,626		4,974,039
Louisiana	1	28,595	381,453	983,064		1,364,517
Maine	1	4,700	11,000	300,000		311,000
Massachusetts	4	46,250	162,000	2,270,460		2,432,460
Michigan	5	155,910	1,045,791	4,719,428		5,765,219
Minnesota	5	72,711	269,639	2,713,754		2,983,393
Mississippi	2		232,927	1,116,885		1,349,812
Missouri	7	177,665	752,200	7,213,058		7,965,258
Nebraska	4	90,185	597,150	3,475,000		4,072,150
New Hampshire	1	4,500	240,000	825,000		1,065,000
New Jersey	1	6,500	48,000	708,000		756,000
New Mexico	2	19,125	103,500	757,500		861,000
New York	2	21,756	216,200	2,675,000		2,891,200
North Carolina	3	23,300	618,231	3,241,864		3,860,095
North Dakota	4	45,847	583,994	2,270,464	650,000	3,504,458
Ohio	3	73,675	394,711	3,937,705		4,332,416
Oklahoma	7	92,000	625,144	3,235,148		3,860,292
Pennsylvania	11	157,597	1,782,093	12,166,396		13,948,489
Rhode Island	1	32,744	125,000	2,160,000		2,285,000
South Carolina	1	5,000	174,150	829,903		1,004,053
South Dakota	4	46,079	458,761	1,652,990	375,000	2,486,751
Tennessee	5	77,345	581,550	6,714,000	4,133,000	11,428,550
Texas	9	142,826	1,236,172	5,580,726		6,816,898
Virginia	6	120,137	1,046,072	6,239,065	9,254,125	16,539,262
West Virginia	3	36,700	215,000	4,205,000		4,420,000
Wisconsin	10	207,983	1,606,299	6,796,143		8,402,442
Private teachers colleges only (included above)						
Illinois	1	5,896	87,273	709,427	6,697	803,397
Indiana	2	10,500	30,376	312,988	22,926	366,290
North Carolina	1	9,000	101,290	866,000		967,290
Tennessee	1	44,000	314,000	3,020,000	4,133,000	7,467,000
Virginia	1	64,738	339,792	2,067,253	9,081,969	11,489,014
Total	6	134,134	872,731	6,975,668	13,244,592	21,092,991
Colored only (included above)						
Missouri	1	9,800	50,000	75,000		125,000
North Carolina	1	5,000	64,430	541,891		606,321
Oklahoma	1	4,000	75,000	326,400		401,400
South Carolina	1	5,000	174,150	829,903		1,004,053
Tennessee	1	4,000	65,550	769,000		834,550
Texas	1	8,000	237,482	900,739		1,138,221
Virginia	2	74,788	535,972	2,843,065	9,254,125	12,633,162
Total	8	110,588	1,202,584	6,285,998	9,254,125	16,742,707

TABLE 7.—*Teachers colleges—Receipts, 1927–28*

State	Schools reporting	From productive funds	From public funds		From students' fees		From all other sources	Total receipts
			For increase of plant	For current expenses	Tuition, etc.	Board, room, etc.		
1	2	3	4	5	6	7	8	9
Continental United States	136	$716,108	$9,168,736	$24,845,760	$4,845,404	$7,049,600	$4,364,875	$50,990,483
Arizona	2		131,488	332,131	14,821	110,264		588,704
Arkansas	1		20,720	120,000	98,290	25,631		264,641
California	7		614,650	1,437,371	48,839		1,712	2,102,572
Colorado	3		54,210	526,002	170,516		6,937	757,665
Georgia	3	1,000		225,038	27,737	50,141	13,247	317,163
Illinois	6	173	889,031	1,408,109	282,366	371,657	109,043	3,060,379
Indiana	4	981	275,000	646,035	381,544	81,434	89,277	1,474,271
Iowa	1		10,000	608,500	263,668	151,798	42,438	1,076,404
Kansas	3	16,349	332,152	831,530	388,980	158,421	13,422	1,740,854
Kentucky	4		613,836	1,097,959	183,290	156,686	265,302	2,317,073
Louisiana	1		169,870	263,147	28,517	252,178	2,738	716,450
Maine	1			42,280		57,908		100,188
Massachusetts	4		101,330	693,694	18,940	214,225	7,360	1,035,549
Michigan	5		487,366	2,487,295	123,246		17,129	3,115,036
Minnesota	5		60,500	658,026	53,909	43,087	13,655	829,177
Mississippi	2		135,000	157,839	46,547	142,356	17,964	499,706
Missouri	7		33,101	1,347,931	349,182	177,138	93,308	2,000,660
Nebraska	4		50,000	709,000	77,634	169,454	8,865	1,014,953
New Hampshire	1		37,500	90,000	37,702	98,663	18,386	282,251
New Jersey	1		10,000	250,749		83,244		343,993
New Mexico	2		160,000	185,733	41,201	38,858	24,019	449,811
New York	2		244,471	438,533			64,902	747,906
North Carolina	3		372,068	208,395	45,151	205,883	102,000	933,497
North Dakota	4	35,019	29,553	273,909	151,155	196,420	30,437	716,493
Ohio	3		442,515	805,618	154,410	162,985	9,863	1,575,391
Oklahoma	7		623,250	1,060,250	189,313	61,147	86,135	2,020,095
Pennsylvania	11		769,864	1,906,830	406,159	2,297,133	95,408	5,475,394
Rhode Island	1		220,000	161,640	9,665			391,305
South Carolina	1		9,500	112,836	15,604	766	63,303	202,009
South Dakota	4	42,908	86,462	431,380	110,697	43,998	11,138	726,583
Tennessee	5	145,000	688,000	480,000	345,564	406,928	1,704,306	3,769,798
Texas	9		470,352	2,019,722	390,769	185,853	207,140	3,273,836
Virginia	6	474,678	336,133	429,606	194,192	879,401	1,221,256	3,535,266
West Virginia	3		60,000	447,000	124,167	114,809	19,085	765,061
Wisconsin	10		630,814	1,951,672	71,629	111,134	5,100	2,770,349
Private teachers colleges only (included above)								
Illinois	1	173			158,361	171,146	58,756	388,436
Indiana	2	981			156,081	32,747	19,497	209,306
North Carolina	1				33,241		100,000	133,241
Tennessee	1	145,000			294,000	42,000	1,636,000	2,117,000
Virginia	1	442,065			17,636	183,290	1,067,597	1,710,588
Total	6	588,219			659,319	429,183	2,881,850	4,558,571
Colored only (included above)								
Missouri	1		5,248	132,413	6,715	30,414	6,950	181,740
North Carolina	1		55,000	43,395	9,080	33,358	2,000	142,833
Oklahoma	1		75,000	107,500	12,153	41,638	35,758	272,049
South Carolina	1		9,500	112,836	15,604	766	63,303	202,009
Tennessee	1		60,000	105,000	14,809	112,951	48,213	340,973
Texas	1		86,817	184,352	40,887	155,533	152,351	619,940
Virginia	2	474,678	133,008	107,270	40,017	218,754	1,106,356	2,080,083
Total	8	474,678	424,573	792,766	139,265	593,414	1,414,931	3,839,627

TABLE 8.—*Teachers colleges—Expenditures, 1927–28*

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	137	$466,848	$737,675	$1,484,547	$19,305,805	$1,314,251	$7,952,658	$2,107,255	$1,959,184	$368,286	$35,984,358	$9,558,348
Arizona	2	4,468	11,000	7,294	193,931	28,194	134,290	28,913	19,245	9,391	436,726	154,304
Arkansas	1	2,700	5,000	6,000	125,000	3,000	35,000	21,300	58,833	3,000	259,833	20,700
California	7	20,479	46,200	63,528	983,601	62,999	152,146	30,624	15,750		1,375,327	255,248
Colorado	3	7,367	19,750	96,515	402,668	37,531	60,727	23,413	28,372	7,838	684,181	73,187
Georgia	3		8,967	4,950	183,968	2,640	74,948	18,865	3,290	5,232	302,860	
Illinois	6	29,066	42,000	42,988	1,074,988	67,842	491,947	101,242	89,080	42,118	1,981,271	337,820
Indiana	4	34,009	21,625	88,720	641,708	20,354	161,330	30,390	128,259	14,457	1,140,852	354,014
Iowa	1	12,700	8,000	54,400	569,450	23,000	232,590	33,840	68,200		1,002,180	16,000
Kansas	3	24,000	19,500	19,220	738,298	23,238	214,087	219,491	83,003		1,340,837	257,877
Kentucky	4	15,125	20,250	120,510	572,865	22,503	272,382	49,017	91,589	52,704	1,216,945	1,047,669
Louisiana	1	7,815	6,000	11,720	223,367	8,148	250,625	16,077	15,230	6,672	545,654	174,446
Maine	1		3,600	1,040	27,203	1,408	57,906		568		91,725	
Massachusetts	5		20,325	17,615	482,075	43,292	409,935	48,024	6,393	7	1,027,666	3,000
Michigan	5	5,000	34,000	114,133	1,857,351	87,604	264,383	52,630	74,882	11,072	2,501,055	496,591
Minnesota	5	13,890	27,058	69,740	481,154	43,010	117,560	55,365	11,274	655	819,706	77,577
Mississippi	2	8,628	9,600	21,247	133,462	1,967	62,961	10,111	26,069		274,045	135,000
Missouri	7	30,900	36,000	43,601	903,433	49,839	286,330	139,348	94,951	45,916	1,630,318	110,454
Nebraska	4		21,200	35,910	394,900	54,582	274,424	47,145	64,521		[1] 1,133,682	95,200
New Hampshire	1	5,231	4,000	5,183	86,529	15,636	110,995	6,200	262	14,940	248,976	21,032
New Jersey	1	4,000	6,500	11,358	140,965	24,801	36,619	19,399	6,400	2,962	253,004	9,699
New Mexico	2	6,830	10,000	8,582	129,590	27,374	60,277	16,684	15,367	3,873	278,577	204,199
New York	2	1,700	13,250	24,992	368,967	17,121	45,212	7,939	18,962	3,392	501,535	246,371
North Carolina	3	20,675	14,600	12,774	203,132	11,977	193,080	11,240	5,528	4,689	477,695	356,291
North Dakota	4	5,480	14,700	38,011	341,598	25,635	196,291	69,126	80,984	20,940	792,765	43,955
Ohio	3	17,300	20,000	35,428	479,722	29,429	224,724	34,598	68,754	6,054	916,009	296,157

[1] Includes $241,000 undistributed.

TABLE 8.—*Teachers colleges—Expenditures, 1927–28*—Continued

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
Oklahoma	7	$15,710	$35,000	$32,017	$709,172	$58,219	$137,307	$116,544	$93,538	$9,122	$1,206,629	$741,787
Pennsylvania	11	67,091	72,050	128,347	1,648,169	139,101	1,512,441	217,882	190,234	27,771	4,003,086	1,068,043
Rhode Island	1	----------	5,000	3,136	116,639	8,044	27,822	----------	----------	----------	160,641	220,000
South Carolina	1	----------	3,600	4,300	75,000	20,000	22,203	10,000	12,500	5,500	153,103	20,000
South Dakota	4	20,450	22,000	18,110	380,913	25,283	115,631	27,175	24,630	3,040	637,232	88,339
Tennessee	5	9,705	18,100	23,377	618,855	40,841	333,322	223,299	31,294	8,886	1,307,679	861,899
Texas	9	20,787	38,000	124,179	1,593,160	116,179	295,330	185,808	311,193	1,706	[2] 2,733,191	522,125
Virginia	6	33,350	23,800	100,324	702,581	79,542	654,667	113,695	104,632	47,804	1,860,395	475,752
West Virginia	3	3,192	16,000	28,173	335,640	10,014	154,592	26,955	38,439	----------	613,005	311,994
Wisconsin	10	19,200	61,000	67,125	1,385,751	83,904	278,574	94,916	76,958	8,545	2,075,973	461,618
Private teachers colleges only (included above)												
Illinois	1	9,050	4,500	15,773	89,878	34,505	69,799	3,770	22,227	42,118	291,620	14,969
Indiana	2	3,977	8,200	19,867	126,715	1,342	13,143	2,532	31,038	943	207,757	----------
North Carolina	1	1,200	3,600	----------	56,200	3,500	25,310	----------	2,000	----------	91,810	327
Tennessee	1	----------	----------	----------	305,000	----------	40,000	171,000	----------	----------	516,000	237,000
Virginia	1	----------	----------	64,976	275,084	30,802	208,970	40,930	----------	4,223	624,985	57,186
Total	6	14,227	16,300	100,616	852,877	70,149	357,222	218,232	55,265	47,284	1,732,172	309,482
Colored only (included above)												
Missouri	1	----------	4,000	14,710	62,268	1,550	35,942	55,137	5,628	----------	179,285	----------
North Carolina	1	7,067	3,000	1,804	26,603	955	37,770	5,532	1,603	1,499	85,833	38,897
Oklahoma	1	----------	4,000	5,666	63,185	2,914	52,147	35,000	4,766	----------	167,678	90,299
South Carolina	1	----------	3,600	4,300	75,000	20,000	22,203	10,000	12,500	5,500	153,103	20,000
Tennessee	1	2,580	4,000	1,920	52,135	22,881	75,074	11,849	2,592	1,920	174,951	79,435
Texas	1	----------	3,000	36,211	116,638	52,217	92,953	7,847	194,246	----------	503,112	98,960
Virginia	2	7,850	3,600	71,878	348,037	44,166	225,817	55,703	22,091	4,807	783,949	230,855
Total	8	17,497	25,200	136,489	743,866	144,683	541,906	181,118	243,426	13,726	2,047,911	558,446

[2] Includes $46,849 undistributed.

TABLE 9.—*State normal schools—Instructors and graduates, 1927–28*

State	Schools reporting	Instructors in all courses, excluding duplicates		Instructors in normal courses						Graduates in 1928 from curricula of—							
				Regular session		Summer session		Total, excluding duplicates		1 year		2 years		3 years		4 years	
		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
Continental United States	69	796	1,715	488	1,119	493	690	676	1,385	43	535	702	7,073	311	1,631	4	27
Alabama	7	100	189	47	111	79	157	81	177			119	616				
Arkansas	1	10	11		3		3		3			2	6				
Connecticut	4	19	161	12	43			12	43				489				
Georgia	3	29	55	18	26	16	30	25	40	11	19	19	70				
Idaho	2	31	44	19	27	26	32	28	32			57	296				
Kentucky	1	20	16	15	13	7	5	20	16			14	19				
Louisiana	1	21	11	8	6			8	6				14				
Maine	5	30	79	19	48	17	25	29	66	1	27	29	378	12	14		
Maryland	4	16	67	11	61	11	18	15	65			42	448				
Massachusetts	5	52	152	27	89	30	33	47	116			2	507	26	16	1	10
Minnesota	1	11	35	10	33	6	13	11	35	2	87	23	165				
Mississippi	1	26	6	10	2	11	4	13	4			1	10				
Montana	2	23	37	21	21	13	15	23	23			31	214				
New Hampshire	1	7	25	7	25			7	25				122	1	8		8
New Jersey	4	25	112	22	99	6	22	24	112			30	1,025				
New Mexico	1	6	5	1	2		2	1	2			2	4				
New York	9	139	327	81	232	89	85	126	281					173	1,475		
North Carolina	3	38	47	7	21	23	23	27	38			10	162				
North Dakota	1	11	24	7	16	9	20	9	20			9	50				
Oregon	2	24	86	19	74	21	71	24	86	29	402	57	570				
Pennsylvania	3	34	52	32	45	27	25	34	50			20	431	56	33		5
Vermont	1	1	9	1	8			1	8			2	59				
Washington	3	80	125	57	84	62	78	68	103			169	1,192	43	85	3	4
West Virginia	4	43	40	37	30	40	29	43	34			64	226				

TABLE 9.—*State normal schools—Instructors and graduates, 1927–28*—Continued

State	Schools reporting	Instructors in all courses, excluding duplicates		Instructors in normal courses						Graduates in 1928 from curricula of—							
				Regular session		Summer session		Total, excluding duplicates		1 year		2 years		3 years		4 years	
		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
Colored only (included above)																	
Alabama	2	44	70	6	16	27	53	29	64			28	53				
Arkansas	1	10	11		3		3		3			2	6				
Georgia	1	9	15	5	7	4	6	5	7	11	19	10	11				
Kentucky	1	20	16	15	13	7	5	20	16			14	19				
Louisiana	1	21	11	8	6			8	6				14				
Maryland	1	6	8	1	5	5	2	5	6			11	38				
Mississippi	1	26	6	10	2	11	4	13	4			1	10				
North Carolina	2	19	26	3	14	10	11	10	19			7	91				
Pennsylvania	1	4	8	4	6			4	6			5	28	1	6		
West Virginia	1	14	8	14	2	14	2	14	2			1	11				
Total	12	173	179	66	74	78	86	108	133	11	19	79	281	1	6		
Outlying parts of the United States																	
Hawaii	1	22	49	8	32	12	12	17	41			22	107				
Philippine Islands	1	23	36	7	18			7	18	90	231	118	84				

TABLE 10.—*State normal schools—Students, 1927–28*

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	7,291	40,774	3,646	22,947	2,457	17,684	5,598	37,136	6,966	18,907
Alabama	1,407	7,154	625	2,403	495	4,533	1,075	6,624	3,281	1,506
Arkansas	161	198	6	18	8	32	14	40		72
Connecticut		1,069		1,069				1,069		1,755
Georgia	388	1,063	202	434	113	549	300	943	216	423
Idaho	208	1,311	142	746	76	723	208	1,311		536
Kentucky	105	311	45	104	9	104	54	168	68	66
Louisiana	192	483		42				42	38	338
Maine	164	1,405	136	924	43	564	164	1,405		1,149
Maryland	140	1,171	123	1,050	25	294	140	1,171		1,075
Massachusetts	132	1,777	95	1,076	37	704	132	1,777	151	861
Minnesota	89	798	68	453	25	427	89	798	37	393
Mississippi	117	238	17	13	41	201	58	214		501
Montana	96	992	70	699	33	367	94	992	704	
New Hampshire	2	334	2	334			2	334		
New Jersey	139	3,128	130	2,805	10	352	139	3,128	472	192
New Mexico	59	57	5	3	16	10	21	13		24
New York	1,258	7,503	594	5,017	449	2,530	961	7,126	262	4,927
North Carolina	309	2,351	60	562	96	896	156	1,458	542	778
North Dakota	196	555	79	198	54	376	112	496		
Oregon	307	2,481	211	1,262	96	1,219	307	2,481		1,256
Pennsylvania	371	1,551	166	792	245	1,099	371	1,051	84	1,932
Vermont	2	123	2	123			2	123		
Washington	785	3,099	611	2,093	292	1,731	736	3,008	646	1,063
West Virginia	664	1,622	257	727	294	973	463	1,364	465	60
Colored only (included above)										
Alabama	462	2,512	177	411	132	1,874	297	2,261	1,287	
Arkansas	161	198	6	18	8	32	14	40		
Georgia	121	291	76	188	7	61	83	249	44	
Kentucky	105	311	45	104	9	104	54	168	68	
Louisiana	192	483		42				42	38	
Maryland	41	173	36	94	5	79	41	173		
Mississippi	117	238	17	13	41	201	58	214		
North Carolina	220	1,684	21	251	46	540	67	791	542	
Pennsylvania	24	99	24	99			24	99		
West Virginia	138	403	2	67	31	177	33	244	20	
Total	1,581	6,392	404	1,287	279	3,068	671	4,281	1,999	
Outlying parts of the United States										
Hawaii	220	1,614	53	306	26	127	65	363	1,406	
Philippine Islands	887	1,056	563	601			563	601		

TABLE 11.—*State normal schools—Property and receipts, 1927–28*

State	Schools reporting	Property				Receipts					
		Bound volumes in library	Value of property			From public funds		From students' fees		From all other sources	Total receipts
			Library apparatus, machinery, 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	69	608,860	$3,839,786	$30,733,665	$35,503,322	$1,954,383	$6,956,820	$868,927	$1,938,126	$388,924	$12,107,180
Alabama	7	53,856	317,395	1,937,000	2,254,395	44,893	437,290	368,254	250,235	118,763	1,219,435
Arkansas	1	1,200	45,000	155,000	200,000		76,506	12,998	13,128	13,636	116,268
Connecticut	4	44,595	95,664	2,910,252	3,005,916	266,080	500,071				766,151
Georgia	3	10,800	63,550	655,800	719,350	50,000	97,421	8,006	29,549	14,309	199,285
Idaho	2	14,508	155,000	1,200,000	[1] 2,075,000	90,000	341,044	14,547	104,206	52,952	602,749
Kentucky	1	750	3,150	450,000	453,150	10,000	60,000	1,690	17,581	8,715	97,986
Louisiana	1	6,000	28,976	757,777	786,753	75,000	65,000	1,879	30,000	62,193	234,072
Maine	5	13,103	42,000	1,185,000	1,227,000		181,233		147,355		328,588
Maryland	4	34,750	323,963	1,934,622	2,258,585	355,850	384,024	13,713	119,336	150	873,073
Massachusetts	5	46,600	92,750	1,796,500	1,889,250	4,919	545,260	17,995	185,498	583	754,255
Minnesota	1	10,047	109,491	996,918	1,106,409	7,330	143,350	11,588	29,753	12,213	204,234
Mississippi	1	2,500	59,443	268,880	[2] 538,194	12,592	28,085	12,599	46,158		99,434
Montana	2	22,500	68,000	687,812	755,812		169,000	38,983	85,000		292,983
New Hampshire	1	8,000	20,000	400,000	420,000	5,000	80,000	5,699	60,096	729	151,524
New Jersey	4	52,000	316,686	2,486,100	2,802,786	365,000	631,810		33,900		1,030,710
New Mexico	1	800	12,000	48,000	60,000	5,000	28,272	1,200	2,500	7,167	44,139
New York	9	109,293	480,958	4,867,686	5,348,644	45,500	1,412,211	2,930		10,067	1,470,708
North Carolina	3	9,697	215,200	1,300,452	1,515,652	87,651	125,480	40,245	119,214		372,590
North Dakota	1	7,100	100,000	510,000	610,000	13,200	139,300	14,850	17,982	5,569	190,901
Oregon	2	18,150	137,597	711,386	848,983	11,285	231,722	42,613	68,320		353,940
Pennsylvania	3	27,000	457,240	2,129,262	2,586,502	192,083	157,815	58,246	199,631	10,680	618,455
Vermont	1	3,000									
Washington	3	84,111	435,267	1,845,218	2,280,485	287,000	927,426	171,613	286,350	4,000	1,676,389
West Virginia	4	28,500	260,456	1,500,000	1,760,456	26,000	194,500	29,279	92,334	67,198	409,311

Colored only (included above)											
Alabama	2	2,832	81,700	488,500	570,200	----------	74,475	62,727	57,758	47,624	242,584
Arkansas	1	1,200	45,000	155,000	200,000	----------	76,506	12,998	13,128	13,636	116,268
Georgia	1	1,800	50,000	150,000	200,000	----------	25,071	2,124	----------	14,309	41,504
Kentucky	1	750	3,150	450,000	453,150	10,000	60,000	1,690	17,581	8,715	97,986
Louisiana	1	6,000	28,976	757,777	786,753	75,000	65,000	1,879	30,000	62,193	234,072
Maryland	1	750	30,691	141,410	172,101	5,850	38,170	----------	14,840	----------	58,860
Mississippi	1	2,500	59,443	268,880	[2] 538,194	12,592	28,085	12,599	46,158	----------	99,434
North Carolina	2	4,360	90,200	700,452	790,652	34,451	74,500	17,994	68,272	----------	195,217
Pennsylvania	1	6,000	58,521	365,934	424,455	58,746	51,797	8,903	33,556	10,680	163,682
West Virginia	1	3,500	11,000	250,000	261,000	----------	11,000	1,170	14,762	64,027	90,959
Total	12	39,692	458,681	3,727,953	4,396,505	196,639	504,604	122,084	296,055	221,184	1,340,566
Outlying parts of the United States											
Hawaii	1	10,395	43,728	229,107	272,835	3,936	148,302	13,260	6,350	5,000	176,848
Philippine Islands [3]	2	8,000	100,000	400,000	500,000	----------	113,400	----------	----------	----------	113,400

[1] Endowment fund, $720,000.

[2] Endowment fund, $209,871.

[3] Figures for 1926.

TABLE 12.—*State normal schools—Expenditures, 1927–28*

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	68	$109,329	$323,311	$389,952	$4,234,227	$459,056	$2,427,684	$468,910	$505,199	$72,065	$8,989,733	$2,287,368
Alabama	7	----------	33,400	49,239	343,535	43,891	239,539	72,669	141,325	17,136	940,734	66,983
Arkansas	1	----------	3,250	5,802	27,894	5,920	27,536	5,193	2,308	----------	77,903	2,363
Connecticut	4	4,819	20,303	15,295	389,832	7,894	45,601	7,191	5,994	3,143	500,072	266,079
Georgia	3	1,000	9,833	2,115	47,311	1,044	36,330	6,409	3,595	513	108,150	82,500
Idaho	2	6,393	8,200	9,262	117,868	17,080	133,860	36,740	19,683	3,455	352,541	153,379
Kentucky	1	6,239	4,500	1,200	37,080	----------	14,171	9,154	25,642	----------	97,986	----------
Louisiana	1	----------	3,000	4,788	47,402	2,976	9,500	8,000	8,200	2,500	86,366	117,877
Maine	5	----------	13,100	7,448	111,223	10,075	173,608	----------	3,646	----------	319,100	74,000
Maryland	4	8,366	19,200	25,101	171,437	25,589	235,366	22,231	2,764	1,996	512,050	392,350
Massachusetts	5	----------	23,875	18,423	257,317	24,548	234,546	26,138	3,701	----------	588,548	9,040
Minnesota	1	2,075	5,500	8,303	106,645	12,029	49,735	1,290	7,082	----------	192,659	6,541
Mississippi	1	20,864	3,000	17,864	34,983	9,460	8,098	----------	----------	----------	94,269	----------
Montana	2	----------	11,500	14,689	115,125	8,635	106,397	4,700	4,200	3,880	269,126	6,000
New Hampshire	1	----------	4,000	2,975	45,877	6,072	59,175	12,511	2,674	----------	133,284	----------
New Jersey	4	1,300	30,000	28,970	347,674	82,169	64,928	30,476	32,760	4,395	622,672	364,997
New Mexico	1	----------	3,600	600	13,178	----------	6,710	4,604	----------	626	29,318	10,632
New York	9	----------	55,950	26,478	1,016,174	50,278	141,732	80,685	28,565	824	1,400,686	43,292
North Carolina	3	4,425	10,200	13,230	97,900	5,868	129,698	10,320	4,829	5,934	282,404	64,442
North Dakota	1	----------	4,500	8,285	43,797	1,066	22,522	668	5,589	1,492	87,919	9,615
Oregon	2	2,400	8,500	27,398	162,984	1,989	85,991	2,587	4,461	2,952	299,262	20,396
Pennsylvania	3	46,581	10,500	36,070	80,128	121,450	189,663	24,509	31,224	2,114	542,239	209,332
Washington	3	4,867	20,350	54,466	456,005	18,154	302,718	52,829	150,733	20,857	1,080,979	306,842
West Virginia	4	----------	17,050	11,951	162,858	2,869	110,260	50,006	16,224	248	371,466	80,708

Colored only (included above)												
Alabama	2		5,400	16,880	65,957	10,863	75,255	13,382	28,438	4,488	220,663	4,874
Arkansas	1		3,250	5,802	27,894	5,920	27,536	5,193	2,308		77,903	2,363
Georgia	1		2,833	1,215	15,067	1,044	16,331	3,617	1,385	138	41,630	
Kentucky	1	6,239	4,500	1,200	37,080		14,171	9,154	25,642		97,986	
Louisiana	1		3,000	4,788	47,402	2,976	9,500	8,000	8,200	2,500	86,366	117,877
Maryland	1		2,200	2,258	9,078	3,784	28,334	4,773	1,564	496	52,487	5,850
Mississippi	1	20,864	3,000	17,864	34,983	9,460	8,098				94,269	
North Carolina	2	2,775	5,700	9,124	54,878	528	77,917	5,617	1,692		158,231	11,242
Pennsylvania	1	12,267	5,000	3,360	27,950	3,366	41,443	2,374	2,920	2,114	100,794	62,332
West Virginia	1		3,800	1,680	34,500	1,000	7,000	12,500			60,480	
Total	12	42,145	38,683	64,171	354,789	38,941	305,585	64,610	72,149	9,736	990,809	204,538
Outlying parts of the United States												
Hawaii	1		4,800	10,662	118,646	14,389	13,065	500	750	7,500	170,312	6,536
Philippine Islands [1]	1		3,000	1,660	75,000	20,000	4,000	5,000	3,000	1,740	113,400	225,000

[1] Figures for 1926.

TABLE 13.—*City normal schools—Sessions, teachers, students, graduates, 1927–28*

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	500	1	14	----	90	----	40
Washington, D. C	J. Ormond Wilson Normal School.	36	3	504	----	25	----	166	----	91
Do	Myrtilla Miner Normal School [1]	36	3	125	4	18	42	330	10	180
Atlanta, Ga	Atlanta Normal Training School	36	2	320	----	8	----	132	----	38
Chicago, Ill	Chicago Normal College	40	3	265	49	46	188	2,757	56	925
Peoria, Ill	Peoria Kindergarten Normal School.	40	2	250	----	1	----	19	----	8
Louisville, Ky	Louisville Normal School	40	2	280	----	14	----	243	----	109
New Orleans, La	New Orleans Normal School	36	2	120	1	14	1	280	----	88
Lewiston, Me	Dingley Normal Training School	38	2	360	1	3	----	23	----	10
Baltimore, Md	Coppin Normal School [1]	40	2	150	1	4	2	85	----	45
Boston, Mass	Training School for Teachers of Mechanic Arts.	36	1, 2	150	1	----	22	----	12	----
Kansas City, Mo	Teachers College of Kansas City	40	3	300	11	19	33	605	----	131
St. Louis, Mo	Sumner Teachers College [1]	40	4	60	4	3	----	127	----	----
Concord, N. H	Dewey Training School	38	2	----	----	1	----	13	----	8
Jersey City, N. J	Teacher Training School	40	2	500	3	7	----	212	----	145
Brooklyn, N. Y	Maxwell Training School for Teachers.	40	3	500	15	84	155	2,938	30	693
Jamaica, N. Y	Jamaica Training School for Teachers.	40	3	500	23	81	178	1,967	39	513
New York, N. Y	New York Training School for Teachers.	40	3	500	11	66	43	1,704	10	436
Rochester, N. Y	Rochester City Normal School	40	3	500	2	37	1	242	----	67
Syracuse, N. Y	Syracuse City Normal School	38	3	300	1	14	----	270	----	90
Columbus, Ohio	Columbus Normal School	40	2	200	1	10	----	52	----	30
Dayton, Ohio	Grace A. Greene Normal School	40	2	360	2	16	----	149	----	60
Warren, Ohio	Warren City Normal School	38	3	540	----	2	2	74	----	----
McKeesport, Pa	McKeesport Teacher Training School.	36	1	48	1	6	----	34	----	34
Philadelphia, Pa	Philadelphia Normal School	36	2	135	6	45	65	428	65	428
Pittsburgh, Pa	H. C. Frick Training School for Teachers.	40	3	600	5	16	----	275	----	99
Richmond, Va	Armstrong Normal School [1]	36	2	495	----	3	5	57	----	30
Do	Richmond Normal School	36	2	270	----	6	----	145	----	31
Total		----	----	----	143	563	737	13,417	222	4,329

[1] Colored.

TABLE 14.—*City normal schools—Property and expenditures, 1927–28*

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	7,000				$37,856			$37,856	
J. Ormond Wilson Normal School	11,000	$50,000	$308,357	$4,000	62,700	$1,547	$15,969	84,216	$9,467
Myrtilla Miner Normal School [1]	5,000	12,000	237,766	4,100	58,700	3,182	13,850	79,832	15,572
Atlanta Normal Training School	6,742	48,264	326,484	3,600	28,642	6,246	4,290	42,778	
Chicago Normal College	32,000	447,000	8,290,000	6,500	296,445	27,798	40,870	371,613	6,172
Peoria Kindergarten Normal School				1,700		85	320	2,105	
Louisville Normal School	[2] 9,204	[2] 14,410	[2] 71,781	[3] 9,125	35,431	1,608	5,431	51,595	254
New Orleans Normal School	3,197	8,000	118,000	3,000	35,178	1,875	2,984	43,037	280
Dingley Normal Training School	1,500	11,500	60,000	2,100	12,928		1,275	16,303	
Coppin Normal School [1]	1,000	8,000	435,000	[3] 3,209	26,798	663	63	30,733	
Training School for Teachers of Mechanic Arts	400	4,430	21,417	5,220		1,077	1,178	7,475	
Teachers College of Kansas City	5,444	6,000	[2] 500,000	4,900	71,124	8,306		84,330	
Sumner Teachers College [1]	1,800	567		[3] 4,747	23,202	4,118	1,041	33,108	
Dewey Training School	450	1,000	100,000	1,950		100		2,050	
Jersey City Teacher Training School	400			[3] 7,000	37,000	1,416		45,416	
Maxwell Training School for Teachers	11,810	30,131	796,497				34,119		
Jamaica Training School for Teachers	10,849	15,000	279,326	64,291	1,135,192	114,659	26,481	1,403,536	
New York Training School for Teachers	10,051	[4] 26,293	2,671,931				28,794		4,455
Rochester City Normal School	5,026	19,083	197,853	5,000	54,171	1,614	7,851	68,636	
Syracuse City Normal School	2,050	4,000	500,000	4,500	42,050			46,550	
Columbus Normal School	3,000			4,000	12,500	210	496	17,206	140
Grace A. Greene Normal School	2,200			3,200	29,534	1,676	6,852	41,262	10,378
Warren City Normal School	1,251	2,000			4,123	839	337	5,299	
McKeesport Teacher Training School				3,300	13,200			16,500	
Philadelphia Normal School	8,500	50,000	557,200	[3] 5,486	163,114	16,573	52,295	237,468	98,794
H. C. Frick Training School for Teachers	9,000	50,000	1,000,000	[3] 6,198	52,860	3,619	10,030	72,707	378,459
Armstrong Normal School [1]	954	15,210	441,250	3,800	3,638	2,300		9,738	
Richmond Normal School	2,000	24,409	525,571	4,000	16,393	850	2,013	23,256	
Total	151,828	847,297	17,438,433	164,926	2,252,779	200,361	256,539	2,874,605	523,971

[1] Colored. [2] 1926 figures. [3] Includes other expenses of principal. [4] Not including furniture.

TABLE 15.—*County normal schools—Personnel and property, 1927–28*

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	46	28	116	181	1,244	161	1,163	39	40,108	$101,124	$723,000	$824,124
Michigan	26	1	57	76	560	74	551	20	9,069	10,804	33,000	43,804
Ohio	3	5	7	12	87	12	87	2	1,780	------	------	------
Wisconsin	17	22	52	93	597	75	525	17	29,259	90,320	690,000	780,320

TABLE 16.—*County normal schools—Receipts and expenditures, 1927–28*

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	33	$3,263	$4,860	$309,750	$31,113	41	$104,655	$134,764	$17,067	$49,096	$345,170	$1,045
Michigan	15	------	60	112,445	3,939	23	44,000	40,750	2,699	2,730	[1] 129,767	------
Ohio	1	------	------	4,500	------	1	2,250	2,250	------	------	4,500	------
Wisconsin	17	3,263	4,800	192,805	27,174	17	58,405	91,764	14,368	46,366	210,903	1,045

[1] Includes $39,588 undistributed.

TABLE 17.—*Private teacher-training schools—Instructors and graduates, 1927–28*

State	Schools reporting	Instructors in all courses, excluding duplicates		Instructors in teacher-training courses						Graduates in 1928	
				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	59	578	865	240	416	95	105	295	481	373	2,187
Alabama	1	138	121	7	7	50	29	54	34	9	36
California	2	4	28	2	15	------	------	2	15	------	102
Colorado	1	4	5	2	2	2	2	2	2	32	80
Connecticut	4	15	31	6	15	2	------	6	15	15	129
District of Columbia	1	1	13	------	10	------	3	------	13	------	53
Idaho	1	14	7	10	5	5	4	10	6	20	47
Illinois	5	48	53	24	35	12	18	24	42	121	229
Indiana	1	20	8	2	1	1	1	3	1	13	24
Iowa	1	14	6	8	5	------	------	8	5	2	6
Massachusetts	9	40	184	25	90	2	5	25	93	------	544
Minnesota	2	16	14	5	7	------	------	5	7	9	94
Mississippi	1	11	10	6	9	7	3	11	10	1	2
Nebraska	2	13	12	13	7	------	5	13	12	25	17
New Jersey	2	39	13	27	7	------	------	27	7	36	75
New York	8	95	116	71	90	------	------	71	90	72	308
North Carolina	1	10	15	------	1	------	------	------	1	------	6
Ohio	3	13	51	3	25	------	10	3	35	------	113
Oregon	2	5	37	3	21	2	15	5	29	------	30
Pennsylvania	4	38	39	13	33	12	10	13	33	6	125
South Carolina	2	5	17	2	10	------	------	2	10	------	47
South Dakota	1	4	8	------	2	------	------	------	2	8	24
Tennessee	1	9	14	2	------	------	------	2	------	------	3
Utah	1	13	9	1	1	------	------	1	1	2	17
Washington	3	9	54	8	18	------	------	8	18	2	76
Colored only (included above)											
Alabama	1	138	121	7	7	50	29	54	34	9	36
Mississippi	1	11	10	6	9	7	3	11	10	1	2
North Carolina	1	10	15	------	1	------	------	------	1	------	6
South Carolina	1	5	11	2	4	------	------	2	4	------	40
Tennessee	1	9	14	2	------	------	------	2	------	------	3
Total	5	173	171	17	21	57	32	69	49	10	87

TABLE 18.—*Private teacher-training schools—Students, 1927–28*

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 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	4,199	10,468	1,577	5,781	200	1,923	1,789	7,447	778	4,714
Alabama	993	1,331	53	74	139	731	192	805	662	373
California	------	216	------	216	------	43	------	216	------	87
Colorado	81	159	40	78	35	79	48	90	50	57
Connecticut	53	335	53	335	------	------	53	335	8	73
District of Columbia	------	200	------	150	------	50	------	200	------	------
Idaho	180	269	60	75	25	77	85	152	------	------
Illinois	416	471	416	419	59	183	416	471	21	204
Indiana	78	97	60	76	18	21	78	97	------	110
Iowa	93	123	5	24	------	------	5	24	------	124
Massachusetts	2	1,980	2	1,820	------	160	2	1,980	------	186
Minnesota	127	312	119	306	------	------	119	306	------	44
Mississippi	34	293	2	13	22	278	24	286	18	183
Nebraska	279	78	270	28	------	------	270	28	------	103
New Jersey	426	500	106	226	------	------	106	226	8	150
New York	301	970	301	970	------	------	301	970	------	616
North Carolina	113	168	------	6	------	------	------	6	------	79
Ohio	------	344	------	257	------	78	------	335	------	501
Oregon	------	448	------	137	------	196	------	333	------	587
Pennsylvania	588	1,223	44	242	2	27	44	258	------	240
South Carolina	131	235	------	63	------	------	------	63	------	162
South Dakota	41	88	8	24	------	------	8	24	------	------
Tennessee	37	49	24	35	------	------	24	35	------	261
Utah	109	143	5	38	------	------	5	38	11	67
Washington	117	436	9	169	------	------	9	169	------	507
Colored only (included above)										
Alabama	993	1,331	53	74	139	731	192	805	662	373
Mississippi	34	293	2	13	22	278	24	286	18	183
North Carolina	113	168	------	6	------	------	------	6	------	79
South Carolina	131	216	------	44	------	------	------	44	------	102
Tennessee	37	49	24	35	------	------	24	35	------	261
Total	1,308	2,057	79	172	161	1,009	240	1,176	680	998

TABLE 19.—*Private teacher-training schools—Property and receipts, 1927–28*

State	Schools reporting	Bound volumes in library	Value of library, apparatus, machinery, and 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	53	160,894	$1,256,456	$11,061,240	$6,534,755	39	$736,873	$528,443	$1,294,342	$723,241	$412,835	$3,695,734
Alabama	1	15,451	273,438	2,086,143	6,177,006	1	331,492	104,107	34,658	114,041	14,949	599,247
California	2	3,500	9,174			1				35,383		35,383
Colorado	1	4,200	10,000	30,000	1,000	1			12,000	500		12,500
Connecticut	3	5,750	37,500	320,000	8,000	2			134,727	76,000	13,000	223,727
District of Columbia	1	1,200		450,000								
Idaho	1	6,000	24,500	150,000		1		47,700	14,625		845	63,170
Illinois	5	17,900	154,831	1,694,451		5		100,350	186,969	119,002	41,551	447,872
Indiana	1	1,400	26,789	53,633	4,950	1	434	6,000	22,690	21,257	29,281	79,712
Iowa	1	4,216	71,850	343,300	1,732	1		21,517	10,551	18,351	3,043	53,462
Massachusetts	5	2,403	23,088	262,682		4	3,158	19,127	115,318	22,192	2,624	162,419
Minnesota	2	5,800	33,600	460,000		2	328,000	60,000	46,585		983	435,568
Mississippi	1	2,500	5,000	170,000		1		15,435	6,443	8,551	5,263	35,692
Nebraska	2	10,000	24,000	460,000		1		68,990		21,000		89,990
New Jersey	2	1,536	52,850	616,000		2			200,916		27,648	228,564
New York	8	8,246	81,198	890,947		6	11,000		344,645	96,609	131,235	583,489
North Carolina	1	7,200	29,468	378,831	122,749	1	21,586	1,519	7,256	22,983	49,337	102,681
Ohio	3	5,400	49,290	314,683	126,994	1	1,037		36,521	68,622	7,509	113,689
Oregon	2	12,702	45,000	80,000		1			4,000	6,000		10,000
Pennsylvania	3	10,250	105,000	819,387		1			34,369	12,300	4,518	51,187
South Carolina	2	3,100	7,655	60,000		1		5,500	7,500		2,500	15,500
South Dakota	1	2,147	19,650	13,400		1	30,000	8,750	3,226	4,164	18,319	64,459
Tennessee	1	6,500	20,000	400,000	25,000	1	531	29,363	9,373	13,379	24,968	77,614
Utah	1	5,952	16,892	131,049		1	8,085	34,700	7,174		11,115	61,074
Washington	3	17,541	135,683	876,734	67,324	2	1,500	5,385	54,796	62,907	24,147	148,735

TABLE 19.—*Private teacher-training schools—Property and receipts, 1927–28*—Continued

State	Schools reporting	Bound volumes in library	Value of library, apparatus, machinery, and 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	15,451	$273,438	$2,086,143	$6,177,006	1	$331,492	$104,107	$34,658	$114,041	$14,949	$599,247
Mississippi	1	2,500	5,000	170,000	----------	1	----------	15,435	6,443	8,551	5,263	35,692
North Carolina	1	7,200	29,468	378,831	122,749	1	21,586	1,519	7,256	22,983	49,337	102,681
South Carolina	1	3,000	7,655	60,000	----------	1	----------	5,500	7,500	----------	2,500	15,500
Tennessee	1	6,500	20,000	400,000	25,000	1	531	29,363	9,373	13,379	24,968	77,614
Total	5	34,651	335,561	3,094,974	6,324,755	5	353,609	155,924	65,230	158,954	97,017	830,734

TABLE 20.—*Private teacher-training schools—Expenditures, 1927–28*

State	Schools reporting	Salaries of principals and directors	Salaries of other instructors	Other expenses for instruction and administration	Operation maintenance, sundry, and fixed charges	Total current expenditures (including undistributed items)	Outlays for sites, building, etc.
1	2	3	4	5	6	7	8
Continental United States	40	$113,509	$1,045,299	$400,254	$1,355,263	$3,027,993	$757,007
Alabama	1	4,369	113,214	97,462	356,648	571,693	42,493
California	1	2,400	9,200	578	14,052	26,230	----------
Colorado	1	2,400	4,000	4,400	3,850	14,650	2,600
Connecticut	2	10,000	46,542	19,140	117,774	193,456	1,221
Idaho	1	3,600	38,355	4,684	12,214	58,853	4,675
Illinois	5	18,000	144,023	51,440	143,881	357,344	51,258
Indiana	1	4,800	15,169	7,050	50,259	77,278	----------
Iowa	1	2,000	24,894	1,025	24,706	52,625	953
Massachusetts	4	8,500	66,372	29,502	52,994	157,368	31,513
Minnesota	2	3,000	15,977	3,126	6,602	[1] 88,705	310,000
Mississippi	1	1,700	7,329	3,215	23,881	36,125	1,056
Nebraska	1	2,700	30,100	6,200	27,339	66,339	2,150
New Jersey	2	4,000	75,186	22,846	63,231	165,263	50,700
New York	7	20,900	160,400	90,981	140,086	[2] 466,035	129,067
North Carolina	1	3,000	18,217	8,990	54,666	84,873	3,553
Ohio	1	3,000	24,706	3,451	61,384	92,541	10,125
Pennsylvania	2	6,000	137,726	36,037	85,268	265,031	41,574
South Carolina	1	2,200	10,755	800	1,045	14,800	150
South Dakota	1	3,000	18,000	600	10,945	32,545	1,042
Tennessee	1	2,200	35,527	1,534	25,965	65,226	13,005
Utah	1	3,240	28,735	1,840	7,393	41,208	20,262
Washington	2	2,500	20,872	5,353	71,080	99,805	39,610
Colored only (included above)							
Alabama	1	4,369	113,214	97,462	356,648	571,693	42,493
Mississippi	1	1,700	7,329	3,215	23,881	36,125	1,056
North Carolina	1	3,000	18,217	8,990	54,666	84,873	3,553
South Carolina	1	2,200	10,755	800	1,045	14,800	150
Tennessee	1	2,200	35,527	1,534	25,965	65,226	13,005
Total	5	13,469	185,042	112,001	462,205	772,717	60,257

[1] Includes $60,000 undistributed.

[2] Includes $53,668 undistributed.

TABLE 21.—*Teachers colleges—Sessions, graduates, degrees conferred, 1927–28*

[Teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location	Institution	Date of establishment	Date organized as a teachers college	Weeks in regular session	Weeks in summer session	Number of institutional certificates granted from curricula of—								Number of degrees conferred on—	
						1 year		2 years		3 years		4 years			
						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
Flagstaff, Ariz.	Northern Arizona State Teachers College		1925	35	10			7	72	1	1			3	10
Tempe, Ariz.	Tempe State Teachers College	1885	1925	38				22	205			5	7	5	7
Conway, Ark.	Arkansas State Teachers College	1908	1921	36	12									30	40
Arcata, Calif.	Humboldt State Teachers College	1914	1922	36	6					2	11			1	5
Chico, Calif.	State Teachers College	1887	1921	36	6					9	61			9	8
Fresno, Calif.	State Teachers College	1911	1911	36	6					3	98	16	43	15	43
San Diego, Calif.	State Teachers College	1898	1921	36	10					2	18			12	51
San Francisco, Calif.	State Teachers College	1899	1921	36	6						271			1	16
San Jose, Calif.	State Teachers College	1862	1921	36	6	[1] 2	[1] 131	37	30	15	133	12	29	27	82
Santa Barbara, Calif.	State Teachers College	1909	1921	36	6						27			17	21
Alamosa, Colo.	Adams State Normal School	1925	1925	36	10				12					1	5
Greeley, Colo.	Colorado State Teachers College	1889	1911	36	12			29	473					49	160
Gunnison, Colo.	Western State College of Colorado	1911	1911	35	10				93					13	27
Athens, Ga.	Georgia State Teachers College	1895	1926	36					145						20
Bowdon, Ga.	State Normal and Industrial College	1919	1922	35	11			3	13			5	3	5	3
Valdosta, Ga.	Georgia State Woman's College	1906	1913	36	6				71						14
Carbondale, Ill.	Southern Illinois State Normal University	1869	1873	36	12			100	289					33	36
Charleston, Ill.	Eastern Illinois State Teachers College	1895	1920	[2] 36	12			15	87					10	14
De Kalb, Ill.	Northern Illinois State Teachers College	1899	1921	36	12			15	161					8	10
Evanston, Ill.	National Kindergarten and Elementary College.[3]	1886	1886	36	6		195		302		140		49		16
Macomb, Ill.	Western Illinois State Teachers College	1899	1921	[2] 36	12			11	99	[4] 11	[4] 20			30	39
Normal, Ill.	Illinois State Normal University	1857	1907	[2] 36	12			46	356					46	62
Danville, Ind.	Central Normal College [3]	1876	1876	36	15			57	83					47	41
Indianapolis, Ind.	Teachers College of Indianapolis [3]	1882	1882	[2] 36	12				298						9
Muncie, Ind.	Ball Teachers College	1919	1919	[2] 36	12			25	226					56	71
Terre Haute, Ind.	Indiana State Normal School	1870	1870	36	12			20	137					38	68
Cedar Falls, Iowa	Iowa State Teachers College	1876	1909	36	12	3	41	33	478		32			84	143
Emporia, Kans.	Kansas State Teachers College	1865	1865	36	12			23	279					43	116
Hays, Kans.	Kansas State Teachers College	1901	1913	36	9	19	133	24	139					49	56
Pittsburg, Kans.	Kansas State Teachers College	1903	1923	36	13			103	398					107	143
Bowling Green, Ky.	Western Kentucky Teachers College	1906	1922	[5] 36	12									47	104
Morehead, Ky.	State Normal School and Teachers College	1923	1926	36	12			8	23					2	5

Murray, Ky	State Normal School and Teachers College	1923	1925	36	10	153	306	63	166	17	72	12	38	13	24
Richmond, Ky	Eastern Kentucky State Teachers College	1906	1924	[5] 36	11			17	106					16	15
Natchitoches, La	Louisiana State Normal College	1884	1921	36	12			11	254					39	86
Farmington, Me	State Normal School	1865	1928	36	6			13	168						8
Boston, Mass	Teachers College of the City of Boston	1852	1922	38	6						172				67
Bridgewater, Mass	State Normal School	1840	1921	38			1		85		60			9	34
Framingham, Mass	State Normal School	1839	1920	38					92		14				70
Salem, Mass	State Normal School	1854	1925	36			4		109	3	20			1	26
Worcester, Mass	State Normal School	1874	1921	38					90						19
Detroit, Mich	Detroit Teachers College	1881	1921	36	6	1	16	14	355					33	64
Kalamazoo, Mich	Western State Teachers College	1904	1927	36	6	11	70	56	511	12	61			74	100
Marquette, Mich	Northern State Teachers College	1899	1917	36	6		27	26	148			21	11	21	11
Mount Pleasant, Mich.	Central State Teachers College	1892	1918	36	6			79	308	1	15			34	30
Ypsilanti, Mich	Michigan State Normal College	1849	1897	36	6	9	105	99	701	10	61			71	154
Bemidji, Minn	State Teachers College	1919	1921	36	6			11	71					1	
Duluth, Minn	State Teachers College	1895	1921	36	6			2	186						5
Moorhead, Minn	State Teachers College	1888	1921	36	6	11	64	13	167					4	6
St. Cloud, Minn	State Teachers College	1869	1921	36	6			37	339					1	1
Winona, Minn	State Teachers College	1858	1921	36	6			15	163					4	8
Cleveland, Miss	Delta State Teachers College	1924	1925	34	10										13
Hattiesburg, Miss	State Teachers College	1912	1922	35	12	7	128			5	16			29	32
Cape Girardeau, Mo	Southeast Missouri State Teachers College	1873	1919	[2] 36	10	13	74	12	76					40	56
Jefferson City, Mo	Lincoln University [6]	1866	1887	36	8		6		27		2			2	3
Kirksville, Mo	Northeast Missouri State Teachers College	1867	1919	36	10	33	156	9	130			60	138	33	54
Maryville, Mo	Northwest Missouri State Teachers College	1905	1905	36	10	13	116	5	128					39	65
St. Louis, Mo	Harris Teachers College	1857	1904	40	6				54			1	62	1	62
Springfield, Mo	Southwest Missouri State Teachers College	1905	1905	33	10		62	2	80					80	127
Warrensburg, Mo	Central Missouri State Teachers College	1871	1914	36	10			63	282					62	208
Chadron, Nebr	Nebraska State Normal College	1911	1921	36	12		30	2	53					14	6
Kearney, Nebr	Nebraska State Teachers College	1905	1921	36	12	8	100	7	61					6	26
Peru, Nebr	Nebraska State Teachers College	1867	1921	36	12	6	71	30	102					45	37
Wayne, Nebr	Nebraska State Teachers College	1910	1921	36	12	60	115	36	146					23	25
Keene, N. H	State Normal School	1907	1928	36	6				106	11	70			3	6
Trenton, N. J	State Normal School	1855	1927	40				8	200	4	22			6	9
East Las Vegas, N. Mex.	New Mexico Normal University	1893	1915	34	12			2	21		7			8	16
Silver City, N. Mex	New Mexico State Teachers College	1895	1923	36	12	22	34	13	22	6	17			9	15
Albany, N. Y	State College for Teachers	1844	1890	34	6									24	221
Buffalo, N. Y	State Teachers College at Buffalo	1867	1926	40	6	22	2	25		19	195			11	57
Asheville, N. C	Asheville Normal and Associated Schools [3]	1892	1924	36	6				86						21
Greenville, N. C	East Carolina Teachers College	1907	1921	36	12				227						40
Winston-Salem, N. C.	Winston-Salem Teachers College [6]	1892	1925	36	12				27					1	12
Ellendale, N. Dak	State Normal and Industrial School	1899	1925	36	12			9	37	5	1			3	4
Mayville, N. Dak	State Teachers College	1889	1925	36	11	5	55	25	128			9	4	9	4
Minot, N. Dak	State Teachers College	1913	1925	36	12			20	190			5	13	5	13
Valley City, N. Dak	State Teachers College	1890	1921	36	12			47	386					18	25
Bowling Green, Ohio	State Normal College	1910	1910	[3] 36	12			2	192					15	20
Cleveland, Ohio	Cleveland School of Education	1874	1874	38	6				40		41			1	32

[1] 1½-year curriculum.
[2] In addition there is a midspring term of 6 weeks.
[3] Private institution.
[4] 2½-year curriculum.
[5] In addition there is a midspring term of 9 weeks.
[6] Colored

TABLE 21.—*Teachers colleges—Sessions, graduates, degrees conferred, 1927–28*—Continued

[Teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location	Institution	Date of establishment	Date organized as a teachers college	Weeks in regular session	Weeks in summer session	Number of institutional certificates granted from curricula of—								Number of degrees conferred on—	
						1 year		2 years		3 years		4 years			
						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
Kent, Ohio	State Normal College	1912	1912	[2] 36	11			16	478					26	55
Ada, Okla	East Central State Teachers College	1909	1919	36	9			134	369					68	88
Alva, Okla	Northwestern State Teachers College	1897	1919	36	12	25	122	40	135			4	10	20	40
Durant, Okla	Southeastern State Teachers College	1909	1919	36	12	253	265	140	164					40	71
Edmond, Okla	Central State Teachers College	1890	1919	36	12	124	385	142	285			70	91	70	91
Langston, Okla	Colored Agricultural and Normal University[6]	1897	1928	36	9			10	96					11	2
Tahlequah, Okla	Northeastern State Teachers College	1909	1920	36	12			31	152					32	48
Weatherford, Okla	Southwestern State Teachers College	1903	1920	36	9	67	204	35	174					35	46
Bloomsburg, Pa	State Teachers College	1869	1926	36	6			12	226	13	16			5	3
East Stroudsburg, Pa	State Teachers College	1893	1926	36	9			23	235	11	19			9	12
Edinboro, Pa	State Teachers College	1861	1927	36	6			3	141	8	35			6	13
Indiana, Pa	State Teachers College	1875	1927	36	6				382	11	56	8	26	8	26
Kutztown, Pa	State Teachers College	1866	1926	36	9			18	187	8	10			4	2
Lock Haven, Pa	State Teachers College	1870	1927	36	6				140					6	5
Mansfield, Pa	State Teachers College	1862	1927	36	9			15	224	23	23			21	26
Millersville, Pa	State Teachers College	1855	1928	36	6			3	178	7	32			1	1
Shippensburg, Pa	State Teachers College	1873	1926	36	9			10	183	16	15			12	2
Slippery Rock, Pa	State Teachers College	1889	1926	36	9			2	260	16	23	10	5	10	5
West Chester, Pa	State Teachers College	1872	1927	36	6			6	350	22	42			5	4
Providence, R. I	Rhode Island College of Education	1854	1920	40	6									2	38
Orangeburg, S. C	State Agricultural and Mechanical College[6]	1896	1928	36	6			6	31					24	5
Aberdeen, S. Dak	Northern Normal and Industrial School	1902	1920	36	12	25	205	16	143					19	34
Madison, S. Dak	Eastern State Normal School	1881	1923	36	12	7	105	3	61					10	13
Spearfish, S. Dak	Spearfish Normal School	1883	1924	36	12	1	78	3	50			10	12	10	12
Springfield, S. Dak	Southern State Normal School	1897	1925	36	12	15	67	8	28					6	5
Johnson City, Tenn	East Tennessee State Teachers College	1911	1925	36	12									12	41
Memphis, Tenn	West Tennessee State Teachers College	1912	1924	36	12									13	31
Murfreesboro, Tenn	Middle Tennessee State Teachers College	1911	1925	36	12									28	44
Nashville, Tenn	Agricultural and Industrial State College[6]	1912	1925	36	12	4	130		20					15	26
Do	George Peabody College for Teachers[3]	1875	1911	36	12									179	355
Alpine, Tex	Sul Ross State Teachers College	1920	1920	38	12									10	13
Canyon, Tex	West Texas State Teachers College	1909	1918	36	12									31	67
Commerce, Tex	East Texas State Teachers College	1917	1917	36	12	87	286	97	184	8	12	28	36	41	43

Denton, Tex.	North Texas State Teachers College	1901	1919	36	12	141	161	58	162	17	19	76	104	110	122
Huntsville, Tex.	Sam Houston State Teachers College	1879	1918	36	12	143	309	92	193	52	65	----	----	17	30
Kingsville, Tex.	South Texas State Teachers College	1925	1925	36	12	----	----	----	----	----	----	----	----	7	18
Nacogdoches, Tex.	Stephen F. Austin State Teachers College	1923	1923	36	12	----	----	----	----	----	----	----	----	17	22
Prairie View, Tex.	Prairie View State Normal and Industrial College.[6]	1879	1919	36	12	41	99	15	67	27	21	20	42	17	33
San Marcos, Tex.	Southwest Texas State Teachers College	1903	1918	36	12	----	----	2	143	----	----	----	----	24	35
East Radford, Va.	State Teachers College	1910	1919	36	12	----	----	----	128	----	----	----	----	----	44
Ettrick, Va.	Virginia Normal and Industrial Institute[6]	1882	1922	36	12	----	----	2	40	----	----	----	----	2	18
Farmville, Va.	State Teachers College	1884	1916	36	12	----	----	----	207	----	----	----	----	----	74
Fredericksburg, Va.	State Teachers College	1908	1924	36	12	----	----	----	59	----	----	----	----	----	29
Hampton, Va.	The Hampton Normal and Agricultural Institute.[3 6]	1868	1923	36	12	----	7	2	29	----	----	----	----	9	11
Harrisonburg, Va.	State Teachers College	1908	1924	36	12	----	----	----	149	----	----	----	----	----	75
Athens, W. Va.	Concord State Normal School	1875	1922	[7] 36	9	----	----	11	57	----	----	----	----	9	4
Fairmont, W. Va.	State Normal School	1867	1923	[2] 36	9	----	----	9	149	----	----	----	----	25	26
Huntington, W. Va.	Marshall College	1837	1921	[2] 36	12	----	----	1	103	----	----	----	----	21	77
Eau Claire, Wis.	State Teachers College	1916	1926	36	6	6	32	1	58	18	20	----	----	13	5
La Crosse, Wis.	State Teachers College	1909	1928	36	6	4	15	----	48	25	45	----	----	12	4
Menomonie, Wis.	The Stout Institute	1903	1903	36	9	----	----	----	----	23	10	----	----	37	30
Milwaukee, Wis.	State Teachers College	1880	1925	36	6	1	18	1	147	12	56	----	3	11	22
Oshkosh, Wis.	State Teachers College	1871	1926	36	6	1	25	2	80	32	13	----	----	13	6
Platteville, Wis.	State Teachers College	1866	1926	36	6	7	43	2	65	21	15	----	----	9	5
River Falls, Wis.	State Teachers College	1874	1926	36	6	9	40	2	64	26	17	----	----	10	3
Stevens Point, Wis.	Central State Teachers College	1894	1927	36	6	4	26	10	81	13	24	----	----	10	14
Superior, Wis.	State Teachers College	1896	1927	36	6	3	26	1	114	6	20	----	----	20	34
Whitewater, Wis.	State Teachers College	1868	1927	36	6	----	27	----	69	28	47	1	----	3	8

[2] In addition there is a midspring term of 6 weeks.
[3] Private institution.
[6] Colored.
[7] In addition there is a midspring term of 7 weeks.

TABLE 22.—*Teachers colleges—Enrollment in model and practice schools, hours of practice teaching received, and students preparing to teach in certain grades, 1927–28*

[Teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location (for name of institution, see Table 21)	Model school [1]	Practice school [1]	Enrollment in model and practice schools		Hours of practice teaching received for curricula of—				Teacher-training students who are preparing to teach in—								
			Elementary grades	High school	1 year	2 years	3 years	4 years	Kindergartens	Primary grades (1, 2, 3)	Elementary grades (4–8)	Junior high school	Regular and senior high school	Rural schools	Kindergarten and primary	Elementary grades (1–8)	High school
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Flagstaff, Ariz.	I	I	347			140		70									
Tempe, Ariz.	I, P	I, P	825	19		140		70					30		24		
Conway, Ark.	I	I, P	139	85		100		150									
Arcata, Calif.		I, P	78				270	270				23	12			179	
Chico, Calif.	I	I, P	210				270	270			451				35		
Fresno, Calif.	I, P	I, P	190				144	144			291	100	12		40		
San Diego, Calif.	I, P	I, P	257				240	300				225				261	25
San Francisco, Calif.		I, P	592				360	360				20			102	754	
San Jose, Calif.	I, P	I, P	365	138			540	540				292			127	583	129
Santa Barbara, Calif.	I, P	I, P	100	41			144	180				5				165	
Alamosa, Colo.	P	P				360		720									
Greeley, Colo.	I	I	302	359		74		165	46	143	162	206	212	73			
Gunnison, Colo.	P	P				120		180	1	57		140	128	76			
Athens, Ga.	I	I	222	47		108		108		32	72		20				
Bowdon, Ga.	P	P				108		108									
Valdosta, Ga.	I, P	I, P	117			45		90									
Carbondale, Ill.	I	I, P	175	190		90		135					235				
Charleston, Ill.	I	I	280	238		150		150		150	250		220				
De Kalb, Ill.		I, P	480			248		372									
Evanston, Ill.[2]	I, P	I, P	346		108	216	216	216							680		
Macomb, Ill.	I	I	221	269		135	[3] 135	135				171	206	179		267	
Normal, Ill.		I, P	1,171	262		135		180	90	180	226	125	394	120			
Danville, Ill.[2]	P	P				96		54		10	500		400	100			
Indianapolis, Ind.[2]	I, P	I, P	71			72		108	107	121	47			227			
Muncie, Ind.	P	P				90		90		203	234		511	68	16		134
Terre Haute, Ind.	I, P	I, P	219	120		160		160		312	558		251	244			
Cedar Falls, Iowa	I, P	I, P	212	150	36	120	84	120	72	762	1,090			171			1,947
Emporia, Kans.	I, P	I, P	489	141		90		90									
Hays, Kans.	P	P				90		90	20		25	20	108	50			
Pittsburg, Kans.	I	I	405	273		90		90	32	400	434	1,258	1,300	162			

Bowling Green, Ky	I	I	209	127				90								1,135		
Morehead, Ky	I	I	123			72		90										
Murray, Ky	I	I	232	327		90		90		43	5	35	10					
Richmond, Ky	I, P	I, P	425			90		90										
Natchitoches, La	I, P	I, P	536	298		72		72	40	74	243	127						
Farmington, Me	I	I, P	196			120		300		105	68							
Boston, Mass	P	P					475	475	60			129	126			490		
Bridgewater, Mass	I	I, P	409			390	390	390							36	163	349	
Framingham, Mass	I, P	I, P	379			300		152		102	91							
Salem, Mass	I, P	I, P	379			225	450	150				140				257	138	
Worcester, Mass	I, P	I, P	90	17		380		275							35	120	120	
Detroit, Mich	P	P			120	400	400	400		929				17	66		344	
Kalamazoo, Mich	I	I	1,098	598	144	288	288	288			281	133	173	175	305			
Marquette, Mich	I	I	355	121	60	120	120	120			130	135	157		76		154	
Mount Pleasant, Mich	I, P	I, P	288	245		120	180	180										
Ypsilanti, Mich	I, P	I, P	1,162	531	60	120	120	120	96	118	198			101			537	
Bemidji, Minn	I	I	214			180		240			56			2	24			
Duluth, Minn	I, P	I, P	240			150		300	24	180	220	12		31				
Moorhead, Minn	I	I	241		60	120		180	66	203	333	143		75				
St. Cloud, Minn	I, P	I, P	303			100		150	3	126	103	156		125				
Winona, Minn	I, P	I, P	253	87		180		240	50	60	50	40		50				
Cleveland, Miss	I	I	60					120		78	45	32	30	20				
Hattiesburg, Miss	I	I	166	163			60	120										
Cape Girardeau, Mo	I	I	239	240		90		90										
Jefferson City, Mo.[4]	I	I	43	165		160	200	240	14	112	75		15					
Kirksville, Mo	P	P				45		90										
Maryville, Mo	I, P	I, P	176	124		60		120										
St. Louis, Mo	P	P				525		593								332		
Springfield, Mo	I	I	270	120		120		120			408	210	1,098	135	431			
Warrensburg, Mo	I	I	108	317		60		180										
Chadron, Nebr	I	I	139	118	60	120		90										
Kearney, Nebr	I	I	133	90		120		120	13	44	62		50					
Peru, Nebr	I	I	179	141		135		180	82	125	93	76	520	175				
Wayne, Nebr	I	I	156	54		72		72	20	190	120	125	175	50				
Keene, N. H	P	P				405	405	405				194	122			250		
Trenton, N. J	I	I, P	232			300	300	600	20			75		30				
East Las Vegas, N. Mex	I	I	128	147		60	60	120		300	300		90	90				
Silver City, N. Mex	I	I	111	264		120	120	120										
Albany, N. Y	I, P	I, P		220				70					1,136					
Buffalo, N. Y	I, P	I, P	279	24	180	120	200	200			163	209	177		185		402	
Asheville, N. C.[2]	P	I, P	51	86		60		90		50	57			100				
Greenville, N. C	I, P	I, P	210			90		180		491	483		330					
Winston-Salem, N. C.[4]	P	P				72		144		62	80		39					
Ellendale, N. Dak	P	P				120	120	120	2	20	42	10		200				
Mayville, N. Dak	P	P			90	180		270		260	287		93	170				
Minot, N. Dak	I	I	265	63		96		144		147	151		16	180				
Valley City, N. Dak	I	I	221	97		90		135	24	93	126	48	51					
Bowling Green, Ohio	I, P	I, P	591	689		108		72			347		372		135			
Cleveland, Ohio	P	P				150	150	75			130				120			
Kent, Ohio	I	I, P	259	213		120		120	16	312	276		268	22				
Ada, Okla	I, P	I	200	187														

[1] I—maintained by this institution; P—public school. [2] Private institution. [3] 2½-year curriculum. [4] Colored.

TABLE 22.—*Teachers colleges—Enrollment in model and practice schools, hours of practice teaching received, and students preparing to teach in certain grades, 1927–28*—Continued

[Teacher-training institutions offering four years' work above the secondary school and granting degrees]

Location (for name of institution, see Table 21)	Model school	Practice school	Enrollment in model and practice schools		Hours of practice teaching received for curricula of—				Teacher-training students who are preparing to teach in—								
			Elementary grades	High school	1 year	2 years	3 years	4 years	Kindergartens	Primary grades (1, 2, 3)	Elementary grades (4–8)	Junior high school	Regular and senior high school	Rural schools	Kindergarten and primary	Elementary grades (1–8)	High school
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Alva, Okla	I	I	120	152	45	90	.....	180	.....	30	60	40	76	50	.....	.....	.....
Durant, Okla	I	I	183	69	45	90	.....	135	67	425	510	165	350	650	.....	.....	.....
Edmond, Okla	I	I	145	202	90	90	.....	135	.....	.....	.....	.....	.....	.....	.....	.....	.....
Langston, Okla.[4]	I, P	I, P	20	191	.....	96	.....	96	.....	30	400	80	200	.....	.....	.....	.....
Tahlequah, Okla	I, P	I, P	379	261	.....	135	.....	180	.....	199	123	137	138	.....	.....	.....	.....
Weatherford, Okla	P	P	.....	.....	36	171	.....	207	.....	.....	.....	.....	.....	.....	.....	.....	.....
Bloomsburg, Pa	I, P	I, P	238	320	.....	180	180	180	.....	244	297	.....	135	26	.....	.....	.....
East Stroudsburg, Pa	I, P	I, P	1,402	.....	.....	260	260	260	.....	.....	433	388	47	.....	304	.....	.....
Edinboro, Pa	P	P	.....	.....	.....	180	180	180	.....	.....	163	.....	.....	2	147	.....	169
Indiana, Pa	I, P	I, P	364	.....	.....	234	234	234	.....	.....	460	.....	.....	.....	456	.....	440
Kutztown, Pa	I, P	I, P	701	63	.....	180	180	180	.....	246	286	11	74	95	.....	.....	.....
Lock Haven, Pa	I	I, P	300	100	.....	180	.....	270	5	135	174	70	42	.....	.....	.....	.....
Mansfield, Pa	I, P	I, P	662	.....	.....	270	270	270	.....	.....	224	46	245	.....	133	.....	.....
Millersville, Pa	I, P	I, P	818	.....	.....	234	234	252	.....	.....	170	.....	.....	48	145	.....	188
Shippensburg, Pa	P	I, P	549	249	.....	180	180	180	.....	121	190	188	.....	58	.....	.....	.....
Slippery Rock, Pa	.....	P	.....	.....	.....	215	215	280	.....	.....	186	.....	.....	16	179	.....	60
West Chester, Pa	I, P	I, P	233	.....	.....	180	180	180	.....	361	352	117	.....	71	.....	.....	268
Providence, R. I	I, P	I, P	332	65	.....	.....	.....	680	10	250	250	10	10	25	.....	.....	.....
Orangeburg, S. C.[4]	I, P	I, P	117	.....	.....	90	.....	90	.....	36	36	.....	31	36	.....	.....	.....
Aberdeen, S. Dak	I, P	I, P	107	29	120	180	.....	180	.....	.....	275	255	245	608	135	.....	.....
Madison, S. Dak	I	I	322	96	60	120	.....	180	.....	.....	135	.....	.....	44	66	.....	38
Spearfish, S. Dak	I	I	192	17	.....	150	.....	150	.....	.....	.....	.....	.....	.....	.....	.....	.....
Springfield, S. Dak	P	P	150	77	72	90	.....	117	7	29	38	15	25	112	.....	.....	.....
Johnson City, Tenn	I, P	I, P	380	40	.....	.....	.....	144	.....	.....	.....	.....	.....	.....	.....	.....	.....
Memphis, Tenn	I	I	495	102	.....	.....	.....	120	.....	.....	.....	.....	.....	.....	.....	.....	.....
Murfreesboro, Tenn	I	I	122	.....	.....	.....	.....	120	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nashville, Tenn.[4]	I	I	21	487	.....	60	.....	120	.....	.....	.....	.....	200	.....	.....	1,100	.....
Nashville, Tenn.[2]	I	.....	245	370	.....	.....	.....	0	.....	.....	.....	.....	.....	.....	.....	.....	.....
Alpine, Tex	I, P	I, P	380	96	.....	.....	.....	108	.....	30	37	40	48	.....	.....	.....	.....

Canyon, Tex	I	I	152	190				180											
Commerce, Tex	I	I	197	124		90		90	10	200	300	125	150	352					
Denton, Tex	I	I	174	166		24	72	72	20	300	300	400	200	400					
Huntsville, Tex	I, P	I, P	142	38		120	120	120	7	40	314	250	283	25					
Kingsville, Tex	P	P						180		100	100	40	100	125					
Nacogdoches, Tex	I	I	138	38				180				160	360	320		890			
Prairie View, Tex.[1]		I	61	32		120	180	200		66	71	30	57	104					
San Marcos, Tex	I	I	195	314		72		72								2,340			
East Radford, Va	P	I, P	601			180		180			1,067		410						
Ettrick, Va.[1]	I	I, P	634	418		180		180		20	91	19	180						
Farmville, Va	I, P	I, P	372	982		144		180	67	366	246		387						
Fredericksburg, Va	I, P	I, P	281	63		130		120		121	102							198	
Hampton, Va.[2 1]	I	I, P	329	201		252		288		21	32							111	
Harrisonburg, Va	P	P				180		180			271				189			349	
Athens, W. Va	P	P				90		90		218	200	100	200	100					
Fairmont, W. Va	P	P				60		35		368	384	45	215						
Huntington, W. Va	I, P	I, P	140	55		90		90		774	441		834	250					
Eau Claire, Wis	I, P	I, P	178	96	90	180	180	180		67	52		229	46					
La Crosse, Wis	I, P	I, P	200		75	180	180	180		67	48	10	138	30				390	
Menomonie, Wis	P	P					90	90										397	
Milwaukee, Wis	I, P	I, P	400		150	324	324	324			290		329	30	257			190	
Oshkosh, Wis	I	I, P	247	72	45	225	150	150		82	76	112	298	53		11		45	
Platteville, Wis	I, P	I, P	164		38	150	150	150		70	42		187	54					
River Falls, Wis	I, P	I, P	268	56	60	120	120	120		162	171	19	199	156					
Stevens Point, Wis	I, P	I	181	67	144	180	180	180		121	140	37	203	197				89	
Superior, Wis	I, P	I, P	306	21	90	180	180	180	92	90	70	23	405	45					
Whitewater, Wis	I, P	I, P	214	228	40	180	150	150		95	29	8	75	27					

[1] Private institution

[4] Colored.

TABLE 23.—*Teachers colleges—Instructors, 1927–28*

[Teacher-training institutions offering four years' work above secondary grade and granting degrees]

Location (for name of institution see Table 21)	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.	33	19	12	18	33	6	33	19
Tempe, Ariz.	20	26	19	26			19	26
Conway, Ark.	29	28	23	21	29	24	29	28
Arcata, Calif.	20	12	13	9	11	7	19	12
Chico, Calif.	23	24	19	21	11	7	23	24
Fresno, Calif.	55	37	16	21	9	5	20	24
San Diego, Calif.	38	33	27	26	13	16	34	31
San Francisco, Calif.	15	48	4	14	6	11	8	22
San Jose, Calif.	41	67	24	55	19	14	27	59
Santa Barbara, Calif.	[1] 38	[1] 33	21	23	17	10	[1] 38	[1] 33
Alamosa, Colo.	8	11	7	10	8	11	8	11
Greeley, Colo.	78	59	56	38	61	46	78	59
Gunnison, Colo.	25	29	15	22	22	22	25	29
Athens, Ga.	10	47	7	39			7	39
Bowdon, Ga.	8	4	5	1	5	2	5	2
Valdosta, Ga.	5	28	1	5	2	8	2	9
Carbondale, Ill.	39	54	30	46	29	26	39	54
Charleston, Ill.	34	44	23	31	28	38	34	44
De Kalb, Ill.	29	42	25	39	27	27	27	42
Evanston, Ill.[2]	8	53	7	34	4	22	8	36
Macomb, Ill.	34	35	28	30	34	35	34	35
Normal, Ill.	77	86	41	63	67	70	77	86
Danville, Ind.[2]	31	13	11	10	11	10	11	10
Indianapolis, Ind.[2]	2	38	2	38	1	23	2	38
Muncie, Ind.	44	41	32	24	36	34	44	41
Terre Haute, Ind.	77	71	50	45	70	40	76	71
Cedar Falls, Iowa	86	126	70	117	82	73	86	126
Emporia, Kans.	50	74	39	65	49	74	49	74
Hays, Kans.	34	26	29	16	30	21	34	26
Pittsburg, Kans.	81	63	66	50	81	63	81	63
Bowling Green, Ky.	44	44	44	44	44	44	44	44
Morehead, Ky.	21	20	12	15	18	10	20	18
Murray, Ky.	33	48	20	39	24	21	33	48
Richmond, Ky.	41	38	32	22	40	23	40	26
Natchitoches, La.	41	49	36	46	35	42	41	49
Farmington, Me.	7	25	4	18	6	9	7	25
Boston, Mass.	19	44	15	40	6	7	19	44
Bridgewater, Mass.	10	31	8	17			8	17
Framingham, Mass.	8	36	8	36			8	36
Salem, Mass.	9	16	9	16			9	16
Worcester, Mass.	7	15	7	15			7	15
Detroit, Mich.	20	62	7	34	17	25	18	43
Kalamazoo, Mich.	85	129	77	121	47	59	84	129
Marquette, Mich.	40	34	29	31	28	33	40	34
Mount Pleasant, Mich.	56	58	32	46	52	42	56	58
Ypsilanti, Mich.	84	173	71	127	48	98	84	173
Bemidji, Minn.	9	21	5	16	7	17	8	20
Duluth, Minn.	8	25	7	22	8	13	8	25
Moorhead, Minn.	14	33	12	29	9	19	14	33
St. Cloud, Minn.	19	41	15	38	17	29	19	41
Winona, Minn.	15	26	15	26	12	9	15	26
Cleveland, Miss.	7	11	5	10	7	11	7	11
Hattiesburg, Miss.	21	30	14	20	21	30	21	30
Cape Girardeau, Mo.	38	31	28	21	35	30	38	31
Jefferson City, Mo.[3]	18	10	3	5	3	2	3	5
Kirksville, Mo.	47	37	35	30	47	37	47	37
Maryville, Mo.	32	40	26	32	32	40	32	40
St. Louis, Mo.	29	22	12	15	18	7	27	22
Springfield, Mo.	32	42	29	35	32	42	32	42
Warrensburg, Mo.	42	50	28	32	42	50	42	50
Chadron, Nebr.	15	27	14	25	15	27	15	27
Kearney, Nebr.	32	48	21	37	28	44	32	48
Peru, Nebr.	25	23	24	22	25	23	25	23
Wayne, Nebr.	20	24	18	24	20	24	20	24
Keene, N. H.	15	24	14	24	6	14	14	24
Trenton, N. J.	10	47	9	45			9	45
East Las Vegas, N. Mex.	23	24	11	15	23	24	23	24
Silver City, N. Mex.	23	18	6	11	9	11	9	11
Albany, N. Y.	41	48	30	44	23	5	41	48

[1] Duplicates probably included. [2] Private institution. [3] Colored.

TABLE 23.—*Teachers colleges—Instructors, 1927–28*—Continued

[Teacher-training institutions offering four years' work above secondary grade and granting degrees]

Location (for name of institution see Table 21)	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
Buffalo, N. Y.	29	71	22	34	19	13	29	34
Asheville, N. C.[2]	36	47	5	26	36	47	36	47
Greenville, N. C.	13	27	13	27	13	22	13	27
Winston-Salem, N. C.[3]	19	18	14	13	11	8	19	18
Ellendale, N. Dak.	16	15	8	8	10	6	13	12
Mayville, N. Dak.	22	27	12	18	16	15	19	25
Minot, N. Dak.	16	36	14	34	16	30	16	36
Valley City, N. Dak.	26	69	18	42	23	51	26	69
Bowling Green, Ohio	28	43	23	20	22	19	28	43
Cleveland, Ohio	139	83	10	18	60	27	60	27
Kent, Ohio	40	45	20	21	38	27	40	45
Ada, Okla.	57	41	35	26	57	41	57	41
Alva, Okla.	38	22	22	17	37	22	37	22
Durant, Okla.	[1] 62	[1] 36	24	31	38	5	[1] 62	[1] 36
Edmond, Okla.	68	46	29	23	52	46	52	46
Langston, Okla.[3]	36	17	6	4	24	10	25	10
Tahlequah, Okla.	51	21	21	19	51	21	51	21
Weatherford, Okla.	40	32	15	16	37	29	37	29
Bloomsburg, Pa.	19	69	16	33	12	18	16	33
East Stroudsburg, Pa.	25	49	24	46	18	28	24	49
Edinboro, Pa.	21	33	16	23	19	27	21	33
Indiana, Pa.	19	83	16	79	[4] 14	[4] 37	19	83
Kutztown, Pa.	13	31	10	22	9	28	11	28
Lock Haven, Pa.	12	22	12	22	12	22	12	22
Mansfield, Pa.	30	49	25	42	21	20	30	49
Millersville, Pa.	23	29	17	22	14	11	23	29
Shippensburg, Pa.	20	27	15	24	12	14	19	26
Slippery Rock, Pa.	26	28	24	24	21	15	25	27
West Chester, Pa.	24	47	24	47	12	23	24	47
Providence, R. I.	12	63	11	62	9	4	12	62
Orangeburg, S. C.[3]	43	37	18	7			18	7
Aberdeen, S. Dak.	41	30	30	19	32	23	39	27
Madison, S. Dak.	[1] 22	[1] 35	13	22	9	13	[1] 22	[1] 35
Spearfish, S. Dak.	14	34	6	26	11	18	11	30
Springfield, S. Dak.	18	16	11	14	11	7	15	15
Johnson City, Tenn.	18	21	16	18	18	21	18	21
Memphis, Tenn.	26	29	17	12	23	16	23	16
Murfreesboro, Tenn.	21	19	21	19	21	19	21	19
Nashville, Tenn.[3]	18	16	13	14	17	15	17	16
Nashville, Tenn.[2]	106	63	55	30	106	63	106	63
Alpine, Tex.	18	21	13	14	14	17	18	21
Canyon, Tex.	40	42	35	38	32	31	40	24
Commerce, Tex.	58	54	35	39	48	46	53	50
Denton, Tex.	65	58	48	40	65	58	65	58
Huntsville, Tex.	41	46	33	37	39	42	41	46
Kingsville, Tex.	19	22	18	20	19	22	19	22
Nacogdoches, Tex.	30	52	25	26	30	40	30	52
Prairie View, Tex.[3]	43	73	19	16	19	16	19	16
San Marcos, Tex.	46	32	38	18	41	17	41	18
East Radford, Va.	19	32	10	15	12	21	19	32
Ettrick, Va.[3]	23	39	5	17	4	12	6	21
Farmville, Va.	8	51	8	46	5	15	8	51
Fredericksburg, Va.	11	32	7	28	9	14	11	32
Hampton, Va.[2 3]	104	71	28	27	29	45	47	58
Harrisonburg, Va.	13	45	12	36	10	20	13	45
Athens, W. Va.	22	17	12	8	18	12	21	16
Fairmont, W. Va.	22	21	17	18	19	17	22	21
Huntington, W. Va.	39	31	16	20	22	7	22	20
Eau Claire, Wis.	13	29	11	26	9	19	13	29
La Crosse, Wis.	28	34	26	34	16	14	28	34
Menominee, Wis.	21	32	19	23	21	24	21	32
Milwaukee, Wis.	31	53	30	42	24	34	31	45
Oshkosh, Wis.	28	38	23	31	18	16	27	36
Platteville, Wis.	16	18	16	18	8	16	16	18
River Falls, Wis.	23	22	21	19	15	16	23	22
Stevens Point, Wis.	27	25	22	23	19	19	25	25
Superior, Wis.	19	37	17	34	13	28	19	37
Whitewater, Wis.	20	24	20	24	18	19	20	24

[1] Duplicates probably included. [2] Private institution. [3] Colored. [4] Figures for 1926.

TABLE 24.—*Teachers colleges—Students, 1927–28*

[Teacher-training institutions offering four years' work above secondary grade and granting degrees]

Location (for name of institution see Table 21)	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.	244	831	143	236	110	564	244	831	40
Tempe, Ariz.	132	511	126	507			126	507	36
Conway, Ark.[1]	760	1,297	315	590	493	1,098	760	1,297	6,383
Arcata, Calif.	130	362	37	177	48	223	75	303	
Chico, Calif.	[2] 207	[2] 423	97	389			[2] 97	[2] 389	132
Fresno, Calif.	[3] 802	[3] 1,793	155	796	33	199	[3] 289	[3] 1,357	
San Diego, Calif.	384	1,255	69	456	44	442	105	792	
San Francisco, Calif.	[4] 35	[4] 2,124	2	928	30	925	[4] 35	[4] 2,124	
San Jose, Calif.	670	2,104	235	1,198	156	912	332	1,870	
Santa Barbara, Calif.	[5] 269	[5] 591	67	227	93	269	[5] 160	[5] 496	205
Alamosa, Colo.	18	147	10	68	11	97	18	147	26
Greeley, Colo.	748	3,736	401	1,589	347	2,204	748	3,736	3,249
Gunnison, Colo.	232	748	79	323	95	460	170	728	357
Athens, Ga.		589		589				589	19
Bowdon, Ga.	[6] 66	[6] 148	20	48	20	76	[5] 40	[5] 124	41
Valdosta, Ga.	9	571		241	9	276	9	511	
Carbondale, Ill.	1,050	2,097	595	1,191	576	1,152	962	1,923	740
Charleston, Ill.	500	1,308	215	405	269	951	394	1,176	
De Kalb, Ill.	132	1,001	110	445	55	682	132	1,001	
Evanston, Ill.[6]		743		512		210		680	
Macomb, Ill.	403	1,476	218	526	322	1,319	403	1,476	882
Normal, Ill.	659	3,627	355	1,628	403	2,466	659	3,627	839
Danville, Ind.[6]	435	575	200	350	175	225	435	575	150
Indianapolis, Ind.[6]		[5] 1,376		780		596		[5] 1,376	
Muncie, Ind.	740	1,858	380	806	405	1,082	740	1,858	1,460
Terre Haute, Ind.	972	2,031	663	1,116	754	1,859	972	2,031	2,212
Cedar Falls, Iowa	974	4,742	658	2,016	422	3,176	974	4,742	641
Emporia, Kans.	602	2,492	440	1,124	230	1,540	602	2,492	1,256
Hays, Kans.	[5] 328	[5] 1,050	243	360	85	690	[5] 328	[5] 1,050	965
Pittsburg, Kans.	1,363	2,712	635	899	753	2,165	1,097	2,489	833
Bowling Green, Ky.	1,000	2,200	700	1,566	700	1,500	1,000	2,200	1,936
Morehead, Ky.	397	737	308	561	137	431	397	737	252
Murray, Ky.	524	1,216	269	661	189	602	403	1,099	822
Richmond, Ky.[1]	643	1,807	558	1,305	385	1,344	643	1,807	1,777
Natchitoches, La.	275	1,783	167	1,005	173	898	275	1,783	573
Farmington, Me.	70	805	48	401	29	416	70	805	
Boston, Mass.	120	[5] 1,065		805	120	260	120	[5] 1,065	1,605
Bridgewater, Mass.	60	488	60	488			60	488	
Framingham, Mass.		541		541				541	
Salem, Mass.	38	503	38	503			38	503	
Worcester, Mass.		275		275				275	
Detroit, Mich.	147	1,979	62	1,294	110	985	147	1,979	575
Kalamazoo, Mich.	1,386	3,042	943	1,816	400	1,274	1,234	2,921	2,055
Marquette, Mich.	385	1,062	274	533	150	576	385	1,062	126
Mount Pleasant, Mich.	565	1,183	365	891	411	997	565	1,183	863
Ypsilanti, Mich.	978	3,456	727	1,940	301	1,841	978	3,456	1,988
Bemidji, Minn.	75	476	53	199	26	314	75	476	11
Duluth, Minn.	12	854	6	437	8	506	12	854	
Moorhead, Minn.	103	728	77	475	26	356	103	728	85
St. Cloud, Minn.	189	1,276	157	809	55	603	189	1,276	
Winona, Minn.	113	681	82	470	30	323	110	675	20
Cleveland, Miss.	60	364	50	186	60	200	60	364	
Hattiesburg, Miss.	266	1,066	100	801	166	675	266	1,066	
Cape Girardeau, Mo.	448	1,108	263	534	253	744	448	1,108	221
Jefferson City, Mo.[7]	97	193	12	69	10	75	22	144	48
Kirksville, Mo.	490	1,517	281	663	320	1,193	490	1,517	
Maryville, Mo.	437	1,234	288	589	209	769	437	1,234	546
St. Louis, Mo.	10	553		332	10	313	10	553	684
Springfield, Mo.	748	1,845	436	705	384	1,175	658	1,624	610
Warrensburg, Mo.[1]	[5] 740	[5] 2,219	263	788	477	1,431	[5] 740	[5] 2,219	1,156
Chadron, Nebr.	198	549	92	239	91	384	145	476	88
Kearney, Nebr.	309	1,518	217	559	140	1,102	309	1,518	321
Peru, Nebr.	403	967	276	454	190	615	403	967	308
Wayne, Nebr.	539	1,020	230	450	350	710	539	1,020	125
Keene, N. H.	[5] 105	[5] 748	83	500	22	248	[5] 105	[5] 748	
Trenton, N. J.	61	686	61	686			61	686	25

[1] Distribution estimated.
[2] Regular session only; no record of summer-school students.
[3] Including 112 men and 424 women students in extra-hour courses.
[4] Including 3 men and 563 women students in extra-hour courses.
[5] Duplicates probably included.
[6] Private institution.

TABLE 24.—*Teachers colleges—Students, 1927–28*—Continued

[Teacher-training institutions offering four years' work above secondary grade and granting degrees]

Location (for name of institution see Table 21)	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
East Las Vegas, N. Mex.	266	770	83	203	164	540	225	691	150
Silver City, N. Mex.	101	256	64	101	49	241	101	256	590
Albany, N. Y.	227	1,538	142	994	110	644	227	1,538	526
Buffalo, N. Y.	234	1,728	153	1,026	106	804	234	1,728	945
Asheville, N. C.[6]	50	1,674	-------	293	50	1,392	50	1,576	-------
Greenville, N. C.	-------	1,304	-------	767	-------	712	-------	1,304	-------
Winston-Salem, N. C.[7]	25	594	3	178	22	416	25	594	270
Ellendale, N. Dak.	144	397	43	138	48	244	76	350	24
Mayville, N. Dak.	155	655	76	476	98	242	155	655	95
Minot, N. Dak.	203	1,123	124	611	114	872	203	1,123	165
Valley City, N. Dak.	331	1,716	208	771	167	1,133	331	1,716	156
Bowling Green, Ohio	264	1,391	178	764	173	1,092	264	1,391	-------
Cleveland, Ohio	424	1,703	1	282	423	1,507	424	1,703	4,322
Kent, Ohio	411	2,177	196	698	277	1,581	411	2,177	1,477
Ada, Okla.	804	2,490	358	1,011	503	1,746	804	2,490	1,114
Alva, Okla.	381	740	250	432	155	629	304	629	472
Durant, Okla.	[5] 1,149	[5] 2,374	422	858	601	1,204	[5] 1,023	[5] 2,062	718
Edmond, Okla.	655	1,224	466	878	655	1,224	655	1,224	960
Langston, Okla.[7]	208	817	113	204	95	613	208	817	143
Tahlequah, Okla.	[5] 636	[5] 1,744	243	536	393	1,208	[5] 636	[5] 1,744	-------
Weatherford, Okla.	373	1,194	192	388	287	814	343	1,085	1,225
Bloomsburg, Pa.	204	947	129	610	75	312	204	922	25
East Stroudsburg, Pa.	300	872	224	632	98	319	300	872	694
Edinboro, Pa.	195	887	116	475	92	465	195	887	-------
Indiana, Pa.	329	1,540	134	1,222	199	1,046	308	1,472	831
Kutztown, Pa.	[5] 173	[5] 639	95	359	78	280	[5] 173	[5] 639	67
Lock Haven, Pa.	[5] 148	[5] 701	68	358	80	343	[5] 148	[5] 701	30
Mansfield, Pa.	328	890	216	605	137	340	328	890	-------
Millersville, Pa.	158	476	104	447	82	247	158	476	-------
Shippensburg, Pa.	301	643	168	408	153	380	301	643	22
Slippery Rock, Pa.	163	777	136	611	109	555	163	777	17
West Chester, Pa.	[5] 170	[5] 1,533	136	1,251	34	282	[5] 170	[5] 1,533	-------
Providence, R. I.	43	847	10	581	34	293	43	847	1,549
Orangeburg, S. C.[7]	326	656	31	77	-------	-------	31	77	17
Aberdeen, S. Dak.	376	1,371	238	588	132	726	334	1,184	352
Madison, S. Dak.	121	695	73	270	48	425	121	695	38
Spearfish, S. Dak.	[5] 114	[6] 639	58	197	52	440	[5] 110	[6] 637	-------
Springfield, S. Dak.	80	260	65	161	22	190	80	260	154
Johnson City, Tenn.	334	1,155	294	968	201	806	334	1,155	23
Memphis, Tenn.	273	1,445	248	772	112	912	273	1,445	-------
Murfreesboro, Tenn.	477	1,529	414	1,388	289	971	477	1,529	-------
Nashville, Tenn.[7]	343	1,193	177	393	102	722	243	980	-------
Nashville, Tenn.[6]	946	3,076	298	991	694	2,143	946	3,076	1,350
Alpine, Tex.	247	628	135	196	110	478	220	554	72
Canyon, Tex.	[5] 538	[5] 1,292	293	622	245	670	[5] 538	[5] 1,292	518
Commerce, Tex.	940	2,202	635	1,244	516	1,401	940	2,202	-------
Denton, Tex.	950	3,400	535	1,085	672	2,403	950	3,400	562
Huntsville, Tex.	609	1,516	393	732	416	1,094	609	1,516	891
Kingsville, Tex.	189	517	112	244	69	318	131	430	236
Nacogdoches, Tex.	474	1,256	324	815	288	855	474	1,256	11
Prairie View, Tex.[7]	428	1,854	131	433	47	1,052	168	1,389	-------
San Marcos, Tex.	782	2,561	444	1,181	338	1,380	782	2,561	321
East Radford, Va.	40	1,452	-------	736	35	862	35	1,442	635
Ettrick, Va.[7]	293	1,222	57	275	23	490	63	750	213
Farmville, Va.	1	1,388	-------	1,095	1	337	1	1,388	-------
Fredericksburg, Va.	6	692	-------	421	6	374	6	692	8
Hampton, Va.[6 7]	[5] 665	[5] 1,233	81	138	186	1,036	[5] 267	[5] 1,174	92
Harrisonburg, Va.	23	1,291	-------	809	23	571	23	1,291	-------
Athens, W. Va.	257	643	142	240	128	447	219	599	65
Fairmont, W. Va.	352	1,030	249	602	122	553	352	1,012	510
Huntington, W. Va.	[5] 1,182	[5] 2,835	202	1,459	157	887	270	2,029	210
Eau Claire, Wis.	212	361	159	235	67	201	201	361	-------
La Crosse, Wis.	370	486	227	393	123	227	306	418	-------
Menomonie, Wis.	432	278	206	191	244	133	432	278	-------
Milwaukee, Wis.	590	1,527	225	782	300	775	525	1,457	621
Oshkosh, Wis.	399	697	291	386	98	382	389	691	107
Platteville, Wis.	215	391	152	202	58	177	210	379	-------
River Falls, Wis.	298	408	248	265	71	204	298	408	-------
Stevens Point, Wis.	170	643	116	272	61	417	165	636	-------
Superior, Wis.	454	918	270	593	225	369	454	918	168
Whitewater, Wis.	251	643	130	303	65	278	179	523	43

[5] Duplicates probably included. [6] Private institution. [7] Colored.

TABLE 25.—*Teachers colleges—Property and receipts, 1927–28*

[Teacher-training institutions offering four years' work above secondary grades and granting degrees]

Location (for name of institution, see Table 21)	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 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.[1]	11,642	$150,000	$860,000		$6,855	$30,750		$56,488	$151,081		$245,174
Tempe, Ariz.	19,000	200,000	925,000		7,966	79,514		75,000	181,050		343,530
Conway, Ark.	10,495	87,625	446,000		98,290	25,631		20,720	120,000		264,641
Arcata, Calif.	8,912	44,729	313,275					63,000	96,545		159,545
Chico, Calif.	3,500	8,000	[1] 298,000					52,156	181,661		233,817
Fresno, Calif.	20,756	99,893	662,893					230,000	261,025		491,025
San Diego, Calif.	31,458	146,315	325,000					19,983	206,616		226,599
San Francisco, Calif.	52,497	118,247	817,577		23,955			215,000	214,551		453,506
San Jose, Calif.	30,164	198,678	1,065,543		[2] 22,708			14,511	319,973	$1,712	358,904
Santa Barbara, Calif.	10,225	95,252	364,102		2,176			20,000	157,000		179,176
Alamosa, Colo.	3,000	20,000	100,000		6,418			6,023	36,750		49,191
Greeley, Colo.	65,000	366,426	1,450,920		141,098			48,187	375,752	6,937	571,974
Gunnison, Colo.	17,000	271,261	380,000		23,000				113,500		136,500
Athens, Ga.	12,350	100,000	575,000	$15,000	8,934		$1,000		117,000	6,894	133,828
Bowdon, Ga.	2,000	10,000	75,000		1,001				22,870	1,732	25,603
Valdosta, Ga.	12,885	50,000	415,000		17,802	50,141			85,168	4,621	157,732
Carbondale, Ill.	29,000	159,010	768,887		25,000	25,000		225,000	257,222		532,222
Charleston, Ill.	30,967	270,650	683,060		21,556	45,573		106,200	238,859	7,431	419,619
De Kalb, Ill.	29,586	163,207	869,328		17,848	49,127		91,136	327,777		485,888
Evanston, Ill.[3]	5,896	87,273	709,427	6,697	158,361	171,146	173			58,756	388,436
Macomb, Ill.	26,192	64,000	1,008,455		22,864	34,311		199,705	232,600	[4] 1,574	491,054
Normal, Ill.	49,800	185,000	950,000		36,737	46,500		266,990	351,651	[4] 41,282	743,160
Danville, Ind.[3]	4,362	18,100	100,000	10,000	59,690					10,104	69,794
Indianapolis, Ind.[3]	6,138	12,276	212,988	12,926	96,391	32,747	981			9,393	139,512
Muncie, Ind.	20,810	209,366	1,615,473		85,438	14,031		125,000	290,000	1,878	516,347
Terre Haute, Ind.	110,165	350,000	1,793,398		140,025	34,656		150,000	356,035	67,902	748,618
Cedar Falls, Iowa	92,806	430,857	1,723,820		263,668	151,798		10,000	608,500	42,438	1,076,404
Emporia, Kans.	65,000	260,000	2,217,100	250,000	172,211	68,795	16,349	97,500	349,406		704,261
Hays, Kans.	19,294	227,018	1,113,725		47,399	28,653		105,000	169,000	[4] 13,422	363,474
Pittsburg, Kans.	26,486	249,118	1,623,376		169,370	60,973		129,652	313,124		673,119
Bowling Green, Ky.	19,300	50,000	1,324,132		39,778	62,501		160,000	394,916	83,256	740,451
Morehead, Ky.	3,558	81,778	884,703		25,875	55,324		111,703	187,000		379,902
Murray, Ky.	14,968	157,518	999,996		14,561	38,861		175,000	236,918	133,994	599,334
Richmond, Ky.	20,000	225,117	1,250,795		103,076			167,133	279,125	48,052	597,386
Natchitoches, La.	28,595	381,453	983,064		28,517	252,178		169,870	263,147	2,738	716,450

Farmington, Me	4,700	11,000	300,000			57,908			42,280		100,188
Bridgewater, Mass	7,750	25,000	832,550		5,720	92,613		87,330	230,225	4,382	420,270
Framingham, Mass	10,500	22,000	387,910		5,480	112,612		3,000	248,236	[4] 2,472	371,800
Salem, Mass.[5]	13,000	75,000	850,000		[2] 5,290				129,833		135,123
Worcester, Mass	15,000	40,000	200,000		[2] 2,450	9,000		11,000	85,400	[2] 506	108,356
Detroit, Mich	17,000	75,000			[6] 60,206				257,960		318,166
Kalamazoo, Mich	30,648	326,473	1,276,405		(2)			18,239	798,940		817,179
Marquette, Mich	23,262	143,388	583,349		16,000				282,667		298,667
Mount Pleasant, Mich	20,000	100,000	1,500,000		3,400			450,000	310,000		763,400
Ypsilanti, Mich	65,000	400,930	1,359,674		[7] 43,640			19,127	837,728	17,129	917,624
Bemidji, Minn	3,502	35,314	398,468		5,024				89,400	1,695	96,119
Duluth, Minn	12,500	66,095	627,286		7,141			15,000	103,165	1,934	127,240
Moorhead, Minn	17,746	49,770	424,850		16,335	43,087		16,000	131,811	3,096	210,329
St. Cloud, Minn	26,963	93,460	363,150		17,409			16,000	192,650	3,764	229,823
Winona, Minn	12,000	25,000	900,000		8,000			13,500	141,000	3,166	165,666
Cleveland, Miss	4,000	25,102	336,209		13,847	35,206		35,000	42,964	17,964	144,981
Hattiesburg, Miss	11,630	207,827	780,676		32,700	107,150		100,000	114,875		354,725
Cape Girardeau, Mo	41,036	167,200	820,000		38,542	33,750			196,405	18,248	286,945
Jefferson City, Mo.[5]	9,800	50,000	75,000		6,715	30,414		5,248	132,413	[4] 6,950	181,740
Kirksville, Mo	27,000	160,000	1,700,000		58,588			3,000	271,192	8,293	341,073
Maryville, Mo	23,593	75,000	675,000		55,525	34,245			208,017	59,817	357,604
St. Louis, Mo	15,000	50,000	243,058		2,570				149,739		152,309
Springfield, Mo	26,000	200,000	1,200,000		88,410	78,729		24,853	200,182		392,174
Warrensburg, Mo	35,236	[1] 50,000	2,500,000		98,832			(9)	189,983		288,815
Chadron, Nebr	9,685	95,000	725,000		24,048	37,501			160,000		221,549
Kearney, Nebr	28,500	102,150	850,000		33,586	33,643		26,000	199,000		286,229
Peru, Nebr	36,000	200,000	1,000,000			58,310			165,000	8,865	232,175
Wayne, Nebr	16,000	200,000	900,000		20,000	40,000		30,000	185,000		275,000
Keene, N. H	4,500	240,000	825,000		37,702	98,663		37,500	90,000	18,386	282,251
Trenton, N. J	6,500	48,000	708,000			83,244		10,000	250,749		343,993
East Las Vegas, N. Mex	9,125	63,500	407,500		31,832	13,089		85,000	88,983	12,896	231,800
Silver City, N. Mex	10,000	40,000	350,000		9,369	25,769		75,000	96,750	11,123	218,011
Albany, N. Y	9,477	85,000	2,000,000					244,471	268,672		513,143
Buffalo, N. Y	12,279	131,200	675,000						169,861	[4] 64,902	234,763
Asheville, N. C.[3]	9,000	101,290	866,000		33,241					100,000	133,241
Greenville, N. C	9,300	452,511	1,833,973		2,830	172,525		317,068	165,000		657,423
Winston-Salem, N. C.[8]	5,000	64,430	541,891		9,080	33,358		55,000	43,395	2,000	142,833
Ellendale, N. Dak	7,500	63,413	196,838	350,000	11,874	4,230	19,104		40,054		75,262
Mayville, N. Dak	1,200	125,000	615,000	300,000	28,758	25,850	15,915		89,425		159,948
Minot, N. Dak	12,147	121,466	634,578		48,000	102,726					150,726
Valley City, N. Dak	25,000	274,115	824,048		62,523	63,614		29,553	144,430	30,437	330,557
Bowling Green, Ohio	21,000	96,586	1,773,080		56,817	58,157		150,794	333,649	9,863	609,280
Cleveland, Ohio	15,675	77,500	150,000		46,170				163,844		210,014
Kent, Ohio	37,000	220,625	2,014,625		51,423	104,828		291,721	308,125		756,097
Ada, Okla	16,000	150,000	600,000		44,000			125,000	188,000	15,000	372,000
Alva, Okla	17,500	75,506	387,780		31,933			11,250	100,250		143,433
Durant, Okla	12,000	74,775	558,196		41,017			135,000	182,000		358,017
Edmond, Okla	18,500	99,863	522,772		17,245	19,509		115,000	192,000		343,754

[1] Figures for 1926.
[2] Remitted to State.
[3] Private institution.
[4] Includes Federal funds.
[5] Report for December, 1926, to November, 1927, inclusive.
[6] Goes into city treasury.
[7] This sum and $237 in column 11 not used by college.
[8] Colored.
[9] Included in column 10.

TABLE 25.—*Teachers colleges—Property and receipts, 1927–28*—Continued

[Teacher-training institutions offering four years' work above secondary grades and granting degrees]

Location (for name of institution, see Table 21)	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 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
Langston, Okla.[8]	4,000	$75,000	$326,400		$12,153	$41,638		$75,000	$107,500	[4] $35,758	$272,049
Tahlequah, Okla.	9,000	75,000	540,000		16,783			132,000	144,000	21,577	314,360
Weatherford, Okla.	15,000	75,000	300,000		26,182			30,000	146,500	13,800	216,482
Bloomsburg, Pa.	10,000	106,000	666,000		35,285	192,452			181,197	5,557	414,491
East Stroudsburg, Pa.	9,015	86,000	510,000		33,727	218,420		156,036	182,367	24,773	615,323
Edinboro, Pa.	11,761	110,433	519,530		24,188	109,313		20,477	157,933		311,911
Indiana, Pa.	20,000	81,650	2,035,201		72,739	452,598		443,945	257,104		1,226,386
Kutztown, Pa.	14,018	158,649	649,500		22,559	162,309		5,180	122,968	1,761	314,777
Lock Haven, Pa.	11,000	150,000	1,350,000		18,692	100,831		11,425	119,446	17,333	267,727
Mansfield, Pa.	10,900	344,851	2,178,870		61,270	178,794		49,243	172,518		461,825
Millersville, Pa.	22,658	196,335	610,640		18,712	123,230		25,376	124,950	19,512	311,780
Shippensburg, Pa.	15,000	99,436	852,423		23,105	142,422		20,000	156,230	26,472	368,229
Slippery Rock, Pa.	11,050	152,329	383,500		24,805	221,984			226,448		473,237
West Chester, Pa.	22,195	296,410	2,410,732		71,077	394,780		38,182	205,669		709,708
Providence, R. I.	32,744	125,000	2,160,000		9,665			220,000	161,640		391,305
Orangeburg, S. C.[8]	5,000	174,150	829,903		15,604	766		9,500	112,836	[4] 63,303	202,009
Aberdeen, S. Dak.	16,094	153,311	467,490	[10]	60,689	10,604	$14,708	86,462	171,780		344,243
Madison, S. Dak.	10,165	150,000	300,000	[10]	17,988	24,700	10,000		101,200		153,888
Spearfish, S. Dak.	9,570	100,000	600,000		19,520	3,794			96,000	11,138	130,452
Springfield, S. Dak.	10,250	55,450	285,500	[11] $375,000	12,500	4,900	18,200		62,400		98,000
Johnson City, Tenn.	10,245	75,000	925,000		14,700	29,470		228,000	125,000		397,170
Memphis, Tenn.	10,000	75,000	1,000,000		22,055	94,666		200,000	125,000	20,000	461,721
Murfreesboro, Tenn.	9,100	52,000	1,000,000			127,841		200,000	125,000	93	452,934
Nashville, Tenn.[8]	4,000	65,550	769,000		14,809	112,951		60,000	105,000	[4] 48,213	340,973
Nashville, Tenn.[3]	44,000	314,000	3,020,000	4,133,000	294,000	42,000	145,000			1,636,000	2,117,000
Alpine, Tex.	10,750	70,875	245,403		14,975			25,750	107,746	32,946	181,417
Canyon, Tex.	15,000	125,000	1,000,000		54,913			292,785	251,276		598,974
Commerce, Tex.	18,000	132,500	670,550		91,359	30,320		20,000	247,544	2,503	391,726
Denton, Tex.	25,000	279,760	1,000,000		43,258				387,473		430,731
Huntsville, Tex.	19,000	121,300	420,000		42,500			20,000	252,320	[4] 3,000	317,820
Kingsville, Tex.	10,175	92,443	375,000		18,004				158,657		176,661
Nacogdoches, Tex.	10,879	86,662	492,534		36,963				149,835	16,340	203,138
Prairie View, Tex.[8]	8,000	237,482	900,739		40,887	155,533		86,817	184,352	[4] 152,351	619,940
San Marcos, Tex.	26,022	90,150	476,500		47,910			25,000	280,519		353,429
East Radford, Va.	10,689	87,600	555,000		33,542	117,124		80,000	87,510	37,265	355,441

Ettrick, Va.[8]	10,050	196,180	775,812	172,156	22,381	35,464	32,613	133,008	107,270	38,759	369,495
Farmville, Va.	14,160	207,500	1,196,000		55,268	217,135		15,500	97,814	73,338	459,055
Fredericksburg, Va.	9,500	50,000	445,000		35,524	104,498		98,075	60,712		298,809
Hampton, Va.[3 8]	64,738	339,792	2,067,253	9,081,969	17,636	183,290	442,065			1,067,597	1,710,588
Harrisonburg, Va.	11,000	165,000	1,200,000		29,841	221,890		9,550	76,300	4,297	341,878
Athens, W. Va.	7,000	60,000	805,000		23,160	43,949		20,000	85,000		172,109
Fairmont, W. Va.	9,700	55,000	800,000		15,000	21,600		25,000	117,000		178,600
Huntington, W. Va.[12]	20,000	100,000	2,600,000		86,007	49,260		15,000	245,000	19,085	414,352
Eau Claire, Wis.	10,000	95,000	500,000						147,909		147,909
La Crosse, Wis.	18,000	288,380	683,500		22,912			32,921	184,966		240,799
Menominee, Wis.	14,322	350,522	918,950		14,252	56,747		13,500	230,178		314,677
Milwaukee, Wis.	37,038	100,000	1,000,000					21,789	316,506	5,100	343,395
Oshkosh, Wis.	17,500	237,797	852,258		[2] 20,929	5,932		184,716	224,360		435,937
Platteville, Wis.	17,000	136,600	473,000					51,579	148,811		200,390
River Falls, Wis.	16,500	55,000	650,000					82,000	153,000		235,000
Stevens Point, Wis.	18,800	155,000	530,400		13,536	24,179		175,840	172,815		386,370
Superior, Wis.	37,000	100,000	550,000			24,276		46,659	193,890		264,825
Whitewater, Wis.	21,823	88,000	638,035					21,810	179,237		201,047

[2] Remitted to State.
[3] Private institution.
[4] Includes Federal funds.
[8] Colored.
[10] There is an endowment in lands.
[11] Plus school lands.
[12] Figures for 1926–27.

TABLE 26.—*Teachers colleges—Expenditures, 1927–28*

[Teacher-training institutions offering four years work above secondary grade and granting degrees]

Location (for name of institution see Table 21)	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.[2]	$4,200	$5,000	$800	$95,248	$21,319	$30,102	$14,837	$3,720	$5,328	$180,554	$56,488
Tempe, Ariz.	268	6,000	6,494	98,683	6,875	104,188	14,076	15,525	4,063	256,172	97,816
Conway, Ark.	2,700	5,000	6,000	125,000	3,000	35,000	21,300	58,833	3,000	259,833	20,700
Arcata, Calif.		6,000	5,795	61,462	6,236	9,389	540			89,422	
Chico, Calif.	3,521	6,000	1,411	104,155	6,437	56,729	3,409			181,662	52,156
Fresno, Calif.		7,200	6,860	196,711	15,355	20,891	(3)			247,017	40,100
San Diego, Calif.	2,500	6,800	10,998	157,460	10,430	18,428				206,616	19,983
San Francisco, Calif.	6,718	7,200	7,197	146,920	11,244		22,479			201,758	98,184
San Jose, Calif.	6,000	7,000	25,302	215,491	10,901	35,334	4,196	15,750		319,974	14,511
Santa Barbara, Calif.	1,740	6,000	5,965	101,402	2,396	11,375				128,878	30,314
Alamosa, Colo.	(4)	5,750	3,318	35,150		3,889	944	2,131		51,182	3,917
Greeley, Colo.	5,267	8,000	79,436	276,518	33,031	45,205	19,469	22,339	6,159	495,424	48,270
Gunnison, Colo.	2,100	6,000	13,761	91,000	4,500	11,633	3,000	3,902	1,679	137,575	21,000
Athens, Ga.		5,667		105,825		13,798	6,241		2,345	133,876	
Bowdon, Ga.		3,300		14,256		1,029	2,657	686	2,887	24,815	
Valdosta, Ga.			4,950	63,887	2,640	60,121	9,967	2,604		144,169	
Carbondale, Ill.	3,000	7,500	4,800	188,452		72,070	25,400	(3)		301,222	
Charleston, Ill.	5,071	7,500	7,699	167,449	11,080	59,840	13,034	15,169		286,842	94,017
De Kalb, Ill.	3,000	7,500	3,200	177,555	10,136	103,310	15,171	4,000		323,872	91,136
Evanston, Ill.[5]	9,050	4,500	15,773	89,878	34,505	69,799	3,770	22,227	42,118	291,620	14,969
Macomb, Ill.	3,350	7,500	2,820	178,376		74,442	15,863	(3)		282,351	115,133
Normal, Ill.	5,595	7,500	8,696	273,278	12,121	112,486	28,004	47,684		495,364	22,565
Danville, Ind.[5]	477	3,600	1,852	39,868	1,342	3,882	1,492	3,497	199	56,209	
Indianapolis, Ind.[5]	3,500	4,600	18,015	86,847	(6)	9,261	1,040	27,541	744	151,548	
Muncie, Ind.	5,000	6,000	28,847	213,032	5,932	60,777	5,932	28,769	8,029	362,318	196,687
Terre Haute, Ind.	25,032	7,425	40,006	301,961	13,080	87,410	21,926	68,452	5,485	570,777	157,327
Cedar Falls, Iowa	12,700	8,000	54,400	569,450	23,000	232,590	33,840	68,200		1,002,180	16,000
Emporia, Kans.	24,000	6,500		248,495		80,000	84,475	67,586		511,056	75,000
Hays, Kans.		6,500	9,861	130,561	23,238	45,870	52,569	15,417		284,016	75,403
Pittsburg, Kans.	(7)	6,500	9,359	359,242		88,217	82,447			545,765	107,474
Bowling Green, Ky.	6,725	5,000	27,548	206,570	5,883	116,003	20,812	21,818	11,653	422,012	279,614
Morehead, Ky.	5,400	5,000	35,552	69,629	2,542	58,292	2,563	21,845	2,710	203,533	174,849

Murray, Ky		5,000	17,341	135,356	12,077	53,143	25,642	36,229	8,341	293,129	269,656
Richmond, Ky	3,000	5,250	40,069	161,310	2,001	44,944	(3)	11,697	30,000	298,271	323,550
Natchitoches, La	7,815	6,000	11,720	223,367	8,148	250,625	16,077	15,230	6,672	545,654	174,446
Farmington, Me		3,600	1,040	27,203	1,408	57,906		568		91,725	
Boston, Mass		(6)	(6)	166,711	16,965	9,896		536		194,108	
Bridgewater, Mass		5,075	5,470	78,932	8,155	122,429	9,404	760		230,225	
Framingham, Mass		5,075	4,250	93,858	6,838	239,891	20,103	1,785		371,800	3,000
Salem, Mass		5,075	3,815	86,098	7,734	15,801	6,367	1,237	7	126,134	
Worcester, Mass		5,100	4,080	56,476	3,600	21,918	12,150	2,075		105,399	
Detroit, Mich		(6)		251,460	6,500					257,960	
Kalamazoo, Mich	5,000	9,000	42,499	581,309	20,339	120,255	13,067	2,855	4,616	798,940	18,239
Marquette, Mich		8,000	9,600	207,000		24,067	15,000	18,000		281,667	9,225
Mount Pleasant, Mich		8,000	15,000	224,000	40,000	13,000	3,400	20,000		323,400	450,000
Ypsilanti, Mich		9,000	47,034	593,582	20,765	107,061	21,163	34,027	6,456	839,088	19,127
Bemidji, Minn	2,100	5,500	4,015	63,535	4,647	13,809	2,237		260	96,103	
Duluth, Minn	2,016	5,500	5,925	65,770	10,329	9,517	11,303			110,360	66,377
Moorhead, Minn		5,000	11,168	101,628	9,675	61,948	17,812			207,231	
St. Cloud, Minn		5,558	17,826	151,456	11,161	22,571	11,200	5,250		225,022	11,200
Winona, Minn	9,774	5,500	30,806	98,765	7,198	9,715	12,813	6,024	395	180,990	
Cleveland, Miss	5,628	4,800	15,663	40,329	1,808	23,440	5,004	5,850		102,522	35,000
Hattiesburg, Miss	3,000	4,800	5,584	93,133	159	39,521	5,107	20,219		171,523	100,000
Cape Girardeau, Mo		6,000	11,305	121,269	3,867	63,107	20,245	25,427	213	251,433	7,695
Jefferson City, Mo.[5]		4,000	14,710	62,268	1,550	35,942	55,187	5,628		179,285	
Kirksville, Mo	5,000	6,500	506	141,680		36,822				190,508	
Maryville, Mo	3,600	6,500	5,400	157,895	26,518	68,420	40,000	24,796	450	333,579	
St. Louis, Mo		7,000	4,780	108,243	8,237	8,781	7,894	2,100		147,035	5,273
Springfield, Mo	22,300	6,000	6,900	158,500	1,940	61,400	4,200	26,000	5,000	292,240	67,486
Warrensburg, Mo	(6)	(6)	(6)	153,578	7,727	11,858	11,822	11,000	40,253	236,238	30,000
Chadron, Nebr		5,600	10,980	106,420	7,880	49,509	12,291	31,544		224,224	25,000
Kearney, Nebr		5,600	7,425	170,875	28,476	181,658	28,742	20,230		443,006	20,200
Peru, Nebr		5,000	8,505	117,605	18,226	43,257	6,112	12,747		211,452	10,000
Wayne, Nebr		5,000	9,000							[9] 255,000	40,000
Keene, N. H	5,231	4,000	5,183	86,529	15,636	110,995	6,200	262	14,940	248,976	21,032
Trenton, N. J	4,000	6,500	11,358	140,965	24,801	36,619	19,399	6,400	2,962	253,004	9,699
East Las Vegas, N. Mex	4,100	4,600	6,037	64,722	15,989	25,518	2,878	6,707	2,020	132,571	125,199
Silver City, N. Mex	2,730	5,400	2,545	64,868	11,385	34,759	13,806	8,660	1,853	146,006	79,000
Albany, N. Y		7,500	17,349	189,626	7,352	25,380	3,744	13,453	2,368	266,772	246,371
Buffalo, N. Y	1,700	5,750	7,643	179,341	9,769	19,832	4,195	5,509	1,024	234,763	
Asheville, N. C.[5]	1,200	3,600		56,200	3,500	25,310	(3)	2,000		91,810	327
Greenville, N. C	12,408	8,000	10,970	120,329	7,522	130,000	5,708	1,925	3,190	300,052	317,067
Winston-Salem, N. C.[8]	7,067	3,000	1,804	26,603	955	37,770	5,532	1,603	1,499	85,833	38,897
Ellendale, N. Dak		4,500	2,624	45,554	1,987	12,872	1,894	4,816	2,475	76,722	
Mayville, N. Dak	2,480	5,000	6,713	61,160	9,486	49,683	9,941	15,000	8,815	168,278	

[1] The following institutions report the amounts indicated paid out for debt service: Arkansas State Teachers College, Conway, $5,000; Colorado State Teachers College, Greeley, $946; National Kindergarten and Elementary College, Evanston, Ill., $80,982; Central Normal College, Danville, Ind., $3,186; Indiana State Normal School, Terre Haute, $28,089; State Teachers College, Murray, Ky., $47,220; Southeast Missouri State Teachers College, Cape Girardeau, $18,533; State Teachers College, Slippery Rock, Pa., $1,318; State Teachers College, East Radford, Va., $9,500; Virginia Normal and Industrial Institute, Ettrick, $36,863; State Teachers College, Farmville, Va., $6,368; State Teachers College, Fredericksburg, Va., $135.

[2] Figures for 1926.
[3] Included in column 7.
[4] Included in column 4.
[5] Private institution.
[6] Included in column 5.
[7] Included in column 3.
[8] Colored.
[9] Includes $241,000 undistributed.

TABLE 26.—*Teachers colleges—Expenditures, 1927–28*—Continued

[Teacher-training institutions offering four years' work above secondary grade and granting degrees]

Location (for name of institution see Table 21)	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
Minot, N. Dak.	(4)	(4)	$16,115	$97,103	$6,488	$47,419	$12,159	$28,432		$207,716	
Valley City, N. Dak.	$3,000	$5,200	12,559	137,781	7,674	86,317	45,132	32,736	$9,650	340,049	$43,955
Bowling Green, Ohio	3,500	6,500	10,780	193,776	3,664	81,246	3,335	12,148	1,959	316,908	165,532
Cleveland, Ohio		7,000	11,103	157,475	5,500	18,376	5,690	1,500		206,644	3,370
Kent, Ohio	13,800	[10] 6,500	13,545	128,471	20,265	125,102	25,573	55,106	4,095	392,457	127,255
Ada, Okla.	6,600	6,000	2,400	141,500	20,000	14,000	6,000	35,500		232,000	140,000
Alva, Okla.	3,200	5,000	2,067	78,090	2,434	7,690	6,049	11,509		116,039	37,059
Durant, Okla.	1,800	5,000	2,651	139,196		15,503	25,000			189,150	144,995
Edmond, Okla.	2,100	5,000	9,733	137,201	6,371	18,467	18,995	20,867		218,734	126,378
Langston, Okla.[5]		4,000	5,666	63,185	2,914	52,147	35,000	4,766		167,678	90,299
Tahlequah, Okla.	2,010	5,000	3,000	75,000	5,000	10,000	18,000			118,010	165,000
Weatherford, Okla.		5,000	6,500	75,000	21,500	19,500	7,500	20,896	9,122	165,018	37,056
Bloomsburg, Pa.	6,495	6,083	10,364	143,413	5,363	149,762	(3)	24,629	5,070	351,179	36,579
East Stroudsburg, Pa.	4,200	6,800	17,073	172,846	8,500	159,158	46,318	19,834		434,729	178,305
Edinboro, Pa.	6,240	5,300	12,667	126,594	27,989	70,701	12,087	29,971		291,549	20,477
Indiana, Pa.	9,040	7,500	8,872	251,302	31,931	294,475	24,822	21,975	6,268	656,185	582,720
Kutztown, Pa.	3,180	7,200	10,473	100,509	2,281	138,509	10,018	14,615		286,785	36,819
Lock Haven, Pa.	5,433	6,000	9,484	97,895	3,987	89,897	14,324	17,742	3,476	248,238	22,988
Mansfield, Pa.	8,880	7,500	9,068	167,828	14,369	141,723	18,719	7,861	5,471	381,419	74,766
Millersville, Pa.	8,383	6,000	6,369	103,975	16,516	121,309	11,772	6,203	3,142	283,669	29,700
Shippensburg, Pa.	6,180	7,000	10,377	112,583	4,723	124,968	22,759	22,933	4,344	315,867	43,341
Slippery Rock, Pa.	3,060	7,000	26,560	173,349	23,442	180,986				414,397	4,166
West Chester, Pa.	6,000	5,667	7,040	197,875		[2] 40,953	[2] 57,063	[2] 24,471		339,069	38,182
Providence, R. I.		5,000	3,136	116,639	8,044	27,822	(3)			160,641	220,000
Orangeburg, S. C.[5]		3,600	4,300	75,000	20,000	22,203	10,000	12,500	5,500	153,103	20,000
Aberdeen, S. Dak.	7,400	7,000	9,840	161,913	9,586	46,355	9,070	8,028	563	259,755	86,939
Madison, S. Dak.	3,450	6,000	2,250	77,213	2,242	36,145	1,732	10,213	1,397	140,642	
Spearfish, S. Dak.	9,600	4,500	1,320	85,287	9,205	18,231	9,821	2,339		140,303	
Springfield, S. Dak.		4,500	4,700	56,500	4,250	14,900	6,552	4,050	1,080	96,532	1,400
Johnson City, Tenn.		4,800	16,666	78,280	2,361	18,772	5,618	12,700	1,307	140,504	267,760
Memphis, Tenn.	2,625	4,800	2,700	97,900	11,088	81,211	25,340	8,876	2,596	237,136	204,211
Murfreesboro, Tenn.	4,500	4,500	2,091	85,540	4,511	118,265	9,492	7,126	3,063	239,088	73,493
Nashville, Tenn.[5]	2,580	4,000	1,920	52,135	22,881	75,074	11,849	2,592	1,920	174,951	79,435

Do [5]	(6)	(6)	(6)	305,000	(6)	40,000	171,000	(11)	(11)	516,000	237,000
Alpine, Tex	2,337	5,000	6,450	78,122		7,422	33,087	6,336		138,754	37,627
Canyon, Tex	3,000	5,000	15,080	240,606	4,000	30,000	1,500	20,000		319,186	303,000
Commerce, Tex	3,600	5,000	16,881	221,223	21,845	46,775	5,000	21,976		342,300	27,731
Denton, Tex	3,000	5,000	22,550	235,100	7,500	70,100	26,300	33,800	1,500	404,850	31,671
Huntsville, Tex	2,500	5,000	16,359	187,254	25,386	29,100	46,700	8,000		320,299	15,000
Kingsville, Tex				133,081						[12] 179,930	
Nacogdoches, Tex	3,650	5,000	6,148	162,336	5,231	11,480	15,624	26,835	206	236,510	8,136
Prairie View, Tex. [5]		3,000	36,211	116,638	52,217	92,953	7,847	194,246		503,112	98,960
San Marcos, Tex	2,700	5,000	4,500	218,800		7,500	49,750			288,250	
East Radford, Va	2,500	5,100	10,660	71,395	6,813	86,825	7,258	22,395	5,184	218,130	128,125
Lttrick, Va. [5]	7,850	3,600	6,902	72,953	13,364	16,847	14,773	22,091	584	158,964	173,669
Farmville, Va	2,650	5,500	7,633	114,977	13,559	159,045	20,354	19,841	11,397	354,953	72,126
Fredericksburg, Va	1,750	5,100	3,663	68,597	8,931	88,453	10,189	5,469	8,475	200,627	32,893
Hampton, Va. [5] [8]		(4)	64,976	275,084	30,802	208,970	40,930	(9)	4,223	624,985	57,186
Harrisonburg, Va	18,600	4,500	6,490	99,575	6,073	94,527	20,194	34,836	17,941	302,736	11,753
Athens, W. Va		4,500	9,900	55,602		60,000	7,000	4,000		141,002	26,450
Fairmont, W. Va		5,500	3,000	103,000	500	5,000	1,000	3,500		121,500	217,000
Huntington, W. Va. [13]	3,192	6,000	15,273	177,038	9,514	89,592	18,955	30,939		350,503	68,544
Eau Claire, Wis		6,000	6,509	100,100	6,835	16,386	7,890	3,189	1,000	147,909	3,000
La Crosse, Wis		6,000	7,965	136,798	5,964	14,830	6,390	12,203	1,766	191,916	11,900
Menomonie, Wis	2,400	6,000	6,632	122,930	715	128,507	16,737	7,352	3,562	294,835	15,266
Milwaukee, Wis		7,000	14,750	246,767	11,270	23,430	8,700	2,183		314,100	10,100
Oshkosh, Wis	15,000	6,000	5,021	162,610	8,169	26,975	5,021	28,679	2,217	259,692	57,082
Platteville, Wis		6,000	5,040	99,420	3,361	15,870	18,218	8,064		155,973	22,158
River Falls, Wis		6,000	4,800	121,000	8,500	12,200	7,500	2,500		162,500	116,000
Stevens Point, Wis	1,800	6,000	3,945	120,595	6,425	13,010	14,309	10,224		176,308	175,840
Superior, Wis		6,000	5,669	142,793	30,217	13,296	4,259	1,595		203,829	37,794
Whitewater, Wis	(4)	6,000	6,794	132,738	2,448	14,070	5,892	969		168,911	12,478

[4] Included in column 4.
[5] Private institution.
[6] Included in column 5.
[8] Colored.
[9] Figures for 1926.
[10] Home in addition.
[11] Included in column 8.
[12] Includes $46,849 undistributed.
[13] Figures for 1926–27.

TABLE 27.—*State normal schools—Sessions and graduates, 1927–28*

Location	Institution	Date of establishment	Weeks in regular session	Weeks in summer session	Number of graduates (without degrees) from curricula of—					
					1 year		2 years		3 years	
					Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11
Alabama:										
Daphne	State Normal School	1907	36	12			1	12		
Florence	State Normal School	1873	36	12			18	205		
Jacksonville	State Normal School	1883	36	12			41	117		
Livingston	State Normal School	1883	36	12			8	80		
Montgomery	State Normal School [1]	1874	36	12			20	52		
Normal	State Agricultural and Mechanical Institute.[1]	1875	36	12			8	1		
Troy	State Normal School	1887	36	11			23	149		
Arkansas:										
Pine Bluff	Agricultural, Mechanical, and Normal College.[1]	1875	36	6			2	6		
Connecticut:										
Danbury	State Normal School	1903	40					98		
New Britain	State Normal School	1849	38					151		
New Haven	State Normal School	1894	40					153		
Willimantic	State Normal School	1889	38					87		
Georgia:										
Albany	Georgia Normal and Agricultural College.[1]	1904	32	6	11	19	10	11		
Americus	State Agricultural and Normal College.	1908	36	12			1	22		
Statesboro	Georgia Normal School	1924	36	6			8	37		
Hawaii:										
Honolulu	Territorial Normal and Training School.	1896	38	6			22	107		
Idaho:										
Albion	State Normal School	1893	36	9			41	124		
Lewiston	State Normal School	1893	36	9			16	172		
Kentucky:										
Frankfort	Kentucky State Industrial College [1]	1886	40	6			14	19		
Louisiana:										
Scotlandville	Southern University and Agricultural and Mechanical College.[1]	1880	36	12				14		
Maine:										
Castine	Eastern State Normal School	1867	38	6			7	106		
Fort Kent	Madawaska Training School [2]	1878	36		1	27				
Gorham	State Normal School	1879	37	6			3	163	12	14
Machias	Washington State Normal School	1909	38	6			17	58		
Presque Isle	Aroostook State Normal School	1903	38	6			2	51		
Maryland:										
Bowie	Maryland Normal School [1]	1909	36	6			11	38		
Frostburg	State Normal School	1898	36	6			9	70		
Salisbury	Maryland State Normal School	1925	36				3	71		
Towson	Maryland State Normal School	1865	36	6			19	269		
Massachusetts:										
Fitchburg	State Normal School	1895	39	4			2	103	26	[3] 12
Hyannis	State Normal School	1897	37	6				62		
Lowell	State Normal School	1897	36					133		[3] 4
North Adams	State Normal School	1894	38	6				93		
Westfield	State Normal School	1839	37					116		
Minnesota:										
Mankato	State Teachers College	1867	36	6	2	87	23	165		
Mississippi:										
Alcorn	Alcorn Agricultural and Mechanical College.[1]	1871	36	6			1	10		
Montana:										
Billings	Eastern Montana Normal School	1925	36				1	2		
Dillon	Montana State Normal School	1893	36	9			30	212		

[1] Colored.
[2] Completion of eighth grade required for entrance to teacher-training course.
[3] The following institutions report graduates from the 4-year curriculum: Fitchburg, Mass., 1 man, 6 women; Lowell, Mass., 4 women; Plymouth, N. H., 8 women; Clarion, Pa., 5 women; Bellingham, Wash., 1 man, 1 woman; Cheney, Wash., 2 men, 3 women.

TABLE 27.—*State normal schools—Sessions and graduates, 1927–28*—Continued

Location	Institution	Date of establishment	Weeks in regular session	Weeks in summer session	Number of graduates (without degrees) from curricula of—					
					1 year		2 years		3 years	
					Men	Women	Men	Women	Men	Women
1	2	3	4	5	6	7	8	9	10	11
New Hampshire:										
Plymouth	State Normal School	1870	36					122	1	[3] 8
New Jersey:										
Glassboro	New Jersey State Normal School	1923	40	6			3	210		
Montclair	New Jersey State Normal School	1908	40				3	303		
Newark	State Normal School	1913	40				20	413		
Paterson	New Jersey State Normal School	1923	40				4	99		
New Mexico:										
El Rito	Spanish-American Normal School [4]	1911	36	8			[5] 2	[5] 4		
New York:										
Brockport	State Normal School	1867	39						1	57
Cortland	State Normal School	1867	38	6					35	227
Fredonia	State Normal School	1867	37	6					20	154
Geneseo	State Normal School	1871	38	6					10	141
New Paltz	State Normal School	1886	39	6					8	241
Oneonta	State Normal School	1889	39	6					3	245
Oswego	State Normal School	1861	39	6					63	105
Plattsburg	State Normal School	1890	38	6					25	100
Potsdam	State Normal School	1869	40	6					8	205
North Carolina:										
Cullowhee	Cullowhee State Normal School	1889	36	12			3	71		
Elizabeth City	State Normal School [1]	1891	36	12			2	33		
Fayetteville	State Normal School [1]	1877	36	12			5	58		
North Dakota:										
Dickinson	State Normal School	1918	36	12			9	50		
Oregon:										
Ashland	Southern Oregon Normal School	1926	36	12			12	123		
Monmouth	Oregon Normal School	1882	36	12	29	402	45	447		
Pennsylvania:										
California	State Teachers College	1852	36	6			8	242	28	18
Cheyney	Cheyney Training School for Teachers. [1]	1837	36				5	28	1	6
Clarion	Clarion State Normal School	1887	36	6			7	161	27	[3] 9
Philippine Islands:										
Manila	Philippine Normal School	1901	40	5	90	231	118	84		
Vermont:										
Castleton	State Normal Training School	1867	37				2	59		
Washington:										
Bellingham	Bellingham State Normal School	1899	36	11			40	494	19	[3] 26
Cheney	State Normal School	1890	36	11			82	456	16	[3] 36
Ellensburg	Ellensburg State Normal School	1890	35	11			47	242	8	23
West Virginia:										
Bluefield	Bluefield Institute [1]	1895	38	9			1	11		
Glenville	State Normal School	1872	36	9			15	45		
Shepherdstown	Shepherd College State Normal School.	1873	36	9			25	70		
West Liberty	West Liberty State Normal School	1838	36	9			23	100		

[1] Colored.
[3] The following institutions report graduates from the 4-year curriculum: Fitchburg, Mass., 1 man, 6 women; Lowell, Mass., 4 women; Plymouth, N. H., 8 women; Clarion, Pa., 5 women; Bellingham, Wash., 1 man, 1 woman; Cheney, Wash., 2 men, 3 women.
[4] Completion of 2 years of high school required for entrance to teacher-training course.
[5] Figures for 1926.

TABLE 28.—*State normal schools—Model and practice schools, hours of practice teaching received, and students preparing to teach in certain grades, 1927–28*

Location (for name of institution, see Table 27)	Model school [1]	Practice school [1]	Enrollment in model and practice schools	Hours of practice teaching received for curricula of—				Teacher-training students who are preparing to teach in—							
				1 year	2 years	3 years	4 years	Kindergartens	Primary grades 1, 2, 3	Elementary grades 4–8	Junior high school	Regular and senior high school	Rural schools	Kindergarten and primary	Elementary grades 1–8	High school
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Alabama:																
Daphne		P			144						46	23			186	
Florence	I, P	I, P	445		180				569	528	400					
Jacksonville	I	I	334		180				162	212	309					
Livingston	I	I	404		360				200	180	200					
Montgomery [2]	I, P	I, P	143		120											
Normal [2]	P	P			60										88	
Troy	I	I	180		72				413	292	465					
Arkansas:																
Pine Bluff [2]	I	I	72		240											
Connecticut:																
Danbury	P	P			100					96				98		
New Britain	P	P			357											
New Haven	I	I	1,755		500					76				77		
Willimantic	P	P			480				97	97						
Georgia:																
Albany [2]	I	I	20	15	30											
Americus	I, P	I	113		180				40	25	1					
Statesboro	I, P	I, P	290		90											
Hawaii:																
Honolulu	P	I	594		300			16	101	83	40		336			
Idaho:																
Albion	I	I	149		180				66	165	69		46			
Lewiston	I	I	387		240						93		214	99	113	
Kentucky:																
Frankfort [2]	I, P	I, P	66		80			3	12	7	8	52	17			
Louisiana:																
Scotlandville [2]	I	I	338		360											

Maine:																
Castine	I	I	113		120										204	
Fort Kent	I	I	137	110											100	
Gorham	I, P	I, P	386		225	240			102	302	48					
Machias	I	I	140		250										178	
Presque Isle	I	I	373		310											
Maryland:																
Bowie [2]	I, P	I, P	35		180								125			
Frostburg	I, P	I, P	345		180										205	
Salisbury	I, P	I, P	452		180										168	
Towson	I, P	I, P	243		216					102			40	117		
Massachusetts:																
Fitchburg	I	I	316		341	341	341				101				203	67
Hyannis	P	P			225										131	
Lowell	P	P			216	900									266	
North Adams	P	P			200					129				50		
Westfield	I, P	I, P	545		254										219	
Minnesota:																
Mankato	I	I	393	80	180			55	74	140	88		89			
Mississippi:																
Alcorn [2]	I, P	I	501		90				23	15		20	8			
Montana:																
Billings	P	P			360				73	121	12					
Dillon	P	P			96			1	190	300	64	10	300			
New Hampshire:																
Plymouth	P	P			180	180	180				41	60			230	
New Jersey:																
Glassboro	I	P	102		400					380	71			50		
Montclair	I	P	90		500					457				112		143
Newark	P	P			500					1, 169				53		
Paterson	P	P			535										426	
New Mexico:																
El Rito	I	I	24		120								8			
New York:																
Brockport	I	I	534			400			81	186						
Cortland	I, P	I, P	650			200		153	127	142	254					245
Fredonia	I	I	470			270									512	
Geneseo	I	I	686			330			127	209	58					
New Paltz	I	I	543			190				358	198			210		
Oneonta	I, P	I, P	653			400			600	404						
Oswego	I	I	415			390		113	111	280					240	
Plattsburg	I	I	149			380			9	23	15					
Potsdam	I	I	827			600				215	140			163	186	
North Carolina:																
Cullowhee	I, P	I, P	320		90				378	378						
Elizabeth City [2]	I	I	313		108				47	42						
Fayetteville [2]	I	I	145		180				30	34						
North Dakota:																
Dickinson	P	P			120				171	193			244			

[1] I—maintained by institution; P—public schools used.

[2] Colored.

TABLE 28.—*State normal schools—Model and practice schools, hours of practice teaching received, and students preparing to teach in certain grades, 1927–28*—Continued

Location (for name of institution, see Table 27)	Model school	Practice school	Enrollment in model and practice schools	Hours of practice teaching received for curricula of—				Teacher-training students who are preparing to teach in—								
				1 year	2 years	3 years	4 years	Kindergartens	Primary grades 1, 2, 3	Elementary grades 4–8	Junior high school	Regular and senior high school	Rural schools	Kindergarten and primary	Elementary grades 1–8	High school
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Oregon:																
Ashland	I, P	I	361		300										663	
Monmouth	I	I, P	895	90	180											
Pennsylvania:																
California	I	I, P	1,322		270	270				274	160			192		
Cheyney [2]	I, P	I, P	60		180	180				63				35		25
Clarion	I, P	I, P	550		180	180	212		75	96	36		2			
Philippine Islands:																
Manila	I	I	876		130										1,133	
Vermont:																
Castleton	P	P			150			3		120						
Washington:																
Bellingham	I, P	I, P	310		120	180	240		523	803	88		135			244
Cheney	I	I, P	287		200	200	200									
Ellensburg	I, P	I, P	466		120	180	180							165	445	
West Virginia:																
Bluefield [2]	P	P			135											
Glenville	I, P	I, P	60													
Shepherdstown	P	P			90				90	95	75		40			
West Liberty	P	P			135				139	174	12		8			

[2] Colored.

TABLE 29.—*State normal schools—Instructors, 1927–28*

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	7	3	4	4	7	4	7
Florence	14	34	7	32	14	34	14	34
Jacksonville	15	22	13	19	15	22	15	22
Livingston	9	17	9	17	9	17	9	17
Montgomery [1]	33	60	4	12	24	50	25	59
Normal [1]	11	10	2	4	3	3	4	5
Troy	14	39	9	23	10	24	10	33
Arkansas:								
Pine Bluff [1]	10	11	-------	3	-------	3	-------	3
Connecticut:								
Danbury	2	12	2	12	-------	-------	2	12
New Britain	5	54	5	11	-------	-------	5	11
New Haven	8	57	2	12	-------	-------	2	12
Willimantic	4	38	3	8	-------	-------	3	8
Georgia:								
Albany [1]	9	15	5	7	4	6	5	7
Americus	[2] 5	[2] 16	3	5	2	4	[2] 5	[2] 9
Statesboro	15	24	10	14	10	20	15	24
Hawaii:								
Honolulu	22	49	8	32	12	12	17	41
Idaho:								
Albion	18	21	7	16	15	21	16	21
Lewiston	13	23	12	11	11	11	12	11
Kentucky:								
Frankfort [1]	20	16	15	13	7	5	20	16
Louisiana:								
Scotlandville [1]	21	11	8	6	-------	-------	8	6
Maine:								
Castine	[2] 7	[2] 15	3	11	4	4	[2] 7	[2] 15
Fort Kent	3	13	3	6	-------	-------	3	6
Gorham	11	29	6	15	6	8	10	23
Machias	6	11	5	10	5	6	6	11
Presque Isle	3	11	2	6	2	7	3	11
Maryland:								
Bowie [1]	6	8	1	5	5	2	5	6
Frostburg	5	19	5	18	5	6	5	19
Salisbury	2	10	2	10	-------	-------	2	10
Towson	3	30	3	28	1	10	3	30
Massachusetts:								
Fitchburg	16	31	13	26	10	8	15	28
Hyannis	13	29	2	6	11	15	12	23
Lowell	5	38	3	11	-------	-------	3	11
North Adams	13	35	5	27	9	10	13	35
Westfield	5	19	4	19	-------	-------	4	19
Minnesota:								
Mankato	11	35	10	33	6	13	11	35
Mississippi:								
Alcorn [1]	26	6	10	2	11	4	13	4
Montana:								
Billings	7	3	7	3	-------	-------	7	3
Dillon	16	34	14	18	13	15	16	20
New Hampshire:								
Plymouth	7	25	7	25	-------	-------	7	25
New Jersey:								
Glassboro	6	36	4	23	6	22	6	36
Montclair	9	28	8	28	-------	-------	8	28
Newark	7	36	7	36	-------	-------	7	36
Paterson	3	12	3	12	-------	-------	3	12
New Mexico:								
El Rito	6	5	1	2	-------	2	1	2
New York:								
Brockport	6	26	5	15	-------	-------	5	15
Cortland	10	36	9	36	6	7	9	36
Fredonia	14	28	11	11	10	6	14	15
Geneseo	12	51	8	42	5	14	9	46
New Paltz	[2] 15	[2] 39	7	26	6	10	[2] 13	[2] 36
Oneonta	9	40	7	35	8	12	9	40
Oswego	41	32	15	20	38	15	41	32
Plattsburg	16	17	13	14	9	7	16	17
Potsdam	16	58	6	33	7	14	10	44

[1] Colored.

[2] Duplicates probably included.

TABLE 29.—*State normal schools—Instructors, 1927–28*—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
North Carolina:								
Cullowhee	[2] 19	[2] 21	4	7	13	12	[2] 17	[2] 19
Elizabeth City [1]	8	11		5				5
Fayetteville [1]	11	15	3	9	10	11	10	14
North Dakota:								
Dickinson	11	24	7	16	9	20	9	20
Oregon:								
Ashland	7	24	7	22	6	15	7	24
Monmouth	17	62	12	52	15	56	17	62
Pennsylvania:								
California	20	22	20	20	20	15	20	22
Cheyney [1]	4	8	4	6			4	6
Clarion	10	22	8	19	7	10	10	22
Philippine Islands:								
Manila	23	36	7	18			7	18
Vermont:								
Castleton	1	9	1	8			1	8
Washington:								
Bellingham	26	60	20	47	21	40	26	60
Cheney	33	32	22	22	27	27	27	27
Ellensburg	21	33	15	15	14	11	15	16
West Virginia:								
Bluefield [1]	14	8	14	2	14	2	14	2
Glenville	13	11	10	8	11	8	13	11
Shepherdstown	6	12	6	12	6	12	6	12
West Liberty	10	9	7	8	9	7	10	9

[1] Colored. [2] Duplicates probably included.

TABLE 30.—*State normal schools—Students, 1927–28*

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	17	238	2	40	5	185	7	225	15
Florence	225	1,272	136	682	117	861	225	1,272	760
Jacksonville	[1] 391	[1] 1,282	213	519	154	709	[1] 367	[1] 1,228	618
Livingston	56	654	30	327	13	305	38	615	140
Montgomery [2]	373	2,380	152	385	127	1,816	267	2,177	1,287
Normal [2]	[1] 89	[1] 132	25	26	5	58	[1] 30	[1] 84	
Troy	[1] 256	[1] 1,196	67	424	74	599	[1] 141	[1] 1,023	461
Arkansas:									
Pine Bluff [2]	161	198	6	18	8	32	14	40	
Connecticut:									
Danbury		194		194				194	
New Britain		325		325				325	
New Haven		356		356				356	
Willimantic		194		194				194	
Georgia:									
Albany [2]	[1] 121	[1] 291	76	188	7	61	[1] 83	[1] 249	44
Americus	62	297	1	65	11	154	12	219	
Statesboro	205	475	125	181	95	334	205	475	172
Hawaii:									
Honolulu	220	1,614	53	306	26	127	65	363	1,406
Idaho:									
Albion	107	610	69	277	44	385	107	610	
Lewiston	101	701	73	469	32	338	101	701	
Kentucky:									
Frankfort [2]	105	311	45	104	9	104	54	168	68

[1] Duplicates probably included. [2] Colored.

TABLE 30.—*State normal schools—Students, 1927–28*—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
Louisiana:									
Scotlandville [2]	192	483	----	42	----	----	----	42	38
Maine:									
Castine	17	187	12	169	5	88	17	187	----
Fort Kent	15	113	15	113	----	----	15	113	----
Gorham	66	[1] 646	58	394	16	252	66	[1] 646	----
Machias	46	217	40	110	10	112	46	217	----
Presque Isle	20	242	11	138	12	112	20	242	----
Maryland:									
Bowie [2]	[1] 41	[1] 173	36	94	5	79	[1] 41	[1] 173	----
Frostburg	35	195	30	175	10	83	35	195	----
Salisbury	6	162	6	162	----	----	6	162	----
Towson	58	641	51	619	10	132	58	641	----
Massachusetts:									
Fitchburg	[1] 118	[1] 387	95	276	23	111	[1] 118	[1] 387	----
Hyannis	12	[1] 559	----	131	12	428	12	[1] 559	----
Lowell	----	267	----	267	----	----	----	267	----
North Adams	2	345	----	183	2	165	2	345	151
Westfield	----	219	----	219	----	----	----	219	----
Minnesota:									
Mankato	89	798	68	453	25	427	89	798.	37
Mississippi:									
Alcorn [2]	[1] 117	[1] 238	17	13	41	201	[1] 58	[1] 214	----
Montana:									
Billings	15	191	15	191	----	----	15	191	32
Dillon	81	801	55	508	33	367	79	801	672
New Hampshire:									
Plymouth	2	334	2	334	----	----	2	334	----
New Jersey:									
Glassboro	22	859	13	536	10	352	22	859	472
Montclair	29	683	29	683	----	----	29	683	----
Newark	62	1, 160	62	1, 160	----	----	62	1, 160	----
Paterson	26	426	26	426	----	----	26	426	----
New Mexico:									
El Rito	59	57	5	3	16	10	21	13	----
New York:									
Brockport	23	244	23	244	----	----	23	244	----
Cortland	112	792	112	792	60	62	112	792	----
Fredonia	[1] 120	[1] 821	85	566	35	255	[1] 120	[1] 821	36
Geneseo	125	942	62	583	16	370	76	890	70
New Paltz	73	1, 030	13	720	13	272	18	944	156
Oneonta	36	1, 004	11	702	25	464	36	1, 004	----
Oswego	[1] 438	[1] 906	185	380	253	526	[1] 438	[1] 906	----
Plattsburg	90	428	75	326	22	138	90	428	----
Potsdam	241	1, 336	28	704	25	443	48	1, 097	----
North Carolina:									
Cullowhee	[1] 89	[1] 667	39	311	50	356	[1] 89	[1] 667	----
Elizabeth City [2]	[1] 92	[1] 750	3	86	----	----	3	86	300
Fayetteville [2]	[1] 128	[1] 934	18	165	46	540	[1] 64	[1] 705	242
North Dakota:									
Dickinson	196	555	79	198	54	376	112	496	----
Oregon:									
Ashland	[1] 100	[1] 553	76	287	24	266	[1] 100	[1] 553	----
Monmouth	[1] 207	[1] 1, 928	135	975	72	953	[1] 207	[1] 1, 928	----
Pennsylvania:									
California	203	868	108	518	135	690	203	868	84
Cheyney [2]	24	99	24	99	----	----	24	99	----
Clarion	[1] 144	[1] 584	34	175	110	409	[1] 144	[1] 584	----
Philippine Islands:									
Manila	887	1, 056	563	601	----	----	563	601	----
Vermont:									
Castleton	2	123	2	123	----	----	2	123	----
Washington:									
Bellingham	321	1, 472	241	876	110	770	321	1, 472	80
Cheney	223	929	199	782	143	674	223	929	480
Ellensburg	241	698	171	435	39	287	192	607	86
West Virginia:									
Bluefield [2]	138	403	2	67	31	177	33	244	20
Glenville	198	540	90	263	112	329	154	462	170
Shepherdstown	200	325	125	225	100	250	200	325	130
West Liberty	128	354	40	172	51	217	76	333	145

[1] Duplicates probably included.

[2] Colored.

TABLE 31.—*State normal schools—Property and receipts, 1927–28*

Location (for name of institution see Table 27)	Bound volumes in library	Value of library apparatus, machinery, and furniture	Value of grounds and buildings	Receipts from students		Public funds for—		Receipts from all other sources	Total receipts
				Tuition, etc.	Board, room, etc.	Increase of plant	Current expenditures		
1	2	3	4	5	6	7	8	9	10
Alabama:									
Daphne	4,000	$6,500	$60,000	$6,569			$17,815	$1,081	$25,465
Florence	13,700	35,195	470,500	76,693	$49,816	$15,000	85,000	42,267	268,776
Jacksonville	7,000	75,000	380,000	145,046	70,000	21,593	75,000		311,639
Livingston	6,701	45,000	273,000	25,452	46,963	8,300	85,000	20,979	186,694
Montgomery [1]	7,632	20,500	226,500	59,920	44,552		51,975	14,014	170,461
Normal [1]	5,200	61,200	262,000	2,807	13,206		22,500	[2] 33,610	72,123
Troy	9,623	74,000	265,000	51,767	25,698		100,000	6,812	184,277
Arkansas:									
Pine Bluff [1]	1,200	45,000	155,000	12,998	13,128		76,506	[2] 13,636	116,268
Connecticut:									
Danbury	11,000	30,664	410,252			24,962	102,247		127,209
New Britain	10,000		1,700,000			44,468	151,602		196,070
New Haven	11,595	25,000	100,000				138,547		138,547
Willimantic	12,000	40,000	700,000			196,650	107,675		304,325
Georgia:									
Albany [1]	1,800	50,000	150,000	2,124			25,071	[2] 14,309	41,504
Americus	3,000	6,050	155,800	1,082	7,949		22,350		31,381
Statesboro	6,000	7,500	350,000	4,800	21,600	50,000	50,000		126,400
Hawaii:									
Honolulu	10,395	43,728	229,107	13,260	6,350	3,936	148,302	5,000	176,848
Idaho:									
Albion [3]	8,000	75,000	[4] 600,000	7,048	55,913	90,000	218,544	29,143	400,648
Lewiston	6,508	80,000	[4] 600,000	7,499	48,293		122,500	23,809	202,101
Kentucky:									
Frankfort [1]	750	3,150	450,000	1,690	17,581	10,000	60,000	[2] 8,715	97,986
Louisiana:									
Scotlandville [1]	6,000	28,976	757,777	1,879	30,000	75,000	65,000	[2] 62,193	234,072
Maine:									
Castine	5,500	5,000	200,000		32,802		25,741		58,543
Fort Kent	250	2,000	125,000		10,312		29,988		40,300
Gorham	2,853	25,000	250,000		57,908		56,383		114,291
Machias	1,500	5,000	200,000		24,163		32,419		56,582
Presque Isle	3,000	5,000	410,000		22,170		36,702		58,872
Maryland:									
Bowie [1]	750	30,691	141,410	[5]	14,840	5,850	38,170		58,860
Frostburg	6,000	11,000	250,000		20,000	50,000	58,000		128,000
Salisbury	3,000	210,000	422,000		22,103	300,000	63,585		385,688
Towson	25,000	72,272	1,121,212	13,713	62,393		224,269	150	300,525
Massachusetts:									
Fitchburg	12,000	[5]	597,500	[6] 4,911	53,326		157,189		215,426
Hyannis [7]	4,000	35,000	150,000	4,115	47,686	4,919	99,940		156,660
Lowell	3,600	27,750	265,000	2,770			71,207		73,977
North Adams [7]	15,000	30,000	337,000	3,919	46,473		115,619	583	166,594
Westfield	12,000	[5]	447,000	2,280	38,013		101,305		141,598
Minnesota:									
Mankato	10,047	109,491	996,918	11,588	29,753	7,330	143,350	12,213	204,234
Mississippi:									
Alcorn [1]	2,500	59,443	[8] 268,880	12,599	46,158	12,592	28,085		99,434
Montana:									
Billings	2,500	10,000	25,000	9,893			50,000		59,893
Dillon	20,000	58,000	662,812	29,090	85,000		119,000		233,090
New Hampshire:									
Plymouth	8,000	20,000	400,000	5,699	60,096	5,000	80,000	729	151,524
New Jersey:									
Glassboro	11,000	115,000	1,015,000			115,000	143,280		258,280
Montclair	17,500	126,686	671,100		33,900	250,000	202,775		486,675
Newark	19,500	75,000	800,000				213,255		213,255
Paterson	4,000						72,500		72,500
New Mexico:									
El Rito	800	12,000	[9] 48,000	1,200	2,500	5,000	28,272	[2] 7,167	44,139

[1] Colored.
[2] Includes Federal funds.
[3] Report for calendar year of 1927.
[4] There is an endowment fund of $360,000.
[5] Included in next column.
[6] To State treasurer.
[7] Report for December, 1926, to November, 1927, inclusive.
[8] There is an endowment fund of $209,871.
[9] There is a Federal land allotment.

TABLE 31.—*State normal schools—Property and receipts, 1927–28*—Continued

Location (for name of institution see Table 27)	Bound volumes in library	Value of library apparatus, machinery, and furniture	Value of grounds and buildings	Receipts from students		Public funds for—		Receipts from all other sources	Total receipts
				Tuition, etc.	Board, room, etc.	Increase of plant	Current expenditures		
1	2	3	4	5	6	7	8	9	10
New York:									
Brockport	16,465	$25,000	$275,000				$104,717		$104,717
Cortland	17,000	52,000	1,125,000			$3,000	169,450		172,450
Fredonia	5,078	46,000	400,000	$1,130			133,414		134,544
Geneseo	18,000	62,500	292,186	[6] 25		40,500	206,530	[6] $10,067	257,122
New Paltz	10,750	33,000	350,000	[6] 650			139,900		140,550
Oneonta	8,000	95,883	750,000				169,613		169,613
Oswego	11,000	50,000	375,000	[6] 1,125			158,177		159,302
Plattsburg	13,000	26,000	500,000				112,830		112,830
Potsdam	10,000	90,575	800,500			2,000	217,580		219,580
North Carolina:									
Cullowhee	5,337	125,000	600,000	22,251	$50,942	53,200	50,980		177,373
Elizabeth City [1]	1,580	53,700	415,452	10,976	33,037	14,451	38,000		96,464
Fayetteville [1]	2,780	36,500	285,000	7,018	35,235	20,000	36,500		98,753
North Dakota:									
Dickinson	7,100	100,000	510,000	14,850	17,982	[10] 13,200	[10] 139,300	5,569	190,901
Oregon:									
Ashland	4,350	16,500	175,000	8,500			61,582		70,082
Monmouth	13,800	121,097	536,386	34,113	68,320	11,285	170,140		283,858
Pennsylvania:									
California	10,000	250,000	1,000,000	40,071	91,451	133,337	21,751		286,610
Cheyney [1]	6,000	58,521	365,934	8,903	33,556	58,746	51,797	10,680	163,682
Clarion	11,000	148,719	763,328	9,272	74,624		84,267		168,163
Philippine Islands:									
Manila [11]	8,000	100,000	400,000				113,400		113,400
Vermont:									
Castleton	3,000								
Washington:									
Bellingham	38,867	150,000	850,000	70,449	59,688	260,000	313,550		703,687
Cheney	25,000	162,042	501,820	64,264	108,720	27,000	218,455	4,000	422,439
Ellensburg	20,244	123,225	493,398	36,900	117,942		[9] 395,421		550,263
West Virginia:									
Bluefield [1]	3,500	11,000	250,000	1,170	14,762		11,000	64,027	90,959
Glenville	7,500	25,000	450,000	13,921	31,458		92,000	2,158	139,537
Shepherdstown	10,000	200,000	500,000	3,500	16,000	15,000	42,500		77,000
West Liberty	7,500	24,456	300,000	10,688	30,114	11,000	49,000	1,013	101,815

[1] Colored.
[6] To State treasurer.
[9] There is a Federal land allotment.
[10] Appropriations for 2-year period.
[11] 1926 figures.

TABLE 32.—*State normal schools—Expenditures, 1927–28*

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 president	Other expenditures								
1	2	3	4	5	6	7	8	9	10	11	12
Alabama:											
Daphne	----------	$4,000	$2,522	$18,087	$1,186	$948	$525	$1,809	$159	$29,236	$272
Florence	----------	6,000	9,856	78,683	18,971	59,227	9,899	15,358	2,407	200,401	20,113
Jacksonville	----------	6,000	7,000	65,000	4,736	4,485	23,754	65,300	3,717	179,992	21,592
Livingston	----------	6,000	4,182	49,912	1,788	68,136	15,758	15,279	4,239	165,294	9,624
Montgomery [2]	----------	3,000	9,889	49,561	7,983	58,298	8,444	24,973	2,012	164,160	4,874
Normal [2]	----------	2,400	6,991	16,396	2,880	16,957	4,938	3,465	2,476	56,503	----------
Troy	----------	6,000	8,799	65,896	6,347	31,488	9,351	15,141	2,126	145,148	10,508
Arkansas:											
Pine Bluff [3]	----------	3,250	5,802	27,894	5,920	27,536	5,193	2,308	----------	77,903	2,363
Connecticut:											
Danbury	$1,174	4,962	3,437	82,911	1,466	4,736	1,594	1,288	679	102,247	24,962
New Britain	1,189	5,417	3,235	111,627	1,418	22,695	2,882	1,334	1,805	151,602	44,468
New Haven	1,195	4,962	5,042	117,990	2,500	4,123	969	1,722	45	138,548	----------
Willimantic	1,261	4,962	3,581	77,304	2,510	14,047	1,746	1,650	614	107,675	196,649
Georgia:											
Albany [2]	----------	2,833	1,215	15,067	1,044	16,331	3,617	1,385	138	41,630	----------
Americus	----------	2,000	900	7,244	----------	14,999	1,792	710	75	27,720	----------
Statesboro	1,000	5,000	----------	25,000	----------	5,000	1,000	1,500	300	38,800	82,500
Hawaii:											
Honolulu	----------	4,800	10,662	118,646	14,389	13,065	500	750	7,500	170,312	6,536
Idaho:											
Albion [3]	3,318	4,000	2,158	48,834	2,899	74,992	2,163	10,451	2,120	150,935	117,398
Lewiston	3,075	4,200	7,104	69,034	14,181	58,868	34,577	9,232	1,335	201,606	35,981
Kentucky:											
Frankfort [2]	6,239	4,500	1,200	37,080	----------	14,171	9,154	25,642	----------	97,986	----------
Louisiana:											
Scotlandville [2]	----------	3,000	4,788	47,402	2,976	9,500	8,000	8,200	2,500	86,366	117,877
Maine:											
Castine	----------	3,100	1,100	13,971	1,318	38,293	----------	661	----------	58,443	38,000
Fort Kent	----------	----------	2,800	18,299	1,501	17,295	----------	260	----------	40,155	28,000
Gorham	----------	3,600	1,100	38,941	3,090	58,020	----------	1,077	----------	105,828	8,000
Machias	----------	3,200	1,248	19,336	1,571	30,300	----------	883	----------	56,538	----------
Presque Isle	----------	3,200	1,200	20,676	2,595	29,700	----------	765	----------	58,136	----------

Maryland:											
Bowie [2]		2,200	2,258	9,078	3,784	28,334	4,773	1,564	496	52,487	5,850
Frostburg	2,500	5,000	1,500	40,000	3,000	12,500	6,000	1,200	1,500	73,200	86,500
Salisbury	2,000	6,000	4,400	18,475	[4]	54,813	[4]	[4]	[4]	85,688	30[illegible],000
Towson	3,866	6,000	16,943	103,884	18,805	139,719	11,458			300,675	
Massachusetts:											
Fitchburg		4,800	4,100	97,830	10,441	79,065	11,273	3,006		210,515	7,000
Hyannis [3]		4,575	1,942	28,370	2,022	51,242	1,297			89,448	858
Lowell		5,050	2,342	47,952	6,562	8,489	1,766			72,161	1,182
North Adams [5]		4,575	5,233	43,460	2,805	50,460	7,891	695		115,119	
Westfield		4,875	4,806	39,705	2,718	45,290	3,911			101,305	
Minnesota:											
Mankato	2,075	5,500	8,303	106,645	12,029	49,735	1,290	7,082		192,659	6,541
Mississippi:											
Alcorn [2]	20,864	3,000	17,864	34,983	9,460	8,098				94,269	
Montana:											
Billings		5,500	4,689	20,125	3,635	2,087				36,036	6,000
Dillon		6,000	10,000	95,000	5,000	104,310	4,700	4,200	3,880	233,090	
New Hampshire:											
Plymouth		4,000	2,975	45,877	6,072	59,175	12,511	2,674		133,284	
New Jersey:											
Glassboro	1,300	7,500	8,752	50,500	32,437	22,175	5,424	13,332	1,397	142,817	114,997
Montclair		7,500	12,238	124,854	11,220	21,664	10,001	8,677	2,923	199,077	250,000
Newark		7,500	4,160	125,755	33,000	20,785	10,000	5,800		207,000	
Paterson		7,500	3,820	46,565	5,512	304	5,051	4,951	75	73,778	
New Mexico:											
El Rito		3,600	600	13,178		6,710	4,604		626	29,318	10,632
New York:											
Brockport		6,000	2,550	66,400	5,438	15,418	7,000	1,522	172	104,500	
Cortland		6,000	2,900	124,869		15,115	16,203	3,000		168,087	
Fredonia		6,000	2,200	101,650		24,694	[4]	[4]	[4]	134,544	
Geneseo		6,600	3,578	155,185	8,700	14,788	4,272	4,183	257	197,563	40,196
New Paltz		6,250	2,600	95,700	7,116	7,799	16,030	4,375	30	139,900	
Oneonta		6,850	3,050	133,350	10,000	5,400	7,000	7,963		173,613	
Oswego		6,250	4,300	102,950	12,491	22,604	4,964	4,502	116	158,177	
Plattsburg		6,250	2,500	81,600	2,345	3,620	16,515			112,830	
Potsdam		[6] 5,750	2,800	154,470	4,188	32,294	8,701	3,020	249	211,472	3,096
North Carolina:											
Cullowhee	1,650	4,500	4,106	43,022	5,340	51,781	4,703	3,137	5,934	124,173	53,200
Elizabeth City [2]	1,275	2,700	5,002	27,527	90	43,777	1,816			82,187	11,242
Fayetteville [2]	1,500	3,000	4,122	27,351	438	34,140	3,801	1,692		76,044	
North Dakota:											
Dickinson		4,500	8,285	43,797	1,066	22,522	668	5,589	1,492	87,919	9,615

[1] The following institutions report the amounts indicated paid out for debt service: The State normal schools in Alabama at Florence, Jacksonville, Livingston, Montgomery, and Troy, $47,929, $11,460, $7,500, $218, and $28,451, respectively; State Normal and Agricultural College at Americus, Ga., $825; State Normal School at Albion, Idaho, $6,812; Spanish-American Normal School at El Rito, N. Mex., $1,500; State normal schools in Washington at Cheney and Ellensburg, $2,293 and $19,604, respectively. These amounts are not accounted for elsewhere.

[2] Colored.

[3] Report for calendar year of 1927.

[4] Included in column 7.

[5] Report for December, 1926, to November, 1927, inclusive.

[6] House in addition.

TABLE 32.—*State normal schools—Expenditures, 1927–28*—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 president	Other expenditures								
1	2	3	4	5	6	7	8	9	10	11	12
Oregon:											
Ashland	----------	$4,500	$3,764	$45,634	$1,989	$3,590	$972	----------	$522	$60,971	$9,111
Monmouth	$2,400	4,000	23,634	117,350	----------	82,401	1,615	$4,461	2,430	238,291	11,285
Pennsylvania:											
California	31,314	(7)	24,746	----------	116,796	73,993	----------	18,679	----------	265,528	147,000
Cheyney [2]	12,267	5,000	3,360	27,950	3,366	41,443	2,374	2,920	2,114	100,794	62,332
Clarion	3,000	5,500	7,964	52,178	1,288	74,227	22,135	9,625	----------	175,917	----------
Philippine Islands:											
Manila [8]	----------	3,000	1,660	75,000	20,000	4,000	5,000	3,000	1,740	113,400	225,000
Washington:											
Bellingham	----------	7,000	26,917	205,315	6,015	82,732	40,714	52,732	1,838	423,263	273,700
Cheney	4,867	6,600	8,641	144,640	7,517	101,477	1,127	53,384	15,792	344,045	14,888
Ellensburg	----------	6,750	18,908	106,050	4,622	118,509	10,988	44,617	3,227	313,671	18,254
West Virginia:											
Bluefield [2]	----------	3,800	1,680	34,500	1,000	7,000	12,500	----------	----------	60,480	----------
Glenville [9]	----------	5,000	6,281	40,797	869	44,741	8,325	4,094	----------	110,107	9,032
Shepherdstown	----------	4,250	2,640	50,000	1,000	20,000	14,000	2,000	----------	93,890	32,000
West Liberty	----------	4,000	1,350	37,561	----------	38,519	15,181	10,130	248	106,989	39,676

[2] Colored. [7] Included in next column. [8] 1926 figures. [9] For year 1926–27.

TABLE 33.—*Private teacher-training schools—Sessions, graduates, etc., 1927–28*

Location	Institution	Weeks in regular session	Weeks in summer session	Years in teacher-training courses	Graduates from teacher-training courses		Hours of practice received in teaching 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.	Arnold College of Hygiene and Physical Education.	34	----	2, 3	15	79	128	----
Washington, D. C.	The Marjorie Webster School of Expression and Physical Education.	36	6	2	----	53	108	----
Chicago, Ill.	American College of Physical Education.	36	6	2, 3	21	35	270	----
Do.	Chicago Normal School of Physical Education.	36	6	2, 3	----	69	160	----
Indianapolis, Ind.	Normal College of the American Gymnastic Union.	36	5	3, 4	13	24	252	110
Boston, Mass.	Boston School of Physical Education.	30	----	3	----	52	375	----
Do.	The Bouvé School	[1] 30	----	3	----	18	240	----
Do.	Posse-Nissen School of Physical Education.	[1] 30	----	3	----	62	60	----
Cambridge, Mass.	Sargent School of Physical Education.	[1] 30	----	3	----	102	120	----
East Orange, N. J.	Newark Normal School of Physical Education and Hygiene.	34	----	2, 3	18	41	300	150
Ithaca, N. Y.	Ithaca Conservatory and Affiliated Schools.	33	16	3, 4	29	48	102	----
New York, N. Y.	Central School of Hygiene and Physical Education.	32	----	3	----	47	90	----
Do.	Savage School for Physical Education.	32	----	3	43	66	300	----
	II. *Nursery, kindergarten, and primary training schools*							
Los Angeles, Calif.	Miss Fulmer's School	36	6	3	----	47	420	44
Pasadena, Calif.	Broadock's Kindergarten Primary Training School.	36	----	3	----	[2] 55	540	43
Bridgeport, Conn.	Connecticut Froebel Normal School.	32	----	2	----	----	400	----
Do.	The Fannie A. Smith Kindergarten Training School.	34	----	2	----	27	450	48
Hartford, Conn.	Culver Smith Kindergarten Training School.	26	----	2	----	23	300	25
Chicago, Ill.	Chicago Teachers College	36	----	3	----	28	540	111
Do.	Pestalozzi Froebel Teachers College	36	6	2, 3	----	97	438	33
Boston, Mass.	Miss Niel's Kindergarten Elementary Training School.	30	----	2, 3	----	35	540	----
Do.	Nursery Training School of Boston	40	----	2	----	8	720	50
Do.	Perry Kindergarten Normal School	34	----	3	----	39	450	----
Do.	Wheelock Kindergarten Training School.	30	----	3	----	115	750	26
Cambridge, Mass.	Lesley School	30	----	2, 3	----	113	60	----
Minneapolis, Minn.	Miss Woods' Kindergarten and Primary Training School.	36	----	2	----	82	675	----
Brooklyn, N. Y.	The Flatbush Teacher Training School.	34	----	3	----	14	480	256
New York, N. Y.	Child Education Foundation Training School.	34	----	3	----	2	175	----
Do.	The Jenny Hunter Kindergarten Training School.	34	----	2	----	38	200	45
Do.	The Langzettel School	32	----	3	----	15	320	275
Do.	The Harriette Melissa Mills Kindergarten-Primary Training School.	36	----	3	----	78	330	40
Cincinnati, Ohio	Cincinnati Missionary Training School	34	----	2	----	7	170	76
Oberlin, Ohio	Oberlin Kindergarten Training School	36	----	2	----	88	240	425
Harrisburg, Pa.	Froebel Kindergarten Training School	30	----	2	----	14	225	42
Philadelphia, Pa.	The Illman Training School for Kindergarten and Primary Teachers.	36	----	2, 3	----	103	450	30
Charleston, S. C.	Kindergarten-Primary Training Department of Ashley Hall.	36	----	2	----	7	72	60

[1] Plus camp.

[2] Figures for 1926.

TABLE 33.—*Private teacher-training schools—Sessions, graduates, etc., 1927–28*—Continued

Location	Institution	Weeks in regular session	Weeks in summer session	Years in teacher-training courses	Graduates from teacher-training courses		Hours of practice received in teaching 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	Tuskegee Normal and Industrial Institute.[2]	36	10	4	9	36	90	373
Denver, Colo	Central Vocational College	36	10	2	32	80	30	57
Rexburg, Idaho	Ricks College	36	9	1, 2	20	47	120	------
River Forest, Ill	Concordia Teachers College	36	----	2	100	------	120	60
Waverly, Iowa	Wartburg Normal College	36	----	2	2	6	36	124
New Ulm, Minn	Dr. Martin Luther College	36	----	2	9	12	66	44
Meridian, Miss	Haven Teachers College [3]	36	6	2	1	2	180	183
Seward, Nebr	Concordia Teachers College	36	----	2	25	9	165	43
York, Nebr	St. Ursula's Academy and Teachers College.	36	6	2	------	[2] 8	90	[2] 60
Trenton, N. J	Rider College	36	12	[4] 2	18	34	200	------
Raleigh, N. C	St. Augustine's College [3]	36	----	2	------	6	50	79
Dayton, Ohio	Normal School of the Precious Blood	36	6	2	------	18	135	------
Mount Angel, Oreg	Mount Angel Normal School	36	----	2	------	6	360	389
Oswego, Oreg	Marylhurst Normal School	36	6	2	------	24	180	198
Philadelphia, Pa	Gratz College	36	----	4	5	5	([5])	150
Do	Pierce School of Business Administration.	40	6	2, 3	1	10	108	------
Charleston, S. C	Avery Institute [3]	36	----	2	------	40	135	102
Canton, S. Dak	Augustana Academy	36	----	1, 2	8	24	180	------
Morristown, Tenn	Morristown Normal and Industrial College.[3]	36	----	2	------	3	90	261
St. George, Utah	Dixie College	36	----	2	2	17	100	67
Seattle, Wash	Holy Names Academy and Normal School.	36	----	2	------	28	240	274
Do	Seattle Pacific College	36	----	2	2	30	90	125
Spokane, Wash	Holy Names Academy and Normal School.	36	----	2	------	18	200	108

[2] Figures for 1926. [3] Colored. [4] 48 weeks each. [5] 1 year practice, 1 year observation.

TABLE 34.—*Private teacher-training schools—Instructors, 1927–28*

Institution (for location see Table 33)	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*								
Arnold College of Hygiene and Physical Education	14	8	5	------	2	------	5	------
The Marjorie Webster School of Expression and Physical Education	1	13	------	10	------	3	------	13
American College of Physical Education	10	5	10	5	10	5	10	5
Chicago Normal School of Physical Education	5	16	5	9	2	10	5	16
Normal College of the American Gymnastic Union	20	8	2	1	1	1	3	1
Boston School of Physical Education	5	14	5	14	------	------	5	14
The Bouvé School	8	18	------	3	------	------	------	3

TABLE 34.—*Private teacher-training schools—Instructors, 1927–28*—Continued

Institution (for location see Table 33)	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*—Continued								
Posse-Nissen School of Physical Education	3	10	3	7	2	5	3	10
Sargent School of Physical Education	[1] 12	[1] 53	12	12	------	------	12	12
Newark Normal School of Physical Education and Hygiene	18	5	10	2	------	------	10	2
Ithaca Conservatory and Affiliated Schools	29	27	29	27	------	------	29	27
Central School of Hygiene and Physical Education	9	27	------	11	------	------	------	11
Savage School for Physical Education	32	12	32	11	------	------	32	11
II. *Nursery, kindergarten, and primary training schools*								
Miss Fulmer's School	2	18	------	5	------	------	------	5
Broadock's Kindergarten Primary Training School	2	10	2	10	------	------	2	10
Connecticut Froebel Normal School	1	4	1	4	------	------	1	4
The Fannie A. Smith Kindergarten Training School	------	9	------	6	------	------	------	6
Culver Smith Kindergarten Training School	------	10	------	5	------	------	------	5
Chicago Teachers College	3	18	2	16	------	------	2	16
Pestalozzi Froebel Teachers College	8	14	------	5	------	3	------	5
Miss Niel's Kindergarten Elementary Training School	1	12	1	12	------	------	1	12
Nursery Training School of Boston	------	10	------	6	------	------	------	6
Perry Kindergarten Normal School	3	18	------	2	------	------	------	2
Wheelock Kindergarten Training School	4	21	------	6	------	------	------	6
Lesley School	4	28	4	28	------	------	4	28
Miss Wood's Kindergarten and Primary Training School	2	14	------	7	------	------	------	7
The Flatbush Teacher Training School	7	12	7	12	------	------	7	12
Child Education Foundation Training School	2	12	2	12	------	------	2	12
The Jenny Hunter Kindergarten Training School	10	6	------	3	------	------	------	3
The Langzettel School	3	9	1	6	------	------	1	6
The Harriette Melissa Mills Kindergarten Primary Training School	3	11	------	8	------	------	------	8
Cincinnati Missionary Training School	3	8	2	6	------	------	2	6
Oberlin Kindergarten Training School	7	24	------	15	------	------	------	15
Froebel Kindergarten Training School	------	5	------	5	------	------	------	5
The Illman Training School for Kindergarten and Primary Teachers	------	19	------	18	------	------	------	18
Kindergarten-Primary Training Department of Ashley Hall	------	6	------	6	------	------	------	6
III. *General training schools*								
Tuskegee Normal and Industrial Institute [2]	138	121	7	7	50	29	54	34
Central Vocational College	4	5	2	2	2	2	2	2
Ricks College	14	7	10	5	5	4	10	6
Concordia Teachers College (Ill.)	22	------	7	------	------	------	7	------
Wartburg Normal College	14	6	8	5	------	------	8	5
Dr. Martin Luther College	14	------	5	------	------	------	5	------
Haven Teachers College [2]	11	10	6	9	7	3	11	10
Concordia Teachers College (Nebr.)	13	2	13	2	------	------	13	2
St. Ursula's Academy and Teachers College	------	10	------	5	------	5	------	10
Rider College	21	8	17	5	------	------	17	5
St. Augustine's College [2]	10	15	------	1	------	------	------	1
Normal School of the Precious Blood	3	19	1	4	------	10	1	14
Mount Angel Normal School	3	22	3	14	------	------	3	14
Marylhurst Normal School	2	15	------	7	2	15	2	15
Gratz College	5	------	1	------	------	------	1	------
Pierce School of Business Administration	33	15	12	10	12	10	12	10
Avery Institute [2]	5	11	2	4	------	------	2	4
Augustana Academy	4	8	------	2	------	------	------	2
Morristown Normal and Industrial College [2]	9	14	2	------	------	------	2	------
Dixie College	13	9	1	1	------	------	1	1
Holy Names Academy and Normal School	1	35	1	5	------	------	1	5
Seattle Pacific College	8	11	7	5	------	------	7	5
Holy Names Academy and Normal School	------	8	------	8	------	------	------	8

[1] Camp instructors included.

[2] Colored.

TABLE 35.—*Private teacher-training schools—Students, 1927–28*

Institution (for location see Table 33)	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*									
Arnold College of Hygiene and Physical Education	53	202	53	202			53	202	3
The Marjorie Webster School of Expression and Physical Education		200		150		50		200	
American College of Physical Education	59	66	59	66	59	66	59	66	
Chicago Normal College of Physical Education		130		130		65		130	
Normal College of the American Gymnastic Union	78	97	60	76	18	21	78	97	
Boston School of Physical Education		168		168				168	
The Bouvé School		89		89				89	
Posse Nissen School of Physical Education	2	[1]390	2	230		160	2	[1]390	
Sargent School of Physical Education		404		404				404	
Newark Normal School of Physical Education and Hygiene	77	96	77	96			77	96	8
Ithaca Conservatory and Affiliated Schools	143	223	143	223			143	223	
Central School of Hygiene and Physical Education		95		95				95	
Savage School for Physical Education	158	252	158	252			158	252	
II. *Nursery, kindergarten, and primary training schools*									
Miss Fulmer's School		128		128		43		128	
Broadock's Kindergarten Primary Training School		88		88				88	
Connecticut Froebel Normal School		43		43				43	
The Fannie A. Smith Kindergarten Training School		49		49				49	
Culver Smith Kindergarten Training School		41		41				41	5
Chicago Teachers College		58		58				58	
Pestalozzi Froebel Teachers College		217		165		52		217	
Miss Niel's Kindergarten Elementary Training School		47		47				47	
Nursery Training School of Boston		21		21				21	
Perry Kindergarten Normal School		130		130				130	
Wheelock Kindergarten Training School		375		375				375	
Lesley School		356		356				356	
Miss Wood's Kindergarten and Primary Training School		178		178				178	
The Flatbush Teacher Training School		60		60				60	
Child Education Foundation Training School		20		20				20	
The Jenny Hunter Kindergarten Training School		80		80				80	
The Langzettel School		59		59				59	
The Harriette Melissa Mills Kindergarten Primary Training School		181		181				181	
Cincinnati Missionary Training School		15		15				15	
Oberlin Kindergarten Training School		191		191				191	
Froebel Kindergarten Training School		22		22				22	
The Illman Training School for Kindergarten and Primary Teachers		175		175				175	
Kindergarten-Primary Training Department of Ashley Hall		19		19				19	

[1] Duplicates probably included

TABLE 35.—*Private teacher-training schools—Students, 1927–28*—Continued

Institution (for location see Table 33)	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 [2]	[1] 993	[1] 1,331	53	74	139	731	[1] 192	[1] 805	662
Central Vocational College	81	159	40	78	35	79	48	90	50
Ricks College	180	269	60	75	25	77	85	152	----
Concordia Teachers College (Ill.)	357	----	357	----	----	----	357	----	21
Wartburg Normal College	93	123	5	24	----	----	5	24	----
Dr. Martin Luther College	127	134	119	128	----	----	119	128	----
Haven Teachers College [2]	34	293	2	13	22	278	24	286	18
Concordia Teachers College (Nebr.)	[3] 279	----	270	----	----	----	[3] 270	----	----
St. Ursula's Academy and Teachers College	----	78	----	28	----	----	----	28	----
Rider College	349	404	29	130	----	----	29	130	----
St. Augustine's College [2]	113	168	----	6	----	----	----	6	----
Normal School of the Precious Blood	----	138	----	51	----	78	----	129	----
Mount Angel Normal School	----	190	----	75	----	----	----	75	----
Marylhurst Normal School	----	258	----	62	----	196	----	258	----
Gratz College	42	23	42	23	----	----	42	23	----
Pierce School of Business Administration	546	1,003	2	22	2	27	2	38	----
Avery Institute [2]	131	216	----	44	----	----	----	44	----
Augustana Academy	41	88	8	24	----	----	8	24	----
Morristown Normal and Industrial College [2]	37	49	24	35	----	----	24	35	----
Dixie College	109	143	5	38	----	----	5	38	11
Holy Names Academy and Normal School	----	255	----	60	----	----	----	60	----
Seattle Pacific College	117	136	9	64	----	----	9	64	----
Holy Names Academy and Normal School	----	45	----	45	----	----	----	45	----

[1] Duplicates probably included. [2] Colored. [3] Men and women.

TABLE 36.—*Private teacher-training schools—Property, receipts, and expenditures, 1927–28*

Institution (for location see Table 33)	Property			Receipts					Expenditures					
				Student fees		Private benefactions for—		All other sources	Administration and instruction			Other current expenditures	Total current expenditures	Outlays and debt service
	Bound volumes in library	Value of library, apparatus, machinery, and furniture	Value of grounds, buildings, and endowment	Tuition, etc.	Board, rooms, etc.	Increase of plant and endowment	Current expenditures		Salary of principal	Total salaries of other instructors	Other expenditures			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
I. *Physical-training schools*														
Arnold College of Hygiene and Physical Education	2,650	$28,000	$288,000	$101,000	$76,000			$13,000	$10,000	$27,000	$18,000	$107,000	$162,000	
The Marjorie Webster School of Expression and Physical Education	1,200		450,000											
American College of Physical Education	600	4,288		37,760	10,391				2,400	15,933	6,540	18,651	43,524	
Chicago Normal School of Physical Education	1,800	40,706	394,451	64,776	50,588			31,368	5,000	23,510	12,956	60,124	101,590	$50,787
Normal College of the American Gymnastic Union	1,400	26,789	58,583	22,690	21,257	$484	$6,000	29,281	4,800	15,169	7,050	50,259	77,278	
Boston School of Physical Education	699	14,375	98,280	57,443				842	4,200	36,790	8,118	16,492	65,600	25,824
The Bouvé School	119	3,989	1,102	32,953	22,095	3,158	6,042	654		19,752	12,819	24,406	56,977	5,076
Posse Nissen School of Physical Education	500		150,000											
Newark Normal School of Physical Education and Hygiene	536	2,850	115,000	41,250					4,000	14,250	3,300	12,544	34,094	4,200
Ithaca Conservatory and Affiliated Schools		[1] 46,198	[1] 408,447	167,747	85,187			129,702	7,500	87,753	74,443	95,024	264,720	118,067
Central School of Hygiene and Physical Education	650								3,600				3,600	
Savage School for Physical Education	1,500	7,000		87,104					5,000	34,562	9,851	17,272	66,685	
II. *Nursery, kindergarten, and primary training schools*														
Miss Fulmer's School	2,000	9,174			35,383				2,400	9,200	578	14,052	26,230	
Broadocks Kindergarten Primary Training School	1,500													
The Fannie A. Smith Kindergarten Training School	2,500	9,500	40,000	33,727						19,542	1,140	10,774	31,456	1,221
Culver Smith Kindergarten Training School	600													
Chicago Teachers College	1,000	7,000		41,283	10,627			6,073	3,000	22,946	7,285	23,629	56,860	
Pestalozzi Froebel Teachers College	1,500	6,837		43,150	9,396		2,350	4,110	3,600	19,634	16,859	18,477	58,570	471
Nursery Training School of Boston	85	1,724	13,300	1,378	97		13,085	[1] 1,019	1,000	3,040	736	6,981	11,757	
Perry Kindergarten Normal School	1,000	3,000		23,544				109	3,300	6,790	7,829	5,115	23,034	613
Miss Wood's Kindergarten and Primary Training School	800	3,600		28,585				983	3,000	15,977	3,126	6,602	28,705	
The Flatbush Teacher Training School	2,000	5,000	300,000											

Child Education Foundation Training School	300			18,426	11,422			550		15,008	729	13,568	29,305	
The Jenny Hunter Kindergarten Training School	496													
The Langzettel School	800	3,000	182,500	17,700		11,000			1,800	7,100	2,832	7,620	19,352	11,000
The Harriette Melissa Mills Kindergarten-Primary Training School	2,500	20,000		53,668									53,668	
Cincinnati Missionary Training School	2,400	2,500	230,000											
Oberlin Kindergarten Training School		16,790	211,677	36,521	68,622	1,037		7,509	3,000	24,706	3,451	61,384	92,541	10,125
The Illman Training School for Kindergarten and Primary Teachers	1,250	5,000	69,387	34,369	12,300			4,518		23,235	2,828	16,502	42,565	41,574
Kindergarten-Primary Training Department of Ashley Hall	100													
III. *General training schools*														
Tuskegee Normal and Industrial Institute [2]	15,451	273,438	8,263,549	34,658	114,041	331,492	104,107	14,949	4,369	113,214	97,462	356,648	571,693	42,493
Central Vocational College	4,200	10,000	31,000	12,000	500				2,400	4,000	4,400	3,850	14,650	2,600
Ricks College	6,000	24,500	150,000	14,625			47,700	845	3,600	38,355	4,684	12,214	58,853	4,675
Concordia Teachers College (Ill.)	13,000	96,000	1,300,000		38,000		98,000		4,000	62,000	7,800	23,000	96,800	
Wartburg Normal College	4,216	71,850	345,032	10,551	18,351		21,517	3,043	2,000	24,894	1,025	24,706	52,625	953
Dr. Martin Luther College	5,000	30,000	460,000	18,000	[3]	328,000	60,000						60,000	310,000
Haven Teachers College [2]	2,500	5,000	170,000	6,443	8,551		15,435	5,263	1,700	7,329	3,215	23,881	36,125	1,056
Concordia Teachers College (Nebr.)	5,000	24,000	460,000		21,000		68,990		2,700	30,100	6,200	27,339	66,339	2,150
St. Ursula's Academy and Teachers College	5,000													
Rider College	1,000	50,000	501,000	159,666				27,648		60,936	19,546	50,687	131,169	46,500
St. Augustine's College [2]	7,200	29,468	501,580	7,256	22,983	21,586	1,519	49,337	3,000	18,217	8,990	54,666	84,873	3,553
Normal School of the Precious Blood	3,000	30,000												
Mount Angel Normal School	6,000	45,000	80,000	4,000	6,000									
Marylhurst Normal School	6,702													
Gratz College	4,000													
Pierce School of Business Administration	5,000	100,000	750,000	243,657					6,000	114,491	33,209	68,766	222,466	
Avery Institute [2]	3,000	7,655	60,000	7,500			5,500	2,500	2,200	10,755	800	1,045	14,800	150
Augustana Academy	2,147	19,650	13,400	3,226	4,164	30,000	8,750	18,319	3,000	18,000	600	10,945	32,545	1,042
Morristown Normal and Industrial College [2]	6,500	20,000	425,000	9,373	13,379	531	29,363	24,968	2,200	35,527	1,534	25,965	65,226	13,005
Dixie College	5,952	16,892	131,049	7,174		8,085	34,700	11,115	3,240	28,735	1,840	7,393	41,208	20,262
Holy Names Academy and Normal School	7,325	85,000	610,000	28,750	35,727			21,641	[4]	[4]	1,800	46,282	48,082	33,432
Seattle Pacific College	2,800	27,289	198,296	23,446	25,680	1,500	5,385	2,506	2,500	20,872	3,553	24,798	51,723	6,178
Holy Names Academy and Normal School	7,416	23,394	135,762	2,600	1,500									

[1] Figures for 1926. [2] Colored. [3] Included in preceding column. [4] Services contributed.

CHAPTER XXIV

STATISTICS OF PUBLIC HIGH SCHOOLS, 1927–28

INTRODUCTION

CONTENTS.—Introduction—Enrollment by subject—Languages—Mathematics—Science—Agriculture—Home economics—Art and drawing—Manual training—Occupations and vocational guidance—Vocational related subjects—History and social sciences—Commercial subjects—Teacher training—Physical training and military drill—Summary of subject enrollments—Size of high school—Size of community—Graduates—Public high-school property

This report includes data from 18,116 public high schools which furnished information to the Bureau of Education concerning their activities for the school year ending in June, 1928. The tabulations include the number of schools of various types, the number of administrators, the number of teachers, the number of pupils enrolled, the subjects taught and the enrollment in each, the number of graduates and whether or not they went to college or to some other institution after graduation, and a statement of property valuations.

Although the first public high school was organized in 1821, this type of school did not enroll to exceed 10 per cent of the children of high-school age until about 1905 or 1906. Within the next 10 years another 10 per cent were enrolled, and the 30 per cent mark was reached about 1921. No general census has been taken in this country since 1920, but a careful estimate indicates that 40 per cent of the children of ages 15, 16, 17, and 18 were enrolled in public high schools about 1923, and 50 per cent in 1928. The rapid growth which was experienced between 1915 and 1925 seems to be followed by a period of growth that is decidedly slower, so much so, that it is difficult to forecast how soon an additional 10 per cent of the children of high-school age will be enrolled in public high schools.

The rapid addition of large groups of pupils of a type which the traditional high school did not provide for, brought secondary school interests face to face with new difficulties. To aid in meeting the situation, the high-school curriculum has been changed from one almost classical in character, to several curricula which contain much of vocational and industrial work. Table 59 gives a review of subject enrollments which reveal changes and additions to the subject matter offered by these schools since 1890. Further relief was sought in the reorganization of the regular high school into junior and senior levels which include some of the elementary grades. A full discussion of these points is not within the scope of this publication, but each will be given attention.

The junior high school movement started about the beginning of the present century. In 1922 the bureau had reports from 387 separately organized junior high schools. The number increased to 704 in 1924, to 1,109 in 1926, and to 1,403 in 1928. The number of junior high school teachers increased from 8,105 in 1922 to 31,939 in

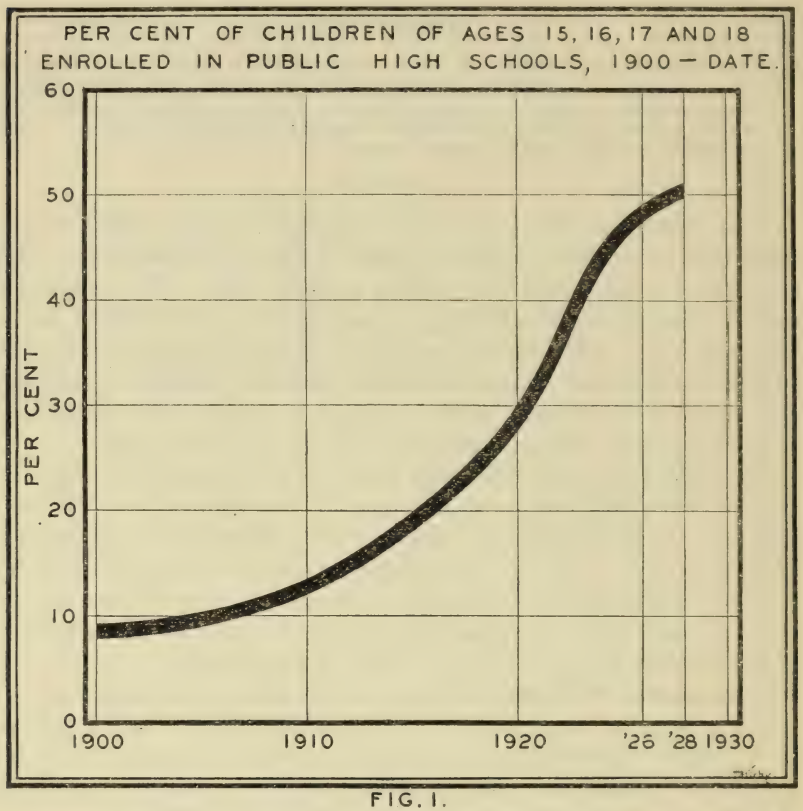


FIG. 1.

1928. During this time the enrollment increased from 206,158 to 839,388. Figure 2 shows these increases.

The junior-senior organization has increased from 1,088 high schools in 1922 to 1,316 in 1924, and then to 1,949 in 1926. In 1928 reports were received from 2,429 such schools, of which number 765 are of the 3–3 type, 568 of the 2–4 type, 16 of the 2–3 type, 904 of the undivided 6-year type, and 176 of the undivided 5-year type. These junior-senior high schools employed 31,117 teachers in 1928, and enrolled 741,941 pupils.

In 1928 reports were received from 494 senior high schools. Three hundred and sixty-one of these are 3-year schools following junior

high schools which include the first regular high-school year, and 133 are 4-year schools following junior high schools that do not include the first regular high-school year. The enrollment in senior

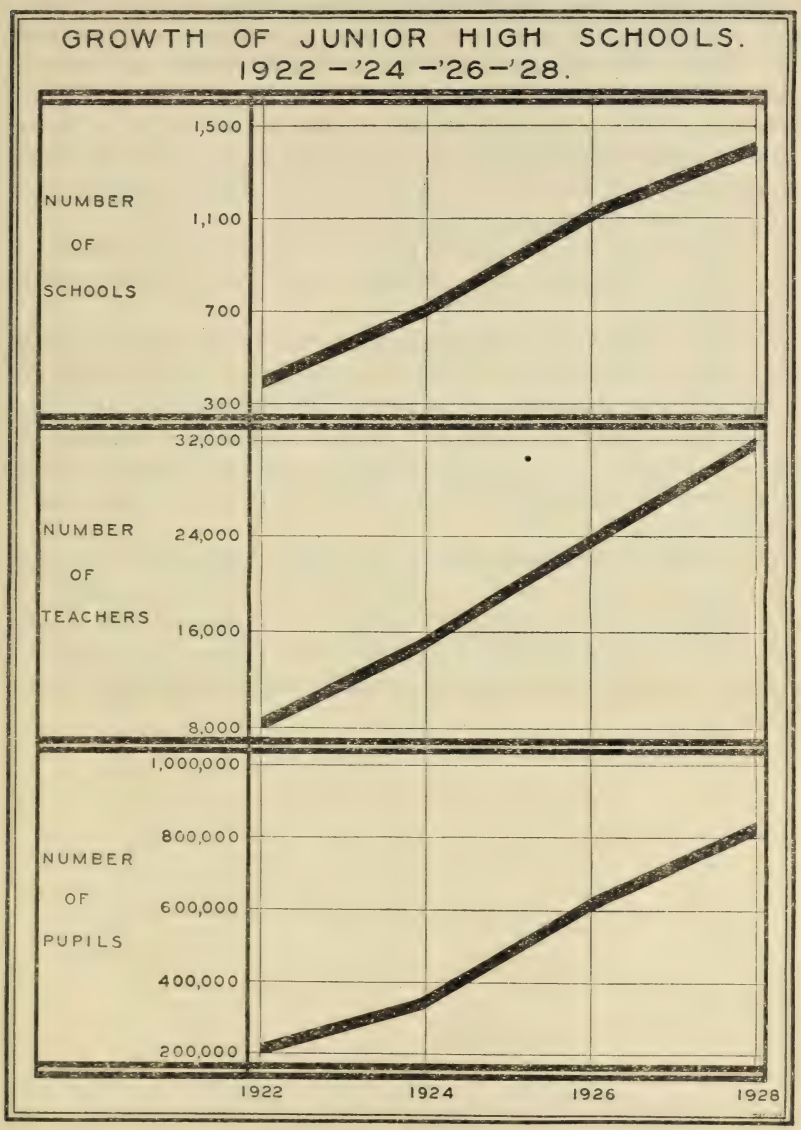


FIG. 2

high schools for 1928 was 379,518 pupils, and 16,060 teachers were employed.

These 4,326 reorganized schools enrolled 1,960,850 pupils, or 46.5 per cent of the total public high-school enrollment for the year. Of

this number, 862,840 are enrolled below the first regular high-school year, 588,947 in junior high schools, and 273,893 in junior-senior high schools. The junior schools have, therefore, 70.16 per cent of their enrollment below the traditional high-school years, and the junior-senior schools have 36.92 per cent below the first regular high-school year. The junior high schools and the junior-senior high schools have 1,238,263 pupils in junior departments, if we consider the last three years of the undivided five and six year schools as senior years.

Reports were received from 13,790 regular high schools of which number 11,555 offered four full years of work. Of the total number of regular high schools, 11,479 follow 8 years of elementary school work, 2,272 follow 7 years, and 39 follow 9 years of elementary school work. These schools enrolled 2,256,463 pupils and employed 62,020 teachers in 1928.

The total enrollment in all public high schools reporting for 1928 is 4,217,313, 20.5 per cent of which enrollment is in grades below the last four years of the secondary school. The enrollment in the regular high-school years is 3,345,473. The corresponding enrollment for 1922 is 3,065,009. State departments of education report a total public secondary school enrollment in the four regular high-school years for 1928 of 3,911,279.

The foregoing statements review the public high-school situation at the present time, and give a brief outline of the expansion of reorganization movements as far as number of schools and enrollments are concerned. The following table gives a summary of enrollments by sex and grade in 43 different types of public high schools.

Summary of enrollments in 18,116 public high schools by sex, grade, and type of school, 1927–28

Type	Number of schools reporting	Seventh grade		Eighth grade		First high-school year		Second high-school year		Third high-school year		Fourth high-school year		Postgraduate		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
3-year junior, white, 12 grades	997	124,943	119,800	117,066	115,803	104,986	108,037									346,995	343,640
3-year junior, colored, 12 grades	22	4,070	5,888	3,331	4,869	2,368	3,857									9,769	14,614
3-year junior, white, 11 grades	34	4,310	4,183	4,819	4,971	4,260	4,559									13,389	13,713
2-year junior, white, 12 grades	155	12,019	11,743	11,676	11,743											23,695	23,486
2-year junior, colored, 12 grades	1	388	461	330	388											718	849
2-year junior, white, 11 grades	14			2,641	2,521	3,131	3,492									5,772	6,013
2-year junior, white, 12 grades	21			3,029	3,115	2,890	2,982									5,919	6,097
2-year junior, colored, 12 grades	0			54	50	46	55									100	105
4-year junior, white, 12 grades	133	2,993	3,065	2,993	3,023	2,581	2,789	1,251	1,464							9,818	10,341
4-year junior, colored, 12 grades	17	172	271	124	253	85	148	60	125							441	797
4-year junior, white, 11 grades	9	293	262	659	628	546	546	106	77							1,604	1,513
Total junior high schools	1,403	149,188	145,673	146,722	147,364	120,893	126,465	1,417	1,666							418,220	421,168
Junior-senior, 3–3, white, 12 grades	724	27,561	27,564	24,885	26,060	28,383	30,213	23,596	26,751	17,110	20,477	14,112	17,621	191	794	135,838	149,480
Junior-senior, 3–3, colored, 12 grades	29	1,131	1,593	927	1,487	849	1,298	611	1,116	418	814	353	627	0	4	4,289	6,939
Junior-senior, 3–3, white, 11 grades	12	638	598	577	529	571	646	377	443	415	444	319	370			2,897	3,030
Junior-senior, 2–4, white, 12 grades	528	13,004	12,828	11,415	12,114	13,934	15,215	10,513	11,965	8,075	9,620	6,697	8,343	144	321	63,782	70,406
Junior-senior, 2–4, colored, 12 grades	15	513	763	507	742	404	671	308	502	201	352	150	289	17	31	2,100	3,350
Junior-senior, 2–4, white, 11 grades	9	383	385	403	378	403	479	260	322	251	277	162	216			1,862	2,057
Junior-senior, 2–4, colored, 11 grades	12	467	740	559	861	499	903	410	721	245	494	231	457	1	0	2,412	4,176
Junior-senior, 3–4, white, 13 grades	4	188	205	211	197	166	200	129	104	76	75	78	108	0	1	848	890
Junior-senior, 2–3, white, 11 grades	16			766	756	643	655	444	521	401	463	223	320	6	8	2,483	2,723
Undivided 6-year, white, 12 grades	856	22,365	21,811	20,020	20,361	23,230	23,276	17,949	19,320	13,681	14,968	10,784	12,649	374	415	108,403	112,800
Undivided 6-year, colored, 12 grades	18	1,017	1,613	798	1,206	739	1,116	479	825	298	524	217	418	3	3	3,551	5,705
Undivided 6-year, white, 11 grades	30	670	628	591	624	472	578	365	419	360	449	260	358			2,718	3,056
Undivided 5-year, white, 12 grades	118			3,569	4,408	4,577	5,519	3,501	4,342	2,719	3,402	2,132	2,794	35	86	16,533	20,551
Undivided 5-year, colored, 12 grades	1			64	94	92	171	44	59	32	55	32	43			264	422
Undivided 5-year, white, 11 grades	51			797	832	680	723	550	658	411	535	308	410	0	1	2,746	3,159
Undivided 5-year, colored, 11 grades	6			181	309	176	325	221	420	161	275	106	300			845	1,629
Total junior-senior high schools	2,429	67,937	68,728	66,270	70,958	75,818	81,988	59,757	68,488	44,854	53,224	36,164	45,323	771	1,664	351,571	390,373

Summary of enrollments in 18,116 public high schools by sex, grade, and type of school, 1927–28—Continued

Type	Number of schools reporting	Seventh grade		Eighth grade		First high-school year		Second high-school year		Third high-school year		Fourth high-school year		Postgraduate		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
3-year senior, white, 12 grades	328							56,652	58,962	39,997	43,562	32,130	37,059	1,367	1,203	130,146	140,786
3-year senior, colored, 12 grades	3							733	1,123	493	706	316	536	12	17	1,554	2,382
3-year senior, white, 11 grades	30							6,586	6,661	4,605	5,082	3,652	4,336	60	89	14,903	16,168
4-year senior, white, 12 grades	130					12,138	12,626	9,186	9,769	7,013	8,156	5,707	6,848	139	222	34,183	37,621
4-year senior, colored, 12 grades	3					318	471	169	261	154	177	74	147	2	2	717	1,058
Total senior high schools	494					12,456	13,097	73,326	76,776	52,262	57,683	41,879	48,926	1,580	1,533	181,503	198,015
Total reorganized high schools	4,326	217,125	214,401	212,992	218,322	209,167	221,550	134,500	146,930	97,116	110,907	78,043	94,249	2,351	3,197	951,294	1,009,556
4-year regular, white, 12 grades	9,607					321,217	321,733	254,097	267,124	186,657	204,476	151,851	172,918	4,713	7,816	918,535	974,067
4-year regular, colored, 12 grades	93					5,617	8,381	4,125	6,308	2,771	4,177	1,926	3,143	40	106	14,479	22,115
4-year regular, white, 11 grades	1,695					39,899	44,146	29,258	35,031	21,585	28,196	16,913	23,372	93	245	107,748	130,990
4-year regular, colored, 11 grades	124					2,898	5,485	1,840	3,660	1,246	2,686	994	2,166	58	102	7,036	14,099
4-year regular, white, 13 grades	35					848	901	684	662	518	600	434	520	0	4	2,484	2,687
4-year regular, colored, 13 grades	0					1	2	1	2	3	5					5	9
3-year or less, white, 12 grades	1,730					10,473	12,591	7,264	9,281	2,838	3,470			24	25	20,599	25,367
3-year or less, colored, 12 grades	49					246	463	176	329	36	83			0	3	458	878
3-year or less, white, 11 grades	337					2,301	2,732	1,393	1,998	842	1,113			1	5	4,537	5,848
3-year or less, colored, 11 grades	115					765	1,446	509	977	243	521					1,517	2,944
3-year or less, white, 13 grades	4					12	19	18	12							30	31
Total regular high schools	13,790					384,277	397,899	299,365	325,384	216,739	245,327	172,118	202,119	4,929	8,306	1,077,428	1,179,035
Grand total	18,116	217,125	214,401	212,992	218,322	593,444	619,449	433,865	472,314	313,855	356,234	250,161	296,368	7,280	11,503	2,028,722	2,188,591

ENROLLMENT BY SUBJECT

Enrollment by subject in public high schools has been collected by the bureau at intervals since 1890. The subjects included in elementary grades of junior high schools have been omitted in order to render the data comparable over a period of years. The enrollments included, therefore, cover the last four years of public school work for the entire time. No differentiation is made between one-semester and two-semester subjects.

During that first year, 1890, data were collected showing enrollments in nine subjects, namely: Latin, Greek, French, German, algebra, geometry, physics, chemistry, and general history, which subjects with English comprised almost the entire high-school curriculum at that time. The expansion of the high-school program enables high schools now to report enrollments in about 250 different subjects. Table 59 contains a summary of enrollments by subject at 5-year intervals from 1890 to 1915, and for 1922 and 1928. Table 62 gives enrollments for 1928 by States for 156 subjects.

LANGUAGES

Previous to 1922, enrollments in English were taken in both rhetoric and English literature. In 1910 and in 1915, the combined enrollments in these two subjects amounted to 114 per cent of the total enrollment in high schools reporting enrollment by subject. In 1922 the bureau attempted to collect English enrollments in the various English subjects taught. So much confusion in reporting resulted that it was necessary to combine all enrollments in English subjects under the one heading of English. After excluding duplicates it is found that 78.6 per cent of the pupils in schools reporting enrollment by subject were taking one or more English subjects.

For 1928, all English enrollments are taken under one heading, English, including rhetoric, composition, and literature. Many schools reported more pupils in English than they had enrolled, and made a statement that several pupils were enrolled in more than one English class. For 1928, the enrollment in English is 93.1 per cent of the total enrollment in schools reporting by subject. This percentage does not include pupils enrolled in commercial English, newspaper English, journalism, public speaking, debate, dramatic work, or expression.

Latin has always been a principal high-school subject. In 1905 more than half the pupils enrolled were studying Latin, and Latin classes enrolled 62 per cent of the foreign-language enrollment. While the number of Latin pupils has been on the increase, the percentage enrollment has been falling off. In 1915, 37 per cent of the public high-school pupils were in Latin classes, and in 1922,

27.5 per cent. Up to 1922 more than one-half of the foreign language pupils were in Latin classes. In 1928, 22 per cent of the public high-school enrollment were studying Latin, and Latin comprised 46 per cent of the foreign-language enrollment. Increases in percentage enrollments over 1922 are noted in Connecticut, Iowa, Montana, Utah, and Wisconsin. Decreases of more than one-third in the percentage enrollments in Latin since 1922 occurred in Alabama, Arkansas, Florida, Louisiana, Missouri, North Carolina, South Carolina, and Texas.

It is not possible to state the full significance of this drop in the proportion of pupils studying Latin, but two factors are worthy of mention. In 1905, only about 10 per cent of the children of high-school age were in public high schools, and the curriculum was largely academic. In 1928, fully 50 per cent of those of high-school age were in public high schools, and the curricula include much of vocational and industrial work. Latin occurs as a required subject, and as an elective as well, more frequently in college preparatory and classical courses than it does in vocational and industrial courses. No information exists which shows whether or not Latin attracts the same attention it formerly did in academic courses, nor how often Latin is elected in other courses. Changes in college entrance requirements may also have had an important bearing upon Latin enrollments. Latin is no longer specifically required for entrance in any State university except in Florida.

German was the leading modern foreign language taught in public high schools previous to the World War. In 1905, one-fifth; and in 1915, one-fourth of the pupils was in German classes. In 1922 less than 1 per cent was studying German, and in 1928 less than 2 per cent. About 700 public high schools now teach German. In 1915 about 33 per cent of the foreign-language enrollment were in German, and in 1928 about 4 per cent.

French occupied the attention of about 9 per cent of the public high-school pupils in 1905, 15.5 per cent in 1915, and 14 per cent in 1928. Its proportionate enrollment among the foreign languages increased from 11 per cent in 1905 to 29 per cent in 1928.

Spanish held an insignificant place in the public high-school program as late as 1910, but enrolled 2.4 per cent of the total enrollment in 1915, 11.3 per cent in 1922, and 9.5 per cent in 1928, at which time 20 per cent of the total foreign-language portion of the public high-school enrollment were studying that language.

The only other foreign language in 1905 was Greek, with an enrollment of 10,002 pupils, or 1.5 per cent of the total public high-school enrollment. In 1928, 1,515 pupils were studying Greek in 44 high schools; 2,552 were studying Italian in 22 schools; 255 were studying Hebrew in 2 schools; 324 were studying Bohemian in 2

schools; 446 were studying Swedish in 6 schools; 634 were studying Norse in 16 schools; 33 were studying Polish in 1 school; and 412 were studying general languages in 10 schools.

The effect of junior high schools upon language enrollment is not shown in the figures included in this publication, but in a study made by the bureau in 1925, 8.1 per cent of the enrollments in Latin in public high schools were in grades below the first regular high-school year; and 6.5 per cent of the modern foreign-language enrollments were in grades below the first regular high-school year. In

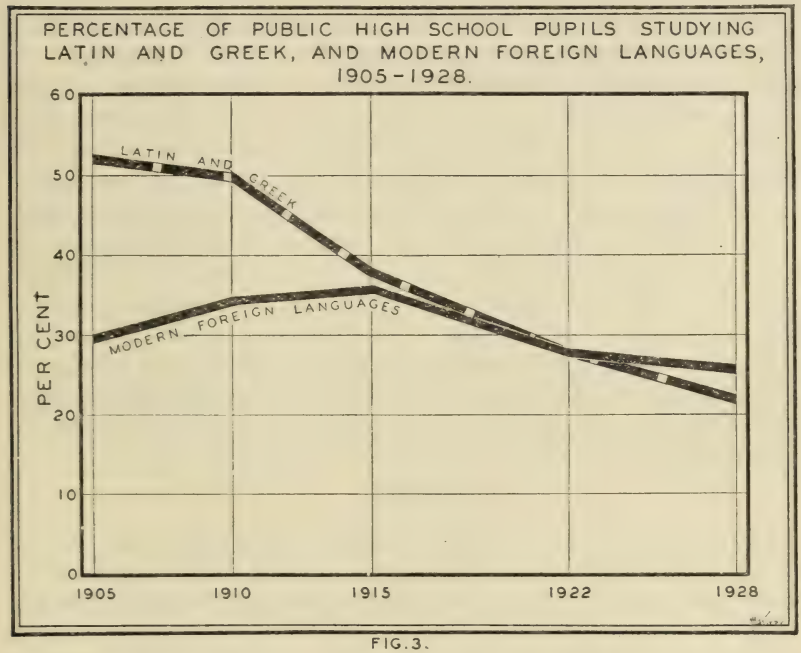


FIG. 3.

the four high-school years each of the leading foreign languages shows an increase in enrollment in 1928 over 1922, except Latin and Spanish. Figure 3 shows the changes taking place in the percentage of pupils studying certain foreign languages from 1905 to 1928.

MATHEMATICS

In 1910 algebra was studied by 56.9 per cent of the pupils in public high schools, and in 1928 by 35.2 per cent, if only the four years of regular high-school work are considered. Elementary algebra, however, is studied in grades in the junior high school below the first regular high-school year. No information is at hand which aids us in evaluating the extent of the junior high school

influence upon enrollments in algebra in the regular four years of high school.

Geometry was studied in 1910 by 30.9 per cent of the total high-school enrollment, and by 19.8 per cent in 1928. The junior high school has had perhaps very little influence upon enrollments in geometry.

It is not possible to tell what portion of algebra is first-year algebra, nor what portion of geometry is plane geometry for any year except for 1928. In 1928, 27 per cent of the total enrollment was in first-year algebra and 17.5 per cent in plane geometry. While the junior high school may account for a part of the drop in percentage enrollment in algebra, another factor is worthy of mention. In 1910 43 per cent of the public high-school enrollment were in the first high-school year, and in 1928 37.5 per cent. The percentage enrollment in the second high-school year has not changed materially during the past 18 years, but geometry has shifted from a second or a third year subject to an almost exclusively second-year subject.

A little less than 2 per cent of the total enrollment were studying trigonometry, both in 1910 and in 1928. Advanced arithmetic occupied the attention of 10.5 per cent of the high-school pupils in 1922 and 2.4 per cent in 1928. General mathematics appears for the first time in the 1928 schedule. There is apparently some confusion in reporting upon this subject, but data from the schools show that 5.5 per cent of all high-school pupils were enrolled in general mathematics.

SCIENCE

In 1910, 82 per cent of the total enrollment in public high schools were studying some science, 65 per cent in 1915, 64 per cent in 1922, and 61 per cent in 1928. The junior high school organization has perhaps influenced the enrollment in general science, physiology, physiography, and a few other elementary sciences, and the shift in high-school enrollments toward the upper grades may have influenced the percentage enrollment in physics and in chemistry. In 1910 about 12 per cent of the high-school enrollment was in the senior year, and in 1928 16.4 per cent.

In 1910 physics was studied by 14.6 per cent of the total enrollment, and in 1928 by 6.9 per cent. As physics is generally a fourth-year subject, and since the proportion of students in the fourth year has been increasing, the drop in pupils studying physics is even greater than these figures indicate. Chemistry shows a slight increase over 1910, but a decrease since 1915. General science does not appear until 1922, and the 1928 figures are slightly under those for 1922. Physical geography shows a decrease from more than 19 per cent of the 1910 enrollment to less than 3 per cent of the 1928

enrollment. The drop in enrollment in physiology is nearly as great as that in physical geography, being from 15 per cent in 1910 to 2.7 per cent in 1928. Geology has almost disappeared from the high-school program.

Botany occupied the attention of 17 per cent of the pupils in 1910 and of less than 2 per cent in 1928. Zoology likewise was studied by 8 per cent of the public high-school pupils 18 years ago and by less than 1 per cent in 1928. These two subjects have partly been replaced by biology, which appears in 1915 with 7 per cent of the pupils enrolled, and which increased to nearly 14 per cent in 1928.

Hygiene and sanitation is reported ofttimes with health and with physical education, but the figures reported show that the enrollment increased from 6 per cent of the total in 1922 to nearly 8 per cent in 1928.

AGRICULTURE

Agriculture was taught in 4,750 public high schools in 1928. It is difficult to give the total number of different pupils enrolled because a few of them were carrying two or more subjects. These schools reported 102,745 in agriculture, 908 in soils and grains, 1,558 in animal husbandry, including poultry, and 700 in horticulture and fruit culture. Agriculture, as a high-school subject, has been on the decline ever since 1915. In 1910, 4.66 per cent of the pupils were studying agriculture, 7.17 in 1915, 5.11 in 1922, and if all pupil enrollments in 1928 are counted as individual pupils, 3.66 per cent were studying agriculture. The actual rate is a little less than 3.66 per cent.

HOME ECONOMICS

Previous to 1928 home-economics pupils were reported under one heading, home economics. In 1928 the various home-economics subjects were tabulated under the following additional headings: Foods, including cooking, dietetics, baking, nutrition, and domestic science if it was clear that cooking was meant; clothing, including sewing, textiles, designing if it referred to dressmaking, costume designing, and domestic arts if it clearly referred to sewing; home management, including the home, the family, and home problems; home nursing; millinery; cafeteria; and interior decorating.

Pupils in home-economics subjects were reported in 8,072 public high schools, as follows: 285,311 in home economics; 65,971 in foods; 101,987 in clothing; 10,144 in home management; 6,915 in home nursing; 6,009 in millinery; 867 in interior decorating; and 223 in cafeteria management.

In 1910, 3.78 per cent of the pupils were studying home economics; 12.89 per cent in 1915; 14.27 per cent in 1922; and in 1928, if all pupils are counted without excluding duplicates, 16.48 per cent. A

conservative estimate of the number of individual pupils studying home economics in 1928 is 450,000, which is 15.53 per cent of the total enrollment in schools reporting by subject.

ART AND DRAWING

In 1915, 22.87 per cent of the high-school pupils were studying drawing. In 1922, 14.75 per cent were taking art and free-hand drawing, and an additional 2.55 per cent were taking mechanical drawing. In 1928, 11.5 per cent were studying art and free-hand drawing, 6.9 per cent mechanical drawing, and 0.2 per cent commercial drawing. In all, 538,259 pupils were in art and drawing classes.

MANUAL TRAINING

In 1915, 130,155 public high-school pupils, or 11.17 per cent, were enrolled in manual training. In 1922, 226,023, or 10.49 per cent of the enrollment, were in manual training, and in addition to this number 4,413 were in wood shops, 7,048 in metal shops, 3,477 were learning the printing trade, and 1,722 were studying electricity, making 11.26 per cent in manual training and the vocations named.

In 1928, 210,964 were reported as enrolled in manual training, 7.28 per cent of the total enrollment. In wood shops, including carpentry, cabinetmaking, and mill work, another 55,851 are enrolled. In metal shops, including sheet metal, foundry, forge, machine shops, and blacksmithing, a total of 37,620 are enrolled. Printing occupies the attention of 20,568 pupils; pattern making, 5,642; jewelry making, 677; electricity, 16,536; automobile repair, 13,691; and shop management, 108 pupils; making a total of 12.47 per cent enrolled in manual training and the vocational subjects included.

OCCUPATIONS AND VOCATIONAL GUIDANCE

In 1928, 1,694 high schools reported 41,095 boys and 36,471 girls enrolled in these courses.

VOCATIONAL RELATED SUBJECTS

Such subjects as shop mathematics, vocational mathematics, shop physics, related physics, applied art, related sciences, industrial sciences, farm shop, and farm mechanics have been included under one heading. Four hundred and forty-one public high schools report 21,148 pupils enrolled in one or more of these subjects.

HISTORY AND SOCIAL SCIENCES

It is difficult to compare enrollments in these subjects over a period of years because of the different ways of reporting. In 1910, 55.03 per cent of the pupils were studying history, and 15.55 per cent were

studying civil government. In 1915 these figures are 50.54 and 15.72, the latter figure including both civics and civil government. In 1922, 15.29 per cent were studying American history, and in 1928, 17.86 per cent. English history suffered a decline from 2.87 per cent of the pupils in 1922 to 0.87 per cent in 1928. Ancient history figures for the two years are 17.23 per cent and 10.42 per cent; medieval and modern history figures are 15.35 per cent and 11.30 per cent; while the world, or general history, figure for 1928 is 6.06 per cent. Local or State history, negro history, and current events are studied by a few pupils.

Sociology was studied by 2.38 per cent of the pupils in 1922, and by 2.66 in 1928, while the figures for economics are 4.80 per cent and 5.08 per cent. Problems of American democracy appears in 1928 with 1.04 per cent of the total enrollment studying this subject. Civil government was studied by 19.32 per cent of the pupils in 1922. In 1928 data were solicited for community civics, and for civics other than community. Some confusion resulted in reporting, but community civics was reported as studied by 13.39 per cent of the total enrollment, and other civics, or what is intended as civil government or American government, by 6.65 per cent.

History and government, and social sciences enrolled 70.58 per cent of the total enrollment in 1910, 66.26 per cent in 1915, 77.24 per cent in 1922, and 71.91 per cent in 1928 without excluding duplicates.

COMMERCIAL SUBJECTS

Enrollment by subject in commercial courses was not collected by the bureau until 1915, although the report of the Commissioner of Education shows 81,249 pupils in business courses in 1,440 public high schools in 1910, which number is 11 per cent of the enrollment in schools reporting. The commissioner's report for 1915 shows 208,605 pupils in business courses in 2,863 public high schools, or 18 per cent of the enrollment. In that year, 3.4 per cent of the enrollment were studying bookkeeping.

In 1922, 1.47 per cent were studying commercial arithmetic, and in 1928, 6.95 per cent. The figures for commercial geography are 1.70 and 4.84; for commercial law, 0.91 and 2.64; bookkeeping, 12.55 and 10.67; shorthand, 8.90 and 9.69; typewriting, 13.06 and 15.17; commercial history, 0.39 and 0.18; and office practice, 0.36 and 1.41. Elementary business training in 1928 was studied by 2.99 per cent of the total enrollment. The other commercial subjects, including English, salesmanship, advertising, business management, banking, spelling, and penmanship, occupied the attention of 2.65 per cent of the pupils in 1922, and 2.05 per cent in 1928.

TEACHER TRAINING

Teacher training was taken by 34,139 pupils in 1924 by 1,453 public high schools, and to 43,123 pupils in 1928 by 2,510 schools. Psychology, which may or may not be a subject in the teacher-training curriculum was studied by 29,669 pupils, or 1.02 per cent of all public high-school pupils in 1928. The rates for 1915 and 1922 are 1.17 per cent and 0.87 per cent.

PHYSICAL TRAINING AND MILITARY DRILL

In 1922, 356 public high schools reported 62,740 boys and 60,828 girls in physical-training classes. In 1928, 1,032 schools reported 211,882 boys and 223,501 girls taking physical training.

In 1914, 82 high schools had 9,532 boys in military drill. In 1918 the number of schools increased to 1,276 and the number of boys taking military drill to 112,683. Since 1918 the number of schools offering military drill has decreased as follows: 1920, 688; 1924, 300; and 1928, 250. The number of boys taking military drill for these years is as follows: 98,832; 55,964; and 47,080, in the order named.

SUMMARY OF SUBJECT ENROLLMENTS

Since 1922 considerable increases in percentage enrollments are noted in German, trigonometry, biology, hygiene and sanitation, psychology, American history, government, sociology, economics, art and drawing, commercial geography, commercial law, commercial arithmetic, typewriting, and shorthand. Decreases are noted in Latin, French, Spanish, algebra, geometry, all sciences, except biology and hygiene and sanitation, English history, ancient history, medieval and modern history, agriculture, bookkeeping, and other subjects. General language, general mathematics, and problems of democracy are reported as high-school subjects in 1928 for the first time.

Since the enrollment in manual arts is largely composed of boys, and in home economics largely of girls, it becomes necessary to consider changes which have taken place in the enrollment in public high schools by sex during the past several years. In 1905, 42.43 per cent of the total enrollment were boys. The percentage for 1910 is 43.77; for 1915, 45.21; for 1922, 46.39; and for 1928, 48.

In 1922, 304,981 girls out of 1,155,611, or 26.39 per cent, were enrolled in home economics. In 1928 it is estimated that 434,169 girls out of 1,506,173, or 28.83 per cent, were enrolled in home economics. In 1922, 230,042 boys out of 999,849, or 23.01 per cent, were enrolled in manual training and vocational subjects. In 1928, 358,362 boys out of 1,390,457, or 25.77 per cent, were enrolled in manual training and vocational subjects.

SIZE OF HIGH SCHOOL

The average number of pupils enrolled in 18,116 public high schools for 1928 was 233. In junior high schools the average was 598; in junior-senior schools, 305; in senior schools, 770; and in regular high schools, 164. Schools with an enrollment of fewer than 50 pupils comprised 30.4 per cent of the total number of schools reporting, and they enrolled less than 4 per cent of the pupils in public high schools. Schools of not to exceed 100 pupils in enrollment comprised 56.5 per cent of the total number of schools, and they enrolled a little over 12 per cent of the pupils. On the other hand, 5 per cent of the total number of public high schools enrolled more than 1,000 pupils each, and nearly 40 per cent of all pupils in public high schools. Eleven per cent of the high schools have in excess of 500 pupils each, and they enrolled 59 per cent of the pupils in public high schools.

SIZE OF COMMUNITY

In 1920, 51.4 per cent of our population were in incorporated places having a population of 2,500 and more, and 47 per cent of those of high-school age were likewise in these larger centers of population. In 1928, 72 per cent of the public high-school enrollment were in these urban centers, and 28 per cent in communities having a population of fewer than 2,500. No data were collected to show how many pupils from the smaller communities go to the larger communities to attend secondary schools. The large amount of tuition collected by city school systems would indicate that they have a considerable number of high-school pupils that are nonresidents.

The regular high schools have 61.6 per cent of their pupils in places having a population of 2,500 and more, and the reorganized high schools have 83.3 per cent in the larger centers of population. The regular high schools have 4.2 per cent of the enrollment in schools having a school year of less than 160 days, 49.2 per cent in schools with a school year of 161 to 180 days, and 46.6 per cent in schools with a school year of more than 180 days. The reorganized schools have 1.9 per cent of the enrollment in schools with a school year of less than 160 days, 43.6 per cent in schools with a school year of 161 to 180 days, and 54.5 per cent in schools with a school year of more than 180 days.

Of the total enrollment, 0.2 per cent are in places of 2,500 population and more where the school year is less than 160 days; 25.4 per cent are in communities of the same size with a school year of 161 to 180 days; and 46.4 per cent in urban communities with a school year of more than 180 days. Two and nine-tenths per cent are in communities having a population of fewer than 2,500 and a school year of less than 160 days; 21.1 per cent are in the smaller communities with

a school year of 161 to 180 days; and 4 per cent are in smaller communities with a school year of more than 180 days. More than one-half of the pupils enrolled in public high schools are in high schools that are in session more than 180 days.

In communities having a population of 2,500 and more each teacher in regular high schools and in reorganized high schools has an average of 25.4 pupils enrolled. In regular high schools in these communities 63 per cent of the teachers are women and in reorganized high schools 72.5 per cent are women.

In communities having a population of fewer than 2,500, each teacher in regular high schools has 17.8 pupils enrolled; and in reorganized high schools, 21.8 pupils. In regular high schools in these communities, 56.4 per cent of the teachers are women, and in reorganized high schools 61.1 per cent are women.

In 18,116 public schools reporting, 182, 667 teachers are employed, or one teacher for each 23.1 pupils enrolled.

GRADUATES

In 1928 the public high schools graduated 474,736 pupils, 210,916 boys and 263,820 girls. The regular high schools graduated 324,489, and the reorganized high schools, 150,247.

Of 424,437 graduates in 1927, 129,630, or 30.5 per cent, went to college in 1928, and 52,248, or 12.3 per cent, went to some other institution. Of the boys graduated in 1927, 35 per cent went to college, and of the girls, 27 per cent. Of the boys graduated, 8.1 per cent went to some other institution after graduation, and 15.7 per cent of the girls went to some other institution.

In regular high schools, 30.2 per cent went to college and 13.3 per cent to some other institution after graduation. In reorganized schools, 31.2 per cent went to college and 10.3 per cent to some other institution after graduation.

In communities having a population of fewer than 2,500, 29 per cent of the 1927 graduates went to college in 1928 and 15.8 per cent went to some other institution. The rates for regular high schools and for reorganized schools are much the same, both for college attendance and for attendance in some other institution.

In every group a higher percentage of boys than of girls went to college, and a higher percentage of girls than of boys went to some other institution. The other institutions include normal schools and commercial schools, and these enroll considerably more girls than boys.

In the regular high schools, 144,599 boys out of 172,188 in the fourth year graduated, or 84 per cent of the total number of boys in the senior class. Among the girls, 179,890 graduated out of 202,119, or 89 per cent of the girls in the senior class. In the reorganized high

schools, 66,317 boys out of 78,043 in the senior class, or 85 per cent of the total, graduated. Among the girls, 83,930, or 89.1 per cent of the 94,248 in the senior class, graduated.

In the regular high schools, 46 per cent of the seniors are boys, and in the reorganized high schools, 45.3 per cent are boys. In the regular schools 44.6 per cent of the graduating class are boys, and in the reorganized schools, 44.1 per cent are boys. In regular schools the number of boys graduating is 48.3 per cent of the number of boys in the sophomore year, while the number of girls graduating is 55.3 per cent of the number of girls in the second regular high-school year. In reorganized schools the number of boys graduating is 49.3 per cent of the number of boys in the sophomore year, while the number of girls graduating is 57.1 per cent of the number of girls in the second regular high-school year. It is not possible to show the rate of graduation for the freshmen by type of school because where reorganization is not complete, the first-year pupils are quite generally enrolled in junior high schools, while another portion of the first-year pupils and all other high-school pupils are enrolled in regular high schools. In Washington, D. C., for example, 10 junior high schools report 1,803 pupils in the ninth grade, while seven regular high schools report 3,597 pupils in the ninth grade, and 1,895 graduates for 1928.

PUBLIC HIGH-SCHOOL PROPERTY

Public high schools housed separately from graded schools were asked to report upon the value of grounds, buildings, and contents, and upon the number of volumes in libraries. This same procedure was followed in 1926, but for years previous to 1926 this same information was solicited from all high schools regardless of the location of elementary grades.

In 1928, 5,219 schools reported 9,746,274 volumes in libraries, or 1,867 per school. The average value of buildings and grounds as reported by 5,258 schools is $236,787, and of furniture, apparatus, and other contents of buildings is $24,751. The average amount spent during the year for new grounds, buildings, and contents, for 1,342 regular high schools is $27,455, and for 792 reorganized high schools is $49,891.

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TABLE 1.—*Review of statistics of public high schools, 1890–1928 (excluding statistics of elementary grades in junior high schools)*

Items	1890	1900	1910	1920	1926	1928
Schools reporting	2,526	6,005	10,213	14,326	17,710	18,116
Teachers:						
Men	3,597	10,172	18,890	34,396	58,496	64,931
Women	5,280	10,200	22,777	63,258	105,059	117,706
Total	[1] 9,120	20,372	41,667	[2] 97,654	[3] 163,555	[4] 182,637
Students:						
Boys	85,451	216,207	398,525	822,967	1,445,886	1,598,605
Girls	116,351	303,044	516,536	1,034,188	1,619,123	1,755,868
Total	[1] 202,963	519,251	915,061	1,857,155	3,065,009	3,354,473
Total population	62,622,250	75,997,687	91,972,266	105,710,620	115,050,340	120,013,000
Per cent of total population in public high schools	0.32	0.68	1.00	1.76	2.66	2.80
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	35,622
Girls	3,397	5,740	8,330	18,134	47,306	60,485
Total	[1] 5,933	8,395	12,636	27,631	75,713	96,107
Graduates:						
Boys	7,692	22,575	43,657	90,516	190,054	210,916
Girls	14,190	39,162	67,706	140,386	244,485	263,820
Total	21,882	61,737	111,363	230,902	434,539	474,736
Military drill:						
Schools offering				688	314	250
Students taking		10,455		98,831	51,318	47,080
Libraries:						
Schools reporting		4,899	8,969	[5] 13,297	[6] 4,873	[6] 5,219
Volumes	956,832	2,727,003	5,032,814	[5] 10,268,245	[6] 8,050,070	[6] 9,746,274
Average volumes to a school		557	561	[5] 772	[6] 1,652	[6] 1,867
Buildings and grounds:						
Schools reporting		4,742	8,481	[5] 13,340	[6] 4,963	[6] 5,258
Value	$19,171,542	$96,131,695	$217,893,714	[5] $982,391,332	[6] $1,166,771,911	[6] $1,245,024,837
Average value		$20,272	$25,692	[5] $73,643	[6] $235,094	[6] $236,787

Scientific apparatus, furniture, etc.:						
Schools reporting	(7)	(7)	7,888	[5] 13,030	[6] 4,973	[6] 5,286
Value	(7)	(7)	$13,435,789	[5] $87,669,554	[6] $110,225,793	[6] $130,831,931
Average value			$1,703	[5] $6,728	[6] $22,165	[6] $24,751
Amount spent for new buildings, grounds, and improvements:						
Schools reporting			2,596	[5] 5,774	[6] 2,193	[6] 2,134
Amount			$19,366,049	[5] $123,576,856	[6] $87,672,504	[6] $76,358,495
Teachers to a school	3.6	3.4	4.1	[8] 6.8	[8] 9.2	[8] 10.1
Students to a school	80.4	86.5	89.6	[9] 139.5	[9] 211.2	[9] 232.8
Students to a teacher	22.3	25.5	22.0	[8 9] 20.5	[8 9] 22.9	[8 9] 23.1
High schools for boys only			34	39	64	64
High schools for girls only			26	37	59	54

[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] Includes 7,305 men and 24,634 women teachers in junior high schools.
[5] Data for 1922, and includes junior high schools.
[6] In high schools housed separately from elementary schools, and includes junior high schools.
[7] Included in buildings and grounds.
[8] Computation includes teachers in elementary grades in junior high schools.
[9] 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	1912	1916	1920	1924	1928
Pupils in first year	333,274	461,288	590,110	742,320	934,192	1,212,894
Per cent of total	43.3	41.7	40.5	40.1	36.9	36.4
Pupils in second year	209,265	299,304	391,301	498,796	692,558	906,179
Per cent of total	27.2	27.1	26.9	27.0	27.4	27.2
Pupils in third year	137,526	201,311	268,762	346,684	506,286	670,089
Per cent of total	17.8	18.2	18.5	18.8	20.0	20.1
Pupils in fourth year	90,391	143,457	205,888	261,369	396,853	546,528
Per cent of total	11.7	13.0	14.1	14.1	15.7	16.4
Per cent of first-year pupils reaching the fourth year	30.9	36.9	44.3	42.0	49.3	53.5

Table 2 gives a distribution of public high-school pupils in the regular four years of high-school work beginning with 1908, and at intervals of four years from 1908 to 1928. The survival rates are found by taking the first-year pupils for a year three years previous to the year indicated, and dividing that number into the number of fourth-year pupils for the year indicated. These survival rates have increased from about 31 per cent in 1908 to 53.5 per cent in 1928. The percentage of pupils in the first year has decreased from 43 to 36 in 20 years. The proportion in the second year has remained about constant during this period. The third-year pupils have increased from 18 per cent of the total in 1908 to 20 per cent in 1928. The fourth-year pupils have increased from less than 12 per cent to 16.4 during this period.

Since 1908 the number of first-year pupils reported has increased 264 per cent, while the number of fourth-year pupils has increased 505 per cent. These increases in number of pupils indicate a healthy growth of the public high schools for a score of years, and the shift of pupils toward the senior year indicates that the average length of public-school life is still on the increase.

TABLE 3.—*Distribution of public high schools according to enrollment, 1927–28*

State	All high schools						Reorganized high schools					
	Under 50	51 to 100	101 to 200	201 to 500	501 to 1,000	1,001 and over	Under 50	51 to 100	101 to 200	201 to 500	501 to 1,000	1,001 and over
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	5,512	4,736	3,354	2,452	1,130	930	275	565	967	1,212	772	534
Alabama	28	45	95	54	3	6	25	36	80	49	2	1
Arizona	9	11	14	12	3	2	1	5	6	7	3	------
Arkansas	111	50	44	31	5	5	8	14	22	21	5	5
California	21	51	75	117	87	90	1	3	7	31	55	59
Colorado	40	44	43	34	17	13	3	9	25	20	13	11
Connecticut	4	9	18	31	23	13	------	1	4	16	9	3
Delaware	2	8	5	5	------	1	------	------	1	3	------	------
District of Columbia	------	------	------	------	9	8	------	------	------	------	9	1
Florida	43	44	31	33	18	8	19	20	17	25	16	8
Georgia	111	96	53	24	16	9	5	7	6	7	7	9
Idaho	47	51	29	25	8	1	------	2	1	7	5	------
Illinois	342	245	181	119	45	57	2	1	15	21	18	17
Indiana	142	250	215	100	41	20	9	75	132	61	23	8
Iowa	313	323	151	95	33	14	8	35	49	50	28	11
Kansas	217	230	153	78	33	12	------	15	37	47	29	10
Kentucky	286	164	84	48	11	5	15	22	17	17	8	1
Louisiana	70	85	60	13	9	5	2	2	2	1	3	1
Maine	71	53	24	26	7	3	8	8	6	11	5	1
Maryland	27	55	30	15	12	13	------	2	1	6	6	8
Massachusetts	20	40	57	92	74	59	6	13	30	64	57	32
Michigan	149	132	116	106	49	51	15	52	75	82	44	37
Minnesota	163	164	110	65	39	21	6	4	9	37	34	16
Mississippi	143	92	41	24	3	2	23	32	21	17	3	2
Missouri	360	202	91	67	23	23	4	16	28	47	20	11
Montana	86	52	28	16	8	3	1	2	5	6	3	1
Nebraska	234	179	108	53	9	8	11	3	18	31	8	5
Nevada	6	6	9	3	1	------	------	3	3	2	1	------
New Hampshire	34	27	24	10	9	1	8	12	12	8	7	------
New Jersey	2	7	29	69	45	33	------	1	7	21	20	14
New Mexico	44	18	8	11	4	------	1	------	2	6	5	------
New York	188	156	113	113	61	142	8	8	24	59	36	66
North Carolina	138	192	171	65	14	5	3	2	6	9	5	1
North Dakota	223	72	35	12	3	------	2	1	9	5	3	------
Ohio	280	293	219	132	84	68	7	44	102	74	66	44
Oklahoma	226	150	76	63	24	16	3	10	16	45	20	16
Oregon	103	61	25	38	9	8	------	1	3	21	4	1
Pennsylvania	255	193	181	199	105	89	7	17	49	94	66	67
Rhode Island	------	------	3	9	8	7	------	------	1	3	4	4
South Carolina	39	80	49	27	7	------	1	1	1	3	5	------
South Dakota	126	86	43	22	3	1	1	2	2	11	1	------
Tennessee	163	111	49	54	13	7	5	2	7	28	9	4
Texas	262	146	141	87	49	33	6	15	13	25	34	24
Utah	12	10	13	26	16	5	6	7	5	15	12	5
Vermont	28	17	18	14	2	1	8	12	15	8	1	1
Virginia	104	142	61	22	16	12	6	4	5	2	12	6
Washington	90	75	53	45	22	23	1	2	9	13	15	8
West Virginia	54	67	68	62	15	5	28	31	42	39	10	4
Wisconsin	64	139	96	73	31	22	------	5	13	31	23	11
Wyoming	32	13	14	13	4	------	2	6	7	6	2	------
Outlying parts of the United States												
Alaska	9	2	2	------	------	------	------	------	------	------	------	------
Canal Zone	------	------	1	1	------	------	------	------	------	------	------	------
Guam	1	------	------	------	------	------	------	------	------	------	------	------
Hawaii	1	1	5	5	2	2	1	------	4	3	2	1
Philippine Islands	3	1	5	9	4	8	------	------	------	------	------	------
Porto Rico	------	------	8	3	2	------	------	------	------	------	------	------
Virgin Islands	------	------	------	------	------	------	1	------	1	------	------	------

TABLE 4.—*Number of persons engaged more than half time in high-school administration and in high-school supervision, 1927–28*

State	In administration						In supervision					
	All high schools			Reorganized high schools			All high schools			Reorganized high schools		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	10,620	2,897	13,517	2,276	1,147	3,423	5,931	1,314	7,245	521	384	905
Alabama	76	17	93	56	7	63	30	13	43	15	6	21
Arizona	33	6	39	13	2	15	9	3	12	6	3	9
Arkansas	94	23	117	31	13	44	47	8	55	11	5	16
California	448	226	674	197	153	350	209	141	350	118	98	216
Colorado	153	39	192	64	30	94	82	5	87	20	4	24
Connecticut	70	34	104	23	14	37	54	19	73	15	1	16
Delaware	14	2	16	3	0	3	20	8	28	1	0	1
District of Columbia	16	11	27	7	4	11	10	4	14			
Florida	88	37	125	50	32	82	43	13	56	16	6	22
Georgia	163	36	199	26	17	43	97	10	107	6	3	9
Idaho	118	9	127	8	4	12	49	2	51	3	0	3
Illinois	642	191	833	54	43	97	277	52	329	10	8	18
Indiana	429	54	483	92	16	108	174	47	221	20	7	27
Iowa	493	265	758	68	43	111	512	61	573	6	6	12
Kansas	516	49	565	92	22	114	224	16	240	11	1	12
Kentucky	283	46	329	20	8	28	92	21	113	1	0	1
Louisiana	149	16	165	5	0	5	123	8	131	0	1	1
Maine	62	2	64	10	2	12	30	2	32	1	0	1
Maryland	70	14	84	17	7	24	45	17	62	4	4	8
Massachusetts	247	98	345	121	55	176	123	58	181	14	18	32
Michigan	381	174	555	135	79	214	133	38	171	17	12	29
Minnesota	415	106	521	62	46	108	220	31	251	12	9	21
Mississippi	158	19	177	10	4	14	74	6	80			
Missouri	433	112	545	58	29	87	341	31	372	5	2	7
Montana	118	12	130	8	3	11	64	9	73			
Nebraska	328	145	473	28	12	40	236	34	270	6	4	10
Nevada	12	6	18	2	2	4	9	3	12			
New Hampshire	20	1	21	8	1	9	1	0	1			
New Jersey	163	109	272	51	32	83	100	47	147	8	7	15
New Mexico	51	4	55	4	1	5	32	4	36	1	0	1
New York	613	373	986	160	146	306	507	221	728	41	50	91
North Carolina	380	34	414	10	2	12	205	10	215	1	1	2
North Dakota	165	14	179	5	2	7	75	6	81	1	0	1
Ohio	606	131	737	177	86	263	341	98	439	44	43	87
Oklahoma	256	41	297	54	22	76	99	22	121	17	14	31
Oregon	117	15	132	23	3	26	42	9	51	2	3	5
Pennsylvania	513	149	662	181	64	245	388	92	480	34	26	60
Rhode Island	31	14	45	16	4	20	14	11	25	5	6	11
South Carolina	117	6	123	8	5	13	109	10	119	5	2	7
South Dakota	159	21	180	8	3	11	93	11	104			
Tennessee	147	24	171	17	14	31	76	12	88	6	1	7
Texas	382	79	461	81	55	136	141	20	161	7	14	21
Utah	54	4	58	29	4	33	15	4	19	2	3	5
Vermont	24	0	24	10	0	10	13	1	14	1	0	1
Virginia	157	45	202	16	17	33	98	19	117	8	2	10
Washington	225	37	262	34	12	46	95	14	109	4	4	8
West Virginia	113	11	124	47	9	56	44	20	64	8	5	13
Wisconsin	274	26	300	68	17	85	99	16	115	8	3	11
Wyoming	44	10	54	9	1	10	17	7	24	0	2	2
Outlying parts of the United States												
Alaska	8	0	8	0	0	0	1	0	1	0	0	0
Canal Zone	2	1	3	0	0	0	1	0	1	0	0	0
Guam	0	0	0				1	0	1	0	0	0
Hawaii	17	9	26	6	4	10	9	1	10	3	0	3

TABLE 5.—*Teachers in regular high schools for white pupils, and for white and colored pupils, classified according to population of district, 1927–28*

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	1,741	19,591	33,656	11,668	21,089	27,339	13,409	40,680	60,995
Alabama	7	98	212	28	62	109	35	160	321
Arizona	7	101	156	22	55	74	29	156	230
Arkansas	10	30	57	153	243	210	163	273	267
California	95	1,675	2,697	189	809	1,174	284	2,484	3,871
Colorado	12	116	216	98	222	313	110	338	529
Connecticut	49	468	990	16	27	51	65	495	1,041
Delaware	1	31	67	15	36	46	16	67	113
District of Columbia	5	107	288				5	107	288
Florida	8	30	120	61	107	178	69	137	298
Georgia	30	157	306	219	307	471	249	464	777
Idaho	14	112	159	132	286	288	146	398	447
Illinois	158	2,213	3,598	746	1,465	1,895	904	3,678	5,493
Indiana	68	804	1,223	387	892	885	455	1,696	2,108
Iowa	40	240	544	708	1,309	1,862	748	1,549	2,406
Kansas	19	143	269	566	1,059	1,645	585	1,202	1,914
Kentucky	46	235	395	427	566	620	473	801	1,015
Louisiana	27	139	393	201	353	492	228	492	885
Maine	27	107	259	118	148	191	145	255	450
Maryland	16	216	293	97	167	277	113	383	570
Massachusetts	92	1,129	1,738	48	98	152	140	1,227	1,890
Michigan	35	617	955	263	456	496	298	1,073	1,451
Minnesota	32	251	581	424	718	1,061	456	969	1,642
Mississippi	5	8	45	187	259	366	192	267	411
Missouri	31	349	628	595	858	888	626	1,207	1,516
Montana	13	85	220	162	253	372	175	338	592
Nebraska	15	128	307	500	798	1,178	515	926	1,485
Nevada				16	44	62	16	44	62
New Hampshire	13	94	133	45	52	124	58	146	257
New Jersey	80	959	1,582	42	142	291	122	1,101	1,873
New Mexico	5	25	51	68	105	127	73	130	178
New York	159	3,446	5,420	413	545	1,341	572	3,991	6,761
North Carolina	50	221	642	433	785	1,053	483	1,006	1,695
North Dakota	7	43	70	318	451	381	325	494	451
Ohio	92	1,078	1,514	647	1,265	1,245	739	2,343	2,759
Oklahoma	16	92	156	420	664	679	436	756	835
Oregon	17	198	434	197	321	482	214	519	916
Pennsylvania	173	1,684	2,281	549	1,073	1,036	722	2,757	3,317
Rhode Island	12	173	817	3	9	16	15	182	833
South Carolina	15	89	143	152	308	430	167	397	573
South Dakota	9	74	138	255	482	535	264	556	673
Tennessee	24	144	270	300	472	509	324	616	779
Texas	62	382	805	455	844	1,012	517	1,226	1,817
Utah	5	41	43	27	150	83	32	191	126
Vermont	10	34	67	25	22	33	35	56	100
Virginia	23	120	374	281	375	732	304	495	1,106
Washington	31	468	746	229	477	639	260	945	1,385
West Virginia	18	114	225	94	250	286	112	364	511
Wisconsin	54	493	939	288	594	828	342	1,087	1,767
Wyoming	4	30	90	49	106	121	53	136	211
Outlying parts of the United States									
Alaska	1	2	4	12	19	21	13	21	25
Canal Zone	2	6	14				2	6	14
Guam				1	2	1	1	2	1
Hawaii	1	23	67	3	20	34	4	43	101
Philippine Islands	26	269	137	4	18	4	30	287	141
Porto Rico	13	52	104				13	52	104

TABLE 6.—*Teachers in reorganized high schools for white pupils and for white and colored pupils, classified according to population of district, 1927–28*

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	2,107	17,285	45,899	2,092	5,630	8,863	4,199	22,915	54,762
Alabama	26	87	335	154	312	577	180	399	912
Arizona	11	80	130	11	32	41	22	112	171
Arkansas	21	116	370	47	92	159	68	208	529
California	139	1,919	4,499	18	77	126	157	1,996	4,625
Colorado	36	306	822	45	116	206	81	422	1,028
Connecticut	30	136	505	3	5	19	33	141	524
Delaware	1	3	13	3	9	21	4	12	34
District of Columbia	7	48	184				7	48	184
Florida	33	206	789	64	113	290	97	319	1,079
Georgia	21	221	377	16	17	37	37	238	414
Idaho	9	50	115	6	23	34	15	73	149
Illinois	58	395	1,240	15	46	63	73	441	1,303
Indiana	65	605	1,148	242	823	827	307	1,428	1,975
Iowa	74	473	1,392	107	262	466	181	735	1,858
Kansas	89	508	1,299	47	141	219	136	649	1,518
Kentucky	20	97	330	53	100	151	73	197	481
Louisiana	2	6	45	6	10	15	8	16	60
Maine	18	80	239	21	35	56	39	115	295
Maryland	16	122	547	4	13	25	20	135	572
Massachusetts	171	1,079	3,341	31	50	134	202	1,129	3,475
Michigan	119	1,299	2,840	186	548	733	305	1,847	3,573
Minnesota	68	514	1,659	38	125	231	106	639	1,890
Mississippi	15	56	275	71	107	210	86	163	485
Missouri	57	389	987	60	170	291	117	559	1,278
Montana	7	28	129	11	32	44	18	60	173
Nebraska	37	191	552	39	83	171	76	274	723
Nevada	4	19	56	5	10	15	9	29	71
New Hampshire	21	100	234	26	38	82	47	138	316
New Jersey	53	527	1,256	9	36	99	62	563	1,355
New Mexico	5	15	82	7	23	38	12	38	120
New York	137	1,252	4,706	64	152	434	201	1,404	5,140
North Carolina	11	55	228	9	15	38	20	70	266
North Dakota	4	24	77	16	41	64	20	65	141
Ohio	155	1,676	3,468	178	528	709	333	2,204	4,177
Oklahoma	52	416	1,014	50	152	272	102	568	1,286
Oregon	27	115	344	3	9	11	30	124	355
Pennsylvania	186	2,016	4,091	113	456	667	299	2,472	4,758
Rhode Island	11	65	317	1	1	4	12	66	321
South Carolina	8	38	149	3	5	11	11	43	160
South Dakota	9	49	123	8	18	30	17	67	153
Tennessee	28	128	533	18	49	95	46	177	628
Texas	70	473	1,805	38	97	177	108	570	1,982
Utah	22	235	349	28	111	85	50	346	434
Vermont	11	35	128	34	46	113	45	81	241
Virginia	18	99	528	15	23	60	33	122	588
Washington	27	205	537	21	78	152	48	283	689
West Virginia	30	194	489	110	279	374	140	473	863
Wisconsin	63	506	1,150	20	77	120	83	583	1,270
Wyoming	5	29	73	18	45	67	23	74	140
Outlying parts of the United States									
Hawaii	5	43	88	6	22	26	11	65	114
Virgin Islands				2	7	3	2	7	3

TABLE 7.—*Teachers in high schools for colored pupils classified according to population of district, 1927–28*

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	233	639	863	148	182	162	381	821	1,025
Alabama	3	15	47				3	15	47
Arkansas	6	11	21	2	2	3	8	13	24
California	1	2	1				1	2	1
Delaware	1	4	10				1	4	10
District of Columbia	2	65	67				2	65	67
Florida	3	4	7				3	4	7
Georgia	11	14	26	8	7	7	19	21	33
Illinois	8	22	48	3	5	5	11	27	53
Indiana	6	37	34				6	37	34
Kentucky	31	60	83	14	15	11	45	75	94
Louisiana	2	6	8	1	1	1	3	7	9
Maryland	8	12	15	8	8	8	16	20	23
Mississippi	8	12	18	7	6	7	15	18	25
Missouri	14	50	36				14	50	36
North Carolina	37	84	134	39	63	48	76	147	182
Oklahoma	5	13	8	4	4	6	9	17	14
South Carolina	15	31	49	9	9	13	24	40	62
Tennessee	13	42	42	5	6	9	18	48	51
Texas	44	92	128	40	46	28	84	138	156
Virginia	11	55	78	7	8	14	18	63	92
West Virginia	4	8	3	1	2	2	5	10	5

REORGANIZED HIGH SCHOOLS

Continental United States	101	463	866	26	52	58	127	515	924
Alabama	11	13	59	2	3	3	13	16	62
Arkansas	6	14	25	1	1	1	7	15	26
District of Columbia	3	25	69				3	25	69
Florida	7	20	57	1	0	6	8	20	63
Georgia	4	32	55				4	32	55
Illinois	1	3	11				1	3	11
Indiana	1	2	1				1	2	1
Kansas	2	20	26				2	20	26
Kentucky	3	7	13	4	3	5	7	10	18
Louisiana	3	27	48				3	27	48
Maryland	3	59	85				3	59	85
Mississippi	7	11	40	5	10	11	12	21	51
Missouri	8	68	64	1	1	0	9	69	64
New Jersey	1	4	6				1	4	6
North Carolina	3	10	20	3	4	5	6	14	25
Ohio	4	15	24				4	15	24
Oklahoma	7	43	49	1	4	5	8	47	54
Pennsylvania	1	2	3				1	2	3
Tennessee	8	17	63	1	1	2	9	18	65
Texas	9	47	96				9	47	96
Virginia	2	4	20				2	4	20
West Virginia	7	20	32	7	25	20	14	45	52

TABLE 8A.—*Teachers in reorganized high schools for white pupils, and for white and colored pupils, 1927–28*

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	7,180	24,383	31,563	10,276	19,854	30,130	5,459	10,525	15,984	77,677
Alabama	28	84	112	319	698	1,017	52	130	182	1,311
Arizona	10	21	31	85	124	209	17	26	43	283
Arkansas	39	118	157	131	309	440	38	102	140	737
California	826	2,542	3,368	449	820	1,269	721	1,263	1,984	6,621
Colorado	115	452	567	186	351	537	121	225	346	1,450
Connecticut	83	367	450	31	100	131	27	57	84	665
Delaware				12	34	46				46
District of Columbia	48	184	232							232
Florida	111	438	549	138	437	575	70	204	274	1,398
Georgia	102	214	316	37	113	150	99	87	186	652
Idaho	10	35	45	39	62	101	24	52	76	222
Illinois	157	763	920	120	200	320	164	340	504	1,744
Indiana	185	455	640	1,031	1,227	2,258	212	293	505	3,403
Iowa	118	534	652	398	838	1,236	219	486	705	2,593
Kansas	180	615	795	273	499	772	196	404	600	2,167
Kentucky	32	147	179	147	261	408	18	73	91	678
Louisiana	4	26	30	9	13	22	3	21	24	76
Maine	25	85	110	43	113	156	47	97	144	410
Maryland	73	433	506	54	119	173	8	20	28	707
Massachusetts	503	2,173	2,676	195	413	608	431	889	1,320	4,604
Michigan	533	1,296	1,829	1,008	1,740	2,748	306	537	843	5,420
Minnesota	187	745	932	289	785	1,074	163	360	523	2,529
Mississippi	10	11	21	139	441	580	14	33	47	648
Missouri	141	431	572	250	494	744	168	353	521	1,837
Montana	5	46	51	34	50	84	21	77	98	233
Nebraska	57	247	304	123	262	385	94	214	308	997
Nevada	2	27	29	17	22	39	10	22	32	100
New Hampshire	27	104	131	49	100	149	62	112	174	454
New Jersey	259	849	1,108	81	141	222	223	365	588	1,918
New Mexico	4	36	40	32	57	89	2	27	29	158
New York	757	3,230	3,987	579	1,677	2,256	68	233	301	6,544
North Carolina	11	59	70	53	175	228	6	32	38	336
North Dakota	6	20	26	43	86	129	16	35	51	206
Ohio	600	1,609	2,209	1,262	2,022	3,224	402	546	948	6,381
Oklahoma	103	343	446	324	657	981	141	286	427	1,854
Oregon	51	168	219	3	3	6	70	184	254	479
Pennsylvania	910	2,139	3,049	1,110	1,993	3,103	452	626	1,078	7,230
Rhode Island	42	226	268	4	40	44	20	55	75	387
South Carolina	9	42	51	20	71	91	14	47	61	203
South Dakota	20	63	83	25	40	65	22	50	72	220
Tennessee	59	335	394	69	164	233	49	129	178	805
Texas	169	900	1,069	178	435	613	223	647	870	2,552
Utah	138	227	365	107	75	182	101	132	233	780
Vermont	4	20	24	71	191	262	6	30	36	322
Virginia	38	387	425	44	126	170	40	75	115	710
Washington	97	314	411	118	271	389	68	104	172	972
West Virginia	153	347	500	214	322	536	106	194	300	1,336
Wisconsin	133	459	592	334	580	914	116	231	347	1,853
Wyoming	6	17	23	59	103	162	9	20	29	214
Outlying parts of the United States										
Hawaii	44	82	126	9	18	27	12	14	26	179
Virgin Islands	7	3	10							10

TABLE 8B.—*Teachers in reorganized high schools for colored pupils, 1927–28*

State	Schools for colored pupils only	In junior high schools			In junior-senior high schools			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	127	125	251	376	353	634	987	37	39	76	1,439
Alabama	13	7	25	32	9	37	46				78
Arkansas	7	2	2	4	13	24	37				41
District of Columbia	3	25	69	94							94
Florida	8	1	5	6	19	58	77				83
Georgia	4	4	14	18	26	39	65	2	2	4	87
Illinois	1				3	11	14				14
Indiana	1				2	1	3				3
Kansas	2	10	17	27				10	9	19	46
Kentucky	7	2	2	4	8	16	24				28
Louisiana	3				27	48	75				75
Maryland	3	21	26	47	38	59	97				144
Mississippi	12	8	8	16	12	36	48	1	7	8	72
Missouri	9	18	13	31	33	40	73	18	11	29	133
New Jersey	1	4	6	10							10
North Carolina	6	2	5	7	12	20	32				39
Ohio	4	11	20	31	4	4	8				39
Oklahoma	8				47	54	101				101
Pennsylvania	1	2	3	5							5
Tennessee	9	4	32	36	8	23	31	6	10	16	83
Texas	9				47	96	143				143
Virginia	2	2	2	4	2	18	20				24
West Virginia	14	2	2	4	43	50	93				97

TABLE 9.—*White and colored pupils enrolled in all public high schools, 1927–28*

State	Schools reporting	Seventh grade		Eighth grade		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	18,116	217,125	214,401	212,992	218,322	593,444	619,449	433,865	472,314	313,855	356,234	250,161	296,368	7,280	11,503	2,028,722	2,188,591
Alabama	231	3,285	3,740	2,954	3,209	4,545	5,501	4,305	5,151	3,248	4,087	2,703	3,649	67	12	21,107	25,349
Arizona	51	514	522	503	507	2,253	2,078	1,433	1,513	1,074	1,131	814	956	103	191	6,694	6,898
Arkansas	246	2,135	2,353	2,131	2,386	3,847	4,573	3,199	3,660	2,325	2,749	1,821	2,199	11	11	15,469	17,931
California	442	16,827	16,011	16,252	15,620	37,866	36,418	29,407	29,626	20,801	21,787	15,789	17,103	1,451	1,460	138,393	138,025
Colorado	191	3,833	3,766	3,534	3,738	5,846	6,248	4,666	5,330	3,413	3,982	2,948	3,512	66	70	24,306	26,646
Connecticut	98	2,465	2,472	2,191	2,074	8,073	8,111	5,073	5,253	3,912	4,204	3,127	3,434	104	75	24,945	25,623
Delaware	21	177	174	101	132	1,053	1,124	562	738	444	509	360	560	3	11	2,700	3,248
District of Columbia	17	1,390	1,401	1,293	1,542	2,536	2,863	1,716	1,992	1,212	1,399	1,017	1,202	74	0	9,238	10,399
Florida	177	4,224	4,440	3,642	3,957	4,834	5,571	3,328	4,123	2,403	3,080	1,879	2,570	28	69	20,338	23,810
Georgia	309	2,266	2,829	2,302	3,221	6,524	7,797	4,831	5,940	3,606	4,733	2,518	3,456	-------	-------	22,047	27,976
Idaho	161	533	441	578	624	3,821	3,882	2,655	3,132	2,159	2,533	1,752	2,081	20	27	11,518	12,720
Illinois	989	5,803	5,875	6,073	6,170	43,668	43,147	31,813	33,550	21,650	21,823	16,585	18,117	248	432	125,840	129,114
Indiana	769	7,512	7,355	6,898	7,187	20,200	20,126	15,652	16,771	11,906	12,933	9,945	11,243	59	76	72,172	75,691
Iowa	929	4,933	5,047	5,227	5,405	15,605	17,304	12,855	14,749	10,271	12,502	9,003	11,296	62	130	57,956	66,433
Kansas	723	5,817	5,647	5,268	5,408	13,496	14,273	10,958	12,076	8,571	9,912	7,462	9,135	80	250	51,652	56,701
Kentucky	598	1,879	1,941	1,682	1,850	9,188	11,162	5,882	7,657	4,435	5,596	3,390	4,644	6	19	26,462	32,869
Louisiana	242	138	178	493	682	5,408	6,414	4,133	5,072	2,936	4,025	2,103	2,953	5	19	15,216	19,343
Maine	184	835	865	914	825	3,606	3,821	2,736	3,060	2,160	2,484	1,866	2,167	76	66	12,193	13,288
Maryland	152	4,233	4,126	3,334	3,492	5,971	6,670	3,988	4,688	2,734	3,633	2,006	2,739	-------	-------	22,266	25,348
Massachusetts	342	13,719	13,328	12,748	12,748	22,272	22,668	16,972	17,778	13,179	14,121	9,849	11,794	740	536	89,479	92,973
Michigan	603	14,320	13,945	14,549	15,028	23,361	24,980	16,799	18,579	11,500	13,279	9,422	10,968	712	791	90,663	97,570
Minnesota	562	6,097	5,998	6,143	6,519	13,581	16,361	10,264	13,315	7,797	10,613	6,372	8,815	79	671	50,333	62,292
Mississippi	305	1,580	1,748	1,415	1,733	3,407	4,263	2,680	3,383	1,909	2,484	1,582	2,231	6	7	12,579	15,849
Missouri	766	4,772	4,996	4,990	5,136	15,422	16,554	11,657	13,087	9,157	10,529	7,169	8,719	74	120	53,241	59,141
Montana	193	516	514	544	577	3,703	4,349	2,588	3,157	1,981	2,501	1,599	2,104	41	100	10,972	13,302
Nebraska	591	1,846	1,784	1,996	2,152	9,722	10,777	7,737	8,961	5,941	7,534	5,242	6,600	25	78	32,509	37,886
Nevada	25	203	192	203	192	462	411	428	379	283	299	241	279	9	47	1,829	1,799
New Hampshire	105	966	938	1,003	917	2,305	2,330	1,767	1,897	1,348	1,541	1,026	1,236	46	54	8,461	8,913
New Jersey	185	4,921	4,869	4,695	4,711	20,034	19,165	13,524	13,336	9,081	8,980	7,110	7,427	92	100	59,457	58,588
New Mexico	85	449	422	367	380	1,395	1,445	1,067	1,156	783	896	552	707	18	43	4,631	5,049

New York	773	24,289	21,866	23,969	21,998	81,745	73,653	53,069	47,227	34,329	32,890	26,421	24,465	1,299	2,872	245,121	224,971
North Carolina	585	623	771	1,276	1,530	12,683	15,263	8,548	11,402	6,229	8,470	4,588	6,838	54	212	34,001	44,486
North Dakota	345	320	321	317	337	3,002	3,876	2,134	3,081	1,680	2,582	1,551	2,318	6	15	9,010	12,530
Ohio	1,076	18,204	17,762	17,215	17,682	36,408	37,295	27,248	28,283	19,185	20,791	15,745	18,031	546	1,041	134,551	140,885
Oklahoma	555	5,394	5,632	4,826	5,213	10,716	12,121	8,320	9,822	6,343	7,538	5,068	6,470	127	189	40,794	46,985
Oregon	244	1,055	1,031	1,031	1,006	6,465	6,739	4,933	5,457	3,672	4,134	3,064	3,758	94	98	20,314	22,223
Pennsylvania	1,022	23,067	23,241	21,462	21,655	43,776	45,755	31,520	33,174	22,362	24,879	17,966	20,987	253	44	160,406	169,735
Rhode Island	27	1,362	1,403	1,263	1,320	3,479	3,388	1,878	2,012	1,479	1,529	1,022	1,286	77	78	10,560	11,016
South Carolina	202	108	133	569	813	4,177	4,772	2,930	3,842	2,122	3,013	1,632	2,435	10	0	11,548	15,008
South Dakota	281	459	494	415	422	3,515	4,288	2,730	3,718	2,210	3,056	1,964	2,719	34	64	11,327	14,761
Tennessee	397	3,343	3,589	2,562	3,217	7,318	8,681	5,301	6,727	3,839	5,099	2,917	3,986	56	25	25,336	31,324
Texas	718	5,180	5,054	7,540	7,587	19,927	22,326	15,712	18,010	11,532	14,046	8,931	11,405	73	102	68,895	78,530
Utah	82	1,320	1,283	2,835	2,877	3,603	3,705	3,079	3,183	2,223	2,330	1,679	1,794	4	9	14,743	15,181
Vermont	80	688	670	586	629	1,229	1,400	994	1,115	775	881	684	787	10	57	4,966	5,539
Virginia	357	2,079	2,086	2,448	2,778	8,101	9,998	5,471	7,286	3,970	5,757	3,195	4,942	15	16	25,279	32,863
Washington	308	3,025	2,921	3,080	3,234	11,964	12,602	9,009	9,911	6,853	7,638	5,684	6,833	52	114	39,667	43,253
West Virginia	271	3,863	3,957	3,128	3,525	6,135	7,148	4,696	5,528	3,400	4,202	2,615	3,364	80	161	23,917	27,885
Wisconsin	425	4,005	3,789	3,978	3,868	13,725	14,550	10,595	12,120	8,623	10,508	7,547	9,273	143	783	48,616	54,891
Wyoming	76	553	481	469	509	1,472	1,503	1,023	1,307	810	1,012	636	781	42	158	5,005	5,751
Outlying parts of the United States																	
Alaska	13	------	------	------	------	114	135	81	90	67	47	55	54	1	6	318	332
Canal Zone	2	------	------	------	------	103	92	64	78	50	61	35	47	------	------	252	278
Guam	1	------	------	------	------	13	7	11	9	12	8	4	4	------	------	40	28
Hawaii	15	724	585	600	503	1,006	827	669	595	485	432	423	340	19	1	3,936	3,283
Philippine Islands	30	------	------	------	------	4,455	2,353	3,132	1,903	2,545	1,496	2,165	847	------	------	12,297	6,599
Porto Rico	13	------	------	------	------	531	543	341	351	324	348	290	371	------	------	1,486	1,613
Virgin Islands	2	49	44	28	17	11	15	5	3	------	------	------	------	------	------	93	79

TABLE 10.—*Colored pupils enrolled in all public high schools, 1927–28*

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	7,758	11,329	6,875	10,260	15,103	24,794	9,686	16,428	6,301	10,869	4,399	8,126	133	268	50,255	82,074	508
Alabama	261	538	192	352	362	845	254	560	170	376	121	338	.....	.....	1,360	3,009	16
Arizona	4	5	6	3	24	27	16	21	13	16	6	9	.....	.....	69	81	.....
Arkansas	154	208	112	188	178	297	138	230	92	172	57	135	.....	.....	731	1,230	15
California	331	365	318	352	444	473	302	358	191	200	97	154	26	45	1,709	1,947	1
Colorado	44	51	26	53	40	64	32	48	24	48	23	34	.....	.....	189	298	.....
Connecticut	36	30	44	32	79	96	45	66	26	45	21	34	.....	.....	251	303	.....
Delaware	.....	.....	.....	.....	54	117	42	62	40	48	28	30	.....	.....	164	257	1
District of Columbia	380	507	343	550	673	895	338	498	228	393	167	304	.....	.....	2,129	3,147	5
Florida	166	312	145	284	203	385	128	227	62	184	54	112	.....	.....	758	1,504	11
Georgia	388	781	311	640	380	733	249	454	131	234	64	142	.....	.....	1,523	3,034	23
Idaho	1	2	2	1	4	2	3	1	3	5	5	0	.....	.....	18	11	.....
Illinois	73	223	62	174	717	1,167	628	928	383	533	306	414	4	30	2,173	3,459	12
Indiana	122	107	120	122	498	628	279	427	235	305	153	225	4	1	1,411	1,815	7
Iowa	65	77	74	96	78	77	33	63	31	34	23	40	.....	.....	304	390	.....
Kansas	306	320	247	276	334	436	255	360	149	232	123	205	0	14	1,414	1,843	2
Kentucky	91	111	47	64	606	946	316	627	204	378	178	352	.....	.....	1,442	2,478	52
Louisiana	69	115	225	383	267	560	252	550	172	362	96	334	.....	.....	1,081	2,304	6
Maine	.....	.....	.....	.....	5	6	5	1	6	4	1	0	.....	.....	17	11	.....
Maryland	502	735	387	663	464	776	239	534	161	338	130	271	.....	.....	1,883	3,317	19
Massachusetts	93	94	76	64	166	198	122	198	99	116	60	69	11	3	627	742	.....
Michigan	430	474	410	429	455	635	257	316	170	164	83	135	2	15	1,807	2,168	.....
Minnesota	17	20	13	21	23	40	28	24	21	19	14	18	.....	.....	116	142	.....
Mississippi	135	233	132	251	245	586	166	353	78	182	44	109	.....	.....	800	1,714	27
Missouri	535	719	372	470	614	827	351	551	256	366	155	295	57	79	2,340	3,307	23
Montana	1	0	0	1	3	5	5	4	2	2	1	1	.....	.....	12	13	.....
Nebraska	14	14	9	11	55	65	40	59	19	35	14	19	0	1	151	204	.....
Nevada	0	1	.....	.....	3	0	0	1	0	1	.....	.....	.....	.....	3	3	.....
New Jersey	188	235	163	222	432	666	322	486	163	255	110	188	2	2	1,380	2,054	1
New Mexico	7	7	1	4	4	5	.....	.....	.....	.....	.....	.....	.....	.....	12	16	.....
New York	406	1,069	338	892	916	1,618	571	836	376	569	227	269	2	17	2,836	5,270	.....

North Carolina	88	171	94	203	1,097	2,386	711	1,561	468	1,057	312	726	1	19	2,771	6,123	82
North Dakota					1	1	0	2			0	1			1	4	
Ohio	982	1,183	890	1,024	863	1,096	486	655	339	420	230	313	19	34	3,809	4,725	4
Oklahoma	245	357	235	316	297	502	216	353	154	257	120	223	0	2	1,267	2,010	17
Oregon			1	1	20	9	13	7	9	8	6	8			49	33	
Pennsylvania	733	990	575	702	868	1,428	405	688	269	404	189	295	2	0	3,041	4,507	1
Rhode Island	6	2	6	6	29	47	24	28	8	25	10	24	1	0	84	132	
South Carolina					342	692	202	498	155	381	67	165			766	1,736	24
South Dakota					5	0	2	6	0	3	2	1			9	10	
Tennessee	233	376	174	335	553	1,080	381	690	228	489	170	343			1,739	3,313	27
Texas	332	483	423	610	1,626	2,615	1,149	1,978	693	1,361	555	1,080	1	0	4,779	8,127	93
Utah	1	2	5	3	1	2	2	2	7	2	6	5			22	16	
Vermont	1	1			2	0	1	0	0	1					4	2	
Virginia	49	69	74	138	745	1,364	434	803	292	572	249	509	0	4	1,843	3,459	20
Washington	13	17	17	14	61	46	52	32	47	28	44	17	1	0	235	154	
West Virginia	228	300	187	281	233	305	172	259	114	195	72	170			1,006	1,510	19
Wisconsin	24	24	19	28	30	38	20	19	11	7	3	9	0	2	107	127	
Wyoming	4	1	0	1	4	8	0	1	2	3	3	1			13	15	
Outlying parts of the United States																	
Hawaii											0	1			0	1	
Porto Rico					70	67	42	42	44	37	36	35			192	181	

TABLE 11.—*White and colored pupils enrolled in regular high schools, by years, 1927–28*

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	13,790	384,277	397,899	299,365	325,384	216,739	245,327	172,118	202,119	4,929	8,306	1,077,428	1,179,035
Alabama	38	1,984	2,505	1,722	2,166	1,220	1,635	925	1,332	67	12	5,918	7,650
Arizona	29	1,605	1,474	979	1,019	712	776	545	652	64	143	3,905	4,064
Arkansas	171	1,882	2,200	1,540	1,733	1,036	1,294	752	949	0	2	5,210	6,178
California	285	21,473	20,268	18,121	18,323	12,592	13,498	9,728	10,570	664	985	62,578	63,644
Colorado	110	2,408	2,623	2,157	2,589	1,606	1,831	1,318	1,582	41	39	7,530	8,664
Connecticut	65	6,117	6,129	4,490	4,556	3,445	3,654	2,818	3,029	104	74	16,974	17,442
Delaware	17	941	973	489	634	398	427	322	477	3	11	2,153	2,522
District of Columbia	7	1,703	1,894	1,716	1,992	1,212	1,399	1,017	1,202	74	0	5,722	6,487
Florida	72	1,605	1,701	988	1,234	721	969	543	849	13	50	3,870	4,803
Georgia	268	4,665	5,086	3,324	4,104	2,501	3,297	1,721	2,505	0	0	12,211	14,992
Idaho	146	3,203	3,283	2,185	2,588	1,758	2,045	1,422	1,673	17	27	8,585	9,616
Illinois	915	37,895	37,163	28,841	30,325	19,655	19,640	14,935	16,065	196	364	101,522	103,557
Indiana	461	12,678	12,665	9,658	10,456	7,452	8,093	6,324	7,016	47	47	36,159	38,277
Iowa	748	9,861	10,833	7,798	9,082	6,379	7,811	5,603	7,085	41	87	29,682	34,898
Kansas	585	7,506	8,014	6,669	7,319	5,576	6,288	4,901	5,921	58	153	24,710	27,695
Kentucky	518	7,555	9,328	4,786	6,385	3,608	4,635	2,715	3,813	6	19	18,670	24,180
Louisiana	231	5,045	5,794	3,766	4,485	2,683	3,587	1,929	2,574	5	19	13,428	16,459
Maine	145	2,558	2,717	1,908	2,144	1,544	1,745	1,296	1,525	45	42	7,351	8,173
Maryland	129	3,851	3,902	3,466	3,828	2,278	2,916	1,629	2,143	0	0	11,224	12,789
Massachusetts	140	10,260	10,027	9,940	10,828	7,924	8,679	5,975	7,238	538	373	34,637	37,145
Michigan	298	8,819	9,829	8,036	8,947	5,360	6,009	4,164	4,836	561	638	26,940	30,259
Minnesota	456	6,908	9,086	5,892	8,088	4,725	6,718	3,858	5,511	54	419	21,437	29,822
Mississippi	207	1,941	2,391	1,434	1,827	1,012	1,352	859	1,168	0	0	5,246	6,738
Missouri	640	10,232	10,845	7,553	8,518	5,752	6,722	4,453	5,421	67	110	28,057	31,616
Montana	175	2,927	3,498	2,158	2,658	1,626	2,102	1,343	1,741	29	78	8,083	10,077
Nebraska	515	7,337	7,964	5,511	6,436	4,279	5,500	3,865	4,776	17	63	21,009	24,739
Nevada	16	234	222	190	200	142	165	117	138	8	42	691	767
New Hampshire	58	1,210	1,242	926	1,046	736	821	541	638	26	31	3,439	3,778
New Jersey	122	14,877	13,862	9,939	9,652	6,910	6,698	5,341	5,605	82	80	37,149	35,897
New Mexico	73	983	1,024	677	762	492	559	362	448	13	35	2,527	2,828

New York	572	59,006	51,616	46,556	39,902	30,174	27,810	23,388	20,688	1,094	2,396	160,218	142,412
North Carolina	559	11,708	14,013	7,912	10,525	5,602	7,823	4,204	6,285	54	212	29,480	38,858
North Dakota	325	2,581	3,383	1,708	2,552	1,367	2,091	1,236	1,897	6	15	6,898	9,938
Ohio	739	18,547	19,260	15,508	16,652	11,030	12,182	9,189	10,672	384	742	54,658	59,508
Oklahoma	445	5,601	6,401	3,974	4,844	3,051	3,741	2,326	3,091	48	78	15,000	18,155
Oregon	214	5,462	5,694	3,940	4,371	2,904	3,291	2,481	2,987	68	67	14,855	16,410
Pennsylvania	722	23,987	25,021	19,662	20,924	13,883	15,722	11,133	13,167	29	36	68,694	74,870
Rhode Island	15	2,406	2,343	1,490	1,572	1,191	1,237	819	1,055	66	65	5,972	6,272
South Carolina	191	3,656	4,023	2,570	3,263	1,869	2,594	1,429	2,064	10	0	9,534	11,944
South Dakota	264	3,101	3,730	2,389	3,200	1,931	2,662	1,715	2,354	34	64	9,170	12,010
Tennessee	342	5,521	6,536	3,950	4,927	2,847	3,703	2,199	2,960	32	14	14,549	18,140
Texas	601	12,908	14,636	9,531	11,432	7,110	9,040	5,396	6,982	15	18	34,960	42,108
Utah	32	1,265	1,193	1,133	1,190	835	920	554	605	0	0	3,787	3,908
Vermont	35	530	623	426	423	326	337	279	302	9	42	1,570	1,727
Virginia	322	5,934	7,529	4,544	6,097	3,328	4,970	2,731	4,178	9	8	16,546	22,782
Washington	260	8,824	9,263	7,055	7,755	5,566	6,177	4,592	5,569	40	92	26,077	28,856
West Virginia	117	3,070	3,502	2,261	2,658	1,728	2,097	1,308	1,701	58	69	8,425	10,027
Wisconsin	342	8,942	9,598	7,261	8,326	6,135	7,419	5,423	6,577	97	330	27,858	32,250
Wyoming	53	965	993	636	847	528	646	395	503	36	115	2,560	3,104
Outlying parts of the United States													
Alaska	13	114	135	81	90	67	47	55	54	1	6	318	332
Canal Zone	2	103	92	64	78	50	61	35	47	0	0	252	278
Guam	1	13	7	11	9	12	8	4	4	0	0	40	28
Hawaii	4	531	425	468	431	366	318	326	270	0	0	1,691	1,444
Philippine Islands	30	4,455	2,353	3,132	1,903	2,545	1,496	2,165	847	0	0	12,297	6,599
Porto Rico	13	531	543	341	351	324	348	290	371	0	0	1,486	1,613

TABLE 12.—*White pupils enrolled in regular high schools, by years, 1927–28*

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	13,409	374,750	382,122	292,714	314,108	212,440	237,855	169,198	196,810	4,831	8,095	1,053,933	1,138,990
Alabama	35	1,754	1,973	1,514	1,710	1,074	1,324	823	1,055	67	12	5,232	6,074
Arizona	29	1,586	1,450	965	999	701	761	539	645	64	143	3,855	3,998
Arkansas	163	1,795	2,026	1,469	1,606	991	1,192	720	872	0	2	4,975	5,698
California	284	21,285	20,083	17,906	18,065	12,480	13,376	9,661	10,462	649	944	61,981	62,930
Colorado	110	2,402	2,618	2,151	2,588	1,600	1,826	1,318	1,579	41	39	7,512	8,650
Connecticut	65	6,063	6,051	4,446	4,490	3,420	3,610	2,797	2,996	104	74	16,830	17,221
Delaware	16	887	856	447	572	358	379	294	447	3	11	1,989	2,265
District of Columbia	5	1,267	1,354	1,378	1,494	984	1,006	850	898	74	0	4,553	4,752
Florida	69	1,572	1,664	965	1,206	710	933	534	831	13	50	3,794	4,684
Georgia	249	4,501	4,780	3,208	3,897	2,452	3,184	1,708	2,481	0	0	11,869	14,342
Idaho	146	3,199	3,281	2,183	2,588	1,755	2,044	1,418	1,673	17	27	8,572	9,613
Illinois	904	37,282	36,140	28,274	29,467	19,312	19,174	14,658	15,685	192	334	99,718	100,800
Indiana	455	12,272	12,164	9,422	10,103	7,261	7,831	6,191	6,818	43	46	35,189	36,962
Iowa	748	9,843	10,813	7,794	9,070	6,377	7,796	5,592	7,074	41	87	29,647	34,840
Kansas	585	7,431	7,935	6,598	7,254	5,517	6,231	4,861	5,858	58	151	24,465	27,429
Kentucky	473	6,984	8,446	4,501	5,806	3,419	4,293	2,550	3,502	6	19	17,460	22,066
Louisiana	228	4,954	5,622	3,728	4,352	2,666	3,516	1,916	2,499	5	19	13,269	16,008
Maine	145	2,555	2,713	1,905	2,143	1,540	1,742	1,296	1,525	45	42	7,341	8,165
Maryland	113	3,678	3,627	3,369	3,630	2,236	2,840	1,602	2,085	0	0	10,885	12,182
Massachusetts	140	10,164	9,895	9,853	10,688	7,855	8,589	5,925	7,186	530	373	34,327	36,731
Michigan	298	8,627	9,521	7,846	8,715	5,234	5,891	4,115	4,748	560	628	26,382	29,503
Minnesota	456	6,894	9,065	5,874	8,068	4,710	6,700	3,851	5,495	54	419	21,383	29,747
Mississippi	192	1,830	2,082	1,351	1,655	983	1,283	854	1,140	0	0	5,018	6,160
Missouri	626	9,955	10,480	7,387	8,296	5,641	6,536	4,379	5,284	10	31	27,372	30,627
Montana	175	2,924	3,494	2,154	2,655	1,624	2,101	1,342	1,740	29	78	8,073	10,068
Nebraska	515	7,287	7,910	5,475	6,389	4,264	5,472	3,852	4,758	17	62	20,895	24,591
Nevada	16	231	222	190	199	142	164	117	138	8	42	688	765
New Hampshire	58	1,210	1,242	926	1,046	736	821	541	638	26	31	3,439	3,778
New Jersey	122	14,568	13,375	9,714	9,319	6,784	6,516	5,261	5,482	80	79	36,407	34,771
New Mexico	73	983	1,024	677	762	492	559	362	448	13	35	2,527	2,828

New York	572	58,322	50,649	46,018	39,134	29,805	27,278	23,168	20,438	1,092	2,379	158,405	139,878
North Carolina	483	10,702	11,839	7,246	9,094	5,150	6,825	3,926	5,620	53	193	27,077	33,571
North Dakota	325	2,580	3,382	1,708	2,550	1,367	2,091	1,236	1,896	6	15	6,897	9,934
Ohio	739	18,319	18,968	15,339	16,433	10,910	12,026	9,093	10,553	382	738	54,043	58,718
Oklahoma	436	5,537	6,298	3,923	4,765	2,995	3,675	2,302	3,047	48	76	14,805	17,861
Oregon	214	5,442	5,685	3,928	4,365	2,895	3,283	2,475	2,980	68	67	14,808	16,380
Pennsylvania	722	23,498	24,198	19,418	20,481	13,725	15,464	11,028	12,980	29	36	67,698	73,159
Rhode Island	15	2,381	2,301	1,467	1,546	1,184	1,213	811	1,031	65	65	5,908	6,156
South Carolina	167	3,314	3,331	2,368	2,765	1,714	2,213	1,362	1,899	10	0	8,768	10,208
South Dakota	264	3,096	3,730	2,387	3,194	1,931	2,659	1,713	2,353	34	64	9,161	12,000
Tennessee	324	5,127	5,773	3,672	4,441	2,704	3,382	2,094	2,726	32	14	13,629	16,336
Texas	517	11,713	12,727	8,740	10,056	6,638	8,094	5,073	6,339	15	18	32,179	37,234
Utah	32	1,265	1,193	1,132	1,190	835	920	553	604	0	0	3,785	3,907
Vermont	35	530	623	426	423	326	336	279	302	9	42	1,570	1,726
Virginia	304	5,233	6,260	4,136	5,326	3,057	4,426	2,489	3,692	9	4	14,924	19,708
Washington	260	8,783	9,231	7,015	7,731	5,527	6,155	4,559	5,553	39	92	25,923	28,762
West Virginia	112	3,022	3,446	2,233	2,620	1,704	2,062	1,296	1,678	58	69	8,313	9,875
Wisconsin	342	8,939	9,592	7,252	8,316	6,127	7,417	5,422	6,574	97	330	27,837	32,229
Wyoming	53	964	990	636	846	528	646	392	503	36	115	2,556	3,100
Outlying parts of the United States													
Alaska	13	114	135	81	90	67	47	55	54	1	6	318	332
Canal Zone	2	103	92	64	78	50	61	35	47	0	0	252	278
Guam	1	13	7	11	9	12	8	4	4	0	0	40	28
Hawaii	4	531	425	468	431	366	318	326	269	0	0	1,691	1,443
Philippine Islands	30	4,455	2,353	3,132	1,903	2,545	1,496	2,165	847	0	0	12,297	6,599
Porto Rico	13	461	476	299	309	280	311	254	336	0	0	1,294	1,432

TABLE 13.—*Colored pupils enrolled in regular high schools, by years, 1927–28*

State	School 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] 1,438	9,527	15,777	6,651	11,276	4,299	7,472	2,920	5,309	98	211	23,495	40,045
Alabama	[2] 3	230	532	208	456	146	311	102	277	0	0	686	1,576
Arizona	6	19	24	14	20	11	15	6	7	0	0	50	66
Arkansas	[2] 8	87	174	71	127	45	102	32	77	0	0	235	480
California	[3] 77	188	185	215	258	112	122	67	108	15	41	597	714
Colorado	9	6	5	6	1	6	5	0	3	0	0	18	14
Connecticut	34	54	78	44	66	25	44	21	33	0	0	144	221
Delaware	[2] 1	54	117	42	62	40	48	28	30	0	0	164	257
District of Columbia	[2] 2	436	540	338	498	228	393	167	304	0	0	1,169	1,735
Florida	[2] 3	33	37	23	28	11	36	9	18	0	0	76	119
Georgia	[2] 19	164	306	116	207	49	113	13	24	0	0	342	650
Idaho	5	4	2	2	0	3	1	4	0	0	0	13	3
Illinois	[4] 113	613	1,023	567	858	343	466	277	380	4	30	1,804	2,757
Indiana	[5] 48	406	501	236	353	191	262	133	198	4	1	970	1,315
Iowa	29	18	20	4	12	2	15	11	11	0	0	35	58
Kansas	74	75	79	71	65	59	57	40	63	0	2	245	266
Kentucky	[2] 45	571	882	285	579	189	342	165	311	0	0	1,210	2,114
Louisiana	[2] 3	91	172	38	133	17	71	13	75	0	0	159	451
Maine	9	3	4	3	1	4	3	0	0	0	0	10	8
Maryland	[2] 16	173	275	97	198	42	76	27	58	0	0	339	607
Massachusetts	53	96	132	87	140	69	90	50	52	8	0	310	414
Michigan	32	192	308	190	232	126	118	49	88	1	10	558	756
Minnesota	8	14	21	18	20	15	18	7	16	0	0	54	75
Mississippi	[2] 15	111	309	83	172	29	69	5	28	0	0	228	578
Missouri	[6] 15	277	365	166	222	111	186	74	137	57	79	685	989
Montana	8	3	4	4	3	2	1	1	1	0	0	10	9
Nebraska	12	50	54	36	47	15	28	13	18	0	1	114	148
Nevada	4	3	0	0	1	0	1	0	0	0	0	3	2
New Jersey	83	309	487	225	333	126	182	80	123	2	1	742	1,126
New York	117	684	967	538	768	369	532	220	250	2	17	1,813	2,534
North Carolina	[2] 76	1,006	2,174	666	1,431	452	998	278	665	1	19	2,403	5,287

North Dakota	3	1	1	0	2	0	0	0	1	0	0	1	4
Ohio	133	228	292	169	219	120	156	96	119	2	4	615	790
Oklahoma	[7] 12	64	103	51	79	56	66	24	44	0	2	195	294
Oregon	16	20	9	12	6	9	8	6	7	0	0	47	30
Pennsylvania	140	489	823	244	443	158	258	105	187	0	0	996	1,711
Rhode Island	11	25	42	23	26	7	24	8	24	1	0	64	116
South Carolina	[2] 24	342	692	202	498	155	381	67	165	0	0	766	1,736
South Dakota	8	5	0	2	6	0	3	2	1	0	0	9	10
Tennessee	[2] 18	394	763	278	486	143	321	105	234	0	0	920	1,804
Texas	[2] 84	1,195	1,909	791	1,376	472	946	323	643	0	0	2,781	4,874
Utah	1	0	0	1	0	0	0	1	1	0	0	2	1
Vermont	1	0	0	0	0	0	1	0	0	0	0	0	1
Virginia	[2] 18	701	1,269	408	771	271	544	242	486	0	4	1,622	3,074
Washington	23	41	32	40	24	39	22	33	16	1	0	154	94
West Virginia	[2] 5	48	56	28	38	24	35	12	23	0	0	112	152
Wisconsin	10	3	6	9	10	8	2	1	3	0	0	21	21
Wyoming	4	1	3	0	1	0	0	3	0	0	0	4	4
Outlying parts of the United States													
Hawaii	1	0	0	0	0	0	0	0	1	0	0	0	1
Porto Rico	13	70	67	42	42	44	37	36	35	0	0	192	181

[1] 381 for colored only. [2] For colored only. [3] 1 for colored only. [4] 11 for colored only. [5] 6 for colored only. [6] 14 for colored only. [7] 9 for colored only.

TABLE 14.—*White pupils enrolled in 4-year regular high schools, by years (12 grades), 1927–28*

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	9,607	321,217	321,733	254,097	267,124	186,657	204,476	151,851	172,918	4,713	7,816	918,535	974,067
Alabama	31	1,441	1,593	1,176	1,363	913	1,059	676	847	63	0	4,269	4,862
Arizona	29	1,586	1,450	965	999	701	761	539	645	64	143	3,855	3,998
Arkansas	120	1,538	1,743	1,299	1,420	920	1,087	720	872	0	2	4,477	5,124
California	284	21,285	20,083	17,906	18,065	12,480	13,376	9,661	10,462	649	944	61,981	62,930
Colorado	106	2,392	2,594	2,140	2,567	1,600	1,826	1,318	1,579	41	39	7,491	8,605
Connecticut	64	6,059	6,049	4,440	4,487	3,419	3,603	2,797	2,996	104	74	16,819	17,209
Delaware	15	881	850	441	571	357	372	294	447	3	11	1,976	2,251
District of Columbia	5	1,267	1,354	1,378	1,494	984	1,006	850	898	74	0	4,553	4,752
Florida	65	1,554	1,639	956	1,196	699	922	534	831	13	50	3,756	4,638
Georgia	2	331	67	204	25	136	51	105	41			776	184
Idaho	134	3,114	3,158	2,097	2,490	1,741	2,026	1,418	1,673	17	27	8,387	9,374
Illinois	644	35,496	34,295	26,879	27,986	18,580	18,423	14,658	15,685	192	334	95,805	96,723
Indiana	426	12,081	11,952	9,325	9,963	7,199	7,772	6,191	6,818	43	46	34,839	36,551
Iowa	703	9,617	10,596	7,653	8,874	6,361	7,770	5,592	7,074	41	87	29,264	34,401
Kansas	561	7,310	7,827	6,528	7,161	5,509	6,226	4,861	5,858	58	151	24,266	27,223
Kentucky	394	6,599	7,948	4,267	5,423	3,346	4,176	2,550	3,502	4	19	16,766	21,068
Louisiana	4	672	963	473	608	376	447	262	269			1,783	2,287
Maine	102	2,145	2,223	1,607	1,793	1,322	1,473	1,097	1,311	45	39	6,216	6,839
Maryland	19	1,366	1,029	1,944	1,927	1,242	1,411	917	1,006			5,469	5,373
Massachusetts	132	9,647	9,385	9,403	10,308	7,551	8,255	5,690	6,880	530	372	32,821	35,200
Michigan	231	8,033	8,814	7,310	8,105	5,109	5,748	4,115	4,748	550	614	25,117	28,029
Minnesota	408	6,624	8,390	5,715	7,517	4,663	6,621	3,851	5,495	54	419	20,907	28,442
Mississippi	151	1,665	1,876	1,230	1,514	923	1,205	854	1,140			4,672	5,735
Missouri	401	7,916	8,256	5,904	6,631	4,799	5,640	3,915	4,808	4	24	22,538	25,359
Montana	156	2,834	3,401	2,089	2,584	1,600	2,083	1,342	1,740	29	78	7,894	9,886
Nebraska	452	7,023	7,629	5,286	6,149	4,222	5,400	3,852	4,758	17	62	20,400	23,998
Nevada	16	231	222	190	199	142	164	117	138	8	42	688	765
New Hampshire	50	1,155	1,190	892	1,013	733	816	541	638	26	31	3,347	3,688
New Jersey	118	14,429	13,250	9,611	9,240	6,755	6,491	5,261	5,482	80	79	36,136	34,542
New Mexico	55	891	935	619	704	466	533	362	448	13	35	2,351	2,655

New York	515	57,929	50,225	45,850	38,934	29,763	27,221	23,168	20,438	1,092	2,379	157,802	139,197
North Dakota	264	2,348	3,123	1,580	2,362	1,314	1,999	1,236	1,896	6	9	6,484	9,389
Ohio	619	17,675	18,188	14,809	15,864	10,662	11,755	9,093	10,553	382	738	52,621	57,098
Oklahoma	377	5,217	5,910	3,758	4,519	2,929	3,602	2,302	3,047	47	76	14,253	17,154
Oregon	213	5,442	5,313	3,928	4,119	2,895	3,283	2,475	2,980	68	67	14,808	15,762
Pennsylvania	524	22,102	22,280	18,446	19,148	13,240	14,878	11,028	12,980	29	35	64,845	69,321
Rhode Island	15	2,381	2,301	1,467	1,546	1,184	1,213	811	1,031	65	65	5,908	6,156
South Dakota	232	2,962	3,553	2,296	3,056	1,875	2,589	1,713	2,353	33	64	8,879	11,615
Tennessee	197	4,427	4,909	3,157	3,851	2,617	3,288	2,094	2,726	32	14	12,327	14,788
Utah	27	1,223	1,146	1,106	1,174	829	912	553	604	----	----	3,711	3,836
Vermont	23	488	572	391	379	326	336	279	302	9	42	1,493	1,631
Virginia	8	355	462	418	503	379	465	490	611	8	3	1,650	2,044
Washington	247	8,731	9,185	6,986	7,692	5,518	6,135	4,559	5,553	39	92	25,833	28,657
West Virginia	96	2,936	3,326	2,153	2,522	1,640	2,008	1,296	1,678	50	65	8,075	9,599
Wisconsin	337	8,916	9,561	7,234	8,291	6,124	7,416	5,422	6,574	97	330	27,793	32,172
Wyoming	40	903	918	591	788	514	633	392	503	34	115	2,434	2,957
Outlying parts of the United States													
Alaska	12	112	128	79	88	65	45	55	54	1	6	312	321
Canal Zone	2	103	92	64	78	50	61	35	47	----	----	252	278
Guam	1	13	7	11	9	12	8	4	4	----	----	40	28
Hawaii	4	531	425	468	431	366	318	326	269	----	----	1,691	1,443
Philippine Islands	1	22	27	20	24	20	22	9	21	----	----	71	94
Porto Rico	13	461	476	299	309	280	311	254	336	----	----	1,294	1,432

TABLE 15.—*Colored pupils enrolled in 4-year regular high schools by years (12 grades), 1927–28*

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] 1,123	5,617	8,381	4,125	6,308	2,771	4,177	1,926	3,143	40	106	14,479	22,115
Alabama	[2] 2	186	391	182	384	124	247	82	232			574	1,254
Arizona	6	19	24	14	20	11	15	6	7			50	66
Arkansas	[2] 5	77	150	57	105	44	97	32	77			210	429
California	[3] 77	188	185	215	258	112	122	67	108	15	41	597	714
Colorado	9	6	5	6	1	6	5	0	3			18	14
Connecticut	34	54	78	44	66	25	44	21	33			144	221
Delaware	[2] 1	54	117	42	62	40	48	28	30			164	257
District of Columbia	[2] 2	436	540	338	498	228	393	167	304			1,169	1,735
Florida	[2] 2	25	27	18	22	5	31	9	18			57	98
Idaho	5	4	2	2	0	3	1	4	0			13	3
Illinois	[4] 108	612	1,021	565	856	343	465	277	380	4	30	1,801	2,752
Indiana	[5] 47	402	497	234	352	191	261	133	198	4	1	964	1,309
Iowa	29	18	20	4	12	2	15	11	11			35	58
Kansas	73	74	79	71	65	59	57	40	63	0	2	244	266
Kentucky	[2] 28	500	791	246	503	183	336	165	311			1,094	1,941
Maine	8	3	4	3	1	3	3					9	8
Maryland	[2] 2	29	26	11	7	5	8	2	7			47	48
Massachusetts	48	94	130	86	138	67	85	50	52	8	0	305	405
Michigan	30	191	303	189	226	123	117	49	88	1	9	553	743
Minnesota	8	14	21	18	20	15	18	7	16			54	75
Mississippi	[2] 4	47	130	31	64	18	47	5	28			101	269
Missouri	[6] 7	74	85	57	68	38	59	25	56			194	268
Montana	8	3	4	4	3	2	1	1	1			10	9
Nebraska	12	50	54	36	47	15	28	13	18	0	1	114	148
Nevada	4	3	0	0	1	0	1					3	2
New Jersey	81	305	483	221	332	126	182	80	123	2	1	734	1,121
New York	116	684	965	537	768	369	532	220	250	2	17	1,812	2,532
North Dakota	3	1	1	0	2			0	1			1	4
Ohio	128	228	285	163	217	119	156	96	119	2	4	608	781
Oklahoma	[7] 10	57	87	49	71	56	57	24	44			186	259

Oregon	16	20	9	12	6	9	8	6	7			47	30
Pennsylvania	135	486	822	244	441	158	257	105	187			993	1,707
Rhode Island	11	25	42	23	26	7	24	8	24	1	0	64	116
South Dakota	8	5	0	2	6	0	3	2	1			9	10
Tennessee	[2] 10	302	566	208	365	116	261	80	186			706	1,378
Utah	1			1	0			1	1			2	1
Vermont	1					0	1					0	1
Virginia	[2] 2	248	340	115	222	78	133	61	117			502	812
Washington	23	41	32	40	24	39	22	33	16	1	0	154	94
West Virginia	[2] 5	48	56	28	38	24	35	12	23			112	152
Wisconsin	10	3	6	9	10	8	2	1	3			21	2
Wyoming	4	1	3	0	1			3	0			4	4
Outlying parts of the United States													
Hawaii	1							0	1			0	1
Porto Rico	13	70	67	42	42	44	37	36	35			192	181

[1] For colored only, 93. [2] For colored only. [3] One for colored only. [4] Eleven for colored only. [5] Five for colored only. [6] Six for colored only. [7] Seven for colored only.

TABLE 16.—*Pupils enrolled in 4-year regular high schools, by years (11 grades), 1927–28*

WHITE PUPILS

State	Schools reporting	Eighth grade		Ninth grade		Tenth grade		Eleventh 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	1,696	39,899	44,146	29,258	35,031	21,585	28,196	16,913	23,372	93	245	107,748	130,990
Alabama	3	306	373	330	331	158	259	147	208	4	12	945	1,183
Georgia	184	3,702	4,197	2,689	3,413	2,120	2,849	1,603	2,440	----	----	10,114	12,899
Louisiana	215	3,927	4,479	3,031	3,557	2,186	2,774	1,654	2,230	5	19	10,803	13,059
Maryland	83	2,110	2,383	1,398	1,667	984	1,421	685	1,079	----	----	5,177	6,550
Missouri	4	847	964	764	785	586	615	464	476	6	7	2,667	2,847
North Carolina	406	10,148	11,161	6,930	8,627	5,018	6,624	3,926	5,620	53	190	26,075	32,222
South Carolina	153	3,228	3,210	2,313	2,672	1,672	2,149	1,362	1,899	10	0	8,585	9,930
Texas	382	10,891	11,759	8,156	9,293	6,208	7,597	5,073	6,339	14	16	30,342	35,004
Virginia	266	4,740	5,620	3,647	4,686	2,653	3,908	1,999	3,081	1	1	13,040	17,296
Outlying part of the United States													
Philippine Islands	24	4,276	2,299	3,068	1,859	2,503	1,464	2,156	826	----	----	12,003	6,448

COLORED PUPILS

Continental United States	[1] 124	2,898	5,485	1,840	3,660	1,246	2,686	994	2,166	58	102	7,036	14,099
Alabama	[1] 1	44	141	26	72	22	64	20	45	----	----	112	322
Georgia	[1] 3	31	64	25	45	17	41	13	24	----	----	86	174
Louisiana	[1] 1	81	156	31	123	14	61	13	75	----	----	139	415
Maryland	[1] 9	111	186	74	153	37	68	25	51	----	----	247	458
Missouri	[1] 1	163	232	84	119	67	117	49	81	57	79	420	628
North Carolina	[1] 50	866	1,806	583	1,251	411	902	278	665	1	19	2,139	4,643
South Carolina	[1] 12	241	482	140	326	100	271	67	165	----	----	548	1,244
Tennessee	[1] 1	61	127	47	61	25	38	25	48	----	----	158	274
Texas	[1] 35	878	1,459	551	1,022	363	723	323	643	----	----	2,115	3,847
Virginia	[1] 11	422	832	279	488	190	401	181	369	0	4	1,072	2,094

[1] For colored only.

TABLE 17.—*Pupils enrolled in 4-year regular high schools, by years (13 grades), 1927–28*

WHITE PUPILS

State	Schools reporting	Tenth grade		Eleventh grade		Twelfth grade		Thirteenth 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	35	848	901	684	662	518	600	434	520	0	4	2,484	2,687
Maine	28	341	409	244	301	214	266	199	214	0	3	998	1,193
Massachusetts [1]	7	507	492	440	361	304	334	235	306	0	1	1,486	1,494
COLORED PUPILS													
Continental United States	5	1	2	1	2	3	5	0	0	0	0	5	9
Maine	1					1	0					1	0
Massachusetts	4	1	2	1	2	2	5					4	9

[1] Four additional schools of less than 4 years have 12 boys and 19 girls in the first year, and 18 boys and 12 girls in the second year.

TABLE 18.—*White pupils enrolled in regular high schools of less than four years, by years (8 elementary grades), 1927–28*

State	Schools reporting	Ninth grade		Tenth grade		Eleventh 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	1,730	10,473	12,591	7,264	9,281	2,838	3,470	24	25	20,599	25,367
Arkansas	43	257	283	170	186	71	105			498	574
Colorado	4	10	24	11	21					21	45
Connecticut	1	4	2	6	3	1	7			11	12
Delaware	1	6	6	6	1	1	7			13	14
Florida	4	18	25	9	10	11	11			38	46
Idaho	12	85	123	86	98	14	18			185	239
Illinois	260	1,786	1,845	1,395	1,481	732	751			3,913	4,077
Indiana	29	191	212	97	140	62	59			350	411
Iowa	45	226	217	141	196	16	26			383	439
Kansas	24	121	108	70	93	8	5			199	206
Kentucky	79	385	498	234	383	73	117	2	0	694	998
Louisiana	2	326	127	204	157	100	295			630	579
Maine	11	57	62	36	37	4	3			97	102
Massachusetts	1	10	18	10	19					20	37
Michigan	67	594	707	536	610	125	143	10	14	1,265	1,474
Minnesota	53	270	675	159	551	47	79			476	1,305
Mississippi	41	165	206	121	141	60	78			346	425
Missouri	221	1,192	1,260	719	880	256	281			2,167	2,421
Montana	19	90	93	65	71	24	18			179	182
Nebraska	63	264	281	189	240	42	72			495	593
New Hampshire	8	55	52	34	33	3	5			92	90
New Jersey	4	139	125	103	79	29	25			271	229
New Mexico	18	92	89	58	58	26	26			176	173
New York	57	393	424	168	200	42	57			603	681
North Dakota	61	232	259	128	188	53	92	0	6	413	545
Ohio	120	644	780	530	569	248	271			1,422	1,620
Oklahoma	59	320	388	165	246	66	73	1	0	552	707
Oregon	1	0	372	0	246					0	618
Pennsylvania	198	1,396	1,918	972	1,333	485	586	0	1	2,853	3,838
South Dakota	32	134	177	91	138	56	70	1	0	282	385
Tennessee	127	700	864	515	590	87	94			1,302	1,548
Utah	5	42	47	26	16	6	8			74	71
Vermont	12	42	51	35	44					77	95
Virginia	1	5	4	3	3					8	7
Washington	13	52	46	29	39	9	20			90	105
West Virginia	16	86	120	80	98	64	54	8	4	238	276
Wisconsin	5	23	31	18	25	3	1			44	57
Wyoming	13	61	72	45	58	14	13	2	0	122	143
Outlying parts of the United States											
Alaska	1	2	7	2	2	2	2			6	11
Philippine Islands	1	4	2	3	2					7	4

TABLE 19.—*Colored pupils enrolled in regular high schools of less than four years, by years (8 elementary grades), 1927–28*

State	Schools reporting	Ninth grade		Tenth grade		Eleventh 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] 71	246	463	176	329	36	83	0	3	458	878
Arkansas	[2] 3	10	24	14	22	1	5			25	51
Florida	[2] 1	8	10	5	6	6	5			19	21
Illinois	5	1	2	2	2	0	1			3	5
Indiana	[2] 1	4	4	2	1	0	1			6	6
Kansas	1	1	0							1	0
Kentucky	[2] 17	71	91	39	76	6	6			116	173
Massachusetts	1	1	0							1	0
Michigan	2	1	5	1	6	3	1	0	1	5	13
Mississippi	[2] 11	64	179	52	108	11	22			127	309
Missouri	[2] 7	40	48	25	35	6	10			71	93
New Jersey	2	4	4	4	1					8	5
New York	1	0	2	1	0					1	2
Ohio	5	0	7	6	2	1	0			7	9
Oklahoma	[2] 2	7	16	2	8	0	9	0	2	9	35
Pennsylvania	5	3	1	0	2	0	1			3	4
Tennessee	[2] 7	31	70	23	60	2	22			56	152

[1] 49 schools for colored only. [2] For colored only.

TABLE 20.—*Pupils enrolled in regular high schools of less than four years, by years (7 elementary grades), 1927–28*

WHITE PUPILS

State	Schools reporting	Eighth grade		Ninth grade		Tenth 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	337	2,301	2,732	1,393	1,998	842	1,113	1	5	4,537	5,848
Alabama	1	7	7	8	16	3	6			18	29
Georgia	63	468	516	315	459	196	284			979	1,259
Louisiana	7	29	53	20	30	4	0			53	83
Maryland	11	202	215	27	36	10	8			239	259
North Carolina	77	554	678	316	467	132	201	0	3	1,002	1,349
South Carolina	14	86	121	55	93	42	64			183	278
Texas	135	822	968	584	763	430	497	1	2	1,837	2,230
Virginia	29	133	174	68	134	25	53			226	361
Outlying part of the United States											
Philippine Islands	4	153	25	41	18	22	10			216	53

COLORED PUPILS

Continental United States	[1] 115	765	1,446	509	977	243	521	0	0	1,517	2,944
Georgia	[1] 16	133	242	91	162	32	72			256	476
Louisiana	[1] 2	10	16	7	10	3	10			20	36
Maryland	[1] 5	33	63	12	38					45	101
North Carolina	[1] 26	140	368	83	180	41	96			264	644
South Carolina	[1] 12	101	210	62	172	55	110			218	492
Texas	[1] 49	317	450	240	354	109	223			666	1,027
Virginia	[1] 5	31	97	14	61	3	10			48	168

[1] For colored only.

TABLE 21.—*Enrollment of white and colored pupils, according to population of district, in regular high schools having a term of 160 days or less, 1927–28*

State	In cities of 2,500 or more			In places of fewer than 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	22	2,768	3,267	1,615	40,289	48,694	1,637	43,057	51,961
Arizona				1	12	16	1	12	16
Arkansas	1	22	24	63	973	1,130	64	995	1,154
Colorado	1	160	206	1	12	22	2	172	228
Florida	3	76	119	39	1,013	1,365	42	1,089	1,484
Georgia				37	460	644	37	460	644
Idaho				1	25	50	1	25	50
Indiana				301	9,906	10,686	301	9,906	10,686
Iowa				1	22	21	1	22	21
Kentucky	2	15	19	56	548	799	58	563	818
Louisiana	1	0	579				1	0	579
Maine				1	10	14	1	10	14
Maryland	1	31	34	2	13	44	3	44	78
Massachusetts				1	96	0	1	96	0
Minnesota				4	77	99	4	77	99
Mississippi				114	2,194	2,811	114	2,194	2,811
Missouri				144	1,261	1,388	144	1,261	1,388
Nebraska				1	110	95	1	110	95
New Mexico				2	16	17	2	16	17
New York	1	433	445				1	433	445
North Carolina	6	165	319	399	14,234	18,832	405	14,399	19,151
North Dakota				3	71	149	3	71	149
Ohio	3	1,833	1,446	255	6,143	6,768	258	7,976	8,214
Oklahoma				54	865	1,054	54	865	1,054
Oregon				3	48	50	3	48	50
South Carolina	1	14	41	4	50	84	5	64	125
Tennessee				4	52	50	4	52	50
Texas	1	7	14	115	1,885	2,239	116	1,892	2,253
Utah				3	138	155	3	138	155
Virginia	1	12	21	6	55	112	7	67	133

TABLE 22.—*Enrollment of white and colored pupils, according to population of district, in regular high schools having a term of 161 to 180 days, 1927–28*

State	In cities of 2,500 or more			In places of fewer than 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	1,089	202,297	235,642	9,042	305,016	366,616	10,131	507,313	602,258
Alabama	10	4,211	5,714	28	1,707	1,936	38	5,918	7,650
Arizona	7	3,017	3,140	19	851	867	26	3,868	4,007
Arkansas	15	1,205	1,579	88	2,529	3,061	103	3,734	4,640
California	43	12,225	12,903	147	12,811	13,345	190	25,036	26,248
Colorado	6	965	1,168	93	3,480	4,212	99	4,445	5,380
Connecticut	2	452	465	6	267	286	8	719	751
Delaware				12	426	550	12	426	550
Florida	8	1,635	1,897	22	1,146	1,422	30	2,781	3,319
Georgia	39	5,086	6,255	190	5,731	7,794	229	10,817	14,049
Idaho	13	3,203	3,596	127	5,009	5,578	140	8,212	9,174

TABLE 22.—*Enrollment of white and colored pupils, according to population of district, in regular high schools having a term of 161 to 180 days, 1927–28*—Con.

State	In cities of 2,500 or more			In places of fewer than 2,500			Total		
	Schools	Boys	Girls	Schools	Boys	Girls	Schools	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Illinois	54	12, 145	13, 037	420	14, 048	15, 451	474	26, 193	28, 488
Indiana	55	13, 864	14, 648	85	3, 848	4, 212	140	17, 712	18, 860
Iowa	34	5, 375	6, 638	705	22, 115	25, 815	739	27, 490	32, 453
Kansas	19	4, 755	5, 243	566	19, 955	22, 452	585	24, 710	27, 695
Kentucky	46	3, 052	3, 941	378	9, 726	12, 985	424	12, 778	16, 926
Louisiana	28	6, 435	7, 273	202	6, 993	8, 607	230	13, 428	15, 880
Maine	21	3, 367	3, 592	114	2, 756	3, 155	135	6, 123	6, 747
Maryland	2	82	168	13	265	467	15	347	635
Massachusetts	15	4, 648	8, 245	10	458	479	25	5, 106	8, 724
Michigan	3	537	642	127	2, 796	3, 296	130	3, 333	3, 938
Minnesota	24	3, 281	4, 782	416	12, 529	18, 197	440	15, 810	22, 979
Mississippi	13	571	982	79	2, 449	2, 909	92	3, 020	3, 891
Missouri	32	4, 287	5, 220	449	13, 242	15, 411	481	17, 529	20, 631
Montana	7	1, 324	1, 718	160	4, 491	5, 540	167	5, 815	7, 258
Nebraska	12	3, 313	3, 554	498	15, 344	18, 791	510	18, 657	22, 345
Nevada				11	396	411	11	396	411
New Hampshire	12	2, 199	2, 318	40	959	1, 165	52	3, 158	3, 483
New Jersey	5	1, 387	927	8	818	961	13	2, 205	1, 888
New Mexico	5	844	894	66	1, 667	1, 917	71	2, 511	2, 811
New York	29	8, 751	9, 218	85	2, 790	3, 183	114	11, 541	12, 401
North Carolina	70	8, 272	11, 273	70	3, 711	4, 562	140	11, 983	15, 835
North Dakota	6	970	1, 349	314	5, 643	8, 192	320	6, 613	9, 541
Ohio	55	12, 474	13, 761	386	15, 049	16, 701	441	27, 523	30, 462
Oklahoma	21	3, 097	3, 525	366	10, 910	13, 420	387	14, 007	16, 945
Oregon	7	1, 422	1, 556	193	6, 656	7, 209	200	8, 078	8, 765
Pennsylvania	102	17, 900	19, 227	531	18, 937	21, 700	633	36, 837	40, 927
Rhode Island	4	1, 364	1, 513	1	95	96	5	1, 459	1. 609
South Carolina	26	3, 093	3, 543	157	6, 055	7, 833	183	9, 148	11, 376
South Dakota	7	1, 373	1, 613	255	6, 944	9, 514	262	8, 317	11. 127
Tennessee	37	5, 574	7, 302	301	8, 923	10, 788	338	14, 497	18, 090
Texas	105	17, 579	21, 105	376	15, 326	18, 492	481	32, 905	39, 597
Utah	5	994	1, 009	24	2, 655	2. 744	29	3, 649	3, 753
Vermont	7	954	1, 051	24	369	449	31	1, 323	1, 500
Virginia	24	4, 308	5, 517	270	8, 309	11, 944	294	12, 617	17. 461
Washington	7	1, 924	2, 208	202	7, 575	8, 335	209	9, 499	10, 543
West Virginia	20	3, 099	3, 493	94	4, 544	5, 670	114	7, 643	9. 163
Wisconsin	25	5, 276	6, 257	267	10, 306	12, 751	292	15, 582	19, 008
Wyoming	2	408	583	47	1, 407	1, 761	49	1, 815	2, 344
Outlying parts of the United States									
Alaska	1	56	46	9	170	187	10	226	233
Canal Zone	2	252	278				2	252	278
Hawaii	1	1, 151	1, 026	2	337	217	3	1, 488	1, 243

TABLE 23.—*Enrollment of white and colored pupils, according to population of district, in regular high schools having a term of 181 days or more, 1927–28*

State	In cities of 2,500 or more			In places of fewer than 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	863	477,723	468,279	1,159	49,335	56,537	2,022	527,058	524,816
Arizona				2	25	41	2	25	41
Arkansas				4	481	384	4	481	384
California	53	34,584	34,238	42	2,958	3,158	95	37,542	37,396
Colorado	5	2,644	2,754	4	269	302	9	2,913	3,056
Connecticut	47	15,962	16,305	10	293	386	57	16,255	16,691
Delaware	2	1,561	1,748	3	166	224	5	1,727	1,972
District of Columbia	7	5,722	6,487				7	5,722	6,487
Georgia	2	934	299				2	934	299
Idaho	1	157	165	4	191	227	5	348	392
Illinois	112	63,651	62,146	329	11,678	12,923	441	75,329	75,069
Indiana	19	8,500	8,687	1	41	44	20	8,541	8,731
Iowa	6	2,129	2,379	2	41	45	8	2,170	2,424
Kentucky	29	5,073	6,125	7	256	311	36	5,329	6,436
Maine	6	1,123	1,252	3	95	160	9	1,218	1,412
Maryland	21	6,766	6,992	90	4,067	5,084	111	10,833	12,076
Massachusetts	77	27,972	26,807	37	1,463	1,614	114	29,435	28,421
Michigan	32	18,490	20,220	136	5,117	6,101	168	23,607	26,321
Minnesota	8	5,241	6,404	4	309	340	12	5,550	6,744
Mississippi				1	32	36	1	32	36
Missouri	13	9,191	9,508	2	76	89	15	9,267	9,597
Montana	6	2,168	2,705	2	100	114	8	2,268	2,819
Nebraska	3	2,201	2,259	1	41	40	4	2,242	2,299
Nevada				5	295	356	5	295	356
New Hampshire	1	81	98	5	200	197	6	281	295
New Jersey	75	31,392	30,210	34	3,552	3,799	109	34,944	34,009
New York	129	137,160	116,340	328	11,084	13,226	457	148,244	129,566
North Carolina	11	2,998	3,750	3	100	122	14	3,098	3,872
North Dakota	1	105	141	1	109	107	2	214	248
Ohio	34	18,809	20,474	6	350	358	40	19,159	20,832
Oklahoma				4	128	156	4	128	156
Oregon	10	6,704	7,570	1	25	25	11	6,729	7,595
Pennsylvania	71	30,481	32,511	18	1,376	1,432	89	31,857	33,943
Rhode Island	8	4,332	4,434	2	181	229	10	4,513	4,663
South Carolina	3	322	443				3	322	443
South Dakota	2	853	883				2	853	883
Texas				4	163	258	4	163	258
Vermont	3	208	186	1	39	41	4	247	227
Virginia	9	3,448	4,548	12	414	640	21	3,862	5,188
Washington	24	14,387	15,903	27	2,191	2,410	51	16,578	18,313
West Virginia	2	696	768	1	86	96	3	782	864
Wisconsin	29	11,048	11,899	21	1,228	1,343	50	12,276	13,242
Wyoming	2	630	641	2	115	119	4	745	760
Outlying parts of the United States									
Alaska				3	92	99	3	92	99
Guam				1	40	28	1	40	28
Hawaii				1	203	201	1	203	201
Philippine Islands	26	11,320	6,595	4	977	4	30	12,297	6,599
Porto Rico	13	1,486	1,613				13	1,486	1,613

TABLE 24.—*Consolidated enrollments of all reorganized high schools, 1927–28*

State	Schools reporting	Seventh grade [1]		Eighth grade [1]		First year		Second year		Third year		Fourth year		Postgraduate and special		Total [2]	
		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	4,326	217,125	214,401	212,992	218,322	209,167	221,550	134,500	146,930	97,116	110,907	78,043	94,249	2,351	3,197	951,294	1,009,556
Alabama	193	3,285	3,740	2,954	3,209	2,561	2,996	2,583	2,985	2,028	2,452	1,778	2,317	0	0	15,189	17,699
Arizona	22	514	522	503	507	648	604	454	494	362	355	269	304	39	48	2,789	2,834
Arkansas	75	2,135	2,353	2,131	2,386	1,965	2,373	1,659	1,927	1,289	1,455	1,069	1,250	11	9	10,259	11,753
California	157	16,827	16,011	16,252	15,620	16,393	16,150	11,286	11,303	8,209	8,289	6,061	6,533	787	475	75,815	74,381
Colorado	81	3,833	3,766	3,534	3,738	3,438	3,625	2,509	2,741	1,807	2,151	1,630	1,930	25	31	16,776	17,982
Connecticut	33	2,465	2,472	2,191	2,074	1,956	1,982	583	697	467	550	309	405	0	1	7,971	8,181
Delaware	4	177	174	101	132	112	151	73	104	46	82	38	83	0	0	547	726
District of Columbia	10	1,390	1,401	1,293	1,542	833	969	0	0	0	0	0	0	0	0	3,516	3,912
Florida	105	4,224	4,440	3,642	3,957	3,229	3,870	2,340	2,889	1,682	2,111	1,336	1,721	15	19	16,468	19,007
Georgia	41	2,266	2,829	2,302	3,221	1,859	2,711	1,507	1,836	1,105	1,436	797	951	0	0	9,836	12,984
Idaho	15	533	441	578	624	618	599	470	544	401	488	330	408	3	0	2,933	3,104
Illinois	74	5,803	5,875	6,073	6,170	5,773	5,984	2,972	3,225	1,995	2,183	1,650	2,052	52	68	24,318	25,557
Indiana	308	7,512	7,355	6,898	7,187	7,522	7,461	5,994	6,315	4,454	4,840	3,621	4,227	12	29	36,013	37,414
Iowa	181	4,933	5,047	5,227	5,405	5,744	6,471	5,057	5,667	3,892	4,691	3,400	4,211	21	43	28,274	31,535
Kansas	138	5,817	5,647	5,268	5,408	5,990	6,259	4,289	4,757	2,995	3,624	2,561	3,214	22	97	26,942	29,006
Kentucky	80	1,879	1,941	1,682	1,850	1,633	1,834	1,096	1,272	827	961	675	831	0	0	7,792	8,689
Louisiana	11	138	178	493	682	363	620	367	587	253	438	174	379	0	0	1,788	2,884
Maine [3]	39	835	865	914	825	1,048	1,104	828	916	616	739	570	642	31	24	4,842	5,115
Maryland	23	4,233	4,126	3,334	3,492	2,120	2,768	522	860	456	717	377	596	0	0	11,042	12,559
Massachusetts [4]	202	13,719	13,328	12,748	12,748	12,012	12,641	7,032	6,950	5,255	5,442	3,874	4,556	202	163	54,842	55,828
Michigan	305	14,320	13,945	14,549	15,028	14,542	15,151	8,763	9,632	6,140	7,270	5,258	6,132	151	153	63,723	67,311
Minnesota	106	6,097	5,998	6,143	6,519	6,673	7,275	4,372	5,227	3,072	3,895	2,514	3,304	25	252	28,896	32,470
Mississippi	98	1,580	1,748	1,415	1,733	1,466	1,872	1,246	1,556	897	1,132	723	1,063	6	7	7,333	9,111
Missouri	126	4,772	4,996	4,990	5,136	5,190	5,709	4,104	4,569	3,405	3,807	2,716	3,298	7	10	25,184	27,525
Montana	18	516	514	544	577	776	851	430	499	355	399	256	363	12	22	2,889	3,225

[1] Grades 6 and 7 in 11-year schools and 8 and 9 in 13-year schools.
[2] United States total includes 106 boys and 92 girls in seventh grade in schools having 13 grades.
[3] Total includes 2 boys and 7 girls in seventh grade in a school of 13 grades.
[4] Total includes 104 boys and 85 girls in seventh grade in a school of 13 grades.

TABLE 24.—*Consolidated enrollments of all reorganized high schools, 1927–28*—Continued

State	Schools reporting	Seventh grade		Eighth grade		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
Nebraska	76	1,846	1,784	1,996	2,152	2,385	2,813	2,226	2,525	1,662	2,034	1,377	1,824	8	15	11,500	13,147
Nevada	9	203	192	203	192	228	189	238	179	141	134	124	141	1	5	1,138	1,032
New Hampshire	47	966	938	1,003	917	1,095	1,088	841	851	612	720	485	598	20	23	5,022	5,135
New Jersey	63	4,921	4,869	4,695	4,711	5,157	5,303	3,585	3,684	2,171	2,282	1,769	1,822	10	20	22,308	22,691
New Mexico	12	449	422	367	380	412	421	390	394	291	337	190	259	5	8	2,104	2,221
New York	201	24,289	21,866	23,969	21,998	22,739	22,037	6,513	7,325	4,155	5,080	3,033	3,777	205	476	84,903	82,559
North Carolina	26	623	771	1,276	1,530	975	1,250	636	877	627	647	384	553	0	0	4,521	5,628
North Dakota	20	320	321	317	337	421	493	426	529	313	491	315	421	0	0	2,112	2,592
Ohio	337	18,204	17,762	17,215	17,682	17,861	18,035	11,740	11,631	8,155	8,609	6,556	7,359	162	299	79,893	81,377
Oklahoma	110	5,394	5,632	4,826	5,213	5,115	5,720	4,346	4,978	3,292	3,797	2,742	3,379	79	111	25,794	28,830
Oregon	30	1,055	1,031	1,031	1,006	1,003	1,045	993	1,086	768	843	583	771	26	31	5,459	5,813
Pennsylvania	300	23,067	23,241	21,462	21,655	19,789	20,734	11,858	12,250	8,479	9,157	6,833	7,820	224	8	91,712	94,865
Rhode Island	12	1,362	1,403	1,263	1,320	1,073	1,045	388	440	288	292	203	231	11	13	4,588	4,744
South Carolina	11	108	133	569	813	521	749	360	579	253	419	203	371	0	0	2,014	3,064
South Dakota	17	459	494	415	422	414	558	341	518	279	394	249	365	0	0	2,157	2,751
Tennessee	55	3,343	3,589	2,562	3,217	1,797	2,145	1,351	1,800	992	1,396	718	1,026	24	11	10,787	13,184
Texas	117	5,180	5,054	7,540	7,587	7,019	7,690	6,181	6,578	4,422	5,006	3,535	4,423	58	84	33,935	36,422
Utah	50	1,320	1,283	2,835	2,877	2,338	2,512	1,946	1,993	1,388	1,410	1,125	1,189	4	9	10,956	11,273
Vermont	45	688	670	586	629	699	777	568	692	449	544	405	485	1	15	3,396	3,812
Virginia	35	2,079	2,086	2,448	2,778	2,167	2,469	927	1,189	642	787	464	764	6	8	8,733	10,081
Washington	48	3,025	2,921	3,080	3,234	3,140	3,339	1,954	2,156	1,287	1,461	1,092	1,264	12	22	13,590	14,397
West Virginia	154	3,863	3,957	3,128	3,525	3,065	3,646	2,435	2,870	1,672	2,105	1,307	1,663	22	92	15,492	17,858
Wisconsin	83	4,005	3,789	3,978	3,868	4,783	4,952	3,334	3,794	2,488	3,089	2,124	2,696	46	453	20,758	22,641
Wyoming	23	553	481	469	509	507	510	387	460	282	366	241	278	6	43	2,445	2,647
Outlying parts of the United States																	
Hawaii	11	734	585	600	503	475	402	201	164	119	114	97	70	13	1	2,245	1,839
Virgin Islands	2	49	44	28	17	11	15	5	3	0	0	0	0	0	0	93	79

TABLE 25.—*White pupils enrolled in all reorganized public high schools, 1927–28*

State	Schools reporting	Seventh grade [1]		Eighth grade [1]		First year		Second year		Third year		Fourth year		Postgraduate and special		Total [2]	
		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	4,199	209,367	203,072	206,117	208,062	203,591	212,533	131,465	141,778	95,114	107,510	76,564	91,432	2,316	3,140	924,534	967,527
Alabama	180	3,024	3,202	2,762	2,857	2,429	2,683	2,537	2,881	2,004	2,387	1,759	2,256	-------	-------	14,515	16,266
Arizona	22	510	517	497	504	643	601	452	493	360	354	269	302	39	48	2,770	2,819
Arkansas	68	1,981	2,145	2,019	2,198	1,874	2,250	1,592	1,824	1,242	1,385	1,044	1,192	11	9	9,763	11,003
California	157	16,496	15,646	15,934	15,268	16,137	15,862	11,199	11,203	8,130	8,211	6,031	6,487	776	471	74,703	73,148
Colorado	81	3,789	3,715	3,508	3,685	3,404	3,566	2,483	2,694	1,789	2,108	1,607	1,899	25	31	16,605	17,698
Connecticut	33	2,429	2,442	2,147	2,042	1,931	1,964	582	697	466	549	309	404	0	1	7,864	8,099
Delaware	4	177	174	101	132	112	151	73	104	46	82	38	83	-------	-------	547	726
District of Columbia	7	1,010	894	950	992	596	614	-------	-------	-------	-------	-------	-------	-------	-------	2,556	2,500
Florida	97	4,058	4,128	3,497	3,673	3,059	3,522	2,235	2,690	1,631	1,963	1,291	1,627	15	19	15,786	17,622
Georgia	37	1,878	2,048	1,991	2,581	1,643	2,284	1,374	1,589	1,023	1,265	746	833	-------	-------	8,655	10,600
Idaho	15	532	439	576	623	618	599	469	543	401	484	329	408	3	0	2,928	3,096
Illinois	73	5,730	5,652	6,011	5,996	5,669	5,840	2,911	3,155	1,955	2,126	1,621	2,018	52	68	23,949	24,855
Indiana	307	7,390	7,248	6,778	7,065	7,430	7,334	5,951	6,241	4,410	4,797	3,601	4,200	12	29	35,572	36,914
Iowa	181	4,868	4,970	5,153	5,309	5,684	6,414	5,028	5,613	3,863	4,672	3,388	4,182	21	43	28,005	31,203
Kansas	136	5,511	5,327	5,021	5,132	5,731	5,902	4,105	4,462	2,905	3,449	2,478	3,072	22	85	25,773	27,429
Kentucky	73	1,788	1,830	1,635	1,786	1,598	1,770	1,065	1,224	812	925	662	790	-------	-------	7,560	8,325
Louisiana	8	69	63	268	299	187	232	153	170	98	147	91	120	-------	-------	866	1,031
Maine [3]	39	835	865	914	825	1,046	1,102	826	916	614	738	569	642	31	24	4,835	5,112
Maryland	20	3,731	3,391	2,947	2,829	1,829	2,267	380	524	337	455	274	383	-------	-------	9,498	9,849
Massachusetts [4]	202	13,626	13,234	12,672	12,684	11,942	12,575	6,997	6,892	5,225	5,416	3,864	4,539	199	160	54,525	55,500
Michigan	305	13,890	13,471	14,139	14,599	14,279	14,824	8,696	9,548	6,096	7,224	5,224	6,085	150	148	62,474	65,899
Minnesota	106	6,080	5,978	6,130	6,498	6,664	7,256	4,362	5,223	3,066	3,894	2,507	3,302	25	252	28,834	32,403
Mississippi	86	1,445	1,515	1,283	1,482	1,332	1,595	1,163	1,375	848	1,019	684	982	6	7	6,761	7,975
Missouri	117	4,237	4,277	4,618	4,666	4,853	5,247	3,919	4,240	3,260	3,627	2,635	3,140	7	10	23,529	25,207
Montana	18	515	514	544	576	776	850	429	498	355	398	256	363	12	22	2,887	3,221

[1] Grades 6 and 7 in 11-year schools, and 8 and 9 in 13-year schools.
[2] United States total includes 106 boys and 92 girls in seventh grade in schools having 13 grades.
[3] Total includes 2 boys and 7 girls in seventh grade in a school of 13 grades.
[4] Total includes 104 boys and 85 girls in seventh grade in a school of 13 grades.

TABLE 25.—*White pupils enrolled in all reorganized public high schools, 1927–28*—Continued

State	Schools reporting	Seventh grade		Eighth grade		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
Nebraska	76	1,832	1,770	1,987	2,141	2,380	2,802	2,222	2,513	1,658	2,027	1,376	1,823	8	15	11,463	13,091
Nevada	9	203	191	203	192	228	189	238	179	141	134	124	141	1	5	1,138	1,031
New Hampshire	47	966	938	1,003	917	1,095	1,088	841	851	612	720	485	598	20	23	5,022	5,135
New Jersey	62	4,733	4,634	4,532	4,489	5,034	5,124	3,488	3,531	2,134	2,209	1,739	1,757	10	19	21,670	21,763
New Mexico	12	442	415	366	376	408	416	390	394	291	337	190	259	5	8	2,092	2,205
New York	201	23,883	20,797	23,631	21,106	22,507	21,386	6,480	7,257	4,148	5,043	3,026	3,758	205	476	83,880	79,823
North Carolina	20	535	600	1,182	1,327	884	1,038	591	747	611	588	350	492	-------	-------	4,153	4,792
North Dakota	20	320	321	317	337	421	493	426	529	313	491	315	421	-------	-------	2,112	2,592
Ohio	333	17,222	16,579	16,325	16,658	17,226	17,231	11,423	11,195	7,936	8,345	6,422	7,165	145	269	76,699	77,442
Oklahoma	102	5,149	5,275	4,591	4,897	4,882	5,321	4,181	4,704	3,194	3,606	2,646	3,200	79	111	24,722	27,114
Oregon	30	1,055	1,031	1,030	1,005	1,003	1,045	992	1,085	768	843	583	770	26	31	5,457	5,810
Pennsylvania	299	22,334	22,251	20,887	20,953	19,410	20,129	11,697	12,005	8,368	9,011	6,749	7,712	222	8	89,667	92,069
Rhode Island	12	1,356	1,401	1,257	1,314	1,069	1,040	387	438	287	291	201	231	11	13	4,568	4,728
South Carolina	11	108	133	569	813	521	749	360	579	253	419	203	371	-------	-------	2,014	3,064
South Dakota	17	459	494	415	422	414	558	341	518	279	394	249	365	-------	-------	2,157	2,751
Tennessee	46	3,110	3,213	2,388	2,882	1,638	1,828	1,248	1,596	907	1,228	653	917	24	11	9,968	11,675
Texas	108	4,848	4,571	7,117	6,977	6,588	6,984	5,823	5,976	4,201	4,591	3,303	3,986	57	84	31,937	33,169
Utah	50	1,319	1,281	2,830	2,874	2,337	2,510	1,945	1,991	1,381	1,408	1,120	1,185	4	9	10,936	11,258
Vermont	45	687	669	586	629	697	777	567	692	449	544	405	485	1	15	3,392	3,811
Virginia	33	2,030	2,017	2,374	2,640	2,123	2,374	901	1,157	621	759	457	741	6	8	8,512	9,696
Washington	48	3,012	2,904	3,063	3,220	3,120	3,325	1,942	2,148	1,279	1,455	1,081	1,263	12	22	13,509	14,337
West Virginia	140	3,635	3,657	2,941	3,244	2,880	3,397	2,291	2,649	1,582	1,945	1,247	1,516	22	92	14,598	16,500
Wisconsin	83	3,981	3,765	3,959	3,840	4,756	4,920	3,323	3,785	2,485	3,084	2,122	2,690	46	451	20,672	22,535
Wyoming	23	549	480	469	508	504	505	387	460	280	363	241	277	6	43	2,436	2,636
Outlying parts of the United States																	
Hawaii	11	734	585	600	503	475	402	201	164	119	114	97	70	19	1	2,245	1,839
Virgin Islands	2	49	44	28	17	11	15	5	3	-------	-------	-------	-------	-------	-------	93	79

TABLE 26.—*Colored pupils enrolled in all reorganized public high schools, 1927–28*

State	Seventh grade [1]		Eighth grade [1]		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	7,758	11,329	6,875	10,260	5,576	9,017	3,035	5,152	2,002	3,397	1,479	2,817	35	57	26,760	42,029	127
Alabama	261	538	192	352	132	313	46	104	24	65	19	61			674	1,433	13
Arizona	4	5	6	3	5	3	2	1	2	1	0	2			19	15	
Arkansas	154	208	112	188	91	123	67	103	47	70	25	58			496	750	7
California	331	365	318	352	256	288	87	100	79	78	30	46	11	4	1,112	1,233	
Colorado	44	51	26	53	34	59	26	47	18	43	23	31			171	284	
Connecticut	36	30	44	32	25	18	1	0	1	1	0	1			107	82	
District of Columbia	380	507	343	550	237	355									960	1,412	3
Florida	166	312	145	284	170	348	105	199	51	148	45	94			682	1,385	8
Georgia	388	781	311	640	216	427	133	247	82	171	51	118			1,181	2,384	4
Idaho	1	2	2	1			1	1	0	4	1	0			5	8	
Illinois	73	223	62	174	104	144	61	70	40	57	29	34			369	702	1
Indiana	122	107	120	122	92	127	43	74	44	43	20	27			441	500	1
Iowa	65	77	74	96	60	57	29	54	29	19	12	29			269	332	
Kansas	306	320	247	276	259	357	184	295	90	175	83	142	0	12	1,169	1,577	2
Kentucky	91	111	47	64	35	64	31	48	15	36	13	41			232	364	7
Louisiana	69	115	225	383	176	388	214	417	155	291	83	259			922	1,853	3
Maine					2	2	2	0	2	1	1	0			7	3	
Maryland	502	735	387	663	291	501	142	336	119	262	103	213			1,544	2,710	3
Massachusetts	93	94	76	64	70	66	35	58	30	26	10	17	3	3	317	328	
Michigan	430	474	410	429	263	327	67	84	44	46	34	47	1	5	1,249	1,412	
Minnesota	17	20	13	21	9	19	10	4	6	1	7	2			62	67	
Mississippi	135	233	132	251	134	277	83	181	49	113	39	81			572	1,136	12
Missouri	535	719	372	470	337	462	185	329	145	180	81	158			1,655	2,318	9
Montana	1	0	0	1	0	1	1	1	0	1					2	4	
Nebraska	14	14	9	11	5	11	4	12	4	7	1	1			37	56	

[1] Grades 6 and 7 in 11-year schools, and 8 and 9 in 13-year schools.

TABLE 26.—*Colored pupils enrolled in all reorganized public high schools, 1927–28*—Continued

State	Schools reporting	Seventh grade		Eighth grade		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
Nevada	0	1													0	1	
New Jersey	188	235	163	222	123	179	97	153	37	73	30	65	0	1	638	928	1
New Mexico	7	7	1	4	4	5									12	16	
New York	406	1,069	338	892	232	651	33	68	7	37	7	19			1,023	2,736	
North Carolina	88	171	94	203	91	212	45	130	16	59	34	61			368	836	6
Ohio	982	1,183	890	1,024	635	804	317	436	219	264	134	194	17	30	3,194	3,935	4
Oklahoma	245	357	235	316	233	399	165	274	98	191	96	179			1,072	1,716	8
Oregon			1	1			1	1			0	1			2	3	
Pennsylvania	733	990	575	702	379	605	161	245	111	146	84	108	2	0	2,045	2,796	1
Rhode Island	6	2	6	6	4	5	1	2	1	1	2	0			20	16	
Tennessee	233	376	174	335	159	317	103	204	85	168	65	109			819	1,509	9
Texas	332	483	423	610	431	706	358	602	221	415	232	437	1	0	1,998	3,253	9
Utah	1	2	5	3	1	2	1	2	7	2	5	4			20	15	
Vermont	1	1			2	0	1	0							4	1	
Virginia	49	69	74	138	44	95	26	32	21	28	7	23			221	385	2
Washington	13	17	17	14	20	14	12	8	8	6	11	1			81	60	
West Virginia	228	300	187	281	185	249	144	221	90	160	60	147			894	1,358	14
Wisconsin	24	24	19	28	27	32	11	9	3	5	2	6	0	2	86	106	
Wyoming	4	1	0	1	3	5			2	3	0	1			9	11	

TABLE 27.—*White pupils enrolled in 3-year junior high schools followed by a 3-year senior high school (12-year schools), 1927–28*

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	997	124,943	119,800	117,066	115,803	104,986	108,037	346,995	343,640
Alabama	15	358	395	240	303	164	203	762	901
Arizona	2	60	70	79	58	117	109	256	237
Arkansas	6	820	846	696	726	621	654	2,137	2,226
California	85	13,400	12,832	12,942	12,480	12,650	12,671	38,992	37,983
Colorado	16	2,019	1,897	1,947	2,063	1,736	1,866	5,702	5,826
Connecticut	19	2,024	2,050	1,807	1,683	1,556	1,581	5,387	5,314
District of Columbia	7	1,010	894	950	992	596	614	2,556	2,500
Florida	25	2,360	2,405	1,980	1,998	1,652	1,884	5,992	6,287
Georgia	9	1,682	1,854	1,598	1,763	1,277	1,546	4,557	5,163
Idaho	2	209	169	169	190	51	80	429	439
Illinois	25	4,136	4,059	4,043	3,985	3,801	3,940	11,980	11,984
Indiana	23	1,889	1,863	1,754	1,897	1,622	1,610	5,265	5,370
Iowa	22	2,268	2,315	2,161	2,157	1,962	2,233	6,391	6,705
Kansas	34	3,222	3,153	2,944	3,006	3,122	3,183	9,288	9,342
Kentucky	7	524	521	551	561	521	554	1,596	1,636
Maine	5	205	230	186	194	174	192	565	616
Maryland	12	3,234	2,904	2,429	2,315	1,482	1,875	7,145	7,094
Massachusetts	100	11,200	11,018	10,320	10,588	9,094	9,701	30,614	31,307
Michigan	46	7,205	7,021	7,261	7,431	6,437	6,635	20,903	21,087
Minnesota	27	3,258	3,075	3,352	3,333	3,463	3,669	10,073	10,077
Mississippi	2	11	17	5	11	6	7	22	35
Missouri	17	2,285	2,292	2,088	2,200	1,793	1,816	6,166	6,308
Montana	1	29	37	62	71	175	118	266	226
Nebraska	13	1,001	960	919	988	904	1,084	2,824	3,032
Nevada	1	128	125	145	117	152	112	425	354
New Hampshire	3	63	63	51	57	67	69	181	189
New Jersey	34	3,909	3,819	3,916	3,859	4,091	4,197	11,916	11,875
New Mexico	2	219	196	167	175	188	187	574	558
New York	81	19,459	16,128	18,388	15,629	16,391	14,710	54,238	46,467
North Carolina	4	321	339	306	355	226	264	853	958
North Dakota	2	76	96	82	72	115	115	273	283
Ohio	81	9,110	8,828	8,300	8,494	7,785	7,944	25,195	25,266
Oklahoma	18	2,514	2,538	2,223	2,326	2,251	2,372	6,988	7,236
Oregon	13	819	800	810	780	739	767	2,368	2,347
Pennsylvania	76	12,738	12,714	11,531	11,614	9,131	9,694	33,400	34,022
Rhode Island	7	1,204	1,237	1,133	1,162	948	902	3,285	3,301
South Carolina	1	9	9	3	8	3	12	15	29
South Dakota	6	336	350	316	301	254	391	906	1,042
Tennessee	20	2,374	2,459	1,764	2,172	1,043	1,158	5,181	5,789
Utah	19	512	484	883	852	639	735	2,034	2,071
Virginia	11	588	590	696	765	388	454	1,672	1,809
Washington	16	1,987	2,020	2,025	2,170	1,879	2,004	5,891	6,194
West Virginia	53	1,811	1,879	1,426	1,570	1,286	1,539	4,523	4,988
Wisconsin	28	2,320	2,218	2,380	2,300	2,405	2,561	7,105	7,079
Wyoming	1	37	31	38	32	29	25	104	88
Outlying parts of the United States									
Hawaii	4	529	416	449	360	311	286	1,289	1,062
Virgin Islands	1	6	7	9	0	3	4	18	11

TABLE 28.—*Colored pupils enrolled in 3-year junior high schools, followed by a 3-year senior high school (12-year schools), 1927–28*

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] 473	4,070	5,888	3,331	4,869	2,368	3,857	9,769	14,614
Alabama	[2] 3	136	285	104	175	73	160	313	620
Arizona	1			1	0			1	0
California	55	290	324	256	299	220	255	766	878
Colorado	13	40	47	24	51	26	41	90	139
Connecticut	12	34	30	42	29	23	17	99	76
District of Columbia	[2] 3	380	507	343	550	237	355	960	1,412
Georgia	[2] 1	112	235	76	180	57	122	245	537
Idaho	1	1	2	0	1			1	3
Illinois	13	20	165	13	111	21	53	54	329
Indiana	14	66	64	68	59	46	60	180	183
Iowa	13	56	61	52	71	37	43	145	175
Kansas	[3] 25	253	263	207	223	215	294	675	780
Maryland	[2] 2	225	302	161	248	118	217	504	767
Massachusetts	42	79	74	65	55	62	54	206	183
Michigan	34	305	325	312	293	198	241	815	859
Minnesota	9	13	13	7	13	7	13	27	39
Mississippi	[2] 1	7	7	9	5	1	8	17	20
Nebraska	6	10	11	7	10	4	9	21	30
Nevada	1	0	1					0	1
New Jersey	[3] 25	169	202	149	202	118	171	436	575
New Mexico	2	7	7	1	4	4	5	12	16
New York	53	375	1,035	301	848	186	592	862	2,475
North Carolina	1	7	7	2	10	4	6	13	23
Ohio	[4] 61	689	818	574	663	385	498	1,648	1,979
Oregon	1			1	1			1	1
Pennsylvania	[3] 54	556	751	397	488	203	389	1,156	1,628
Rhode Island	2	5	2	6	6	4	5	15	13
Tennessee	[2] 4	187	300	122	229	90	223	399	752
Utah	2	1	0	2	0	1	1	4	1
Washington	9	9	8	7	5	10	6	26	19
West Virginia	[2] 2	14	21	5	13	5	3	24	37
Wisconsin	8	24	21	17	27	13	16	54	64

[1] Schools for colored only, 22.
[2] For colored only
[3] Includes one school for colored only.
[4] Includes three schools for colored only.

TABLE 29.—*Pupils enrolled in 2-year junior high schools, followed by a 4-year senior high school (12 grades), 1927–28*

State	White							Colored						
	Schools reporting	Seventh grade		Eighth grade		Total		Schools reporting	Seventh grade		Eighth grade		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	15
Continental United States	155	12,019	11,743	11,676	11,743	23,695	23,486	[1] 58	388	461	330	388	718	849
Alabama	2	16	12	12	10	28	22							
Arizona	1	44	46	40	48	84	94	1	3	4	2	3	5	7
Arkansas	1	73	67	51	65	124	132							
California	1	113	77	87	94	200	171	1	0	2	3	0	3	2
Colorado	4	478	506	432	448	910	954							
Connecticut	1	108	79	72	86	180	165							
Idaho	1	181	136	153	165	334	301	1			1	0	1	0
Illinois	12	1,215	1,231	1,170	1,210	2,385	2,441	4	10	16	11	10	21	26
Indiana	11	987	1,027	1,033	994	2,020	2,021	6	23	12	21	16	44	28
Iowa	7	565	624	665	658	1,230	1,282	6	3	12	7	11	10	23
Kansas	16	589	584	573	610	1,162	1,194	9	18	23	11	22	29	45
Kentucky	3	324	310	245	299	569	609							
Maine	3	287	257	272	242	559	499							
Massachusetts	18	1,023	942	956	819	1,979	1,761	6	6	7	5	5	11	12
Michigan	9	1,104	1,055	1,024	1,075	2,128	2,130	6	79	85	63	86	142	171
Minnesota	5	482	489	458	492	940	981	1	2	3	3	2	5	5
Missouri	3	207	195	178	195	385	390	[2] 1	210	257	177	203	387	460
Montana	3	340	312	308	343	648	655	1			0	1	0	1
Nebraska	7	300	315	328	311	628	626	2	2	2	1	0	3	2
New Hampshire	11	493	505	434	441	927	946							
New Jersey	2	249	240	136	135	385	375	1	13	20	8	13	21	33
New York	1	57	65	30	29	87	94							
Ohio	11	689	696	972	1,000	1,661	1,696	8	17	15	15	12	32	27
Oregon	4	216	221	215	207	431	428							
Pennsylvania	8	797	734	751	699	1,548	1,433	3	0	2	2	3	2	5
South Carolina	1	70	77	143	110	213	187							
Utah	2	226	240	222	222	448	462							
Vermont	2	138	126	127	117	265	243							
Washington	1	55	51	31	29	86	80							
West Virginia	2	392	360	347	362	739	722							
Wisconsin	1	83	62	87	80	170	142							
Wyoming	1	118	102	124	148	242	250	1	2	1	0	1	2	2

[1] Schools for colored only, 1.

[2] For colored only.

TABLE 30.—*White pupils enrolled in junior high schools, followed by 3-year senior high schools (11-year schools), 1927–28*

3-YEAR SCHOOLS

State	Schools reporting	Sixth grade		Seventh grade		Eighth grade		Total	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	34	4,310	4,183	4,819	4,971	4,260	4,559	13,389	13,713
Texas	28	3,338	3,242	3,772	3,765	3,198	3,413	10,308	10,420
Virginia	6	972	941	1,047	1,206	1,062	1,146	3,081	3,293

2-YEAR SCHOOLS

Continental United States	14			2,641	2,521	3,131	3,492	5,772	6,013
Alabama	1			90	122	99	111	189	233
Louisiana	1			208	226	149	198	357	424
Missouri	3			872	684	1,148	1,331	2,020	2,015
New Hampshire	1			140	136	137	173	277	309
South Carolina	2			203	234	223	240	426	474
Texas	6			1,128	1,119	1,375	1,439	2,503	2,558

TABLE 31.—*Pupils enrolled in 2-year junior high schools, followed by 3-year senior high schools (12 grades), 1927–28*

State	White							Colored						
	Schools reporting	Eighth grade		Ninth grade		Total		Schools reporting	Eighth grade		Ninth grade		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	15
Continental United States	21	3,029	3,115	2,890	2,982	5,919	6,097	8	54	50	46	55	100	105
Alabama	1	120	127	96	118	216	245							
Iowa	1	140	145	141	139	281	284	1	10	10	9	6	19	16
Maine	1	106	82	91	104	197	186							
Massachusetts	1	9	12	17	7	26	19							
Michigan	2	232	227	260	298	492	525							
Nebraska	1	85	75	85	95	170	170							
New York	4	899	939	1,021	969	1,920	1,908	2	18	21	22	28	40	49
North Carolina	1	32	25	23	22	55	47							
Ohio	1	184	178	142	187	326	365	1	2	2	0	1	2	3
Pennsylvania	3	324	316	396	344	720	660	2	21	14	15	20	36	34
Utah	4	889	983	617	695	1,506	1,678	2	3	3			3	3
Washington	1	9	6	1	4	10	10							

TABLE 32.—*Pupils enrolled in 4-year junior high schools (12 grades), 1927–28*

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	133	2,993	3,065	2,993	3,023	2,581	2,789	1,251	1,464	9,818	10,341
Alabama	5	36	46	24	18	24	19	13	13	97	96
Arkansas	6	47	47	39	36	19	34	11	12	116	129
California	2	222	238	205	209	176	174	43	68	646	689
Florida	19	279	339	238	280	210	244	117	147	844	1,010
Georgia	[1] 2	17	9	14	10	7	7	3	12	41	38
Louisiana	1	8	10	7	6	2	2	4	1	21	19
Maine	5	26	23	20	16	28	21	12	9	86	69
Massachusetts	2	16	13	15	17	10	11	7	12	48	53
Michigan	6	68	45	69	44	39	29	15	20	191	138
Minnesota	8	236	205	185	224	143	202	94	113	658	744
Mississippi	9	47	53	30	45	33	32	22	31	132	161
Missouri	1	5	12	7	1	6	5	0	3	18	21
Nebraska	5	5	13	13	21	13	11	15	9	46	54
New Hampshire	3	25	18	20	16	16	21	8	10	69	65
New Jersey	1	72	68	75	57	63	42	45	32	255	199
North Carolina	1	4	4	9	7	9	7	2	4	24	22
North Dakota	1	3	3	4	9	4	5	1	4	12	21
Ohio	4	128	158	113	95	80	87	61	47	382	387
Pennsylvania	29	1,297	1,333	1,195	1,221	1,024	1,152	428	539	3,944	4,245
Rhode Island	1	16	11	26	42	14	16	8	14	64	83
Tennessee	2	10	16	14	7	6	13	9	10	39	46
Texas	[2]										
Utah	5	259	233	382	358	365	356	270	268	1,276	1,215
Vermont	2	10	18	11	12	5	12	4	14	30	56
Virginia	1	91	82	216	192	229	218	19	10	555	502
West Virginia	11	59	61	56	66	49	57	34	57	198	241
Wisconsin	1	7	7	6	14	7	12	6	5	26	38
Outlying parts of the United States											
Hawaii	3	66	70	59	48	69	53	47	38	241	209
Virgin Islands	1	43	37	19	17	8	11	5	3	75	68

COLORED PUPILS

Continental United States	[3] 37	172	271	124	253	85	148	60	125	441	797
Alabama	[2] 3	20	44	15	33	6	17	10	8	51	102
Arkansas	[2] 1	11	23	9	24	8	16	10	21	38	84
California	2	4	6	6	6	2	2	0	4	12	18
Florida	[4] 1	9	13	9	13	3	6	4	5	25	37
Kentucky	[4] 2	4	10	5	12	3	3	7	9	19	34
Massachusetts	1							1	0	1	0
Mississippi	[4] 5	56	81	31	79	35	55	14	41	136	256
Missouri	[4] 2	5	10	3	5	3	6	4	4	15	25
New Jersey	1	2	0					0	2	2	2
North Carolina	[4] 1	15	22	11	30	6	18	3	13	35	83
Ohio	2	3	9	5	2	2	1	0	1	10	13
Pennsylvania	12	30	31	24	26	11	15	3	5	68	77
Rhode Island	1	1	0					0	1	1	1
Tennessee	[4] 1	4	9	3	7	3	4	3	7	13	27
Utah	1	0	2							0	2
Virginia	[4] 1	8	11	3	16	3	5	1	4	15	36

[1] Five 11-year schools with 57 boys and 52 girls in the sixth grade, 43 boys and 57 girls in the seventh grade, 24 boys and 22 girls in the eighth grade, and 15 boys and 16 girls in the ninth grade.

[2] Four 11-year schools with 236 boys and 210 girls in the sixth grade, 616 boys and 571 girls in the seventh grade, 522 boys and 524 girls in the eighth grade, and 91 boys and 61 girls in the ninth grade.

[3] Schools for colored only, 17.

[4] For colored only.

TABLE 33.—*White pupils enrolled in junior-senior high schools, three-three plan (12 grades), 1927–28*

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	724	27,561	27,564	24,885	26,060	28,383	30,213	23,596	26,751	17,110	20,477	14,112	17,621	191	794	135,838	149,480
Alabama	119	2,230	2,306	1,827	1,856	1,576	1,709	1,407	1,556	1,087	1,344	968	1,298			9,095	10,069
Arizona	2	37	34	39	37	41	28	23	21	19	14	19	24			178	158
Arkansas	30	697	815	657	778	704	772	569	668	426	458	388	442			3,441	3,933
California	20	1,056	910	1,051	983	1,242	1,205	974	1,061	734	748	539	645	53	46	5,649	5,598
Colorado	19	576	623	486	515	547	586	415	457	291	352	292	315	2	5	2,609	2,853
Connecticut	3	129	130	96	117	96	130	109	140	98	118	56	88			584	723
Delaware	2	95	98	54	77	61	98	33	59	27	40	17	44			287	416
Florida	21	643	637	592	633	552	602	386	473	312	383	235	286	2	1	2,722	3,015
Idaho	1	5	4	9	7	11	7	5	6	3	2	8	2			41	28
Illinois	3	81	71	80	56	88	94	63	71	51	56	39	58			402	406
Indiana	21	810	773	690	715	770	710	603	595	373	382	303	337			3,549	3,512
Iowa	25	768	756	733	778	939	1,071	916	978	694	777	583	675			4,633	5,035
Kansas	24	940	830	802	783	985	1,046	764	856	573	718	569	640	1	4	4,634	4,877
Kentucky	17	187	206	222	242	284	264	198	214	153	182	113	149			1,157	1,257
Maine	9	186	219	199	183	213	250	171	222	129	178	114	182	5	3	1,017	1,237
Maryland	3	398	359	332	340	250	270	210	262	161	228	132	185			1,483	1,644
Massachusetts	5	184	171	162	172	147	169	118	127	113	98	92	104	5	6	821	847
Michigan	69	2,155	2,037	2,048	2,060	2,558	2,625	1,930	2,203	1,426	1,729	1,214	1,382	13	12	11,344	12,048
Minnesota	40	1,832	1,884	1,813	2,011	2,399	2,618	1,776	2,218	1,346	1,667	1,130	1,536	7	163	10,303	12,097
Mississippi	5	602	613	423	471	390	461	402	485	219	260	186	319	6	6	2,228	2,615
Missouri	31	842	909	724	818	904	971	710	817	593	708	501	640	1	3	4,275	4,866
Nebraska	15	315	273	252	317	371	403	313	354	249	360	230	313			1,730	2,020
Nevada	2	20	22	21	29	23	28	16	14	16	16	14	14			110	123
New Jersey	3	180	168	132	122	172	178	90	125	63	75	38	63			675	731
New Mexico	1	14	11	10	11	9	9	7	8	6	8	7	7			53	54
New York	35	2,167	2,499	2,154	2,370	2,387	2,856	3,007	3,806	1,926	2,664	1,416	1,908	31	138	13,088	16,241
North Carolina	1	62	81	54	71	24	33	16	34	24	20	13	24			193	263
North Dakota	3	102	91	84	83	87	104	61	74	54	76	48	50			436	478
Ohio	39	2,573	2,560	2,359	2,421	2,626	2,694	2,112	2,193	1,447	1,491	1,126	1,293	40	36	12,283	12,688
Oklahoma	23	951	1,012	816	946	1,006	1,103	766	884	625	720	521	653	14	12	4,699	5,330

TABLE 33.—*White pupils enrolled in junior-senior high schools, three-three plan (12 grades), 1917–28*—Continued

State	Schools reporting	Seventh grade		Eighth grade		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
Oregon	1	20	10	5	18	10	20	12	22	15	14	4	16			66	100
Pennsylvania	66	3,819	3,807	3,464	3,451	3,504	3,561	2,948	2,883	1,983	2,302	1,636	1,950	2	1	17,356	17,955
South Dakota	3	42	40	35	38	46	47	27	53	18	48	19	34			187	260
Tennessee	3	96	65	58	55	75	73	57	55	37	45	27	41			350	334
Utah	4	102	98	105	127	142	139	84	119	92	121	63	91			588	695
Vermont	4	52	55	40	43	48	67	37	52	44	44	32	49	0	12	253	322
Virginia	3	238	237	193	227	200	266	124	161	107	115	84	125			946	1,131
Washington	12	658	568	655	680	708	763	501	565	406	470	333	400			3,261	3,446
West Virginia	13	462	446	342	386	364	410	295	338	220	261	178	209	2	0	1,863	2,050
Wisconsin	22	1,217	1,121	1,052	1,020	1,807	1,765	1,328	1,510	945	1,182	817	1,026	7	346	7,173	7,970
Wyoming	2	18	15	15	13	17	8	13	12	5	3	8	4			76	55
Outlying part of the United States																	
Hawaii	3	139	99	92	95	95	63	43	31	28	34	21	7			418	329

TABLE 34.—*Colored pupils enrolled in junior-senior high schools, three-three plan (12 grades), 1927–28*

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] 157	1,131	1,593	927	1,487	849	1,298	611	1,116	418	814	353	627	0	4	4,289	6,939
Alabama	[2] 6	74	154	41	87	24	68	22	50	16	45	16	34	.....	.....	193	438
Arkansas	[2] 6	143	185	103	164	83	107	57	82	47	70	25	58	.....	.....	458	666
California	7	25	19	41	44	8	22	7	10	9	7	5	2	.....	.....	95	104
Colorado	4	2	2	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	3
Connecticut	1	.....	.....	.....	.....	.....	.....	1	0	1	0	.....	.....	.....	.....	2	0
Florida	[2] 3	62	114	47	108	103	225	63	122	29	75	27	57	.....	.....	331	701
Illinois	[2] 1	43	42	26	44	50	49	22	37	13	24	19	18	.....	.....	173	214
Indiana	[3] 6	22	21	21	34	17	17	7	13	15	10	4	7	.....	.....	86	102
Iowa	4	4	2	2	2	3	2	0	2	1	0	1	1	.....	.....	11	9
Kansas	7	13	11	8	12	13	14	9	13	1	3	6	6	.....	.....	50	59
Maryland	[2] 1	277	433	226	415	173	284	142	336	119	262	103	213	.....	.....	1,040	1,943
Massachusetts	4	1	1	2	1	2	0	.....	.....	2	0	0	1	.....	.....	7	3
Michigan	9	19	31	13	20	9	14	6	9	2	2	4	2	0	2	53	80
Minnesota	5	1	3	3	3	2	3	3	0	1	0	1	1	.....	.....	11	10
Mississippi	[2] 1	4	12	11	15	6	12	4	16	0	8	2	8	.....	.....	27	71
Missouri	[3] 2	10	21	13	21	7	12	7	8	7	11	8	8	.....	.....	52	81
Nebraska	1	1	1	0	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2
New Jersey	1	1	2	1	0	1	2	.....	.....	1	0	.....	.....	.....	.....	4	4
New York	15	9	16	8	11	14	17	6	24	2	9	3	9	.....	.....	42	86
Ohio	18	111	121	94	119	65	80	53	61	30	49	22	29	.....	.....	375	459
Oklahoma	[2] 3	89	105	61	94	62	103	36	69	22	52	23	36	.....	.....	293	459
Pennsylvania	38	62	90	54	62	53	56	48	60	31	32	25	36	.....	.....	273	336
Tennessee	[2] 1	23	36	39	80	50	72	45	94	27	69	27	29	.....	.....	211	380
Washington	3	2	5	3	6	7	4	5	2	3	0	2	0	.....	.....	22	17
West Virginia	[2] 5	133	163	108	142	94	131	68	108	39	84	30	70	.....	.....	472	698
Wisconsin	5	0	3	1	1	3	4	.....	.....	0	2	0	2	0	2	4	14

[1] Schools for colored only, 29.

[2] For colored only.

[3] Includes one school for colored only.

TABLE 35.—*White pupils enrolled in junior-senior high schools, two-four plan (12 grades), 1927–28*

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	528	13,004	12,828	11,415	12,114	13,934	15,215	10,513	11,965	8,075	9,620	6,697	8,343	144	321	63,782	70,406
Arizona	6	180	169	147	151	214	192	131	152	128	121	95	96	32	33	927	914
Arkansas	6	214	231	199	206	149	190	109	133	79	74	48	74	-------	-------	798	908
California	2	115	89	114	105	152	148	137	135	113	117	95	107	0	4	726	705
Colorado	20	530	515	427	436	489	546	337	416	255	339	215	255	1	3	2,254	2,510
Delaware	1	42	44	32	30	40	42	31	35	11	31	14	24	-------	-------	170	206
Florida	4	207	205	177	195	193	269	116	149	107	123	96	109	-------	-------	896	1,050
Idaho	4	124	119	120	124	153	156	117	125	93	119	78	95	-------	-------	685	738
Illinois	12	219	218	220	234	276	306	239	276	161	182	147	220	-------	-------	1,262	1,436
Indiana	22	456	485	397	430	530	525	408	450	377	354	266	327	-------	-------	2,434	2,571
Iowa	77	1,113	1,143	1,024	1,109	1,273	1,443	1,042	1,340	897	1,173	804	1,095	2	7	6,155	7,310
Kansas	24	412	417	354	383	502	536	366	443	278	342	250	298	0	4	2,162	2,423
Kentucky	16	221	224	161	200	196	250	130	139	87	98	94	125	-------	-------	889	1,036
Maine	7	95	95	108	87	117	120	87	94	70	69	63	70	-------	-------	540	535
Maryland	3	99	128	128	124	89	115	58	102	44	93	45	82	-------	-------	463	644
Massachusetts	14	620	533	473	394	762	662	577	469	405	353	311	317	2	1	3,150	2,729
Michigan	39	1,005	938	843	953	1,071	1,136	788	830	565	719	481	593	28	27	4,781	5,196
Minnesota	5	144	178	121	207	185	239	129	198	125	212	118	161	0	3	822	1,198
Mississippi	31	618	653	560	633	524	660	397	471	274	389	251	354	0	1	2,624	3,161
Missouri	26	507	508	424	437	508	595	352	379	346	388	259	317	2	5	2,398	2,629
Montana	6	98	100	101	93	101	117	81	101	66	86	45	62	0	1	492	560
Nebraska	9	157	162	135	153	233	251	139	200	153	182	103	179	-------	-------	920	1,127
Nevada	3	46	28	27	39	33	35	37	41	22	21	17	33	-------	-------	182	197
New Hampshire	1	3	3	3	3	5	6	3	6	0	3	0	4	-------	-------	14	25
New Jersey	5	288	306	228	262	377	426	316	308	211	225	162	179	-------	-------	1,582	1,706
New Mexico	7	209	208	184	186	207	211	161	169	123	155	117	164	5	8	1,006	1,101
New York	43	1,629	1,592	1,491	1,477	1,666	1,801	1,288	1,402	810	896	631	788	56	107	7,571	8,063
North Dakota	10	139	131	123	148	157	194	129	165	92	145	89	146	-------	-------	729	929
Ohio	38	1,200	1,093	995	1,051	1,173	1,220	967	950	733	740	570	600	12	66	5,650	5,720
Oklahoma	24	692	734	660	698	747	836	531	656	398	500	341	427	-------	-------	3,369	3,851
Pennsylvania	7	203	172	166	150	278	260	158	191	182	148	138	145	-------	-------	1,125	1,066

Rhode Island	1	85	91	63	66	81	95	42	41	27	21	25	24	1	2	324	340
South Dakota	1	38	59	33	39	40	46	15	41	33	45	26	38	------	------	185	268
Tennessee	9	240	272	237	292	252	298	182	264	125	213	105	153	------	------	1,191	1,492
Utah	4	208	212	223	219	229	252	217	229	154	206	136	158	1	1	1,168	1,277
Vermont	15	141	167	128	138	203	226	140	191	85	147	100	117	------	------	797	986
Washington	9	278	238	265	270	337	360	215	233	182	217	141	137	0	2	1,418	1,457
West Virginia	1	19	16	34	41	28	36	24	26	17	29	12	21	------	------	134	169
Wisconsin	6	153	164	135	157	183	213	164	203	141	198	123	137	1	16	900	1,088
Wyoming	10	207	188	155	194	181	202	153	212	106	147	86	112	1	30	889	1,085

TABLE 36.—*Colored pupils enrolled in junior-senior high schools, two-four plan (12 grades), 1927–28*

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] 94	513	763	507	742	404	671	308	502	201	352	150	289	17	31	2,100	3,350
Alabama	[2] 1	31	55	32	57	29	68	14	46	8	20	3	27			117	273
Arizona	2	1	1			1	0	0	1	2	1	0	1			4	4
Colorado	2	1	0					1	2							2	2
Illinois	2					0	2									0	2
Indiana	2					3	5	5	8	3	5	0	1			11	19
Iowa	5	2	1	1	1	3	1	1	0	2	0	0	2			9	5
Kansas	11	7	12	6	10	11	11	2	10	1	2	2	8	0	1	29	54
Kentucky	[2] 2	78	71	34	46	20	34	20	30	10	23	9	26			171	230
Massachusetts	3	0	2	0	1	1	4	0	3			0	1			1	11
Michigan	6	1	7	3	2	3	5	1	3	1	0	2	2			11	19
Mississippi	[2] 3	68	133	67	120	56	131	41	86	37	76	29	54			298	600
Missouri	[2] 1	10	18	4	8	2	7	2	8	3	1	1	6			22	48
Montana	1	1	0					1	0							2	0
Nebraska	1					0	1									0	1
New Jersey	4	3	8	1	6	3	2	2	1	1	2	0	1			10	20
New York	13	14	10	8	10	6	10	5	10	1	5	0	3			34	48
Ohio	[3] 18	131	192	157	192	115	117	102	131	63	82	44	68	17	30	629	812
Oklahoma	[2] 3	95	151	102	139	78	152	63	108	37	80	40	58			415	688
Pennsylvania	3	3	4	1	3	5	2	1	4	1	4	1	0			12	17
Rhode Island	1											1	0			1	0
Tennessee	[2] 2	19	31	10	19	16	18	11	19	6	10	3	6			65	103
Utah	1					0	1									0	1
Vermont	2	1	0			1	0	1	0							3	0
Virginia	[2] 1	41	58	71	122	41	90	25	28	21	28	7	23			206	349
Washington	3	2	4	7	3	2	4	3	0	3	5	7	0			24	16
West Virginia	[2] 1	4	5	3	3	8	6	7	4	1	8	1	2			24	28

[1] Schools for colored only, 15.

[2] For colored only.

[3] Includes 1 school for colored only.

TABLE 37.—*Pupils enrolled in junior-senior high schools (11 grades), 1927–28*

WHITE PUPILS, THREE-THREE PLAN

State	Schools reporting	Sixth grade		Seventh grade		Eighth grade		Ninth grade		Tenth grade		Eleventh 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	12	638	598	577	529	571	646	377	443	415	444	319	370	.....	.....	2,897	3,030
Georgia	1	29	40	17	24	15	23	15	18	5	15	2	6	.....	.....	83	126
Texas	11	609	558	560	505	556	623	362	425	410	429	317	364	.....	.....	2,814	2,904

WHITE PUPILS, TWO-FOUR PLAN

Continental United States	9	383	385	403	378	403	479	260	322	251	277	162	216	.....	.....	1,862	2,057
Georgia	2	61	56	58	75	67	92	59	79	46	58	25	48	.....	.....	316	408
North Carolina	2	109	145	111	107	107	151	61	78	65	79	40	58	.....	.....	493	618
South Carolina	1	25	37	25	15	15	27	11	19	10	13	11	10	.....	.....	97	121
Texas	4	188	147	209	181	214	209	129	146	130	127	86	100	.....	.....	956	910

COLORED PUPILS, TWO-FOUR PLAN

Continental United States	[1] 12	467	740	559	861	499	903	410	721	245	494	231	457	1	0	2,412	4,176
Louisiana	1	69	115	106	190	97	241	82	160	52	133	30	97	.....	.....	436	936
North Carolina	[2] 3	66	142	54	96	33	81	27	86	14	35	17	41	.....	.....	211	481
Texas	[3] 8	332	483	399	575	369	581	301	475	179	326	184	319	1	0	1,765	2,759

[1] Schools for colored only. [2] Includes two 6-year undivided high schools. [3] Includes three 6-year undivided high schools and 3 three-three plan high schools.

TABLE 38.—*Enrollments in reorganized public high schools (13 grades), 1927–28*

State and type	Schools reporting	Seventh grade		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	Boy	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
Maine:																			
Four-three	1	2	7	4	6	0	0	7	9	10	12	11	10	6	7	0	1	40	52
Massachusetts:																			
Three-four	2	104	85	78	107	55	52	58	99	39	32	21	33	23	45	------	------	378	[1] 453
Five-year undivided	1	------	------	------	------	156	145	101	92	80	60	44	32	49	56	------	------	430	[2] 385
Total	4	106	92	82	113	211	197	166	200	129	104	76	75	78	108	0	1	848	890

[1] Includes 2 colored pupils.

[2] Includes 1 colored pupil.

TABLE 39.—*White pupils enrolled in junior-senior high schools, two-three plan (11 grades), 1927–28*

State	Schools reporting	Seventh grade		Eighth grade		Ninth grade		Tenth grade		Eleventh 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	16	766	756	643	655	444	521	401	463	223	320	6	8	2,483	2,723
Georgia	3	174	177	129	182	124	132	108	153	62	85			597	729
Illinois	1	3	8	2	4	4	5	8	5	1	6			18	28
Indiana	1	8	7	2	2	11	6	5	4	2	5			28	24
Maryland	1	58	50	8	7	33	41	33	25	16	19			148	142
Mississippi	1	14	10	12	14	6	7	8	4	3	6			43	41
New York	1	2	2	8	1	5	2	4	2	3	5			22	12
North Carolina	2	106	112	117	112	69	63	78	91	37	59			407	437
Ohio	1	23	24	12	9	13	15	7	3	0	4			55	55
South Carolina	1	147	154	109	115	40	56	42	44	32	30			370	399
Texas	3	157	125	133	105	71	104	39	63	30	53			430	450
Virginia	1	74	87	111	104	68	90	69	69	37	48	6	8	365	406

TABLE 40.—*White pupils enrolled in undivided 6-year high schools (12 grades), 1927–28*

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	856	22,365	21,811	20,020	20,361	23,230	23,277	17,949	19,320	13,681	14,968	10,784	12,648	374	415	108,403	112,800
Alabama	27	384	443	430	388	357	378	341	387	273	313	242	331	.....	.....	2,027	2,240
Arizona	5	189	198	126	144	171	156	135	132	78	91	62	64	.....	.....	761	785
Arkansas	9	130	139	121	123	122	172	132	135	120	100	59	86	.....	.....	684	755
California	17	1,590	1,500	1,535	1,397	1,705	1,441	1,250	1,222	773	790	400	447	83	99	7,336	6,896
Colorado	12	186	174	159	166	197	178	124	145	115	119	95	116	.....	.....	876	898
Connecticut	5	168	183	150	128	144	123	101	128	90	106	37	44	.....	.....	690	712
Delaware	1	40	32	15	25	11	11	9	10	8	11	7	15	.....	.....	90	104
Florida	21	569	542	510	567	452	523	304	414	239	320	217	243	2	2	2,293	2,611
Georgia	1	4	5	5	3	10	2	3	7	6	7	4	9	.....	.....	32	33
Idaho	1	13	11	10	4	18	8	5	6	9	3	5	10	.....	.....	60	42
Illinois	3	79	73	80	94	174	161	129	115	110	113	77	95	2	3	651	654
Indiana	206	3,248	3,100	2,806	2,928	3,338	3,275	2,705	2,894	2,225	2,409	1,858	2,116	.....	.....	16,180	16,722
Iowa	14	154	132	134	151	157	170	137	148	94	121	96	134	.....	.....	772	856
Kansas	7	348	343	348	350	428	460	317	406	285	339	234	322	4	15	1,964	2,235
Kentucky	26	532	569	456	484	528	618	336	420	263	324	182	243	.....	.....	2,297	2,658
Maine	1	30	28	17	16	25	24	19	12	20	15	16	8	0	2	127	105
Massachusetts	14	401	365	426	376	359	396	227	249	164	223	139	202	4	11	1,720	1,822
Michigan	95	2,353	2,375	2,452	2,549	2,868	2,919	2,092	2,564	1,594	1,874	1,300	1,642	2	0	12,661	13,923
Minnesota	3	128	147	125	146	146	162	84	92	29	47	21	32	0	10	533	636
Mississippi	17	167	179	138	160	135	177	113	141	87	103	81	95	.....	.....	721	855
Missouri	16	391	361	310	307	333	346	253	293	223	264	241	276	.....	.....	1,751	1,847
Montana	4	48	65	49	40	48	71	25	53	37	41	27	36	.....	.....	234	306
Nebraska	3	54	47	65	47	64	88	59	67	51	72	56	85	.....	.....	349	406
Nevada	1	9	16	10	7	20	14	12	9	8	8	5	7	1	5	65	66
New Hampshire	18	382	349	355	264	348	291	251	237	175	203	146	148	5	6	1,662	1,498
New Jersey	1	35	33	29	30	55	57	44	47	18	13	12	28	.....	.....	193	208
New York	19	571	513	438	464	653	654	392	433	331	369	189	248	46	137	2,620	2,818
Ohio	119	3,522	3,244	2,990	3,010	3,814	3,330	3,174	2,785	2,199	2,128	1,856	1,829	14	55	17,569	16,381
Oklahoma	21	992	991	852	906	846	974	668	790	522	552	379	498	.....	.....	4,259	4,711
Pennsylvania	71	3,480	3,491	3,019	3,083	3,766	3,906	2,952	3,094	2,248	2,399	1,704	1,937	190	2	17,359	17,912

Rhode Island	1	51	62	35	44	26	27	14	19	14	13	12	12	----	----	152	177
South Dakota	4	43	45	31	44	74	74	55	90	36	64	33	68	----	----	272	385
Tennessee	8	340	401	315	356	262	286	166	203	130	162	90	152	----	----	1,303	1,560
Utah	1	12	14	13	11	14	11	7	11	15	3	10	9	----	----	71	59
Vermont	19	346	303	271	307	292	329	240	297	237	260	197	208	1	3	1,584	1,707
Virginia	1	80	79	41	56	41	67	38	50	52	40	30	53	----	----	282	345
Washington	1	34	27	25	24	30	27	18	23	16	16	17	14	----	----	140	131
West Virginia	43	892	895	702	788	712	861	628	710	413	538	341	430	7	23	3,695	4,245
Wisconsin	12	201	193	290	253	346	358	275	337	264	266	223	258	11	39	1,610	1,704
Wyoming	8	169	144	137	121	141	152	115	145	110	129	84	98	2	3	758	792

TABLE 41.—*Pupils enrolled in undivided 6-year high schools, 1927–28*

WHITE PUPILS (11 GRADES)

State	Schools reporting	Sixth grade		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	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Continental United States	30	670	628	591	624	472	578	365	419	360	449	260	358	.....	.....	.....	.....	2,718	3,056
Georgia	2	28	32	24	29	31	35	20	28	19	25	19	21	.....	.....	.....	.....	141	170
Louisiana	4	61	53	46	62	32	28	26	48	23	25	21	33	.....	.....	.....	.....	209	249
North Carolina	1	39	31	27	25	12	22	9	19	8	13	5	7	.....	.....	.....	.....	100	117
South Carolina	1	4	10	8	12	9	6	5	7	5	4	0	6	.....	.....	.....	.....	31	45
Texas	17	477	414	418	430	329	407	263	273	279	325	189	259	.....	.....	.....	.....	1,955	2,108
Virginia	5	61	88	68	66	59	80	42	44	26	57	26	32	.....	.....	.....	.....	282	367

COLORED PUPILS (12 GRADES)

Continental United States	[1] 165	.....	.....	1,017	1,613	798	1,206	739	1,116	479	825	298	524	217	418	3	3	3,551	5,705
Arizona	1	.....	.....	.....	.....	2	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	0
California	11	.....	.....	12	14	12	3	17	3	7	4	2	3	3	1	1	0	54	28
Colorado	1	.....	.....	1	2	1	1	1	1	1	0	.....	.....	.....	.....	.....	.....	4	4
Connecticut	3	.....	.....	2	0	2	2	1	0	.....	.....	0	1	0	1	.....	.....	5	4
Florida	[2] 4	.....	.....	95	185	89	163	64	117	38	72	22	73	18	37	.....	.....	326	647
Georgia	[2] 1	.....	.....	276	546	219	431	141	278	94	188	63	124	40	80	.....	.....	833	1,647
Illinois	1	.....	.....	.....	.....	.....	.....	13	14	11	6	4	3	0	3	.....	.....	28	26
Indiana	23	.....	.....	11	10	10	13	7	15	7	9	4	6	6	2	.....	.....	45	55
Iowa	2	.....	.....	0	1	.....	.....	1	0	0	1	.....	.....	.....	.....	.....	.....	1	2
Kansas	6	.....	.....	15	11	15	9	12	25	12	17	1	14	3	12	0	3	58	91
Kentucky	[2] 3	.....	.....	9	30	8	6	12	27	4	9	5	13	4	15	.....	.....	42	100
Massachusetts	6	.....	.....	7	10	4	1	1	3	1	5	0	1	1	4	.....	.....	14	24
Michigan	16	.....	.....	26	26	19	28	25	31	12	18	2	7	5	8	.....	.....	89	118
Minnesota	1	.....	.....	1	1	0	3	0	3	3	0	.....	.....	.....	.....	.....	.....	4	7
Missouri	[3] 4	.....	.....	300	413	175	233	158	203	95	174	66	92	38	48	.....	.....	832	1,163

Montana	1												0	1					0	1
Nebraska	1			1	0														1	0
New Jersey	1			0	3	3	1	1	4	0	1	0	1						4	10
New York	6			8	8	2	0	3	3	2	1	0	1	1	0				16	13
Ohio	35			31	28	32	27	27	27	20	35	17	20	15	19				142	156
Oklahoma	[2] 2			61	101	72	83	93	144	66	97	39	59	33	85				364	569
Pennsylvania	27			82	112	67	99	77	103	40	85	25	42	20	28	2	0		313	469
Vermont	1			0	1			1	0										1	1
West Virginia	[2] 5			77	111	65	103	71	100	58	95	45	59	28	70				344	538
Wisconsin	1					1	0	11	12	8	8	2	3	2	4				24	27
Wyoming	2			2	0			2	3			1	1	0	1				5	5

[1] Schools for colored only, 18.

[2] For colored only.

[3] Includes 3 schools for colored only.

TABLE 42.—*Pupils enrolled in undivided 5-year high schools (12 grades), 1927–28*

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	118	3,569	4,408	4,577	5,519	3,501	4,342	2,719	3,402	2,132	2,794	35	86	16,533	20.551
Alabama	1	16	23	24	50	23	41	34	36	17	29			114	179
Arizona	4	66	66	67	76	54	54	48	45	23	33			258	274
Arkansas	3	242	252	185	249	142	197	140	177	103	112	3	3	815	990
Colorado	2	57	57	63	49	29	47	28	56	23	38			200	247
Connecticut	1	22	28	42	39	31	31	24	20	17	25	0	1	136	144
Georgia	2	8	383	26	324	38	209	42	155	33	105			147	1,176
Idaho	3	115	133	154	117	99	125	98	115	87	94			553	584
Illinois	3	415	409	392	396	287	326	221	245	205	249	7	15	1,527	1,640
Indiana	2	53	68	61	78	77	83	41	51	23	35			255	315
Iowa	13	296	311	275	355	272	309	208	221	160	170	5	3	1,216	1,369
Maine	1	6	5	4	8	6	6	2	0	3	5			21	24
Massachusetts	3	94	105	230	220	217	223	163	194	147	159	1	2	852	903
Michigan	16	210	260	260	341	206	215	144	189	156	157	2	2	978	1,164
Minnesota	2	76	85	58	66	38	43	27	27	13	11			212	232
Mississippi	13	105	142	116	124	96	91	83	92	55	65			455	514
Missouri	1	11	17	20	24	9	23	29	27	7	21			76	112
Montana	1	24	29	34	42	18	21	10	23	9	20			95	135
Nebraska	8	186	222	362	454	296	329	244	291	176	246	5	5	1,269	1,547
New Mexico	1	5	4	4	9	2	5	5	3	2	1			18	22
New York	11	229	196	381	395	196	212	139	147	65	130	12	52	1,022	1,132
North Carolina	2	358	443	265	297	189	243	223	168	127	162			1,162	1,313
North Dakota	2	24	25	58	75	34	50	26	48	31	46			173	244
Ohio	9	366	362	830	874	630	737	372	564	379	403	0	3	2,577	2,943
Oklahoma	2	40	21	32	36	18	26	27	17	11	17			128	117
Pennsylvania	3	366	362	458	439	340	354	230	262	168	240			1,562	1,657
South Carolina	1	0	239	0	187	0	185	0	102	0	129			0	842
Utah	3	108	92	104	121	104	96	83	76	60	53			459	438
Vermont	1	9	12	14	14	11	18	4	13	9	13			47	70
Washington	3	53	41	50	49	30	38	21	30	19	21			173	179
Wisconsin	1	9	16	8	11	9	5	3	8	4	5			33	45

Continental United States	[1] 20	64	94	92	171	44	59	32	55	32	43			264	422
Arizona	2	1	0	1	2	1	0							3	2
Connecticut	1	0	1	1	1									1	2
Idaho	1	1	0					0	2	1	0			2	2
Illinois	2	12	9	6	4	5	6	4	7	5	3			32	29
Iowa	2	2	1	2	1	2	1	4	0	2	3			12	6
Michigan	2			1	0	0	1	1	1	1	0			3	2
Nebraska	1	1	0	0	1	1	1	1	0					3	2
New York	1	1	2	1	1	0	1	2	3					4	7
North Carolina	[2] 1	27	67	48	107	15	31	2	24	17	20			109	249
Ohio	4	10	7	28	49	16	13	17	12	5	14			76	95
Pennsylvania	3	9	7	4	5	4	5	1	6	1	3			19	26

[1] One school for colored only.

[2] For colored only.

TABLE 43.—*Pupils enrolled in undivided 5-year high schools (11 grades), 1927–28*

WHITE PUPILS

State	Schools reporting	Seventh grade		Eighth grade		Ninth grade		Tenth grade		Eleventh 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	51	797	832	680	723	550	658	411	535	308	410	0	1	2,746	3,159
Alabama	1	3	10	4	4	4	3			2	2			13	19
Arkansas	1	14	12	8	7	13	14	9	15	1	5			45	53
Georgia	4	50	60	57	51	35	40	27	50	13	21			182	222
Indiana	5	37	26	24	37	21	31	22	34	9	6			113	134
Louisiana	1	7	5	4	4	4	4	2	5	3	4			20	22
Massachusetts	1	6	5	4	6	3	5	4	4	3	1			20	21
Mississippi	3	8	10	13	17	9	14	12	9	4	5			46	55
Missouri	1	4	7	4	4	7	11	2	9	7	10			24	41
Nebraska	1	4	7	5	5	3	5	1	2	3	5			16	24
New Jersey	1	16	24	14	11	34	30	22	22	9	9			95	96
North Carolina	5	179	182	101	130	55	99	55	67	32	54			422	532
Ohio	2	23	23	17	12	21	15	14	17	10	6			85	73
Pennsylvania	2	71	57	58	36	45	37	24	21	9	17			207	168
South Carolina	1	40	41	43	53	37	36	23	48	28	40			171	218
Texas	14	257	281	261	264	210	252	153	179	147	193	0	1	1,028	1,170
Utah	1	5	10	5	8	3	4	5	2	6	11			24	35
Virginia	2	39	41	33	39	20	30	13	30	9	12			114	152
West Virginia	5	34	31	25	35	26	28	23	21	13	9			121	124

Continental United States	[1] 8	181	309	176	325	221	420	161	275	106	300	----	----	845	1,629
Georgia	[2] 1	16	29	18	27	9	16	9	13	3	7	----	----	55	92
Louisiana	[2] 2	119	193	79	147	132	257	103	158	53	162	----	----	486	917
Mississippi	[2] 1	14	32	10	17	12	5	2	6	1	8	----	----	39	68
New Jersey	1	1	0	----	----	----	----	----	----	----	----	----	----	1	0
Ohio	1	1	0	----	----	0	1	----	----	----	----	----	----	1	1
Texas	[2] 1	24	35	62	125	57	127	42	89	48	118	----	----	233	494
West Virginia	[2] 1	6	20	7	9	11	14	5	9	1	5	----	----	30	57

[1] Schools for colored only, 6.

[2] For colored only.

TABLE 44.—*Pupils enrolled in 3-year senior high schools (12 grades), 1927–28*

State	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	328	56,652	58,962	39,997	43,562	32,130	37,059	1,367	1,203	130,146	140,786	[1] 148	733	1,123	493	706	316	536	12	17	1,554	2,382
Alabama	5	621	730	489	550	449	502			1,559	1,782											
Arizona	1	71	94	48	54	51	66			170	214											
Arkansas	5	572	604	432	519	410	448	8	6	1,422	1,577											
California	28	8,627	8,527	6,389	6,419	4,896	5,192	636	318	20,548	20,456	18	66	72	64	62	20	42	10	4	160	180
Colorado	6	1,359	1,327	882	1,030	864	1,001	22	23	3,127	3,381	3	23	40	17	39	23	27			63	106
Connecticut	3	280	331	213	260	167	211			660	802											
Florida	7	1,312	1,507	973	1,137	743	989	11	16	3,039	3,649											
Georgia	6	1,062	1,048	770	802	588	538			2,420	2,388	[2] 1	30	43	10	34	8	31			48	108
Idaho	1	71	99	54	81	42	63			167	243											
Illinois	6	1,503	1,626	927	986	738	912	34	34	3,202	3,558	5	15	13	8	7	1	6			24	26
Indiana	5	1,292	1,342	737	839	578	753	8	15	2,615	2,949	5	19	32	14	14	7	12			40	58
Iowa	12	1,954	2,033	1,383	1,620	1,233	1,421	14	33	4,584	5,107	10	24	46	16	18	8	19			48	83
Kansas	17	2,144	2,176	1,328	1,504	1,002	1,282	9	22	4,483	4,984	[3] 14	153	249	77	150	64	110	0	7	294	516
Kentucky	3	368	388	264	292	239	242			871	922											
Maine	4	235	250	172	193	149	172	2	2	558	617											
Maryland	1	79	119	99	109	81	97			259	325											
Massachusetts	28	4,784	4,780	3,551	3,596	2,608	3,073	143	111	11,086	11,560	15	24	44	21	24	9	10	2	3	56	81
Michigan	16	3,128	3,228	2,047	2,339	1,754	1,922	103	107	7,032	7,596	12	30	38	29	27	19	32	0	2	78	99
Minnesota	12	2,020	2,332	1,367	1,727	1,091	1,389	18	63	4,496	5,511	3	4	4	5	1	6	1			15	6
Mississippi [4]	3	12	14	94	87	57	69			163	170											
Missouri	12	1,309	1,420	1,145	1,268	886	1,081	4	2	3,344	3,771											
Nebraska	7	1,075	1,158	687	756	543	687	3	10	2,308	2,611	3	3	8	3	4	1	1			7	13
Nevada	2	173	115	95	89	88	87			356	291											
New Hampshire	2	48	50	30	48	18	28	1	0	97	126											
New Jersey	14	2,831	2,847	1,711	1,782	1,456	1,444	10	19	6,008	6,092	12	95	149	35	70	30	64	0	1	160	284

New Mexico	1	220	212	157	171	64	87			441	470										
New York	6	1,592	1,402	938	965	722	679	60	42	3,312	3,088	4	20	32	2	19	3	7			25	58
North Carolina	1	190	207	158	150	96	128			444	485											
North Dakota	2	201	236	141	222	147	179			489	637											
Ohio	21	3,862	3,816	2,703	2,920	2,122	2,633	77	94	8,764	9,463	11	117	182	83	92	41	56			241	336
Oklahoma	14	2,198	2,348	1,622	1,817	1,394	1,605	65	99	5,279	5,869											
Oregon	8	797	872	613	651	456	629	20	19	1,886	2,171	1	0	1			0	1			0	2
Pennsylvania	29	4,199	4,309	3,315	3,418	2,792	3,021	30	5	10,336	10,753	20	57	76	47	52	33	38			137	166
Rhode Island	2	323	364	246	257	164	195	10	11	743	827	2	1	1	1	1	1	0			3	2
South Dakota	3	244	334	192	237	171	225			607	796											
Tennessee	4	834	1,064	615	808	431	571	24	11	1,904	2,454	[2]1	44	84	52	89	35	74			131	247
Utah	5	1,110	1,083	896	855	749	760	3	8	2,758	2,706	3	1	2	7	2	5	4			13	8
Virginia	1	360	472	128	153	99	167			587	792											
Washington	3	1,104	1,215	596	674	533	622	12	20	2,245	2,531	3	4	6	1	1	2	1			7	8
West Virginia	10	947	1,158	658	747	504	625	13	63	2,122	2,593											
Wisconsin	12	1,541	1,725	1,132	1,430	955	1,264	27	50	3,655	4,469	2	3	1	1	0					4	1
Outlying part of the United States																						
Hawaii	1	111	95	91	80	76	63	19	1	297	239											

[1] Schools for colored only, 3.

[2] For colored only.

[3] Includes 1 school for colored only.

[4] Includes two 2-year senior high schools.

TABLE 45.—*Pupils enrolled in 4-year senior high schools (12 grades), 1927–28*

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	130	12,138	12,626	9,186	9,769	7,013	8,156	5,707	6,848	139	222	34,183	37,621
Alabama	2	85	91	71	70	75	72	45	57			276	290
Arizona	1	33	40	38	40	39	29	19	19	7	15	136	143
Arkansas	1	66	172	44	61	36	42	35	25			181	300
California	2	212	223	168	190	121	137	101	96	4	4	606	650
Colorado	2	372	341	219	302	218	212	118	174			927	1,029
Connecticut	1	93	91	61	67	41	45	32	36			227	239
Idaho	2	231	231	172	182	144	164	109	144	3	0	659	721
Illinois	8	936	939	686	736	477	539	414	478	9	16	2,522	2,708
Indiana	11	1,083	1,097	834	840	630	724	562	621	4	14	3,113	3,296
Iowa	10	937	1,003	707	805	587	760	512	687			2,743	3,255
Kansas	14	694	677	514	581	441	546	423	530	8	40	2,080	2,374
Kentucky	1	69	84	33	63	45	29	34	31			181	207
Maine	2	387	374	286	311	210	273	218	198	24	16	1,125	1,172
Massachusetts	13	1,160	1,215	945	935	760	883	492	581	44	29	3,401	3,643
Michigan	7	786	841	537	488	320	374	319	389	2	0	1,964	2,092
Minnesota	4	270	300	221	227	172	214	134	173	0	13	797	927
Mississippi	2	103	103	106	121	71	75	47	69			327	368
Missouri	3	137	155	115	143	82	90	73	93			407	481
Montana	3	418	502	305	323	242	248	175	245	12	21	1,152	1,339
Nebraska	7	343	411	322	391	273	364	266	308			1,203	1,474
New Hampshire	7	522	528	387	418	309	366	243	331	11	11	1,472	1,654
New Jersey	1	262	213	128	142	109	92	62	34			561	481
Ohio	7	747	874	583	637	461	482	359	397	2	15	2,152	2,405
Oregon	4	254	258	183	191	140	178	123	125	6	12	706	764
Pennsylvania	5	795	737	627	598	386	461	309	402			2,110	2,198

South Carolina	1	119	109	92	109	41	51	28	50			280	319
Utah	2	222	193	150	181	136	145	96	103			604	622
Vermont	2	135	129	135	120	79	80	67	98			416	427
Washington	2	115	118	74	74	58	48	38	69			285	309
West Virginia	2	416	459	337	332	251	349	199	222	0	6	1,203	1,368
Wyoming	1	136	118	106	91	59	84	63	63	3	10	367	366

COLORED PUPILS

Continental United States	[1] 61	318	471	169	261	154	177	74	147	2	2	717	1,058
Arizona	1	3	1	1	0			0	1			4	2
California	2	9	6	7	10	4	6	2	1			22	23
Colorado	1	7	17	1	5	1	4	0	4			9	30
Idaho	1			1	1	0	2					1	3
Illinois	8	14	22	8	8	11	16	4	4			37	50
Indiana	7	19	30	5	12	8	8	3	5			35	55
Iowa	5	5	4	2	4	6	1	1	4			14	13
Kansas	7	8	13	8	6	10	6	8	6	0	1	34	32
Maine	1	2	2	2	0	2	1	1	0			7	3
Massachusetts	4	4	3	9	6	7	1	0	1	1	0	21	11
Michigan	7	27	36	18	15	9	9	3	3	1	1	58	64
Mississippi	[2] 1	26	54	12	33	10	23	7	11			55	121
Missouri	[2] 1	167	234	77	135	69	76	34	96			347	541
Montana	1	0	1	0	1							0	2
Nebraska	2	1	0	0	3	0	3					1	6
Ohio	6	13	31	9	12	9	9	7	8			38	60
Oregon	1			1	0							1	0
Pennsylvania	3	11	15	8	10	6	10	4	3			29	38
Washington	1	1	0			1	0					2	0
Wyoming	1	1	2			1	2					2	4

[1] Schools for colored only, 3.

[2] For colored only.

TABLE 46.—*Pupils enrolled in 3-year senior high schools, 1927–28*

WHITE PUPILS (11 GRADES)

State	Schools reporting	Ninth grade		Tenth grade		Eleventh 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	30	6,586	6,661	4,605	5,082	3,652	4,336	60	89	14,903	16,168
Alabama	1	57	81	46	72	36	37			139	190
Louisiana	1	119	117	73	117	67	83			259	317
Missouri	3	1,164	1,151	840	873	661	702			2,665	2,726
New Hampshire	1	144	130	98	100	78	87	3	6	323	323
South Carolina	1	175	167	132	157	104	106			411	430
Texas	21	4,697	4,715	3,190	3,468	2,534	3,017	57	83	10,478	11,283
Virginia	2	230	300	226	295	172	304			628	899

TABLE 47.—*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, 1927–28*

State	In cities of 2,500 or more			In places of fewer than 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	8	663	1,138	335	17,124	18,211	343	17,787	19,349
Alabama	1	23	66	11	173	241	12	196	307
Arkansas				10	377	412	10	377	412
Florida	5	263	508	30	795	992	35	1,058	1,500
Georgia				5	120	121	5	120	121
Indiana				193	11,727	11,908	193	11,727	11,908
Kentucky	1	246	261	2	25	39	3	271	300
Mississippi				36	1,145	1,438	36	1,145	1,438
North Carolina	1	131	303	8	528	712	9	659	1,015
Ohio				31	1,794	1,865	31	1,794	1,865
Pennsylvania				1	11	13	1	11	13
Texas				4	138	151	4	138	151
Utah				4	291	319	4	291	319

TABLE 48.—*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, 1927–28*

State	In cities of 2,500 or more			In places of fewer than 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	1,093	301,625	332,868	1,489	103,525	115,579	2,582	405,150	448,447
Alabama	36	5,759	7,088	145	9,234	10,304	181	14,993	17,392
Arizona	9	1,781	1,822	7	418	437	16	2,199	2,259
Arkansas	27	7,328	8,484	38	2,554	2,857	65	9,882	11,341
California	42	17,512	17,654	14	1,670	1,653	56	19,182	19,307
Colorado	16	4,317	4,763	43	3,099	3,326	59	7,416	8,089
Connecticut	2	407	404	1	104	122	3	511	526
Delaware				1	90	104	1	90	104
Florida	35	12,365	14,094	35	3,045	3,413	70	15,410	17,507
Georgia	15	3,308	4,202	11	504	627	26	3,812	4,829
Idaho	9	2,229	2,357	6	704	747	15	2,933	3,104
Illinois	20	5,148	5,520	6	390	385	26	5,538	5,905
Indiana	50	13,166	13,802	49	4,010	4,272	99	17,176	18,074
Iowa	52	14,541	16,139	105	6,550	7,583	157	21,091	23,722
Kansas	91	23,351	25,140	47	3,591	3,866	138	26,942	29,006
Kentucky	14	2,263	2,630	53	2,481	2,900	67	4,744	5,530
Louisiana	5	1,538	2,594	6	250	290	11	1,788	2,884
Maine	16	2,684	2,864	19	682	776	35	3,366	3,640
Massachusetts	22	7,115	7,413	11	642	659	33	7,757	8,072
Michigan	8	1,917	2,046	68	3,721	4,029	76	5,638	6,075
Minnesota	28	6,292	7,862	30	2,594	3,338	58	8,886	11,200
Mississippi	22	4,186	5,378	40	2,002	2,295	62	6,188	7,673
Missouri	43	9,432	10,589	56	4,192	4,927	99	13,624	15,516
Montana	2	462	439	10	613	728	12	1,075	1,167
Nebraska	37	8,919	10,019	39	2,581	3,128	76	11,500	13,147
Nevada	4	900	792	5	238	240	9	1,138	1,032

TABLE 48.—*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, 1927–28.*—Continued

State	In cities of 2,500 or more			In places of fewer than 2,500			Total		
	Schools	Boys	Girls	Schools	Boys	Girls	Schools	Boys	Girls
1	2	3	4	5	6	7	8	9	10
New Hampshire	18	2,822	2,766	26	1,116	1,167	44	3,938	3,933
New Jersey	1	105	99	2	453	445	3	558	544
New Mexico	5	1,367	1,380	7	737	841	12	2,104	2,221
New York	6	1,688	1,641	14	866	982	20	2,554	2,623
North Carolina	12	3,567	4,118	4	186	246	16	3,753	4,364
North Dakota	2	439	506	16	1,028	1,325	18	1,467	1,831
Ohio	49	12,573	13,193	136	9,471	9,736	185	22,044	22,929
Oklahoma	59	20,788	23,066	51	5,006	5,764	110	25,794	28,830
Oregon	25	4,863	5,160	3	192	253	28	5,055	5,413
Pennsylvania	80	27,844	29,381	85	7,398	7,838	165	35,242	37,219
South Carolina	8	1,871	2,869	3	143	195	11	2,014	3,064
South Dakota	9	1,687	2,096	8	470	655	17	2,157	2,751
Tennessee	36	9,197	11,276	19	1,590	1,908	55	10,787	13,184
Texas	79	30,671	32,967	34	3,126	3,304	113	33,797	36,271
Utah	13	3,822	3,957	24	2,183	2,253	37	6,005	6,210
Vermont	4	359	461	29	1,201	1,508	33	1,560	1,969
Virginia	12	4,681	5,262	14	464	649	26	5,145	5,911
Washington	5	1,064	1,095	16	1,977	1,927	21	3,041	3,022
West Virginia	37	8,419	9,647	117	7,073	8,211	154	15,492	17,858
Wisconsin	23	5,541	6,395	18	1,778	2,157	41	7,319	8,552
Wyoming	5	1,337	1,438	18	1,108	1,209	23	2,445	2,647
Outlying part of the United States									
Hawaii	1	146	168	2	109	106	3	255	274

TABLE 49.—*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, 1927–28*

State	In cities of 2,500 or more			In places of fewer than 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	1,107	497,711	509,075	294	30,646	32,685	1,401	528,357	541,760
Arizona	2	398	375	4	192	200	6	590	575
California	97	56,322	54,757	4	311	317	101	56,633	55,074
Colorado	20	9,229	9,741	2	131	152	22	9,360	9,893
Connecticut	28	7,324	7,545	2	136	110	30	7,460	7,655
Delaware	1	170	206	2	287	416	3	457	622
District of Columbia	10	3,516	3,912				10	3,516	3,912
Georgia	10	5,904	8,034				10	5,904	8,034
Illinois	39	18,017	18,852	9	763	800	48	18,780	19,652
Indiana	16	7,110	7,432				16	7,110	7,432
Iowa	22	7,058	7,681	2	125	132	24	7,183	7,813
Kentucky	8	2,612	2,670	2	165	189	10	2,777	2,859
Maine	2	1,274	1,196	2	202	279	4	1,476	1,475
Maryland	19	10,694	12,116	4	348	443	23	11,042	12,559
Massachusetts	149	46,138	46,615	20	947	1,141	169	47,085	47,756
Michigan	111	48,063	50,539	118	10,022	10,697	229	58,085	61,236

TABLE 49.—*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, 1927–28*—Continued

State	In cities of 2,500 or more			In places of fewer than 2,500			Total		
	Schools	Boys	Girls	Schools	Boys	Girls	Schools	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Minnesota	40	19,149	20,383	8	861	887	48	20,010	21,270
Missouri	22	10,772	11,280	5	788	729	27	11,560	12,009
Montana	5	1,719	1,923	1	95	135	6	1,814	2,058
New Hampshire	3	1,084	1,202				3	1,084	1,202
New Jersey	53	20,734	21,048	7	1,016	1,099	60	21,750	22,147
New York	131	77,101	74,232	50	5,248	5,704	181	82,349	79,936
North Carolina	1	109	249				1	109	249
North Dakota	2	645	761				2	645	761
Ohio	110	54,221	54,604	11	1,834	1,979	121	56,055	56,583
Oregon	2	404	400				2	404	400
Pennsylvania	107	51,046	52,315	27	5,413	5,318	134	56,459	57,633
Rhode Island	11	4,523	4,660	1	65	84	12	4,588	4,744
Utah	9	4,660	4,744				9	4,660	4,744
Vermont	7	1,531	1,538	5	305	305	12	1,836	1,843
Virginia	8	3,112	3,655	1	476	515	9	3,588	4,170
Washington	22	9,774	10,448	5	775	927	27	10,549	11,375
Wisconsin	40	13,298	13,962	2	141	127	42	13,439	14,089
Outlying parts of the United States									
Hawaii	4	1,522	1,194	4	468	371	8	1,990	1,565
Virgin Islands				2	93	79	2	93	79

TABLE 50.—*Graduates from all public high schools, and number of graduates continuing their education in 1927–28*

State	Graduates in 1928				Graduates in 1927												
					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	14,118	210,916	263,820	474,736	12,261	187,759	236,678	424,437	65,716	63,914	129,630	15,118	37,130	52,248	80,834	101,044	181,878
Alabama	189	2,069	3,044	5,113	170	1,942	2,915	4,857	726	828	1,554	163	360	523	889	1,188	2,077
Arizona	47	699	824	1,523	44	489	529	1,018	209	191	400	36	75	111	245	266	511
Arkansas	173	1,460	1,790	3,250	152	1,390	1,675	3,065	533	587	1,120	81	145	226	614	732	1,346
California	346	12,669	14,624	27,293	311	11,593	13,600	25,193	3,597	3,806	7,403	419	933	1,352	4,016	4,739	8,755
Colorado	167	2,489	3,171	5,660	157	2,354	3,092	5,446	860	995	1,855	94	191	285	954	1,186	2,140
Connecticut	75	2,807	3,249	6,056	69	2,254	2,904	5,158	752	363	1,115	176	681	857	928	1,044	1,972
Delaware	19	267	437	704	17	230	308	538	99	80	179	24	47	71	123	127	250
District of Columbia	7	781	1,114	1,895	7	743	1,013	1,756	448	387	835	35	137	172	483	524	1,007
Florida	118	1,521	2,139	3,660	98	1,169	1,558	2,727	547	574	1,121	87	172	259	634	746	1,380
Georgia	205	1,960	3,040	5,000	176	1,579	2,461	4,040	778	981	1,759	142	306	448	920	1,287	2,207
Idaho	144	1,476	1,791	3,267	114	1,214	1,473	2,687	350	361	711	85	193	278	435	554	989
Illinois	688	14,862	17,582	32,444	566	12,612	14,188	26,800	4,297	3,949	8,246	750	1,236	1,986	5,047	5,185	10,232
Indiana	690	8,517	9,822	18,339	552	6,932	8,116	15,048	2,187	1,990	4,177	538	1,106	1,644	2,725	3,096	5,821
Iowa	842	8,059	10,368	18,427	621	6,736	8,387	15,123	2,020	2,340	4,360	341	794	1,135	2,361	3,134	5,495
Kansas	644	6,625	8,416	15,041	522	5,710	7,006	12,716	1,938	1,948	3,886	372	623	995	2,310	2,571	4,881
Kentucky	460	2,962	4,210	7,172	313	1,963	2,761	4,724	824	1,096	1,920	162	421	583	986	1,517	2,503
Louisiana	224	1,782	2,597	4,379	212	1,641	2,216	3,857	754	910	1,664	141	316	457	895	1,226	2,121
Maine	149	1,644	2,039	3,683	140	1,587	2,102	3,689	326	197	523	215	526	741	541	723	1,264
Maryland	119	1,766	2,479	4,245	100	1,522	2,252	3,774	644	334	978	165	694	859	809	1,028	1,837
Massachusetts	219	9,243	11,398	20,641	207	8,821	10,752	19,573	1,698	1,133	2,831	928	2,282	3,210	2,626	3,415	6,041
Michigan	461	7,948	9,763	17,711	432	7,058	9,215	16,273	2,439	2,670	5,109	584	1,518	2,102	3,023	4,188	7,211
Minnesota	464	5,866	8,545	14,411	379	5,061	7,389	12,450	1,540	1,607	3,147	405	1,547	1,952	1,945	3,154	5,099
Mississippi	218	1,312	1,879	3,191	192	1,246	1,725	2,971	642	741	1,383	79	139	218	721	880	1,601
Missouri	496	6,076	7,647	13,723	448	6,434	8,042	14,476	2,207	2,428	4,635	380	729	1,109	2,587	3,157	5,744
Montana	165	1,431	1,958	3,389	132	1,179	1,556	2,735	401	535	936	88	184	272	489	719	1,208

Nebraska	497	4,774	6,213	10,987	377	3,618	4,826	8,444	815	1,032	1,847	167	347	514	982	1,379	2,361
Nevada	24	215	273	488	22	125	147	272	39	47	86	6	18	24	45	65	110
New Hampshire	78	934	1,165	2,099	77	964	1,237	2,201	387	158	545	116	444	560	503	602	1,105
New Jersey	141	5,882	6,550	12,432	134	5,383	6,345	11,728	2,161	1,070	3,231	799	2,020	2,819	2,960	3,090	6,050
New Mexico	62	471	600	1,071	49	280	381	661	115	116	231	16	39	55	131	155	286
New York	614	18,540	19,368	37,908	582	17,198	18,569	35,767	8,196	5,651	13,847	2,383	4,975	7,358	10,579	10,626	21,205
North Carolina	462	3,657	5,876	9,533	384	2,484	4,445	6,929	1,202	1,919	3,121	195	640	835	1,397	2,559	3,956
North Dakota	267	1,389	2,116	3,505	240	1,259	1,982	3,241	436	533	969	161	465	626	597	998	1,595
Ohio	843	14,362	16,648	31,010	802	13,655	16,277	29,932	4,109	4,092	8,201	914	2,085	2,999	5,023	6,177	11,200
Oklahoma	458	4,219	5,629	9,848	396	3,651	4,982	8,633	1,238	1,674	2,912	223	362	585	1,461	2,036	3,497
Oregon	223	2,618	3,257	5,875	205	2,358	2,893	5,251	672	715	1,387	98	362	460	770	1,077	1,847
Pennsylvania	695	16,261	19,715	35,976	654	15,054	18,361	33,415	4,959	3,535	8,494	1,363	4,374	5,737	6,322	7,909	14,231
Rhode Island	19	894	1,202	2,096	18	823	1,163	1,986	277	162	439	63	202	265	340	364	704
South Carolina	168	1,306	2,057	3,363	144	1,089	1,644	2,733	602	770	1,372	64	163	227	666	933	1,599
South Dakota	242	1,753	2,522	4,275	221	1,656	2,400	4,056	585	715	1,300	66	331	397	651	1,046	1,697
Tennessee	224	2,535	3,573	6,108	206	1,990	3,016	5,006	815	1,091	1,906	167	390	557	982	1,481	2,463
Texas	469	6,879	9,375	16,254	406	5,854	8,015	13,869	2,781	3,749	6,530	329	503	832	3,110	4,252	7,362
Utah	45	1,286	1,513	2,799	42	1,183	1,445	2,628	459	465	924	41	80	121	500	545	1,045
Vermont	61	628	739	1,367	61	587	671	1,258	112	96	208	97	194	291	209	290	499
Virginia	299	2,154	3,723	5,877	273	2,124	3,709	5,833	998	1,213	2,211	189	721	910	1,187	1,934	3,121
Washington	273	4,754	5,913	10,667	260	4,410	5,493	9,903	1,480	1,435	2,915	357	964	1,321	1,837	2,399	4,236
West Virginia	178	2,209	3,003	5,212	162	2,054	2,858	4,912	796	1,102	1,898	164	356	520	960	1,458	2,418
Wisconsin	388	6,333	8,157	14,490	369	5,982	7,905	13,887	1,540	1,400	2,940	632	1,663	2,295	2,172	3,063	5,235
Wyoming	59	572	707	1,279	46	519	679	1,198	126	143	269	18	77	95	144	220	364
Outlying parts of the United States																	
Alaska	11	43	47	90	11	40	41	81	18	15	33	7	10	17	25	25	50
Canal Zone	2	30	47	77	2	30	38	68	11	10	21	0	2	2	11	12	23
Hawaii	8	389	329	718	6	302	244	546	107	46	153	29	99	128	136	145	281
Philippine Islands	24	1,679	605	2,284	23	1,417	455	1,872	89	28	117	56	16	72	145	44	189
Porto Rico	13	270	333	603	12	261	284	545	84	80	164	14	27	41	98	107	205

TABLE 51.—*Graduates of all public high schools in places having a population of fewer than 2,500, and number of graduates continuing their education in 1927–28*

State	Graduates in 1928				Graduates in 1927												
					Total number				Going to college			Going to other institutions			Total students continuing their education		
	Schools reporting	Boys	Girls	Total	Schools reporting	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Continental United States	11,163	70,101	92,823	162,924	9,590	60,343	80,125	140,468	18,537	22,249	40,786	6,585	15,589	22,174	25,061	37,749	62,810
Alabama	152	1,084	1,488	2,572	136	983	1,378	2,361	454	493	947	130	259	389	584	752	1,336
Arizona	31	156	208	364	30	145	154	299	54	62	116	24	37	61	78	99	177
Arkansas	142	729	872	1,601	122	643	775	1,418	248	267	515	59	87	146	307	354	661
California	201	2,391	2,781	5,172	176	2,026	2,341	4,367	611	738	1,349	151	360	511	762	1,098	1,860
Colorado	138	869	1,111	1,980	128	811	1,075	1,886	268	372	640	56	113	169	263	396	659
Connecticut	18	104	132	236	17	99	140	239	29	14	43	3	33	36	32	47	79
Delaware	16	82	183	265	15	80	136	216	26	40	66	22	37	59	48	77	125
Florida	85	440	712	1,152	73	397	552	949	164	191	355	25	56	81	189	247	436
Georgia	158	753	1,881	2,634	133	686	1,148	1,834	287	415	702	81	184	265	368	599	967
Idaho	126	840	1,038	1,878	97	657	807	1,464	193	197	390	50	149	199	243	346	589
Illinois	499	3,926	4,951	8,877	403	2,855	3,463	6,318	790	903	1,693	253	533	786	1,043	1,436	2,479
Indiana	584	3,805	4,104	7,909	463	3,079	3,471	6,550	851	887	1,738	308	574	882	1,159	1,461	2,620
Iowa	759	4,665	5,946	10,611	546	3,498	4,489	7,987	946	1,167	2,113	239	576	815	1,185	1,743	2,928
Kansas	580	4,010	4,964	8,974	464	3,097	3,785	6,882	794	840	1,634	268	422	690	1,062	1,262	2,324
Kentucky	380	1,554	2,236	3,790	263	1,046	1,525	2,571	412	640	1,052	120	257	377	532	897	1,429
Louisiana	196	890	1,284	2,174	185	851	1,232	2,083	315	488	803	108	202	310	423	690	1,113
Maine	112	551	700	1,251	103	503	623	1,126	79	39	118	90	224	314	169	263	432
Maryland	90	513	822	1,335	75	396	654	1,050	119	109	228	64	209	273	183	318	501
Massachusetts	65	412	542	954	62	368	473	841	80	54	134	58	173	231	138	227	365
Michigan	364	2,551	3,198	5,749	340	2,301	3,099	5,400	567	738	1,305	330	836	1,166	897	1,574	2,471
Minnesota	397	2,408	3,736	6,144	318	1,944	2,938	4,882	512	546	1,058	249	797	1,046	761	1,343	2,104
Mississippi	191	910	1,205	2,115	170	896	1,111	2,007	456	494	950	76	122	198	532	616	1,148
Missouri	419	2,522	3,118	5,640	379	2,896	3,589	6,485	814	1,001	1,815	261	406	667	1,075	1,407	2,482
Montana	148	747	999	1,746	116	540	723	1,263	154	217	371	40	123	163	194	340	534
Nebraska	462	2,979	4,025	7,004	349	2,142	2,988	5,130	510	677	1,187	112	250	362	622	927	1,549

Nevada	21	118	160	278	20	90	119	209	29	37	66	3	16	19	32	53	85
New Hampshire	53	265	323	588	52	268	357	625	94	42	136	43	152	195	137	194	331
New Jersey	42	639	825	1,464	41	556	772	1,328	152	109	261	59	205	264	211	314	525
New Mexico	54	261	332	593	45	226	303	529	83	81	164	14	34	48	97	115	212
New York	407	1,837	2,602	4,439	385	1,763	2,594	4,357	516	488	1,004	325	1,077	1,402	841	1,565	2,406
North Carolina	377	2,095	3,302	5,397	326	1,636	2,852	4,488	708	1,136	1,844	168	508	676	876	1,644	2,520
North Dakota	257	1,045	1,656	2,701	230	931	1,467	2,398	277	327	604	137	411	548	414	738	1,152
Ohio	676	4,543	5,400	9,943	638	4,474	5,218	9,692	1,145	1,248	2,393	557	1,125	1,682	1,702	2,373	4,075
Oklahoma	397	1,983	2,647	4,630	341	1,747	2,341	4,088	666	922	1,588	191	304	495	857	1,226	2,083
Oregon	196	1,052	1,255	2,307	180	869	1,126	1,995	235	246	481	74	237	311	309	483	792
Pennsylvania	423	3,779	4,580	8,359	393	3,434	4,244	7,678	938	750	1,688	547	1,321	1,868	1,485	2,071	3,556
Rhode Island	3	29	52	81	3	25	61	86	8	9	17	3	25	28	11	34	45
South Carolina	138	753	1,270	2,023	122	728	1,053	1,781	368	469	837	55	126	181	423	595	1,018
South Dakota	229	1,245	1,803	3,048	208	1,147	1,675	2,822	364	501	865	54	286	340	418	787	1,205
Tennessee	181	1,227	1,635	2,862	169	1,005	1,449	2,454	404	571	975	137	299	436	541	870	1,411
Texas	343	2,245	3,080	5,325	295	1,939	2,619	4,558	894	1,269	2,163	216	260	476	1,110	1,529	2,639
Utah	31	484	581	1,065	29	455	573	1,028	182	214	396	38	56	94	220	270	490
Vermont	42	219	265	484	43	206	250	456	42	48	90	30	88	118	72	136	208
Virginia	259	1,026	1,915	2,941	236	1,010	1,831	2,841	411	665	1,076	150	397	547	561	1,062	1,623
Washington	231	1,745	2,076	3,821	220	1,518	1,874	3,392	377	369	746	157	493	650	534	862	1,396
West Virginia	138	1,067	1,465	2,532	126	988	1,393	2,381	369	507	876	97	231	328	466	738	1,204
Wisconsin	301	2,264	2,962	5,226	287	2,099	2,949	5,048	475	580	1,055	341	884	1,225	816	1,464	2,280
Wyoming	51	289	401	690	38	290	336	626	67	72	139	12	35	47	79	107	186
Outlying parts of the United States																	
Alaska	10	33	38	71	11	33	29	62	14	12	26	5	7	12	19	19	38
Hawaii	5	113	73	186	4	71	39	110	24	7	31	3	16	19	27	23	50
Philippine Islands	1	149	0	149	1	133	0	133	20	0	20	16	0	16	36	0	36

TABLE 52.—*Graduates from regular high schools having a course of four years, and number of graduates continuing their education in 1927–28*

State	Graduates in 1928				Graduates in 1927												
					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	11,292	144,599	179,890	324,489	9,640	126,875	158,699	285,574	44,161	42,109	86,270	11,085	26,798	37,883	55,246	68,907	124,153
Alabama	34	708	1,094	1,802	30	662	1,116	1,778	216	211	427	36	92	128	252	303	555
Arizona	28	464	556	1,020	26	262	287	549	123	111	234	23	43	66	146	154	300
Arkansas	115	637	801	1,438	99	566	712	1,278	238	274	512	41	77	118	279	351	630
California	281	7,909	9,132	17,041	248	6,978	8,303	15,281	1,999	2,192	4,191	310	724	1,034	2,309	2,916	5,225
Colorado	106	1,137	1,483	2,620	97	1,085	1,436	2,521	357	435	792	48	109	157	405	544	949
Connecticut	63	2,508	2,852	5,360	59	2,078	2,644	4,722	694	332	1,026	159	641	800	853	973	1,826
Delaware	15	232	359	591	13	193	243	436	89	58	147	18	33	51	107	91	198
District of Columbia	7	781	1,114	1,895	7	743	1,013	1,756	448	387	835	35	137	172	483	524	1,007
Florida	61	438	725	1,163	51	346	515	861	144	153	297	35	92	127	179	245	424
Georgia	181	1,387	2,169	3,556	154	1,241	1,952	3,193	584	776	1,360	122	274	396	706	1,050	1,756
Idaho	133	1,253	1,517	2,770	104	984	1,176	2,160	330	334	664	84	165	249	414	499	913
Illinois	652	13,520	15,771	29,291	534	11,375	12,679	24,054	3,817	3,469	7,286	686	1,107	1,793	4,503	4,576	9,079
Indiana	428	5,315	6,185	11,500	310	4,029	4,790	8,819	1,377	1,270	2,647	318	649	967	1,695	1,919	3,614
Iowa	691	5,084	6,515	11,599	480	3,771	4,741	8,512	1,043	1,191	2,234	224	538	762	1,267	1,729	2,996
Kansas	558	4,451	5,532	9,983	442	3,483	4,312	7,795	1,024	1,058	2,082	250	388	638	1,274	1,446	2,720
Kentucky	396	2,370	3,448	5,818	255	1,553	2,195	3,748	659	864	1,523	117	359	476	776	1,223	1,999
Louisiana	216	1,649	2,256	3,905	204	1,531	1,944	3,475	685	839	1,524	139	307	446	824	1,146	1,970
Maine	124	1,182	1,450	2,632	116	1,128	1,462	2,590	213	127	340	155	399	554	368	526	894
Maryland	110	1,447	1,990	3,437	91	1,269	1,762	3,031	544	243	787	150	537	687	694	780	1,474
Massachusetts	139	5,744	7,067	12,811	129	5,485	6,602	12,087	890	617	1,507	567	1,433	2,000	1,457	2,050	3,507
Michigan	225	3,336	4,255	7,591	212	2,913	3,755	6,668	997	1,031	2,028	228	654	882	1,225	1,685	2,910
Minnesota	401	3,665	5,474	9,139	322	3,101	4,562	7,663	988	1,039	2,027	289	974	1,263	1,277	2,013	3,290
Mississippi	144	690	947	1,637	129	705	893	1,598	348	363	711	57	100	157	405	463	868
Missouri	400	3,840	4,816	8,656	361	4,109	5,054	9,163	1,363	1,491	2,854	263	462	725	1,626	1,953	3,579
Montana	151	1,190	1,609	2,799	120	957	1,307	2,264	348	466	814	82	165	247	430	631	1,061

Nebraska	448	3,544	4,498	8,042	332	2,489	3,338	5,827	606	782	1,388	123	276	399	729	1,058	1,787
Nevada	16	101	132	233	15	70	87	157	27	29	56	3	12	15	30	41	71
New Hampshire	49	507	605	1,112	48	508	689	1,197	213	92	305	60	249	309	273	341	614
New Jersey	118	4,431	4,958	9,389	112	4,056	4,693	8,749	1,596	796	2,392	602	1,396	1,998	2,198	2,192	4,390
New Mexico	53	306	359	665	42	209	273	482	91	86	177	16	27	43	107	113	220
New York	502	15,976	15,849	31,825	475	14,686	15,224	29,910	7,059	4,573	11,632	2,083	4,252	6,335	9,142	8,825	17,967
North Carolina	444	3,318	5,376	8,694	368	2,304	4,112	6,416	1,114	1,795	2,909	190	623	813	1,304	2,418	3,722
North Dakota	250	1,120	1,727	2,847	223	1,011	1,611	2,622	337	416	753	137	395	532	474	811	1,285
Ohio	610	8,312	9,814	18,126	582	8,041	9,577	17,618	2,086	2,100	4,186	560	1,265	1,825	2,646	3,365	6,011
Oklahoma	367	1,984	2,684	4,668	313	1,703	2,380	4,083	619	918	1,537	173	266	439	792	1,184	1,976
Oregon	210	2,126	2,574	4,700	194	1,966	2,319	4,285	495	498	993	85	304	389	580	802	1,382
Pennsylvania	519	10,104	12,454	22,558	484	9,415	11,578	20,993	3,137	2,188	5,325	916	2,938	3,854	4,053	5,126	9,179
Rhode Island	15	700	978	1,678	15	657	956	1,613	241	138	379	54	162	216	295	300	595
South Carolina	161	1,160	1,791	2,951	139	1,034	1,502	2,536	572	738	1,310	61	157	218	633	895	1,528
South Dakota	231	1,522	2,181	3,703	210	1,420	2,071	3,491	477	588	1,065	60	312	372	537	900	1,437
Tennessee	198	1,894	2,603	4,497	182	1,492	2,218	3,710	580	808	1,388	143	319	462	723	1,127	1,850
Texas	396	4,121	5,573	9,694	340	3,671	4,942	8,613	1,650	2,260	3,910	257	377	634	1,907	2,637	4,544
Utah	26	436	549	985	25	392	515	907	138	174	312	31	36	67	169	210	379
Vermont	22	247	262	509	22	212	250	462	30	19	49	35	68	103	65	87	152
Virginia	283	1,881	3,201	5,082	257	1,789	3,108	4,897	789	983	1,772	181	632	813	970	1,615	2,585
Washington	243	3,862	4,817	8,679	230	3,536	4,388	7,924	1,202	1,170	2,372	279	714	993	1,481	1,884	3,365
West Virginia	99	1,112	1,542	2,654	92	1,083	1,496	2,579	377	522	899	134	253	387	511	775	1,286
Wisconsin	335	4,546	5,797	10,343	319	4,268	5,516	9,784	1,118	1,010	2,128	455	1,256	1,711	1,573	2,266	3,839
Wyoming	38	352	449	801	28	316	401	717	89	95	184	11	50	61	100	145	245
Outlying parts of the United States																	
Alaska	11	43	47	90	11	40	41	81	18	15	33	7	10	17	25	25	50
Canal Zone	2	30	47	77	2	30	38	68	11	10	21	0	2	2	11	12	23
Hawaii	4	305	259	564	3	236	157	393	83	34	117	24	64	88	107	98	205
Philippine Islands	24	1,679	605	2,284	23	1,417	455	1,872	89	28	117	56	16	72	145	44	189
Porto Rico	13	270	333	603	12	261	284	545	84	80	164	14	27	41	98	107	205

TABLE 53.—*Graduates of regular high schools in places having a population of fewer than 2,500, and number of graduates continuing their education in 1927–28*

State	Graduates in 1928				Graduates in 1927												
					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	9,436	57,000	75,951	132,951	8,002	48,088	64,275	112,363	14,707	17,863	32,570	5,284	12,492	17,776	19,991	30,355	50,346
Alabama	25	247	344	591	22	226	344	570	216	211	427	22	56	78	238	267	505
Arizona	21	118	140	258	21	99	107	206	32	37	69	19	31	50	51	68	119
Arkansas	103	485	579	1,064	88	407	477	884	165	166	331	33	60	93	198	226	424
California	187	2,243	2,600	4,843	162	1,865	2,159	4,024	542	665	1,207	146	336	482	688	1,001	1,689
Colorado	94	564	743	1,307	85	535	688	1,223	180	235	415	37	79	116	217	314	531
Connecticut	16	89	113	202	15	82	123	205	24	13	37	3	29	32	27	42	69
Delaware	13	58	126	184	12	55	87	142	16	18	34	16	23	39	32	41	73
Florida	51	211	399	610	43	184	311	495	76	91	167	12	29	41	88	120	208
Georgia	151	724	1,823	2,547	126	665	1,113	1,778	278	405	683	81	178	259	359	583	942
Idaho	120	768	959	1,727	92	591	722	1,313	181	182	363	49	133	182	230	315	545
Illinois	486	3,807	4,796	8,603	391	2,763	3,343	6,106	765	868	1,633	242	521	763	1,007	1,389	2,396
Indiana	356	2,233	2,421	4,654	254	1,631	1,850	3,481	470	520	990	178	310	488	648	830	1,478
Iowa	653	3,893	4,886	8,779	449	2,715	3,427	6,142	722	883	1,605	178	455	633	900	1,338	2,238
Kansas	539	3,632	4,463	8,095	426	2,714	3,316	6,030	684	723	1,407	232	358	590	916	1,081	1,997
Kentucky	330	1,334	1,923	3,257	216	871	1,245	2,116	335	501	836	93	213	306	428	714	1,142
Louisiana	191	873	1,256	2,129	180	835	1,208	2,043	308	471	779	106	200	306	414	671	1,085
Maine	97	466	564	1,030	89	428	507	935	65	31	96	79	188	267	144	219	363
Maryland	86	490	772	1,262	71	371	618	989	115	102	217	62	199	261	177	301	478
Massachusetts	47	322	404	726	44	289	347	636	62	45	107	41	108	149	103	153	256
Michigan	193	1,238	1,572	2,810	183	1,152	1,540	2,692	269	338	607	161	423	584	430	761	1,191
Minnesota	370	2,081	3,283	5,364	295	1,677	2,527	4,204	427	453	880	230	698	928	657	1,151	1,808
Mississippi	136	639	846	1,485	123	653	782	1,435	316	323	639	55	93	148	371	416	787
Missouri	362	2,061	2,507	4,568	327	2,322	2,914	5,236	683	839	1,522	211	324	535	894	1,163	2,057
Montana	138	685	902	1,587	108	487	649	1,136	142	197	339	37	112	149	179	309	488
Nebraska	433	2,664	3,536	6,200	324	1,876	2,632	4,508	453	603	1,056	95	226	321	548	829	1,377

Nevada	16	101	132	233	15	70	87	157	27	29	56	3	12	15	30	41	71
New Hampshire	36	171	207	378	35	167	230	397	61	28	89	23	96	119	84	124	208
New Jersey	38	566	727	1,293	37	495	675	1,170	138	99	237	57	186	243	195	285	480
New Mexico	48	195	223	418	39	167	209	376	66	59	125	14	22	36	80	81	161
New York	348	1,482	2,084	3,566	331	1,408	2,086	3,494	413	382	795	255	881	1,136	668	1,263	1,931
North Carolina	369	2,055	3,223	5,278	318	1,588	2,775	4,363	687	1,102	1,789	163	501	664	850	1,603	2,453
North Dakota	243	930	1,459	2,389	216	813	1,312	2,125	237	283	520	132	363	495	369	646	1,015
Ohio	519	3,352	3,987	7,339	492	3,255	3,806	7,061	770	866	1,636	412	844	1,256	1,182	1,710	2,892
Oklahoma	347	1,538	2,067	3,605	295	1,329	1,824	3,153	492	738	1,230	159	240	399	651	978	1,629
Oregon	194	1,032	1,236	2,268	178	853	1,095	1,948	227	235	462	73	230	303	300	465	765
Pennsylvania	350	2,832	3,494	6,326	323	2,603	3,247	5,850	643	533	1,176	438	997	1,435	1,081	1,530	2,611
Rhode Island	3	29	52	81	3	25	61	86	8	9	17	3	25	28	11	34	45
South Carolina	136	743	1,257	2,000	120	715	1,038	1,753	360	464	824	55	125	180	415	589	1,004
South Dakota	222	1,197	1,720	2,917	201	1,089	1,595	2,684	344	477	821	50	280	330	394	757	1,151
Tennessee	167	1,123	1,444	2,567	155	897	1,286	2,183	350	501	851	126	262	388	476	763	1,239
Texas	311	2,032	2,772	4,804	267	1,772	2,383	4,155	788	1,140	1,928	190	232	422	978	1,372	2,350
Utah	21	318	393	711	21	305	406	711	130	168	298	31	35	66	161	203	364
Vermont	12	57	57	114	13	51	61	112	14	9	23	9	23	32	23	32	55
Virginia	252	989	1,852	2,841	229	970	1,764	2,734	391	649	1,040	146	380	526	537	1,029	1,566
Washington	212	1,469	1,797	3,266	201	1,276	1,560	2,836	311	307	618	138	394	532	449	701	1,150
West Virginia	78	640	869	1,509	73	619	873	1,492	232	307	539	75	150	225	307	457	764
Wisconsin	282	2,033	2,664	4,697	270	1,926	2,649	4,575	440	512	952	309	815	1,124	749	1,327	2,076
Wyoming	34	191	278	469	24	202	217	419	52	46	98	5	17	22	57	63	120
Outlying parts of the United States																	
Alaska	10	33	38	71	11	33	29	62	14	12	26	5	7	12	19	19	38
Hawaii	3	102	72	174	2	56	27	83	21	3	24	3	10	13	24	13	37
Philippine Islands	1	149	0	149	1	133	0	133	20	0	20	16	0	16	36	0	36

TABLE 54.—*Graduates from reorganized public high schools, and number of graduates continuing their education in 1927–28*

State	Graduates in 1928				Graduates in 1927												
					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	2,826	66,317	83,930	150,247	2,621	60,884	77,979	138,863	21,555	21,805	43,360	4,033	10,332	14,365	25,588	32,137	57,725
Alabama	155	1,361	1,950	3,311	140	1,280	1,799	3,079	510	617	1,127	127	268	395	637	885	1,522
Arizona	19	235	268	503	18	227	242	469	86	80	166	13	32	45	99	112	211
Arkansas	58	823	989	1,812	53	824	963	1,787	295	313	608	40	68	108	335	381	716
California	65	4,760	5,492	10,252	63	4,615	5,297	9,912	1,598	1,614	3,212	109	209	318	1,707	1,823	3,530
Colorado	61	1,352	1,688	3,040	60	1,269	1,656	2,925	503	560	1,063	46	82	128	549	642	1,191
Connecticut	12	299	397	696	10	176	260	436	58	31	89	17	40	57	75	71	146
Delaware	4	35	78	113	4	37	65	102	10	22	32	6	14	20	16	36	52
Florida	57	1,083	1,414	2,497	47	823	1,043	1,866	403	421	824	52	80	132	455	501	956
Georgia	24	573	871	1,444	22	338	509	847	194	205	399	20	32	52	214	237	451
Idaho	11	223	274	497	10	230	297	527	20	27	47	1	28	29	21	55	76
Illinois	36	1,342	1,811	3,153	32	1,237	1,509	2,746	480	480	960	64	129	193	544	609	1,153
Indiana	262	3,202	3,637	6,839	242	2,903	3,326	6,229	810	720	1,530	220	457	677	1,030	1,177	2,207
Iowa	151	2,975	3,853	6,828	141	2,965	3,646	6,611	977	1,149	2,126	117	256	373	1,094	1,405	2,499
Kansas	86	2,174	2,884	5,058	80	2,227	2,694	4,921	914	890	1,804	122	235	357	1,036	1,125	2,161
Kentucky	64	592	762	1,354	58	410	566	976	165	232	397	45	62	107	210	294	504
Louisiana	8	133	341	474	8	110	272	382	69	71	140	2	9	11	71	80	151
Maine	25	462	589	1,051	24	459	640	1,099	113	70	183	*60	127	187	173	197	370
Maryland	9	319	489	808	9	253	490	743	100	91	191	15	157	172	115	248	363
Massachusetts	80	3,499	4,331	7,830	78	3,336	4,150	7,486	808	516	1,324	361	849	1,210	1,169	1,365	2,534
Michigan	236	4,612	5,508	10,120	220	4,145	5,460	9,605	1,442	1,639	3,081	356	864	1,220	1,798	2,503	4,301
Minnesota	63	2,201	3,071	5,272	57	1,960	2,827	4,787	552	568	1,120	116	573	689	668	1,141	1,809
Mississippi	74	622	932	1,554	63	541	832	1,373	294	378	672	22	39	61	316	417	733
Missouri	96	2,236	2,831	5,067	87	2,325	2,988	5,313	844	937	1,781	117	267	384	961	1,204	2,165
Montana	14	241	349	590	12	222	249	471	53	69	122	6	19	25	59	88	147
Nebraska	49	1,230	1,715	2,945	45	1,129	1,488	2,617	209	250	459	44	71	115	253	321	574

Nevada	8	114	141	255	7	55	60	115	12	18	30	3	6	9	15	24	39
New Hampshire	29	427	560	987	29	456	548	1,004	174	66	240	56	195	251	230	261	491
New Jersey	23	1,451	1,592	3,043	22	1,327	1,652	2,979	565	274	839	197	624	821	762	898	1,660
New Mexico	9	165	241	406	7	71	108	179	24	30	54	0	12	12	24	42	66
New York	112	2,564	3,519	6,083	107	2,512	3,345	5,857	1,137	1,078	2,215	300	723	1,023	1,437	1,801	3,238
North Carolina	18	339	500	839	16	180	333	513	88	124	212	5	17	22	93	141	234
North Dakota	17	269	389	658	17	248	371	619	99	117	216	24	70	94	123	187	310
Ohio	233	6,050	6,834	12,884	220	5,614	6,700	12,314	2,023	1,992	4,015	354	820	1,174	2,377	2,812	5,189
Oklahoma	91	2,235	2,945	5,180	83	1,948	2,602	4,550	619	756	1,375	50	96	146	669	852	1,521
Oregon	13	492	683	1,175	11	392	574	966	177	217	394	13	58	71	190	275	465
Pennsylvania	176	6,157	7,261	13,418	170	5,639	6,783	12,422	1,822	1,347	3,169	447	1,436	1,883	2,269	2,783	5,052
Rhode Island	4	194	224	418	3	166	207	373	36	24	60	9	40	49	45	64	109
South Carolina	7	146	266	412	5	55	142	197	30	32	62	3	6	9	33	38	71
South Dakota	11	231	341	572	11	236	329	565	108	127	235	6	19	25	114	146	260
Tennessee	26	641	970	1,611	24	498	798	1,296	235	283	518	24	71	95	259	354	613
Texas	73	2,758	3,802	6,560	66	2,183	3,073	5,256	1,131	1,489	2,620	72	126	198	1,203	1,615	2,818
Utah	19	850	964	1,814	17	791	930	1,721	321	291	612	10	44	54	331	335	666
Vermont	39	381	477	858	39	375	421	796	82	77	159	62	126	188	144	203	347
Virginia	16	273	522	795	16	335	601	936	209	230	439	8	89	97	217	319	536
Washington	30	892	1,096	1,988	30	874	1,105	1,979	278	265	543	78	250	328	356	515	871
West Virginia	79	1,097	1,461	2,558	70	971	1,362	2,333	419	580	999	30	103	133	449	683	1,132
Wisconsin	53	1,787	2,360	4,147	50	1,714	2,389	4,103	422	390	812	177	407	584	599	797	1,396
Wyoming	21	220	258	478	18	203	278	481	37	48	85	7	27	34	44	75	119
Outlying part of the United States																	
Hawaii	4	84	70	154	3	66	87	153	24	12	36	5	35	40	29	47	76

TABLE 55.—*Graduates of reorganized public high schools in places having a population of fewer than 2,500, and number of graduates continuing their education in 1927–28*

State	Graduates in 1928				Graduates in 1927												
					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	1,727	13,101	16,872	29,973	1,588	12,255	15,850	28,105	3,830	4,386	8,216	1,301	3,097	4,398	5,070	7,394	12,464
Alabama	127	837	1,144	1,981	114	757	1,034	1,791	238	282	520	108	203	311	346	485	831
Arizona	10	38	68	106	9	46	47	93	22	25	47	5	6	11	27	31	58
Arkansas	39	244	293	537	34	236	298	534	83	101	184	26	27	53	109	128	237
California	14	148	181	329	14	161	182	343	69	73	142	5	24	29	74	97	171
Colorado	44	305	368	673	43	276	387	663	88	137	225	19	34	53	46	82	128
Connecticut	2	15	19	34	2	17	17	34	5	1	6	0	4	4	5	5	10
Delaware	3	24	57	81	3	25	49	74	10	22	32	6	14	20	16	36	52
Florida	34	229	313	542	30	213	241	454	88	100	188	13	27	40	101	127	228
Georgia	7	29	58	87	7	21	35	56	9	10	19	0	6	6	9	16	25
Idaho	6	72	79	151	5	66	85	151	12	15	27	1	16	17	13	31	44
Illinois	13	119	155	274	12	92	120	212	25	35	60	11	12	23	36	47	83
Indiana	228	1,572	1,683	3,255	209	1,448	1,621	3,069	381	367	748	130	264	394	511	631	1,142
Iowa	106	772	1,060	1,832	97	783	1,062	1,845	224	284	508	61	121	182	285	405	690
Kansas	41	378	501	879	38	383	469	852	110	117	227	36	64	100	146	181	327
Kentucky	50	220	313	533	47	175	280	455	77	139	216	27	44	71	104	183	287
Louisiana	5	17	28	45	5	16	24	40	7	17	24	2	2	4	9	19	28
Maine	15	85	136	221	14	75	116	191	14	8	22	11	36	47	25	44	69
Maryland	4	23	50	73	4	25	36	61	4	7	11	2	10	12	6	17	23
Massachusetts	18	90	138	228	18	79	126	205	18	9	27	17	65	82	35	74	109
Michigan	171	1,313	1,626	2,939	157	1,149	1,559	2,708	298	400	698	169	413	582	467	813	1,280
Minnesota	27	327	453	780	23	267	411	678	85	93	178	19	99	118	104	192	296
Mississippi	55	271	359	630	47	243	329	572	140	171	311	21	29	50	161	200	361
Missouri	57	461	611	1,072	52	574	675	1,249	131	162	293	50	82	132	181	244	425
Montana	10	62	97	159	8	53	74	127	12	20	32	3	11	14	15	31	46
Nebraska	29	315	489	804	25	266	356	622	57	74	131	17	24	41	74	98	172

Nevada	5	17	28	45	5	20	32	52	2	8	10	0	4	4	2	12	14
New Hampshire	17	94	116	210	17	101	127	228	33	14	47	20	56	76	53	70	123
New Jersey	4	73	98	171	4	61	97	158	14	10	24	2	19	21	16	29	45
New Mexico	6	66	109	175	6	59	94	153	17	22	39	0	12	12	17	34	51
New York	59	355	518	873	54	355	508	863	103	106	209	70	196	266	173	302	475
North Carolina	8	40	79	119	8	48	77	125	21	34	55	5	7	12	26	41	67
North Dakota	14	115	197	312	14	118	155	273	40	44	84	5	48	53	45	92	137
Ohio	157	1,191	1,413	2,604	146	1,219	1,412	2,631	375	382	757	145	281	426	520	663	1,183
Oklahoma	50	445	580	1,025	46	418	517	935	174	184	358	32	64	96	206	248	454
Oregon	2	20	19	39	2	16	31	47	8	11	19	1	7	8	9	18	27
Pennsylvania	73	947	1,086	2,033	70	831	997	1,828	295	217	512	109	324	433	404	541	945
South Carolina	2	10	13	23	2	13	15	28	8	5	13	0	1	1	8	6	14
South Dakota	7	48	83	131	7	58	80	138	20	24	44	4	6	10	24	30	54
Tennessee	14	104	191	295	14	108	163	271	54	70	124	11	37	48	65	107	172
Texas	32	213	308	521	28	167	236	403	106	129	235	26	28	54	132	157	289
Utah	10	166	188	354	8	150	167	317	52	46	98	7	21	28	59	67	126
Vermont	30	162	208	370	30	155	189	344	28	39	67	21	65	86	49	104	153
Virginia	7	37	63	100	7	40	67	107	20	16	36	4	17	21	24	33	57
Washington	19	276	279	555	19	242	314	556	66	62	128	19	99	118	85	161	246
West Virginia	60	427	596	1,023	53	369	520	889	137	200	337	22	81	103	159	281	440
Wisconsin	19	231	298	529	17	173	300	473	35	68	103	32	69	101	67	137	204
Wyoming	17	98	123	221	14	88	119	207	15	26	41	7	18	25	22	44	66
Outlying part of the United States																	
Hawaii	2	11	1	12	2	15	12	27	3	4	7	0	6	6	3	10	13

TABLE 56.—*Value of property and equipment and size of libraries, in all high schools reporting, 1927–28*

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 U. S.	5,219	9,746,274	5,258	$1,245,024,837	5,286	$130,831,931	2,134	$76,358,495
Alabama	112	120,515	115	10,985,659	114	1,133,602	84	1,534,645
Arizona	29	55,345	28	4,846,225	29	675,386	13	48,919
Arkansas	46	73,574	44	6,497,112	44	602,258	21	1,687,657
California	379	1,157,678	391	126,496,831	394	18,283,808	213	9,520,182
Colorado	100	193,995	99	18,915,422	100	1,804,002	40	375,280
Connecticut	63	111,577	66	25,603,085	65	3,066,095	12	970,507
Delaware	3	9,910	4	1,925,130	4	125,000	2	750,000
District of Columbia	15	29,943	13	10,925,882	13	951,985	2	300,000
Florida	72	88,481	74	18,038,576	74	1,712,814	27	904,573
Georgia	65	150,764	69	9,355,220	68	1,010,515	30	239,450
Idaho	49	66,863	50	4,729,705	52	528,008	18	336,601
Illinois	436	748,689	425	114,815,905	432	11,950,071	151	4,746,819
Indiana	150	287,211	154	32,247,537	154	2,756,224	53	2,013,355
Iowa	135	205,214	134	28,843,464	135	2,943,712	39	273,179
Kansas	354	409,345	355	32,727,370	351	4,027,724	143	2,712,762
Kentucky	76	100,195	77	8,351,406	80	837,852	35	1,568,718
Louisiana	48	58,167	48	7,411,659	47	425,897	26	1,728,058
Maine	67	45,497	68	6,673,418	68	635,957	22	141,290
Maryland	41	61,988	34	11,605,719	35	1,102,275	11	11,268
Massachusetts	170	188,116	184	63,691,559	178	5,483,194	33	2,642,853
Michigan	115	408,152	130	62,238,178	128	6,116,971	56	3,410,788
Minnesota	95	313,932	103	30,891,053	98	2,872,058	28	214,098
Mississippi	43	67,399	43	5,065,946	42	544,195	22	237,196
Missouri	179	377,084	173	28,937,502	179	2,867,154	66	1,657,524
Montana	42	83,417	43	5,027,000	43	621,805	16	305,500
Nebraska	96	105,891	99	16,721,272	100	1,919,541	33	545,836
Nevada	13	17,087	14	1,513,275	14	203,250	9	143,877
New Hampshire	38	35,788	32	4,200,380	33	361,023	3	1,000
New Jersey	86	193,408	89	38,918,948	88	4,458,667	26	2,577,320
New Mexico	19	24,351	18	1,585,000	19	137,402	11	71,985
New York	167	663,454	159	107,453,018	159	10,673,967	51	5,571,479
North Carolina	81	106,381	80	12,051,060	82	957,807	36	479,976
North Dakota	18	29,807	18	1,958,948	18	197,617	12	109,947
Ohio	338	617,482	347	91,082,853	349	7,727,533	120	3,648,661
Oklahoma	146	237,342	142	17,920,578	146	2,211,788	68	1,148,553
Oregon	89	112,451	92	10,243,007	91	1,399,215	48	1,193,554
Pennsylvania	386	563,655	384	121,703,542	389	11,210,138	178	9,429,418
Rhode Island	19	33,629	20	8,984,426	19	1,169,919	8	2,331,906
South Carolina	47	44,996	51	4,930,000	50	484,402	15	241,950
South Dakota	35	66,115	36	4,443,770	35	482,558	13	364,166
Tennessee	70	83,913	73	7,921,947	75	877,722	33	728,363
Texas	181	445,883	179	31,222,719	181	3,706,261	71	3,249,200
Utah	41	49,061	39	7,278,867	39	610,366	19	274,965
Vermont	16	9,994	15	1,864,000	17	194,850	5	474,650
Virginia	60	83,790	60	9,471,888	59	711,185	28	627,019
Washington	134	236,726	135	19,211,047	138	2,431,966	53	756,860
West Virginia	103	162,035	101	13,462,628	106	1,389,037	65	2,215,138
Wisconsin	127	375,578	125	29,745,066	127	3,645,549	57	1,823,559
Wyoming	25	34,406	26	4,290,035	25	591,606	9	17,891
Outlying parts of the United States								
Hawaii	9	13,592	10	1,756,844	10	449,812	7	541,069
Philippine Islands	18	77,195	14	854,963	16	176,422	6	56,685
Porto Rico	11	10,990	11	577,834	11	97,679	4	84,050
Virgin Islands	1	650	1	10,000	1	5,000	------	------

TABLE 57.—*Value of property and equipment and size of libraries in regular high schools, 1927–28*

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 U. S.	3,264	5,396,991	3,221	$636,344,029	3,270	$70,210,592	1,342	$36,844,450
Alabama	25	32,861	26	4,485,342	25	304,419	15	1,073,675
Arizona	13	26,220	13	2,557,225	14	390,205	5	9,467
Arkansas	15	19,340	15	1,035,711	15	163,466	7	101,102
California	259	665,139	265	68,569,315	266	10,574,324	163	4,863,003
Colorado	50	85,605	48	6,148,425	49	601,376	17	36,653
Connecticut	40	81,657	42	19,065,639	41	2,489,169	9	729,507
Delaware	1	5,910	2	1,506,930	2	85,000	1	745,000
District of Columbia	7	24,743	6	8,370,000	6	709,485		
Florida	20	20,408	20	2,063,000	20	272,512	7	55,700
Georgia	43	56,178	44	4,545,495	44	533,674	23	226,600
Idaho	40	48,187	39	2,916,598	41	322,629	15	245,601
Illinois	400	630,272	387	99,766,997	395	10,286,046	137	3,848,344
Indiana	87	161,778	88	19,472,287	88	1,682,935	28	1,246,365
Iowa	61	81,532	61	8,393,988	62	812,576	19	97,960
Kansas	260	214,093	257	15,458,533	253	1,962,646	100	760,817
Kentucky	51	71,680	51	4,637,057	54	465,701	21	305,871
Louisiana	42	51,459	43	6,207,259	42	281,611	23	975,450
Maine	47	28,126	47	3,621,256	47	364,307	15	62,490
Maryland	28	41,209	28	6,990,300	29	779,275	10	10,768
Massachusetts	74	86,552	75	25,973,066	72	2,241,378	15	860,847
Michigan	35	124,763	34	19,738,728	35	1,787,867	17	1,158,548
Minnesota	45	157,461	47	8,426,536	44	593,867	16	128,204
Mississippi	22	23,775	22	1,533,000	21	135,375	11	107,904
Missouri	115	174,564	107	14,146,834	116	1,579,732	41	237,075
Montana	33	65,727	34	3,302,000	34	464,055	11	15,500
Nebraska	63	72,060	64	9,695,995	66	1,110,915	21	428,290
Nevada	10	12,312	10	978,275	10	129,800	7	142,731
New Hampshire	18	18,997	14	2,481,780	15	212,323	2	800
New Jersey	55	124,859	58	26,100,772	58	3,430,504	16	2,096,170
New Mexico	13	12,222	12	948,000	13	76,902	8	62,300
New York	92	447,519	86	71,068,101	87	7,565,369	17	2,063,025
North Carolina	68	81,723	67	8,389,380	69	680,710	31	441,693
North Dakota	13	21,361	13	1,403,948	13	155,327	8	103,288
Ohio	194	223,934	194	31,797,841	198	3,040,740	68	1,770,162
Oklahoma	76	79,588	73	4,231,900	77	634,380	39	449,374
Oregon	73	78,355	73	7,968,072	74	1,094,376	38	922,954
Pennsylvania	209	245,025	201	41,965,481	208	3,597,300	101	1,832,622
Rhode Island	13	26,231	13	5,252,426	12	839,919	4	1,672,906
South Carolina	40	34,176	43	3,285,500	42	310,287	14	225,950
South Dakota	27	46,989	27	3,025,981	26	348,558	10	227,447
Tennessee	58	61,289	56	4,407,147	58	472,186	26	373,363
Texas	111	241,280	112	13,648,495	114	1,689,595	49	2,073,985
Utah	16	17,325	13	1,692,886	14	179,656	9	76,847
Vermont	8	5,344	7	487,000	9	87,350	4	24,650
Virginia	44	51,421	43	4,630,212	42	329,166	25	532,043
Washington	103	188,972	102	13,135,447	105	1,748,074	40	367,005
West Virginia	51	72,043	48	4,588,042	53	566,651	37	1,614,660
Wisconsin	80	232,162	75	13,304,792	77	1,680,268	37	1,427,743
Wyoming	16	22,565	16	2,925,035	15	346,606	5	11,991
Outlying parts of the United States								
Hawaii	4	8,016	4	1,099,790	4	275,170	3	382,069
Philippine Islands	18	77,195	14	854,963	16	176,422	6	56,685
Porto Rico	11	10,990	11	577,834	11	97,679	4	84,050

TABLE 58.—*Value of property and equipment and size of libraries in reorganized high schools, 1927–28*

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 U. S.	1,955	4,349,283	2,037	$608,680,808	2,016	$60,621,339	792	$39,514,045
Alabama	87	87,654	89	6,500,317	89	829,183	69	460,970
Arizona	16	29,125	15	2,289,000	15	285,181	8	39,452
Arkansas	31	54,234	29	5,461,401	29	438,792	14	1,586,555
California	120	492,539	126	57,927,516	128	7,709,484	50	4,657,179
Colorado	50	108,390	51	12,766,997	51	1,202,626	23	338,627
Connecticut	23	29,920	24	6,537,446	24	576,926	3	241,000
Delaware	2	4,000	2	418,200	2	40,000	1	5,000
District of Columbia	8	5,200	7	2,555,882	7	242,500	2	300,000
Florida	52	68,073	54	15,975,576	54	1,440,302	20	848,873
Georgia	22	94,586	25	4,809,725	24	476,841	7	12,850
Idaho	9	18,676	11	1,813,107	11	205,379	3	91,000
Illinois	36	118,417	38	15,048,908	37	1,664,025	14	898,475
Indiana	63	125,433	66	12,775,250	66	1,073,289	25	766,990
Iowa	74	123,682	73	20,449,476	73	2,131,136	20	175,219
Kansas	94	195,252	98	17,268,837	98	2,065,078	43	1,951,945
Kentucky	25	28,515	26	3,714,349	26	372,151	14	1,262,847
Louisiana	6	6,708	5	1,204,400	5	144,286	3	752,608
Maine	20	17,371	21	3,052,162	21	271,650	7	78,800
Maryland	13	20,779	6	4,615,419	6	323,000	1	500
Massachusetts	96	101,564	109	37,718,493	106	3,241,816	18	1,782,006
Michigan	80	283,389	96	42,499,450	93	4,329,104	39	2,252,240
Minnesota	50	156,471	56	22,464,517	54	2,278,191	12	85,894
Mississippi	21	43,624	21	3,532,946	21	408,820	11	129,292
Missouri	64	202,520	66	14,790,668	63	1,287,422	25	1,420,449
Montana	9	17,690	9	1,725,000	9	157,750	5	290,000
Nebraska	33	33,831	35	7,025,277	34	808,626	12	117,546
Nevada	3	4,775	4	535,000	4	73,450	2	1,146
New Hampshire	20	16,791	18	1,718,600	18	148,700	1	200
New Jersey	31	68,549	31	12,818,176	30	1,028,163	10	481,150
New Mexico	6	12,129	6	637,000	6	60,500	3	9,685
New York	75	215,935	73	36,384,917	72	3,108,598	34	3,508,454
North Carolina	13	24,658	13	3,661,680	13	277,097	5	38,283
North Dakota	5	8,446	5	555,000	5	42,290	4	6,659
Ohio	144	393,548	153	59,285,012	151	4,686,793	52	1,878,499
Oklahoma	70	157,754	69	13,688,678	69	1,577,408	29	699,179
Oregon	16	34,096	19	2,274,935	17	304,839	10	270,600
Pennsylvania	177	318,630	183	79,738,061	181	7,612,838	77	7,596,796
Rhode Island	6	7,398	7	3,732,000	7	330,000	4	659,000
South Carolina	7	10,820	8	1,644,500	8	174,115	1	16,000
South Dakota	8	19,126	9	1,417,789	9	134,000	3	136,719
Tennessee	12	22,624	17	3,514,800	17	405,536	7	355,000
Texas	70	204,603	67	17,574,224	67	2,016,666	22	1,175,215
Utah	25	31,736	26	5,585,981	25	430,710	10	198,118
Vermont	8	4,650	8	1,377,000	8	107,500	1	450,000
Virginia	16	32,369	17	4,841,676	17	382,019	3	94,976
Washington	31	47,754	33	6,075,600	33	683,892	13	389,855
West Virginia	52	89,992	53	8,874,586	53	822,386	28	600,478
Wisconsin	47	143,416	50	16,440,274	50	1,965,281	20	395,816
Wyoming	9	11,841	10	1,365,000	10	245,000	4	5,900
Outlying parts of the United States								
Hawaii	5	5,576	6	657,054	6	174,642	4	159,000
Virgin Islands	1	650	1	10,000	1	5,000	------	------

TABLE 59.—*Students in certain studies in public high schools since 1890*

Subject	1890		1895		1900		1905		1910		1915		1922		1928	
	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Total number students in schools reporting studies	202,963		350,099		519,251		679,702		[1] 739,143		1,165,495		2,155,460		2,896,630	
Students in—																
Latin	70,411	34.69	153,950	43.97	262,767	50.61	341,248	50.21	362,548	49.05	434,925	37.32	593,086	27.52	636,592	21.98
French	11,858	5.84	22,813	6.52	40,395	7.78	62,120	9.14	73,161	9.90	102,516	8.80	333,162	15.46	406,012	14.02
German	21,338	10.51	39,901	11.40	74,408	14.33	137,661	20.25	175,083	23.69	284,294	24.39	13,918	.65	53,250	1.84
Spanish									4,920	.67	31,743	2.39	242,715	11.26	273,564	9.44
Greek	6,202	3.05	10,859	3.10	14,813	2.85	10,002	1.47	5,511	.75	3,351	.29	1,873	.09	1,514	.05
Algebra	92,150	45.40	189,988	54.27	292,287	56.29	390,893	57.51	420,207	56.85	569,215	48.84	865,515	40.15	1,020,323	35.22
Geometry	43,294	21.33	88,702	25.34	142,235	27.39	191,393	28.16	228,170	30.87	309,383	26.55	488,825	22.68	573,673	19.80
Trigonometry			8,868	2.53	9,915	1.91	11,651	1.71	13,812	1.87	17,220	1.48	32,930	1.53	56,855	1.96
Astronomy			16,770	4.79	14,435	2.78	8,307	1.22	3,915	.53	3,224	.28	1,474	.07	1,632	.06
Physics	46,184	22.21	79,720	22.77	98,846	19.04	106,430	15.66	107,988	14.61	165,854	14.23	192,380	8.93	198,402	6.85
Chemistry	20,503	10.10	32,020	9.15	40,084	7.72	45,980	6.76	50,923	6.89	86,031	7.38	159,413	7.40	204,694	7.07
Physical geography			83,642	23.89	121,335	23.37	146,275	21.52	142,948	19.34	169,911	14.58	92,146	4.28	78,759	2.72
Zoology									59,253	8.02	37,456	3.21	32,956	1.53	22,175	.77
Botany									124,380	16.83	106,520	9.14	82,241	3.82	46,062	1.59
Biology											80,403	6.90	189,288	8.78	393,183	13.57
Geology			17,488	5.00	18,743	3.61	15,914	2.34	8,538	1.16	5,558	.48	3,520	.16	2,548	.09
Physiology			104,862	29.95	142,401	27.42	149,262	21.96	113,252	15.32	110,541	9.48	109,519	5.08	77,632	2.68
Hygiene and sanitation													130,728	6.06	227,054	7.84
General science													393,885	18.27	507,026	17.50
Psychology			9,606	2.74	12,368	2.38	8,910	1.31	7,109	.96	13,626	1.17	18,786	.87	29,669	1.02
Principles of teaching													18,748	.87	10,527	.36
Rhetoric			112,205	32.05	199,803	38.48	329,895	48.54	422,051	57.10	680,871	58.42	1,693,928	78.59	2,696,633	93.09
English literature					218,613	42.10	335,348	49.34	421,980	57.09	650,613	55.82				
American history													329,565	15.29	517,325	17.86
English history	55,427	27.31	120,201	34.33	198,125	38.16	277,864	40.88	406,784	55.03	589,067	50.54	61,766	2.87	25,203	.87
Ancient history													371,392	17.23	301,794	10.42
Medieval and modern history													330,836	15.35	327,313	11.30
World history															175,628	6.06
Civil government					112,465	21.66	122,186	17.97	114,965	15.55	183,294	15.72	416,329	19.32	192,497	6.65
Civics, community															387,910	13.39
Sociology													51,288	2.38	77,117	2.66
Economics													103,540	4.80	147,035	5.08
Problems of democracy															30,200	1.04
Agriculture									34,418	4.66	83,573	7.17	110,242	5.11	105,911	3.66
Home economics									27,933	3.78	150,276	12.89	307,553	14.27	477,427	16.48
Manual training											130,155	11.17	226,023	10.49	361,657	12.49
Drawing and art											266,492	22.87	317,825	14.75	538,259	18.58
Music											367,188	31.50	544,764	25.27	754,245	26.04

TABLE 59.—*Students in certain studies in public high schools since 1890*—Continued

Subject	1890		1895		1900		1905		1910		1915		1922		1928	
	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total	Students	Per cent of total
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Arithmetic													226,918	10.53	69,969	2.42
Bookkeeping											39,816	3.42	270,517	12.55	309,138	10.67
Shorthand													191,901	8.90	251,631	8.69
Typewriting													281,524	13.06	439,379	15.17
Commercial arithmetic													31,688	1.47	201,287	6.95
Commercial law													19,611	.91	76,434	2.64
Commercial geography													36,616	1.70	140,246	4.84
Commercial history													8,307	.39	5,321	.18
Penmanship													36,667	1.70	21,647	.75
Office practice and business training															127,477	4.40

[1] Beginning with 1910 the percentage of students in each study is based upon the number of students in the schools reporting studies. In previous years the percentages were based upon the total number of students in the schools.

TABLE 60.—*Percentage of secondary students pursuing certain studies in 14,725 public high schools, 1927–28*

State	English	Latin	French	Spanish	Algebra	Geometry	Physics	Chemistry	General science	Physiography	Biology	Botany	Zoology	Physiology	Hygiene and sanitation
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Continental United States	93.1	22.0	14.0	9.4	35.2	19.8	6.8	7.1	17.5	2.6	13.6	1.6	0.8	2.7	7.8
Alabama	97.0	15.0	8.7	6.9	34.2	22.3	7.8	11.4	20.1	2.5	14.4	.1	-------	3.2	14.8
Arizona	92.4	10.9	1.2	37.4	32.1	20.4	4.4	8.0	12.5	.8	13.4	.8	.3	.7	.7
Arkansas	93.3	21.0	6.4	5.8	36.2	24.6	3.9	4.8	21.4	3.3	14.4	.8	.7	3.1	5.2
California	88.4	10.7	7.5	24.3	25.1	15.1	3.8	9.3	12.9	.8	10.4	.9	.2	2.3	13.8
Colorado	87.6	23.8	3.5	22.0	34.4	22.3	7.8	10.6	13.1	1.0	11.4	.6	.5	1.7	1.8
Connecticut	100.0	26.3	30.2	4.0	33.1	14.6	5.7	7.3	20.1	.2	14.2	.1	-------	.7	2.1
Delaware	94.9	28.2	23.8	3.5	29.6	18.5	5.5	5.6	31.2	.6	20.2	-------	-------	-------	.0
District of Columbia	102.1	23.1	24.1	17.7	31.4	15.3	5.4	9.1	16.1	5.1	10.3	-------	-------	-------	5.0
Florida	93.8	24.3	3.8	12.5	41.4	12.3	3.2	4.2	20.3	2.8	10.4	1.5	1.0	8.0	12.6
Georgia	95.6	32.6	16.9	10.1	55.4	22.8	7.6	8.5	21.7	1.3	18.9	.4	.2	1.2	2.5

Idaho	92.9	16.8	4.9	7.6	35.1	26.5	8.9	9.6	19.8	2.9	14.3	1.3	1.1	.3	2.9
Illinois	90.0	22.2	8.7	7.6	34.1	22.8	7.7	6.1	21.9	3.9	5.5	4.8	4.2	5.8	1.9
Indiana	93.0	31.4	6.2	3.9	34.9	21.4	7.2	4.4	4.4	3.9	13.6	6.2	.4	2.4	3.0
Iowa	91.4	19.4	3.1	1.6	36.8	24.6	13.9	2.6	19.5	3.2	9.3	.6	.3	6.1	5.5
Kansas	83.6	16.2	2.4	6.2	31.0	21.7	8.7	3.9	14.7	3.7	10.6	1.1	.0	7.7	3.8
Kentucky	94.4	34.0	10.9	.8	50.3	21.3	7.5	5.3	21.0	7.5	11.4	2.1	.4	7.2	2.2
Louisiana	97.3	14.5	10.7	8.9	38.5	20.1	4.8	12.8	26.5	.6	18.2	.1	-------	.3	3.2
Maine	95.9	25.4	38.1	1.5	34.6	17.1	6.8	10.0	16.9	2.2	7.1	.6	-------	1.1	2.2
Maryland	99.9	28.4	28.8	1.8	48.9	21.1	9.9	9.7	21.6	.1	18.5	.1	.6	-------	1.6
Massachusetts	97.9	22.4	37.2	7.6	26.2	16.7	8.0	7.1	17.6	.7	8.1	1.2	.2	2.2	7.8
Michigan	93.2	23.3	10.2	2.7	30.7	19.9	6.5	10.5	10.0	1.8	11.1	4.1	2.7	1.0	3.3
Minnesota	100.3	18.5	6.9	2.1	24.0	18.0	7.0	7.8	23.7	1.3	17.3	1.1	.3	.6	.9
Mississippi	89.1	26.1	6.4	3.2	49.0	21.6	4.2	3.3	20.8	2.5	11.3	1.1	.1	1.9	4.5
Missouri	89.5	14.1	4.6	6.1	33.5	19.2	4.9	3.9	18.6	2.7	5.0	1.6	1.1	5.2	8.6
Montana	94.7	21.7	4.8	5.5	36.6	23.3	8.0	6.0	17.9	6.0	11.8	.2	.2	.4	.3
Nebraska	82.8	32.9	3.2	4.6	36.3	23.7	9.4	3.3	16.6	1.5	7.5	4.0	.4	5.1	1.8
Nevada	82.3	9.5	.1	25.1	33.1	17.8	8.6	7.3	19.0	1.6	5.5	-------	-------	1.9	16.8
New Hampshire	88.5	24.9	40.4	.4	35.7	17.5	10.3	8.6	21.4	1.4	5.9	2.8	2.4	1.3	6.7
New Jersey	95.7	23.5	22.2	13.8	33.2	17.0	7.5	7.3	19.9	2.3	12.4	.3	.3	2.1	9.0
New Mexico	92.7	9.0	-------	49.8	38.9	23.6	5.3	8.6	18.1	1.2	7.4	.4	-------	10.4	2.6
New York	88.5	22.4	30.0	14.6	33.8	18.6	6.0	7.4	6.4	1.8	27.0	.6	.3	.5	18.0
North Carolina	97.3	22.4	22.6	2.5	58.1	16.4	5.2	3.8	26.9	7.2	21.4	.1	-------	.2	.7
North Dakota	95.8	19.6	5.2	.7	35.6	18.1	4.4	6.6	17.0	6.7	10.2	2.1	.6	2.5	.4
Ohio	94.1	24.1	10.4	5.5	30.8	17.1	7.0	6.2	23.4	3.6	14.2	1.0	.3	1.7	6.8
Oklahoma	88.1	13.4	1.8	14.2	34.5	23.3	4.1	3.0	16.9	7.5	7.0	2.0	1.4	4.6	2.5
Oregon	100.4	23.2	8.8	14.2	42.3	24.0	5.5	6.1	20.8	1.7	13.7	2.3	.2	2.6	.3
Pennsylvania	98.1	32.1	18.6	5.4	38.8	19.4	8.2	9.0	28.6	1.3	14.1	1.1	.9	2.3	22.0
Rhode Island	92.1	20.8	24.5	4.3	39.0	19.7	8.2	8.9	29.8	1.4	4.3	1.5	-------	1.3	2.4
South Carolina	97.2	34.8	25.0	.7	59.8	23.8	4.4	7.4	21.4	8.4	14.0	.1	-------	.9	3.5
South Dakota	98.0	25.6	5.5	1.7	37.6	30.0	9.0	6.2	21.8	3.8	10.6	.8	.1	2.7	.5
Tennessee	95.5	28.8	12.3	4.8	55.0	24.5	5.9	8.4	17.9	4.2	14.8	.1	.2	1.2	.7
Texas	94.4	14.4	1.7	29.9	52.7	26.3	5.6	5.8	11.9	5.2	7.9	.7	.2	6.6	1.4
Utah	99.5	4.5	4.6	8.0	25.4	21.0	6.0	7.6	9.2	-------	18.1	3.7	3.6	9.8	33.4
Vermont	100.0	23.6	27.7	1.7	35.4	16.1	7.0	8.7	12.6	2.6	6.8	.1	.1	1.6	1.3
Virginia	96.4	32.9	13.9	7.6	48.3	18.7	2.3	9.8	23.2	5.0	21.6	.4	-------	.3	1.8
Washington	96.6	15.9	10.5	12.6	33.3	21.7	8.7	8.9	18.1	2.0	8.1	5.4	1.6	1.1	.5
West Virginia	97.5	16.2	9.7	4.4	26.9	15.3	3.2	9.5	23.8	6.7	20.9	.5	.0	.5	7.4
Wisconsin	95.6	15.0	4.9	1.8	31.5	20.6	10.2	6.9	24.0	1.6	12.6	.3	.1	4.2	1.8
Wyoming	95.0	20.8	4.4	15.6	33.8	20.3	2.3	5.3	15.7	2.1	10.2	.6	-------	.6	2.4

TABLE 61.—*Percentage of secondary students pursuing certain studies in 14,725 public high schools, 1927–28*

State	Agriculture, including agronomy and animal husbandry	Home economics, including cooking and sewing	World history	Ancient history	Medieval and modern history	American history	English history	Civics and community government	Sociology	Economics	Bookkeeping	Shorthand	Typewriting	Manual training, including woodwork, metal work, and machine shop	Art
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Continental United States	3.7	16.5	6.1	10.4	11.3	17.9	0.9	20.0	2.7	5.1	10.7	8.7	15.2	12.5	18.7
Alabama	9.4	17.2	2.8	14.5	15.9	20.2	4.2	30.3	4.9	3.9	7.1	4.5	6.2	5.8	7.0
Arizona	2.9	20.1	7.4	2.0	2.7	18.3	.1	17.7	1.4	7.8	6.5	6.9	24.9	16.0	12.8
Arkansas	5.7	12.9	15.4	6.9	7.1	19.1	.7	23.4	5.6	6.3	3.2	4.2	5.9	4.4	3.7
California	2.7	22.5	6.8	8.0	6.6	18.9	.3	14.7	3.9	3.8	9.0	6.6	20.8	21.7	22.8
Colorado	3.6	11.6	18.4	6.0	5.3	15.8	.1	12.6	10.2	4.5	7.1	5.8	17.5	12.0	10.0
Connecticut	.5	16.8	3.6	14.3	8.8	14.9	.7	18.5	.8	3.0	19.1	11.8	24.8	8.4	19.0
Delaware	2.4	20.8	4.8	8.1	9.3	16.8	-------	11.6	1.5	3.0	4.1	4.1	7.8	7.2	8.1
District of Columbia	-------	10.6	-------	10.9	14.0	22.7	-------	6.4	-------	3.2	11.0	13.1	21.0	13.0	43.0
Florida	6.5	19.0	1.5	12.5	10.2	26.2	1.9	26.8	2.5	2.3	3.6	3.9	7.7	10.9	14.8
Georgia	2.9	19.3	3.8	16.6	15.5	18.2	2.3	23.0	.0	1.7	6.0	5.4	9.0	7.6	7.2
Idaho	6.6	14.7	9.9	15.5	9.7	18.4	.3	10.5	7.4	7.8	6.7	5.9	17.2	6.2	2.7
Illinois	2.3	13.0	2.5	10.8	9.7	17.7	.6	18.2	.7	4.8	8.4	11.6	16.8	16.1	23.1
Indiana	4.1	16.5	11.7	7.1	9.2	20.1	.2	17.9	2.0	6.7	6.6	6.8	11.1	17.4	12.9
Iowa	1.6	19.3	6.5	8.0	13.1	22.3	.4	21.3	7.0	13.7	11.4	7.6	13.1	14.2	8.5
Kansas	11.0	20.9	8.2	7.4	5.4	17.9	.2	26.4	5.9	4.7	9.1	5.5	15.9	13.5	5.4
Kentucky	8.8	14.5	6.5	13.5	11.9	14.6	2.5	17.8	3.9	4.4	3.9	3.5	4.6	6.6	8.1
Louisiana	2.5	28.2	7.1	7.0	11.3	14.2	1.1	17.1	.5	1.9	9.2	5.8	7.6	2.6	4.2
Maine	1.1	9.6	1.6	15.7	10.6	17.2	1.5	19.3	.8	3.9	16.8	10.0	13.9	6.9	8.4
Maryland	2.1	43.0	6.1	11.5	10.1	16.9	2.9	28.7	.8	2.0	14.3	11.7	18.8	25.8	38.2
Massachusetts	.8	18.2	2.2	10.0	8.0	18.9	.9	18.3	.3	3.4	20.5	14.1	21.2	15.4	29.5
Michigan	3.2	14.9	15.0	7.2	6.5	16.1	1.0	13.9	2.2	5.3	13.2	10.0	19.7	11.7	14.1
Minnesota	1.8	18.0	7.7	9.7	14.4	20.1	.5	13.6	6.2	4.7	8.5	8.5	12.4	14.9	13.8
Mississippi	10.0	20.9	4.3	19.9	18.0	18.2	.4	16.9	.7	9.5	4.6	3.8	5.5	2.0	1.2
Missouri	11.0	12.9	13.7	8.1	7.4	15.9	.4	23.0	3.1	2.8	6.7	5.6	11.9	7.7	9.0
Montana	2.9	12.1	14.7	8.8	6.4	18.7	.2	16.4	7.9	8.4	9.8	9.8	18.4	8.3	8.1

Nebraska	10.0	14.6	13.7	4.3	6.7	18.3	.4	18.7	2.6	5.1	9.7	6.5	17.3	11.5	5.5
Nevada	3.9	16.5	9.8	8.0	7.5	22.0	1.8	18.4	2.4	1.4	7.5	11.0	21.1	5.4	6.9
New Hampshire	1.8	27.9	11.0	13.8	9.5	32.3	4.5	25.4	2.7	7.2	19.9	13.9	19.1	31.4	21.0
New Jersey	.5	18.1	1.9	12.8	12.7	15.0	.3	25.0	.6	4.0	16.6	11.9	19.7	15.9	29.2
New Mexico	4.3	14.5	3.8	19.0	12.3	15.2	.8	12.8	4.0	3.6	5.1	6.8	14.5	10.0	3.0
New York	.4	7.8	1.7	7.6	12.8	14.6	.2	23.9	.2	6.8	16.6	11.4	17.9	6.9	38.0
North Carolina	4.9	18.5	2.1	5.8	18.4	15.9	1.2	30.9	.3	.9	2.1	1.7	3.2	2.5	.9
North Dakota	12.9	12.9	5.0	17.9	17.0	19.0	.2	22.9	5.5	7.1	8.8	3.6	10.1	4.2	3.7
Ohio	3.7	15.1	8.7	8.0	8.2	15.4	.5	18.3	3.9	4.4	9.0	8.5	12.3	15.5	16.0
Oklahoma	8.1	18.3	3.3	18.6	16.4	18.8	5.6	10.6	5.5	5.4	5.2	3.9	10.7	10.3	7.1
Oregon	2.0	15.8	10.2	5.5	4.7	29.7	.2	19.4	2.6	4.1	9.5	8.1	20.8	15.5	15.1
Pennsylvania	1.4	18.2	4.9	15.8	18.4	19.2	.6	26.3	2.5	4.6	13.0	10.0	14.7	16.2	29.6
Rhode Island	.9	18.2	2.9	23.1	21.3	16.3	2.9	13.7	-------	2.5	18.0	11.5	23.5	14.1	32.5
South Carolina	7.9	15.7	1.7	23.7	17.1	20.1	2.4	20.5	.2	4.0	6.6	3.5	3.2	4.8	3.0
South Dakota	2.5	14.6	5.2	14.5	12.5	20.3	2.6	21.4	11.0	9.3	8.0	5.9	12.2	6.2	6.2
Tennessee	7.9	27.0	2.2	15.0	14.8	14.5	.7	22.0	.2	4.6	3.7	3.6	5.1	5.8	5.5
Texas	3.6	20.9	.5	24.2	21.1	18.3	3.1	12.5	1.4	5.3	4.3	4.4	9.4	7.7	7.5
Utah	8.7	36.0	21.2	1.4	3.7	22.2	-------	20.5	8.0	7.4	8.6	7.8	22.8	21.1	12.9
Vermont	4.0	17.7	1.3	14.5	7.5	13.7	.9	21.1	3.7	3.2	10.4	8.5	12.4	4.1	5.6
Virginia	3.5	12.7	3.7	15.9	15.5	18.7	4.1	16.5	1.7	1.2	5.6	16.4	8.2	6.2	10.2
Washington	1.7	20.3	12.0	9.6	7.7	19.5	.7	13.9	3.5	5.0	10.4	7.5	19.3	15.6	13.7
West Virginia	4.9	20.0	11.1	3.9	5.0	21.5	.4	30.5	7.2	6.8	8.1	6.4	12.0	10.3	9.4
Wisconsin	3.9	15.0	3.1	6.9	13.8	18.7	.4	22.7	3.9	6.4	12.0	11.8	15.9	12.8	11.7
Wyoming	5.5	16.5	11.2	9.8	4.9	16.6	.4	19.2	4.4	4.2	7.6	8.1	19.3	10.6	7.3

TABLE 62.—*Number of public high school*

State	Number of high schools reporting studies	Enrollment in these schools			English		
		Boys	Girls	Total	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8
Continental United States	14,725	1,390,457	1,506,173	2,896,630	14,725	1,287,827	1,408,806
Alabama	189	14,615	16,590	31,205	189	13,645	16,621
Arizona	46	5,534	5,743	11,277	46	5,013	5,410
Arkansas	235	11,711	12,649	24,360	235	10,363	12,353
California	385	92,991	96,757	189,748	385	82,865	84,887
Colorado	169	15,450	17,498	32,948	169	13,486	15,376
Connecticut	89	17,095	18,569	35,664	89	16,964	18,694
Delaware	20	2,283	2,707	4,990	20	2,189	2,545
District of Columbia	16	6,406	7,430	13,836	16	6,586	7,536
Florida	153	13,518	16,698	30,216	153	13,144	15,210
Georgia	226	13,427	17,109	30,536	226	12,907	16,281
Idaho	140	8,880	9,992	18,872	140	8,232	9,298
Illinois	801	96,457	97,890	194,347	801	86,616	88,377
Indiana	617	49,577	51,945	101,522	617	45,997	48,421
Iowa	701	37,539	43,809	81,348	701	34,294	40,031
Kansas	574	33,438	37,351	70,789	574	27,745	31,456
Kentucky	401	15,185	19,029	34,214	401	14,235	18,056
Louisiana	209	12,946	16,111	29,057	209	12,452	15,820
Maine	168	9,377	10,317	19,694	168	8,970	9,924
Maryland	138	12,884	14,998	27,882	138	12,904	14,948
Massachusetts	283	58,148	60,514	118,662	283	57,528	58,678
Michigan	556	58,434	64,825	123,259	556	53,946	60,991
Minnesota	473	35,159	44,480	79,639	473	35,381	44,523
Mississippi	260	8,848	10,887	19,735	260	7,744	9,839
Missouri	675	38,759	43,310	82,069	675	34,669	38,812
Montana	158	7,975	9,868	17,843	158	7,542	9,359
Nebraska	429	21,975	25,677	47,652	429	18,233	21,213
Nevada	22	916	998	1,914	22	777	798
New Hampshire	112	6,390	6,978	13,368	112	5,691	6,144
New Jersey	172	45,984	45,378	91,362	172	43,632	43,825
New Mexico	78	3,613	4,000	7,613	78	3,323	3,737
New York	712	193,501	169,969	363,470	712	166,689	154,940
North Carolina	471	24,155	31,629	55,784	471	23,437	30,823
North Dakota	324	6,948	10,100	17,048	324	6,728	9,608
Ohio	824	85,611	91,109	176,720	824	80,626	85,632
Oklahoma	417	22,812	27,033	49,845	417	19,891	24,037
Oregon	196	15,884	17,619	33,503	196	15,660	17,984
Pennsylvania	864	102,491	111,817	214,308	864	101,885	108,334
Rhode Island	18	6,271	6,528	12,799	18	5,545	6,244
South Carolina	121	6,590	7,787	14,377	121	6,411	7,570
South Dakota	252	9,237	12,162	21,399	252	9,061	11,912
Tennessee	288	13,335	17,274	30,609	288	12,744	16,474
Texas	463	40,866	47,954	88,820	463	38,484	45,380
Utah	53	7,463	7,806	15,269	53	7,406	7,788
Vermont	69	2,603	3,064	5,667	69	2,603	3,064
Virginia	265	16,900	22,604	39,504	265	16,366	21,712
Washington	262	28,412	31,421	59,833	262	27,238	30,556
West Virginia	202	12,594	15,095	27,689	202	12,296	14,692
Wisconsin	360	35,749	40,869	76,618	360	34,308	38,912
Wyoming	69	3,521	4,226	7,747	69	3,376	3,981
Outlying parts of the United States							
Alaska	180	1,408	1,437	2,845	11	265	287
Canal Zone	44	1,126	1,222	2,348	2	192	216
Guam	16	181	127	308	1	40	28
Hawaii	314	14,192	10,784	24,976	17	2,839	2,354
Philippine Islands	244	33,312	17,177	50,489	17	7,363	4,260
Porto Rico	276	8,237	7,727	15,964	14	1,604	1,550
Virgin Islands	14	57	58	115	2	16	18

pupils pursuing certain studies in 1927–28

Latin			French			Spanish			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
9	10	11	12	13	14	15	16	17	18
10,759	286,896	350,056	5,236	175,708	230,304	2,693	133,660	139,904	
95	1,984	2,696	75	789	1,928	26	942	1,224	Ala.
27	548	685	3	50	85	45	2,112	2,109	Ariz.
153	1,991	3,113	46	535	1,023	21	559	847	Ark.
305	9,210	11,032	202	5,098	9,046	352	21,023	25,007	Calif.
139	3,257	4,587	23	345	808	128	3,366	3,895	Colo.
87	5,193	4,185	82	4,787	5,984	16	792	632	Conn.
18	634	774	18	464	724	1	94	80	Del.
11	1,540	1,662	14	1,468	1,863	9	1,174	1,278	D. C.
125	2,829	4,500	29	374	783	77	1,581	2,181	Fla.
203	3,675	6,274	122	1,952	3,199	43	1,666	1,406	Ga.
91	1,244	1,931	27	341	591	46	632	810	Idaho.
774	19,735	23,471	223	6,233	10,619	84	7,457	7,232	Ill.
579	14,203	17,718	83	2,561	3,754	32	1,896	2,106	Ind.
400	7,299	8,494	61	898	1,648	24	633	630	Iowa.
387	4,274	7,205	57	560	1,108	139	1,807	2,555	Kans.
296	4,739	6,901	97	1,437	2,293	8	117	152	Ky.
116	2,046	2,157	87	1,229	1,889	23	1,339	1,252	La.
149	2,089	2,923	158	3,419	4,087	6	122	164	Me.
93	3,395	4,515	94	4,301	3,736	3	19	488	Md.
278	15,791	10,793	266	21,510	22,686	65	3,905	5,105	Mass.
461	12,565	16,191	180	4,747	7,829	42	1,703	1,666	Mich.
272	5,591	9,170	129	1,545	3,978	15	781	859	Minn.
184	2,031	3,122	56	473	783	18	285	351	Miss.
220	4,873	6,715	76	1,148	2,640	56	2,089	2,916	Mo.
111	1,362	2,516	29	266	597	32	438	543	Mont.
398	6,762	8,906	39	556	955	46	1,049	1,147	Nebr.
13	80	102	1	1	0	16	240	241	Nev.
86	1,429	1,896	77	2,196	3,202	4	23	35	N. H.
172	11,616	9,857	152	9,709	10,549	77	7,075	5,550	N. J.
27	261	424	0	0	0	68	1,875	1,918	N. Mex.
645	40,677	40,767	625	54,222	54,819	138	29,782	23,188	N. Y.
266	4,735	7,763	360	4,683	7,926	17	720	670	N. C.
145	1,150	2,189	37	309	571	8	45	66	N. Dak.
752	18,606	23,988	341	7,321	11,046	106	4,715	4,949	Ohio.
148	2,750	3,952	23	230	649	159	3,066	3,995	Okla.
151	3,241	4,546	61	972	1,962	59	2,258	2,512	Oreg.
841	31,901	36,954	476	16,773	23,132	115	5,824	5,840	Pa.
15	1,487	1,169	17	1,538	1,593	7	271	281	R. I.
109	1,962	3,047	104	1,412	2,180	2	97	10	S. C.
182	2,018	3,454	42	397	786	17	140	216	S. Dak.
211	3,509	5,300	107	1,319	2,450	22	674	798	Tenn.
204	5,383	7,433	20	435	1,070	318	11,896	14,700	Tex.
11	349	344	11	232	465	13	619	604	Utah.
51	524	814	46	669	899	3	49	47	Vt.
230	4,844	8,158	168	1,719	3,775	25	1,429	1,582	Va.
175	4,127	5,414	120	2,097	4,168	98	3,505	4,007	Wash.
120	1,876	2,623	84	956	1,730	17	605	610	W. Va.
195	4,860	6,663	72	1,323	2,467	16	640	775	Wis.
38	651	963	16	109	229	31	531	675	Wyo.
9	42	55	2	30	31	6	43	50	Alaska.
2	23	49	1	15	25	2	163	223	C. Z.
						1	40	33	Guam.
10	219	215	4	168	250	2	44	50	Hawaii.
1	14	24	1	5	4	3	205	88	P. I.
1	4	1	7	90	85	12	1,106	1,357	P. R.
									V. I.

TABLE 62.—*Number of public high school pupils*

State	German			General mathematics			Advanced arithmetic		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	698	30,116	23,134	1,991	79,608	78,647	2,770	33,955	36,014
Alabama	1	0	7	63	2,337	2,232	45	944	1,089
Arizona				6	117	122	3	72	51
Arkansas	1	6	10	46	1,122	765	65	538	584
California	44	1,143	992	82	3,847	2,933	20	592	363
Colorado	3	32	67	18	564	442	8	97	94
Connecticut	15	541	334	25	1,184	971	1	10	20
Delaware							4	50	56
District of Columbia	4	87	76	1	199	270	2	277	303
Florida	1	112	145	40	3,824	4,137	29	1,311	1,407
Georgia	3	41	14	50	1,815	2,776	121	1,747	2,132
Idaho				16	451	417	11	55	38
Illinois	41	2,569	1,888	96	3,118	3,257	42	411	345
Indiana	16	456	460	68	2,276	2,068	156	1,784	1,838
Iowa	7	132	112	89	2,235	2,500	223	1,787	2,381
Kansas	11	107	27	65	1,599	1,659	58	600	664
Kentucky				48	765	974	132	963	1,324
Louisiana				27	1,194	1,561	23	245	281
Maine	2	19	20	48	1,270	1,261	16	184	160
Maryland	3	180	152	22	515	425	13	86	371
Massachusetts	61	3,052	1,068	67	3,233	2,489	15	437	436
Michigan	25	993	983	84	6,170	6,035	30	610	445
Minnesota	45	929	1,065	48	6,192	5,301	15	299	327
Mississippi	1	8	0	52	1,106	1,389	107	658	736
Missouri	19	511	467	67	2,221	1,815	283	2,023	1,925
Montana	1	16	23	8	185	213	3	17	16
Nebraska	5	116	120	67	1,262	1,456	95	662	755
Nevada				1	20	6	1	20	24
New Hampshire	4	142	111	10	267	125	5	115	64
New Jersey	38	1,953	1,236	24	2,609	2,067	33	352	823
New Mexico				6	76	84	8	44	47
New York	97	8,085	5,547	31	2,392	1,666	6	1,641	266
North Carolina	1	15	3	57	1,481	1,880	282	4,722	5,600
North Dakota	12	66	119	24	190	257	92	455	681
Ohio	37	2,018	1,944	101	5,224	4,986	99	1,578	1,414
Oklahoma				47	1,409	1,487	125	941	982
Oregon	2	20	20	20	320	295	45	284	226
Pennsylvania	93	3,772	2,901	113	4,740	5,220	79	1,957	1,826
Rhode Island	4	195	120	6	230	165			
South Carolina				28	840	1,055	62	1,077	1,100
South Dakota	14	184	189	28	334	502	15	109	74
Tennessee	2	11	14	29	846	1,008	59	444	522
Texas	8	121	137	88	3,868	4,494	163	1,684	1,716
Utah	4	83	50	10	883	751	2	90	76
Vermont				6	101	123	11	75	73
Virginia	1	51	42	33	975	1,149	81	1,291	1,644
Washington	24	533	512	24	973	824	17	96	83
West Virginia				68	1,534	1,574	45	248	312
Wisconsin	47	1,812	2,159	27	1,333	1,312	18	265	296
Wyoming	1	5	0	7	162	149	2	8	24
Outlying parts of the United States									
Alaska				1	35	30	1	8	6
Canal Zone									
Guam									
Hawaii				10	444	384	1	38	0
Philippine Islands				1	186	74	11	1,182	467
Porto Rico							1	34	19
Virgin Islands									

pursuing certain studies in 1927–28.—Continued

First-year algebra			Advanced algebra			Plane geometry			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
11	12	13	14	15	16	17	18	19	20
13,801	405,747	377,840	8,300	131,984	104,752	12,212	266,163	240,777	
175	3,789	4,372	97	1,325	1,179	164	2,854	2,959	Ala.
45	1,629	1,447	21	370	175	44	1,058	990	Ariz.
227	1,822	3,823	159	1,540	1,629	206	2,482	2,805	Ark.
362	21,143	17,943	244	5,879	2,591	300	14,859	11,748	Calif.
157	4,676	4,650	76	1,277	719	149	3,219	3,234	Colo.
79	4,726	4,144	58	1,893	1,041	70	2,740	1,675	Conn.
20	601	591	16	134	150	15	331	328	Del.
16	2,030	1,863	5	302	152	6	1,073	787	D. C.
145	3,884	4,218	118	1,964	2,435	103	1,503	1,693	Fla.
213	4,399	5,437	198	3,518	3,567	202	2,667	2,673	Ga.
135	2,928	3,051	52	406	232	133	2,221	2,467	Idaho.
789	31,910	25,017	441	5,992	3,431	681	21,373	17,404	Ill.
586	14,583	14,041	359	3,709	3,090	567	9,633	8,834	Ind.
681	11,513	12,033	377	3,381	2,987	652	8,616	9,508	Iowa.
545	9,370	10,107	185	1,539	913	520	6,587	7,178	Kans.
385	5,382	7,197	285	2,077	2,553	307	2,845	3,658	Ky.
192	3,697	4,339	156	1,328	1,835	180	2,490	3,068	La.
157	2,401	2,303	118	1,118	993	144	1,585	1,210	Me.
130	4,659	4,523	92	2,494	1,971	108	2,872	2,406	Md.
254	13,788	9,029	154	5,338	2,946	198	10,917	6,453	Mass.
524	16,321	15,825	237	3,349	2,318	490	11,051	10,929	Mich.
404	7,658	8,934	149	1,550	965	381	5,870	6,844	Minn.
257	2,785	3,383	195	1,584	1,918	218	1,907	1,368	Miss.
640	10,823	11,173	360	3,041	2,445	604	7,415	6,987	Mo.
154	2,770	2,960	54	489	312	147	1,824	1,939	Mont.
407	6,238	6,588	284	2,333	2,122	389	4,774	5,270	Nebr.
21	268	268	10	53	44	19	161	155	Nev.
80	2,141	1,546	72	774	318	66	1,238	719	N. H.
160	12,595	8,826	125	5,767	3,112	135	8,178	5,406	N. J.
73	1,272	1,223	38	275	190	61	804	881	N. Mex.
679	56,295	40,083	419	17,457	8,985	620	37,030	27,299	N. Y.
438	8,405	10,453	413	5,679	7,862	387	3,709	5,083	N. C.
270	2,330	3,139	52	305	287	171	1,301	1,608	N. Dak.
748	23,842	21,713	354	5,285	3,563	569	13,722	10,735	Ohio.
404	6,964	7,725	148	1,304	1,226	396	5,167	5,711	Okla.
181	7,212	5,948	78	610	418	166	3,978	3,493	Oreg.
810	31,238	27,957	620	13,192	10,708	702	17,892	14,846	Pa.
18	2,497	1,118	13	865	508	14	1,594	689	R. I.
115	2,228	2,425	113	1,712	2,228	109	1,181	1,624	S. C.
243	3,099	3,746	89	656	538	243	2,438	3,369	S. Dak.
283	4,794	5,728	264	2,920	3,396	186	2,624	3,416	Tenn.
445	12,871	14,393	416	9,241	10,306	405	9,217	10,715	Tex.
49	1,660	1,739	13	409	74	39	1,465	1,451	Utah.
58	785	861	30	208	151	51	418	418	Vt.
235	5,595	6,706	232	2,906	3,883	202	2,990	3,517	Va.
248	8,924	8,537	112	1,725	720	220	6,277	5,405	Wash.
157	3,013	3,181	48	702	541	113	2,044	1,832	W. Va.
343	11,068	10,384	129	1,773	922	305	7,303	7,309	Wis.
64	1,126	1,150	22	236	103	55	666	681	Wyo.
10	93	123	6	34	7	12	75	76	Alaska.
2	89	54	1	36	2	2	73	55	C. Z.
1	12	9				1	12	11	Guam.
14	637	569	8	189	73	12	515	360	Hawaii.
14	2,280	1,092	12	1,314	569	13	1,657	692	P. I.
14	390	380	7	122	42	12	251	208	P. R.
1	3	4	1	5	3	1	3	4	V. I.

TABLE 62.—*Number of public high school pupils*

State	Solid geometry			Trigonometry			Physics		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	4,138	45,630	21,098	1,984	28,405	8,450	7,346	130,209	68,193
Alabama	86	653	482	11	237	100	102	1,312	1,114
Arizona	17	193	55	4	65	7	28	413	86
Arkansas	56	394	300	26	251	154	49	567	378
California	151	1,646	384	193	2,418	545	230	5,638	1,623
Colorado	53	643	247	24	311	112	102	1,662	908
Connecticut	46	706	90	39	644	59	52	1,608	439
Delaware	14	148	117	5	55	26	5	197	79
District of Columbia	5	217	38	5	275	54	6	583	169
Florida	53	294	234	46	297	133	59	666	298
Georgia	112	899	722	8	125	30	102	1,375	940
Idaho	28	229	75	6	27	6	75	1,015	667
Illinois	273	4,006	1,472	56	1,438	233	524	10,568	4,397
Indiana	236	2,028	1,187	38	429	145	372	4,802	2,474
Iowa	119	1,330	586	19	310	139	536	5,390	5,925
Kansas	122	1,081	511	19	209	52	381	3,690	2,498
Kentucky	59	494	301	13	227	60	128	1,464	1,107
Louisiana	13	172	119	5	57	16	49	776	618
Maine	60	441	137	35	326	93	78	937	396
Maryland	28	461	156	40	686	282	54	1,583	1,178
Massachusetts	122	2,138	313	109	1,090	117	156	7,303	2,223
Michigan	173	1,838	687	83	1,150	320	298	5,313	2,649
Minnesota	132	1,081	552	12	157	25	253	3,630	1,946
Mississippi	96	498	498	12	88	24	53	464	362
Missouri	77	974	409	73	673	319	190	2,771	1,290
Montana	30	265	132	19	169	83	82	873	552
Nebraska	81	737	500	11	123	37	262	2,718	1,768
Nevada	6	20	5	4	21	8	13	108	56
New Hampshire	33	297	91	54	438	108	48	873	498
New Jersey	113	1,618	335	110	1,521	266	118	4,784	2,063
New Mexico	10	78	37	3	19	5	29	248	153
New York	201	2,705	594	194	4,724	1,051	493	16,305	5,602
North Carolina	20	199	176	3	43	4	171	1,417	1,507
North Dakota	17	113	61	5	46	23	44	451	294
Ohio	280	3,743	1,945	51	945	216	467	8,660	3,739
Oklahoma	46	445	267	12	146	63	83	1,216	847
Oregon	42	392	168	23	592	87	68	1,570	265
Pennsylvania	475	5,545	3,366	356	4,460	1,940	512	11,332	6,306
Rhode Island	9	223	21	7	174	11	10	673	382
South Carolina	44	263	354				38	355	279
South Dakota	58	397	206	7	59	19	127	1,078	842
Tennessee	87	780	665	20	205	121	69	990	822
Texas	187	2,032	1,355	95	1,482	860	215	2,886	2,047
Utah	6	262	22	10	162	28	25	677	235
Vermont	13	69	8	11	73	20	26	271	124
Virginia	68	543	340	25	342	167	28	622	299
Washington	75	1,025	302	30	373	83	165	3,327	1,901
West Virginia	27	266	106	9	142	15	43	580	302
Wisconsin	66	898	293	39	565	169	303	4,437	3,402
Wyoming	13	151	77	5	36	15	25	31	144
Outlying parts of the United States									
Alaska	3	20	2	4	13	1	7	40	9
Canal Zone	1	25	5	1	27	2	2	26	14
Guam	1	1	2	1	4	1	1	5	2
Hawaii	6	37	6	7	48	9	7	139	9
Philippine Islands	1	7	9	1	5	7	12	1,119	301
Porto Rico	4	49	12	2	20	4	8	160	45
Virgin Islands									

pursuing certain studies in 1927–28.—Continued

Chemistry			General science			Physical geography			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
11	12	13	14	15	16	17	18	19	20
4,783	118,641	86,053	9,845	256,866	250,172	2,735	37,218	39,541	
130	1,766	1,781	98	3,034	3,229	21	366	427	Ala.
34	510	390	29	779	627	4	69	26	Ariz.
40	651	520	165	2,547	2,669	45	380	422	Ark.
269	9,696	8,002	294	13,512	10,933	12	847	637	Calif.
94	1,711	1,776	113	2,165	2,151	9	145	200	Colo.
54	1,568	1,029	78	3,472	3,696	2	34	22	Conn.
13	159	121	19	755	801	1	14	16	Del.
6	729	527	10	1,078	1,150	2	324	376	D. C.
50	709	549	125	3,050	3,069	9	410	429	Fla.
78	1,309	1,298	179	3,010	3,623	11	172	240	Ga.
66	927	884	113	1,929	1,808	19	293	251	Idaho.
228	7,669	4,096	566	22,574	19,980	239	3,700	3,791	Ill.
85	2,531	1,895	115	2,184	2,275	177	2,062	1,896	Ind.
54	1,283	821	562	8,048	7,855	106	1,162	1,410	Iowa.
65	1,404	1,356	407	5,569	4,815	157	1,361	1,263	Kans.
48	927	892	221	3,326	3,870	103	1,163	1,413	Ky.
148	1,567	2,144	179	3,476	4,236	10	85	88	La.
92	1,148	824	124	1,755	1,571	18	214	215	Me.
58	1,619	1,097	112	2,884	3,150	2	14	23	Md.
156	3,870	4,513	225	11,216	9,660	12	408	433	Mass.
267	7,230	5,653	229	6,329	6,006	94	1,173	1,100	Mich.
249	3,466	2,715	399	8,431	10,431	28	473	525	Minn.
33	331	312	172	1,914	2,200	37	219	271	Miss.
68	1,914	1,270	443	7,740	7,525	96	1,102	1,112	Mo.
45	607	465	117	1,496	1,700	19	522	551	Mont.
65	995	561	277	3,877	4,048	36	352	364	Nebr.
9	65	75	15	192	172	1	20	10	Nev.
42	704	450	36	1,333	1,526	8	156	25	N. H.
118	4,339	2,333	135	9,376	8,827	13	1,091	1,031	N. J.
21	311	342	59	692	686	7	46	47	N. Mex.
303	18,044	8,881	124	12,300	10,904	157	2,896	3,641	N. Y.
88	1,025	1,091	420	7,187	7,796	204	1,766	2,223	N. C.
51	543	575	132	1,276	1,621	73	485	664	N. Dak.
294	7,766	3,141	635	21,577	19,769	137	3,202	3,187	Ohio.
29	894	623	259	4,360	4,062	188	1,814	1,933	Okla.
39	1,425	617	155	3,896	3,081	41	314	251	Oreg.
456	11,354	7,843	763	30,093	31,226	43	1,339	1,440	Pa.
14	684	451	16	1,807	2,008	2	99	78	R. I.
35	605	453	90	1,467	1,604	57	598	604	S. C.
53	679	652	193	2,164	2,498	52	370	433	S. Dak.
98	1,205	1,380	154	2,761	2,707	70	628	643	Tenn.
134	2,738	2,434	291	5,441	5,111	198	2,255	2,359	Tex.
23	635	529	21	777	632				Utah.
28	295	200	36	468	245	10	77	69	Vt.
135	1,803	2,064	207	4,248	4,901	15	865	1,117	Va.
109	2,785	2,541	198	5,857	4,948	43	617	574	Wash.
110	1,353	1,279	164	3,216	3,372	76	904	965	W. Va.
83	2,875	2,414	326	9,633	8,778	60	532	661	Wis.
16	218	194	45	595	620	11	80	85	Wyo.
3	30	26	8	65	67	1	5	2	Alaska.
1	15	10	2	80	68				C. Z.
1	3	0	1	11	9				Guam.
7	235	156	16	884	608				Hawaii.
			11	1,411	985	9	679	415	P. I.
8	160	149	10	353	281	7	219	170	P. R.
			1	3	4				V. I.

TABLE 62.—*Number of public high school pupils*

State	Biology			Botany			Zoology		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	7,686	183,151	210,240	1,182	20,219	25,843	542	12,084	10,081
Alabama	113	2,027	2,481	3	28	18			
Arizona	30	609	905	6	27	66	2	17	15
Arkansas	100	1,629	1,883	6	92	93	5	81	80
California	252	8,558	11,091	22	521	1,217	10	174	203
Colorado	87	1,458	2,311	10	78	115	7	68	98
Connecticut	60	2,224	2,826	2	33	20			
Delaware	20	432	578						
District of Columbia	6	443	989						
Florida	84	1,450	1,703	11	207	257	11	154	143
Georgia	158	2,605	3,165	7	54	54	3	37	19
Idaho	80	1,209	1,492	7	98	149	4	112	101
Illinois	313	5,291	5,303	243	4,380	5,014	234	4,654	3,458
Indiana	384	6,725	7,057	158	2,625	3,620	6	232	168
Iowa	299	3,726	3,820	25	217	239	5	142	115
Kansas	220	3,032	4,485	30	267	486	1	5	6
Kentucky	182	1,674	2,243	21	240	479	5	64	69
Louisiana	151	2,287	2,987	1	7	9			
Maine	62	836	554	14	16	111			
Maryland	88	2,097	3,056	1	10	8	2	164	14
Massachusetts	136	3,922	5,732	15	440	963	5	120	171
Michigan	278	6,355	7,321	148	2,376	2,618	97	1,716	1,576
Minnesota	280	6,021	7,792	10	352	526	4	90	136
Mississippi	119	1,043	1,195	7	81	139	2	12	7
Missouri	101	1,917	2,148	12	454	851	8	482	435
Montana	64	977	1,135	1	11	17	1	22	17
Nebraska	145	1,552	2,017	102	851	1,041	2	98	86
Nevada	7	61	45						
New Hampshire	28	390	402	6	244	132	4	200	124
New Jersey	127	5,923	5,424	4	158	125	5	157	108
New Mexico	19	244	322	3	17	17			
New York	614	46,663	51,349	9	858	1,271	6	365	694
North Carolina	379	5,444	6,472	2	16	32			
North Dakota	65	659	1,079	23	145	205	6	60	44
Ohio	535	11,851	13,267	26	796	897	8	343	242
Oklahoma	95	1,597	1,894	42	408	595	30	368	323
Oregon	99	1,993	2,608	36	312	455	2	31	33
Pennsylvania	672	15,208	15,032	47	1,595	759	30	1,082	787
Rhode Island	7	335	218	2	119	75			
South Carolina	67	954	1,058	1	4	6			
South Dakota	87	925	1,334	11	96	76	1	10	9
Tennessee	141	2,115	2,401	1	16	16	2	31	37
Texas	182	3,223	3,753	11	162	474	5	131	73
Utah	36	1,418	1,352	11	250	313	8	318	229
Vermont	15	213	173	1	3	4	1	1	3
Virginia	185	3,585	4,961	1	93	77			
Washington	139	2,438	2,411	58	1,246	1,987	16	513	417
West Virginia	138	2,679	3,096	7	74	68	1	3	3
Wisconsin	205	4,792	4,870	14	122	126	3	27	38
Wyoming	32	342	450	4	20	23			
Outlying parts of the United States									
Alaska	7	61	45						
Canal Zone									
Guam	1	13	11						
Hawaii	13	588	525						
Philippine Islands	13	1,290	765						
Port Rico	12	216	264	3	49	62	3	44	59
Virgin Islands	1	3	4						

pursuing certain studies in 1927–28.—Continued

Physiology			Geology			Hygiene and sanitation			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
11	12	13	14	15	16	17	18	19	20
2,500	33,768	43,882	88	1,448	1,100	1,542	103,762	123,323	
32	398	605				123	1,799	2,821	Ala.
3	40	36	1	24	0	1	36	39	Ariz.
48	312	449				21	608	656	Ark.
44	1,510	2,860	4	61	153	81	11,270	14,954	Calif.
13	207	369	10	201	172	7	230	353	Colo.
3	100	145	2	65	70	5	363	374	Conn.
									Del.
						3	321	366	D. C.
33	1,084	1,327				34	2,161	1,639	Fla.
17	119	239				16	316	435	Ga.
3	34	18	3	44	42	5	106	441	Idaho.
236	5,326	5,990	6	50	12	36	1,495	2,291	Ill.
122	1,180	1,298	2	28	15	73	1,389	1,632	Ind.
233	1,932	2,994	3	33	17	44	1,746	2,752	Iowa.
319	2,343	3,106				31	1,147	1,515	Kans.
94	1,075	1,392	2	25	28	31	244	510	Ky.
5	51	38				10	761	177	La.
3	113	101	3	42	39	8	265	161	Me.
						3	210	233	Md.
30	970	1,624	3	65	52	54	4,438	4,851	Mass.
47	537	736	1	17	12	27	2,114	1,945	Mich.
14	165	307				16	292	444	Minn.
24	162	215				43	384	496	Miss.
205	1,837	2,429	1	7	0	180	3,312	3,777	Mo.
6	28	49	4	36	27	4	2	52	Mont.
141	703	1,717	2	14	13	9	315	521	Nebr.
2	13	24				5	148	173	Nev.
6	14	156	1	10	10	15	364	535	N. H.
11	1,110	772				38	3,325	4,932	N. J.
40	392	401				7	109	89	N. Mex.
11	1,257	684				48	30,469	35,067	N. Y.
6	55	73				10	171	230	N. C.
29	160	267				5	21	53	N. Dak.
52	1,333	1,621	6	169	132	149	5,069	6,896	Ohio.
131	1,069	1,220	3	152	79	21	625	597	Okla.
41	358	498				3	54	60	Oreg.
40	2,357	2,658	4	143	23	213	22,464	24,681	Pa.
2	158	9				1	152	161	R. I.
2	46	84	1	20	35	10	202	302	S. C.
35	114	472	2	8	18	8	20	93	S. Dak.
22	170	211	2	6	12	5	93	113	Tenn.
219	2,469	3,379	3	14	9	42	542	709	Tex.
25	546	950	3	60	22	13	2,570	2,523	Utah.
4	45	47				4	29	45	Vt.
3	77	43				6	365	328	Va.
22	283	358	13	126	81	4	125	179	Wash.
7	54	79	2	23	15	45	935	1,108	W. Va.
110	1,442	1,807	1	5	12	19	527	889	Wis.
5	20	25				6	59	125	Wyo.
									Alaska.
									C. Z.
									Guam.
						4	594	632	Hawaii.
1	8	11	1	25	26	2	11	43	P. I.
						3	51	49	P. R.
									V. I.

TABLE 62.—*Number of public high school pupils*

State	Agriculture			Agronomy			Animal husbandry		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	4,676	79,857	22,888	50	868	40	74	1,400	158
Alabama	114	2,451	472						
Arizona	14	324	0						
Arkansas	60	1,142	122				2	61	27
California	126	3,932	677	2	73	2	8	86	0
Colorado	57	1,069	122	1	11	0			
Connecticut	12	162	0						
Delaware	7	110	11						
District of Columbia									
Florida	49	1,112	837						
Georgia	37	632	239						
Idaho	44	1,139	38	2	25	0	1	40	0
Illinois	210	4,370	26						
Indiana	216	3,622	77	6	114	0	11	244	0
Iowa	500	5,186	4,142	6	74	15	3	32	0
Kansas	365	5,247	2,535	1	12	0	2	13	3
Kentucky	132	2,130	878						
Louisiana	25	711	10						
Maine	10	211	5						
Maryland	29	580	1						
Massachusetts	17	631	18	2	75	3	1	68	0
Michigan	180	3,170	675	4	35	13	1	15	2
Minnesota	73	1,121	139	1	24	0	2	45	98
Mississippi	92	1,935	46						
Missouri	410	5,188	3,855						
Montana	27	463	47						
Nebraska	209	2,592	1,901	4	80	0	4	187	18
Nevada	7	74	0						
New Hampshire	14	242	0						
New Jersey	19	487	7						
New Mexico	21	272	28				2	25	0
New York	69	1,265	61						
North Carolina	76	2,595	103				1	20	0
North Dakota	119	1,036	1,129	1	11	0	3	30	0
Ohio	338	5,361	1,009	5	63	0	6	63	0
Oklahoma	182	2,572	1,409	2	36	7			
Oregon	26	668	15						
Pennsylvania	114	2,051	357	6	108	0	21	339	0
Rhode Island	4	109	0						
South Carolina	54	1,104	37						
South Dakota	35	439	101						
Tennessee	86	2,380	41						
Texas	141	2,408	816						
Utah	28	1,158	50	1	30	0	3	90	0
Vermont	15	229	0						
Virginia	68	1,293	28	1	26	0	1	0	10
Washington	37	934	30	3	51	0			
West Virginia	61	977	367	1	10	0			
Wisconsin	122	2,594	398	1	10	0	1	24	0
Wyoming	25	379	29				1	18	0
Outlying parts of the United States									
Alaska									
Canal Zone									
Guam									
Hawaii	10	353	7						
Philippine Islands	2	30	0				1	18	0
Porto Rico	1	8	6						
Virgin Islands									

pursuing certain studies in 1927–28—Continued

Home economics			Foods			Clothing			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
11	12	13	14	15	16	17	18	19	20
6,454	2,092	283,219	1,340	870	65,101	1,618	894	101,093	
137	192	4,492	3	0	118	5	51	526	Ala.
36	0	1,631	6	0	171	6	0	469	Ariz.
87	6	2,221	8	0	448	6	0	437	Ark.
218	497	17,538	134	214	5,740	163	7	12,274	Calif.
84	10	2,444	16	0	443	25	0	853	Colo.
34	19	2,716	23	0	1,492	25	0	1,685	Conn.
15	0	827	1	0	22	2	0	190	Del.
11	0	1,407				2	0	60	D. C.
86	9	5,111	5	0	333	4	0	221	Fla.
81	0	4,881	6	0	404	7	0	542	Ga.
59	4	1,643	16	0	315	24	0	717	Idaho.
288	98	13,061	112	0	3,677	148	0	7,495	Ill.
461	12	11,321	58	5	2,029	57	0	2,890	Ind.
536	45	11,436	50	1	1,575	57	0	2,349	Iowa.
328	78	9,725	90	19	2,130	100	0	2,615	Kans.
104	11	3,735	6	0	360	11	0	864	Ky.
123	0	6,168	21	0	738	18	0	659	La.
36	0	1,385	3	0	172	5	0	341	Me.
80	1	8,225	8	0	1,495	11	0	1,827	Md.
79	78	5,572	92	10	5,750	98	0	8,705	Mass.
183	0	10,571	53	0	2,706	64	0	4,687	Mich.
216	55	8,635	53	103	2,049	43	100	3,083	Minn.
128	0	3,529	7	2	280	7	0	323	Miss.
152	19	5,793	38	51	1,755	53	0	2,822	Mo.
33	0	889	8	3	530	11	0	686	Mont.
160	18	5,229	17	104	619	23	0	732	Nebr.
14	0	283	1	0	13	2	0	20	Nev.
42	1	1,780	13	0	461	13	0	589	N. H.
54	28	5,076	59	60	4,685	71	0	5,623	N. J.
40	16	840	3	0	74	4	0	97	N. Mex.
160	88	12,183	39	0	3,564	76	672	7,984	N. Y.
185	48	8,809	10	0	674	10	0	755	N. C.
68	15	1,484	11	0	267	13	0	329	N. Dak.
590	109	21,171	55	36	2,471	73	44	2,403	Ohio.
168	22	7,549	14	0	611	15	0	752	Okla.
58	29	2,604	21	20	475	30	0	1,440	Oreg.
204	84	17,036	104	156	8,008	134	0	11,891	Pa.
6	0	558	6	0	608	8	0	710	R. I.
44	0	1,845	3	0	181	3	20	68	S. C.
71	0	2,090	14	0	443	16	0	541	S. Dak.
182	8	8,212	1	0	31	2	0	20	Tenn.
208	74	13,999	32	5	1,702	43	0	2,007	Tex.
30	0	2,407	16	0	1,147	18	0	1,612	Utah.
36	0	964	1	0	14	1	0	26	Vt.
98	13	4,149	6	0	332	7	0	492	Va.
125	213	6,446	47	51	1,896	48	0	3,243	Wash.
104	2	3,527	20	10	769	23	0	1,049	W. Va.
183	186	9,042	27	0	933	30	0	1,250	Wis.
29	4	980	3	20	121	3	0	140	Wyo.
3	0	80	0						Alaska.
1	0	24	0						C. Z.
			0						Guam.
13	0	596	2	0	123	3	0	177	Hawaii.
2	0	71	1	0	27	1	0	191	P. I.
9	0	447	4	0	174	7	0	159	P. R.
1	0	7	0						V. I.

TABLE 62.—*Number of public high school pupils*

State	Psychology			Principles of teaching			Normal training		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	1,327	12,711	16,958	652	2,053	8,474	2,509	8,494	34,047
Alabama	5	114	141	2	3	61	26	42	186
Arizona	3	16	18				2	5	2
Arkansas	65	395	567	25	101	246	25	103	237
California	2	24	18	2	17	29	45	254	788
Colorado	36	461	555	2	10	13	13	28	78
Connecticut							30	318	1,872
Delaware							3	1	7
District of Columbia									
Florida	55	433	708	22	91	416	17	31	262
Georgia	3	10	18	22	117	201	36	98	254
Idaho	9	63	94	2	16	12	12	9	30
Illinois	20	2,460	2,801	18	62	228	106	528	1,355
Indiana	3	92	21	1	27	20	79	230	317
Iowa	260	1,301	2,913	118	147	1,735	164	203	2,841
Kansas	326	2,008	2,965	103	191	860	164	296	1,678
Kentucky	25	182	231	10	38	75	57	77	261
Louisiana	1	5	4	3	3	95	38	77	642
Maine							18	18	100
Maryland							18	65	170
Massachusetts							51	337	3,406
Michigan	1	4	4	1	0	2	65	545	866
Minnesota	4	35	41	5	5	49	84	41	565
Mississippi	6	70	104	13	102	233	21	75	153
Missouri	44	350	537	56	217	834	100	334	1,360
Montana	23	68	196	9	3	142	22	7	360
Nebraska	11	40	82	131	231	1,727	125	428	2,839
Nevada							1	0	2
New Hampshire									
New Jersey	1	6	46				79	767	3,395
New Mexico	19	83	114	7	14	29	13	15	40
New York	8	1,594	554	4	7	62	172	257	1,894
North Carolina	1	1	14	4	2	72	43	29	177
North Dakota	114	559	981	1	0	2	68	94	325
Ohio	13	231	294	1	52	4	177	362	996
Oklahoma	144	1,133	1,465	1	11	14	49	83	136
Oregon	2	10	9				10	4	24
Pennsylvania	7	140	100	2	0	119	161	1,591	3,587
Rhode Island							3	0	38
South Carolina							7	36	85
South Dakota	28	177	331	9	30	162	31	57	366
Tennessee	30	171	295	32	428	564	74	348	552
Texas	10	111	159	7	46	50	74	391	568
Utah	4	115	119				7	21	43
Vermont							20	4	86
Virginia							44	38	241
Washington	15	154	154				32	18	76
West Virginia	2	1	17	11	21	94	33	110	226
Wisconsin	5	26	59	9	17	106	75	97	394
Wyoming	22	68	229	19	44	218	15	22	167
Outlying parts of the United States									
Alaska				1	16	15			
Canal Zone									
Guam									
Hawaii									
Philippine Islands	5	60	97	5	62	102			
Porto Rico									
Virgin Islands									

pursuing certain studies in 1927–28—Continued

Reviews			World history			Ancient history			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
11	12	13	14	15	16	17	18	19	20
204	1,218	3,076	4,222	82,769	92,859	6,658	146,629	155,165	
			22	416	456	128	2,114	2,409	Ala.
			25	442	398	7	111	111	Ariz.
			132	1,720	2,032	58	763	925	Ark.
			191	5,916	7,021	158	7,097	8,053	Calif.
1	14	14	92	2,801	3,269	34	946	1,031	Colo.
			25	654	625	59	2,960	2,136	Conn.
			5	104	138	11	194	209	Del.
						12	656	859	D. C.
1	1	2	19	211	254	87	1,821	1,957	Fla.
			22	258	895	162	2,304	2,759	Ga.
2	8	8	53	887	987	77	1,455	1,469	Idaho.
			92	2,551	2,258	644	10,316	10,757	Ill.
2	11	11	315	5,783	6,080	112	3,517	3,725	Ind.
37	290	609	187	2,546	2,741	202	3,066	3,412	Iowa.
24	46	439	223	2,801	2,970	191	2,606	2,648	Kans.
			88	893	1,322	126	1,682	2,944	Ky.
			54	835	1,224	29	975	1,057	La.
2	18	21	11	167	155	156	1,464	1,627	Me.
2	8	17	44	755	940	47	1,536	1,665	Md.
8	179	105	42	1,100	1,474	184	6,361	5,482	Mass.
			286	9,085	9,426	212	4,222	4,710	Mich.
			73	2,625	3,470	250	3,638	4,056	Minn.
			43	406	446	168	1,744	2,192	Miss.
2	5	19	412	5,279	5,947	106	3,151	3,476	Mo.
			110	1,177	1,440	32	758	813	Mont.
47	139	840	250	2,997	3,553	57	969	1,072	Nebr.
			8	106	82	10	75	78	Nev.
3	71	40	46	756	713	41	920	925	N. H.
13	76	304	16	784	945	128	6,226	5,469	N. J.
			17	141	146	49	720	723	N. Mex.
1	4	5	77	3,419	2,662	454	13,897	13,788	N. Y.
			20	568	597	256	1,474	1,762	N. C.
36	114	229	51	362	483	152	1,266	1,793	N. Dak.
1	11	6	404	7,302	8,109	215	7,062	7,042	Ohio.
			37	723	925	269	4,298	4,952	Okla.
5	42	68	138	1,584	1,827	16	851	976	Oreg.
3	112	57	163	4,899	5,553	434	16,749	17,017	Pa.
1	0	23	3	173	198	16	1,712	1,242	R. I.
			10	84	157	96	1,692	1,710	S. C.
3	13	43	50	504	607	153	1,388	1,711	S. Dak.
1	7	9	20	271	389	158	2,083	2,504	Tenn.
			8	200	205	394	10,144	11,359	Tex.
			28	1,527	1,710	4	102	105	Utah.
			4	39	33	36	398	426	Vt.
2	14	123	36	616	839	141	2,862	3,430	Va.
2	16	8	97	3,430	3,740	127	2,776	2,991	Wash.
1	1	9	104	1,423	1,655	22	525	558	W. Va.
1	0	15	36	1,095	1,250	202	2,623	2,649	Wis.
3	18	52	33	354	513	16	360	401	Wyo.
			4	38	33	7	40	38	Alaska.
						2	25	24	C. Z.
						1	11	9	Guam.
			10	238	229	2	60	52	Hawaii.
			2	377	287	10	1,325	970	P. I.
			1	9	7	8	212	162	P. R.
									V. I.

TABLE 62.—*Number of public high school pupils*

State	Medieval and modern history			American history			English history		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	7,381	160,684	166,629	10,820	241,949	275,382	862	12,051	13,152
Alabama	151	2,230	2,728	176	2,676	3,623	11	612	707
Arizona	11	152	149	43	998	1,071	1	6	3
Arkansas	69	798	926	155	2,034	2,630	10	62	117
California	148	6,079	6,428	299	17,445	18,338	11	269	388
Colorado	44	803	947	123	2,409	2,811	4	18	23
Connecticut	55	1,523	1,632	63	2,417	2,903	4	117	116
Delaware	12	201	264	20	372	467			
District of Columbia	12	933	1,002	8	1,535	1,612			
Florida	91	1,540	1,540	118	3,677	4,231	35	247	325
Georgia	159	2,214	2,509	161	2,889	2,669	35	311	378
Idaho	58	901	933	115	1,610	1,862	4	28	27
Illinois	642	9,557	9,300	617	16,915	17,537	28	597	485
Indiana	216	4,660	4,716	521	9,753	10,678	10	114	86
Iowa	386	5,152	5,485	526	8,183	9,917	20	151	168
Kansas	157	1,961	1,875	444	5,747	6,921	12	64	85
Kentucky	154	1,931	2,141	243	2,068	2,927	41	386	467
Louisiana	97	1,464	1,805	180	1,691	2,430	8	199	122
Maine	85	1,043	1,039	113	1,524	1,863	15	148	152
Maryland	62	1,433	1,393	87	2,146	2,577	3	557	242
Massachusetts	124	5,238	4,226	189	10,401	12,001	19	573	492
Michigan	207	3,859	4,113	368	9,064	10,779	30	584	646
Minnesota	299	5,049	6,407	353	6,893	9,149	7	196	184
Mississippi	168	1,552	1,998	185	1,578	2,004	6	45	42
Missouri	133	2,946	3,148	417	5,941	7,111	4	144	190
Montana	31	498	649	139	1,434	1,898	3	13	19
Nebraska	82	1,421	1,753	303	3,910	4,807	8	98	94
Nevada	10	92	51	20	205	217	2	19	15
New Hampshire	32	630	644	85	2,041	2,278	7	283	324
New Jersey	127	5,850	5,763	132	6,817	6,908	8	112	118
New Mexico	46	496	442	55	570	585	4	25	37
New York	327	25,706	20,973	558	27,959	25,068	19	282	269
North Carolina	387	4,459	5,827	338	3,820	5,065	27	286	376
North Dakota	158	1,147	1,747	189	1,283	1,955	4	5	22
Ohio	268	7,440	7,422	591	12,758	14,380	21	543	414
Oklahoma	276	3,851	4,328	279	4,073	5,287	168	1,310	1,495
Oregon	19	840	726	141	4,158	5,808	4	21	36
Pennsylvania	596	18,981	20,527	641	19,596	21,632	33	487	832
Rhode Island	14	1,421	1,307	15	797	1,285	4	186	185
South Carolina	94	1,098	1,358	110	1,241	1,644	12	81	261
South Dakota	162	1,192	1,473	208	1,866	2,484	46	221	331
Tennessee	175	2,144	2,371	171	1,872	2,556	7	105	122
Texas	402	8,955	9,778	369	7,456	8,804	87	1,355	1,442
Utah	9	263	300	36	1,566	1,819			
Vermont	27	215	212	34	360	418	3	26	24
Virginia	168	2,788	3,331	183	3,081	4,325	23	742	867
Washington	103	2,251	2,351	202	5,390	6,257	31	203	203
West Virginia	37	681	699	147	2,653	3,288	6	42	63
Wisconsin	272	4,856	5,707	305	6,485	7,812	13	162	141
Wyoming	19	190	186	45	592	691	4	16	17
Outlying parts of the United States									
Alaska	4	17	19	9	52	70			
Canal Zone	2	46	52	2	50	50			
Guam	1	11	8	1	1	2			
Hawaii	2	38	34	8	547	486			
Philippine Islands	12	1,524	1,059	13	2,152	1,494	1	21	16
Porto Rico	12	220	264	11	224	183			
Virgin Islands	1	3	4						

pursuing certain studies in 1927–28—Continued

Civil government, United States			Community government			Sociology			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
11	12	13	14	15	16	17	18	19	20
4,961	90,406	102,091	7,217	187,430	200,480	2,920	35,909	41,208	
72	1,026	1,152	150	3,304	3,985	63	659	874	Ala.
27	494	577	19	473	452	11	89	74	Ariz.
47	508	628	145	2,085	2,484	63	623	746	Ark.
197	7,763	8,117	176	5,989	6,043	84	3,571	3,813	Calif.
52	630	749	68	1,307	1,458	58	1,608	1,737	Colo.
19	443	622	57	2,453	3,067	10	125	161	Conn.
8	59	101	4	173	246	3	27	48	Del.
8	212	361	3	139	180				D. C.
56	1,055	1,435	81	2,727	2,873	43	316	444	Fla.
42	688	732	153	2,613	2,991	1	2	5	Ga.
44	421	483	37	514	566	74	684	721	Idaho.
323	6,742	7,322	378	10,255	11,084	56	795	658	Ill.
364	4,849	5,255	259	4,097	4,008	109	1,022	1,030	Ind.
283	3,528	4,268	242	4,512	5,014	310	2,715	2,987	Iowa.
335	4,391	5,087	246	4,434	4,810	207	1,989	2,154	Kans.
88	829	1,057	158	1,765	2,443	85	580	748	Ky.
82	1,168	1,269	96	1,475	1,069	2	19	136	La.
36	630	659	87	1,166	1,341	6	58	97	Me.
42	1,119	1,785	77	2,364	2,726	10	83	141	Md.
66	2,471	2,061	169	8,482	8,755	7	210	174	Mass.
195	2,704	3,108	274	5,472	5,876	79	1,273	1,440	Mich.
55	1,782	2,077	76	3,346	3,637	156	2,055	2,873	Minn.
80	521	661	109	986	1,172	10	62	72	Miss.
130	1,913	2,268	407	6,840	7,877	90	1,241	1,282	Mo.
70	697	965	63	574	696	90	665	752	Mont.
159	1,524	2,041	190	2,577	2,750	54	530	717	Nebr.
5	29	37	14	147	140	6	27	19	Nev.
24	1,015	1,149	24	710	516	16	123	244	N. H.
23	969	1,231	92	10,438	10,231	8	241	271	N. J.
30	264	260	23	209	238	21	152	152	N. Mex.
83	2,452	2,318	563	40,892	41,313	6	129	702	N. Y.
83	1,135	1,488	358	6,632	7,972	5	65	101	N. C.
96	568	905	125	1,067	1,358	70	370	565	N. Dak.
352	7,624	8,669	413	7,894	8,078	245	3,371	3,539	Ohio.
92	1,136	1,279	107	1,335	1,556	149	1,267	1,483	Okla.
96	2,513	2,521	62	675	788	58	434	421	Oreg.
382	11,621	12,308	498	16,012	16,339	93	2,444	2,902	Pa.
7	483	446	8	359	470				R. I.
41	415	486	77	943	1,107	1	16	10	S. C.
119	1,024	1,444	108	1,001	1,117	153	1,053	1,293	S. Dak.
77	920	1,224	171	2,241	2,347	2	21	38	Tenn.
206	2,950	3,306	133	2,296	2,550	18	577	680	Tex.
11	670	577	34	933	946	26	601	616	Utah.
10	155	95	35	439	508	7	108	103	Vt.
108	1,483	2,234	84	1,197	1,622	27	278	386	Va.
94	1,773	2,009	85	2,170	2,365	78	1,094	1,012	Wash.
52	1,003	1,134	143	2,859	3,454	73	912	1,069	W. Va.
74	1,790	1,818	301	6,399	7,395	158	1,451	1,548	Wis.
16	247	313	35	460	467	19	174	170	Wyo.
2	13	23	7	33	32	1	5	3	Alaska.
1	19	21				1	8	16	C. Z.
			1	5	2				Guam.
3	38	36	13	866	690	2	64	62	Hawaii.
5	733	395	8	679	667				P. I.
8	198	198	7	74	92	1	3	16	P. R.
									V. I.

TABLE 62.—*Number of public high school pupils*

State	Economics			Problems of democracy			Industrial history		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	4,970	71,367	75,668	890	13,974	16,226	81	2,270	3,052
Alabama	57	502	723	7	60	93			
Arizona	22	438	438	2	19	20			
Arkansas	69	670	855	26	166	219			
California	169	3,556	3,566	12	223	253	6	110	122
Colorado	54	582	890	4	55	27			
Connecticut	32	413	664	10	245	416	1	126	220
Delaware	9	50	100	1	8	16			
District of Columbia	5	227	216						
Florida	29	314	379	1	7	11			
Georgia	23	178	342						
Idaho	83	759	722						
Illinois	418	4,746	4,512	28	199	269	8	319	524
Indiana	318	3,371	3,395	5	87	91	2	42	92
Iowa	459	5,095	6,045	4	21	43	3	31	40
Kansas	212	1,704	1,650	3	92	114			
Kentucky	88	617	874	28	199	269	2	113	46
Louisiana	11	298	255						
Maine	28	397	371	1	23	14			
Maryland	14	237	316	27	330	479	1	26	38
Massachusetts	90	1,996	2,062	13	321	299	4	662	183
Michigan	255	3,413	3,127	8	74	121			
Minnesota	95	1,642	2,075	139	1,451	2,200	4	24	36
Mississippi	129	871	1,007	3	36	27			
Missouri	84	1,209	1,110	116	1,609	1,715			
Montana	92	711	786	16	151	183	12	183	140
Nebraska	97	1,170	1,270	14	175	153			
Nevada	3	17	10						
New Hampshire	37	427	540	2	29	28	20	17	655
New Jersey	78	1,670	1,991	40	2,323	2,509	3	66	203
New Mexico	19	140	131						
New York	182	12,654	12,096	4	114	76	1	135	275
North Carolina	23	194	332						
North Dakota	77	412	803	94	559	832			
Ohio	287	3,856	3,979	48	424	503	5	126	160
Oklahoma	149	1,260	1,437	19	224	181	1	31	80
Oregon	80	741	648	4	25	29			
Pennsylvania	195	4,782	5,129	167	3,974	4,122	6	237	222
Rhode Island	5	136	189						
South Carolina	28	231	344						
South Dakota	150	945	1,044	1	8	13	1	11	12
Tennessee	67	520	877	1	21	25			
Texas	168	2,177	2,554						
Utah	22	572	559						
Vermont	14	73	107	1	21	14			
Virginia	19	158	302	24	362	542			
Washington	114	1,613	1,351	4	67	43	1	11	4
West Virginia	64	958	937	7	163	145			
Wisconsin	226	2,483	2,414	5	107	126			
Wyoming	21	182	144	1	2	6			
Outlying parts of the United States									
Alaska	3	18	10						
Canal Zone	2	24	35						
Guam									
Hawaii	1	26	6						
Philippine Islands	13	1,196	416						
Porto Rico	1	25	39						
Virgin Islands									

pursuing certain studies in 1927–28—Continued

Commercial law			Commercial geography			Business English			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
11	12	13	14	15	16	17	18	19	20
2,985	37,211	39,223	3,820	61,290	78,956	299	5,115	9,166	
70	785	892	107	1,421	1,656	----	----	----	Ala.
12	117	63	6	131	182	1	86	86	Ariz.
14	171	141	49	462	494	----	----	----	Ark.
100	1,989	1,577	67	1,815	2,793	23	601	1,124	Calif.
27	306	247	27	320	338	6	61	109	Colo.
31	460	776	19	532	857	2	30	75	Conn.
2	26	48	4	73	147	----	----	----	Del.
5	251	278	5	387	714	----	----	----	D. C.
15	195	177	9	220	265	4	49	109	Fla.
9	190	150	4	54	150	1	28	110	Ga.
25	209	177	18	213	195	4	29	39	Idaho.
279	3,401	2,823	394	6,000	7,830	10	714	1,255	Ill.
56	718	537	133	1,755	1,609	17	214	581	Ind.
274	2,655	2,615	219	2,545	2,998	13	178	387	Iowa.
158	1,367	1,107	135	1,443	1,326	8	61	115	Kans.
19	168	262	67	543	1,039	1	9	21	Ky.
7	216	98	125	1,878	1,334	----	----	----	La.
30	343	448	41	641	757	----	----	----	Me.
9	95	207	9	224	344	----	----	----	Md.
92	1,760	2,364	123	4,012	6,790	3	86	110	Mass.
134	1,648	1,905	127	1,791	2,629	12	558	727	Mich.
115	1,475	1,598	163	1,826	2,494	3	132	29	Minn.
8	98	97	37	235	309	3	33	32	Miss.
53	762	671	85	1,419	1,603	9	149	187	Mo.
48	345	375	59	577	648	2	11	8	Mont.
87	874	820	55	684	732	8	69	92	Nebr.
3	27	11	3	30	15	2	17	24	Nev.
15	138	270	34	1,790	702	----	----	----	N. H.
89	1,354	1,931	78	1,885	3,757	2	34	40	N. J.
16	108	97	8	94	86	1	3	7	N. Mex.
187	3,836	3,465	273	8,015	10,600	37	585	1,088	N. Y.
8	81	90	86	883	1,089	1	20	27	N. C.
98	560	675	68	338	551	2	22	19	N. Dak.
188	2,545	2,752	286	4,154	5,571	37	505	1,006	Ohio.
108	858	877	163	1,599	1,811	23	180	290	Okla.
25	431	320	36	474	508	2	34	85	Oreg.
191	2,189	3,715	195	3,872	5,523	25	145	474	Pa.
11	161	165	9	172	260	1	8	8	R. I.
4	41	20	17	137	182	----	----	----	S. C.
89	600	632	52	437	471	4	148	24	S. Dak.
39	368	361	65	652	711	1	5	41	Tenn.
50	783	748	51	730	604	----	----	----	Tex.
13	336	233	3	34	46	1	8	29	Utah.
11	63	83	7	71	75	1	13	12	Vt.
8	139	172	9	196	283	3	49	113	Va.
90	1,087	1,222	74	1,233	1,649	23	207	584	Wash.
16	231	287	62	698	817	2	15	30	W. Va.
37	562	592	138	2,442	3,162	1	17	69	Wis.
10	89	52	16	153	250	----	----	----	Wyo.
1	7	5	3	19	21	----	----	----	Alaska.
1	15	6	2	27	51	----	----	----	C. Z.
1	15	11	5	54	68	2	22	28	Guam.
2	94	21	2	112	26	----	----	----	Hawaii.
4	22	4	----	----	----	1	10	4	P. I.
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									V. I.

TABLE 62.—*Number of public high school pupils*

State	Commercial arithmetic			Bookkeeping			Shorthand		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	4,859	82,621	118,668	5,806	113,701	195,437	4,277	47,641	203,990
Alabama	75	1,194	1,462	66	870	1,356	11	252	1,143
Arizona	15	246	246	34	340	393	34	77	701
Arkansas	46	388	398	26	422	367	22	162	862
California	105	2,570	2,783	284	6,202	10,901	272	1,132	11,401
Colorado	41	514	737	103	929	1,397	77	275	1,637
Connecticut	43	992	1,586	64	2,497	4,303	62	724	3,491
Delaware	8	123	239	4	92	111	4	9	197
District of Columbia	11	593	1,015	14	636	887	8	472	1,339
Florida	27	320	370	31	513	571	38	270	898
Georgia	30	446	804	23	693	1,144	17	368	1,296
Idaho	47	565	573	70	562	707	51	211	899
Illinois	395	5,300	8,919	420	6,145	10,273	318	2,623	19,961
Indiana	298	4,299	4,992	213	2,264	4,394	171	908	5,949
Iowa	168	2,084	2,650	335	4,006	5,267	150	1,433	4,743
Kansas	229	2,757	2,740	314	2,776	3,640	172	887	3,002
Kentucky	49	521	1,194	33	426	916	32	245	957
Louisiana	161	3,089	3,794	50	1,339	1,338	41	552	1,123
Maine	80	1,188	1,459	83	1,111	2,201	67	378	1,600
Maryland	29	697	1,536	43	1,155	2,828	40	637	2,616
Massachusetts	159	4,642	7,612	188	8,404	15,894	172	3,116	13,596
Michigan	207	3,532	5,626	282	4,865	11,402	209	1,540	10,801
Minnesota	42	591	1,289	180	2,283	4,450	138	1,257	5,473
Mississippi	50	372	435	38	445	471	28	242	499
Missouri	65	860	908	193	2,267	3,241	108	778	3,818
Montana	57	536	630	88	718	1,027	72	379	1,362
Nebraska	78	1,314	1,671	189	1,927	2,686	96	669	2,436
Nevada	9	87	65	16	59	85	17	60	150
New Hampshire	50	648	1,294	53	737	1,921	45	311	1,551
New Jersey	127	4,796	8,109	147	5,633	9,502	127	1,625	9,250
New Mexico	28	209	211	35	172	219	31	84	433
New York	354	8,081	10,454	296	22,006	38,270	273	10,566	31,049
North Carolina	62	970	1,077	36	461	712	40	199	759
North Dakota	40	202	282	90	609	885	36	138	484
Ohio	416	6,928	10,146	352	5,426	10,536	228	2,441	12,652
Oklahoma	62	790	803	88	1,137	1,453	62	325	1,638
Oregon	38	715	1,072	122	1,202	1,972	85	295	2,429
Pennsylvania	310	6,433	11,781	351	9,232	18,550	284	5,886	15,639
Rhode Island	11	481	1,143	15	828	1,473	12	164	1,302
South Carolina	17	266	264	20	539	413	15	138	366
South Dakota	85	601	676	89	754	953	49	166	1,106
Tennessee	39	433	576	28	444	700	22	160	939
Texas	90	1,305	1,078	122	1,927	1,893	91	754	3,141
Utah	19	409	292	27	612	708	17	226	958
Vermont	17	225	267	25	233	358	21	156	327
Virginia	140	2,304	3,294	29	768	1,458	32	1,445	5,027
Washington	114	2,082	3,006	164	2,310	3,908	126	808	3,681
West Virginia	68	1,076	1,488	59	965	1,281	44	357	1,412
Wisconsin	222	3,596	5,286	241	3,508	5,683	181	1,608	7,404
Wyoming	26	251	336	33	252	339	29	133	493
Outlying parts of the United States									
Alaska	5	12	14	4	21	24	6	15	43
Canal Zone	2	22	44	1	7	24	1	10	45
Guam	1	6	0	1	6	0			
Hawaii	6	115	99	8	181	123	4	68	98
Philippine Islands	2	173	30	2	185	20	2	183	57
Porto Rico	10	239	250	7	153	117	9	199	176
Virgin Islands				1	5	3	1	5	3

pursuing certain studies in 1927–28—Continued

Typewriting			Salesmanship			Spelling			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
11	12	13	14	15	16	17	18	19	20
5,724	127,955	311,424	241	4,983	4,989	157	4,038	6,732	
18	470	1,457	1	27	7	3	230	383	Ala.
44	890	1,923	1	27	4	1	5	21	Ariz.
29	486	960	2	26	29	1	13	6	Ark.
361	10,925	28,612	37	1,050	820	5	45	129	Calif.
132	2,006	3,768	5	57	65	4	53	117	Colo.
71	3,267	5,575	7	138	137				Conn.
5	106	285	1	12	18	1	28	138	Del.
14	749	2,160	1	5	27				D. C.
43	780	1,544	1	20	9	1	15	33	Fla.
24	766	1,991				5	36	181	Ga.
85	1,227	2,018				6	40	65	Idaho.
374	7,052	25,625	24	645	708				Ill.
211	2,862	8,383	9	142	129	6	95	310	Ind.
232	3,591	7,051	11	207	118	8	69	130	Iowa.
305	4,241	7,002	5	128	90	15	233	246	Kans.
43	605	984	2	91	10	7	137	245	Ky.
44	790	1,432	1	0	30				La.
67	732	2,012				2	40	105	Me.
47	1,227	4,008	1	0	33				Md.
189	6,085	19,017	17	490	501	1	35	35	Mass.
295	5,900	18,340	10	164	318				Mich.
159	2,321	7,586	6	57	111	2	219	127	Minn.
37	484	606							Miss.
165	3,005	6,785							Mo.
112	1,075	2,205	12	91	137	5	80	111	Mont.
166	3,139	5,089	6	126	148	5	141	209	Nebr.
20	157	246	1	7	7				Nev.
48	544	2,014	5	140	0				N. H.
136	5,632	12,372	2	66	74	7	244	330	N. J.
46	386	719				4	56	37	N. Mex.
315	20,204	44,936	2	32	101				N. Y.
43	613	1,154							N. C.
109	566	1,149				2	53	63	N. Dak.
292	5,002	16,647	20	391	466	1	6	7	Ohio.
98	1,900	3,445	3	48	24	4	336	389	Okla.
158	1,997	4,987				2	113	227	Oreg.
310	9,797	21,788	19	271	313	16	716	1,259	Pa.
15	800	2,209	1	18	20				R. I.
14	182	285				2	46	92	S. C.
90	937	1,667	5	45	43				S. Dak.
27	411	1,138	1	10	8	10	182	252	Tenn.
144	3,048	5,290	2	44	69				Tex.
31	1,279	2,195	3	116	24				Utah.
24	288	412							Vt.
36	864	2,390				1	6	25	Va.
208	3,965	7,602	3	75	111	19	362	663	Wash.
62	1,075	2,234	4	39	43	3	103	212	W. Va
188	3,006	9,149	9	161	226	8	301	585	Wis.
38	521	978	1	17	11				Wyo.
10	49	79							Alaska.
1	19	60							C. Z.
									Guam.
11	502	518							Hawaii.
3	337	75							P. I.
9	375	232							P. R.
									V. I.

TABLE 62.—*Number of public high school pupils*

State	Penmanship			Elementary business training			Office practice		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	270	7,476	14,171	1,290	32,193	54,436	1,119	9,318	31,530
Alabama	3	230	383	8	133	210	4	14	15
Arizona	2	71	101	3	10	46	5	10	23
Arkansas	1	12	6	4	88	121	2	2	8
California	12	234	187	141	4,798	7,775	127	598	2,480
Colorado	5	57	127	11	161	187	14	30	124
Connecticut	1	154	349	28	898	1,397	23	85	447
Delaware	1	28	138	2	123	298	2	10	52
District of Columbia	5	126	236	4	140	151	3	132	136
Florida				10	308	279	9	29	91
Georgia				6	333	522	7	40	147
Idaho	5	33	51	8	102	136	10	31	92
Illinois				23	892	2,010	64	902	4,553
Indiana	13	218	588	26	356	1,036	36	77	502
Iowa	6	200	208	23	508	871	23	102	360
Kansas	46	557	625	14	160	203	19	43	174
Kentucky	6	147	241	8	60	432	9	46	136
Louisiana	1	0	288				2	0	195
Maine	2	44	111	10	74	158	21	147	287
Maryland				11	273	382	12	219	398
Massachusetts	18	920	2,142	86	2,459	4,255	75	1,090	3,323
Michigan				69	1,125	1,697	61	384	1,157
Minnesota	6	246	492	61	785	1,106	25	110	747
Mississippi				8	65	150	4	14	33
Missouri				17	487	625	21	303	768
Montana	3	50	67	8	128	162	5	13	68
Nebraska	6	284	476	22	587	933	24	180	366
Nevada	1	7	20						
New Hampshire				11	121	204	29	108	347
New Jersey	19	843	1,407	45	1,397	2,192	70	731	1,688
New Mexico	1	7	5	1	7	19			
New York	1	27	8	212	3,996	6,650	47	965	4,845
North Carolina				6	68	117	5	31	90
North Dakota				2	50	22	1	1	66
Ohio	5	222	813	78	1,606	3,598	68	684	1,198
Oklahoma	9	367	367	6	1,945	2,136	14	38	159
Oregon	1	96	210	9	130	300	17	45	190
Pennsylvania	31	873	2,103	164	4,912	9,045	130	1,328	3,455
Rhode Island	2	29	59	9	445	1,194	7	150	541
South Carolina				5	54	91	1	4	6
South Dakota				4	13	28	5	11	24
Tennessee	1	22	11	3	42	38	5	22	91
Texas	2	18	10	9	205	270	14	74	194
Utah	2	98	80	3	70	82	5	8	104
Vermont	2	33	41	1	8	7	6	16	45
Virginia	2	11	32	13	279	489	7	79	207
Washington	35	731	1,310	14	273	408	32	143	709
West Virginia	6	180	294	18	204	356	11	34	177
Wisconsin	8	301	585	57	1,236	1,906	32	209	681
Wyoming				9	79	142	6	26	31
Outlying parts of the United States									
Alaska									
Canal Zone							2	0	6
Hawaii				7	255	227	5	41	27
Philippine Islands	1	97	23				2	57	15
Porto Rico				1	63	67	3	73	70
Virgin Islands									

pursuing certain studies in 1927–28—Continued

Vocal music			Instrumental music			Music studies			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
11	12	13	14	15	16	17	18	19	20
4,949	252,360	354,418	3,935	77,492	55,256	444	5,113	9,606	
18	634	1,293	86	622	1,309				Ala.
36	788	1,155	25	658	208	2	0	12	Ariz.
37	382	704	61	297	616	1	0	7	Ark.
318	16,333	20,867	324	11,062	7,364	74	1,187	1,776	Calif.
88	1,908	3,412	56	1,157	675	5	77	189	Colo.
47	2,886	4,069	16	356	129	3	99	97	Conn.
3	82	165	3	56	14				Del.
13	3,509	4,796	4	159	67				D. C.
38	1,990	2,699	35	443	352	1	181	185	Fla.
23	1,529	3,097	90	262	1,278				Ga.
58	991	1,760	47	648	467	3	21	26	Idaho.
241	15,533	20,164	171	6,735	3,611	47	549	954	Ill.
346	3,487	3,100	252	3,851	3,026	16	363	522	Ind.
265	6,610	10,519	185	3,113	2,945	6	68	112	Iowa.
290	5,368	7,940	187	2,693	2,517	17	70	138	Kans.
72	1,284	2,743	78	472	955				Ky.
8	103	431	17	211	180				La.
39	1,559	3,083	20	327	208				Me.
81	5,591	9,831	15	230	191				Md.
201	17,412	24,152	87	2,179	1,133	14	90	461	Mass.
192	5,933	10,666	156	5,299	3,226	17	97	226	Mich.
102	6,535	9,342	77	1,724	984	7	158	277	Minn.
43	490	837	92	255	1,127				Miss.
171	6,734	9,996	115	1,981	1,280	13	67	143	Mo.
36	262	924	27	426	402				Mont.
135	3,469	5,951	84	1,379	986	3	41	86	Nebr.
13	234	280	11	73	77				Nev.
43	4,607	5,006	13	427	194	5	34	50	N. H.
112	7,117	9,308	63	1,567	783	20	329	915	N. J.
25	293	455	16	135	107				N. Mex.
230	57,517	67,644	143	4,583	2,152	98	522	1,649	N. Y.
53	1,238	2,131	125	472	1,965	3	73	130	N. C.
58	799	1,643	39	365	327	11	81	138	N. Dak.
430	25,511	31,784	322	6,569	3,220	8	38	139	Ohio.
104	2,415	3,888	73	1,062	861	19	111	231	Okla.
45	938	1,994	77	874	604	1	0	4	Oreg.
379	21,537	39,813	200	6,040	3,523	20	514	622	Pa.
14	2,008	1,957	10	204	146				R. I.
14	228	422	26	101	427				S. C.
68	895	1,997	55	646	506	3	18	31	S. Dak.
32	1,330	2,237	57	288	774				Tenn.
67	1,685	3,318	76	1,013	1,243				Tex.
42	2,702	2,487	33	917	347	3	61	80	Utah.
14	419	638	6	42	30	1	0	8	Vt.
31	1,576	2,265	46	333	634	1	67	75	Va.
107	2,780	1,942	88	944	333	11	102	150	Wash.
68	1,955	3,323	39	539	481	5	73	88	W. Va.
78	2,800	5,238	87	3,393	1,638	5	22	77	Wis.
21	374	952	20	310	234	1	0	8	Wyo.
4	16	67	4	51	20	1	23	7	Alaska.
1	30	35	1	6	5				C. Z.
6	274	255	1	135	65				Hawaii.
2	102	139	2	30	0				P. I.
2	120	116	3	10	21				P. R.
1	3	4							V. I.

TABLE 62.—*Number of public high school pupils*

State	Art and drawing			Mechanical drawing			Manual training		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	2,712	147,284	185,769	3,033	192,063	7,553	4,512	207,781	3,183
Alabama	27	272	691	14	1,201	26	68	1,303	7
Arizona	14	129	455	24	829	36	28	1,489	5
Arkansas	9	457	157	8	249	23	22	706	0
California	347	10,541	13,982	319	16,804	696	225	17,299	205
Colorado	37	957	1,471	37	838	44	82	2,484	71
Connecticut	38	1,449	2,565	40	2,748	30	22	1,127	82
Delaware	1	39	75	2	288	0	4	359	0
District of Columbia	16	2,241	2,997	9	565	13	5	628	0
Florida	18	1,541	1,789	24	953	13	32	2,464	12
Georgia	11	701	639	11	864	8	19	2,177	3
Idaho	7	52	112	14	338	4	43	1,044	10
Illinois	95	8,887	12,070	205	21,958	326	237	14,979	135
Indiana	202	3,009	3,889	120	5,864	69	276	8,174	35
Iowa	43	1,049	1,535	138	4,237	72	533	9,717	39
Kansas	39	495	698	119	2,552	67	376	7,852	26
Kentucky	17	353	1,016	16	1,267	49	40	1,989	5
Louisiana	10	350	790	6	62	7	9	592	0
Maine	12	429	441	16	744	33	25	1,022	0
Maryland	119	2,800	3,780	30	4,057	0	49	4,377	0
Massachusetts	203	6,770	12,857	180	14,784	380	105	6,971	191
Michigan	86	2,781	3,442	149	8,928	146	154	8,483	117
Minnesota	47	2,479	3,410	113	4,765	166	158	6,797	69
Mississippi	7	43	73	3	119	0	13	309	0
Missouri	44	1,117	2,356	59	2,647	1,298	75	4,137	32
Montana	14	209	460	23	757	5	34	820	2
Nebraska	14	284	626	38	1,660	33	154	3,472	38
Nevada	4	22	46	6	64	0	6	104	0
New Hampshire	20	631	799	21	1,341	37	21	1,700	1
New Jersey	130	5,839	10,418	115	10,145	182	99	10,710	160
New Mexico	6	10	53	9	117	21	23	532	0
New York	377	59,383	55,056	200	19,092	2,116	85	6,719	260
North Carolina	8	73	90	12	313	12	24	1,237	4
North Dakota	10	55	174	29	318	80	37	616	24
Ohio	132	4,766	8,376	229	14,570	471	502	18,409	172
Oklahoma	27	596	1,126	46	1,733	35	76	4,141	16
Oregon	14	548	1,676	37	2,731	44	53	1,840	12
Pennsylvania	285	17,835	24,266	227	21,001	348	193	21,078	37
Rhode Island	17	1,259	1,526	11	1,361	11	6	602	0
South Carolina	4	69	133	5	223	7	9	571	0
South Dakota	20	84	370	35	866	11	59	1,059	14
Tennessee	9	225	348	17	991	93	28	1,500	0
Texas	29	741	1,307	73	4,300	107	97	5,645	267
Utah	16	646	777	15	534	12	30	2,284	0
Vermont	6	52	179	6	87	0	11	223	0
Virginia	16	1,371	1,609	15	1,027	34	27	1,960	3
Washington	41	1,557	2,276	80	4,286	72	154	6,903	69
West Virginia	21	653	942	26	981	35	54	2,078	20
Wisconsin	38	1,332	1,693	90	5,570	276	107	6,352	1,032
Wyoming	5	67	153	12	334	5	23	747	8
Outlying parts of the United States									
Alaska				2	9	7	6	84	0
Canal Zone				2	54	1			
Guam									
Hawaii	4	47	226	11	398	2	6	513	0
Philippine Islands	1	74	114	1	13	26	1	74	114
Porto Rico				11	424	0	9	401	0
Virgin Islands				1	3	0	1	5	0

pursuing certain studies in 1927–28—Continued

Woodwork			Metal work		Vocational occupations			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Schools reporting	Boys	Girls	
11	12	13	14	15	16	17	18	19
730	55,720	131	484	37,580	1,694	41,096	36,471	
1	248	0	1	44	59	1,116	1,826	Alabama.
3	57	7	2	55	8	282	236	Arizona.
4	84	0	1	11	65	977	1,152	Arkansas.
116	7,092	19	96	4,737	45	2,430	1,483	California.
7	398	0	3	309	14	245	238	Colorado.
9	728	0	9	566	8	699	449	Connecticut.
					1	24	12	Delaware.
4	253	0	5	293				District of Columbia.
5	255	0	2	131	9	596	185	Florida.
11	47	0	1	50	3	174	5	Georgia.
3	108	0			12	144	165	Idaho.
22	4,500	0	22	4,311	33	1,174	1,456	Illinois.
32	6,337	7	17	1,041	177	3,627	2,726	Indiana.
22	782	1	8	240	152	2,084	2,115	Iowa.
23	711	17	7	231	24	676	330	Kansas.
4	132	0	1	58	73	860	924	Kentucky.
					2	155	207	Louisiana.
2	65	0	2	68	7	111	104	Maine.
3	675	0	6	1,149	12	585	820	Maryland.
43	3,843	0	27	3,111	25	1,692	2,248	Massachusetts.
32	1,533	0	28	1,364	50	1,324	1,229	Michigan.
39	2,152	19	18	873	27	497	541	Minnesota.
2	15	0			6	141	142	Mississippi.
20	829	2	12	679	195	3,385	3,709	Missouri.
3	376	0	3	140	40	756	747	Montana.
11	563	0	5	378	30	804	685	Nebraska.
					1	8	0	Nevada.
33	774	0	32	714				New Hampshire.
22	2,111	14	6	369	9	499	538	New Jersey.
1	76	0	1	27	7	144	126	New Mexico.
49	7,429	0	38	6,813	17	2,735	1,066	New York.
3	103	0	1	12	8	232	128	North Carolina.
3	46	1	1	11	66	627	659	North Dakota.
47	3,364	0	40	2,227	219	3,707	2,996	Ohio.
5	268	23	3	117	4	337	187	Oklahoma.
7	633	0	6	1,928	14	463	489	Oregon.
59	4,777	0	34	3,612	79	3,322	2,562	Pennsylvania.
4	471	0	7	410	4	344	266	Rhode Island.
1	82	0	1	10	8	364	0	South Carolina.
4	200	7	1	11	17	192	131	South Dakota.
2	94	0			8	197	142	Tennessee.
6	243	0			12	574	469	Texas.
4	293	0	4	323	2	70	34	Utah.
					3	85	69	Vermont.
2	192	0			4	82	10	Virginia.
24	1,200	2	12	503	13	216	193	Washington.
11	394	12	5	173	95	1,634	1,925	West Virginia.
22	1,187	0	16	472	12	567	616	Wisconsin.
					15	139	131	Wyoming.
					1	9	8	Alaska.
								Canal Zone.
								Guam.
4	126	0	4	192	5	685	45	Hawaii.
					3	275	315	Philippine Islands.
2	34	0			1	13	8	Porto Rico.
								Virgin Islands.

TABLE 62.—*Number of public high school pupils*

State	Printing			Journalism			Dramatic art		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10
Continental United States	386	19,599	969	230	3,112	3,527	534	18,819	19,297
Alabama	1	37	0				5	162	248
Arizona	3	63	3	1	11	4	5	36	89
Arkansas	1	132	0				3	3	6
California	76	3,873	195	45	685	610	82	1,900	2,437
Colorado	7	334	27	9	58	106	8	65	152
Connecticut	7	415	0				3	40	147
Delaware							1	10	15
District of Columbia	5	187	2	1	16	14	1	30	44
Florida	6	330	0	5	50	60	5	73	105
Georgia							3	7	30
Idaho				4	73	44	5	45	80
Illinois	18	2,151	111	10	378	450	19	218	579
Indiana	14	680	7	12	177	177	5	42	95
Iowa	9	566	21	12	175	163	4	9	112
Kansas	15	95	200	18	137	156	10	95	200
Kentucky				4	28	54	2	0	131
Louisiana	1	164	0				5	982	1,195
Maine	2	83	0						
Maryland	2	208	0						
Massachusetts	33	2,052	13				6	379	530
Michigan	25	768	22	12	164	198	18	566	676
Minnesota	13	369	24	2	33	74	11	319	397
Mississippi	1	70	0				1	0	2
Missouri	7	431	28	6	103	92	11	391	1,073
Montana				6	46	71	2	17	32
Nebraska	6	312	3	7	69	77	9	136	296
Nevada							1	4	6
New Hampshire	16	149	0	1	24	6			
New Jersey	14	833	43	1	9	16	3	45	81
New Mexico	1	32	0	1	12	12	1	3	15
New York	18	303	5	9	93	61	250	12,204	8,833
North Carolina				2	18	34			
North Dakota	1	17	0	1	5	7			
Ohio	30	1,383	147	13	140	180	12	308	532
Oklahoma	4	175	16	5	57	84	2	20	29
Oregon	1	253	0	1	9	8	2	15	27
Pennsylvania	24	2,192	7	7	84	122	7	318	376
Rhode Island	4	123	0						
South Carolina	1	10	15						
South Dakota				4	36	68	1	4	6
Tennessee	1	59	0	1	10	23			
Texas	2	80	29	5	112	151	4	38	68
Utah				1	14	10	7	55	215
Vermont									
Virginia	3	113	0	1	10	14	2	21	74
Washington	2	111	3	10	154	207	11	146	211
West Virginia	2	168	2	6	49	67	2	33	21
Wisconsin	10	278	46	6	66	98	1	6	12
Wyoming				1	7	9	4	74	120
Outlying parts of the United States									
Alaska									
Canal Zone									
Guam									
Hawaii				3	49	26	2	41	30
Philippine Islands									
Porto Rico									
Virgin Islands									

pursuing certain studies in 1927–28—Continued

Public speaking			Physical education			Military drill		State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	
11	12	13	14	15	16	17	18	19
757	14,624	16,212	1,032	211,882	223,501	250	47,080	
1	8	1	18	719	1,416	3	748	Alabama.
4	25	44	16	996	1,509	4	1,135	Arizona.
1	23	11	3	449	464	3	53	Arkansas.
46	1,047	838	107	21,092	23,011	36	6,825	California.
15	283	242	17	1,594	1,690	5	329	Colorado.
1	166	508	12	2,958	3,445	----	----	Connecticut.
----	----	----	3	869	994	----	----	Delaware.
1	30	31	3	1,503	1,543	11	2,655	District of Columbia.
7	365	361	15	1,488	1,644	2	160	Florida.
----	----	----	8	116	1,800	9	2,383	Georgia.
16	146	217	7	140	304	1	170	Idaho.
46	887	1,000	54	24,673	21,743	20	3,164	Illinois.
35	401	382	51	5,352	5,509	7	1,282	Indiana.
51	761	699	55	3,920	4,521	7	1,019	Iowa.
24	177	190	33	3,429	3,766	----	----	Kansas.
9	75	87	13	1,628	3,381	3	791	Kentucky.
----	----	----	2	----	472	----	----	Louisiana.
1	134	145	4	310	578	2	415	Maine.
1	14	5	9	980	1,098	----	----	Maryland.
5	667	652	49	8,277	12,601	35	13,797	Massachusetts.
45	1,292	1,327	41	11,750	12,285	13	1,273	Michigan.
16	207	268	34	4,210	5,383	1	18	Minnesota.
----	----	----	3	62	146	1	7	Mississippi.
23	260	299	72	7,486	9,240	15	1,938	Missouri.
16	166	180	7	585	826	----	----	Montana.
29	251	291	25	3,245	3,613	----	----	Nebraska.
----	----	----	4	170	175	----	----	Nevada.
1	183	217	1	190	164	----	----	New Hampshire.
9	354	386	41	12,213	12,768	----	----	New Jersey.
7	59	71	3	191	434	----	----	New Mexico.
30	666	735	39	37,561	28,462	----	----	New York.
3	56	114	6	404	417	1	20	North Carolina.
10	69	85	28	922	1,380	3	30	North Dakota.
59	1,021	1,125	50	10,239	12,007	5	277	Ohio.
53	550	591	12	3,030	3,197	----	----	Oklahoma.
11	100	78	9	832	891	----	----	Oregon.
21	1,771	2,067	63	24,416	28,311	----	----	Pennsylvania.
1	47	43	2	408	445	----	----	Rhode Island.
----	----	----	1	3	12	1	239	South Carolina.
53	302	363	3	112	168	1	10	South Dakota.
3	205	306	7	890	1,173	8	1,099	Tennessee.
35	679	801	14	1,611	3,339	15	3,175	Texas.
10	247	325	19	1,581	1,946	4	1,603	Utah.
----	----	----	----	----	----	----	----	Vermont.
----	----	----	14	1,310	1,671	6	721	Virginia.
23	199	303	13	3,187	2,798	1	66	Washington.
11	237	280	21	1,687	2,280	3	44	West Virginia.
20	470	525	16	2,566	2,867	22	1,187	Wisconsin.
4	24	19	5	538	611	2	447	Wyoming
1	2	2	----	----	----	----	----	Alaska.
----	----	----	----	----	----	----	----	Canal Zone.
----	----	----	----	----	----	----	----	Guam.
3	48	30	----	----	----	1	499	Hawaii.
----	----	----	3	510	505	8	4,058	Philippine Islands.
1	3	10	2	56	130	1	147	Porto Rico.
----	----	----	----	----	----	----	----	Virgin Islands.

TABLE 62.—*Number of public high school pupils*

State	Home management			Home nursing		Pattern making		Electricity	
	Schools reporting	Boys	Girls	Schools reporting	Girls	Schools reporting	Boys	Schools reporting	Boys
1	2	3	4	5	6	7	8	9	10
Continental United States	347	14	10,130	162	6,915	72	5,642	229	16,536
Alabama								1	30
Arizona									
Arkansas	1	0	33					1	12
California	47	2	2,415	18	1,343	4	211	48	3,071
Colorado	3	3	49	2	28			2	46
Connecticut	4	0	65	2	25	1	19	2	35
Delaware									
District of Columbia						3	202	1	106
Florida				1	74			3	88
Georgia	1	0	16					1	47
Idaho	1	0	30	4	57				
Illinois	18	0	420	6	324	6	959	13	2,533
Indiana	12	0	169	22	333			5	293
Iowa	10	0	194	4	70	1	17	1	12
Kansas	6	0	109					5	173
Kentucky						1	6	1	71
Louisiana	11	0	269	2	18				
Maine								1	56
Maryland	5	0	461			1	152	4	580
Massachusetts	15	0	411	7	265	3	654	14	885
Michigan	9	0	227	4	130	5	318	6	875
Minnesota	8	0	147	5	87	3	167	16	915
Mississippi									
Missouri	4	0	135			1	11	3	59
Montana	3	0	48			1	80		
Nebraska	15	0	221	2	33	1	18	4	339
Nevada									
New Hampshire	56	0	862	2	39	19	595	8	152
New Jersey	4	0	332	6	655			4	256
New Mexico	1	0	29	1	21			1	20
New York	29	0	1,361	11	1,509	7	1,737	22	1,148
North Carolina	1	0	34						
North Dakota	1	0	21	2	60				
Ohio	10	0	182	4	88	9	336	11	789
Oklahoma	1	0	156					3	213
Oregon	5	0	130	1	200			1	383
Pennsylvania	33	0	815	23	658	4	115	30	2,509
Rhode Island	2	0	24	2	79			4	203
South Carolina	1	9	30						
South Dakota	1	0	15	5	41				
Tennessee									
Texas	9	0	109	21	630			1	24
Utah	9	0	253	1	32			2	97
Vermont								1	9
Virginia	1	0	8					1	190
Washington	5	0	166	2	56			5	242
West Virginia	3	0	142	1	43				
Wisconsin	2	0	42			2	45	3	75
Wyoming				1	10				
Outlying parts of the United States									
Guam									
Hawaii	2	0	85						
Philippine Islands	1	0	54	1	19				
Porto Rico				2	38				

pursuing certain studies in 1927–28—Continued

Auto mechanics			Vocational related subjects			Geography			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
11	12	13	14	15	16	17	18	19	20
277	13,677	14	441	14,969	6,179	270	4,063	4,727	
2	130	0							Ala.
3	73	0	1	23	0				Ariz.
2	107	0				3	70	114	Ark.
86	4,072	11	92	3,882	1,267				Calif.
5	205	0	6	33	41	1	35	24	Colo.
2	37	1							Conn.
			1	190	0				Del.
1	55	0			0				D. C.
1	24	0				5	211	263	Fla.
			1	29	0	1	0	165	Ga.
			7	32	112	1	7	16	Idaho.
19	1,591	0	12	1,094	0	2	62	48	Ill.
18	955	0	24	618	247	5	157	154	Ind.
4	186	0	17	150	184	12	83	240	Iowa.
6	271	0	5	64	40	2	4	37	Kans.
1	14	0							Ky.
									La.
1	64	0	1	59	0	1	11	7	Me.
1	59	0	1	24	23				Md.
8	501	0	29	1,383	621	1	7	6	Mass.
19	975	0	12	597	27	5	89	58	Mich.
15	433	2	18	189	805	6	448	533	Minn.
			1	51	0				Miss.
3	93	0	3	71	0	79	712	754	Mo.
2	60	0							Mont.
7	343	0	21	123	275	13	98	177	Nebr.
			1	6	0				Nev.
4	92	0	4	235	0				N. H.
1	9	0	8	97	237	1	4	7	N. J.
1	76	0	2	14	16				N. Mex.
13	622	0	19	2,421	611	21	350	318	N. Y.
1	13	0	1	8	0	1	4	14	N. C.
			26	174	134	20	86	122	N. Dak.
7	500	0	37	668	147	14	233	338	Ohio.
5	167	0	3	424	488	1	64	153	Okla.
1	12	0	6	500	22	26	234	196	Oreg.
7	369	0	38	1,325	152	6	390	358	Pa.
			1	5	0				R. I.
									S. C.
2	34	0	6	9	76	1	97	37	S. Dak.
3	108	0							Tenn.
2	526	0	4	37	46				Tex.
4	227	0	9	228	281	2	61	40	Utah.
			2	9	0	1	11	0	Vt.
						1	61	87	Va.
5	258	0	17	113	327	1	15	16	Wash.
						10	90	116	W. Va.
12	347	0	3	38	0	27	369	329	Wis.
3	69	0	2	46	0				Wyo.
									Guam.
2	32	0	2	52	123				Hawaii
									P. I.
									P. R.

TABLE 63.—*Number of secondary students pursuing special subjects, 1928–29*

Subject and States	Schools reporting	Enrollment	
		Boys	Girls
1	2	3	4
Bohemian:			
Illinois	2	216	108
General language:			
California	3	127	103
Florida	1	12	9
Missouri	1	10	19
New Jersey	1	14	14
New York	4	61	43
Total	10	224	188
Greek:			
California	4	26	9
Connecticut	1	16	7
Illinois	1	15	5
Indiana	1	5	17
Maine	3	10	12
Maryland	1	10	0
Massachusetts	8	225	65
Michigan	3	36	51
Minnesota	1	173	70
Missouri	1	1	0
New Jersey	4	18	11
New York	8	76	164
Ohio	1	25	27
Pennsylvania	5	206	86
Rhode Island	1	80	51
Washington	1	6	11
Total	44	928	586
Hebrew:			
Illinois	1	85	90
Massachusetts	1	53	27
Total	2	138	117
Italian:			
California	6	279	417
Connecticut	2	92	29
Michigan	1	4	2
New Jersey	4	372	194
New York	7	741	359
Pennsylvania	1	7	5
Rhode Island	1	36	15
Total	22	1,531	1,021
Norse:			
Minnesota	8	208	337
North Dakota	8	31	58
Total	16	239	395
Polish:			
Illinois	1	18	15
Swedish:			
Illinois	1	29	30
Minnesota	5	234	153
Total	6	263	183
Bible and religion:			
Alabama	1	20	0
Arkansas	1	2	14
Colorado	1	4	24
Delaware	2	11	9
Illinois	1	8	10
Indiana	25	185	293
Iowa	19	222	322
Kansas	4	25	50
Kentucky	1	8	10
Michigan	1	166	222
Bible and religion—Con.			
Minnesota	1	0	170
Nebraska	3	27	27
New York	3	30	29
North Carolina	4	141	220
North Dakota	7	36	42
Ohio	11	74	120
Oklahoma	1	55	74
South Dakota	4	17	39
Utah	1	53	60
Virginia	8	72	128
West Virginia	8	165	293
Total	107	1,321	2,156
Current history:			
Kansas	2	21	16
New Jersey	1	34	14
Oregon	1	10	11
Total	4	65	41
Latin American history:			
Illinois	1	31	0
Kentucky	1	31	0
Ohio	1	19	10
Oklahoma	1	54	27
Total	4	135	37
Local history:			
Arkansas	1	16	17
California	9	242	209
District of Columbia	1	20	28
Indiana	2	29	19
Missouri	3	15	30
New Mexico	4	17	32
Ohio	3	23	27
Oklahoma	1	49	31
Texas	2	31	22
Utah	1	48	28
Washington	1	22	7
West Virginia	1	14	15
Total	29	526	465
Mythology:			
Pennsylvania	1	10	21
Negro history:			
Kentucky	1	16	10
Mississippi	2	16	22
North Carolina	1	14	47
Total	4	46	79
Accounting:			
Arizona	1	3	10
District of Columbia	1	12	27
Illinois	3	34	130
Louisiana	1	0	73
Maryland	1	23	70
Massachusetts	3	40	45
Michigan	3	19	40
Minnesota	1	12	4
New York	4	178	101
Ohio	1	12	7
Pennsylvania	16	136	118
Total	35	469	625
Advertising:			
California	12	279	96
Colorado	1	8	2
Connecticut	2	33	2

TABLE 63.—*Number of secondary students pursuing special subjects, 1928–29*—Con

Subject and States	Schools reporting	Enrollment	
		Boys	Girls
1	2	3	4
Advertising—Continued			
Indiana	1	5	1
Iowa	2	22	21
Massachusetts	1	13	17
Missouri	5	162	95
Nebraska	1	38	46
New Jersey	1	2	34
New York	6	193	86
North Carolina	1	7	8
North Dakota	1	2	1
Ohio	4	63	62
Oregon	1	21	23
Texas	2	35	57
Washington	1	8	5
Total	42	891	556
Banking:			
Arizona	1	3	8
California	3	68	29
Connecticut	1	6	20
District of Columbia	1	2	8
Iowa	1	20	12
Massachusetts	1	0	109
Ohio	3	59	23
Rhode Island	1	1	4
Total	12	159	213
Business management:			
Arkansas	1	14	8
Colorado	2	42	55
Connecticut	2	110	4
Indiana	1	11	10
Iowa	3	73	31
Kansas	1	10	7
Maine	1	3	27
Massachusetts	3	28	65
Montana	1	37	59
New Jersey	2	75	113
North Dakota	1	15	6
Ohio	3	121	62
Pennsylvania	4	36	73
Rhode Island	1	18	29
South Carolina	1	52	0
Tennessee	1	16	2
Total	28	661	551
Commercial art:			
California	13	233	299
District of Columbia	1	29	47
Florida	1	87	93
Indiana	6	93	83
Kansas	1	2	2
Kentucky	3	0	89
Massachusetts	3	35	48
Michigan	30	571	1,440
Missouri	1	0	7
Montana	2	0	11
New Jersey	1	15	0
New York	20	741	1,388
Ohio	2	25	9
Texas	1	121	77
Washington	1	19	0
Wisconsin	1	18	35
Wyoming	1	1	8
Total	88	1,990	3,636
Duplicating:			
California	3	38	1
New York	1	0	16
Total	4	38	17
Machine calculation:			
California	17	150	645
Connecticut	1	54	272
Illinois	11	166	906
Indiana	1	5	24
Iowa	1	5	31
Massachusetts	2	16	23
Michigan	2	62	99
Minnesota	1	0	19
Missouri	1	4	3
New York	6	108	389
Pennsylvania	5	44	80
Utah	2	37	73
Virginia	1	2	9
Total	51	653	2,573
Multigraphing:			
Minnesota	1	0	18
Secretarial work:			
New Jersey	2	9	53
Ohio	2	1	126
Pennsylvania	2	4	24
Total	6	14	203
Cafeteria management:			
California	3	0	141
Indiana	3	4	34
Massachusetts	1	0	7
New York	1	0	3
Pennsylvania	1	0	17
Washington	2	0	17
Total	11	4	219
Dyeing:			
New York	1	25	0
Interior decorating:			
California	7	92	188
Indiana	1	4	7
Kansas	5	2	102
New Jersey	2	5	74
New Mexico	1	0	27
New York	3	0	49
North Carolina	1	7	13
North Dakota	1	0	28
Ohio	1	32	30
Oklahoma	1	0	25
Pennsylvania	5	0	117
West Virginia	1	0	9
Wisconsin	6	0	56
Total	35	142	725
Laundry:			
Arkansas	1	0	25
Massachusetts	1	0	30
Oregon	1	0	550
Pennsylvania	18	0	288
Total	21	0	893
Millinery:			
California	29	0	2,325
Georgia	2	0	72
Illinois	3	0	208
Indiana	2	0	24
Louisiana	1	0	350
Massachusetts	14	0	778
Minnesota	1	0	38
New Jersey	2	0	31
New York	13	0	987
Ohio	3	0	195

TABLE 63.—*Number of secondary students pursuing special subjects, 1928–29*—Con.

Subject and States	Schools reporting	Enrollment	
		Boys	Girls
1	2	3	4
Millinery—Continued.			
Oregon	1	0	140
Pennsylvania	4	0	284
Rhode Island	3	0	355
South Carolina	1	0	106
Utah	2	0	53
Virginia	1	0	9
Washington	3	0	54
Total	85	0	6,009
Forestry:			
California	1	1	17
New York	1	17	8
Pennsylvania	6	73	0
Total	8	91	25
Gardening and landscape:			
California	2	18	23
Massachusetts	1	18	0
Total	3	36	23
Horticulture and fruits:			
Arkansas	1	20	18
California	8	247	33
Indiana	4	71	0
Massachusetts	3	98	20
Michigan	6	58	9
Ohio	2	36	3
Pennsylvania	4	54	0
Virginia	1	25	0
Washington	1	8	0
Total	30	617	83
Aviation:			
Illinois	1	32	0
Basketry:			
California	1	0	88
Mississippi	1	0	14
New Jersey	1	0	10
Pennsylvania	2	0	21
Total	5	0	133
Bricklaying:			
Mississippi	1	11	0
New York	1	72	0
Nebraska	1	4	0
Ohio	1	19	0
South Carolina	1	24	0
Total	5	130	0
Brickmaking:			
Mississippi	1	14	0
Broom making:			
Tennessee	1	48	0
Building trades:			
Illinois	3	79	0
Clay modeling:			
Colorado	2	98	187
Connecticut	1	1	15
Total	3	99	202
Bookbinding:			
California	2	111	43
Michigan	1	1	0
Minnesota	1	38	16
New Hampshire	2	26	0
Total	6	176	59
Cement work:			
Kansas	1	13	0
Stonework:			
Indiana	1	170	0
Jewelry:			
Arizona	1	40	15
California	5	93	97
Colorado	2	61	31
District of Columbia	1	2	74
Indiana	2	39	53
Michigan	1	1	6
New York	2	9	16
Ohio	1	10	2
Pennsylvania	1	0	106
Washington	1	14	8
Total	17	269	408
Highways:			
North Carolina	1	15	35
Home decorating:			
Minnesota	1	0	16
Home mechanics:			
Connecticut	1	42	0
Massachusetts	1	0	31
New Hampshire	1	18	0
Total	3	60	31
House planning:			
Indiana	2	0	60
Leather work:			
Colorado	1	2	4
Mechanics:			
Maryland	1	697	0
Plastering:			
New York	1	63	0
Pottery:			
California	1	0	20
Minnesota	1	32	175
Pennsylvania	1	0	76
West Virginia	1	62	62
Total	4	94	333
Plumbing:			
California	2	10	0
New York	2	102	0
Ohio	1	16	0
Oregon	1	136	0
Total	6	264	0
Rug weaving:			
Mississippi	1	0	12

TABLE 63.—*Number of secondary students pursuing special subjects, 1928–29*—Con.

Subject and States	Schools reporting	Enrollment	
		Boys	Girls
1	2	3	4
Shoe repairing:			
Massachusetts	1	24	0
Shop management:			
Arkansas	1	27	0
California	2	62	0
Indiana	1	19	0
Total	4	108	0
Telegraphy:			
Minnesota	1	16	44
Textile shop:			
Georgia	1	21	0
Massachusetts	7	261	472
New York	3	203	0
Total	11	485	472
Upholstering:			
Colorado	1	62	0
Oklahoma	1	11	0
Total	2	73	0
Weaving:			
Illinois	1	0	84
Iowa	2	18	3
Michigan	1	1	6
Minnesota	1	8	6
Nebraska	2	8	13
New York	2	0	174
Total	9	35	286
Astronomy:			
California	3	38	151
Colorado	3	71	70
Idaho	1	10	4
Illinois	3	70	23
Indiana	2	26	12
Kentucky	1	3	0
Maine	1	4	5
Massachusetts	5	111	236
Michigan	3	100	99
Minnesota	1	24	7
New Hampshire	1	32	2
New Jersey	1	47	60
New York	1	7	1
Ohio	6	126	111
Pennsylvania	1	129	0
Utah	1	19	4
Vermont	2	6	4
Washington	3	45	26
Total	39	868	815
Bacteriology:			
California	1	8	8
Connecticut	1	0	13
Kansas	1	5	7
Pennsylvania	1	0	15
Total	4	13	43
Meteorology:			
North Dakota	1	13	14
Surveying:			
Arizona	1	8	0
California	3	77	0
District of Columbia	1	36	0
Kentucky	2	43	0
Maryland	1	17	0
Surveying—Continued.			
Massachusetts	1	153	0
New York	2	81	0
Pennsylvania	1	6	0
Total	12	421	0
Auditorium:			
Indiana	1	111	309
Library:			
California	31	41	335
Colorado	1	0	5
Indiana	3	165	200
Kansas	1	2	2
Maryland	1	149	143
Michigan	10	21	104
Minnesota	3	2	25
Montana	2	7	12
Nebraska	1	49	55
New York	1	0	575
Oklahoma	1	7	18
Oregon	1	1	7
Pennsylvania	3	12	136
Washington	1	3	3
Wisconsin	6	270	248
Total	66	729	1,868
School management:			
Arkansas	1	7	10
Indiana	2	3	34
Iowa	16	10	198
Kansas	10	11	96
Total	29	31	338
Special methods of teaching:			
Arkansas	2	4	13
Idaho	2	20	14
Iowa	13	11	139
Total	17	35	166
Ethics:			
Florida	1	6	3
Idaho	1	0	25
Michigan	2	14	25
Ohio	1	13	21
Oregon	2	25	31
South Dakota	1	14	37
West Virginia	2	51	58
Total	10	123	200
Etiquette:			
Oklahoma	1	24	44
Oregon	1	0	200
Total	2	24	244
Character study:			
Indiana	2	62	71
Newspaper:			
Minnesota	4	105	113
Story writing:			
Colorado	1	15	1
Architectural drawing:			
Arkansas	1	17	0
California	3	468	1
District of Columbia	1	55	1
Florida	1	9	0
Illinois	5	1,563	0
Indiana	2	62	11

TABLE 63.—*Number of secondary students pursuing special subjects, 1928–29*—Con.

Subject and States	Schools reporting	Enrollment	
		Boys	Girls
1	2	3	4
Architectural drawing—Con.			
Iowa	2	30	0
Kansas	1	22	0
Massachusetts	3	145	0
Michigan	4	93	1
Minnesota	5	106	19
Nebraska	1	19	0
New Jersey	1	70	0
New Mexico	1	21	3
New York	8	315	0
North Carolina	1	14	0
Oklahoma	1	56	7
Oregon	1	69	0
Tennessee	1	17	0
Washington	1	17	0
Wisconsin	1	12	19
Total	45	3,380	62
Art study:			
Massachusetts	7	261	472
Pennsylvania	3	27	46
Total	10	288	518
Photography:			
California	4	158	21
Minnesota	1	0	9
New York	1	5	0
Total	6	163	30
Picture projection:			
California	1	11	0
Sculpture:			
California	1	4	9
Foreign relations:			
Washington	1	6	6
First aid:			
Minnesota	1	127	147
New Jersey	17	1,181	1,531
Total	18	1,308	1,678
Lip reading:			
Illinois	3	16	32

CHAPTER XXV

STATISTICS OF PRIVATE HIGH SCHOOLS AND ACADEMIES, 1927–28

Statistics of 2,448 private high schools and academies for the school year 1927–28 are contained in this report. The principal items tabulated are: Instructors; pupils; graduates; volumes in libraries; value of grounds, buildings, and contents; student enrollments by subject; and data in detail for each school having 100 or more secondary pupils.

Reports were received from 2,350 schools in 1926 and from 2,448 in 1928. These schools reported 18,025 instructors and 248,076 secondary pupils in 1926, and 20,333 instructors and 269,249 secondary pupils in 1928. The number of pupils graduated increased from 40,715 to 46,189 during this 2-year period. No material change is noted in the percentage distribution of pupils among the four high-school years since 1926, although changes have taken place since 1920 and earlier years. In 1920, 36.1 per cent of the enrollment were in the first year, and 16.6 per cent in the fourth year. In 1928, 31.5 per cent were in the first year, and 19.6 per cent in the fourth year. This reduction in the proportion of pupils in the first year, and the increase in the fourth year indicate better conditions concerning promotions, and an increase in the holding power of the schools. Expansion of the junior-college idea may also be a factor, since 11,200 pupils were registered for work beyond the fourth high-school year.

While the number of schools reporting has increased but 200, or 8.9 per cent over the number reporting in 1915, the number of secondary pupils enrolled has increased 73.6 per cent, the number in the fourth year increased 88.7 per cent, and the number of graduates increased 107.3 per cent. This indicates the tendency to larger schools, rather than more schools. The number of colored pupils of secondary grade is smaller for 1928 than for 1920, or for any year since 1920, although it represents an increase of 30 per cent over 1915.

Military drill was given to 15,006 boys in 1926, and to 16,528 in 1928. The greatest number of boys in military drill in schools of this type was reported for 1918, when 31,532 boys received military training.

Practically all of these private schools are organized on the regular 4-year basis, and only a very few reported either junior or senior departments or divisions. No attempt is made, therefore, to compile statistics for reorganized schools or to report them separately from other schools.

TABLE 1.—*Review of statistics of private high schools and academies, 1890 to 1928*

Items	1890	1895	1900	1905	1910	1915	1920	1926	1928
Schools reporting	1,632	2,180	1,978	1,627	1,781	2,248	2,093	2,350	2,448
Instructors:									
Men	3,272	3,991	4,275	4,065	4,512	5,776	5,698	6,929	7,866
Women	3,937	4,568	5,842	5,785	6,634	8,250	9,248	11,096	12,467
Total	7,209	8,569	10,117	9,850	11,146	14,026	14,946	18,025	20,333
Secondary students:									
Boys	47,534	57,354	55,734	51,778	55,474	73,208	84,222	114,617	128,596
Girls	47,397	60,993	55,063	55,429	61,926	81,836	99,931	133,459	140,653
Total	94,931	118,347	110,797	107,207	117,400	155,044	184,153	248,076	269,249
Colored students, included above:									
Boys		1,110	990	1,013	1,408	2,222	3,185	3,104	2,595
Girls		2,233	1,400	1,761	2,480	4,316	6,341	7,157	5,707
Total		3,343	2,390	2,774	3,888	6,538	9,526	10,261	8,302
Graduates:									
Boys		6,052	6,226	6,268	6,876	10,419	10,590	18,208	21,047
Girls		5,908	5,990	6,601	7,533	11,866	13,576	22,507	25,142
Total	8,070	11,960	12,216	12,869	14,409	22,285	24,166	40,715	46,189
Military drill:									
Schools having it						113	205	105	116
Students in it		6,237	8,900	8,919		8,836	24,056	15,006	16,528
Schools:									
For boys only				327	348	451	385	416	467
For girls only				508	511	799	728	812	808
Coeducational				792	922	998	980	1,122	1,173
Enrollment in:									
Boys' schools				23,780	26,838	39,543	47,925	63,050	74,954
Girls' schools				27,438	28,317	46,945	55,658	76,323	78,775
Coeducational schools				55,989	62,245	68,556	80,570	108,703	115,520
Secondary teachers to a school	4.4	3.9	5.1	6.1	6.3	6.2	7.1	7.7	8.3
Secondary students to a school	58.2	54.0	56.0	65.9	65.9	70.0	88.0	105.6	110.0
Secondary students to a teacher	13.2	14.0	10.9	10.8	10.5	11.1	12.3	13.8	13.2
Libraries:									
Schools reporting		1,361	1,372	1,381	1,222	1,577	1,801	2,209	2,245
Volumes (in thousands)	961	1,498	1,734	2,360	1,976	2,817	3,622	4,920	5,771
Average number of volumes per school		1,101	1,264	1,709	1,617	1,786	2,011	2,227	2,570

TABLE 2.—*Distribution of students in private high schools and academies, 1907–1928* [1]

	1907	1910	1915	1920	1926	1928
Unclassified students:						
Boys				4,724	4,334	3,435
Girls				6,048	6,291	5,004
Total				10,772	10,625	8,439
Students in first year:						
Boys	11,008	17,880	23,745	27,499	34,641	39,639
Girls	10,848	19,895	26,921	33,409	38,769	42,547
Total	21,856	37,775	50,666	61,358	73,410	82,186
Per cent	33.1	35.2	34.4	[2] 36.1	[2] 32.2	[2] 31.5
Students in second year:						
Boys	9,223	13,851	18,622	21,265	27,833	32,626
Girls	8,387	15,285	20,474	24,384	31,388	35,649
Total	17,610	29,136	39,096	45,649	59,221	68,275
Per cent	26.5	27.1	26.6	[2] 26.8	26.0	26.2

[1] No data collected prior to 1907.
[2] Per cent of students classified as first, second, third, and fourth year students.

TABLE 2.—*Distribution of students in private high schools and academies, 1907–1928*—Continued

	1907	1910	1915	1920	1626	1928
Students in third year:						
Boys	7,787	10,812	14,227	16,355	23,030	28,362
Girls	7,050	11,881	15,997	18,850	26,611	30,846
Total	14,837	22,693	30,224	35,205	49,641	59,208
Per cent	22.4	21.2	20.6	[2] 20.5	21.8	22.7
Students in fourth year:						
Boys	6,141	8,251	12,721	12,489	21,226	24,534
Girls	5,825	9,423	14,387	15,700	24,382	26,607
Total	11,966	17,674	27,108	28,189	45,608	51,141
Per cent	18.0	16.5	18.4	[2] 16.6	20.0	19.6
Students above fourth year:						
Boys				1,440	3,553	4,535
Girls				1,540	6,018	6,665
Total				2,980	9,571	11,200

[2] Per cent of students classified as first, second, third, and fourth year students.

TABLE 3.—*Review of statistics of private high schools and academies for 5-year periods, 1895–1928, as to denominational control*

Denominations	1895	1900	1905	1910	1915	1920	1926	1928
Baptist:								
Schools	109	96	74	74	105	107	92	68
Students	7,424	7,173	6,450	6,983	7,439	10,903	10,566	7,145
Congregational:								
Schools	56	51	41	45	31	29	20	15
Students	2,882	2,671	2,402	2,322	2,231	2,348	1,575	1,265
Episcopal:								
Schools	119	98	91	71	99	91	97	82
Students	5,552	5,145	5,460	4,788	6,389	7,761	8,288	7,310
Friends:								
Schools	57	55	46	48	36	28	26	23
Students	3,851	3,428	3,526	2,243	2,444	2,324	2,783	2,571
Latter Day Saints:								
Schools					18	12	2	2
Students					4,765	3,959	1,564	1,337
Lutheran:								
Schools	36	32	28	42	57	47	35	26
Students	1,908	2,032	1,819	3,339	3,881	4,005	3,649	3,016
Methodist:								
Schools	60	65	60	67	77	71	64	71
Students	5,958	5,522	6,328	6,007	6,506	7,902	9,009	8,411
Methodist Episcopal South:								
Schools	51	38	36	25	33	21	18	10
Students	3,871	2,863	3,035	2,281	3,044	2,200	1,773	933
Presbyterian:								
Schools	102	93	68	67	65	64	65	60
Students	4,654	4,574	3,511	3,570	3,734	5,267	5,768	5,405
Roman Catholic:								
Schools	280	361	389	630	975	976	1,196	1,345
Students	12,777	15,872	20,150	30,124	56,182	76,054	131,436	158,612
Seventh Day Adventist:								
Schools					20	22	31	35
Students					1,834	1,992	2,979	3,159
Other denominations:								
Schools	40	56	50	84	70	58	57	52
Students	3,564	4,344	6,575	9,490	5,380	5,305	6,251	5,623
Total denominational:								
Schools	910	945	883	1,143	1,586	1,527	1,703	1,789
Students	52,441	53,624	59,256	71,147	103,829	130,019	185,641	204,787
Nonsectarian:								
Schools	1,270	1,033	744	638	662	566	647	659
Students	65,906	57,173	47,951	46,253	51,215	54,134	62,435	75,662

TABLE 4.—*Classification of private high schools and academies, instructors, and secondary students according to religious influence or control, 1927–28* [1]

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	68	256	218	91	103	870	995	776	889	712	790	840	709	100	270
Brethren	3	9	9	0	5	25	23	22	11	19	19	26	26	15	12
Christian Catholic Apostolic	1	6	6	0	0	34	41	34	49	22	27	16	13	14	29
Christian Reformed	2	16	3	0	4	74	112	51	52	48	52	13	11	0	0
Christian Science	2	3	8	1	1	8	13	9	10	2	4	2	6	0	0
Church of Christ	4	13	11	3	17	35	30	26	23	26	33	27	29	129	173
Church of New Jerusalem	3	17	5	0	0	25	5	16	7	18	12	10	14	0	19
Congregational	15	41	83	4	31	123	199	102	195	92	178	70	172	13	86
Disciples of Christ	4	10	12	18	8	46	60	29	54	28	40	11	30	9	14
Episcopal	82	435	384	180	134	1, 162	603	1, 172	672	1, 070	663	897	625	15	117
Evangelical Free Church	1	4	2	0	0	2	2	1	2	4	4	1	2	20	13
Friends	23	135	126	4	4	326	302	330	311	353	275	297	313	24	32
Holiness	3	8	7	7	26	19	33	16	17	10	16	13	19	18	23
Jewish	1	9	3	0	0	80	61	71	47	49	32	45	19	0	0
Latter Day Saints	2	35	21	0	0	5	3	38	17	361	386	179	197	76	75
Lutheran	26	148	58	37	48	469	264	391	243	368	257	375	196	288	80
Mennonite	4	13	7	0	0	31	56	34	51	16	15	18	24	21	31
Methodist Episcopal	71	271	379	319	385	821	1, 105	799	909	794	958	766	1, 027	454	74
Methodist Episcopal South	10	42	23	9	15	192	84	120	77	132	83	119	80	8	14
Moravian	2	11	10	0	0	14	15	11	17	7	13	8	81	0	0
Nazarene	5	12	11	0	3	47	45	48	39	23	37	24	43	88	130
Presbyterian	60	156	250	54	75	669	970	519	789	465	659	408	545	72	180
Reformed Church	9	84	11	21	1	166	53	253	71	261	38	187	43	2	0
Roman Catholic	1, 345	2, 773	7, 093	446	2, 796	23, 768	28, 268	17, 852	23, 429	13, 996	18, 580	11, 243	15, 683	1, 412	1, 139
Schwenkfelder	1	9	0	0	0	23	0	10	0	28	0	66	0	3	0

Seventh Day Adventist	35	131	161	24	48	436	462	368	430	274	386	227	375	55	74
Swedish Evangelical Mission Covenant	2	13	7	13	12	45	50	33	56	42	49	41	49	10	74
Unitarian	2	5	8	3	1	21	18	15	10	15	16	12	7	0	0
United Brethren	2	5	4	0	0	7	9	7	8	7	5	2	2	4	5
Universalist	1	6	5	0	0	8	15	13	10	11	11	24	16	0	0
Total	1,789	4,676	8,925	1,234	3,717	29,551	33,896	23,166	28,495	19,253	23,638	15,967	20,356	2,850	2,664

[1] Includes only the schools which report this item.

TABLE 5.—*Private high schools and academies—Schools, instructors, students, military drill, and property, 1927–28*

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	2,448	7,866	12,467	128,596	140,653	1,126	8,001	124,811	148,000	16,528	5,770,992	515,361	45,111	75,376	1,246
Alabama	45	112	173	1,542	2,135	7	108	2,096	2,482	218	84,792	5,576	414	1,081	23
Arizona	7	22	29	122	219	1	35	485	582	----	14,829	474	79	43	4
Arkansas	22	51	84	655	912	7	41	661	822	34	48,796	2,557	295	----	17
California	133	429	797	5,954	7,575	45	337	4,530	6,752	786	288,705	20,331	2,135	1,795	75
Colorado	17	37	84	678	935	7	74	985	1,375	25	54,317	1,775	195	----	9
Connecticut	53	346	337	3,933	3,640	45	125	838	1,224	70	154,440	17,831	1,651	6,714	33
Delaware	7	26	46	344	245	1	30	697	843	----	8,420	1,666	137	254	3
District of Columbia	27	85	168	1,302	1,530	12	108	968	1,655	40	58,686	5,841	268	170	14
Florida	23	43	93	550	764	39	93	1,184	1,666	1,098	30,847	4,706	266	76	17
Georgia	35	117	166	1,533	1,902	6	92	1,661	2,940	706	61,010	3,726	429	72	25
Idaho	12	17	56	244	418	3	24	380	597	----	22,468	1,278	79	----	8
Illinois	123	541	763	10,538	11,481	237	470	5,126	5,971	627	443,406	45,001	3,495	3,986	55
Indiana	46	186	167	3,124	2,303	20	108	2,583	2,419	1,155	151,076	19,788	3,295	532	21
Iowa	115	115	426	2,427	4,018	16	408	6,049	6,669	----	201,192	8,802	813	931	45
Kansas	46	129	194	1,688	2,472	7	69	1,121	1,156	478	88,509	7,221	583	182	22
Kentucky	80	136	290	2,280	3,842	45	190	2,684	3,419	125	137,015	9,548	720	1,051	44
Louisiana	56	113	182	1,909	2,133	36	220	4,011	5,413	144	85,796	7,160	514	690	27
Maine	46	119	153	2,074	2,147	0	49	993	1,052	----	6,352	4,815	578	1,571	20
Maryland	47	171	211	2,032	1,972	23	124	1,568	1,888	65	147,628	9,607	1,251	1,228	29
Massachusetts	106	435	711	5,955	7,418	45	512	7,807	9,613	294	305,956	23,901	2,301	13,313	60
Michigan	98	154	456	4,638	6,369	21	530	13,782	14,567	----	180,794	32,804	1,848	81	10
Minnesota	60	172	344	4,374	5,000	3	125	2,009	2,379	1,105	178,017	10,924	1,003	897	24
Mississippi	29	74	95	1,083	971	17	60	1,198	1,097	411	34,200	4,108	307	251	19
Missouri	74	253	344	3,903	4,626	20	209	2,338	3,282	539	233,548	14,237	1,699	210	32
Montana	12	16	49	414	709	0	25	531	731	----	23,800	1,251	109	----	6

Nebraska	37	27	141	656	1,588	6	104	1,975	2,108	----	66,141	4,126	574	135	26
New Hampshire	26	131	99	2,243	1,037	23	34	626	636	----	111,155	6,345	427	7,145	17
New Jersey	80	422	438	6,363	4,157	46	324	4,692	5,057	530	149,163	21,455	1,393	1,390	32
New Mexico	18	21	57	427	555	11	48	1,181	1,292	----	32,308	2,633	216	15	14
New York	250	1,024	1,554	15,346	16,619	174	1,222	14,981	17,723	2,369	713,681	64,652	5,414	12,080	101
North Carolina	48	155	184	1,837	2,812	10	87	1,207	1,739	----	85,820	8,498	877	581	46
North Dakota	16	25	60	301	738	2	43	674	796	38	20,299	1,578	107	----	15
Ohio	100	281	647	7,251	8,128	28	346	6,960	7,503	171	233,594	19,880	2,140	5,050	28
Oklahoma	38	48	124	673	945	12	107	1,960	1,892	----	56,042	3,142	192	382	14
Oregon	22	83	235	591	1,114	3	50	803	811	82	26,794	1,452	150	95	13
Pennsylvania	165	568	979	12,218	10,286	63	675	12,347	13,296	459	409,602	52,945	3,131	7,087	67
Rhode Island	18	98	93	1,293	1,192	10	68	958	870	30	41,835	4,064	682	289	9
South Carolina	22	52	95	783	961	4	75	822	1,294	225	39,357	3,752	276	588	18
South Dakota	13	23	67	310	611	0	38	663	688	----	36,389	1,647	150	390	10
Tennessee	43	171	135	2,817	1,697	11	65	878	1,228	966	98,190	6,412	346	1,077	34
Texas	68	197	330	2,137	2,780	25	179	2,075	3,329	544	190,264	15,974	1,560	420	54
Utah	8	45	73	708	989	0	10	59	333	----	28,645	2,053	225	20	5
Vermont	16	49	96	877	1,151	1	43	726	846	----	29,130	2,405	301	1,196	13
Virginia	51	271	186	3,910	1,874	11	112	1,490	1,628	2,292	77,685	7,515	712	149	37
Washington	32	71	133	1,145	1,648	13	99	1,461	1,963	----	80,206	6,291	451	233	17
West Virginia	13	35	54	462	597	4	45	532	691	304	30,227	1,840	251	271	5
Wisconsin	43	164	265	2,927	3,409	6	53	1,364	1,568	598	164,366	11,614	1,047	1,655	27
Wyoming	2	6	4	25	29	0	8	101	115	----	5,500	160	25	----	2
Outlying parts of the United States															
Hawaii	8	75	69	1,032	636	3	49	601	630	415	34,200	5,802	226	12,001	7
Philippine Islands	39	250	151	6,231	3,384	99	150	2,960	3,219	1,498	85,495	4,381	983	106	26
Porto Rico	9	17	50	203	538	3	49	250	811	25	8,571	1,459	117	251	7

TABLE 6.—*Graduates from high schools having a course of four years and number of graduates continuing their education, 1927–28*

State	Graduates in 1928				Graduates in 1927													
					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	1,968	21,047	25,142	46,189	2,056	19,916	22,986	42,902	11,460	7,513	18,973	1,538	5,595	7,133	12,998	13,108	26,106	
Alabama	40	252	414	666	39	268	348	616	152	147	299	27	78	105	179	225	404	
Arizona	5	8	20	28	4	12	28	40	10	9	19	1	7	8	11	16	27	
Arkansas	20	103	175	278	18	90	156	246	57	68	125	16	39	55	73	107	180	
California	105	904	1,557	2,461	109	804	1,412	2,216	458	558	1,016	49	420	469	507	978	1,485	
Colorado	14	77	153	230	14	112	164	276	48	50	98	3	25	28	51	75	126	
Connecticut	42	734	618	1,352	45	637	643	1,280	497	197	694	34	172	206	531	369	900	
Delaware	6	68	45	113	6	65	37	102	33	14	47	12	13	25	45	27	72	
District of Columbia	24	204	260	464	23	208	252	460	113	89	202	27	66	93	140	155	295	
Florida	16	93	122	215	18	89	136	225	51	60	111	28	47	75	79	107	186	
Georgia	30	333	642	975	32	273	280	553	137	103	240	25	72	97	162	175	337	
Idaho	12	47	75	122	11	34	88	122	18	29	47	2	21	23	20	50	70	
Illinois	112	1,676	1,957	3,633	110	1,384	1,737	3,121	808	508	1,316	156	449	605	964	957	1,921	
Indiana	36	481	433	914	37	487	367	854	308	89	397	19	77	96	327	166	493	
Iowa	100	468	748	1,216	94	370	757	1,127	128	168	296	9	166	175	137	334	471	
Kansas	41	272	452	724	39	286	421	707	125	133	258	17	87	104	142	220	362	
Kentucky	69	331	623	954	66	226	517	743	104	199	303	23	129	152	127	328	455	
Louisiana	51	251	399	650	45	243	314	557	119	90	209	30	112	142	149	202	351	
Maine	44	414	414	828	42	411	402	813	165	81	246	73	129	202	238	210	448	
Maryland	41	390	340	730	45	353	315	668	192	101	293	26	110	136	218	211	429	
Massachusetts	83	1,134	1,422	2,556	84	1,193	1,339	2,532	865	425	1,290	67	360	427	932	785	1,717	
Michigan	80	758	1,120	1,878	81	689	922	1,611	325	304	629	63	200	263	388	504	892	
Minnesota	53	429	865	1,294	55	482	738	1,220	150	248	398	30	200	230	180	448	628	
Mississippi	28	207	194	401	27	237	183	420	142	63	205	10	20	30	152	83	235	
Missouri	63	673	761	1,434	61	732	719	1,451	342	223	565	46	87	133	388	310	698	
Montana	12	66	121	187	12	65	138	203	27	54	81	5	29	34	32	83	115	

Nebraska	27	107	283	390	30	88	300	388	23	63	86	7	43	50	30	106	136							
New Hampshire	24	528	106	634	23	525	190	715	422	50	472	31	56	87	453	106	559							
New Jersey	59	1,110	644	1,754	61	1,123	626	1,749	717	176	893	129	255	384	846	431	1,277							
New Mexico	12	65	88	153	12	65	85	150	26	13	39	3	19	22	29	32	61							
New York	108	2,361	2,675	5,036	207	2,234	2,410	4,644	1,442	998	2,440	192	629	821	1,634	1,627	3,261							
North Carolina	45	267	517	784	42	265	451	716	150	197	347	24	75	99	174	272	446							
North Dakota	11	35	118	153	12	31	88	119	13	26	39	1	18	19	14	44	58							
Ohio	85	964	1,370	2,334	86	877	1,251	2,128	383	296	679	71	316	387	454	612	1,066							
Oklahoma	23	86	161	247	29	63	118	181	34	45	79	9	19	28	43	64	107							
Oregon	19	98	194	292	13	87	176	263	50	62	112	6	58	64	56	120	176							
Pennsylvania	147	2,205	2,060	4,265	142	2,037	2,182	4,219	1,206	591	1,797	127	439	566	1,333	1,030	2,363							
Rhode Island	16	236	203	439	16	229	185	414	71	42	113	11	71	82	82	113	195							
South Carolina	22	133	180	313	20	165	171	336	102	76	178	22	16	38	124	92	216							
South Dakota	13	74	122	196	13	79	112	191	30	21	51	3	23	26	33	44	77							
Tennessee	28	479	331	810	38	522	312	834	373	151	524	14	48	62	387	199	586							
Texas	57	389	509	898	53	327	397	724	203	158	361	19	78	97	222	236	458							
Utah	6	25	51	76	6	21	78	99	9	46	55	1	10	11	10	56	66							
Vermont	16	175	227	402	15	176	226	402	81	48	129	20	52	72	101	100	201							
Virginia	49	583	376	959	46	586	314	900	357	116	473	11	43	54	308	159	527							
Washington	28	132	312	444	26	145	246	391	69	92	161	11	90	101	80	182	262							
West Virginia	11	85	102	187	11	81	88	169	40	34	74	8	21	29	48	55	103							
Wisconsin	33	530	572	1,102	36	436	559	995	282	201	483	20	94	114	302	295	597							
Wyoming	2	7	11	18	2	4	8	12	3	1	4	0	7	7	3	8	11							
Outlying parts of the United States																								
Hawaii	8	91	283	374	7	93	40	133	4	20	24	203	88	291	207	108	315							
Philippine Islands	25	917	381	1,298	24	569	170	739	216	82	298	1,037	480	1,517	1,243	562	1,805							
Porto Rico	9	32	93	125	7	19	36	55	2	13	15	38	73	111	40	86	126							

TABLE 7.—*Classification, by years of students enrolled in private high schools and academies, 1927–28*

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	3,435	5,004	39,639	42,547	32,626	35,649	28,362	30,846	24,534	26,607	4,535	6,665
Alabama	22	42	446	537	419	570	366	535	289	451	70	99
Arizona	22	7	25	59	22	47	27	62	26	44	------	------
Arkansas	3	6	211	273	164	221	155	208	122	204	173	233
California	225	334	1,812	2,178	1,499	1,896	1,215	1,668	1,203	1,499	111	315
Colorado	61	48	219	261	173	233	116	193	109	200	------	------
Connecticut	77	244	1,227	956	994	916	830	825	805	699	126	123
Delaware	8	15	116	72	80	75	70	35	70	48	3	------
District of Columbia	20	107	456	378	314	340	295	427	217	278	------	164
Florida	28	84	201	211	135	167	100	148	86	154	41	26
Georgia	26	25	431	580	349	509	358	455	369	333	15	156
Idaho	1	10	86	125	63	97	47	109	47	77	34	49
Illinois	24	450	3,465	3,726	2,737	3,057	2,337	2,331	1,975	1,917	533	263
Indiana	19	47	1,004	741	840	604	703	459	558	452	84	333
Iowa	25	95	759	1,189	624	1,067	549	875	470	792	112	79
Kansas	37	60	534	725	442	649	382	565	293	473	205	317
Kentucky	49	127	817	1,307	605	998	447	733	362	677	53	100
Louisiana	1	76	662	636	533	546	405	479	308	396	------	62
Maine	61	61	563	630	492	557	457	459	501	440	47	12
Maryland	124	6	550	632	468	533	497	419	393	382	10	274
Massachusetts	89	212	1,426	1,941	1,417	1,807	1,578	1,801	1,445	1,657	31	375
Michigan	207	219	1,506	2,142	1,222	1,686	942	1,269	761	1,053	174	51
Minnesota	40	110	1,460	1,492	1,144	1,275	958	1,086	772	1,037	31	36
Mississippi	15	14	356	273	265	247	239	222	208	215	31	172
Missouri	3	138	1,152	1,502	1,058	1,172	953	1,003	737	811	363	54
Montana	------	4	142	231	117	181	89	168	66	125	------	------
Nebraska	44	89	231	457	171	409	106	341	104	292	52	252
New Hampshire	118	32	494	320	553	241	513	260	565	184	12	36
New Jersey	47	232	1,827	1,273	1,725	1,051	1,435	866	1,329	735	119	32
New Mexico	4	15	158	204	114	132	83	108	68	96	------	------
New York	260	597	5,155	5,080	3,969	4,163	3,203	3,783	2,759	2,996	110	465
North Carolina	61	65	558	817	456	752	418	619	349	559	88	339
North Dakota	------	8	131	267	87	170	46	162	37	131	------	5
Ohio	991	270	2,238	2,822	1,696	2,046	1,347	1,607	979	1,383	100	19
Oklahoma	21	22	241	322	179	261	147	169	85	171	28	9
Oregon	4	7	197	329	158	295	138	258	94	225	4	5
Pennsylvania	261	573	3,757	2,930	3,064	2,578	2,619	2,187	2,517	2,018	298	442
Rhode Island	3	4	421	361	329	311	294	286	246	230	6	2
South Carolina	35	42	188	272	219	236	190	209	151	202	70	97
South Dakota	2	12	102	181	76	148	64	151	66	119	19	82
Tennessee	70	90	801	481	726	410	682	376	538	340	156	253
Texas	71	168	676	839	539	635	403	580	448	558	650	602
Utah	2	1	46	117	66	135	389	472	205	264	76	102
Vermont	43	24	273	367	169	254	191	269	201	237	112	47
Virginia	187	137	1,037	500	991	419	906	409	789	409	38	216
Washington	------	------	453	531	286	473	264	349	142	295	103	226
West Virginia	------	20	130	168	95	143	141	140	96	126	58	------
Wisconsin	24	55	889	1,101	779	935	668	706	567	612	189	141
Wyoming	------	------	10	11	3	2	5	5	7	11	------	------
Outlying parts of the United States												
Hawaii	43	11	303	195	260	181	238	137	188	112	------	------
Philippine Islands	204	195	1,837	1,067	1,514	839	1,500	772	1,176	511	2,072	345
Porto Rico	45	90	75	140	16	105	35	104	32	99	69	112

TABLE 8.—*Classification of private high schools and academies according to sex of students and enrollments in 4-year schools, 1927–28*

State	Schools for boys only		Schools for girls only		Coeducational schools			Schools with teacher-training courses		Four-year schools reporting	Secondary students		
	Schools	Students	Schools	Students	Schools	Boys	Girls	Schools	Pupils in such courses		Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Continental United States	467	74, 954	808	78, 775	1, 173	53, 642	61, 878	463	4, 017	2, 276	124, 512	134, 876	259, 388
Alabama	6	605	13	825	26	937	1, 310	12	142	42	1, 483	2, 111	3, 594
Arizona	1	22	1	53	5	100	166	1	1	6	84	172	256
Arkansas			2	166	20	655	746	5	100	21	651	903	1, 554
California	41	4, 101	56	5, 915	36	1, 853	1, 660	18	84	126	5, 865	7, 458	13, 323
Colorado	2	174	4	268	11	504	667	2	6	17	678	935	1, 613
Connecticut	20	2, 614	22	2, 621	11	1, 319	1, 019	9	145	46	3, 408	3, 341	6, 749
Delaware	1	193	2	83	4	151	162			6	343	199	542
District of Columbia	4	599	17	1, 268	6	703	262	2	4	26	1, 302	1, 515	2, 817
Florida	5	211	5	239	13	339	525	3	13	21	549	756	1, 305
Georgia	6	913	8	968	21	620	934	12	183	33	1, 511	1, 859	3, 370
Idaho	1	30	2	126	9	214	292	1	1	12	244	418	662
Illinois	29	7, 767	52	8, 348	42	2, 771	3, 133	31	530	119	10, 508	11, 468	21, 976
Indiana	10	2, 398	18	1, 564	18	726	739	6	29	39	2, 797	2, 150	4, 947
Iowa	3	391	16	1, 389	96	2, 036	2, 629	18	61	108	2, 397	3, 869	6, 266
Kansas	3	170	10	665	33	1, 518	1, 807	8	28	42	1, 604	2, 366	3, 970
Kentucky	6	923	27	1, 950	47	1, 357	1, 892	12	132	75	2, 248	3, 764	6, 012
Louisiana	14	1, 688	26	1, 660	16	221	473	12	116	55	1, 909	2, 114	4, 026
Maine	5	451	6	342	35	1, 623	1, 805	7	71	45	2, 074	2, 135	4, 209
Maryland	16	1, 688	17	1, 458	14	344	514	6	18	45	2, 026	1, 960	3, 986
Massachusetts	26	3, 779	57	5, 720	23	2, 176	1, 698	21	189	95	5, 623	6, 457	12, 080
Michigan	8	1, 226	16	1, 884	74	3, 412	4, 485	30	169	91	4, 454	5, 934	10, 388
Minnesota	10	2, 122	17	1, 927	33	2, 252	3, 073	34	38	56	4, 321	4, 947	9, 268
Mississippi	9	787	7	430	13	296	541	6	41	29	1, 083	971	2, 054
Missouri	17	3, 297	31	3, 804	26	606	822	6	33	66	3, 802	4, 514	8, 316
Montana	2	321	5	568	5	93	141	3	13	12	414	709	1, 123

TABLE 8.—*Classification of private high schools and academies according to sex of students and enrollments in 4-year schools, 1927–28*—Continued

State	Schools for boys only		Schools for girls only		Coeducational schools			Schools with teacher-training courses		Four-year schools reporting	Secondary students		
	Schools	Students	Schools	Students	Schools	Boys	Girls	Schools	Pupils in such courses		Boys	Girls	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Nebraska			7	456	30	656	1,132	12	158	32	627	1,552	2,179
New Hampshire	6	1,420	7	372	13	823	665	4	65	25	2,243	1,004	3,247
New Jersey	25	4,377	28	1,818	27	1,986	2,339	19	161	71	6,200	3,751	9,951
New Mexico	4	242	6	325	8	185	230	5	54	15	425	517	942
New York	66	11,469	107	12,274	77	3,877	4,345	44	322	228	14,669	15,873	30,542
North Carolina	2	118	8	575	38	1,719	2,237	9	73	47	1,827	2,791	4,618
North Dakota			1	56	15	301	682	3	15	13	257	649	906
Ohio	11	2,470	31	4,133	58	4,781	3,995	15	79	91	7,147	7,943	15,090
Oklahoma	3	140	7	203	28	533	742	6	17	33	632	895	1,527
Oregon	4	376	7	676	11	215	438	4	24	22	591	1,114	1,705
Pennsylvania	30	7,511	60	5,192	75	4,707	5,094	21	77	157	12,146	10,054	22,200
Rhode Island	7	1,235	10	1,125	1	58	67	2	8	17	1,293	1,096	2,389
South Carolina	2	271	4	133	16	512	628	4	48	22	783	961	1,744
South Dakota			2	116	11	310	495	5	93	13	310	611	921
Tennessee	10	1,590	8	550	25	1,227	1,147	12	134	40	2,774	1,642	4,416
Texas	14	1,422	24	1,725	30	715	1,055	10	289	63	2,098	2,515	4,613
Utah			4	272	4	708	717			6	138	405	543
Vermont	1	70	3	194	12	807	957	1	18	16	877	1,151	2,028
Virginia	20	3,050	14	1,010	17	860	864	6	58	49	3,624	1,874	5,498
Washington	6	912	17	1,302	9	233	346	4	14	30	1,145	1,589	2,734
West Virginia	2	304	4	355	7	158	242	1	3	12	462	523	985
Wisconsin	8	1,492	12	1,672	23	1,435	1,737	10	158	39	2,841	3,309	6,150
Wyoming	1	15			1	10	29	1	2	2	25	29	54
Outlying parts of the United States													
Hawaii	2	642	2	260	4	390	376	2	8	8	390	376	766
Philippine Islands	5	20	14	1,384	20	6,211	2,000	2	1,435	33	6,051	1,796	7,847
Porto Rico	1	25	4	253	4	178	285	2	5	9	178	285	463

TABLE 9.—*Statistics of private high schools and academies for the Negro race, 1927–28*—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	95	264	425	2,595	5,707	21	259	4,362	6,897
Alabama	13	29	65	368	851	1	48	1,122	1,437
Arkansas	5	10	16	96	179	2	14	228	272
District of Columbia	1	0	6	0	47	0	1	0	22
Florida	3	14	21	94	153	1	11	312	342
Georgia	12	33	69	236	709	3	47	1,060	1,819
Illinois	2	0	11	19	92	0	6	0	70
Kansas	2	17	9	104	109	0	2	17	10
Kentucky	2	2	3	0	73	0	3	8	28
Louisiana	4	4	14	40	117	0	8	14	201
Maryland	1	0	4	0	19	0	4	0	47
Mississippi	8	19	28	158	330	2	17	228	369
North Carolina	19	58	63	562	1,491	7	37	574	1,031
Oklahoma	1	2	2	8	15	1	9	11	11
South Carolina	6	16	31	198	445	3	23	335	622
Tennessee	4	15	13	96	171	0	5	98	107
Texas	8	26	39	181	503	1	14	151	190
Virginia	4	19	31	435	403	0	10	204	319

TABLE 9.—*Statistics of private high schools and academies for the Negro race, 1927–28*—PART II

State	Graduates		Number in military drill	Volumes in libraries	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	2	3	4	5	6	7	8
Continental United States	388	965	167	152,554	11,440	1,164	1,243
Alabama	42	117	.....	20,180	1,708	170	718
Arkansas	19	34	34	7,933	324	30	.....
District of Columbia	0	3	.....	6,000	175	25	.....
Florida	29	27	48	3,200	496	95	61
Georgia	33	102	17	17,953	1,180	244	60
Illinois	1	24	.....	3,192	58	9	.....
Kansas	10	10	68	3,540	511	42	.....
Kentucky	0	14	.....	450	45	4	12
Louisiana	6	20	.....	1,380	150	5	.....
Maryland	0	0	.....	1,530	110	1	.....
Mississippi	24	63	.....	10,475	904	52	41
North Carolina	85	241	.....	23,567	2,703	289	155
Oklahoma	1	9	.....	125	26	3	3
South Carolina	26	69	.....	11,096	886	47	141
Tennessee	23	46	.....	8,400	360	30	38
Texas	34	94	.....	28,318	1,499	109	8
Virginia	55	92	.....	5,215	305	9	6

TABLE 9.—*Statistics of private high schools and academies for the Negro race, 1927–28*—PART III

State	Enrollment by years						4-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	388	2,411	2,056	1,902	1,545	1,602	89	2,537	5,584	1,316
Alabama	1	328	359	328	203	169	12	350	827	151
Arkansas	-------	67	75	55	78	-------	5	96	179	53
District of Columbia	-------	17	15	12	3	-------	1	0	47	3
Florida	9	50	57	61	70	37	2	93	145	47
Georgia	20	332	226	237	130	135	11	230	692	135
Illinois	-------	38	29	22	22	-------	2	19	92	25
Kansas	75	40	32	32	34	85	2	104	109	20
Kentucky	-------	18	18	23	14	4	2	0	73	14
Louisiana	8	40	44	39	26	-------	3	40	96	25
Maryland	-------	7	5	7	-------	-------	1	0	19	0
Mississippi	19	158	113	105	93	33	8	158	330	87
North Carolina	15	651	589	438	360	109	18	552	1,470	319
Oklahoma	-------	3	5	5	10	-------	1	8	15	10
South Carolina	27	175	167	161	113	100	6	198	445	95
Tennessee	1	83	60	47	76	105	4	96	171	69
Texas	7	202	145	158	172	660	7	158	471	116
Virginia	206	202	117	172	141	165	4	435	403	147

[1] Students above fourth year not included.

Information given in Table 10 shows the number and percentage of pupils enrolled in specified high-school subjects by 5-year periods from 1890 to 1915, and for 1922 and 1928. For the years previous to 1910 the percentages are computed upon the total number of pupils enrolled in all schools reporting to the bureau regardless of whether or not they reported subject enrollments. Beginning with 1910 the percentages are based upon the number of pupils in schools reporting enrollment by subject.

Since 1900 more pupils are enrolled in English than in any other one subject. From 1900 to 1915 English enrollments were those for rhetoric and English literature. In 1922 the schedule asked for English enrollments by year of course and these were combined into a total. In 1928 the schedule asked for enrollments in English, including rhetoric, composition, and literature. While the figures are not exactly comparable from one period to the other, English enrollments seem to show an upward trend from about 71 per cent of the enrollment in all schools reporting in 1900, to 94 per cent of the pupils in schools reporting subject enrollments in 1928.

Among the other languages, Latin leads as usual, and has increased from 31 per cent of the total enrollment in 1890 to 56.5 per cent in 1928. With the exception of a slight increase in the study of German, the modern foreign languages show decreases since 1922.

The percentage enrollments in mathematics, physics, chemistry, and general science show little, if any, change since 1922. There is a slight falling off in all history courses, and a decided drop in enrollments in English history. Biology shows an increase, but physiography, botany, and other sciences show decreases. Both manual training and home economics show decreases, while the social sciences show increases. Problems of American democracy appear as a high-school subject in 1928 for the first time, with an enrollment of 1,764 pupils. Community civics and general civics combined about equal the percentage reported previously for civil government as a single subject.

Tables 11 and 12 show subject enrollments by sex and the number of schools reporting each subject by States, for the United States, and for the outlying parts of the United States.

TABLE 10.—*Pupils in certain studies in private high schools and academies since 1890*

Studies	1890		1895		1900		1905		1910		1915		1922		1928	
	Pupils	Per cent of total	Pupils	Per cent of total	Pupils	Per cent of total	Pupils	Per cent of total	Pupils	Per cent of total	Pupils	Per cent of total	Pupils	Per cent of total	Pupils	Per cent of total
Total number pupils in schools reporting on studies	94,931		118,347		110,797		107,207		[1] 78,510		125,692		180,163		248,015	
Pupils in—																
Latin	29,733	31.3	51,056	43.1	52,089	46.9	49,819	46.5	42,954	54.7	69,060	54.9	95,461	53.0	140,129	56.5
French	16,174	17.0	22,933	19.4	25,289	22.8	27,657	25.8	22,510	28.7	33,615	26.7	58,619	32.5	74,108	29.9
German	12,870	13.6	19,020	16.1	20,465	18.5	22,405	20.9	17,850	22.7	28,064	22.3	5,725	3.2	8,934	3.6
Spanish									363	.5	3,405	2.7	21,119	11.7	22,445	9.0
Greek	6,667	7.0	11,300	9.6	10,056	9.8	7,156	6.7	5,228	6.6	7,320	5.8	6,105	3.4	6,651	2.7
Algebra	35,247	37.1	55,477	46.9	54,726	49.4	53,199	49.6	45,168	57.5	66,801	53.2	83,666	46.4	113,607	45.8
Geometry	16,487	17.4	26,111	22.1	26,283	23.7	27,690	25.8	24,234	30.9	36,681	29.2	48,551	27.0	67,935	27.4
Trigonometry			6,375	5.4	5,353	4.8	5,605	5.2	4,052	5.2	5,258	4.2	5,923	3.3	8,776	3.5
General mathematics															19,085	7.7
Psychology			6,071	5.1	7,758	7.0	5,630	5.3	3,895	5.0	4,895	3.9	4,167	2.3	2,786	1.1
Principles of teaching													2,941	1.6	1,496	.6
Rhetoric			34,467	29.1	37,699	34.0	42,371	39.5	40,660	51.8	37,204	29.6	143,833	79.8	233,520	94.2
English literature					40,880	36.9	43,471	40.6	44,497	56.7	73,405	58.4				
American history	27,482	29.0	42,135	35.6	40,009	36.1	40,911	38.2	48,416	61.7	75,411	60.0	29,347	16.3	42,186	17.0
English history													12,683	7.0	9,608	3.9
Ancient history													41,860	23.2	51,347	20.7
Medieval and modern history													31,102	17.3	41,826	16.9
World history															6,983	2.8
Civics					20,398	18.4	18,273	17.0	15,775	20.1	23,444	18.7	27,977	15.5	14,287	5.8
Community civics															24,508	9.9
Sociology													1,565	.9	3,258	1.3
Economics													4,102	2.3	6,823	2.8
Problems in American democracy															1,764	.7
Manual training											7,163	5.7	4,790	2.7	3,801	1.5
Drawing											31,006	24.7	29,116	16.4	26,427	10.7
Vocal music											47,467	37.8	53,783	29.9	64,789	26.1
Instrumental music													33,821	18.8	29,851	12.0
Astronomy			7,920	6.7	7,160	6.5	5,200	4.9	3,301	4.2	2,543	2.0	845	.5	362	.1
Physics	17,460	18.4	24,048	20.3	20,090	18.9	16,852	15.7	12,922	16.5	18,572	14.8	20,857	11.6	25,831	10.4
Chemistry	8,162	8.6	11,583	9.8	10,347	9.3	9,434	8.8	7,367	9.4	12,485	9.9	17,348	9.6	25,326	10.2
General science													19,581	10.9	25,276	10.2
Physical geography			21,482	18.2	22,800	20.6	19,356	18.1	13,552	17.3	19,318	15.4	12,651	7.0	5,048	2.0
Botany									9,247	11.7	11,673	9.3	7,695	4.3	4,549	1.8
Zoology									5,175	6.5	4,437	3.5	2,502	1.4	2,019	.8
Biology											4,936	3.9	12,546	7.0	24,730	9.9
Geology			8,378	7.1	6,557	5.9	4,682	4.4	2,713	3.5	2,032	1.6	622	.3	268	.1
Physiology			26,442	22.3	27,443	24.8	22,588	21.1	15,584	19.9	17,802	14.2	12,758	7.1	7,626	3.1

Hygiene and sanitation														12,178	6.8	10,675	4.3
Agriculture									2,785	3.6	5,765	4.6		4,340	2.4	2,782	1.1
Home economics									5,933	7.6	13,550	10.8		13,583	7.5	11,269	4.5
Foods																1,200	.5
Clothing																4,106	1.7
Arithmetic														21,331	11.8	5,866	2.4
Bookkeeping											2,615	2.1		18,488	10.3	19,067	7.7
Shorthand														16,315	9.1	21,935	8.8
Typewriting														22,011	12.2	31,570	12.7
Commercial arithmetic														848	.5	9,905	3.9
Commercial law														1,003	.6	7,138	2.9
Commercial geography														684	.4	4,279	1.7
Business English																391	.2
Spelling														655	.4	902	.4
Penmanship														521	.3	525	.2
Mechanical drawing														470	.3	6,945	2.8
Public speaking														3,000	1.7	8,358	3.4
Music appreciation														793	.4	1,876	.8
Ethics														1,275	.7	2,886	1.2
Religious subjects														13,763	7.6	26,300	10.6
Physical training														2,534	1.4	13,689	5.5
Occupations																2,002	.8

[1] Beginning with 1910 the percentage of pupils in each study is based upon the number in the schools reporting studies. In previous years the percentages are based upon the total number of pupils in all schools reporting.

TABLE 11.—*Secondary pupils pursuing certain studies*

State	Number of high schools reporting studies	Enrollment in these schools			English			Latin		
		Boys	Girls	Total	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11
Continental United States.	2,216	118,576	129,439	248,015	2,216	111,167	122,353	1,989	66,775	73,354
Alabama	39	1,499	2,004	3,503	39	1,458	1,917	33	774	997
Arizona	5	120	153	273	5	114	146	3	34	29
Arkansas	19	587	801	1,388	19	511	725	17	163	329
California	120	4,710	7,268	11,978	120	4,643	6,911	107	2,466	3,140
Colorado	14	478	859	1,337	14	387	759	11	231	468
Connecticut	50	3,522	3,591	7,113	50	3,395	3,490	49	2,042	1,772
Delaware	7	344	249	593	7	338	238	7	260	193
District of Columbia	23	1,261	1,374	2,635	23	984	1,280	23	600	855
Florida	19	501	665	1,166	19	456	577	14	309	310
Georgia	31	1,490	1,769	3,259	31	1,358	1,703	28	679	973
Idaho	12	244	418	662	12	236	395	10	132	182
Illinois	119	10,797	10,535	21,332	119	10,012	10,395	108	5,849	5,272
Indiana	41	2,898	2,113	5,011	41	2,783	2,019	33	1,736	1,178
Iowa	109	2,370	3,942	6,312	109	2,290	3,758	106	1,403	2,312
Kansas	44	1,637	2,408	4,045	44	1,542	2,309	36	494	941
Kentucky	68	1,918	3,183	5,101	68	1,797	2,934	65	1,106	1,989
Louisiana	45	1,591	1,721	3,312	45	1,580	1,644	25	829	695
Maine	42	1,884	2,037	3,921	42	1,708	1,950	37	457	651
Maryland	42	1,816	2,806	4,622	42	1,788	1,755	31	1,235	1,266
Massachusetts	103	5,743	7,161	12,904	103	5,641	6,987	90	3,931	5,456
Michigan	82	4,350	5,855	10,205	82	4,143	5,603	72	2,812	3,802
Minnesota	51	4,325	4,764	9,089	51	3,154	3,611	44	1,710	1,526
Mississippi	24	1,069	887	1,956	24	1,020	848	17	362	422
Missouri	69	3,842	4,379	8,221	69	3,775	4,360	54	2,408	3,072
Montana	11	412	684	1,096	11	406	669	9	291	332
Nebraska	32	636	1,517	2,153	32	508	1,320	30	347	828
New Hampshire	24	2,209	939	3,148	24	1,982	900	21	1,139	365
New Jersey	76	5,546	3,635	9,181	76	5,188	3,465	73	3,818	2,198
New Mexico	17	412	521	933	17	405	507	12	113	320
New York	235	14,928	14,438	29,366	235	14,669	14,207	223	11,062	10,661
North Carolina	46	1,808	2,793	4,601	46	1,624	2,532	44	738	1,186
North Dakota	16	318	737	1,055	16	292	696	13	109	236
Ohio	93	7,068	7,835	14,903	93	6,037	7,413	90	3,643	4,730
Oklahoma	34	537	796	1,333	34	511	762	32	243	426
Oregon	19	456	762	1,218	19	454	745	17	168	361
Pennsylvania	147	10,080	8,494	18,574	147	9,751	8,074	145	5,911	6,300
Rhode Island	17	1,162	1,194	2,356	17	1,160	1,190	16	888	517
South Carolina	19	727	860	1,587	19	609	797	18	242	367
South Dakota	13	311	621	932	13	296	597	12	172	316
Tennessee	36	2,170	1,538	3,708	36	2,046	1,435	32	1,100	713
Texas	50	1,548	2,291	3,839	50	1,346	2,173	39	382	961
Utah	6	106	359	465	6	100	359	6	55	187
Vermont	16	797	1,116	1,913	16	718	1,064	16	307	461
Virginia	49	3,881	1,862	5,743	49	3,691	1,832	43	1,618	1,008
Washington	28	1,069	1,585	2,654	28	1,020	1,509	24	510	698
West Virginia	12	462	523	985	12	442	513	12	185	337
Wisconsin	40	2,912	3,368	6,280	40	2,779	3,260	40	1,703	1,996
Wyoming	2	25	29	54	2	20	20	2	15	20
Outlying parts of the United States										
Hawaii	8	1,111	556	1,667	8	1,085	541	4	205	170
Philippine Islands	38	5,968	3,257	9,225	38	5,929	3,185	3	494	26
Porto Rico	9	204	538	742	9	145	466	3	4	51

in private high schools and academies, 1927–28

French			Spanish			German			Greek			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
12	13	14	15	16	17	18	19	20	21	22	23	24
1,347	31,039	43,069	782	11,873	10,572	395	6,045	2,889	170	6,271	380	Continental U. S.
21	169	369	16	161	157	1	15	.....	3	53	16	Alabama.
1	12	.....	5	34	65	.....	.....	.....	.....	.....	.....	Arizona.
11	30	87	3	9	29	.....	.....	.....	1	.....	2	Arkansas.
83	547	2,243	93	1,313	1,830	24	120	141	8	164	22	California.
6	21	155	12	114	194	.....	.....	.....	.....	.....	.....	Colorado.
49	2,373	2,138	16	140	167	16	175	79	10	207	35	Connecticut.
6	141	163	1	7	3	3	28	14	1	5	1	Delaware.
21	306	776	7	84	60	5	14	5	3	78	4	Dist. Col.
10	54	98	10	123	68	1	2	4	1	1	.....	Florida.
22	357	710	6	194	19	4	206	72	4	15	37	Georgia.
6	7	48	6	18	62	.....	.....	.....	.....	.....	.....	Idaho.
76	953	2,532	47	750	697	27	511	274	7	902	2	Illinois.
20	450	467	12	221	55	4	289	8	2	185	5	Indiana.
24	97	274	12	82	122	8	98	61	2	10	.....	Iowa.
12	34	96	16	147	183	4	51	81	1	11	.....	Kansas.
34	222	660	20	251	214	4	54	18	.....	.....	.....	Kentucky.
32	672	525	7	376	10	1	1	.....	2	93	.....	Louisiana.
36	796	883	1	.....	3	.....	.....	.....	1	6	2	Maine.
26	779	948	12	140	161	5	35	77	3	39	3	Maryland.
84	4,072	4,868	29	286	403	25	225	101	17	551	29	Massachusetts.
44	557	954	14	161	164	5	157	54	4	148	5	Michigan.
25	405	729	3	56	47	16	145	225	3	17	3	Minnesota.
8	126	163	5	208	42	.....	.....	.....	1	6	.....	Mississippi.
28	496	1,033	21	344	450	7	296	43	5	245	12	Missouri.
5	150	70	4	7	150	.....	.....	.....	.....	.....	.....	Montana.
7	5	150	10	36	98	5	29	54	.....	.....	.....	Nebraska.
23	1,303	505	11	165	60	10	172	11	5	99	2	New Hampshire.
66	1,756	1,740	39	1,082	568	20	180	64	9	482	6	New Jersey.
1	9	.....	14	186	190	.....	.....	.....	1	1	.....	New Mexico.
128	5,960	8,027	75	1,457	804	64	786	571	25	1,715	57	New York.
32	424	702	8	75	28	5	33	16	3	18	6	North Carolina.
6	10	82	1	1	12	9	47	95	.....	.....	.....	North Dakota.
65	762	2,058	43	574	698	21	515	166	10	214	20	Ohio.
6	17	61	21	89	155	.....	.....	.....	.....	.....	.....	Oklahoma.
8	23	262	6	24	72	3	34	.....	1	119	.....	Oregon.
120	3,301	4,179	65	975	1,070	45	1,115	218	14	177	45	Pennsylvania.
17	759	822	4	18	251	3	52	10	5	260	.....	Rhode Island.
12	144	228	3	30	7	2	17	10	1	2	6	South Carolina.
5	7	54	.....	.....	.....	4	41	44	.....	.....	.....	South Dakota.
29	377	417	12	277	89	3	3	5	4	80	3	Tennessee.
18	54	371	35	437	534	7	48	30	1	16	.....	Texas.
4	.....	64	4	15	46	.....	.....	.....	.....	.....	.....	Utah.
16	347	451	4	9	78	.....	.....	.....	4	70	53	Vermont.
40	1,311	685	20	802	40	6	43	5	2	12	3	Virginia.
19	143	452	14	170	139	6	19	15	1	15	.....	Washington.
6	50	102	6	105	114	2	5	8	.....	.....	.....	West Virginia.
27	440	658	9	120	164	19	482	310	4	254	1	Wisconsin.
2	11	10	.....	.....	.....	1	2	.....	1	1	.....	Wyoming.
												Outlying parts of the U. S.
4	117	300	1	241	.....	.....	.....	.....	.....	.....	.....	Hawaii.
7	92	115	22	1,343	1,161	1	.....	3	.....	.....	.....	Philippine Islands.
5	11	113	9	133	424	.....	.....	.....	.....	.....	.....	Porto Rico.

TABLE 11.—*Secondary pupils pursuing certain studies in*

State	General mathematics			Arithmetic, advanced			Algebra, first year			Algebra, advanced		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.	337	8,959	10,126	352	2,683	3,183	2,057	34,709	37,486	1,497	23,158	18,254
Alabama	9	22	167	13	82	174	37	434	505	34	361	523
Arizona				1	4		4	29	39	3	17	18
Arkansas	2	34	59	2	8	7	19	158	216	13	71	109
California	19	503	163	11	70	63	117	1,436	2,060	74	669	460
Colorado	2	5	18	1		9	13	154	224	6	19	36
Connecticut	10	249	151	7	59	30	48	904	808	45	829	617
Delaware				2	18	12	6	118	63	5	98	76
District of Columbia	1		29	2		9	22	356	295	21	203	276
Florida	5	152	76	2	25	2	17	182	193	15	108	121
Georgia	10	335	378	13	152	227	28	396	590	28	372	441
Idaho							10	80	118	4	17	16
Illinois	13	437	671	7	37	42	107	3,317	3,376	61	1,461	632
Indiana	8	361	302	4	26	98	37	813	664	16	395	193
Iowa	12	177	235	46	229	291	108	739	1,140	61	420	439
Kansas	8	101	150	3	29	39	41	439	596	16	80	88
Kentucky	8	200	282	13	54	146	63	657	1,004	48	336	673
Louisiana	7	696	148	5	63	120	32	483	468	26	275	374
Maine	11	142	186	6	59	46	40	456	502	37	382	289
Maryland	3	349	176	6	98	17	28	514	564	24	556	329
Massachusetts	25	1,049	963	18	122	106	84	1,553	2,124	73	1,460	1,431
Michigan	8	118	413	3	20	22	74	1,442	1,820	52	797	1,036
Minnesota	4	4	111	6	71	53	44	833	935	23	505	176
Mississippi	5	388	94	7	112	74	16	320	250	13	260	175
Missouri	3	34	212	3	68	3	58	1,189	1,433	28	669	290
Montana	2	76	14	5	15	42	10	64	227	5	15	42
Nebraska	2	33	50	4	17	22	30	179	407	18	74	171
New Hampshire	2	5	3	2	7	8	23	492	260	17	442	105
New Jersey	17	229	280	17	97	168	75	1,623	1,049	66	1,437	770
New Mexico	2		40				16	113	203	11	105	64
New York	29	760	563	22	137	138	235	5,389	4,549	171	2,919	1,972
North Carolina	9	212	259	22	255	388	43	518	749	42	529	660
North Dakota	3	58	69	6	13	48	16	162	239	3	15	32
Ohio	16	459	1,296	10	102	150	92	2,140	2,259	67	984	801
Oklahoma	5	68	51	3	29	1	33	193	280	12	75	49
Oregon	3	102	78	1		7	17	119	235	9	74	53
Pennsylvania	28	519	901	22	141	230	142	2,518	2,687	128	2,221	2,247
Rhode Island	4		192	2		21	16	378	302	15	340	245
South Carolina	5	55	100	11	68	155	17	165	226	16	207	174
South Dakota	1	38	46	2	25	8	13	116	167	4	23	24
Tennessee	6	175	205	10	101	34	36	591	399	32	1,117	592
Texas	6	140	246	12	91	61	44	392	636	44	304	513
Utah				1	1		6	34	110	4	4	39
Vermont	7	65	249	2	12	6	15	222	260	15	128	110
Virginia	11	559	257	12	134	45	47	982	522	43	1,156	328
Washington	1	24	21				29	435	469	13	100	47
West Virginia	3	17	120	1		25	11	146	157	10	77	154
Wisconsin	2	9	102	4	32	36	36	726	1,096	24	445	235
Wyoming							2	10	11	2	7	9
Outlying parts of the United States												
Hawaii	2		74	1		26	8	365	153	6	312	96
Philippine Islands	6	101	166	29	1,211	632	37	1,747	1,018	30	1,507	821
Porto Rico	1		80				8	77	114	1	22	5

private high schools and academies, 1927–28—Continued

Geometry, plane			Geometry, solid			Trigonometry			Physics			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
14	15	16	17	18	19	20	21	22	23	24	25	26
1,928	28,241	29,097	655	8,926	1,671	516	7,896	870	1,191	15,476	10,355	Continental United States.
36	365	474	14	142	64	8	78	34	20	255	226	Alabama.
4	29	35	2	4	------	1	2	------	2	13	2	Arizona.
17	140	183	3	9	14	1	3	------	4	18	9	Arkansas.
108	1,187	1,461	30	356	43	33	410	29	62	624	533	California.
12	109	186	1	5	2	------	------	------	8	72	70	Colorado.
49	842	640	28	281	44	30	261	52	28	424	204	Connecticut.
5	77	41	5	63	1	4	59	3	5	55	9	Delaware.
23	313	312	8	178	12	9	145	2	11	165	46	District of Columbia.
14	116	156	5	25	5	2	6	8	5	48	63	Florida.
30	357	406	11	146	34	7	111	7	20	189	168	Georgia.
10	53	97	5	21	23	1	------	2	3	8	19	Idaho.
99	2,606	2,573	6	89	20	18	366	57	77	1,349	967	Illinois.
31	674	448	13	238	21	4	84	------	21	400	242	Indiana.
90	578	954	14	115	46	4	19	27	75	449	576	Iowa.
40	377	552	7	59	47	1	20	------	26	240	189	Kansas.
53	492	712	11	102	22	7	69	38	24	191	216	Kentucky.
30	350	478	9	220	26	4	61	8	17	224	151	Louisiana.
34	408	262	20	142	37	14	101	30	18	204	106	Maine.
30	577	522	16	282	21	15	230	21	14	348	82	Maryland.
80	1,515	1,791	32	466	73	34	547	49	40	714	407	Massachusetts.
66	963	1,302	22	246	76	14	139	36	45	722	670	Michigan.
43	791	856	12	228	59	7	106	1	26	449	172	Minnesota.
15	250	213	8	84	12	3	17	28	9	135	71	Mississippi.
52	983	1,033	17	366	38	15	289	7	29	495	377	Missouri.
11	80	128	3	44	5	1	30	------	5	40	62	Montana.
29	121	373	2	9	14	2	11	13	21	87	170	Nebraska.
21	465	151	13	177	17	14	189	25	13	262	21	New Hampshire.
69	1,320	724	23	663	9	28	717	35	43	877	348	New Jersey.
14	95	101	3	11	9	1	4	------	6	59	19	New Mexico.
217	3,832	3,970	69	788	38	69	1,356	67	158	1,987	1,539	New York.
43	412	574	11	109	100	4	48	2	19	134	143	North Carolina.
14	84	105	1	2	4	1	2	5	4	22	39	North Dakota.
88	1,334	1,503	40	548	122	25	423	47	52	948	474	Ohio.
28	116	194	4	28	26	2	15	4	12	53	93	Oklahoma.
18	122	179	2	15	12	3	36	18	10	64	69	Oregon.
140	2,195	2,113	69	1,195	244	59	1,064	119	91	1,323	713	Pennsylvania.
15	255	250	8	45	35	6	40	1	13	146	124	Rhode Island.
19	192	211	8	59	21	1	2	6	12	99	74	South Carolina.
12	71	132	2	5	1	------	------	------	6	32	28	South Dakota.
34	511	331	15	218	22	7	91	4	17	192	53	Tennessee.
43	339	412	18	142	105	19	109	45	29	152	217	Texas.
6	18	88	1	3	6	1	------	1	2	15	10	Utah.
16	134	195	9	72	21	4	38	6	7	76	32	Vermont.
45	1,196	350	25	549	59	19	455	24	24	445	41	Virginia.
25	373	386	7	50	4	4	23	2	22	148	220	Washington.
11	142	165	4	60	------	2	34	------	4	46	39	West Virginia.
37	675	766	18	263	57	8	86	7	31	473	252	Wisconsin.
2	7	9	1	4	------	------	------	------	1	5	------	Wyoming.
												Outlying parts of the United States
5	277	121	4	74	2	3	74	2	5	101	9	Hawaii.
33	1,507	821	4	31	44	2	57	------	29	1,164	514	Philippine Islands.
9	15	106	------	------	------	1	8	2	2	23	17	Porto Rico.

TABLE 11.—*Secondary pupils pursuing certain studies in*

State	Chemistry			General science			Physical geography			Biology		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.	1,068	13,877	11,449	939	11,240	14,036	259	2,667	2,381	836	11,311	13,419
Alabama	20	195	229	22	174	269	1	17	39	22	190	238
Arizona	3	24	38	2	18	33	1	3	------	1	4	10
Arkansas	10	61	121	13	83	113	4	61	49	8	56	69
California	77	834	1,067	52	447	459	10	41	56	49	523	514
Colorado	7	41	105	6	32	80	------	------	------	3	22	23
Connecticut	21	317	161	19	404	309	8	105	48	17	200	473
Delaware	5	50	28	3	95	28	------	------	------	3	3	21
District of Columbia	12	157	82	8	138	72	1	------	41	9	125	74
Florida	4	39	45	8	98	72	1	8	------	7	67	95
Georgia	18	134	247	26	307	395	5	37	60	20	203	293
Idaho	6	29	38	5	50	52	------	------	------	5	28	40
Illinois	53	1,162	803	47	725	885	25	356	204	25	239	409
Indiana	12	302	66	6	85	41	4	130	63	7	289	63
Iowa	4	11	61	56	439	535	9	27	66	9	36	133
Kansas	10	156	205	24	335	378	7	55	69	13	88	116
Kentucky	26	160	227	23	204	301	12	66	172	23	179	269
Louisiana	20	218	192	19	222	302	8	72	111	12	121	115
Maine	27	334	196	31	287	291	6	56	50	21	173	206
Maryland	17	261	178	17	188	231	3	40	------	12	201	294
Massachusetts	57	725	1,019	29	328	728	7	294	69	26	262	438
Michigan	37	553	699	14	234	251	6	62	67	33	483	819
Minnesota	33	414	369	27	234	648	4	34	33	22	254	416
Mississippi	11	139	85	12	275	144	3	90	------	5	68	18
Missouri	25	501	223	24	206	404	2	5	8	10	131	156
Montana	6	47	62	8	31	133	------	------	------	3	33	25
Nebraska	4	16	29	18	95	254	3	13	26	9	70	125
New Hampshire	18	356	90	7	90	54	4	61	21	10	150	49
New Jersey	46	807	332	38	600	830	5	37	10	33	592	333
New Mexico	6	52	71	9	54	160	1	4	2	3	30	12
New York	102	1,348	804	54	364	565	25	72	229	164	3,483	3,566
North Carolina	21	198	253	39	385	717	14	125	203	35	243	687
North Dakota	6	15	78	6	72	99	3	19	28	1	12	6
Ohio	60	946	760	48	1,129	1,286	9	113	127	34	577	626
Oklahoma	5	14	24	8	32	79	4	32	12	2	1	17
Oregon	10	77	100	9	48	90	3	16	46	6	31	70
Pennsylvania	107	1,438	894	54	880	932	12	115	44	64	821	1,181
Rhode Island	14	116	129	6	121	104	3	3	34	8	271	95
South Carolina	9	105	106	12	122	103	7	57	78	11	140	128
South Dakota	4	22	19	9	87	125	1	3	8	1	8	9
Tennessee	16	141	136	22	248	230	6	57	49	14	155	100
Texas	27	203	289	25	182	317	4	16	68	15	75	139
Utah	4	19	55	2	32	27	1	1	------	1	------	31
Vermont	11	100	79	12	121	137	3	20	51	5	63	95
Virginia	33	557	164	25	407	247	12	255	62	29	359	279
Washington	10	132	79	10	61	113	2	18	------	3	9	58
West Virginia	11	92	116	3	23	18	4	32	36	4	52	30
Wisconsin	23	259	296	22	448	395	6	39	42	19	191	456
Outlying parts of the United States												
Hawaii	5	108	9	7	293	85	------	------	------	6	146	70
Philippine Islands	3	66	2	31	1,125	600	18	403	229	32	1,370	668
Porto Rico	7	13	73	3	13	54	4	57	43	5	25	65

private high schools and academies, 1927–28—Continued

Botany			Zoology			Physiology			Hygiene and sanitation			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
14	15	16	17	18	19	20	21	22	23	24	25	26
191	1,620	2,929	55	923	1,096	311	3,453	4,173	191	3,424	7,251	Continental United States.
1	23					4	40	47	10	131	241	Alabama.
												Arizona.
3	14	29				2	6	14	2	8	25	Arkansas.
14	20	142	3	14	16	18	46	209	11	45	159	California.
1		5				2	17	27	2		16	Colorado.
1	35	10	1	1	9	4	30	66	2	54	306	Connecticut.
												Delaware.
1		8				3		8				District of Columbia.
						2	20	21	2	10	40	Florida.
3	24	57				4	35	88	4	56	140	Georgia.
3	5	25				3	14	18				Idaho.
20	241	598	13	161	398	29	712	411	7	303	71	Illinois.
8	3	112				5	64	22				Indiana.
2	4	6				15	57	120	1	8	11	Iowa.
9	25	66	1	3	5	11	37	87	3	3	31	Kansas.
2	7	54	2	7	58	9	58	121	5	15	77	Kentucky.
2	36	43	1	19		6	148	41	3	34	30	Louisiana.
6	40	53	1	27		6	60	54	5	56	126	Maine.
2		18				2	38	38	1	65	30	Maryland.
8	247	274	4	228	230	12	81	680	13		968	Massachusetts.
10	125	203	5	90	88	6	169	130	1		140	Michigan.
6	39	171	1	4	6	5	36	91	4	21	62	Minnesota.
2	2	27	2	2	31	4	23	34	4	97	130	Mississippi.
3	9	44				4	32	91	4	145	84	Missouri.
						1	6	8	2	11	15	Montana.
10	23	107				13	37	128	1		4	Nebraska.
1		13				3	8	37	1		2	New Hampshire.
5	20	54	2	149	24	8	31	126	4	18	33	New Jersey.
	149					12	89	94	4	58	5	New Mexico.
13	51	97	5	26	52	35	917	491	23	939	1,921	New York.
2	8	13				3	10	34	4	143	271	North Carolina.
1	4	5				3	22	41				North Dakota.
9	83	81	3	35	11	13	111	147	13	17	669	Ohio.
4	7	7				3		46	1		14	Oklahoma.
3	18	65				3	29	46				Oregon.
11	255	210	6	139	105	12	86	105	27	510	1,052	Pennsylvania.
3		49	2		54				2	35	19	Rhode Island.
1	4	5				3	29	59	4	44	83	South Carolina.
						3	11	25				South Dakota.
1	8	17				7	77	85	3	36	60	Tennessee.
2	7	3	1	6	1	11	72	135	2	8	31	Texas.
									1		74	Utah.
1	5	7				2	19	22	1	2	10	Vermont.
1		4				8	64	34	7	485	175	Virginia.
8	13	152	2	12	8	4	35	53	1	6	10	Washington.
						1	13		4	43	72	West Virginia.
8	66	95				7	64	39	2	18	44	Wisconsin.
												Outlying parts of the United States
1	132					1	1	2	2	29	19	Hawaii.
2	18	26	2	18	28	4	55	76	6	55	145	Philippine Islands.
2	24	23	2	24	23				2		40	Porto Rico.

TABLE 11.—*Secondary pupils pursuing certain studies in*

State	Agriculture			Home economics			Psychology			Principles of teaching		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.	132	1,677	1,105	390	128	11,141	187	749	2,037	99	376	1,120
Alabama	6	120	75	16		539	6	33	91	8	37	127
Arizona				1		18						
Arkansas	4	66	10	8		127	7	52	49	6	56	54
California	4	24	6	11	3	327	10	22	51	2	7	23
Colorado	1	6	8	2		100						
Connecticut	4	78		5		166	4	2	78			
Delaware				2		7						
District of Columbia				4		39	2		34	1		3
Florida	1	5	10	5	7	189	3	3	11	2		6
Georgia	6	72	88	14	58	554	6	17	59	9	65	147
Idaho	2	15	6	1		23						
Illinois				29	1	1,221	2		17	5	2	53
Indiana	1	14		3		60	1		5	1		6
Iowa	6	31	66	22	12	317	11	45	87	1	10	7
Kansas	9	66	52	9		541	10	37	82	2		3
Kentucky	6	87	81	11		274	4	16	34	4		115
Louisiana	1	20		4		105	3		33	2	5	19
Maine	7	79	35	8		221	3	1	27	5	1	51
Maryland	1	4	8	8		527	1		3	1	22	
Massachusetts				13		466	12	13	147	1		23
Michigan	3	27	49	3		110	4	173	130			
Minnesota	1	7		9		237	1		11	1	3	
Mississippi	3	76	48	8		304	2	10	37	2	10	29
Missouri	1	9	20	10		350	3	4	39	2	3	35
Montana				2		33						
Nebraska	7	40	63	2		15	1		5	8	2	69
New Hampshire	3	34		5		67	1	11	2	1		8
New Jersey				3		22	4		27	1	41	
New Mexico	2	37	27	2		17	3	58	9	2	33	11
New York	1	8		17		369	20	17	279	2		23
North Carolina	8	202	148	22		718	3	3	14	3		24
North Dakota	8	19	85	1		8	6	16	53			
Ohio	3	46	37	33	38	850	4	71	27	2	5	13
Oklahoma	4	34	27	4		44	1	3	12			
Oregon				1		6						
Pennsylvania	3	10		19		608	12	26	188			
Rhode Island				2		16	2		40			
South Carolina	3	75		7		177	4	11	70	3	5	65
South Dakota	3	10	16	6		75	2		18	1	5	6
Tennessee	10	231	21	18	4	365	6	15	52	13	53	127
Texas	4	60	80	13		359	11	39	82	5	11	39
Utah				3		71	1	12	7	1		10
Vermont	1	16		3		69	1	6	6			
Virginia	4	45	36	9		235	2	2	18	1		8
Washington				4	5	83	4		60			
West Virginia							3	31	27			
Wisconsin	1	4	3	8		112	1		16	1		16
Wyoming												
Outlying parts of the United States												
Hawaii	2	52		3		194						
Philippine Islands	1	26		2		26				2	9	19
Porto Rico	1	21		5		173	2		52			

private high schools and academies, 1927–28—Continued

World history			Ancient history			Medieval and modern history			American history			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
14	15	16	17	18	19	20	21	22	23	24	25	26
250	3,555	3,428	1,540	24,620	26,727	1,471	18,727	23,099	1,767	20,314	21,872	Continental United States.
4	56	45	32	280	356	29	229	443	28	242	358	Alabama.
2	12	10	3	23	33	2	15	23	5	22	45	Arizona.
10	106	119	10	81	115	7	41	72	16	85	108	Arkansas.
19	155	182	100	1,195	1,927	85	777	1,578	111	1,027	1,611	California.
3	14	45	6	69	132	8	73	141	12	74	132	Colorado.
8	172	27	40	608	679	36	667	642	41	534	360	Connecticut.
------	------	------	4	106	15	4	92	25	4	50	36	Delaware.
1	9	5	18	262	251	17	121	247	20	240	167	District of Columbia.
3	45	45	11	128	140	10	106	137	10	101	83	Florida.
4	29	61	24	273	411	25	223	376	26	295	307	Georgia.
2	10	24	6	53	86	6	46	56	10	59	106	Idaho.
6	316	17	82	2,623	2,433	80	1,729	2,013	92	1,531	1,628	Illinois.
10	37	253	15	327	375	32	615	314	31	648	474	Indiana.
5	35	48	70	562	890	78	527	833	86	519	753	Iowa.
7	67	61	25	290	449	26	240	251	36	362	504	Kansas.
7	91	48	41	448	701	48	423	762	48	205	453	Kentucky.
4	72	29	16	252	273	25	391	313	29	350	320	Louisiana.
2	21	15	35	316	394	25	279	189	34	316	343	Maine.
3	17	70	25	370	513	22	505	209	29	415	290	Maryland.
9	183	152	74	1,070	1,744	53	647	1,106	76	1,007	1,248	Massachusetts.
5	80	77	58	1,223	1,576	57	903	1,217	57	782	1,027	Michigan.
4	16	177	35	802	562	40	526	666	35	496	688	Minnesota.
5	171	50	15	287	236	13	218	185	14	134	281	Mississippi.
2	14	33	49	1,129	1,103	47	881	872	42	673	623	Missouri.
4	32	29	6	114	109	6	37	128	11	76	146	Montana.
9	26	134	12	90	158	20	102	270	26	99	286	Nebraska.
4	50	16	14	371	186	12	97	106	19	389	118	New Hampshire.
6	642	70	61	1,242	754	50	911	721	59	916	556	New Jersey.
2	20	------	10	79	111	12	89	141	11	72	119	New Mexico.
25	295	507	186	3,308	2,758	136	1,362	1,862	201	2,735	2,404	New York.
7	75	111	25	224	324	34	257	626	41	376	514	North Carolina.
------	------	------	12	85	165	9	48	82	13	49	130	North Dakota.
12	77	264	70	1,367	1,523	72	1,243	1,561	83	941	1,332	Ohio.
3	14	21	20	148	212	17	82	168	21	74	134	Oklahoma.
8	55	88	11	98	123	9	89	118	17	114	163	Oregon.
11	180	94	113	2,033	1,864	110	1,739	1,823	130	1,736	1,482	Pennsylvania.
1	------	26	13	258	306	11	79	256	14	212	139	Rhode Island.
1	6	35	15	105	175	15	196	266	16	117	131	South Carolina.
2	7	16	9	73	127	8	45	71	11	54	112	South Dakota.
4	54	40	22	362	223	26	319	251	30	308	250	Tennessee.
5	39	72	39	314	436	41	325	493	39	250	360	Texas.
2	18	22	1	------	25	3	------	53	6	23	74	Utah.
6	85	100	13	120	198	8	80	121	13	115	192	Virginia.
4	28	64	33	594	278	38	599	355	43	735	329	Vermont.
3	36	31	19	211	323	18	231	323	26	211	318	Washington.
2	2	19	8	49	112	8	58	95	10	55	112	West Virginia.
4	86	76	33	594	843	31	456	523	33	484	522	Wisconsin.
------	------	------	1	4	------	2	9	16	2	6	4	Wyoming.
												Outlying parts of the United States
4	86	61	3	141	41	3	136	42	7	143	74	Hawaii.
8	277	234	28	1,156	651	9	919	649	34	1,565	899	Philippine Islands.
------	------	------	3	9	52	5	20	50	7	26	72	Porto Rico.

TABLE 11.—*Secondary pupils pursuing certain studies in*

State	English history			Civil government			Community civics			Sociology		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.	444	4,435	5,173	594	6,830	7,457	873	11,824	12,684	168	1,429	1,829
Alabama	5	41	90	6	28	79	26	254	317	6	29	82
Arizona	1	3	------	1	4	12	1	2	2	------	------	------
Arkansas	1	8	5	4	33	33	10	77	90	3	19	24
California	29	52	357	49	584	640	51	311	905	7	221	131
Colorado	14	387	759	6	31	43	3	33	43	2	20	18
Connecticut	24	154	197	8	111	147	15	137	176	1	------	7
Delaware	3	4	25	1	7	32	1	32	------	------	------	------
District of Columbia	9	66	103	7	182	56	6	129	41	1	------	6
Florida	3	8	2	5	30	11	3	33	44	------	------	------
Georgia	9	56	196	6	54	89	17	262	194	3	25	52
Idaho	2	2	14	4	2	37	4	17	38	2	20	13
Illinois	13	358	130	42	672	782	46	988	641	7	109	74
Indiana	2	------	47	14	166	126	20	267	210	1	------	9
Iowa	2	41	8	35	213	308	42	244	401	20	63	148
Kansas	2	31	8	27	246	375	12	97	133	5	45	52
Kentucky	6	13	43	14	42	124	20	138	231	11	38	111
Louisiana	4	85	5	5	119	56	27	125	327	------	------	------
Maine	10	100	84	16	107	153	22	216	232	3	40	72
Maryland	12	69	112	5	70	41	7	184	192	2	18	36
Massachusetts	36	323	612	19	181	389	24	304	387	4	------	30
Michigan	4	78	57	20	301	378	26	419	442	1	103	79
Minnesota	4	46	7	6	60	237	25	322	301	15	107	261
Mississippi	2	36	11	3	20	50	9	114	85	------	------	------
Missouri	11	57	187	9	353	114	18	483	291	3	32	10
Montana	1	4	4	4	10	86	7	67	68	4	38	43
Nebraska	1	------	2	13	53	129	10	59	114	2	8	8
New Hampshire	9	89	29	7	105	30	2	56	5	1	------	7
New Jersey	28	455	192	19	394	379	31	920	728	3	75	43
New Mexico	1	3	5	9	49	98	4	38	38	2	30	2
New York	43	252	386	38	575	449	144	3,080	2,804	8	75	74
North Carolina	14	153	273	10	97	140	28	266	596	3	10	36
North Dakota	------	------	------	6	29	53	5	35	84	6	13	34
Ohio	14	122	103	30	284	413	40	589	678	9	58	75
Oklahoma	7	18	36	8	28	42	4	3	23	1	3	4
Oregon	3	26	43	5	5	58	11	72	105	------	------	------
Pennsylvania	45	471	467	40	693	468	54	629	604	4	19	57
Rhode Island	4	------	50	------	------	------	8	97	132	3	7	34
South Carolina	4	21	43	5	44	32	10	68	80	2	19	35
South Dakota	5	25	41	8	52	91	6	51	77	3	20	9
Tennessee	9	74	56	10	76	59	10	85	93	1	2	8
Texas	15	93	130	13	70	69	18	78	186	5	9	35
Utah	------	------	------	4	14	41	1	1	1	2	10	6
Vermont	2	3	9	7	61	97	7	63	89	1	4	8
Virginia	20	520	116	20	231	148	14	169	134	1	72	19
Washington	2	8	20	12	174	125	11	8	179	4	8	38
West Virginia	3	4	49	4	22	36	------	------	------	1	9	8
Wisconsin	6	76	60	9	148	98	13	202	143	4	40	31
Wyoming	------	------	------	1	------	4	------	------	------	1	11	------
Outlying parts of the United States												
Hawaii	------	------	------	2	10	81	5	250	51	------	------	------
Philippine Islands	3	40	31	6	81	153	25	1,275	721	3	415	227
Porto Rico	2	------	25	2	------	34	5	15	39	1	2	------

private high schools and academies, 1927–28—Continued

Economics			Problems of American democracy			Commercial law			Commercial geography			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
14	15	16	17	18	19	20	21	22	23	24	25	26
346	3,260	3,563	78	644	1,120	300	3,584	3,554	192	1,903	2,376	Continental United States.
6	40	75				4	2	36	6	14	97	Alabama.
2	6	14										Arizona.
5	47	29	2	14	5	3	18	15				Arkansas.
17	95	199	1	7	9	12	107	102	6	50	51	California.
												Colorado.
6	21	218				6	39	115	3	23	98	Connecticut.
1		5				1	2	4	2	50	3	Delaware.
3	15	10	1		12	2		30	1		10	District of Columbia.
1	3	4				4	16	39	1		3	Florida.
6	54	106							1		2	Georgia.
2	2	4				1		7	1	12	3	Idaho.
22	539	269	2	46		23	792	538	11	143	205	Illinois.
14	123	176				9	90	129	6	119	16	Indiana.
49	262	408				9	15	63	10	73	60	Iowa.
8	52	21	2	17	8	9	107	88	7	81	30	Kansas.
10	67	83	3	10	26	9	33	127	4	34	51	Kentucky.
1		26	1		32	1	2	4	10	105	135	Louisiana.
8	55	38	1	10	10	11	88	107	9	88	97	Maine.
1	3	4				5	43	126	5	10	83	Maryland.
6	42	53	3		158	13	78	236	5	66	135	Massachusetts.
18	270	208	3	75	22	6	204	129	6	128	154	Michigan.
17	254	283	5	22	50	14	387	138	6	51	65	Minnesota.
2	43					3	41		1	36		Mississippi.
9	153	14	2	3	9	7	232	4	2	17	3	Missouri.
4	11	40				3	16	23	3	24	35	Montana.
4	9	19				1		10	1	2	5	Nebraska.
3	34		2	15	9	3	39	37	3	27	50	New Hampshire.
10	58	109	15	130	242	13	78	219	3	17	39	New Jersey.
2	20	17										New Mexico.
24	253	190	7	23	91	28	224	173	21	187	190	New York.
5	104	234	2	8	16	2	45	11	8	58	70	North Carolina.
7	15	56	3	6	40	2	3	18	4	7	20	North Dakota.
14	125	86	3	30	8	14	129	179	7	105	145	Ohio.
4	11	18	3	26	18	2	21	4	2	15	13	Oklahoma.
2	35								1		30	Oregon.
15	126	168	9	126	186	33	401	442	10	131	212	Pennsylvania.
2		13				7	11	114	5	51	78	Rhode Island.
2	5	25				1	18		1	12	13	South Carolina.
2	19	5				1		2				South Dakota.
2	6	22				4	37	11	1	2	2	Tennessee.
10	58	63	2		46	9	71	44	4	12	21	Texas.
						3	3	23	1	3	12	Utah.
3	21	46	1	23	21	7	57	59	5	62	83	Vermont.
5	70	22	1	11	21	5	85	15	1	32	4	Virginia.
3	45	9	3	11	43							Washington.
3	19	39				3		37	3	41	34	West Virginia.
6	70	135	1	31	38	7	50	96	5	55	19	Wisconsin.
												Wyoming.
												Outlying parts of the United States
						4	77	17	2	41	24	Hawaii.
26	1,113	529	1	136	47	1	23		1	23		Philippine Islands.
1		45				4	34	102	1	6		Porto Rico.

TABLE 11.—*Secondary pupils pursuing certain studies in*

State	Business English			Commercial arithmetic			Bookkeeping			Shorthand		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.	24	239	152	503	3,895	6,010	830	7,405	11,662	862	4,781	17,154
Alabama				8	20	72	14	42	133	16	25	104
Arizona				1		1	3	23	17	3	11	30
Arkansas	1	1	4	5	32	43	8	61	36	8	29	74
California				17	83	161	47	379	617	39	74	684
Colorado				1	2	2	5	14	59	6	23	114
Connecticut				11	53	224	12	181	433	15	81	404
Delaware				2	6	52	3	9	59	3	5	70
District of Columbia				4	4	34	6	85	59	8	8	177
Florida				6	30	46	6	27	42	10	51	107
Georgia				4	24	44	6	63	5	5	32	30
Idaho				1		18	5	14	52	4	3	40
Illinois				32	350	580	50	544	1,198	61	268	2,334
Indiana				16	213	101	18	210	313	22	38	597
Iowa				14	86	94	60	309	472	49	172	498
Kansas	1	1	8	12	52	73	24	137	213	24	114	308
Kentucky				17	88	177	21	132	233	26	119	448
Louisiana				19	198	186	9	189	86	9	109	133
Maine	3	33	39	24	208	299	19	84	285	25	214	293
Maryland	1	65		7	70	169	11	78	170	10	61	272
Massachusetts	6	8	7	20	117	329	39	173	1,457	37	142	1,543
Michigan	1	3	21	7	59	125	41	496	596	40	165	652
Minnesota	1	20		7	93	68	21	348	279	24	354	711
Mississippi	1	14		7	141	34	9	144	46	8	109	55
Missouri				8	111	60	24	331	299	27	268	939
Montana				1		5	7	36	95	7	30	88
Nebraska				3	26	26	17	91	186	18	33	200
New Hampshire				9	79	109	12	88	125	10	33	115
New Jersey	1	9	5	16	178	319	21	187	387	21	158	444
New Mexico				4	18	16	6	13	35	10	19	90
New York	3	5	11	52	269	363	48	306	407	63	422	792
North Carolina				12	148	136	7	60	47	8	17	73
North Dakota				3	13	11	8	18	64	6	17	79
Ohio	1	3	36	26	230	534	42	300	704	49	160	1,504
Oklahoma	1	3	4	4	18	41	15	42	57	16	36	140
Oregon	1	69		3	25	33	8	156	43	7	54	93
Pennsylvania	1		10	44	262	661	65	1,204	1,107	63	947	1,187
Rhode Island				13	37	54	9	86	223	11	92	277
South Carolina				4	49	75	5	20	22	4	8	26
South Dakota				2	9	11	7	35	60	3	7	58
Tennessee				7	33	37	11	56	36	4	6	17
Texas				11	78	63	20	136	147	23	39	189
Utah	1	5	7	2	4	15	4	8	29	3	5	25
Vermont				9	83	156	12	76	210	10	67	241
Virginia				11	71	86	12	109	51	12	41	159
Washington				2	12	9	8	98	76	9	8	76
West Virginia				4	27	47	5	23	50	5	3	62
Wisconsin				11	186	211	20	184	342	20	101	591
Wyoming										1	3	11
Outlying parts of the United States												
Hawaii	2	12		4	125	39	7	165	73	4	104	155
Philippine Islands							8	129	84	7	47	29
Porto Rico				1	6	24	5	50	125	5	56	172

private high schools and academies, 1927–28—Continued

Typewriting			Vocal music			Instrumental music			Freehand drawing and art			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
14	15	16	17	18	19	20	21	22	23	24	25	26
1,024	10,092	21,478	934	15,532	49,257	973	6,146	23,705	606	5,924	20,503	Continental United States.
16	51	146	13	209	409	21	57	387	4	54	91	Alabama.
3	27	48	3	40	82	3	24	36	------	------	------	Arizona.
11	63	114	7	52	79	9	30	204	2	5	8	Arkansas.
54	525	1,124	52	484	3,069	58	264	1,213	52	104	1,141	California.
8	46	151	6	75	295	7	37	190	1	10	12	Colorado.
14	125	618	17	426	1,117	14	118	307	21	209	1,023	Connecticut.
3	17	74	3	37	136	3	------	13	3	29	46	Delaware.
11	259	186	13	297	485	13	------	553	10	10	140	District of Columbia.
9	81	133	6	185	259	9	87	91	1	37	------	Florida.
5	72	40	15	173	938	15	132	265	3	7	69	Georgia.
6	36	74	6	36	57	9	26	238	2	------	13	Idaho.
65	701	2,660	39	777	5,150	46	519	1,818	33	232	2,785	Illinois.
24	180	631	23	343	866	18	315	594	7	51	161	Indiana.
68	412	832	47	784	1,085	39	223	697	10	22	292	Iowa.
30	185	415	19	150	395	16	71	356	8	29	102	Kansas.
30	154	483	26	134	1,114	31	34	673	7	28	138	Kentucky.
10	202	154	8	93	266	13	21	246	7	52	354	Louisiana.
19	152	358	12	297	375	14	87	210	5	35	116	Maine.
14	93	318	16	278	1,125	14	49	388	14	58	454	Maryland.
40	233	1,632	57	453	3,836	41	167	1,572	57	762	2,734	Massachusetts.
54	508	1,153	29	541	1,353	38	309	1,028	13	122	321	Michigan.
25	839	655	16	229	1,011	23	255	656	10	29	167	Minnesota.
11	181	86	10	147	220	10	42	183	2	------	43	Mississippi.
32	433	1,021	22	484	1,057	20	258	472	13	33	379	Missouri.
9	67	141	7	71	285	7	49	227	3	30	26	Montana.
21	76	268	16	134	405	21	117	459	5	4	72	Nebraska.
11	65	192	5	43	153	8	78	124	1	56	92	New Hampshire.
25	254	525	39	1,253	2,115	24	192	583	38	464	1,226	New Jersey.
11	155	144	5	67	70	8	53	173	------	------	------	New Mexico.
71	701	1,062	100	1,240	7,681	80	491	2,319	114	1,302	4,360	New York.
9	72	97	21	294	841	27	115	486	6	3	190	North Carolina.
11	69	159	3	21	38	9	35	212	------	------	------	North Dakota.
60	537	1,727	52	1,032	3,701	43	344	1,285	24	326	799	Ohio.
20	107	182	13	115	244	19	74	206	6	7	69	Oklahoma.
9	155	164	6	14	242	9	25	158	1	------	13	Oregon.
67	1,143	1,400	84	3,181	3,824	65	494	1,723	69	1,313	1,832	Pennsylvania.
13	113	307	8	1	767	8	60	164	11	343	667	Rhode Island.
4	12	26	7	42	145	14	50	193	------	------	------	South Carolina.
6	35	92	3	29	62	5	12	89	1	1	10	South Dakota.
10	55	44	13	106	318	20	100	337	8	4	150	Tennessee.
28	230	243	19	123	408	33	144	625	7	11	67	Texas.
5	34	84	4	8	25	4	5	205	1	------	12	Utah.
11	90	275	11	191	369	11	89	321	2	54	56	Vermont.
12	145	174	16	490	743	22	136	449	8	7	96	Virginia.
17	178	250	11	29	781	16	11	306	5	34	12	Washington.
7	15	108	6	20	180	7	21	195	3	------	44	West Virginia.
24	206	697	19	293	1,056	28	326	667	8	47	121	Wisconsin.
1	3	11	1	11	27	1	------	9	------	------	------	Wyoming.
												Outlying parts of the United States
7	439	182	6	253	327	3	103	40	3	------	164	Hawaii.
11	65	67	9	62	203	15	43	705	7	26	338	Philippine Islands.
5	56	174	2	13	49	4	15	121	3	10	40	Porto Rico.

TABLE 11.—*Secondary pupils pursuing certain studies in*

State	Mechanical drawing			Manual training			Public speaking			Religious subjects		
	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States.	239	4,841	2,104	132	3,469	332	132	2,869	5,489	294	11,561	14,739
Alabama	2	24	1	6	150	44	1	1	7	9	348	246
Arizona	1	7	2							1	10	26
Arkansas	1	6		3	26		1	10	19	8	151	171
California	22	184	73	7	79	33	9	32	201	15	494	567
Colorado	1	25	1	1	6		2	43	71	1	21	34
Connecticut	12	195	144	5	200	4	2	85		1	1	1
Delaware	4	24	37	1	5							
District of Columbia	15	343	4	1	22	17	3	6	17	3	29	118
Florida				3	25					3	53	70
Georgia	3	9	1	5	63	1	2	78	40	5	249	474
Idaho				1	43		2		21	1		28
Illinois	11	237		5	91	51	5	152	395	16	927	517
Indiana	5	146		2	107		3	108	92	4	53	117
Iowa	2	9	86	1	7					10	443	301
Kansas	4	54	12	5	379	18	3	18	33	4	52	156
Kentucky	2	3	25	2	46		1	23	32	6	154	215
Louisiana	4	13	55							3	93	98
Maine	4	60		5	142		1		13	2	31	74
Maryland	5	173	10	2	20	38	3	126	23	4	429	146
Massachusetts	9	314	305	5	136	4	5	6	288	9	439	574
Michigan	4	41	10	3	60		6	101	213	10	424	546
Minnesota	4	25	15	2	33		2	41	49	5	295	551
Mississippi				3	45	1				6	51	294
Missouri	5	69	9	3	49	81	4	97	940	6	314	359
Montana										1	15	25
Nebraska	1		9	2	9		4	30	25	3	112	119
New Hampshire	4	92		2	14		1	223		1	138	
New Jersey	14	165	87	1	4		6	462	291	13	608	698
New Mexico	2	15	3	2	26					2	16	14
New York	22	408	197	11	209	11	18	137	959	23	1,558	2,134
North Carolina	3	26	2	7	200	5	2	95	35	14	492	535
North Dakota	1	11	9							1	8	40
Ohio	22	1,047	12	13	443		8	67	695	14	625	1,759
Oklahoma	2	23		2	8		2	15		3	83	66
Oregon	2	50					2	56	13	3	16	143
Pennsylvania	21	601	233	4	45	12	12	714	579	23	1,121	1,288
Rhode Island	5	120	292	1	43					3	20	148
South Carolina	1	9		2	43					4	112	170
South Dakota	2	12		1		10	1		8	1	18	24
Tennessee	4	54	3	3	46		2		25	8	144	317
Texas	1	12		3	65		2	2	85	9	315	107
Utah	1	17		1	51		3	7	45	3	96	170
Vermont	2	22	4				2	85	121	3	56	135
Virginia	1	10	15	3	414	2	1		12	10	273	374
Washington	1	29					4	13	68	6	100	200
West Virginia							2	10	13	4	67	188
Wisconsin	7	157	448	3	115		5	26	61	10	507	402
Outlying parts of the United States												
Hawaii	3	126	1	3	226		1	17		2	77	16
Philippine Islands												
Porto Rico				1	10							

private high schools and academies, 1927–28—Continued

Physical training			Musical studies			Clothing			Foods			State
Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	
14	15	16	17	18	19	20	21	22	23	24	25	26
127	4,443	9,246	63	549	1,327	135	25	4,081	59	21	990	Continental United States.
5	8	180	2		90	3		116	2		111	Alabama.
			1	3	3	1		13				Arizona.
			2	19	16	1		4				Arkansas.
8	202	326	6	24	103	10		318	2		13	California.
			1	32	46							Colorado.
4		511	4	115	7	3		95				Connecticut.
												Delaware.
3	23	74	1		5	2		15	1		8	District of Columbia.
1		23				1		20				Florida.
						4		89	1		23	Georgia.
												Idaho.
3	268	541	1	155		8		214	1		18	Illinois.
2		195										Indiana.
5	377	183	3	1	179	2		65	1		23	Iowa.
			2	5	9	5		92	2		17	Kansas.
1		115				4		204	2	1	54	Kentucky.
2		143				1		10				Louisiana.
3	52	90							1	4	8	Maine.
2	26	203				2		177				Maryland.
6	317	535	7	101	206	11		709	5		147	Massachusetts.
3	120	361	2	5	9	4		63	2		14	Michigan.
4	24	544	2	7	45	6	25	237	3	1	32	Minnesota.
1	41	42				1		23	1		14	Mississippi.
4		1,033	1		60	4		95	4		79	Missouri.
1		98				2		46				Montana.
1	10		1	3	10	3		75				Nebraska.
1	46	28				3		114	3		27	New Hampshire.
12	474	663	2		77	5		137	4		74	New Jersey.
1		14	1		14							New Mexico.
15	982	521	8	24	70	8		134	5	1	84	New York.
			1	5	24	3		63	1	5		North Carolina.
1	16	17				4		53	3		34	North Dakota.
9	53	903				5		285				Ohio.
2	3	22	1	3	1	1		7				Oklahoma.
												Oregon.
13	871	773	6	35	304	5		87	4		64	Pennsylvania.
2	150	406				1		5	1		10	Rhode Island.
						2		67				South Carolina.
2	11	61	1	5		2		18	1		6	South Dakota.
3	20	93	1	2	14	1		22	1		22	Tennessee.
3	75	160	1	5	8	3		76	2		24	Texas.
			1		3	1		40				Utah.
						2		124	2		58	Vermont.
2		181	1		6	1		17	1		5	Virginia.
			2		17	4		37	3	9	21	Washington.
1	42	42										West Virginia.
1	232	165	1		1	6		115				Wisconsin.
												Outlying parts of the United States
1		101				2		144				Hawaii.
2		105	1		16	3		249				Philippine Islands.
1		26										Porto Rico.

TABLE 12.—*Students in private high schools and academies enrolled in miscellaneous subjects, by States, 1927–28*

Subjects and States	Schools	Boys	Girls
1	2	3	4
Hebrew: Pennsylvania	1	11	0
Italian:			
California	1	8	0
Connecticut	2	1	7
Illinois	1	0	7
Massachusetts	3	0	24
New Hampshire	1	0	8
New York	4	0	35
Ohio	1	0	5
Pennsylvania	3	0	16
Virginia	1	0	20
Norse:			
Iowa	1	12	14
Minnesota	4	40	51
North Dakota	2	18	56
Washington	1	4	11
Wisconsin	1	7	5
Polish:			
New Jersey	2	140	60
Pennsylvania	2	281	0
Swedish:			
Illinois	1	21	13
Minnesota	2	53	44
Nebraska	1	10	6
Astronomy:			
California	1	5	0
Connecticut	2	9	48
Florida	1	4	7
Illinois	1	11	0
Iowa	1	7	5
Louisiana	1	1	6
Massachusetts	2	27	39
Minnesota	1	16	18
Mississippi	1	0	15
New Hampshire	1	0	9
New York	3	11	22
Ohio	1	8	12
Pennsylvania	1	14	0
Rhode Island	2	0	29
Tennessee	1	0	6
Virginia	1	0	2
West Virginia	1	0	31
Geology:			
California	1	1	0
Connecticut	1	0	9
Georgia	1	11	42
Massachusetts	1	0	18
New Hampshire	1	0	9
New Jersey	1	29	24
New York	4	9	35
Ohio	2	10	9
Oklahoma	1	1	0
Pennsylvania	1	12	3
Rhode Island	2	0	26
Utah	1	0	6
West Virginia	1	11	3
Ethics:			
California	3	0	159
District of Columbia	1	0	20
Florida	1	4	7
Georgia	3	3	75
Kentucky	1	9	18
Maryland	1	61	0
Massachusetts	1	370	0
Michigan	5	89	487
Minnesota	2	22	453
Montana	1	0	9
Nebraska	5	48	140
New Hampshire	1	0	8
New York	3	198	180
Ohio	1	0	348
Pennsylvania	1	7	7
Rhode Island	2	157	7
Logic:			
Massachusetts	1	0	7
Michigan	1	0	17
Missouri	1	0	23
Montana	1	0	12
Logic—Continued.			
New York	2	0	34
Texas	1	5	0
Washington	1	0	29
Mythology:			
Connecticut	2	0	31
New Jersey	1	0	16
New York	2	0	14
Pennsylvania	2	0	24
Rhode Island	1	35	0
West Virginia	1	0	17
Philosophy:			
California	1	1	0
Massachusetts	1	0	7
New Hampshire	1	0	8
New York	2	0	36
Rhode Island	1	0	9
Texas	1	7	0
West Virginia	1	0	14
Greek drama: Connecticut	1	0	8
Geography:			
Mississippi	1	16	0
New Jersey	1	0	10
Ohio	1	3	7
History of painting: Connecticut	1	0	35
History of sculpture: Connecticut	1	0	26
Local history:			
California	1	0	7
New Mexico	3	13	20
Negro history:			
Alabama	1	1	18
Georgia	1	8	9
Mississippi	2	13	24
North Carolina	1	10	0
Tennessee	1	9	3
Texas	1	5	13
Virginia	1	0	35
Polish history:			
Pennsylvania	1	20	0
Wisconsin	1	26	0
Polish geography: Pennsylvania	1	19	0
Polish literature: Wisconsin	1	52	0
Advertising:			
Massachusetts	1	0	8
New Jersey	1	9	0
Accounting:			
Massachusetts	1	5	11
New Jersey	1	8	0
Architecture:			
California	1	0	22
Connecticut	1	0	26
Massachusetts	1	13	0
New York	2	0	24
Pennsylvania	1	3	0
Banking:			
Massachusetts	1	0	106
Wisconsin	1	4	4
Commerce and industry:			
Massachusetts	1	10	0
New Hampshire	2	9	9
New Jersey	1	9	0
New York	1	14	0
Journalism:			
Arkansas	1	10	5
Illinois	1	10	0
Salesmanship:			
Connecticut	1	12	47
Michigan	1	21	17
New Jersey	2	14	0
Telegraphy: North Carolina	1	14	4
Auto mechanics:			
Arkansas	1	29	0
Illinois	1	7	0
Kansas	1	15	0

TABLE 12.—*Students in private high schools and academies enrolled in miscellaneous subjects, by States, 1927–28*—Continued

Subjects and States	Schools	Boys	Girls
1	2	3	4
Electricity:			
Arkansas	1	24	0
Illinois	2	40	0
Kansas	1	8	0
Ohio	1	19	0
Forge: New Hampshire	1	7	0
Horticulture:			
California	1	2	0
South Dakota	1	6	5
Metal: Ohio	1	62	0
Machine calculating:			
Connecticut	1	2	28
Massachusetts	1	0	132
Plumbing:			
Illinois	1	4	0
Kansas	1	9	0
Printing:			
Arkansas	1	13	12
Connecticut	1	40	0
Florida	1	43	0
Illinois	1	8	0
Iowa	1	4	1
Kansas	1	6	0
Massachusetts	1	8	0
New York	3	24	10
North Carolina	1	12	0
Ohio	2	86	0
South Carolina	1	8	0
South Dakota	1	4	2
Texas	1	3	0
Washington	1	5	1
Wisconsin	1	18	0
Poultry raising: Connecticut	1	6	1
Shoe repairing: Kansas	1	9	0
Surveying: Pennsylvania	1	13	0
Watch repairing: Ohio	1	22	0
Woodwork:			
Alabama	1	21	0
California	2	15	3
Connecticut	1	8	0
Idaho	1	9	0
Illinois	1	29	0
Iowa	1	5	0
Kansas	1	11	0
Kentucky	1	3	0
Michigan	2	26	0
New Hampshire	1	9	0
New York	4	16	10
North Dakota	1	4	0
Ohio	5	387	4
Pennsylvania	1	49	0
South Carolina	1	3	0
Washington	2	26	0
Library:			
California	1	5	10
New York	1	0	5
South Dakota	1	4	12
Vermont	1	0	9
Penmanship	23	287	238
Penmanship and spelling	3	19	30
Review	43	276	404
Spelling	24	532	370
Arts and crafts:			
California	1	0	8
Connecticut	1	0	17
Illinois	2	19	3
Kansas	1	0	5
Massachusetts	7	0	204
Missouri	2	0	10
Montana	1	0	7
New York	7	11	103
Pennsylvania	1	0	4
Utah	1	0	5
Virginia	1	0	30
Wisconsin	1	0	25
Cafeteria management: Illinois	1	0	8
Dancing:			
California	2	0	27
Illinois	1	3	7
New York	1	0	46
Tennessee	1	0	65
Utah	1	0	35
Washington	1	0	50
Design:			
California	1	0	18
District of Columbia	1	0	4
Kansas	1	0	38
Massachusetts	2	0	7
New York	3	42	131
Ohio	1	0	20
Rhode Island	1	0	23
First aid:			
California	1	12	17
Louisiana	1	0	73
Michigan	2	0	21
Mississippi	1	0	15
Montana	1	7	8
Home management:			
District of Columbia	12	0	35
Kansas	2	0	23
Massachusetts	2	0	20
Missouri	1	0	6
New Jersey	1	0	9
New York	3	0	33
Pennsylvania	2	0	26
Rhode Island	1	0	9
Wisconsin	1	0	4
Home nursing:			
Illinois	1	5	11
Kansas	2	0	23
Massachusetts	2	0	21
Mississippi	1	0	15
New Jersey	1	0	9
New Mexico	1	0	34
New York	3	17	36
North Carolina	1	0	41
Pennsylvania	2	0	12
Washington	1	10	28
Interior decorating:			
California	2	0	29
Massachusetts	1	0	5
Minnesota	1	0	1
Missouri	2	0	19
New Jersey	4	0	50
New York	3	0	29
Bacteriology:			
Kansas	1	1	8
Massachusetts	1	0	1
Institutional management: Massachusetts	1	0	30
Jewelry: Massachusetts	1	0	10
Social work: New York	1	0	31
Theology: Georgia	1	7	0
Chinese: Hawaii	1	13	4
Hawaiian: Hawaii	1	0	20
Japanese: Hawaii	1	19	8
Philosophy: Philippine Islands	1	41	49
Oriental history: Philippine Islands	5	539	305
Philippine history: Philippine Islands	11	1,108	477
Porto Rican history: Porto Rico	1	0	14
Journalism: Hawaii	2	14	17
Multigraph: Hawaii	1	14	0
Home management:			
Hawaii	1	0	20
Philippine Islands	2	0	127
Home nursing: Hawaii	2	0	12

TABLE 12.—*Students in private high schools and academies enrolled in miscellaneous subjects, by States, 1927–28*—Continued

Subjects and States	Schools	Boys	Girls	Subjects and States	Schools	Boys	Girls
1	2	3	4	1	2	3	4
Occupations:				Occupations—Continued.			
Alabama	1	43	37	Montana	1	3	5
Arkansas	4	29	30	New Jersey	1	------	56
California	2	69	65	New York	3	25	47
Colorado	2	16	23	North Carolina	1	85	39
Florida	2	24	26	North Dakota	4	18	81
Illinois	3	183	28	Ohio	2	29	23
Indiana	3	23	143	Pennsylvania	2	33	11
Iowa	1	42	124	South Carolina	1	2	6
Kansas	1	29	4	Tennessee	1	12	18
Kentucky	3	15	12	Utah	1	12	4
Louisiana	1	10	------	Virginia	1	------	12
Massachusetts	1	------	97	Washington	2	44	50
Mississippi	1	------	75	West Virginia	1	42	42
Missouri	4	63	44	Wisconsin	1	49	------

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ALABAMA														
Birmingham	Loulie Compton Seminary	Nonsect	Yes	Yes	4	0	8	0	126	0	28			2,000
Do	Simpson School	M. E. So	No	No	4	10	0	156	55	30	10			1,095
Boaz	John H. Snead Seminary	M. E	Yes	Yes	4	7	10	131	170	18	38		5	1,800
Brewton	Downing-Shafner Institute	M. E. So	Yes	Yes	4	0	7	0	101	0	37			1,504
Ensley	Ensley-Howard High School	Bapt	No	No	4	3	2	66	41	21	10			950
St. Bernard	St. Bernard High School	R. C	Yes	No	4	14	0	143	0	23	0			12,000
Spring Hill	Spring Hill High School	R. C	Yes	Yes	4	15	0	182	0	39	0			10,000
ARKANSAS														
Fort Smith	St. Anne's Academy	R. C	Yes	Yes	4	0	8	42	73	7	21			3,290
Little Rock	Mount St. Mary's Academy	R. C	Yes	Yes	4	1	5	0	115	0	22			1,040
Mount Ida	Mount Ida Academy	Bapt	Yes	Yes	4	3	3	66	68	9	11			1,100
CALIFORNIA														
Arlington	Southern California Junior College	S. D. A	Yes	No	4	5	7	122	141	16	42			
Berkeley	A to Zed High School	Nonsect	No	Yes	4	4	20	85	25	21	10			5,000
Do	The Anna Head School	Nonsect	Yes	Yes	4	1	21	0	165	0	44			1,800
Do	St. Joseph's High School	R. C	Yes	Yes	4	0	6	0	118	0	12			
Hollywood	Immaculate Heart College	R. C	Yes	Yes	4	0	10	0	128	0	17			5,281
Lake Merritt	College of The Holy Name	R. C	Yes	No	4	0	17	0	132	0	19			3,000
Lodi	Lodi Academy	S. D. A	Yes	Yes	4	5	6	51	92	5	43			2,746
Long Beach	St. Anthony's School	R. C	No	Yes	4	0	5	54	100	4	17			500
Los Angeles	Catholic Girls' High School	R. C	No	No	4	3	27	0	632	0	103			2,500
Do	Harvard School	P. E	Yes	Yes	4	16	2	227	0	43	0	227		2,000
Do	Los Angeles Academy	S. D. A	No	No	4	3	5	53	74	4	13		1	2,973
Do	Los Angeles Coaching School, (Inc.)	Nonsect	No	Yes	4	5	2	80	27	10	4			200
Do	Los Angeles Pacific Junior College	M. E	Yes	No	4	5	6	51	75	11	18		15	3,000
Do	Loyola High School	R. C	No	No	4	25	0	417	0	71	0	417		5,000
Do	Marlborough School	Nonsect	Yes	No	4	2	21	0	275	0	67			1,000
Do	St. Agnes High School	R. C	No	Yes	4	2	8	66	122	9	24			2,000

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		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	Sacred Heart High School	R. C	Yes	No	4	0	6	0	103	0	11			1,500
Do	St. Mary's Academy	R. C	Yes	Yes	4	0	10	0	230	0	52			7,000
Oakland	Our Lady of Lourdes Academy	R. C	No	No	4	0	6	0	111	0	22			350
Do	Miss Ranson and Miss Bridges School	Nonsect	Yes	Yes	4	0	14	0	119	0	41			2,500
Do	St. Elizabeth's School	R. C	No	No	4	1	7	48	112	6	16			2,006
Do	St. Francis de Sales High School	R. C	No	No	4	0	7	0	131	0	24			2,500
Palo Alto	Castilleja School	Nonsect	Yes	Yes	4	1	17	0	139	0	41			2,050
Sacramento	Christian Brothers School	R. C	Yes	Yes	4	7	0	181	0	28	0			3,000
Do	St. Joseph Academy	R. C	Yes	Yes	4	0	8	0	160	0	28			1,200
San Diego	Academy of Our Lady of Peace	R. C	Yes	Yes	4	2	9	0	105	0	17			3,000
Do	St. Augustine High School	R. C	No	No	4	8	0	167	0	22	0			5,000
San Francisco	Miss Burke's School	Nonsect	No	Yes	4	0	10	0	122	0	30			3,000
Do	Drew School	Nonsect	No	Yes	4	10	5	457	157	6	2			525
Do	Immaculate Conception Academy	R. C	Yes	No	4	0	8	0	126	0	15			1,500
Do	Notre Dame High School	R. C	Yes	Yes	4	1	14	0	215	0	50			4,500
Do	Presentation High School	R. C	No	No	4	0	9	0	184	0	30			3,000
Do	Sacred Heart College	R. C	No	No	4	17	0	476	0	102	0			2,800
Do	St. Brigid's High School	R. C	No	Yes	4	0	16	0	109	0	23			1,000
Do	St. Ignatius High School	R. C	No	No	4	32	0	750	0	125	0			7,200
Do	St. James High School	R. C	No	No	4	7	0	105	0	16	0			2,800
Do	St. Paul's School	R. C	No	No	4	3	12	0	267	0	42			2,000
Do	St. Peter's Academy	R. C	No	Yes	4	0	7	0	130	0	31			3,000
Do	St. Rose's Academy	R. C	No	Yes	4	3	11	0	189	0	50			1,000
Do	St. Vincent's High School	R. C	No	Yes	4	0	5	0	106	0	42			1,000
Do	Star of the Sea High School	R. C	No	Yes	4	0	8	0	160	0	25			2,500
San Jose	Bellarmine College Preparatory	R. C	Yes	No	4	12	0	165	0	36	0			5,500
Do	Notre Dame High School	R. C	No	No	4	0	12	0	244	0	46			3,000
San Rafael	The Tamalpais School	Nonsect	Yes	Yes	4	11	0	100	0	13	0			1,200
Santa Clara	University of Santa Clara High School	R. C	Yes	No	4	13	0	191	0	49	0			1,350
Stockton	St. Agnes High School	R. C	No	Yes	4	0	7	25	102	8	15			2,000
Vallejo	St. Vincent's High School	R. C	No	Yes	4	1	6	72	81	16	20			600

COLORADO														
Denver	Cathedral High School	R. C	No	Yes	4	2	8	124	140	18	22			3,000
Do	Regis High School	R. C	Yes	No	4	9	0	158	0	36	0			25,000
Do	Sacred Heart High School	R. C	No	Yes	4	0	9	78	150	21	36			3,225
Loveland	Campion Academy	S. D. A	Yes	Yes	4	5	4	45	75	9	27			1,700
Walsenburg	St. Mary s High School	R. C	No	Yes	4	1	6	59	62	7	10			1,810
CONNECTICUT														
Farmington	Miss Porter's School	Nonsect	Yes	No	4	1	21	0	174	0	54			6,500
Greenwich	Rosemary Hall	P. E	Yes	Yes	4	2	22	0	177	0	29			2,917
Kent	Kent School	P. E	Yes	Yes	4	16	0	223	0	40	0		22	2,500
Lakeville	Hotchkiss School	Nonsect	Yes	No	4	30	0	310	0	66	0		400	5,300
Middlebury	Westover School	Nonsect	Yes	No	5	0	19	0	156	0	33			4,000
New Haven	Collegiate School	Nonsect	No	No	4	14	6	193	63	66	12			1,000
New London	Bulkeley School	Nonsect	No	No	4	18	0	408	0	78	0		100	1,000
Do	William Memorial Institute	Nonsect	No	No	4	1	22	0	486	0	102		350	1,500
Norwich	Norwich Free Academy	Nonsect	No	No	4	12	34	438	535	63	97		800	20,000
Pomfret	Pomfret School	P. E	Yes	No	6	15	0	128	0	16	0		135	5,200
Simsbury	Ethel Walker School	Nonsect	Yes	No	5	1	17	0	144	0	27			2,000
Do	Westminister School	Nonsect	Yes	Yes	4	12	0	132	0	21	0			1,500
Suffield	Suffield School	Bapt	Yes	Yes	4	11	0	150	61	26	15		433	
Wallingford	The Choate School	Nonsect	Yes	Yes	4	46	0	373	0	78	0			3,000
Waterbury	Sacred Heart High School	R. C	No	Yes	4	1	6	0	112	0	34			1,200
Do	St. Margaret's School	P. E	Yes	Yes	4	0	10	0	109	0	28		50	5,000
Do	Waterbury Catholic High School	R. C	No	No	4	0	18	0	353					1,000
Watertown	Taft School	Nonsect	Yes	No	5	26	0	288	0	51	0			3,000
West Hartford	Mount St. Joseph Academy	R. C	Yes	Yes	4	0	19	0	221	0	57			6,076
Windsor	Loomis Institute	Nonsect	Yes	No	4	22	3	244	37	57	0		2,451	3,300
Winsted	Gilbert School	Nonsect	No	No	4	6	15	207	219	36	25		1,078	14,947
DELAWARE														
Wilmington	Salesianum School	R. C	No	No	4	10	0	193	0	32	0		20	500
DISTRICT OF COLUMBIA														
Washington	Devitt Preparatory School	Nonsect	Yes	Yes	4	10	0	174	5	54	4			2,000
Do	Emerson Institute	Nonsect	No	No	4	19	0	259	52	37	5			1,700
Do	Gonzaga High School	R. C	No	No	4	12	0	218	0	39	0			6,000
Do	Holton-Arms School	Nonsect	Yes	Yes	4	1	13	0	152	0	33			3,500
Do	Miss Madeira's School for Girls	Nonsect	Yes	No	4	0	21	0	170	0	33			3,000
Do	Notre Dame Academy	R. C	No	Yes	4	0	12	0	166	0	27			5,100
Do	St. John's College	R. C	Yes	No	4	14	0	297	0	39	0			3,700
Do	Washington Y. M. C. A. Preparatory School	Nonsect	No	Yes	4	11	1	182	44	6	2			
FLORIDA														
Miami	Gesu High School	R. C	No	Yes	4	0	7	58	83	8	11			4,500
St. Augustine	St. Joseph's Academy	R. C	Yes	Yes	4	0	5	46	130	3	15			2,500
Tampa	Sacred Heart College	R. C	No	Yes	4	10	0	112	0	8	0			2,500

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		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
GEORGIA														
Atlanta	North Avenue Presbyterian School	Presb	Yes	Yes	4	0	15	0	200	0	39			650
Do	Washington Seminary	Nonsect	Yes	Yes	4	0	17	0	257	0	43			2,000
Clermont	Chattahoochee High School	Bapt	Yes	No	4	2	2	47	58	18	20		1	1,000
Gainesville	Riverside Military Academy	Nonsect	Yes	Yes	4	17	0	322	0	80	0	322		1,050
Hiawassee	Hiawassee Academy	Bapt	Yes	No	4	2	4	67	55	13	15			200
Locust Grove	Locust Grove Institute	Bapt	Yes	Yes	4	5	4	83	29	19	6	83		6,475
Rome	Darlington School for Boys	Nonsect	Yes	Yes	4	9	0	158	0	40	0			4,000
Savannah	Benedictine School	R. C	No	No	4	11	0	198	0	30	0	198		3,200
HAWAII														
Honolulu	Kamehameha Boys School	Nonsect	Yes	Yes	4	21	2	183	0	31	0	183	10,000	4,500
Do	Kamehameha Girls School	Nonsect	Yes	Yes	4	0	15	0	101	0	20			3,000
Do	Mid-Pacific Institute	Cong	Yes	Yes	4	14	7	109	71	25	9		750	2,000
Do	Punahou School	Nonsect	Yes	Yes	4	17	29	267	208	42	35	190	1,245	20,000
Do	Sacred Heart Academy	R. C	Yes	Yes	4	0	6	0	159	0	24			400
Do	St. Louis College	R. C	Yes	No	4	16	0	459	0	76	0			3,200
IDAHO														
Weiser	Intermountain Institute	Cong	Yes	Yes	4	4	6	58	42	15	10		15	3,000
ILLINOIS														
Alton	Marquette High School	R. C	No	No	4	1	10	97	154	14	15			1,940
Do	Western Military Academy	Nonsect	Yes	Yes	4	15	2	277	0	71	0			2,500
Aurora	Fox Valley Catholic High School	R. C	No	No	4	5	0	122	0	0	0			700
Do	Madonna Catholic High School	R. C	No	No	4	0	9	0	177	0	7			1,200
Belleville	Notre Dame Academy	R. C	Yes	Yes	4	1	9	0	140	0	14			2,403
Bloomington	Trinity High School	R. C	No	Yes	4	3	9	118	122	18	19			1,000
Chicago	Academy of Our Lady	R. C	Yes	Yes	4	0	22	0	321	0	75			10,625

Do	Academy of St. Scholastica	R. C	No	Yes	4	1	9	0	116	0	25				3,518
Do	Aquinas High School	R. C	No	No	4	1	10	64	215	14	28				1,400
Do	Central Y. M. C. A. Day High School	Nonsect	No	Yes	4	13	0	301	0	70	0				6,150
Do	Central Y. M. C. A. Evening High School	Nonsect	No	No	4	40	0	942	0	142	0			15	6,150
Do	Chicago Christian High School	Nonsect	No	No	4	7	2	105	97	11	10				1,000
Do	De Paul University Loop High School	R. C	No	No	4	16	1	248	164	45	25				15,558
Do	Francis W. Parker School	Nonsect	No	Yes	4	9	10	63	94	11	30				10,058
Do	Holy Family Academy	R. C	Yes	No	4	2	17	0	218	0	55				5,000
Do	Holy Trinity High School	R. C	No	No	4	7	0	244	0	32	0				1,000
Do	Institute High School	Jewish	No	Yes	4	9	3	245	159	45	19			76	6,797
Do	Josephinum High School	R. C	Yes	Yes	4	0	8	0	144	0	35				3,425
Do	Loretto Academy (Englewood)	R. C	No	No	4	0	8	0	160	0	12				5,000
Do	Loretto Academy (Woodlawn)	R. C	Yes	No	4	0	13	0	218	0	39				9,000
Do	Luther Institute	Ev. Luth	No	Yes	4	7	6	96	58	13	11			1	2,000
Do	Mercy High School	R. C	No	No	4	0	42	0	980	0	183				14,000
Do	Morgan Park Military Academy	Nonsect	Yes	Yes	4	13	0	213	0	32	0	213			700
Do	Mount Carmel High School	R. C	No	No	4	32	0	756	0	122	0				16,000
Do	North Park College Academy	Sw. Ev	Yes	No	4	4	4	76	90	76	90			330	6,581
Do	Providence High School	R. C	No	No	4	0	26	0	656	0	83				3,500
Do	Quigley Seminary	R. C	No	Yes	4	34	0	581	0	98	0			600	3,000
Do	St. Catherine High School	R. C	No	No	4	2	18	0	406	0	56			50	3,000
Do	St. Ignatius High School	R. C	No	No	4	13	0	535	0	86	0				40,000
Do	St. Mary's High School	R. C	No	No	4	0	31	0	980	0	150				8,000
Do	St. Mel High School	R. C	No	Yes	4	22	1	650	0	90	0			45	3,000
Do	St. Patrick's Academy	R. C	No	Yes	4	15	0	288	0	43	0				6,247
Do	St. Philip's High School	R. C	No	No	4	13	0	425	0	54	0				
Do	St. Rita's High School	R. C	No	No	4	13	0	356	0	64	0				2,500
Do	St. Stanislaus High School	R. C	No	No	4	16	1	403	48	45	0				8,000
Do	Starrett School for Girls	Nonsect	Yes	No	4	0	16	0	153	0	47				1,810
Do	Visitation High School	R. C	No	Yes	4	1	18	0	462	0	78				2,000
Evanston	Marywood School for Girls	R. C	Yes	Yes	4	0	16	0	207	0	24				3,000
Do	Roycemore School for Girls	Nonsect	No	Yes	4	0	11	0	136	0	27				850
Freeport	Aquin High School	R. C	No	No	4	0	6	66	56	3	8				1,500
Hinsdale	St. Joseph's College Academy	R. C	Yes	No	4	15	0	156	0	20	0				15,000
Jacksonville	Routt High School	R. C	Yes	No	4	3	7	80	51	16	8			275	3,000
Joliet	De La Salle High School	R. C	No	No	4	9	0	264	0	47	0				11,000
Do	Providence High School	R. C	No	Yes	4	0	6	0	135	0	42				2,321
Do	St. Francis Academy	R. C	Yes	Yes	4	0	22	0	301	0	54			25	8,000
Kankakee	St. Patrick High School	R. C	No	No	4	0	6	60	47	8	12				1,800
Kewanee	Visitation High School	R. C	No	Yes	4	0	5	52	64	11	11				3,000
La Grange	Nazareth Academy	R. C	Yes	No	4	0	10	0	100	0	15				4,900
Lake Forest	Lake Forest Academy	Nonsect	Yes	No	4	17	0	185	0	55	0				3,000
Mooseheart	Mooseheart High School	Nonsect	Yes	Yes	4	11	17	191	151	32	27	186			3,500
Ottawa	St. Xavier Academy	R. C	Yes	Yes	4	0	9	0	120	0	29			8	5,000
Peoria	Academy of Our Lady	R. C	Yes	Yes	4	0	12	0	247	0	50				2,800
Do	Spalding Institute	R. C	No	No	4	8	0	206	0	31	0				3,050
Peru	St. Bede College	R. C	Yes	No	4	22	0	152	0	25	0				5,000
Quincy	Notre Dame Academy	R. C	Yes	Yes	4	0	10	0	107	0	31				2,000
Do	Quincy College	R. C	Yes	No	4	17	0	163	0	29	0				1,525
River Forest	Trinity High School	R. C	No	No	4	0	16	0	357	0	79				2,700
Rockford	St. Thomas High School	R. C	No	No	4	1	11	111	162	27	13				3,535
Rock Island	St. Joseph's High School	R. C	No	Yes	4	0	7	81	86	10	17				2,250

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		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														
Springfield	Sacred Heart Academy	R. C.	Yes	Yes	4	1	10	0	155	0	24			2,200
Do	St. Joseph's Ursuline Academy	R. C.	Yes	Yes	4	1	9	0	155	0	29			3,858
Sterling	Catholic Community High School	R. C.	No	No	4	0	6	53	81	15	18		40	1,400
Wilmette	Malline Krodt High School	R. C.	No	No	4	0	8	0	170	0	25			2,103
Winnetka	North Shore Country Day School	Nonsect.	No	Yes	4	8	6	61	55	10	13			1,686
Zion	Zion Preparatory College	(1)	No	No	4	6	6	106	110	14	13		200	3,800
INDIANA														
Cicero	Indiana Academy	S. D. A.	Yes	Yes	4	3	4	52	63	6	14			1,750
Collegeville	St. Joseph's College	R. C.	Yes	No	4	13	0	212	0	48	0		300	14,000
Culver	Culver Military Academy	Nonsect.	Yes	No	4	57	0	696	0	149	0	696		15,000
East Chicago	Catholic Central High School	R. C.	No	No	4	2	6	109	57	20	14			
Evansville	Reitz Memorial High School	R. C.	No	No	4	8	6	159	158	25	27			2,000
Fort Wayne	Central Catholic High School	R. C.	No	No	4	8	0	220	0	52	0			1,620
Do	Concordia College	Ev. Luth.	Yes	No	4	13	0	174	0	39	0	174		11,000
Do	St. Augustine's Academy	R. C.	No	Yes	4	0	6	0	133	0	14			1,075
Do	St. Catherine Academy	R. C.	No	No	4	0	6	0	135	0	16			1,200
Howe	Howe School	P. E.	Yes	Yes	4	19	2	175	0	30	0	175	145	4,500
Indianapolis	Cathedral High School	R. C.	No	No	4	22	0	610	0	80	0			3,000
Do	St. Agnes Academy	R. C.	Yes	Yes	4	0	8	0	160	0	29			3,560
Do	St. John Academy	R. C.	Yes	Yes	4	0	7	0	177	0	35			1,500
Do	Tudor Hall School for Girls	Nonsect.	Yes	Yes	4	0	12	0	154	0	40			1,500
Notre Dame	St. Mary's Academy	R. C.	Yes	Yes	4	0	14	0	115	0	32			16,781
Plainfield	Indiana Boys' School	Nonsect.	Yes	Yes	2	4	1	104	0	0	0			9,686
Richmond	St. Andrew's High School	R. C.	No	No	4	0	3	50	55	6	11			1,200
Washington	Catholic High School	R. C.	No	Yes	4	4	4	76	77	12	16		7	1,800
IOWA														
Cedar Rapids	Immaculate Conception High School	R. C.	No	Yes	4	0	4	46	76	8	1			
Do	St. Patrick's High School	R. C.	No	Yes	4	0	5	60	57	11	6			700

Clinton	St. Mary's High School	R. C	No	Yes	4	2	8	82	65	13	12			4,569
Council Bluffs	St. Francis Academy	R. C	No	Yes	4	2	7	47	55	9	13			2,000
Davenport	Immaculate Conception Academy	R. C	Yes	Yes	4	0	9	0	197	0	36			6,000
Des Moines	Des Moines Catholic College	R. C	Yes	No	4	12	0	174	0	35	0			10,282
Do	St. Joseph's Academy	R. C	Yes	Yes	4	0	9	0	205	0	32			2,000
Dubuque	Immaculate Conception Academy	R. C	Yes	Yes	4	0	11	0	140	0	25			3,735
Do	St. Joseph's Academy	R. C	No	Yes	4	0	5	0	114	0	22			2,200
Fort Madison	Catholic Central High School	R. C	No	No	4	2	8	53	72	12	5			2,188
Mason City	St. Joseph High School	R. C	No	Yes	4	1	4	41	60	6	12			1,400
Sioux City	Trinity College	R. C	Yes	No	4	4	0	157	0	20	0		250	3,000
KANSAS														
Atchison	Mount St. Scholastica's Academy	R. C	Yes	Yes	4	0	9	0	119	0	26			8,000
Enterprise	Enterprise Academy	S. D. A	Yes	Yes	4	5	4	48	56	11	14			2,800
Kansas City	Catholic High School	R. C	No	Yes	4	7	8	150	250	21	28			2,000
Lawrence	Haskell Institute	Nonsect	Yes	Yes	4	29	27	345	374	41	51	345		3,500
Leavenworth	Immaculata High School	R. C	No	No	4	0	7	81	103	22	20			2,557
Salina	Sacred Heart High School	R. C	No	Yes	4	0	5	36	78	8	23			2,000
Topeka	Topeka Catholic High School	R. C	No	Yes	4	2	5	57	94	8	24			3,300
Wichita	Cathedral High School	R. C	No	No	4	7	6	120	136	21	28			2,000
Winfield	St. John's College	Ev. Luth	Yes	No	4	6	0	98	17	17	2		5	6,273
KENTUCKY														
Blackey	Stuart Robinson School	Presb	Yes	No	4	3	3	57	117	20	36			500
Buckhorn	Witherspoon College	Presb	Yes	Yes	4	5	2	73	61	14	7			3,000
Covington	Notre Dame Academy	R. C	Yes	Yes	4	0	5	0	107	0	16			880
Grayson	Christian Normal Institute	Nonsect	Yes	Yes	4	2	4	67	84	15	14			3,000
Louisville	Academy of Our Lady of Mercy	R. C	No	Yes	4	0	5	0	112	0	22			1,000
Do	Louisville Preparatory School	Nonsect	No	No	4	15	0	170	199	9	3		1	831
Do	Presentation Academy	R. C	No	Yes	4	0	8	0	149	0	36			2,512
Do	St. Xavier's High School	R. C	No	No	4	23	0	545	0	65	0			8,000
Do	Ursuline Academy	R. C	No	No	4	0	5	0	126	0	20			2,048
Lyndon	Kentucky Military Institute	Nonsect	Yes	Yes	4	12	0	171	0	38	0			2,000
Midway	Kentucky Female Orphan School	Christian	Yes	Yes	4	0	13	0	188	0	24		600	3,000
Newport	Corpus Christi High School	R. C	No	Yes	4	0	4	43	57	3	5			560
Do	St. Stephen High School	R. C	No	Yes	4	0	4	49	51	7	5			770
Paducah	St. Mary's Academy	R. C	Yes	Yes	4	0	4	25	76	4	10			,000
Pikeville	Pikeville College	Presb	Yes	Yes	4	6	9	86	88	13	14		150	3,000
Salyersville	Magoffin Institute	Bapt	Yes	Yes	4	4	1	66	66	8	12	60		1,000
LOUISIANA														
Alexandria	St. Francis Xavier's High School	R. C	No	Yes	4	0	5	0	117	0	26			2,600
Covington	St. Paul's College	R. C	Yes	Yes	4	7	0	119	0	24	0			3,500
New Orleans	Holy Cross College	R. C	Yes	Yes	4	7	0	100	0	19	0			3,000
Do	Jesuit High School	R. C	No	Yes	4	23	0	517	0	56	0		525	5,834
Do	Miss McGehee's School	Nonsect	No	Yes	4	0	8	0	112	0	23			1,020
Do	St. Aloysius High School	R. C	No	Yes	4	10	0	200	0	26	0			1,000

[1] Christian Catholic Apostolic.

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		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
LOUISIANA—continued														
New Orleans	St. Joseph's Academy	R. C	Yes	Yes	4	0	5	0	101	0	20			2,300
Do	St. Joseph's High School	R. C	No	Yes	4	1	6	0	127	0	16			2,000
Do	St. Mary's Dominican High School	R. C	Yes	Yes	4	0	9	0	168	0	32			3,000
Shreveport	St. John's College	R. C	No	No	4	7	0	115	0	5	0		150	1,500
MAINE														
Bangor	Bangor Catholic High School	R. C	No	Yes	4	0	8	0	152	0	30			1,000
Bethel	Gould's Academy	Nonsect	Yes	No	4	5	7	73	78	13	11		38	2,000
Bucksport	East Maine Conference Seminary	M. E	Yes	No	4	5	4	100	70	13	21		42	520
Calais	Calais Academy	Nonsect	No	Yes	4	5	5	116	169	19	29		4	300
Charleston	Higgins Classical Institute	Bapt	Yes	No	4	2	5	53	62	16	16		19	1,600
Foxcroft	Foxcroft Academy	Nonsect	No	No	4	3	7	86	111	14	15		35	558
Fryeburg	Fryeburg Academy	Nonsect	Yes	No	4	3	4	52	52	11	13		14	600
Hebron	Hebron Academy	Bapt	Yes	No	4	14	0	232	0	82	0		366	4,380
Houlton	Ricker Classical Institute	Bapt	Yes	No	4	4	5	52	67	15	17		33	3,000
Kents Hill	Maine Wesleyan Seminary	M. E	Yes	No	4	6	7	99	65	27	10		322	6,500
Lincoln	Mattanawcook Academy	Nonsect	No	No	4	2	3	61	70	4	9			150
Mars Hill	Aroostook Central Institute	Nonsect	No	No	4	2	3	43	62	3	10		12	100
Pittsfield	Maine Central Institute	Bapt	Yes	No	4	4	7	124	108	30	14		78	500
Portland	Cheverus Classical High School	R. C	No	No	4	6	0	120	0	14	0			2,500
South Berwick	Berwick Academy	Nonsect	No	No	4	1	6	63	68	10	15		48	8,000
Waterville	Coburn Classical Institute	Bapt	Yes	No	4	6	5	65	40	13	14		31	4,000
Wilton	Wilton Academy	Nonsect	No	No	4	2	5	81	69	19	14		8	1,000
MARYLAND														
Baltimore	Calvert Hall	R. C	No	Yes	4	13	0	372	0	53	0			1,100
Do	Friends School	Friends	No	Yes	4	6	7	71	108	22	24		35	7,000
Do	Gilman Country School	Nonsect	Yes	Yes	4	22	0	155	0	22	0		40	1,650
Do	Institute of Notre Dame	R. C	No	Yes	4	0	10	0	145	0	31			3,000
Do	Mount St. Joseph's High School	R. C	Yes	Yes	4	15	0	273	0	30	0			8,500

Do	Roland Park Country School	Nonsect	No	Yes	4	0	16	0	104	0	17		25	1,100
Do	Seton High School	R. C	No	No	4	0	16	0	378	0	28			
Cumberland	La Salle Institute	R. C	No	Yes	4	7	0	108	0	26	0			739
Emmitsburg	Mount St. Mary's High School	R. C	No	No	4	7	0	132	0	33	0			2,245
Do	St. Joseph's College	R. C	No	No	4	3	15	0	104	0	29			5,950
Mount Washington	Mount St. Agnes	R. C	Yes	Yes	4	0	15	0	152	0	28			6,183
Port Deposit	Jacob Tome Institute	Nonsect	No	Yes	4	8	8	54	93	8	18		1,000	3,000
MASSACHUSETTS														
Andover	Abbot Academy	Nonsect	Yes	No	5	0	19	0	184	0	37		316	6,000
Do	Phillips Academy	Nonsect	Yes	No	4	45	0	639	0	159	0		4,000	20,000
Ashburnham	Cushing Academy	Nonsect	Yes	No	4	8	11	126	95	43	28		300	2,500
Boston	Academy of Notre Dame	R. C	Yes	Yes	4	0	17	0	135	0	38			5,000
Do	Beaver Country Day School (Inc.)	Nonsect	No	Yes	4	2	10	0	117	0	5			3,000
Do	Boston Academy of Notre Dame	R. C	No	No	4	0	12	0	125	0	24			8,000
Do	Chauncy Hall School	Nonsect	No	No	4	7	0	125	0					
Do	Choate School	Nonsect	Yes	Yes	4	0	16	0	109	0	35			2,000
Do	Filton High School	R. C	No	Yes	4	0	5	0	101	0	22			5,000
Do	Huntington School for Boys	Nonsect	No	Yes	4	18	0	229	0	46	0			
Do	May School	Nonsect	No	Yes	4	1	16	0	117	0	15			5,000
Do	Mount St. Joseph Academy	R. C	Yes	Yes	4	0	13	0	308	0	84			2,756
Do	Nazareth High School	Nonsect	No	Yes	4	1	5	0	117	0	20			
Do	St. Augustine's School	R. C	No	Yes	4	0	6	0	108	0	15			2,500
Do	St. Patrick's School	R. C	No	Yes	3	0	5	0	143					1,500
Do	Saints Peter and Paul's School	R. C	No	Yes	4	0	5	0	124	0	20			600
Do	The Winsor School	Nonsect	No	Yes	5	0	20	0	180	0	31		63	2,400
Concord	Middlesex School	Nonsect	Yes	Yes	4	17	0	115	0	20	0		37	2,000
Danvers	St. John's Preparatory School	R. C	Yes	No	4	22	0	370	0	65	0			8,700
Deerfield	Deerfield Academy	Nonsect	Yes	No	4	18	2	187	7	89	3			400
Dorchester	St. Margaret's School	R. C	No	Yes	3	0	3	0	121	0	31			
Easthampton	Williston Academy	Nonsect	Yes	No	4	15	0	194	0	49	0		650	4,000
East Northfield	Northfield Seminary	Nonsect	Yes	Yes	4	2	35	0	485	0	70		990	12,216
Franklin	Dean Academy	Nonsect	Yes	Yes	4	8	8	153	88	76	32		350	2,000
Groton	Groton School	P. E	Yes	Yes	4	12	0	120	0	26	0		1,685	9,000
Haverhill	St. James High School	R. C	No	Yes	4	0	10	175	109	22	22			3,500
Holyoke	Sacred Heart High School	R. C	No	Yes	4	3	5	56	60	7	11			
Lawrence	St. Mary's High School	R. C	No	Yes	4	0	8	0	225	0	60			800
Lowell	Academy of Notre Dame	R. C	No	Yes	4	0	8	0	111	0	19			8,500
Lynn	St. Mary's High School	R. C	No	Yes	4	0	8	0	178	0	33			2,700
Malden	Girls' Catholic High School	R. C	No	Yes	4	0	10	0	177	0	52			1,000
Marion	Tabor Academy	Nonsect	Yes	No	4	10	1	135	9	40	0		150	4,000
Mount Hermon	Mount Hermon School	Nonsect	Yes	Yes	4	25	8	479	0	46	0		1,045	18,000
Natick	Walnut Hill School	Nonsect	Yes	Yes	4	0	18	0	131	0	36		61	1,500
Newton	Our Lady's High School	R. C	No	Yes	4	3	10	92	135	15	23			500
Pittsfield	Miss Hall's School	Nonsect	Yes	Yes	5	3	12	0	106	0	22			3,500
Do	St. Joseph's High School	R. C	No	Yes	4	0	14	167	173	30	36			500
Revere	Immaculate Conception High School	R. C	No	Yes	4	0	9	61	64	10	15	52		1,000
Sheffield	Berkshire School	Nonsect	Yes	Yes	4	13	0	134	0	20	0		13	3,000
Somerville	St. Joseph's School	R. C	No	Yes	4	0	11	0	186	0	55			12,800
Southboro	St. Mark's School	P. E	Yes	Yes	4	19	0	123	0	27	0		500	10,000
South Braintree	Thayer Academy	Nonsect	Yes	Yes	5	5	10	150	106	24	24		473	3,000

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		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—con.														
Springfield	Cathedral High School	R. C	No	Yes	4	0	26	484	418	83	80			1,500
Waltham	St. Mary's High School	R. C	No	Yes	4	4	5	177	166	34	29			
Wellesley	Dana Hall	Nonsect	Yes	Yes	4	0	11	0	326	0	83			4,615
West Somerville	St. Clement High School	R. C	No	Yes	4	2	6	47	104					
Worcester	Ascension High School	R. C	No	Yes	4	0	9	0	127	0	24			12,000
Do	Assumption College	R. C	Yes	No	4	15	0	176	0	27	0		400	20,000
Do	St. John's High School	R. C	No	No	4	7	0	246	0	45	0			
Do	Worcester Academy	Nonsect	Yes	Yes	4	22	0	220	0	80	0		40	5,000
MICHIGAN														
Adrian	St. Joseph's Academy	R. C	Yes	Yes	4	0	7	0	145	0	42			6,000
Bay City	St. James High School	R. C	No	Yes	4	0	7	77	90	16	19			3,000
Big Rapids	Ferris Institute	Nonsect	No	Yes	4	9	4	173	76	65	42			5,000
Detroit	Annunciation High School	R. C	No	Yes	4	0	7	84	113	18	34			2,000
Do	Cathedral Central High School	R. C	No	Yes	4	2	7	0	155	0	12			3,000
Do	Holy-Redeemer Boys' School	R. C	No	Yes	4	8	9	256	0	50	0			2,100
Do	Holy Redeemer Girls' School	R. C	No	Yes	4	0	9	0	269	0	50			1,445
Do	Liggett School	Nonsect	No	Yes	5	0	24	0	152	0	26		20	3,000
Do	Rosary Central High School	R. C	No	No	4	8	0	256	0	24	0			2,700
Do	St. Agnes High School	R. C	No	Yes	4	1	6	59	126	5	21			
Do	St. Bernard High School	R. C	No	Yes	4	0	5	49	93	1	7			1,000
Do	St. Catherine's School	R. C	No	Yes	4	2	7	149	187	16	24			3,000
Do	St. Charles High School	R. C	No	Yes	4	0	5	47	112	2	9			1,200
Do	St. Joseph's School	R. C	No	Yes	4	0	5	0	149	0	20			2,965
Do	St. Josaphat High School	R. C	No	Yes	4	0	5	56	54	9	3			3,000
Do	St. Leo High School	R. C	No	Yes	4	0	10	88	151	19	24			
Do	St. Mary's High School	R. C	No	Yes	4	1	7	73	100	11	19			2,000
Do	St. Theresa High School	R. C	No	Yes	4	1	8	89	145	21	20			600
Do	St. Vincent High School	R. C	No	Yes	4	1	5	49	80	7	15			2,100
Do	Seminary of the Felician Sisters	R. C	Yes	Yes	4	0	6	0	114	0	10			3,848
Do	Visitation High School	R. C	No	Yes	4	0	6	60	108	1	27			1,100

Escanaba	St. Joseph's High School	R. C	No	Yes	4	0	6	93	112	16	15		12	1,350
Flint	St. Michael's High School	R. C	No	Yes	4	1	5	94	111	10	21			2,000
Grand Rapids	Boys' Catholic Central High School	R. C	No	Yes	4	1	13	265	0	50	0			2,000
Do	Girls' Catholic Central High School	R. C	No	No	4	1	13	0	277	0	58			3,100
Do	Grand Rapids Christian High School	Chr. Ref	No	No	4	12	3	143	197	30	45			770
Highland Park	St. Benedict's High School	R. C	No	Yes	4	0	6	48	85	15	12			1,500
Holly	Adelphian Academy	S. D. A	Yes	Yes	4	4	4	43	57	5	10			2,000
Ironwood	St. Ambrose High School	R. C	No	Yes	4	0	6	53	62	11	11		15	3,000
Jackson	St. John's High School	R. C	No	Yes	4	1	7	95	112	18	19			4,000
Kalamazoo	St. Augustine's High School	R. C	No	Yes	4	0	4	89	80	15	12			1,700
Lansing	St. Mary's High School	R. C	No	Yes	4	2	8	103	104	30	23			2,600
Laurium	Sacred Heart High School	R. C	No	Yes	4	0	5	41	69	2	10			1,700
Ludington	St. Simon's High School	R. C	No	Yes	4	0	5	47	67	4	14			2,000
Mount Clemens	St. Mary's High School	R. C	No	Yes	4	4	7	87	96	18	25			3,400
Muskegon	St. Mary's High School	R. C	No	Yes	4	1	5	43	63	8	16			1,000
Orchard Lake	St. Mary's High School	R. C	Yes	No	4	24	0	258	0	41	0			10,000
Pontiac	St. Frederick's School	R. C	No	Yes	4	1	4	72	81	2	11			1,000
Port Huron	St. Stephen's Academy	R. C	No	Yes	4	0	5	71	94	15	18			2,374
River Rouge	Our Lady of Lourdes Academy	R. C	No	Yes	4	0	6	100	123	4	18			2,000
Saginaw	St. Mary's High School	R. C	No	Yes	4	0	5	54	82	13	19			2,865
Do	Saints Peter and Paul's School	R. C	No	Yes	4	0	5	54	61	4	15			1,000
Spring Arbor	Spring Arbor Seminary	M. E	Yes	Yes	4	4	5	61	58	7	15		30	5,000
Traverse City	St. Francis High School	R. C	No	Yes	4	0	5	41	68	13	12			1,850
Wyandotte	St. Patrick's High School	R. C	No	Yes	4	0	5	71	63	17	10			2,015
MINNESOTA														
Duluth	Boys' Cathedral High School	R. C	No	No	4	8	0	219	0	34	0			6,521
Do	Girls' Cathedral High School	R. C	No	Yes	4	0	8	0	128	0	33			2,500
Do	Villa Sancta Scholastica	R. C	Yes	Yes	4	0	8	0	103	0	20		67	11,375
Faribault	Bethlehem Academy	R. C	Yes	Yes	4	0	8	0	120	0	24			4,000
Do	Shattuck School	P. E	Yes	Yes	4	22	0	243	0	49	0	243	161	8,000
Madison	Lutheran Normal School	Luth	Yes	No	4	4	5	48	72	7	14		5	2,500
Mankato	Academy of Our Lady of Good Counsel	R. C	Yes	Yes	4	0	13	0	172	0	37			2,330
Minneapolis	The Blake School	Nonsect	Yes	Yes	4	12	0	141	0	10	0			500
Do	De La Salle High School	R. C	No	No	4	16	0	368	0	62	0			4,890
Do	Minnehaha Academy	(2)	Yes	No	4	9	3	98	126	21	39			2,400
Do	Minnesota College	Luth	No	Yes	4	6	4	115	139	24	30			5,000
Do	St. Anthony's High School	R. C	No	Yes	4	1	6	0	132	0	21			1,300
Do	St. Margaret's Academy	R. C	No	No	4	3	17	0	330	0	70			5,000
Rochester	St. John's High School	R. C	No	Yes	4	1	5	46	63	6	12			700
St. Cloud	Cathedral High School	R. C	No	Yes	4	1	18	165	200	34	39			2,872
St. Paul	Bethel Academy	Bapt	Yes	No	4	4	5	98	167	11	18			15,000
Do	Cretin High School	R. C	No	No	4	22	0	647	0	101	0	635		8,500
Do	Derham Hall	R. C	Yes	No	4	0	6	0	136	0	36			6,000
Do	St. Joseph's Academy	R. C	No	No	4	2	24	0	419	0	77			5,000
Do	St. Paul Institute Evening High School	Nonsect	No	No	4	7	33	1,323	1,264	9	11			
Wabash	St. Felix School	R. C	Yes	Yes	4	0	6	40	73	6	18			2,178
Winona	Cotter High School	R. C	No	No	4	6	0	133	0	23	0			2,000

[2] Swedish Evangelical Covenant.

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		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
MISSISSIPPI														
Bay St. Louis	St. Stanislaus College	R. C	Yes	Yes	4	10	0	148	0	22	0			2,000
Blue Mountain	Mississippi Heights Academy	Nonsect	Yes	Yes	4	4	1	104	0	24	0			1,000
Gulfport	Gulfport Coast Military Academy	Nonsect	Yes	Yes	4	12	0	202	0	45	0	202		1,100
Mathiston	Bennett Academy	M. E	Yes	Yes	4	2	10	47	95	5	22			1,800
Tupelo	Tupelo Military Institute	Nonsect	Yes	Yes	4	5	1	101	0	25	0	101		800
MISSOURI														
Clayton	Chaminade College	R. C	Yes	Yes	4	13	0	136	0	26	0			9,229
Do	John Burroughs School	Nonsect	No	Yes	4	12	11	84	76	11	9			2,505
Conception	Conception College	R. C	Yes	No	4	10	0	101	0	23	0			5,590
Hollister	School of the Ozarks	Presb	Yes	Yes	4	2	4	56	77	8	16		76	5,000
Iberia	Iberia Academy	Cong	Yes	Yes	4	1	6	62	69	5	15		90	7,000
Kansas City	De La Salle Academy	R. C	No	No	4	9	0	230	0	41	0			5,860
Do	Loretto Academy	R. C	Yes	Yes	4	0	7	0	114	0	24			7,000
Do	Redemptorist High School	R. C	No	Yes	4	0	8	0	287	0	64			1,438
Do	St. Agnes Academy	R. C	Yes	Yes	4	0	6	0	135	0	18			5,000
Do	St. Aloysius Academy	R. C	No	Yes	4	0	6	0	166	0	24			1,700
Do	St. Vincent's Academy	R. C	No	Yes	4	0	5	0	132	0	17			1,500
Mexico	Missouri Military Academy	Nonsect	Yes	Yes	4	11	0	161	0	50	0	161		2,510
Perryville	St. Vincent's High School	R. C	No	Yes	4	3	5	56	52	9	15			
St. Joseph	Christian Brothers High School	R. C	No	No	4	9	0	166	0	18	0			4,500
Do	Convent of the Sacred Heart	R. C	No	Yes	4	0	11	0	150	0	15			6,925
St. Louis	Academy of the Visitation	R. C	Yes	Yes	4	1	12	0	135	0	24			15,000
Do	Christian Brothers High School	R. C	No	No	4	7	0	170	0	30	0			8,000
Do	Loretto Academy	R. C	No	Yes	4	0	6	0	124	0	20			2,845
Do	Mary Institute	Nonsect	No	Yes	4	0	23	0	236	0	57			3,500
Do	Rosati-Kain High School	R. C	No	No	4	1	27	0	770	0	128			6,000
Do	St. Alphonsus High School	R. C	No	Yes	4	0	7	0	131	0	5			1,986
Do	St. Anthony High School	R. C	No	Yes	4	1	5	0	126					1,614
Do	St. Elizabeth Academy	R. C	Yes	Yes	4	2	17	0	203	0	44			4,668
Do	St. Joseph's Academy	R. C	Yes	No	4	0	14	0	175	0	38		30	5,000

Do	St. Louis Country Day School	Nonsect	No	Yes	4	12	0	130	0	25	0				2,500
Do	St. Louis University High School	R. C	No	No	4	28	0	590	0	145	0				14,600
Do	St. Mark's High School	R. C	No	Yes	4	0	8	0	163	0	25				450
Do	William Cullen McBride High School	R. C	No	No	4	29	0	726	0	84	0				3,500
MONTANA															
Butte	Boys' Central Catholic High School	R. C	No	No	4	9	0	261	0	40	0				2,000
Butte	Girls' Central Catholic High School	R. C	No	No	4	1	9	0	253	0	44				2,480
Missoula	Sacred Heart Academy	R. C	Yes	No	4	0	6	0	100	0	17				3,500
NEBRASKA															
Lincoln	Cathedral High School	R. C	No	Yes	4	1	6	42	65	9	13				2,000
Omaha	St. John's High School	R. C	No	Yes	4	0	5	0	112	0	25				350
NEW HAMPSHIRE															
Concord	St. Paul's School	P. E	Yes	Yes	4	50	0	410	0	66	0		2,947		30,000
Derry	Pinkerton Academy	Nonsect	Yes	No	4	6	8	129	139	22	22		200		7,000
Exeter	Phillips Exeter Academy	Nonsect	Yes	No	4	44	0	699	0	200	0		2,057		18,000
Kingston	Sanborn Seminary	Nonsect	Yes	No	4	4	3	76	64	14	8		165		2,500
Manchester	St. Joseph's High School	R. C	No	No	4	8	0	171	0	32	0				5,000
Tilton	Tilton School	Nonsect	Yes	Yes	4	11	3	245	58	61	8		400		11,000
Wolfeboro	Brewster Free Academy	Nonsect	Yes	No	4	7	5	126	105	26	17				1,000
NEW JERSEY															
Blairstown	Blair Academy	Presb	Yes	Yes	4	17	1	263	0	53	0		200		4,000
Bordentown	Bordentown Military Institute	Nonsect	Yes	Yes	4	21	0	176	0	21	0	176			2,500
Camden	Camden Catholic High School	R. C	No	Yes	4	4	13	310	290	57	56				1,650
Elizabeth	Pingry School	Nonsect	No	Yes	4	14	7	111	0	25	0				500
Do	St. Patrick High School	R. C	No	Yes	4	3	8	77	85	14	4	77			800
Englewood	Dwight School for Girls	Nonsect	Yes	Yes	4	0	14	0	115	0	21				500
Do	St. Cecilia High School	R. C	No	No	4	3	6	71	61	14	11				3,000
Fort Lee	Holy Angels High School	R. C	Yes	Yes	4	0	8	0	116	0	17				5,000
Gloucester	Gloucester Catholic High School	R. C	No	No	3	2	5	41	73						
Hackettstown	Centenary Collegiate Institute	M. E	Yes	No	4	4	17	0	133	0	35		22		3,506
Hightstown	Peddie School	Bapt	Yes	Yes	4	27	0	304	0	63	0		204		10,798
Jersey City	St. Aloysius Academy	R. C	No	No	4	1	11	0	168	0	55				300
Do	St. Dominic Academy	R. C	No	No	4	0	10	0	141	0	16				2,075
Do	St. Peter's High School	R. C	No	No	4	34	0	662	0	131	0		400		10,000
Lawrenceville	Lawrenceville School	Nonsect	Yes	Yes	4	51	0	440	0	94	0		300		11,000
Montclair	Kimberley School	Nonsect	No	Yes	5	0	14	0	102	0	20				1,359
Do	Montclair Academy	Nonsect	Yes	Yes	4	13	0	173	0	32	0				4,000
Morristown	Bayley High School	R. C	No	No	4	1	7	89	88	17	13				200
Newark	Newark Academy	Nonsect	No	Yes	4	15	0	172	0	28	0				1,000
Do	St. Benedict's Preparatory School	R. C	No	No	4	27	0	630	0	113	0				10,000
New Brunswick	St. Peter's High School	R. C	No	Yes	4	1	11	124	136	16	16				405
Orange	Miss Beard's School for Girls	Nonsect	Yes	Yes	4	1	19	0	121	0	23				1,485
Paterson	Eastern Academy	Dutch Ref	No	No	4	4	2	48	57	9	18				1,050

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		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 JERSEY—contd.														
Paterson	Paterson Preparatory School	Nonsect	No	No	2	9	2	134	25					
Do	St. John's School	R. C	No	Yes	4	0	8	49	121	8	18			1,200
Do	St. Joseph's School	R. C	No	Yes	4	3	5	62	75	17	14			300
Pennington	Pennington School for Boys	M. E	Yes	Yes	4	12	0	123	0	33	0		15	2,900
Phillipsburg	Saints Philip and James School	R. C	No	Yes	4	0	7	71	79	11	5			600
Princeton	Hun School of Princeton	Nonsect	Yes	Yes	4	11	0	147	0	24	0			
Do	Princeton Preparatory School	Nonsect	Yes	Yes	4	13	0	100	0	32	0			1,200
Ramsey	Don Bosco High School	R. C	Yes	Yes	4	12	0	140	0	30	0	72		3,000
South Amboy	St. Mary's School	R. C	No	Yes	4	5	7	129	122	19	19			650
South Orange	Seton Hall High School	R. C	Yes	No	4	17	0	457	0	68	0			16,000
Summit	Kent Place School	Nonsect	Yes	Yes	4	0	24	0	181	0	37			2,720
Trenton	Immaculate Conception High School	R. C	No	No	4	0	7	88	126	13	18			1,250
Do	St. Mary's Cathedral High School	R. C	No	Yes	4	3	30	342	392	35	61			740
Union City	St. Michael's High School	R. C	No	No	4	3	16	181	222	18	28			1,900
Westfield	Holy Trinity High School	R. C	No	Yes	4	3	13	50	51	10	7	50		4,000
NEW MEXICO														
Albuquerque	Menaul School	Presb	Yes	Yes	4	3	2	103	0	33	0			2,084
Santa Fe	Loretto Academy	R. C	Yes	Yes	4	0	6	0	152	0	26			7,000
NEW YORK														
Albany	Albany Academy for Boys	Nonsect	No	Yes	4	14	0	136	0	31	0	136	19	860
Do	Albany Academy for Girls	Nonsect	No	Yes	4	0	12	0	115	0	19		186	3,896
Do	Cathedral Academy	R. C	No	Yes	4	0	9	118	192	22	25			3,160
Do	Christian Brothers Academy	R. C	No	No	4	9	0	350	0	43	0	325		2,440
Do	St. Joseph's Academy	R. C	No	Yes	4	1	5	48	86	5	19			5,678
Do	Vincentian Institute	R. C	No	Yes	4	2	7	110	167	9	25			5,000

Brentwood	Academy of St. Joseph	R. C	Yes	Yes	4	1	19	0	160	0	30				7,250
Briarcliff Manor	Mrs. Dow's School	Nonsect	Yes	No	4	1	20	0	100	0	35			89	3,300
Bronxville	Concordia Collegiate Institute	Luth	Yes	No	4	13	0	107	0	17	0				8,126
Brooklyn	Adelphi Academy	Nonsect	No	Yes	4	7	12	104	158	21	39			63	3,724
Do	Bishop McDonnell Memorial High School	R. C	No	Yes	4	0	65	0	879						5,705
Do	Brooklyn Preparatory School	R. C	No	No	4	31	0	916	0	213	0			50	16,500
Do	Packer Collegiate Institute	Nonsect	No	Yes	4	3	36	0	477	0	84			574	11,253
Do	Polytechnic Preparatory Country Day School	Nonsect	No	Yes	5	25	0	362	0	54	0			117	5,693
Do	St. Angela Hall Academy	R. C	No	Yes	4	1	13	0	233	0	42				2,190
Do	St. Barbara High School	R. C	No	No	2	0	6	0	170	0					
Do	St. James Diocesan High School	R. C	No	No	4	25	0	804	0	17	0				2,679
Do	St. Saviour's School	R. C	No	No	4	0	10	0	231	0	29				1,342
Buffalo	Buffalo Academy of the Sacred Heart	R. C	Yes	Yes	4	0	10	0	264	0	50				4,585
Do	Buffalo Seminary	Nonsect	No	No	5	0	21	0	163	0	33			19	3,909
Do	Canisius High School	R. C	No	No	4	19	0	440	0	82	0			100	43,900
Do	Institute of Sisters of St. Joseph	R. C	Yes	Yes	4	0	17	0	332	0	51				4,636
Do	Mount Mercy Academy	R. C	No	No	4	0	11	0	185	0	47				2,827
Do	Nichols School	Nonsect	No	Yes	4	20	0	190	0	53	0				5,355
Do	St. Joseph's Collegiate Institute	R. C	No	Yes	4	11	1	335	0	36	0				3,200
Carmel	Drew Seminary	M. E	Yes	Yes	4	0	14	0	102	0	31			1	2,700
Carthage	Augustinian Academy	R. C	No	Yes	4	2	4	45	59	4	6				685
Cazenovia	Cazenovia Seminary	M. E	Yes	Yes	4	9	10	127	107	41	44			327	3,200
Cohoes	St. Bernard's Academy	R. C	No	Yes	4	1	4	66	63	7	9				500
College Point	St. Agnes Academic School	R. C	Yes	No	4	0	8	79	181	13	20				3,507
Cornwall-on-Hudson	New York Military Academy	Nonsect	Yes	Yes	4	22	0	291	0	58	0	291			500
Dobbs Ferry	Masters School	Nonsect	Yes	Yes	4	0	30	0	235	0	22				4,179
Dunkirk	St. Mary's Academy	R. C	No	Yes	4	0	6	46	83	9	17				1,700
Elmhurst	St. Bartholomew Diocesan High School	R. C	No	No	2	0	4	0	142						
Garden City	Cathedral School of St. Mary	P. E	Yes	Yes	4	1	11	0	109	0	17				3,600
Do	St. Paul's School	P. E	Yes	Yes	4	11	0	146	0	25	0			7	7,555
Glens Falls	St. Mary's Academy	R. C	No	Yes	4	0	11	155	165	27	39				2,535
Hoosick Falls	St. Mary's Academy	R. C	No	Yes	4	1	9	76	85	10	8				479
Lackawanna	Our Lady of Victory Academy	R. C	No	Yes	4	0	6	51	77	6	11				901
Lima	Genesee Wesleyan Seminary	M. E	Yes	Yes	4	7	8	69	63	23	26			200	6,000
Little Falls	St. Mary's Academy	R. C	No	Yes	4	1	7	43	65	6	8				2,335
Manlius	Manlius School	Nonsect	Yes	Yes	4	22	1	316	0	60	0	316			3,000
Montour Falls	Cook Academy	Bapt	Yes	No	4	8	3	151	51	41	7			96	2,860
New Rochelle	Iona High School	R. C	No	Yes	4	6	0	137	0	21	0				1,500
New York	Academy of Mount St. Ursula	R. C	Yes	Yes	4	1	17	0	359	0	85				5,000
Do	All Hollows Institute	R. C	No	Yes	4	15	0	313	0	44	0				5,246
Do	Barnard School for Girls	Nonsect	No	Yes	4	1	9	0	101	0	29				460
Do	Brearley School	Nonsect	No	Yes	4	0	23	0	125	0	19			318	8,534
Do	Calhoun School for Girls	Nonsect	No	Yes	4	1	15	0	125	0	31				1,433
Do	Cathedral High School	R. C	No	Yes	4	1	42	0	1,306	0	82				1,525
Do	Miss Chapin's School	Nonsect	No	Yes	5	0	25	0	103	0	16				1,016
Do	Clark School	Nonsect	No	Yes	4	2	3	69	63	16	14				4,575
Do	Columbia Grammar School	Nonsect	No	Yes	4	16	0	166	0	42	0				2,000
Do	De La Salle Institute	R. C	No	Yes	4	9	0	208	0	38	0				6,000
Do	Dwight School	Nonsect	No	No	4	14	0	143	0	22	0				1,006
Do	Ethical Culture High School	Nonsect	No	Yes	5	22	21	104	170	21	38				12,048
Do	Holy Cross Academy of Manhattan	R. C	No	Yes	4	1	7	0	163	0	31				3,026
Do	La Salle Academy	R. C	No	No	4	10	0	266	0	2	0				2,000

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		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														
New York	McBurney School	Nonsect	No	Yes	4	11	0	115	0	26	0			50,000
Do	Regis High School	R. C	No	No	4	30	0	796	0	99	0		1,214	3,483
Do	St. Agnes High School	R. C	No	No	4	4	0	104	0		0			
Do	St. Ann's Academy	R. C	Yes	Yes	4	13	0	227	0	28	0			1,800
Do	St. Catharine's Academy	R. C	No	Yes	4	0	7	0	105	0	28			1,380
Do	School of the Blessed Sacrament	R. C	No	Yes	4	0	8	0	177	0	52			1,512
Do	Miss Spence's School	Nonsect	Yes	Yes	5	0	35	0	220	0	40			
Do	Talmudical Academy	Jewish	No	No	4	21	0	414	0	67	0		62	1,800
Do	Trinity School	P. E	No	Yes	4	11	0	146	0	23	0		2,339	1,916
Do	University Preparatory School	Nonsect	No	No	4	7	2	92	14	20	2			800
Do	Xavier High School	R. C	No	No	4	54	0	939	0	180	0	939		10,000
Oakdale Station	La Salle Military Academy	R. C	Yes	Yes	4	16	0	194	0	40	0	194		2,009
Ogdensburg	St. Mary's Academy	R. C	No	Yes	4	2	6	73	108	8	17			3,135
Ozone Park	Our Lady of Wisdom High School	R. C	Yes	Yes	4	0	8	0	238	0	41		30	3,008
Pawling	Pawling School	P. E	Yes	Yes	4	12	0	113	0	28	0		5	1,500
Plattsburg	Mount Assumption Institute	R. C	Yes	Yes	4	8	3	124	28	37	0		46	5,802
Pocantus Hills	St. Joseph's Normal Institute	R. C	Yes	No	4	7	0	100	0	6	0			7,150
Rensselaer	St. John's Academy	R. C	No	Yes	4	0	7	41	77	9	9			5,250
Rochester	Aquinas Institute	R. C	No	No	4	29	7	725	0	75	0			3,490
Do	Nazareth Academy	R. C	Yes	Yes	4	0	30	0	822	0	132		4	4,531
Rockville Center	St. Agnes Academic School	R. C	No	Yes	4	0	11	42	132	5	14			1,600
Rome	Academy of the Holy Names	R. C	Yes	Yes	4	1	10	0	123	0	17			1,421
Do	St. Aloysius Academy	R. C	No	Yes	4	3	13	99	47	25	9			1,343
Schenectady	St. Joseph's Academy	R. C	No	Yes	4	1	3	101	82	21	8			1,481
Staten Island	Augustinian Academy	R. C	Yes	No	4	7	0	152	0	50	0			800
Syracuse	Most Holy Rosary High School	R. C	No	Yes	4	0	9	151	101	31	19			1,260
Do	St. John's Catholic Academy	R. C	No	Yes	4	0	4	62	98	4	12			2,500
Do	St. Mary's Cathedral Academy	R. C	No	Yes	4	0	6	76	111	9	20			2,713
Tompkinsville	Our Lady of the Blessed Sacrament Academy	R. C	Yes	Yes	4	1	8	0	113	0	15			1,215
Troy	Emma Willard School	Nonsect	Yes	Yes	4	0	29	0	232	0	67		660	6,500
Do	La Salle Institute	R. C	No	No	4	11	0	294	0	56	0	294		5,200
Union Springs	Union Springs Academy	S. D. A	Yes	Yes	4	6	5	52	66	5	11		3	1,900

Utica	Assumption Academy	R. C	No	No	4	7	0	210	0	19	0			260
Do	St. Francis de Sales	R. C	No	Yes	4	1	6	0	153	0	20			859
NORTH CAROLINA														
Asheville	Asheville School	Nonsect	Yes	Yes	4	18	0	107	0	16	0			1,555
Banner Elk	Lees-McRae Institute	Presb	Yes	Yes	4	1	5	45	97	1	10		97	1,000
Boiling Springs	Boiling Springs High School	Bapt	Yes	No	4	3	4	78	54	24	19		38	1,325
Brevard	Brevard Institute	M. E. S	Yes	Yes	4	3	5	68	112	10	26			2,277
Hemp	Elsie High School	Presb	Yes	No	4	2	2	44	64	6	12			900
Henderson	Henderson Institute	Presb	Yes	Yes	4	4	8	43	166	12	21			750
Hendersonville	Fruitland Institute	Bapt	Yes	No	4	3	6	56	70	11	14			2,000
Mount Pleasant	Collegiate Institute	Luth	Yes	Yes	4	6	0	95	9	15	1	95	5	5,500
Oak Ridge	Oak Ridge Institute	Nonsect	Yes	Yes	4	11	0	202	3	26	2			4,100
Star	Country-Life Academy	Cong	Yes	Yes	4	3	5	70	48	7	5		1	1,500
Washington	Washington Collegiate Institute	M. E	Yes	Yes	4	5	2	64	69	8	20			3,200
NORTH DAKOTA														
Fargo	Sacred Heart Academy	R. C	Yes	No	4	1	7	28	93	3	12			1,000
OHIO														
Akron	St. Mary's High School	R. C	No	Yes	4	1	7	98	87	15	11			3,000
Do	St. Vincent High School	R. C	No	Yes	4	3	12	201	199	33	41			2,900
Canton	Academy of the Immaculate Conception	R. C	Yes	Yes	4	0	17	0	152	0	26		30	8,000
Cincinnati	Elder High School	R. C	No	No	4	22	0	370	0	44	0			3,500
Do	God's Bible School	Nonsect	Yes	Yes	4	1	4	50	61	9	13			1,825
Do	Notre Dame High School	R. C	No	No	4	0	14	0	156	0	16			5,000
Do	Ohio Mechanics Institute	Nonsect	No	No	4	18	15	972	165	14	0			
Do	Our Lady of Mercy Academy	R. C	No	No	4	0	15	0	204	0	21			15,000
Do	St. Francis Seminary	R. C	Yes	No	4	9	0	122	0	16	0			4,000
Do	St. Mary's High School	R. C	No	Yes	4	3	21	212	204	43	35			800
Do	Seton High School	R. C	No	No	4	0	14	0	348	0	33			2,985
Cleveland	Cathedral Latin School	R. C	No	No	4	31	2	820	0	134	0			2,500
Do	Central Institute	Nonsect	No	No	4	5	3	160	55	8	2			575
Do	Cleveland Preparatory School	Nonsect	No	No	4	5	2	105	91	23	22			500
Do	Hathaway Brown School	Nonsect	Yes	Yes	4	0	20	0	207	0	43			4,000
Do	Holy Name High School	R. C	No	Yes	4	0	11	184	155	28	23			3,000
Do	Laurel School	Nonsect	Yes	Yes	4	1	16	0	137	0	33			3,025
Do	Our Lady of Lourdes Academy	R. C	No	Yes	4	0	9	0	211	0	45			1,400
Do	St. Joseph's Academy	R. C	Yes	Yes	4	1	14	0	145	0	22			2,200
Do	University School	Nonsect	Yes	Yes	4	20	0	194	0	40	0		15	4,500
Do	Ursuline Academy	R. C	No	No	4	0	8	0	174	0	40			5,000
Do	Y. Preparatory School	Nonsect	No	Yes	4	16	1	347	26	41	1		30	2,500
Columbus	Aquinas High School	R. C	Yes	No	4	16	0	405	0	75	0		12	5,000
Do	Columbus School for Girls	Nonsect	Yes	Yes	4	0	19	0	136	0	40			3,000
Do	St. Mary's High School	R. C	No	Yes	4	2	10	101	156	14	29			5,000
Dayton	Julienne High School	R. C	No	No	4	0	22	0	538	0	64			4,500
Delphos	St. John's High School	R. C	No	Yes	4	0	5	65	74	8	13			1,680
East Columbus	St. Mary of the Springs Academy	R. C	Yes	Yes	4	0	9	0	128	0	26			5,000
Fremont	St. Joseph's High School	R. C	No	Yes	4	2	4	74	100	12	15			2,400
Germantown	Miami Military Institute	Nonsect	Yes	Yes	4	13	0	100	0	13	0	100		4,000
Hamilton	Hamilton Catholic High School	R. C	No	No	4	7	0	172	0	23	0			1,800

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		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														
Hamilton	Notre Dame Academy	R. C	No	Yes	4	0	9	0	157	0	26			3,000
Hudson	Western Reserve Academy	Nonsect	Yes	Yes	4	14	0	118	0	27	0		4,500	6,936
Lancaster	St. Mary's High School	R. C	No	Yes	4	1	5	64	68	11	10			5,000
Lima	St. Rose's High School	R. C	No	Yes	4	1	6	75	67	9	19			2,000
Mansfield	St. Peter's High School	R. C	No	Yes	4	0	8	48	84	4	19			
Marion	St. Mary's High School	R. C	No	Yes	4	0	5	43	61	7	22			500
Mount Vernon	Mount Vernon Academy	S. D. A	Yes	No	4	9	3	77	80	10	18			2,700
Norwalk	St. Paul's School	R. C	No	Yes	4	3	8	56	71	13	19			2,000
Ottawa	St. Peter and Paul High School	R. C	No	Yes	4	2	4	58	51	11	5			373
Portsmouth	St. Mary High School	R. C	No	Yes	4	0	5	52	64	9	14			1,384
Sandusky	St. Mary's High School	R. C	No	Yes	4	2	7	47	69	7	18			2,500
Springfield	St. Joseph's High School	R. C	No	Yes	4	1	5	40	65	7	13			1,500
Do	St. Raphael's School	R. C	No	Yes	4	4	12	126	114	18	28			2,300
Tiffin	Calvert High School	R. C	No	No	4	2	8	92	136	15	29			2,300
Do	School of the Junior Order of United American Mechanics.	Nonsect	Yes	Yes	4	1	11	123	141	12	11			3,000
Toledo	Central Catholic High School	R. C	No	No	4	10	31	453	482	47	54			4,500
Do	Notre Dame Academy	R. C	No	Yes	4	0	14	0	214	0	44			3,006
Do	St. Ursula's Academy	R. C	Yes	Yes	4	0	10	0	187	0	34			8,141
Youngstown	Ursuline High School	R. C	No	No	4	0	8	0	186	0	29			3,000
Zanesville	St. Nicholas High School	R. C	No	Yes	4	0	5	47	61	7	16			
OKLAHOMA														
Bacone	Bacone College	Bapt	Yes	Yes	4	5	4	65	48	6	11		370	5,000
Oklahoma City	St. Joseph's School	R. C	No	Yes	4	1	5	51	51	9	9			896
Tulsa	Holy Family School	R. C	No	Yes	4	1	6	70	99	14	16			2,000
OREGON														
Gaston	Laurelwood Academy	S. D. A	Yes	Yes	4	7	4	75	110	12	13			3,000
Portland	Immaculata Academy	R. C	No	Yes	4	0	6	0	131	0	33			1,500

Portland	Oregon Institute of Technology	Nonsect	No	No	4	6	1	203	0	32	0		25	1,050
Do	St. Helen's Hall	P. E	Yes	Yes	4	0	16	0	117	0	29			3,000
Do	St. Mary's Academy	R. C	No	Yes	4	2	3	0	254	0	42			
PENNSYLVANIA														
Allentown	Allentown Preparatory School	Luth	Yes	Yes	4	12	0	170	0	88	0		60	40,000
Bellefonte	Bellefonte Academy	Nonsect	Yes	No	4	8	2	117	3	35	1			1,500
Bethlehem	Bethlehem Catholic High School	R. C	No	No	4	0	7	85	83	10	4			1,500
Birmingham	Birmingham School	Nonsect	Yes	No	4	2	13	0	112	0	50			2,500
Bradford	St. Bernard High School	R. C	No	Yes	4	1	8	62	86	9	21			1,675
Bryn Mawr	Baldwin School	Nonsect	Yes	Yes	4	0	26	0	198	0	43		99	3,000
Do	Shipley School	Nonsect	Yes	Yes	4	0	15	0	105	0	25			1,300
Cambridge Springs	Polish National Alliance College	Nonsect	Yes	Yes	4	18	0	149	0	33	0		99	9,000
Clearfield	St. Francis High School	R. C	No	Yes	4	1	5	32	70	10	10			500
Conshohocken	St. Matthew's High School	R. C	No	Yes	4	1	6	57	57	11	8		1	2,100
Du Bois	St. Catherine's High School	R. C	No	Yes	4	0	4	46	55	7	16			2,025
East Liberty	Divine Providence Academy	R. C	Yes	No	4	0	10	0	139	0	20			1,075
Erie	St. John Kanty High School	R. C	Yes	No	4	9	0	119	0	28	0			10,000
Do	Villa Maria Academy	R. C	Yes	Yes	4	0	7	0	203	0	32			3,500
George School	George School	Friends	Yes	No	4	14	12	170	153	45	44		706	5,000
Harrisburg	Catholic High School	R. C	No	No	4	1	8	100	115	5	13			1,500
Do	Harrisburg Academy	Nonsect	Yes	Yes	4	13	0	133	0	45	0		80	2,000
Haverford	Haverford School	Nonsect	Yes	Yes	4	15	1	206	0	55	0			800
Hazleton	St. Gabriel's High School	R. C	No	Yes	4	0	8	160	218	23	19			1,295
Herman	St. Fidelis Seminary	R. C	Yes	No	4	13	0	122	0	17	0			11,000
Johnstown	Central Catholic High School	R. C	No	No	4	3	12	148	189	23	34			1,500
Kingston	Wyoming Seminary	M. E	Yes	Yes	4	19	14	408	342	63	29		1,430	5,500
Lititz	Linden Hall	Moravian	Yes	Yes	4	1	10	0	126	0	18		85	5,000
McKees Rock	St. Francis de Sales High School	R. C	No	No	4	0	5	53	56	6	17			250
Mercersburg	Mercersburg Academy	Ref. Ch	Yes	Yes	4	41	0	533	0	110	0		157	3,500
North East	St. Mary's College	R. C	Yes	No	4	11	0	159	0	31	0			5,500
Overbrook	Episcopal Academy	P. E	No	Yes	4	2	0	169	0	36	0		99	6,000
Do	Friends' Central School	Friends	No	Yes	4	11	12	71	134	13	31		69	750
Pennsburg	Perkiomen School	Schwenk	Yes	Yes	4	9	0	127	0	66	0		74	6,000
Philadelphia	Agnes Irwin School	Nonsect	No	Yes	4	2	20	0	170	0	52			
Do	Brown Preparatory School	Nonsect	No	Yes	4	9	3	124	11	60	5			500
Do	Catholic Girls' High School	R. C	No	No	4	0	33	0	1,069	0	251			3,500
Do	Friends Select School	Friends	No	Yes	4	7	16	20	159	2	28		50	15,000
Do	Germantown Academy	Nonsect	No	Yes	4	5	2	150	0	30	0			500
Do	Germantown Friends School	Friends	No	Yes	4	8	9	94	103	18	26		103	35,000
Do	Mount St. Joseph's Collegiate Institute	R. C	Yes	Yes	4	0	15	0	111	0	25			4,000
Do	Northeast Catholic High School for Boys	R. C	No	No	4	34	0	1,211	0					1,000
Do	Roman Catholic High School	R. C	No	No	4	24	10	1,054	0	214	0		1,000	5,000
Do	St. John the Baptist School for Boys	R. C	No	Yes	4	4	0	136	0	24	0	136		400
Do	St. John the Baptist School for Girls	R. C	No	Yes	4	0	4	0	133	0	22			1,800
Do	West Philadelphia Catholic High School	R. C	No	No	4	43	0	1,508	0	161	0			9,000
Do	William Penn Charter School	Friends	No	Yes	4	22	0	265	0	51	0			3,000
Pittsburgh	Central Preparatory School	Nonsect	Yes	No	4	10	1	113	6	21	1			500
Do	Holy Rosary High School	R. C	No	Yes	4	0	8	59	132	20	34			1,300
Do	Mount Mercy Academy	R. C	Yes	Yes	4	0	8	0	125	0	25			9,000
Do	Pittsburgh Academy	Nonsect	No	Yes	4	9	8	90	78	11	20			200
Do	Sacred Heart High School	R. C	No	Yes	4	0	9	110	133	29	33			1,500

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		Number in military drill	Permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
PENNSYLVANIA—con.														
Pittsburgh	St. Mary of the Mount School	R. C	No	Yes	4	2	10	128	125	20	11	128		1,500
Do	St. Rosalia High School	R. C	No	Yes	4	0	6	56	84	16	13			474
Do	Shady Side Academy	Nonsect	Yes	Yes	4	17	0	144	0	31	0			3,000
Pittston	St. John's High School	R. C	No	Yes	4	0	11	155	203	23	40			3,800
Pottstown	Hill School	Nonsect	Yes	Yes	4	34	0	350	0	84	0		845	7,000
Renovo	St. Joseph's High School	R. C	No	Yes	4	0	4	81	68	22	16			1,600
St. Marys	St. Mary's High School	R. C	No	Yes	4	0	9	88	117	9	26			1,200
Saltsburg	Kiskiminetas Springs School	Nonsect	Yes	Yes	4	18	0	145	1	41	0			2,000
Scranton	Holy Rosary Academy	R. C	No	Yes	4	0	4	61	75	16	16			1,000
Do	St. John Evangelist's High School	R. C	No	Yes	4	0	5	58	52	8	9			1,800
Do	St. Patrick's High School	R. C	No	Yes	4	0	4	55	58	11	10			675
Do	St. Paul's School	R. C	No	Yes	4	0	5	55	54	9	9			1,600
Do	St. Thomas High School	R. C	No	No	4	6	0	136	0	47	0			10,000
Shamokin	St. Edward's High School	R. C	No	Yes	4	0	5	64	80	13	18			2,175
Shenandoah	Annunciation High School	R. C	No	Yes	4	0	5	65	81	11	13			700
Swarthmore	Swarthmore Preparatory School	Nonsect	Yes	Yes	4	10	0	104	0	40	0			300
West Chester	St. Agnes High School	R. C	No	Yes	4	0	5	48	67	12	6			900
Westtown	Westtown School	Friends	Yes	Yes	4	10	7	96	102	22	34		1,400	7,300
Wilkes-Barre	St. Ann's Academy	R. C	Yes	Yes	4	0	7	0	160	0	22			1,950
Do	St. Mary's High School	R. C	No	Yes	4	0	9	172	142	46	27			1,000
Williamsport	Williamsport Dickinson Seminary	M. E	Yes	Yes	4	7	4	104	73	34	31		313	4,000
PHILIPPINE ISLANDS														
Cadiz	Cadiz Academy	Nonsect	No	Yes	3	5	0	93	65			72		500
Cebu, Cebu	Colegio de San Carlos	R. C	No	Yes	4	8	0	419	0	78	0	318	12	3,221
Cuyapo	Cuyapo Institute	Nonsect	No	Yes	4	4	1	93	43	9	5			567
Dumaguete	St. Paul's Academy	R. C	Yes	Yes	4	0	5	0	110	0	9			1,800
Do	Silliman Institute	Presb	Yes	Yes	4	28	21	359	80	70	14	245		10,000
Hinigaran	Hinigaran Institute	Nonsect	No	Yes	4	7	2	173	136	22	7			580

Iloilo	Central Philippine School	Bapt	Yes	Yes	4	6	1	136	48	28	5		3,500
Do	Colegio de San Agustin	R. C	Yes	Yes	4	24	0	120	0	12	0	60	8,000
Do	Iloilo Institute	Nonsect	No	Yes	4	10	2	446	184	59	21	120	2,300
Imus	Ymus Central Academy	Nonsect	No	Yes	4	3	4	79	64	6	8	73	10	750
Jaro	Colegio de San Jose	R. C	Yes	Yes	4	1	4	0	142	0	21			3,700
Lingayen	College of Santisimo Rosario	R. C	Yes	Yes	3	0	5	20	100					490
Manila	Association Institute	Nonsect	Yes	No	4	19	4	372	187	44	11			1,880
Do	Assumption Convent	R. C	Yes	Yes	4	0	13	0	125	0	21			3,390
Do	Ateneo de Manila	R. C	Yes	Yes	4	38	0	496	0	81	0	480		10,000
Do	College of Santa Rosa	R. C	Yes	Yes	4	0	7	0	102	0	8			1,200
Do	Holy Ghost Academy	R. C	Yes	Yes	4	0	7	0	144	0	26			3,700
Do	Jose Rizal College	Nonsect	No	No	4	8	6	605	137	87	21			3,500
Do	La Salle College	R. C	Yes	Yes	4	6	0	140	0	20	0	140	35	2,280
Do	National University	Nonsect	Yes	Yes	4	24	10	1,562	773	289	135			6,880
Do	Philippine Junior College	S. D. A	Yes	Yes	4	5	8	59	50	10	2			1,915
Do	San Beda College	R. C	Yes	Yes	4	26	0	209	0	24	0			4,380
Do	University of Manila	Nonsect	Yes	Yes	4	12	7	536	196	62	18			3,795
San Fernando	Northern National Institute	Nonsect	No	Yes	4	5	0	117	137	10	8			400
PORTO RICO													
Mayaguez	Academy of the Immaculate Conception	R. C	No	Yes	4	0	5	44	97	0	10			
San German	Polytechnic Institute of Porto Rico	Presb	Yes	Yes	4	5	4	108	50	28	11		251	2,750
San Juan	Academia Catholica	R. C	No	Yes	4	1	6	23	102	1	8			3,000
RHODE ISLAND													
East Greenwich	East Greenwich Academy	M. E	Yes	Yes	4	7	5	58	69	11	12		60	
Newport	De La Salle Academy	R. C	No	No	4	10	0	157	0	30	0			2,000
Do	St. George's School	P. E	Yes	Yes	4	20	0	127	0	23	0		24	3,500
Do	St. Joseph's High School	R. C	No	Yes	4	0	6	0	121	0	23			350
Providence	La Salle Academy	R. C	No	No	4	25	0	581	0	112	0		35	4,000
Do	Lincoln School	Nonsect	Yes	Yes	4	0	14	0	121	0	19		75	1,000
Do	Mary C. Wheeler School	Nonsect	Yes	Yes	5	0	6	0	110	0	20			1,000
Do	Moses Brown School	Friends	Yes	Yes	4	14	2	169	0	35	0		125	10,000
Do	St. Francis Xavier Academy	R. C	No	No	4	0	16	0	406	0	73			6,000
Do	St. Mary's Academy	R. C	No	Yes	4	0	6	0	114	0	27			1,500
Woonsocket	Mount St. Charles Academy	R. C	No	Yes	4	11	0	131	0	12	0			
SOUTH CAROLINA													
Charleston	Bishop England High School	R. C	No	Yes	4	5	5	55	62	7	12			1,800
Do	Porter Military Academy	P. E	Yes	Yes	4	6	0	106	0	16	0	65		3,000
Greenwood	Bailey Military Institute	Nonsect	Yes	No	4	10	0	165	0	42	0	160		271
Tigerville	North Greenville Baptist Academy	Bapt	Yes	No	4	4	6	57	43	16	14			1,200
SOUTH DAKOTA													
Sioux Falls	St. Michael's Cathedral High School	R. C	No	Yes	4	0	11	86	131	18	29			1,800

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*—Continued

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						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
TENNESSEE														
Baxter	Baxter Seminary	M. E	Yes	No	4	3	5	49	59	2	12			1,425
Bell Buckle	Webb School	Nonsect	Yes	No	4	6	1	255	3	16	0			9,251
Chattanooga	Baylor School	Nonsect	Yes	Yes	4	14	0	173	0	31	0	173		1,319
Do	Girls Preparatory School	Nonsect	No	Yes	4	0	11	0	104	0	12			1,200
Do	McCallie School	Nonsect	Yes	Yes	4	16	0	280	0	54	0	280		4,000
Do	Notre Dame School	R. C	No	Yes	4	0	4	45	58	12	8			300
Columbia	Columbia Military Academy	Nonsect	Yes	Yes	4	11	0	140	0	43	0	136		1,250
Livingston	Livingston Academy	Christian	Yes	Yes	4	3	7	63	97	3	16			1,452
Memphis	Christian Brothers College	R. C	No	No	4	8	0	198	0	27	0		25	3,400
Do	Miss Hutchison's School	Nonsect	No	Yes	4	0	12	0	117	0	25			887
Do	Memphis University School	Nonsect	No	Yes	4	6	0	104	0	15	0			800
Do	St. Agnes Academy	R. C	Yes	Yes	4	0	4	0	122	0	14			8,000
Nashville	Father Ryan High School	R. C	No	No	4	7	0	205	0	20	0			2,000
Do	Montgomery Bell Academy	Nonsect	No	No	4	3	2	113	0	20	0		60	6,000
Ooltewah	Southern Junior College	S. D. A	Yes	Yes	4	6	3	100	104	14	20			3,200
Sevierville	Murphy Collegiate Institute	M. E	Yes	No	4	4	4	61	66	20	19			955
Spring Hill	Branham and Hughes Military Academy	Nonsect	Yes	Yes	4	8	0	158	0	55	0	158	25	1,000
Sweetwater	Tennessee Military Institute	Nonsect	Yes	Yes	4	8	0	123	0	32	0	123		1,200
Washington College	Washington College High School	Presb	Yes	Yes	4	5	4	81	118	11	24		136	3,741
TEXAS														
Bryan	Allen Academy	Nonsect	Yes	Yes	4	8	0	164	0	32	0	118		2,500
Dallas	Miss Hockaday's School	Nonsect	Yes	Yes	5	0	3	10	183	0	37			1,400
Do	Terril School	Nonsect	Yes	Yes	4	10	0	140	0	30	0			1,200
Do	Ursuline Academy	R. C	Yes	Yes	4	0	9	0	114	0	16			6,000
El Paso	Cathedral High School	R. C	No	Yes	4	6	0	107	0	6	0			1,500
Do	Loretto Academy	R. C	Yes	Yes	4	0	8	0	118	0	33			3,347
Fort Worth	Masonic Home and School of Texas	Nonsect	Yes	Yes	4	6	6	58	67	7	11			4,000
Do	Our Lady of Victory Academy	R. C	Yes	Yes	4	0	7	0	146	0	32			4,500
Houston	St. Agnes Academy	R. C	Yes	Yes	4	0	12	0	126	0	23			4,000
Do	St. Thomas College	R. C	No	Yes	4	8	0	141	0	24	0			1,500

San Antonio	Peacock Military Academy	Nonsect	Yes	Yes	4	5	0	110	0	28	0	110		800
Do	St. Mary's Academy	R. C	No	Yes	4	13	0	224	0	34	0			4,757
Do	St. Mary's Parochial School	R. C	No	Yes	4	0	4	0	103	0	13			2,000
Do	Texas Military Institute	P. E	Yes	No	4	11	0	158	0	35	0	158		2,500
San Marcos	San Marcos Baptist Academy	Bapt	Yes	Yes	4	5	5	66	40	14	6			3,000
UTAH														
Mount Pleasant	Wasatch Academy	Presb	Yes	Yes	4	6	9	99	81	21	21			2,425
Salt Lake City	Latter Day Saints College	L. D. S	No	No	3	35	20	563	578	155	195			8,400
VERMONT														
Barre	Goddard Seminary	Univ	Yes	No	4	6	5	56	52	9	16		171	10,000
Burlington	Cathedral High School	R. C	No	Yes	4	2	7	119	77	13	11			4,000
Do	Mount St. Mary's Academy	R. C	Yes	Yes	4	0	10	0	138	0	33			
Lyndon Center	Lyndon Institute	Nonsect	Yes	No	4	5	8	104	128	22	34		242	1,000
Montpelier	Montpelier Seminary	M. E	Yes	No	4	4	9	92	111	14	32		134	800
Poultney	Troy Conference Academy	M. E	Yes	Yes	4	8	6	95	101	15	17		53	1,000
Rutland	Mount St. Joseph's Academy	R. C	Yes	Yes	4	0	7	21	124	0	19		5	1,000
St. Johnsbury	St. Johnsbury Academy	Nonsect	Yes	Yes	4	5	10	125	182	28	21		252	2,000
Saxtons River	Vermont Academy	Bapt	Yes	Yes	4	8	6	102	67	40	10		90	5,000
VIRGINIA														
Alexandria	Episcopal High School	P. E	Yes	No	4	14	0	192	0	11	0			3,000
Bedford	Randolph-Macon Academy	M. E	Yes	No	4	10	0	152	0	41	0	134	13	2,500
Blackstone	Blackstone Military Academy	Nonsect	Yes	Yes	4	12	0	125	0	20	0	125		800
Chatham	Hargrave Military Academy	Bapt	Yes	Yes	4	11	0	136	0	35	0	136		636
Danville	Danville Military Institute	Presb	Yes	No	4	6	0	115	0	16	0	115		1,000
Ferrum	Ferrum Training School	M. E	Yes	Yes	4	7	9	81	109	10	18		12	3,500
Fort Defiance	Augusta Military Academy	Nonsect	Yes	No	4	16	0	262	0	26	0	262		900
Fork Union	Fork Union Military Academy	Bapt	Yes	No	4	12	0	130	0	16	0	130		600
Front Royal	Randolph-Macon Academy	M. E. So	Yes	No	4	10	0	158	0	35	0	136	13	1,200
Harrisonburg	Eastern Mennonite School	Menn	Yes	Yes	4	5	3	47	71	8	16		1	2,434
Lynchburg	Virginia Episcopal School	P. E	Yes	No	4	11	0	132	0	12	0			1,500
Richmond	Benedictine High School	R. C	No	No	4	7	0	162	0	31	0	150		2,000
Do	McGuire's University School	Nonsect	No	Yes	6	9	0	132	0	16	0			300
Do	Sacred Heart Cathedral High School	R. C	No	Yes	4	0	4	0	116	0	28			825
Do	St. Catherine's School	P. E	Yes	Yes	4	0	13	0	126	0	26			650
Do	St. Christopher's School	P. E	Yes	Yes	5	12	0	104	0	18	0			1,000
Staunton	Staunton Military Academy	Nonsect	Yes	Yes	4	33	0	550	0	104	0	550		4,000
Do	Stuart Hall	P. E	Yes	Yes	4	0	18	0	146	0	14		5	3,000
Waynesboro	Fishburne Military Academy	Nonsect	Yes	Yes	4	10	0	173	0	42	0	173		500
Woodberry Forest	Woodberry Forest School	P. E	Yes	Yes	5	16	0	182	0	23	0			1,000
Woodstock	Massanutten Military Academy	Ref. Ch	Yes	Yes	4	10	1	100	0	16	0	100		1,500
WASHINGTON														
Auburn	Western Washington Academy	S. D. A	Yes	Yes	4	6	8	58	86	9	27			3,000
Granger	Yakima Valley Academy	S. D. A	Yes	Yes	4	4	5	45	56	7	9			900
Seattle	College Preparatory Department of Y. M. C. A.	Nonsect	No	Yes	4	19	0	373	0	14	0			500
Do	Holy Angels Academy	R. C	Yes	Yes	4	0	7	0	132	0	24			1,500

TABLE 13.—*Statistics of private high schools and academies which enrolled 100 or more secondary pupils, 1927–28*—Continued

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		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
WASHINGTON—contd.														
Seattle	Holy Names Academy	R. C.	Yes	Yes	4	0	11	0	195	0	33			7,235
Do	Immaculate Conception High School	R. C.	No	Yes	4	0	6	0	119	0	21			6,043
Do	O'Dea High School	R. C.	No	Yes	4	4	0	139	0	13	0			1,625
Do	Seattle College	R. C.	No	Yes	4	11	0	180	0	26	0			5,000
Do	Seattle Pacific College	Meth.	Yes	Yes	4	4	4	58	43	13	8		21	2,800
Tacoma	Aquinas Academy	R. C.	Yes	Yes	4	0	6	0	105	0	29		16	5,305
Do	Bellarmine High School	R. C.	No	No	4	7	0	140	0	23	0			5,700
WEST VIRGINIA														
Lewisburg	Greenbrier Military School	Nonsect.	Yes	Yes	4	14	0	203	0	41	0	203		1,057
Wheeling	Linsly Institute	Nonsect.	No	Yes	4	11	0	101	0	16	0	101	271	1,200
Do	St. Joseph's Academy	R. C.	No	Yes	4	2	6	0	130	0	25			2,000
WISCONSIN														
Beaver Dam	Wayland Academy	Bapt.	Yes	Yes	4	7	8	77	86	15	4		269	4,000
Chippewa Falls	McDowell Memorial High School	R. C.	No	Yes	4	0	10	91	132	22	26		60	2,500
Delafield	St. John's Military Academy	P. E.	Yes	Yes	4	21	0	429	0	110	0	429		1,900
Eau Claire	St. Patrick's School	R. C.	No	Yes	3	0	6	44	64					1,500
Green Bay	St. Joseph Academy	R. C.	Yes	Yes	4	0	7	0	133	0	32			2,500
Lake Geneva	Northwestern Military and Naval Academy	Nonsect.	Yes	No	4	14	0	169	0	48	0	169	5	3,784
Madison	Edgewood High School	R. C.	Yes	Yes	4	2	13	89	156	10	29			4,000
Marinette	Our Lady of Lourdes Academy	R. C.	No	Yes	4	1	7	61	85	7	17			2,250
Milwaukee	Concordia College	Luth.	Yes	No	4	14	0	248	0	50	0			10,000
Do	Holy Angels Academy	R. C.	No	No	4	0	20	0	435	0	78			1,500
Do	Lutheran High School	Luth.	Yes	No	4	7	1	91	188	12	23			1,175
Do	Mercy High School	R. C.	No	No	4	0	12	0	302	0	30		400	3,600
Do	Messmer High School	R. C.	No	No	4	1	11	231	165	12	18			300
Do	Milwaukee-Downer Seminary	Nonsect.	Yes	No	4	0	15	0	215	0	44			2,000
Do	Milwaukee University School	Nonsect.	No	Yes	4	6	7	76	43	13	8			

Do	St. John's Cathedral High School	R. C	No	Yes	4	0	15	167	175	22	37		4	3,000
Do	St. Joseph Convent High School	R. C	No	No	4	0	6	0	129	0	47			8,000
Do	St. Mary's Academy	R. C	Yes	Yes	4	0	13	0	128	0	21			2,900
Oshkosh	St. Peter's Catholic High School	R. C	No	Yes	4	0	6	60	89	14	22			1,300
Prairie-du-Chien	Campion Preparatory School	R. C	Yes	No	4	23	0	339	0	78	0		450	22,320
Racine	St. Catherine's High School	R. C	Yes	No	4	5	20	157	191	28	29			3,500
Sturtevant	St. Bonaventure College	R. C	Yes	No	4	13	0	154	0	23	0		30	2,000
Superior	Cathedral High School	R. C	No	Yes	4	0	9	92	101	15	17			1,389

TABLE 14.—*Private high schools and academies for Negroes which enrolled 100 or more secondary pupils, 1927–28*

Location	School	Religious influence	Boarding department	Elementary department	Years in course	Secondary instructors		Secondary students		Graduates, 1928		Number in military drill	Value of permanent endowment fund (thousands of dollars)	Bound volumes in library
						Men	Women	Boys	Girls	Boys	Girls			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
ALABAMA														
Birmingham	Miles Memorial College	M. E	Yes	Yes	4	8	8	84	141	11	19			3,700
Do	St. Mark's Normal and Industrial School	P. E	Yes	Yes	4	2	8	43	137	7	17			500
Selma	Selma University	Bapt	Yes	Yes	4	6	3	83	158					2,500
Tuscaloosa	Stillman Institute	Presb	No	No	4	2	12	37	78					
ARKANSAS														
Little Rock	Philander Smith College	M. E	Yes	Yes	4	4	6	55	65	16	15			3,000
FLORIDA														
Jacksonville	Edward Waters College	M. E	Yes	Yes	4	9	13	76	115	23	19		61	3,000
GEORGIA														
Americus	Americus Institute	Bapt	Yes	Yes	4	4	3	46	63	6	8			1,500
Atlanta	Spelman College High School	Bapt	Yes	Yes	4	0	16	0	233	0	39		60	9,140
Augusta	Walker Baptist Institute	Bapt	Yes	Yes	4	4	1	52	80	8	9			800
Fort Valley	The Fort Valley High and Industrial School	P. E	Yes	Yes	4	6	6	36	77	2	13			
Macon	Ballard Normal School	Cong	No	Yes	4	4	5	60	115	16	22			3,000
KANSAS														
Topeka	Kansas Vocational School	M. E	Yes	Yes	4	6	5	68	79	1	9	68		1,600
MISSISSIPPI														
Natchez	Natchez College	Bapt	Yes	Yes	4	3	3	30	76	5	17			750

NORTH CAROLINA														
Elizabeth City	Roanoke Institute	Bapt	Yes	Yes	4	4	1	38	73	4	11		13	1,000
Franklinton	Franklinton Christian College	Ch. of Chr	Yes	No	4	3	2	43	75	5	6			550
Greensboro	Bennett College	M. E	Yes	Yes	4	1	10	0	136	0	27			2,515
Do	Immanuel Lutheran College	Luth	Yes	Yes	4	5	1	37	69	6	8			1,485
Kinston	Kinston College	Bapt	Yes	Yes	4	3	4	42	124	10	14			500
Kittrell	Kittrell College	A. M. E	Yes	No	4	2	5	74	101	8	28			1,475
Lumberton	Redstone Academy	Presb	Yes	Yes	4	4	1	23	150	6	23		3	600
Do	Thompson Institute	Bapt	Yes	No	4	4	2	38	108	2	21			420
Oxford	Mary Potter Memorial School	Presb	Yes	Yes	4	5	5	76	195	11	19			1,110
Troy	Peabody Academy	Cong	Yes	No	4	2	5	38	71	7	29			1,700
SOUTH CAROLINA														
Orangeburg	Claflin University	M. E	Yes	Yes	4	4	7	90	155	18	36		130	4,674
Trenton	Bettis Academy	Bapt	Yes	Yes	4	2	6	48	133	1	5		11	300
TEXAS														
Tyler	Butler College	Bapt	Yes	Yes	4	2	4	47	74	7	16			2,075
Do	Texas College	M. E	Yes	Yes	4	5	4	52	148	10	20			8,643
VIRGINIA														
Hampton	Hampton Institute	Nonsect	Yes	No	4	14	12	404	111	51	45			
Richmond	Hartshorn Memorial College	Bapt	Yes	Yes	4	2	9	0	118	0	32		6	3,000
Do	Van de Vyver Institute	R. C	No	Yes	4	2	4	31	97	4	6			1,200

CHAPTER XXVI

SCHOOLS AND CLASSES FOR THE BLIND, 1926–27

This report contains statistics concerning schools and classes for blind pupils for the year 1926–27. Reports are included for 80 schools and institutions. Data concerning sight-saving classes are not included where it is possible to separate them from data concerning classes for the blind. For schools that failed to report, statistics for a previous year, the latest available, are included. In States having separate departments for white and for colored blind pupils, their institutions are counted as two schools. Seventeen schools receive both blind and deaf pupils. Financial items are prorated in schools accepting both white and colored pupils in separate departments, and in schools accepting both blind and deaf pupils.

Of the 80 institutions included in the report, 47 are State institutions, 21 are schools or classes in city school systems, 5 are private institutions, 5 others are private institutions supported partly or largely by State funds; 1 school is in the Philippine Islands and 1 school in Porto Rico.

INSTRUCTORS

Institutions for the blind report a total of 863 instructors, of which number 220 are men and 643 are women. This is an increase over 1918 of 19 male instructors and of 122 female instructors.

Perkins Institute, Watertown, Mass., offers courses which prepare teachers for blind children. Pennsylvania Institute for the Instruction of the Blind, Overbrook, Pa., has a training course for prospective home teachers of the blind. George Peabody College for Teachers, Nashville, Tenn., gives special courses during the summer sessions for teachers of the blind and semisighted.

PUPILS

The total enrollment in schools for the blind for 1927 is 6,084, of which number 3,355 are boys and 2,729 are girls. This is an increase of 22 per cent over the 1918 enrollment. During 1927 pupils in instrumental music numbered 2,688, and 2,729 were given vocal culture, and 3,499 were enrolled in industrial courses. The number graduated from high-school departments was 177; 101 being boys, and 76 girls.

In the kindergartens were enrolled 336 pupils—188 boys and 148 girls; in classes corresponding to grades 1 to 4 were 1,254 boys and

921 girls; in grades corresponding to 5 to 8 were 1,068 boys and 909 girls; in classes corresponding to high-school grades were 633 boys and 603 girls, a total of 1,236.

EXPENDITURES

The total expenditure in 67 institutions which reported was $3,993,404. Those institutions which were able to distribute expenditures report instructional costs amounting to $1,147,441, other current expenses of $2,278,423, and costs of buildings and improvements amounting to $539,258.

RECEIPTS

Receipts are slightly higher than expenditures, being $4,028,145 for the year for 67 institutions. Schools which were able to distribute receipts according to source show $3,264,812 from State, county, or city; $77,768 from private benefactions; $259,316 from endowment funds; and $289,021 from other sources.

PROPERTY

The total value of buildings and grounds of the 67 institutions reporting these items was $17,283,141; the value of scientific apparatus, furniture, libraries, etc., was $2,151,091; the permanent endowment funds totaled $5,707,168; in the libraries were 157,380 volumes in raised type and 46,324 in ink.

TABLE 1.—*Summary of statistics of schools for the blind, 1900 to 1927*

Items	1900	1905	1910	1915	1922	1927
Number of schools reporting	37	40	48	62	64	80
Instructors:						
Men	144	175	178	211	201	220
Women	293	330	353	491	521	643
Total	437	505	531	702	722	863
Pupils:						
Boys	2,104	2,401	2,263	2,731	2,719	3,355
Girls	1,917	2,040	2,060	2,522	2,228	2,729
Total	4,021	4,441	4,323	5,253	4,947	6,084
Graduates from high school:						
Boys			39	57	66	101
Girls			50	55	60	76
Total	171	170	89	112	126	177
Pupils in industrial courses	2,235	3,201	2,855	3,702	3,339	3,499
Instrumental music	1,883	2,354	1,752	2,417	2,256	2,688
Vocal culture	1,815	2,211	1,317	2,228	2,053	2,729
Volumes in the library:						
In raised type			80,774	127,247	140,905	157,478
In ink			34,754	54,788	61,785	46,577
Total	94,689	125,581	115,528	182,035	202,690	204,055

TABLE 2.—*Statistics of schools for the blind, 1926–27*

Location	Institution	Instructors		Pupils enrolled		Pupils in kindergarten		In classes corresponding to grades 1 to 4		In classes corresponding to grades 5 to 8		In classes corresponding to high-school grades		Graduates in 1927		Pupils in—				Property				
																				Volumes in library		Value of buildings and grounds	Value of scientific apparatus, furniture, library, etc.	Permanent endowment
		Men	Women	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Vocal culture	Instrumental music	Industrial departments: Boys	Industrial departments: Girls	In raised type	In ink			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Talladega, Ala.	Alabama Institute for the Deaf and the Blind.	4	9	73	46	---	---	31	21	28	15	14	10	3	3	28	46	65	39	3,185	624	$150,000	$9,500	----------
Do.	Alabama Institute for the Deaf and the Blind (negro).[1]	2	0	14	13	---	---	14	13	---	---	---	---	---	---	---	---	---	---	329	------	22,500	900	----------
Tucson, Ariz.	Arizona School for the Deaf and the Blind [2]	1	0	2	0	1	0	1	0	---	---	---	---	---	---	---	---	2	0	50	------	[3] 9,412	200	----------
Little Rock, Ark.	Arkansas School for the Blind.	4	8	66	60	---	---	30	25	28	28	8	7	2	2	126	---	---	---	------	------	} 211,952	47,177	----------
Do.	Arkansas School for the Blind (negro).	2	1	12	15	---	---	7	8	3	5	0	2	---	---	1	14	11	0	------	------			
Berkeley, Calif.	California School for the Deaf and the Blind.	6	12	55	53	---	---	19	17	16	20	20	16	4	5	64	36	22	50	5,000	500	[3] 238,052	[3] 62,353	----------
Los Angeles, Calif.	Public school classes for the blind.	1	6	30	14	---	---	17	6	8	5	5	3	1	0	---	33	---	---	708	61	----------	2,500	----------
Colorado Springs, Colo.	Colorado School for Deaf and Blind.	7	11	43	28	---	---	18	14	17	8	8	6	4	0	71	36	43	28	2,539	460	[3] 255,681	[3] 57,660	----------
Hartford, Conn.	Connecticut Institute for the Blind (school department).	2	8	35	31	---	---	20	13	3	10	12	8	2	3	66	28	28	30	2,200	500	152,251	3,800	$24,546
St. Augustine, Fla.	Florida State School for the Deaf and the Blind.	2	7	37	21	8	7	13	7	11	5	2	2	---	---	33	43	28	15	------	------	----------	----------	----------
Do.	Florida State School for the Deaf and the Blind (negro).	1	0	8	5	---	---	---	---	---	---	---	---	---	---	13	---	8	5	------	------	----------	----------	----------
Macon, Ga.	Georgia Academy for the Blind [2]	5	14	57	49	---	---	31	30	21	11	5	8	---	---	16	78	50	49	3,000	1,000	200,000	14,000	----------
Gooding, Idaho	Idaho State School for the Deaf and the Blind.	2	7	11	10	---	---	6	2	3	6	2	2	1	1	21	21	11	10	1,000	100	[3] 28,680	[3] 11,920	----------
Chicago, Ill.	Public school classes for the blind.	0	6	40	25	---	---	18	10	16	10	6	5	---	---	---	---	---	---	251	------	----------	----------	----------
Jacksonville, Ill.	Illinois State School for the Blind.	8	21	125	110	8	7	47	33	40	40	30	30	4	4	90	102	87	78	7,400	3,500	475,200	204,427	----------
Indianapolis, Ind.	Indiana School for the Blind.	5	11	85	62	---	---	53	28	25	17	7	17	1	2	96	48	85	62	2,008	3,864	[4] 2,232,265	55,802	----------
Vinton, Iowa	Iowa College for the Blind [2]	4	15	64	50	---	---	25	16	25	15	14	19	3	3	114	51	46	17	2,000	1,000	800,000	60,000	----------
Kansas City, Kans.	Kansas State School for the Blind.	3	17	65	65	5	2	14	16	18	25	21	17	4	2	17	42	54	0	4,848	332	407,550	15,928	----------
Louisville, Ky.	Kentucky School for the Blind.	3	10	60	37	7	5	13	7	30	19	10	5	1	0	75	75	40	25	1,400	850	250,000	23,500	60,000
Do.	Kentucky School for the Blind (negro).	1	3	10	5	---	---	5	3	5	2	---	---	1	0	1	12	7	3	75	25	25,000	1,325	9,500
Baton Rouge, La.	Louisiana State School for the Blind.	4	8	41	29	6	1	9	10	8	9	7	9	11	4	50	35	31	18	1,133	200	200,000	8,000	----------

[1] Estimated distribution. [2] Data for 1921–22. [3] Prorated with school for the deaf.
[4] This amount is the value of the old site, which becomes the property of the Indiana World War Memorial Commission on completion of new plant for the School for the Blind.

TABLE 2.—*Statistics of schools for the blind, 1926–27*—Continued

Location	Institution	Instructors		Pupils enrolled		Pupils in kindergarten		In classes corresponding to grades 1 to 4		In classes corresponding to grades 5 to 8		In classes corresponding to high-school grades		Graduates in 1927		Pupils in—				Property				
																Vocal culture	Instrumental music	Industrial departments		Volumes in library		Value of buildings and grounds	Value of scientific apparatus, furniture, library, etc.	Permanent endowment
		Men	Women	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls			Boys	Girls	In raised type	In ink			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
New Orleans, La	Public school classes for the blind	0	1	5	4	---	---	4	3	1	1	---	---	---	---	---	---	5	4	---	---	---	---	---
Portland, Me	Maine Institution for the Blind [2]	3	2	23	9	---	---	---	---	---	---	---	---	---	---	---	---	20	7	---	---	$130,752	$4,738	$12,850
Overlea, Md	Maryland School for the Blind	6	14	54	36	5	6	16	7	25	14	8	9	0	1	15	57	46	31	5,000	---	408,548	105,709	---
Do	Maryland School for the Colored Blind and Deaf.	2	2	11	13	2	2	5	6	4	5	---	---	---	---	24	22	10	9	---	---	100,000	---	---
Salem, Mass	Public school classes for the blind	0	1	3	9	---	---	1	3	2	6	---	---	---	---	12	---	---	---	115	---	---	---	---
Watertown, Mass	Perkins Institution and Massachusetts School for the Blind.	9	42	150	147	14	8	46	34	52	65	38	40	4	5	52	82	139	134	20,839	---	990,425	154,879	3,270,406
Detroit, Mich	Public school classes for the blind	0	2	13	15	0	1	9	7	4	3	0	4	---	---	---	---	9	---	---	---	---	---	---
Lansing, Mich	Michigan School for the Blind	5	17	82	87	6	7	24	20	25	24	21	26	4	3	12	65	67	63	6,500	1,463	416,867	105,078	---
Duluth, Minn	Public school classes for the blind	0	3	13	15	---	---	4	3	6	8	3	4	0	1	---	---	---	---	173	283	---	1,544	---
Faribault, Minn	Minnesota School for the Blind	6	13	62	38	8	4	16	10	22	12	16	12	2	0	98	60	38	36	9,000	1,000	260,000	79,000	20,000
Minneapolis, Minn	Public school classes for the blind	1	11	50	45	---	---	24	12	20	21	6	12	1	1	2	87	---	---	500	---	---	4,500	---
St. Paul, Minn	do	0	6	28	32	---	---	13	5	11	17	4	10	1	1	---	---	---	---	60	307	---	1,814	---
Jackson, Miss	Mississippi Institute for the Blind	2	9	44	31	4	3	18	5	11	6	7	9	---	---	19	47	30	24	---	---	161,800	33,046	30,000
St. Louis, Mo	Missouri School for the Blind	1	14	50	63	7	7	16	22	16	18	11	15	2	2	42	58	23	35	2,450	945	442,000	68,000	---
Nebraska City, Nebr	Nebraska School for the Blind	3	5	32	23	---	---	4	8	13	12	10	2	1	0	30	53	29	18	---	---	139,650	42,000	---
Jersey City, N. J	Public school classes for the blind	0	1	6	1	---	---	---	---	6	1	---	---	---	---	7	---	---	---	130	19	---	535	---
Newark, N. J	do	0	4	19	7	4	2	7	2	5	2	3	1	1	0	26	---	---	---	---	---	---	---	---
Summit, N. J	Arthur Home and Kindergarten for Blind Babies and Small Blind Children.	0	5	25	30	13	18	---	---	---	---	---	---	---	---	31	25	---	---	300	1,000	118,000	36,500	25,000
Alamogordo, N. Mex	New Mexico School for the Blind	2	8	44	40	4	4	20	15	16	17	4	4	---	---	59	41	23	23	660	400	200,000	29,139	---
Batavia, N. Y	New York State School for the Blind	5	14	87	73	16	11	23	17	33	19	15	26	1	3	59	59	36	24	6,600	4,325	393,000	37,500	---
Bath Beach, N. Y	International Sunshine Branch for the Blind	0	2	10	5	---	---	4	4	5	0	1	0	1	0	14	14	---	---	---	---	---	---	---
New York (Bronx), N. Y	Catholic Institute for the Blind	2	5	17	17	1	2	11	5	4	8	1	2	---	---	22	20	12	14	---	---	65,780	568	---
New York (2201 Williamsbridge Rd.) N. Y.	New York Institute for the Education of the Blind.	9	13	85	40	---	---	44	18	21	11	20	11	---	---	74	59	51	34	2,500	2,500	2,190,636	102,123	2,252,923
New York, N. Y	Public school classes for the blind	0	8	50	53	1	0	21	18	22	16	6	19	2	4	---	---	---	---	---	---	---	---	---

Port Jefferson, N. Y.	Brooklyn Home for Blind, Crippled and Defective Children.	0	4	8	6			5	3	3	1	0	2			14	14	3	3	150	1,472	[3] 24,074	[3] 4,741	[3] 398	
Raleigh, N. C.	State School for the Blind and the Deaf	5	20	78	67	10	7	45	27	19	24	4	9			137	90	60	60	2,000	[3] 2,100	[3] 666,667	[5] 51,500		
Do.	State School for the Blind and the Deaf (negro)	2	5	41	33			24	23	13	6	4	4			74	19	36	27						
Bathgate, N. Dak.	North Dakota School for the Blind [2]	1	4	16	19			8	9	5	8	3	2	0	1	35	25	6	0	825	800	75,000	12,800		
Alliance, Ohio	Public school classes for the blind	0	1	6	10			6	9	0	1									15	350		1,100		
Cincinnati, Ohio	do	1	8	40	41																				
Cleveland, Ohio	do	1	3	22	16			6	7	9	5	7	4	2	0	31	9	0							
Columbus, Ohio	Ohio State School for the Blind	12	19	124	118	10	13	35	28	41	41	28	30	2	0	25	106	10	6	5,000	300	680,000	15,000		
Lima, Ohio	Public school classes for the blind	0	1	7	7			6	3	1	4										280	14,000	1,000		
Mansfield, Ohio	do	0	2	10	9			3	2	2	6	5	1							13	1,104		1,127		
Toledo, Ohio	do	0	6	40	28			20	11	20	17												2,168		
Muskogee, Okla.	Oklahoma School for the Blind	6	14	76	67			23	20	39	37	14	10	2	0	143	100	58	0	3,500	500	418,754	127,715		
Salem, Oreg.	Oregon State School for the Blind	2	4	29	19			11	7	12	8	6	4	1	1	5	25	26	14	1,570	256	94,095	82,034		
Johnstown, Pa.	Public school classes for the blind	1	1	13	4			5	2	4	1	4	1			16	5	4	0	104	56	22,000	1,369		
Philadelphia, Pa.	The Pennsylvania Institution for the Instruction of the Blind.	9	26	151	117	7	4	37	47	32	19	31	26	3	3	57	55	100	80	19,851	6,511	552,673	84,729		
Pittsburgh, Pa.	Western Pennsylvania School for the Blind	5	15	76	71	10	8	28	30	25	24	13	9	3	2	111	107	64	60	600		665,500	47,885	1,545	
Pasay (Rizal), P. I.	School for the Deaf and the Blind	0	6	18	3			12	2	5	1	1	0				10	15	3						
Santurce, P. R.	Instituto de Niños Ciegos	0	4	16	12	2	0	12	11	2	1									98	253	123,000	5,956		
Cedar Spring, S. C.	South Carolina School for the Deaf and the Blind.	1	8	34	31			15	11	12	10	7	10	3	2	54	60	34	21	1,200		[3] 138,915	[3] 5,668		
Do.	South Carolina School for the Deaf and the Blind (negro).	1	2	20	10			12	5	5	2	1	3			30	27	20	10						
Gary, S. Dak.	South Dakota School for the Blind	3	5	21	18			10	5	9	4	2	3	0	1	6	29			524	718	84,174	28,626		
Nashville, Tenn.	Tennessee School for the Blind [6]	8	21	146	90	3	2	46	28	55	31	42	29	1	6	196	150	146	90	6,000	500	350,000	25,000		
Austin, Tex.	Texas Deaf, Dumb, and Blind Institute for Colored Youths.	1	8	62	37	10	7	27	18	14	6	11	6	4	2	81	66	62	37			[3] 235,000	[3] 23,500		
Do.	Texas School for the Blind	11	19	133	107	14	7	48	33	33	33	38	34	1	2	60	64	106	89	9,647	1,864	545,000	40,000		
Ogden, Utah	Utah School for the Blind	1	6	19	15			11	6	4	4	4	5	0	1	34	18			2,200	1,000	[3] 69,000	9,500		
Newport News, Va.	Virginia State School for Colored Blind and Deaf Children.	2	2	20	7			14	3	6	4					5	16	18	7	150		[3] 24,800	1,500		
Staunton, Va.	Virginia School for the Deaf and the Blind	5	8	40	32			25	15	6	11	9	6	1	1	8	34			1,292	150	[3] 135,000	[3] 14,150		
Seattle, Wash.	Public school classes for the blind	0	1	4	0					4	0									67			290		
Tacoma, Wash.	do	0	2	6	15			3	5	3	10									3			485		
Vancouver, Wash.	Washington State School for the Blind	3	10	36	33			14	13	12	11	10	8	5	0	3	59			3,500	300	[2] 157,260	[2] 37,099		
Romney, W. Va.	West Virginia Schools for the Deaf and the Blind.	6	12	63	46			20	27	20	14	23	5	6	1	75	43	50	31	2,500	400	200,000	[3] 20,500		
Janesville, Wis.	Wisconsin School for the Blind	7	17	71	68	4	2	23	18	24	25	19	18	4	2	80	70	50	45	4,561	2,275	455,235	123,940		
Milwaukee, Wis.	Public school classes for the blind	0	2	8	6	0	1	1	1	4	2	3	2	1	1		7								
Racine, Wis.	do	0	1	5	6			2	2	3	4							3	4	155	130		2,000		

[3] Data for 1921–22.

Prorated with school for the deaf.

[5] Includes department for the deaf.

[6] Includes both white and colored.

TABLE 3.—*Statistics of receipts and expenditures of schools for the blind, 1926–27*

Location	Institution	Receipts					Expenditures			
		From State, county, or city	From private benefactions	From endowment funds	From other sources	Total	Building and lasting improvements	Teachers' salaries, books, etc.	All other current expenses	Total
1	2	3	4	5	6	7	8	9	10	11
Talladega, Ala.	Alabama Institution for the Deaf and the Blind	$39,740			$690	$40,430		$12,845	$26,501	$39,346
Do.	Alabama Institution for the Deaf and the Blind (negro)	[1] 8,844			[1] 1,301	[1] 10,145		[1] 1,503	[1] 7,703	[1] 9,206
Tucson, Ariz.	Arizona School for the Deaf and the Blind [2]	1,353				1,353	$8,824	706	647	10,177
Little Rock, Ark.	Arkansas School for the Blind	55,148			4,722	59,870		9,167	46,103	55,270
Do.	Arkansas School for the Blind (negro)									
Berkeley, Calif.	California School for the Deaf and the Blind	[1] 106,425				[1] 106,425	[1] 32,565.	[1] 35,600	[1] 43,958	[1] 112,123
Los Angeles, Calif.	Public school classes for the blind	21,189				21,189		16,550	4,639	21,189
Colorado Springs, Colo.	Colorado School for the Deaf and the Blind	[1] 63,184			[1] 3,867	[1] 67,051	[1] 16,861	[1] 60,300	([3])	[1] 77,161
Hartford, Conn.	Connecticut Institute for the Blind	35,393	$150	$1,418	190	37,151	4,459	14,620	12,470	31,549
Macon, Ga.	Georgia Academy for the Blind [2]	40,000				40,000		16,271	23,542	39,813
Gooding, Idaho	Idaho State School for the Deaf and the Blind	[1] 15,730		[1] 1,322		[1] 17,052	[1] 1,152	[1] 10,673	[1] 9,303	[1] 21,128
Jacksonville, Ill.	Illinois State School for the Blind	208,209				208,209	53,676	55,603	98,930	208,209
Indianapolis, Ind.	Indiana School for the Blind	196,261			562	196,823	27,405	16,511	49,666	93,582
Vinton, Iowa	Iowa College for the Blind [2]	110,825				110,825	4,000	26,194	66,366	96,560
Kansas City, Kans.	Kansas State School for the Blind	55,207			9,023	64,230	1,516	13,413	45,460	60,389
Louisville, Ky.	Kentucky School for the Blind	69,500			439	69,939		38,074	31,865	69,939
Do.	Kentucky School for the Blind (negro)	9,500				9,500	1,863	2,529	5,107	9,499
Baton Rouge, La.	Louisiana State School for the Blind	77,500				77,500	5,000	23,290	26,210	54,500
Portland, Me.	Maine Institution for the Blind [2]	10,866			18,654	29,520	48	2,990	25,322	28,360
Overlea, Md.	Maryland School for the Blind					95,419		15,114	75,187	90,301
Do.	Maryland School for the Colored Blind and Deaf					[1] 13,409		[1] 3,682	[1] 8,610	[1] 12,292
Watertown, Mass.	Perkins Institution and Massachusetts School for the Blind	72,390	1,413	184,432	49,881	308,116	4,151	53,010	224,803	281,964
Lansing, Mich.	Michigan School for the Blind	119,324				119,324		20,948	98,376	119,324
Duluth, Minn.	Public school classes for the blind	5,163			37	5,200		5,246		5,246
Faribault, Minn.	Minnesota School for the Blind	76,250		780	5,800	82,830	4,000	17,950	58,500	80,450
Minneapolis, Minn.	Public school classes for the blind	24,250				24,250		19,494	4,756	24,250
St. Paul, Minn.	do	12,359				12,359		9,501	2,858	12,359
Jackson, Miss.	Mississippi Institute for the Blind	36,701		803	215	37,719	6,121	14,781	16,683	37,585
St. Louis, Mo.	Missouri School for the Blind	67,706				67,706		19,180	48,526	67,706
Nebraska City, Nebr.	Nebraska School for the Blind	62,641				62,641	2,500	([4])	60,141	62,641
Jersey City, N. J.	Public school classes for the blind	4,503				4,503		4,378	125	4,503
Newark, N. J.	do	9,977				9,977		9,085	892	9,977
Summit, N. J.	Arthur Home and Kindergarten for Blind Babies and Small Blind Children.	19,448	14,560		2,833	36,841	2,859	7,455	23,704	34,018

Alamogordo, N. Mex.	New Mexico School for the Blind	94,254			3,161	97,415	41,114	15,323	37,263	93,700
Batavia, N. Y.	New York State School for the Blind	122,274			1,695	123,969	3,905	25,499	94,565	123,969
New York (Bronx), N.Y.	Catholic Institute for the Blind					28,400				28,282
New York (2201 Williamsbridge Rd.), N.Y.	New York Institute for the Education of the Blind	61,471	60,183		143,606	265,260	131,122	34,603	[5] 175,923	341,648
New York, N. Y.	Public school classes for the blind	29,922				29,922		29,922	([3])	29,922
Port Jefferson, N. Y.	Brooklyn Home for Blind, Crippled and Defective Children	[1] 4,809	[1] 709	[1] 35	[1] 5,565	[1] 11,118	[1] 2,262	[1] 388	[1] 9,358	[1] 12,008
Raleigh, N. C.	State School for the Blind and the Deaf	[1] 139,277				[1] 139,277	[1] 33,334	[1] 34,603	[1] 74,224	[1] 142,161
Do.	State School for the Blind and the Deaf (negro)									
Bathgate, N. Dak.	North Dakota School for the Blind [2]	12,000		10,038	405	22,443	200	9,740	13,388	23,328
Cincinnati, Ohio	Public school classes for the blind	21,802				21,802		21,802	([3])	21,802
Columbus, Ohio	Ohio State School for the Blind	210,970				210,970	77,614	50,000	72,770	200,384
Lima, Ohio	Public school classes for the blind	2,050				2,050	250	1,800		2,050
Mansfield, Ohio	do	2,882				2,882		2,263	619	2,882
Toledo, Ohio	do	16,749				16,749	135	14,676	1,938	16,749
Muskogee, Okla.	Oklahoma School for the blind	89,540				89,540	18,600	23,480	66,060	108,140
Salem, Oreg.	Oregon State School for the Blind	25,400				25,400	2,636	5,075	15,700	23,411
Johnstown, Pa.	Public school classes for the blind	2,386				2,386		2,328	58	2,386
Philadelphia, Pa.	The Pennsylvania Institution for the Instruction of the Blind.	118,567		54,682	27,884	201,133	18,030	72,843	123,450	214,323
Pittsburgh, Pa.	Western Pennsylvania School for the Blind	89,644	753		97	90,494		20,428	81,520	101,948
Santurce (Box AA), P.R.	Instituto de Niños Ciegos	25,080				25,080		5,000	15,000	20,000
Cedar Spring, S. C.	South Carolina School for the Deaf and the Blind	[1] 28,728				[1] 28,728	[1] 3,240	[1] 9,180	[1] 13,493	[1] 25,913
Do.	South Carolina School for the Deaf and the Blind (negro)									
Gary, S. Dak.	South Dakota School for the Blind	18,750		5,806		24,556		5,683	12,846	18,529
Nashville, Tenn.	Tennessee School for the Blind [6]	72,500			6,500	79,000	3,500	37,350	41,650	82,500
Austin, Tex.	Texas Deaf, Dumb, and Blind Institute for Colored Youths	[1] 61,100				[1] 61,100		[1] 14,760	[1] 41,830	[1] 56,590
Do.	Texas School for the Blind	118,510				118,510	4,500	64,085	49,925	118,510
Ogden, Utah	Utah School for the Blind	[7] 20,700				[7] 20,700		[7] 9,426	[7] 12,650	[7] 22,076
Newport News, Va.	Virginia State School for Colored Deaf and Blind Children	[1] 9,408			[1] 997	[1] 10,405	[1] 1,102	[1] 2,584	[1] 6,772	[1] 10,458
Staunton, Va.	Virginia School for the Deaf and the Blind	[1] 26,304			[1] 897	[1] 27,201	[1] 212	[1] 11,739	[1] 15,529	[1] 27,480
Tacoma, Wash.	Public school classes for the blind	2,330				2,330		1,944	386	2,330
Vancouver, Wash.	Washington State School for the Blind	57,000				57,000	3,975	11,353	39,578	54,906
Romney, W. Va.	West Virginia Schools for the Deaf and the Blind	[1] 49,300				[1] 49,300	[1] 7,250	[1] 26,470	[1] 20,300	[1] 54,020
Janesville, Wis.	Wisconsin School for the Blind	117,580				117,580	9,277	28,605	109,482	147,364
Racine, Wis.	Public school classes for the blind	3,019				3,019		2,826	193	3,019

[1] Prorated.
[2] Data for 1921–22.
[3] Included in the preceding column.
[4] Included in the following column.
[5] Includes $56,163 for purchase of securities and retirement of mortgage.
[6] Includes both white and colored schools.
[7] Prorated with Utah School for the Deaf.

CHAPTER XXVII

SCHOOLS FOR THE DEAF, 1926–27

This report includes statistics of 168 schools for the deaf for the year 1926–27. Of this total number of schools, 69 are supported by the State and are wholly or partly under State control, 83 are parts of city school systems, and 16 are under private control. Seventeen schools have departments for blind children, in addition to departments for deaf children. Schools having separate departments for white pupils and for colored pupils are counted as two schools. Financial items are prorated, where possible, in schools having both blind and deaf pupils, or both white and colored pupils in separate departments. Statistics for State schools, for city schools, and for private schools are kept separate in the tabulations which follow.

INSTRUCTORS

Schools under State control report 1,724 instructors, of which number 408 are men; city schools report 417 instructors, of which number 19 are men; and private schools report 162 instructors, of which number 23 are men. This makes a total of 2,303 instructors in all schools, an increase of 394, or about 21 per cent over the number reported in 1922.

Schools preparing teachers for the deaf are as follows: Gallaudet College, Washington, D. C.; Clarke School for the Deaf, Northampton, Mass.; Central Institute for the Deaf, St. Louis, Mo.; School for the Deaf, 104 Lexington Avenue, New York City; and School for the Deaf, Morganton, N. C. With the exception of Gallaudet, these schools use oral methods.

PUPILS

State schools report 13,134 pupils and 246 graduates. City schools report 3,515 pupils and 2 graduates, and private schools report 933 pupils and 5 graduates. The total enrollment in all schools is 17,582, an increase over 1922 of 3,217, or 22 per cent. The following tabulation gives enrollment in all three types of schools by grade combinations.

Enrollment by grades

Grades	Enrollment in State schools		Enrollment in private schools		Enrollment in city schools		Total enrollment	
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Per cent
Kindergartens	1,322	11.3	76	11.4	356	12.5	1,754	11.5
Grades 1 to 4	6,104	52.0	372	55.6	1,508	52.9	7,984	52.3
Grades 5 to 8	3,388	28.8	203	30.3	924	32.4	4,515	29.6
High school	929	7.9	18	2.7	63	2.2	1,010	6.6
Total	11,743	100.0	669	100.0	2,851	100.0	15,263	100.0

The pupils who were taught speech by oral methods, that is by lip reading or speech reading, numbered 13,762. The auricular method was employed in teaching 646 pupils. This method attempts to improve hearing when possible. The following tabulation shows a distribution of pupils in each type of school according to methods employed in teaching speech.

Pupils taught speech

Items	State schools	Private schools	City day schools	Total
Pupils taught speech by some method	10,315	751	3,493	14,559
Pupils taught by the oral method	9,799	599	3,364	13,762
Pupils taught by the auricular method	325	135	186	646

RECEIPTS

As it is not possible to separate receipts for city day schools for the deaf from the general receipts for the whole city school system with any degree of accuracy, no attempt is made to present receipts for city schools for the deaf. The following tabulation, however, gives a classification of receipts for State schools and for private schools, according to the various sources of revenue.

Receipts from the various sources for State and private schools

Source of revenue	Receipts for 60 State schools		Receipts for 10 private schools	
	Amount	Per cent	Amount	Per cent
From State, city, or county	$16,544,220	92.5	$4,800	3.6
From private benefactions	202,161	2.9	42,992	32.7
From productive endowment funds	144,551	2.0	750	.6
From other sources	183,725	2.6	83,086	63.1
Total amount distributed	7,074,657	100.0	131,628	100.0
Total amount received	7,095,631		273,216	

EXPENDITURES

The following table gives a summary of expenditures in State schools and in private schools for the deaf. In 1922 outlays represented 19.7 per cent of the total cost; in 1927 they represented 14.4 per cent. In 1922 outlays represented 56.2 per cent of the total expenditures in 9 private schools; in 1927 they represent 10.5 per cent in 10 such schools.

Distribution of expenditures in State and private schools

Expenditures	Expenditures of 65 State schools		Expenditures of 10 private schools	
	Amount	Per cent	Amount	Per cent
For building and lasting improvements	$1,050,420	14.4	$15,268	10.5
For teachers' salaries, books, etc	1,841,178	25.3	54,555	37.4
For other salaries and other current expenses	4,383,742	60.3	75,993	52.1
Total amount distributed	7,275,340	100.0	145,816	100.0
Total amount expended	7,612,739		265,289	

VALUE OF PROPERTY

No attempt is made to present the value of property in city schools for the deaf, since these schools are a part of the regular city school system. The following tabulation shows property values in 65 State schools and in 10 private schools. A total endowment of $2,317,791 is reported by 17 schools.

Property values in certain schools

Kind of property	State schools		Private schools		Total	
	Number reporting	Value	Number reporting	Value	Number reporting	Value
Buildings and grounds	65	$28,128,705	10	$1,648,012	75	$29,776,717
Scientific apparatus, furniture, instruments, etc	53	2,360,512	10	145,351	63	2,505,863
Endowment or productive funds	15	2,292,407	2	25,384	17	2,317,791
Total	65	32,781,624	10	1,818,747	75	34,600,371

TABLE 1.—*Review of statistics of all schools for the deaf, 1900 to 1927*

Items	1900	1905	1910	1915	1922	1927
Number of schools reporting:						
State	56	56	57	68	61	69
City day	41	64	53	64	74	83
Private	17	16	20	18	19	16
Total	114	136	130	150	154	168
Instructors:						
State—						
Men	344	416	378	468	379	408
Women	668	786	830	991	1,035	1,316
Total	1,012	1,202	1,208	1,459	1,414	1,724
City day—						
Men	5	5	5	18	11	19
Women	94	135	184	270	340	398
Total	99	140	189	288	351	417
Private—						
Men	17	12	16	17	20	23
Women	56	71	85	84	124	139
Total	73	83	101	101	144	162
Pupils:						
State—						
Boys	5,389	5,662	5,681	6,222	5,757	7,074
Girls	4,398	4,659	4,718	5,237	4,981	6,060
Total	9,787	10,321	10,399	11,459	10,738	13,134
City day—						
Boys	409	578	780	1,151	1,487	1,776
Girls	340	515	728	958	1,424	1,739
Total	749	1,093	1,508	2,109	2,911	3,515
Private—						
Boys	211	256	282	218	368	459
Girls	267	282	357	294	348	474
Total	478	538	639	512	716	933
Graduates:						
State	393	193	156	211	146	246
City day	3	6		1	16	2
Private	9	23	7		4	5
Total	405	222	163	212	166	253

TABLE 2.—*Summary of statistics of certain schools for the deaf, 1926–27*

Items	State schools	Private schools	Total
I. *Personnel*			
Number of schools reporting	69	16	85
Instructors:			
Men	408	23	431
Women	1,316	139	1,455
Pupils enrolled:			
Boys	7,074	459	7,533
Girls	6,060	474	6,534
Pupils in kindergartens:			
Boys	749	41	790
Girls	573	35	608
Pupils in classes corresponding to grades 1 to 4:			
Boys	3,313	195	3,508
Girls	2,791	177	2,968
Pupils in classes corresponding to grades 5 to 8:			
Boys	1,759	92	1,851
Girls	1,629	111	1,740
Pupils in classes corresponding to high-school grades:			
Boys	465	11	476
Girls	464	7	471
Graduates from high-school grades:			
Boys	123	3	126
Girls	123	2	125
Pupils in teacher-training classes:			
Boys	10		10
Girls	101		101
Pupils taught speech:			
Boys	5,469	362	5,831
Girls	4,846	389	5,235
Pupils taught by oral method:			
Boys	5,167	305	5,472
Girls	4,632	294	4,926
Pupils taught by auricular method:			
Boys	159	61	220
Girls	166	74	240
Pupils in industrial departments:			
Boys	3,180	158	3,338
Girls	3,173	163	3,336
II. *Receipts*			
Number of schools reporting receipts	60	10	70
Amount received from State, county, or city	$6,544,220	$4,800	$6,549,020
Amount received from private benefactions	202,161	42,992	245,153
Amount received from endowment funds	144,551	750	145,301
From all other sources	183,725	83,086	266,811
Source not classified	20,974	141,588	162,562
Total receipts	7,095,631	273,216	7,368,847
III. *Expenditures*			
Number of schools reporting expenditures	65	10	75
Expended for teachers' salaries, books, etc	$1,841,178	$54,555	$1,895,733
All other current expenditures	4,383,742	75,993	4,459,735
Expended for buildings and lasting improvements	1,050,420	15,268	1,065,688
Expenditures not classified	337,399	119,473	456,872
Total expenditures for the year	7,612,739	265,289	7,878,028
Number of schools reporting distribution of expenditures	60	7	67
Pupils enrolled in these schools	12,449	397	12,846
Current expenses in these schools	$6,224,920	$130,548	$6,355,468
Capital outlay in these schools	1,050,420	15,268	1,065,688
Per capita expenditure for current expenses	500	329	495
Per capita expenditure for capital outlay	84	38	83
IV. *Property and values*			
Number of schools reporting volumes in libraries	62	11	73
Number of volumes in libraries	193,002	5,360	198,362
Number of schools reporting value of properties	65	10	75
Value of buildings and grounds	$28,128,705	$1,648,012	$29,776,717
Value of scientific apparatus, furniture, etc	2,360,512	145,351	2,505,863
Total value of property	30,489,217	1,793,363	32,282,580
Enrollment in schools reporting value of property	12,698	675	13,373
Value of property per pupil	$2,401	$2,657	$2,414

TABLE 3.—*Summary of statistics of instructors and pupils in city day schools for the deaf, 1926–27*

States	Schools reporting	Instructors			Pupils enrolled			Pupils in kindergarten			In classes corresponding to grades 1 to 4			In classes corresponding to grades 5 to 8			In classes corresponding to high-school grades		
		Men	Women	Total	Boys	Girls	Total	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	19	20
United States	83	19	398	417	1,776	1,739	3,515	195	161	356	793	715	1,508	454	470	924	32	31	63
California	7	1	30	31	141	242	383	10	12	22	54	57	111	48	50	98			
Georgia	1	0	1	1	0	4	4				0	4	4						
Illinois	4	3	55	58	242	222	464	6	0	6	5	5	10	4	6	10	12	9	21
Indiana	1	0	1	1	0	9	9	0	3	3	0	5	5	0	1	1			
Iowa	5	0	8	8	32	37	69	2	6	8	24	22	46	6	9	15			
Kansas	2	0	2	2	12	13	25	3	3	6	7	7	14	2	3	5			
Louisiana	1	0	1	1	8	3	11	1	0	1	3	1	4	4	2	6			
Maryland	1	0	5	5	47	35	82	5	0	5	1	5	6	39	27	66	2	3	5
Massachusetts	2	2	25	27	86	83	169	33	31	64	31	21	52	19	27	46	3	4	7
Michigan	9	1	45	46	213	173	386	22	17	39	140	114	254	48	38	86	1	0	1
Minnesota	4	1	19	20	84	66	150	9	6	15	44	40	84	30	19	49	0	1	1
Missouri	2	1	16	17	54	55	109	9	7	16	37	34	71	7	13	20	1	1	2
Nebraska	1	1	3	4	12	10	22	2	0	2	10	5	15	0	5	5			
New Hampshire	1	0	1	1	0	4	4				0	2	2	0	2	2			
New Jersey	3	2	19	21	72	53	125	9	5	14	11	17	28	5	1	6	0	1	1
New York	4	3	55	58	255	276	531	28	24	52	133	137	270	93	115	208	1	0	1
Ohio	7	1	34	35	148	138	286	12	16	28	91	81	172	43	40	83	2	1	3
Oregon	1	1	5	6	25	13	38	4	2	6	12	6	18	6	2	8			
Pennsylvania	2	0	13	13	70	67	137	8	12	20	50	43	93	12	12	24			
Texas	3	0	4	4	24	27	51	5	5	10	11	15	26	6	4	10	2	2	4
Washington	4	1	13	14	67	56	123	7	5	12	40	32	72	18	18	36	2	1	3
Wisconsin	18	1	43	44	184	153	337	20	7	27	89	62	151	64	76	140	6	8	14

TABLE 4.—*Summary of statistics of graduates and miscellaneous items in city day schools for the deaf, 1926–27*

States	Pupils in teacher-training classes			Pupils taught speech during the year			Pupils taught by oral method			Pupils taught by auricular method			Pupils in the industrial department		
	Boys	Girls	Total	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
United States	0	14	14	1,765	1,728	3,493	1,692	1,672	3,364	104	82	186	515	491	1,006
California				141	242	383	133	241	374	8	0	8	16	18	34
Georgia				0	4	4	0	4	4				0	2	2
Illinois				242	222	464	241	222	463				2	3	5
Indiana				0	9	9	0	7	7	0	2	2			
Iowa				32	37	69	29	35	64	3	2	5	6	5	11
Kansas				12	13	25	12	13	25						
Louisiana				8	3	11	8	3	11				7	3	10
Maryland	0	3	3	47	35	82	45	34	79	2	1	3			
Massachusetts	0	2	2	86	83	169	86	83	169				1	0	1
Michigan				210	167	377	208	170	378	6	6	12	96	76	172
Minnesota				84	66	150	84	66	150	19	16	35	28	16	44
Missouri				47	55	102	45	53	98	2	2	4	27	37	64
Nebraska				12	10	22	12	10	22				7	2	9
New Hampshire				0	2	2	0	2	2						
New Jersey				72	52	124	72	52	124	10	2	12	10	15	25
New York				255	275	530	254	274	528	3	2	5	176	194	370
Ohio				148	138	286	132	120	252	20	21	41	20	23	43
Oregon				25	13	38	25	13	38	1	0	1	7	2	9
Pennsylvania	0	9	9	70	67	137	70	67	137				47	49	96
Texas				24	27	51	24	27	51	3	1	4			
Washington				67	56	123	65	54	119	2	2	4	4	1	5
Wisconsin				183	152	335	147	122	269	25	25	50	61	45	106

TABLE 5.—*Statistics of State schools for the deaf, 1926–27*

Location	Institutions	In structors		Pupils enrolled		Pupils in the kindergarten		In classes corresponding to grades 1 to 4		In classes corresponding to grades 5 to 8		In classes corresponding to high-school grade		Graduates in 1927		Pupils in teacher-training classes		Pupils taught speech during the year		Pupils taught by oral method		Pupils taught by auricular method		Pupils in industrial department		Property			
		Men	Women	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Volumes in library	Value of buildings and grounds	Value of scientific apparatus, furniture, etc.	Permanent endowment
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Talladega, Ala.	Alabama Institution for the Deaf and the Blind.	6	25	139	140	---	---	63	62	47	49	29	29	4	6	---	---	112	124	112	124	---	---	50	52	3,710	$425,000	$15,000	---
Do.	Alabama Institution for the Deaf and the Blind (negro).	[1] 2	[1] 2	[1] 33	[1] 30	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	247	[2] 52,500	[2] 2,100	---
Tucson, Ariz.	Arizona School for the Deaf and the Blind.[3]	2	5	19	13	3	3	13	6	3	4	---	---	---	---	---	---	19	13	19	13	1	2	19	13	20	[2] 150,592	4,000	---
Little Rock, Ark.	Arkansas School for the Deaf [4]	9	28	183	163	14	12	79	73	81	72	9	6	3	3	---	---	102	88	102	88	---	---	---	---	1,000	467,000	77,000	$8,000
Berkeley, Calif.	California School for the Deaf and the Blind.	11	13	108	85	18	6	33	39	52	34	5	6	0	2	---	---	52	44	52	44	---	---	55	40	3,500	[2] 423,203	[2] 91,294	---
Colorado Springs, Colo.	Colorado School for the Deaf and the Blind.	8	24	87	80	9	11	50	29	22	30	6	10	5	3	---	---	82	61	81	60	1	1	36	73	5,500	[2] 596,596	[2] 93,740	---
Mystic, Conn.	The Mystic Oral School for the Deaf.	3	15	54	52	3	10	36	29	15	13	---	---	---	---	---	---	54	52	46	50	8	2	24	16	2,800	190,025	25,941	---
West Hartford, Conn.	The American School for the Deaf.	3	23	118	94	12	9	70	53	36	32	---	---	---	---	---	---	98	79	98	79	---	---	78	59	[3] 2,000	900,000	15,000	260,000
Washington, D. C.	Columbia Institution for the Deaf.	12	13	84	51	5	2	11	6	11	8	29	31	0	4	4	2	45	40	29	18	0	3	37	37	7,500	1,000,000	50,000	40,000
St. Augustine, Fla.	Florida School for the Deaf and the Blind.	9	18	85	82	13	12	42	39	26	28	4	3	---	---	---	---	75	73	75	73	25	30	65	64	---	} 600,000	---	---
Do.	Florida School for the Deaf and the Blind (negro).	2	3	21	26	5	8	11	14	5	4	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---			
Cave Springs, Ga.	Georgia School for the Deaf [4]	5	27	142	155	---	---	107	117	35	38	---	---	---	---	---	---	110	120	110	120	---	---	46	42	350	200,000	3,000	---
Gooding, Idaho	Idaho State School for the Deaf and the Blind.	3	10	36	32	---	---	16	12	15	14	5	6	---	---	---	---	36	32	36	32	3	1	36	32	2,000	[2] 90,820	[2] 21,915	---
Jacksonville, Ill.	Illinois School for the Deaf	13	41	231	180	27	26	119	80	64	49	21	25	2	6	0	10	134	135	123	125	11	10	102	92	12,000	344,190	125,000	---
Indianapolis, Ind.	Indiana State School for the Deaf.	10	33	176	220	27	24	79	72	53	75	17	29	3	10	0	7	144	195	144	195	---	---	---	---	5,000	1,400,000	120,000	---
Council Bluffs, Iowa	Iowa School for the Deaf	12	37	175	134	33	18	77	55	42	46	23	15	8	3	---	---	157	128	154	124	3	4	121	98	7,504	475,075	148,000	---
Olathe, Kans.	State School for the Deaf	11	21	141	108	25	15	47	40	42	35	27	18	8	1	---	---	83	80	79	75	4	5	---	---	3,876	194,976	98,670	---
Danville, Ky.	Kentucky School for the Deaf	10	26	176	152	27	24	87	71	47	47	15	10	15	10	---	---	141	130	101	93	---	---	89	90	2,460	400,000	38,000	7,000
Do.	Kentucky School for the Deaf (negro).	2	2	10	18	2	6	6	8	2	4	---	---	---	---	---	---	---	---	---	---	---	---	6	12	[5]	30,000	2,000	---

Baton Rouge, La.	Louisiana State School for the Deaf	5	17	70	95	11	16	49	58	7	17	3	4	2	0	0	3	43	75	43	75			32	53	700	350,000		
Portland, Me.	Maine School for the Deaf	4	16	62	47	4	6	35	22	23	19							61	44					45	31	600	101,728	28,162	
Frederick, Md.	Maryland State School for the Deaf.	7	17	93	88	7	11	40	45	37	24	9	8	0	2			75	86	65	81	10	5	41	40	4,000	630,375	60,000	1,000
Overlea, Md.	Maryland School for the Colored Blind and Deaf.	2	4	21	17	4	6	9	8	8	4							9	9					21	17		[2] 61,000		
Beverly, Mass.	Beverly School for the Deaf	1	12	33	36	8	6	22	17	3	13							33	36	33	35			14	24	300	115,880	3,108	53,130
Northampton, Mass.	Clarke School for the Deaf	2	23	84	76			44	40	40	36					1	12	84	76	84	76			52	50	2,500	216,300	16,733	217,674
Randolph, Mass.	The Boston School for the Deaf	1	22	116	88			68	53	45	34			2	2	0	2	115	85	115	85			69	51	1,975			
Flint, Mich.	Michigan School for the Deaf	10	29	209	155	9	3							4	0	0	9	209	155	209	155			100	65	11,000	793,077	4,000	
Faribault, Minn.	Minnesota School for the Deaf	10	27	128	130			59	59	45	45	24	26	6	6			97	98	97	98			114	115	4,874	661,430	107,431	8,250
Jackson, Miss.	Mississippi School for the Deaf [4]	5	20	117	109	22	18	52	56	34	30	9	5	2	2			57	56	57	56			65	63	2,500	270,091	30,000	
Fulton, Mo.	Missouri School for the Deaf	18	28	197	114	68	35	71	50	49	24							146	77	68	48	2	0	94	99	5,000	441,544	149,321	
Boulder, Mont.	Montana School for the Deaf and the Blind.	4	10	45	41	9	5	21	21	15	14	0	1	0	1			40	38	35	31	5	7	19	21	3,600			
Omaha, Nebr.	Nebraska School for the Deaf	5	17	111	84	8	10	40	24	36	23	3	11	3	11			87	68	87	68			59	42	2,000	362,000	78,000	
Trenton, N. J.	New Jersey School for the Deaf	11	31	164	111													134	89	134	89					[3] 1,500	1,662,844	[3] 50,000	
Buffalo, N. Y.	Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	4	23	95	102	6	9	38	45	43	40	8	8					95	102	95	102	3	3	65	72	3,000	610,125		
Malone, N. Y.	Northern New York Institution for Deaf-Mutes.	2	14	71	45	27	16	22	16	19	8	3	5	1	4			67	38	67	38			22	17	800	230,090	30,073	
New York (904 Lexington Avenue), N. Y.	Institution for the Improved Instruction of Deaf-Mutes.	6	27	134	105	61	47	57	44	15	14	1	0			0	6	133	105	134	105			47	127	3,055	400,000	75,000	46,031
New York (99 Fort Washington Avenue), N. Y.	New York Institution for the Instruction of the Deaf and Dumb.	15	31	260	147	91	52	49	34	73	40	30	10	11	5			223	152	215	146	8	6	108	127	12,480	900,000	26,000	1,000,000
Rochester, N. Y.	Rochester School for the Deaf	5	19	90	80	8	2	59	60	18	12	5	6	2	2			90	80	90	80			47	47	7,100	108,064	86,802	83,241
Rome, N. Y.	Central New York Institution for Deaf-Mutes.	2	15	66	54	13	8	37	32	16	14							62	47	62	47	2	2	51	48	4,788	130,000	16,500	
Westchester, N. Y.	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.	9	54	216	174	24	19	150	124	39	30	3	1	3	1	2	0	154	124	154	124			95	128	3,560	1,237,123	25,620	
Morganton, N. C.	North Carolina School for the Deaf.	8	33	183	127													161	112	161	112					[3] 3,000	1,060,000	[3] 33,800	
Raleigh, N. C.	North Carolina State School for the Blind and the Deaf (negro).	2	10	55	51	12	8	41	40	2	3							33	35	22	16			32	35	(6)	[2] 333,333	(6)	
Devils Lake, N. Dak.	North Dakota School for the Deaf	7	17	64	60			40	27	16	11	8	18	0	4			56	53	47	50	11	4	30	25	2,372	288,000		
Columbus, Ohio	State School for the Deaf	13	39	254	224	30	23	118	89	70	69	36	43	7	8	1	10	141	163	141	163			152	101	6,500	1,175,500	114,460	1,800
Sulphur, Okla.	Oklahoma School for the Deaf	10	26	180	165			119	91	37	44	24	30	4	6	1	9	133	125	133	125			110	122	2,500	400,954	68,873	
Salem, Oreg.	Oregon State School for the Deaf	4	14	66	50	6	6	41	33	23	14	2	3	2	3	0	1	44	39	44	39	1	2			1,500	279,700	61,204	
Philadelphia, Pa.	Home for the Training in Speech of Deaf Children Before They are of School Age.	1	7	39	32	8	7									1	0	39	32	39	32					1,100	110,000		
Philadelphia (Mount Airy), Pa.	Pennsylvania Institution for the Deaf.	13	64	345	242			228	142	104	95	13	5	13	5			345	242	345	242			199	138	5,000	941,361	(7)	435,002
Pittsburgh (Edgewood), Pa.	Western Pennsylvania School for the Deaf.	9	28	166	137			145	116	21	21					0	11	125	111	125	111			66	70	3,826	1,000,878	68,973	131,279
Scranton, Pa.	Pennsylvania State Oral School for the Deaf.	0	9	52	38	11	11	32	19	9	8							52	38	52	38			28	21		647,500		

[1] Estimated distribution.
[2] Prorated with school for the blind.
[3] Data for 1921–22.
[4] Includes negro department.
[5] Use white department library.
[6] Included in school for the blind.
[7] Included in the preceding column.

TABLE 5.—*Statistics of State schools for the deaf, 1926–27*—Continued

Location	Institutions	Instructors		Pupils enrolled		Pupils in the kindergarten		In classes corresponding to grades 1 to 4		In classes corresponding to grades 5 to 8		In classes corresponding to high-school grade		Graduates in 1927		Pupils in teacher-training classes		Pupils taught speech during the year		Pupils taught by oral method		Pupils taught by auricular method		Pupils in industrial department		Property			
		Men	Women	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Volumes in library	Value of buildings and grounds	Value of scientific apparatus, furniture, etc.	Permanent endowment
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Pasay (Rizal), P. I.	School for the Deaf and the Blind.	6	6	57	44	---	---	46	41	7	2	4	1	---	---	---	---	49	41	46	41	15	15	43	30	---	---	---	---
Providence, R. I.	Rhode Island Institute for the Deaf.	2	16	48	54	---	---	---	---	---	---	---	---	---	---	---	---	48	54	48	54	---	---	---	---	[3] 600	$400,000	---	---
Cedar Spring, S. C.	South Carolina School for the Deaf and the Blind.	7	20	102	119	---	---	55	63	28	32	19	24	2	0	---	---	50	68	47	68	3	0	28	56	3,200	[2] 375,585	[2] $7,215	---
Do.	South Carolina School for the Deaf and the Blind (negro).	2	4	22	16	---	---	14	7	5	4	3	5	---	---	---	---	---	---	---	---	---	---	22	16				
Sioux Falls, S. Dak.	South Dakota School for the Deaf.	3	13	56	49	3	5	50	38	1	5	2	1	---	---	---	---	48	44	48	44	---	---	26	62	1,250	143,683	18,227	---
Knoxville, Tenn.	Tennessee School for the Deaf [4]	10	21	152	140	39	30	72	55	36	40	2	3	---	---	---	---	89	86	89	86	---	---	68	60	450	504,363	42,000	---
Austin, Tex.	Texas Deaf, Dumb, and Blind Institute for Colored Youths.	2	14	52	58	11	9	25	23	10	19	6	7	0	1	0	3	35	31	35	31	---	---	52	58	---	[2] 265,000	[2] 26,500	---
Do.	Texas School for the Deaf.	11	43	246	273	---	---	136	155	62	79	14	22	0	4	---	---	130	158	130	158	41	64	84	109	15,000	750,000	100,000	---
Ogden, Utah	Utah School for the Deaf.	5	14	61	52	---	---	28	21	22	21	11	10	5	2	---	---	61	52	61	52	---	---	24	31	4,000	[2] 231,000	12,000	---
Brattleboro, Vt.	Austine Institution for the Deaf.	2	7	25	20	4	2	3	0	1	0	---	---	---	---	---	---	25	20	25	20	2	0	12	15	1,420	---	---	---
Newport News, Va.	Virginia State School for Colored Deaf and Blind Children.	2	3	35	25	---	---	15	12	20	13	---	---	---	---	---	---	---	---	---	---	---	---	35	25	100	[2] 55,200	4,000	---
Staunton, Va.	Virginia School for the Deaf and the Blind.	7	27	92	106	10	10	64	66	18	24	0	3	---	---	0	5	85	97	74	93	---	---	60	103	2,500	[2] 365,000	[2] 35,350	---
Vancouver, Wash.	Washington State School for the Deaf.	6	12	77	54	---	---	26	13	38	39	13	2	3	2	---	---	66	44	59	43	---	---	54	43	1,200	450,000	---	---
Romney, W. Va.	West Virginia School for the Deaf and the Blind.	7	26	133	129	---	---	103	89	26	36	4	4	3	4	0	9	102	101	97	96	---	---	66	53	685	800,000	[2] 35,500	---
Delavan, Wis.	Wisconsin State School for the Deaf.	8	21	112	82	12	7	44	38	40	27	16	10	---	---	0	2	94	66	94	66	---	---	65	43	2,000	330,000	15,000	---

[2] Prorated with school for the blind.

[3] Data for 1921–22.

[4] Includes negro department.

TABLE 6.—*Statistics of receipts and expenditures of State schools for the deaf, 1926–27*

Location	Institution	Receipts					Expenditures			
		From State, county, or city	From private benefactions	From endowment fund	From other sources	Total	For building and lasting improvements	For teachers' salaries, books, etc.	For all other current expenses	Total
1	2	3	4	5	6	7	8	9	10	11
Talladega, Ala	Alabama Institution for the Deaf and the Blind	$89,820			$1,511	$91,331		$41,376	$53,583	$94,959
Do	Alabama Institution for the Deaf and the Blind (negro)	[1] 20,636			[1] 3,036	[1] 23,672		[1] 3,506	[1] 17,974	[1] 21,480
Tucson, Ariz	Arizona School for the Deaf and the Blind [2]	[1] 21,647				[1] 21,647	[1] $141,176	[1] 11,294	[1] 10,353	[1] 162,823
Little Rock, Ark	Arkansas School for the Deaf [3]	107,000		$500	4,800	112,300	1,500	47,000	63,800	112,300
Berkeley, Calif	California School for the Deaf and the Blind	[1] 189,200				[1] 189,200	[1] 57,894	[1] 47,460	[1] 78,148	[1] 183,502
Colorado Springs, Colo	Colorado School for Deaf and Blind	[1] 147,430			[1] 9,024	[1] 156,454	[1] 39,342	[4]	[1] 107,236	[1] 146,578
Mystic, Conn	The Mystic Oral School for the Deaf	166,898				166,898	3,898	18,267	144,733	166,898
West Hartford, Conn	The American School for the Deaf	134,256		15,247	1,715	151,218	25,539	40,000	74,153	139,692
Washington, D. C	Columbia Institution for the Deaf	138,400		670	16,457	155,527		54,570	99,630	154,200
St. Augustine, Fla	Florida School for the Deaf and the Blind	}								107,500
Do	Florida School for the Deaf and the Blind (negro)	}								
Cave Springs, Ga	Georgia School for the Deaf [3]	86,200				86,200	1,200	33,000	52,000	86,200
Gooding, Idaho	Idaho State School for the Deaf and the Blind	[1] 49,812		[1] 4,185		[1] 53,997	[1] 3,648	[1] 15,418	[1] 29,461	[1] 48,527
Jacksonville, Ill	Illinois School for the Deaf	651,382				651,382	65,000	[4]	267,000	332,000
Indianapolis, Ind	Indiana State School for the Deaf	151,200				151,200	5,639	41,007	76,418	123,064
Council Bluffs, Iowa	Iowa School for the Deaf	216,103			6,701	222,804	3,530	57,900	174,187	235,617
Olathe, Kans	State School for the Deaf	162,940				162,940	10,000	40,948	121,992	172,940
Danville, Ky	Kentucky School for the Deaf	134,142		400		134,542	25,800	42,444	65,799	134,043
Do	Kentucky School for the Deaf (negro)	8,622				8,622		1,954	6,668	8,622
Baton Rouge, La	Louisiana State School for the Deaf	82,500			55,000	137,500	43,821	28,724	39,321	111,866
Portland, Me	Maine School for the Deaf	47,962			2,400	50,362	5,705	14,984	29,673	50,362
Frederick, Md	Maryland State School for the Deaf	123,535		40	640	124,215	50,000	24,681	49,534	124,215
Overlea, Md	Maryland School for the Colored Blind and Deaf					[1] 20,974		[1] 5,523	[1] 13,466	[1] 18,989
Beverly, Mass	Beverly School for the Deaf	32,178	$3,242	2,343	3,494	41,257	4,758	15,255	20,475	40,488
Northampton, Mass	Clarke School for the Deaf	103,431	37,142	12,316	4,186	157,075		34,894	104,383	139,277
Flint, Mich	Michigan School for the Deaf	168,132				168,132	13,877	53,311	119,394	186,582
Faribault, Minn	Minnesota School for the Deaf	184,996		450		185,446	59,134	52,777	72,500	184,411
Jackson, Miss	Mississippi School for the Deaf [3]	80,000			2,293	82,293	12,800	20,857	44,143	77,800
Fulton, Mo	Missouri School for the Deaf	207,355				207,355	6,727	77,610	121,842	206,179
Omaha, Nebr	Nebraska School for the Deaf	77,274			7,010	84,284		25,000	59,284	84,284
Trenton, N. J	New Jersey School for the Deaf						292,444	[4]	220,794	513,238

[1] Prorated with school for the blind. [2] Data for 1921–22. [3] Includes negro department. [4] Included in the following column.

TABLE 6.—*Statistics of receipts and expenditures of State schools for the deaf, 1926–27*—Continued

Location	Institution	Receipts					Expenditures			
		From State, county, or city	From private benefactions	From endowment fund	From other sources	Total	For building and lasting improvements	For teachers' salaries, books, etc.	For all other current expenses	Total
1	2	3	4	5	6	7	8	9	10	11
Buffalo, N. Y.	Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes.	$107,942	639	----------	$70	$108,651	----------	----------	----------	$107,482
Malone, N. Y.	Northern New York Institution for Deaf-Mutes	62,124	----------	----------	1,291	63,415	----------	$15,918	$49,092	65,010
New York (904 Lexington Avenue), N. Y.	Institution for the Improved Instruction of Deaf-Mutes	118,212	$37,995	$2,287	6,376	164,870	----------	57,206	106,791	163,997
New York (99 Fort Washington Avenue), N. Y.	New York Institution for the Instruction of the Deaf and Dumb.	196,692	34,007	45,000	1,857	277,556	----------	63,404	213,425	276,829
Rochester, N. Y.	Rochester School for the Deaf	93,656	----------	5,542	2,479	101,677	$1,152	39,010	58,683	98,845
Rome, N. Y.	Central New York Institution for Deaf-mutes	63,529	----------	----------	338	63,867	3,632	15,980	49,284	68,896
Westchester, N. Y.	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.	200,363	27,737	----------	7,738	235,838	20,966	82,384	156,260	259,610
Morganton, N. C.	North Carolina School for the Deaf	----------	----------	----------	----------	----------	10,170	(4)	119,616	129,786
Raleigh, N. C.	North Carolina State School for the Blind and the Deaf (negro).	[1] 69,638	----------	----------	----------	[1] 69,638	[1] 16,666	[1] 12,976	[1] 37,112	[1] 66,754
Devils Lake, N. Dak.	North Dakota School for the Deaf	73,664	----------	21,344	3,862	98,870	632	33,077	54,612	88,321
Columbus, Ohio	State School for the Deaf	199,140	----------	72	----------	199,212	----------	66,000	133,140	199,140
Sulphur, Okla.	Oklahoma School for the Deaf	148,000	----------	----------	18,410	166,410	34,143	43,788	82,298	160,229
Salem, Oreg.	Oregon State School for the Deaf	56,500	----------	----------	----------	56,500	6,853	17,426	30,892	55,171
Philadelphia, Pa.	Home for the Training in Speech of Deaf Children Before They are of School Age.	59,214	----------	----------	2,203	61,417	----------	----------	----------	61,417
Philadelphia (Mount Airy), Pa.	Pennsylvania Institution for the Deaf	276,487	57,608	14,080	2,075	350,250	(5)	124,083	226,167	350,250
Pittsburgh (Edgewood), Pa.	Western Pennsylvania School for the Deaf	172,010	3,791	6,850	1,180	183,831	----------	64,714	112,303	177,017
Scranton, Pa.	Pennsylvania State Oral School for the Deaf	47,955	----------	----------	7,450	55,405	----------	13,117	40,622	53,739
Providence, R. I.	Rhode Island Institute for the Deaf	----------	----------	----------	----------	----------	----------	----------	----------	61,000
Cedar Spring, S. C.	South Carolina School for the Deaf and the Blind	[1] 77,672	----------	----------	----------	[1] 77,672	[1] 8,760	[1] 25,245	[1] 36,482	[1] 70,487
Do.	South Carolina School for the Deaf and the Blind (negro).									
Sioux Falls, S. Dak.	South Dakota School for the Deaf	52,274	----------	13,225	1,460	66,959	279	20,340	39,984	60,603
Knoxville, Tenn.	Tennessee School for the Deaf [3]	139,288	----------	----------	1,388	140,676	19,956	44,163	60,181	124,300
Austin, Tex.	Texas Deaf, Dumb, and Blind Institute for Colored Youths.	[1] 68,900	----------	----------	----------	[1] 68,900	----------	[1] 26,240	[1] 47,170	[1] 73,410
Do.	Texas School for the Deaf	191,750	----------	----------	2,637	194,387	10,000	103,593	80,794	194,387

Ogden, Utah	Utah School for the Deaf	[1] 69,300				[1] 69,300		[1] 25,574	[1] 42,350	[1] 67,924
Newport News, Va	Virginia State School for Colored Deaf and Blind Children	[1] 20,940			[1] 2,218	[1] 23,158	[1] 2,454	[1] 3,230	[1] 15,073	[1] 20,757
Staunton, Va	Virginia School for the Deaf and the Blind	[1] 71,119			[1] 2,426	[1] 73,545	[1] 575	[1] 30,704	[1] 41,987	[1] 73,266
Vancouver, Wash	Washington State School for the Deaf	80,500				80,500	5,000	14,716	55,780	75,496
Romney, W. Va	West Virginia School for the Deaf and the Blind	[1] 120,700				[1] 120,700	[1] 17,750	[1] 48,530	[1] 49,700	[1] 115,980
Delavan, Wis	Wisconsin State School for the Deaf	123,600				123,600	18,000	([4])	106,000	124,000

[1] Prorated with school for the blind.

[4] Included in the following column.

[5] Included in column 10.

TABLE 7.—*Statistics of city day schools for the deaf, 1926–27*

Location	Instructors		Pupils enrolled		Pupils in the kindergarten		In classes corresponding to grades 1 to 4		In classes corresponding to grades 5 to 8		In classes corresponding to high-school grades		Pupils taught speech during the year		Pupils taught by oral method		Pupils taught by auricular method		Pupils in industrial department		Property			
	Men	Women	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Volumes in library	Value of buildings and grounds	Value of scientific apparatus, furniture, library, etc.	Permanent endowment fund
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Eureka, Calif.	0	1	2	3	----	----	2	2	0	1	----	----	2	3	2	3	----	----	----	----	----	----	----	----
Long Beach, Calif.	0	2	21	119	----	----	----	----	----	----	----	----	21	119	21	119	----	----	----	----	----	----	----	----
Los Angeles, Calif.	0	15	66	74	4	0	28	38	34	36	----	----	66	74	58	74	8	0	----	----	----	----	----	----
Oakland, Calif.	0	2	15	7	0	1	11	3	4	3	----	----	15	7	15	7	----	----	----	----	----	$25,000	$1,000	----
Sacramento, Calif.	0	2	10	5	2	1	----	----	----	----	----	----	10	5	10	5	----	----	----	----	----	----	----	----
San Diego, Calif.	0	1	5	4	0	1	5	3	----	----	----	----	5	4	5	4	----	----	----	----	----	----	----	----
San Francisco, Calif.	1	7	22	30	4	9	8	11	10	10	----	----	22	30	22	29	----	----	16	18	----	----	3,307	----
Atlanta, Ga.	0	1	0	4	----	----	0	4	----	----	----	----	0	4	0	4	----	----	0	2	----	----	----	----
Chicago, Ill.	2	51	227	211	----	----	----	----	----	----	12	9	227	211	227	211	----	----	----	----	----	----	----	----
Moline, Ill.	0	1	9	3	6	0	2	2	1	1	----	----	9	3	8	3	----	----	----	----	----	----	100	----
Peoria, Ill.	1	2	3	4	----	----	2	1	1	3	----	----	3	4	3	4	----	----	2	3	67	----	----	----
Rochelle, Ill.	0	1	3	4	----	----	1	2	2	2	----	----	3	4	3	4	----	----	----	----	56	----	250	----
Evansville, Ind.	0	1	0	9	0	3	0	5	0	1	----	----	0	9	0	7	0	2	----	----	----	----	75	----
Davenport, Iowa	0	2	8	8	1	1	5	3	2	4	----	----	8	8	5	6	3	2	4	2	125	----	300	----
Des Moines, Iowa	0	3	14	15	1	5	12	7	1	3	----	----	14	15	14	15	----	----	----	----	654	----	----	----
Dubuque, Iowa [1]	0	1	3	5	----	----	3	5	----	----	----	----	3	5	3	5	----	----	----	----	----	----	----	----
Ottumwa, Iowa	0	1	5	4	----	----	3	3	2	1	----	----	5	4	5	4	----	----	2	3	----	----	----	----
Sioux City, Iowa	0	1	2	5	----	----	1	4	1	1	----	----	2	5	2	5	----	----	----	----	25	----	250	----
Kansas City, Kans.	0	1	9	4	----	----	7	4	2	0	----	----	9	4	9	4	----	----	----	----	----	----	----	----
Wichita, Kans.	0	1	3	9	3	3	0	3	0	3	----	----	3	9	3	9	----	----	----	----	----	----	----	----
New Orleans, La.	0	1	8	3	1	0	3	1	4	2	----	----	8	3	8	3	----	----	7	3	101	----	----	----
Baltimore, Md.	0	5	47	35	5	0	1	5	39	27	2	3	47	35	45	34	2	1	----	----	----	----	1,000	$10,000
Boston, Mass.	2	23	75	75	28	29	25	15	19	27	3	4	75	75	75	75	----	----	----	----	----	129,000	3,300	----
Lynn, Mass.	0	2	11	8	5	2	6	6	----	----	----	----	11	8	11	8	----	----	1	0	----	----	----	----
Bay City, Mich.	0	1	7	1	1	0	6	0	0	1	----	----	7	1	7	1	----	----	----	----	----	----	----	----
Detroit, Mich.	1	29	138	118	12	15	106	91	20	12	----	----	138	118	138	118	----	----	84	67	----	----	----	----
Escanaba, Mich.	0	1	5	1	1	0	2	1	1	0	1	0	5	1	5	1	----	----	2	0	80	----	200	----
Grand Rapids, Mich.	0	6	31	17	4	0	14	8	13	9	----	----	31	17	26	14	5	3	4	6	52	----	----	----
Ironwood, Mich.	0	2	4	6	1	1	1	1	2	4	----	----	4	6	4	6	1	3	----	----	----	----	277	----
Jackson, Mich.	0	2	11	7	1	0	5	4	5	3	----	----	11	7	11	7	----	----	----	----	----	----	----	----
Lansing, Mich.	0	2	5	9	0	1	4	3	1	5	----	----	2	3	5	9	----	----	----	----	----	----	----	----
Saginaw, Mich.	0	1	3	10	----	----	1	3	2	3	----	----	3	10	3	10	----	----	----	----	----	----	----	----
Traverse City, Mich.	0	1	9	4	2	0	1	3	4	1	----	----	9	4	9	4	----	----	6	3	----	----	----	----

Duluth, Minn	0	1	3	7			1	5	1	1	0	1	3	7	3	7	1	1	1	1					
Minneapolis, Minn	1	10	41	34	4	4	19	17	18	13			41	34	41	34			25	15					
Rochester, Minn	0	4	22	10	3	1	13	6	6	3			22	10	22	10			2	0					
St. Paul, Minn	0	4	18	15	2	1	11	12	5	2			18	15	18	15	18	15			104		645		
Kansas City, Mo	0	6	25	21	5	3	17	10	3	8			25	21	25	21			10	11					
St. Louis, Mo	1	10	29	34	4	4	20	24	4	5	1	1	22	34	20	32	2	2	17	26					
Lincoln, Nebr	1	3	12	10	2	0	10	5	0	5			12	10	12	10			7	2					
Manchester, N. H	0	1	0	4			0	2	0	2			0	2	0	2									
Bayonne, N. J	1	3	7	9			3	8	4	1			7	9	7	9			1	8					
Jersey City, N. J	0	3	10	13	1	3	8	9	1	0	0	1	10	12	10	12			9	7					
Newark, N. J	1	13	55	31	8	2							55	31	55	31	10	2			2,632				
Albany, N. Y	0	3	5	9	0	1	2	6	2	2	1	0	5	9	4	8	1	1	0	3					
New York, N. Y	3	48	240	252	28	23	122	118	90	111			240	252	240	252			170	186	342		35, 454		
Schenectady, N. Y	0	1	4	10			3	8	1	2			4	9	4	9	2	1			10				
Syracuse, N. Y	0	3	6	5			6	5					6	5	6	5			6	5					
Akron, Ohio	0	2	10	11	1	2	7	8	2	1			10	11	10	11			2	0					
Canton, Ohio	0	2	13	6	3	0	6	5	4	1			13	6	10	5	3	1	4	1					
Cincinnati, Ohio	0	5	17	21	2	3	11	8	4	10			17	21	17	21			5	15	250		300		
Cleveland, Ohio	1	18	78	62			51	39	27	23			78	62	78	62					2,300				
Dayton, Ohio	0	3	13	18	2	6	5	7	4	4	2	1	13	18	13	18			9	7					
Springfield, Ohio	0	1	4	3			2	2	2	1			4	3	4	3	4	3							
Toledo, Ohio	0	3	13	17	4	5	9	12					13	17			13	17					3, 168		
Portland, Oreg	1	5	25	13	4	2	12	6	6	2			25	13	25	13	1	0	7	2					
Erie, Pa	0	3	6	12	0	1	6	11					6	12	6	12			6	10					
Philadelphia, Pa	0	10	64	55	8	11	44	32	12	12			64	55	64	55			41	39					
Dallas, Tex	0	1	9	10	5	5	2	4	2	0			9	10	9	10	3	1							
El Paso, Tex	0	2	9	11			4	6	3	3	2	2	9	11	9	11						5, 000			
Houston, Tex	0	1	6	6			5	5	1	1			6	6	6	6									
Everett, Wash	0	1	2	6			2	6					2	6	1	4	1	2							
Seattle, Wash	0	7	44	32	6	4	27	15	11	13			44	32	44	32									
Spokane, Wash	1	3	8	8	1	1	4	6	1	0	2	1	8	8	7	8	1	0	4	1					
Tacoma, Wash [1]	0	2	13	10			7	5	6	5			13	10	13	10					60		500		
Antigo, Wis	0	2	6	13			2	8	4	5			6	13	6	11	0	2							
Appleton, Wis	0	1	7	2			7	2					7	2	7	2									
Ashland, Wis	0	1	2	3			1	0	1	3			1	2	1	2	0	1	0	2					700
Eau Claire, Wis	0	3	13	17	2	1	6	6	5	10			13	17	13	17									
Fond du Lac, Wis	0	1	3	5	0	1	2	1	1	3			3	5	3	5	1	1	3	5	200		500		
Green Bay, Wis	0	3	17	7	5	0	3	4	3	2	1	1	17	7	16	5	1	2			704				
Kenosha, Wis	0	2	15	1	3	0	6	0	6	1			15	1	5	0	10	1	9	0					
Madison, Wis	0	2	10	9	2	1	4	3	4	5			10	9					3	0			2, 000		
Marinette, Wis	0	1	1	5			1	1	0	3	0	1	1	5	1	2	0	3							
Milwaukee, Wis	0	14	66	46	4	3	37	19	22	21	3	3	66	46	66	46			27	24			4, 275		
New London, Wis	0	1	4	0			2	0	2	0			4	0	4	0			2	0					
Oshkosh, Wis	0	2	12	4	2	0	4	2	5	1	1	1	12	4	8	3	4	1	7	2	190		675		
Racine, Wis	0	2	9	11			6	6	3	5			9	11	1	3	8	8			151		2, 000		
Rice Lake, Wis	1	3	3	4			1	0	2	4			3	4	2	1	1	3	4	2	75				
Sheboygan, Wis	0	1	3	4	1	0	0	2	2	2			3	4	3	4			1	2					
Stevens Point, Wis	0	1	4	9	0	1	2	5	1	3	1	0	4	9	4	9					200		400		
Superior, Wis	0	1	2	7			2	3	0	4			2	7	0	6	0	3	0	2					
Wausau, Wis	0	2	7	6	1	0	3	0	3	4	0	2	7	6	7	6			5	6	40		200		

[1] Data for 1921–22.

TABLE 8.—*Statistics of private institutions for the deaf, 1926–27*

Location	Institution	Instructors		Pupils enrolled		Pupils in the kindergarten		In classes corresponding to grades 1 to 4		In classes corresponding to grades 5 to 8		In classes corresponding to high-school grades		Pupils taught speech during the year		Pupils taught by oral method		Pupils taught by auricular method		Pupils in the industrial department		Property			
		Men	Women	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Volumes in library	Value of buildings and grounds	Value of scientific apparatus, furniture, library, etc.	Permanent endowment fund
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
Oakland, Calif	St. Joseph's Home for Deaf-Mutes	0	5	12	18	---	---	10	15	2	3	---	---	12	18	12	18	12	18	---	---	100	---	---	---
Macon, Ga	Miss Aubaugh's School for Deaf Children	0	4	0	12	---	---	0	10	0	2	---	---	0	12	0	12	0	12	0	12	---	---	---	---
Chicago, Ill	The Ephpheta School for the Deaf	0	13	60	58	---	---	47	37	13	21	---	---	60	58	60	58	1	2	60	58	[1] 470	[1] $200, 000	[1] $6, 886	---
Chinchuba, La	Chinchuba Deaf-Mute Institute	3	11	27	40	---	---	14	17	13	23	---	---	27	40	3	3	3	3	27	40	---	---	---	---
Baltimore, Md	St. Francis Xavier's School for the Deaf	0	8	29	11	2	0	20	9	7	2	---	---	29	11	28	7	2	3	9	0	800	41, 012	4, 465	---
Kensington, Md	Home School	0	5	7	11	---	---	---	---	---	---	---	---	7	11	7	11	---	---	---	---	[1] 800	[1] 30, 000	[1] 5, 000	[1] $10, 384
Detroit, Mich	Evangelical Lutheran Deaf-Mute Institute	3	2	18	16	0	2	17	13	---	---	---	---	17	16	14	13	---	---	3	5	220	150, 000	5, 000	---
St. Louis, Mo	Central Institute for the Deaf	2	21	63	58	13	0	13	9	11	23	0	2	37	34	37	34	10	12	12	0	[1] 300	[1] 84, 000	10, 500	15, 000
Do	St. Joseph's Institute for the Deaf	0	12	22	49	---	---	---	---	---	---	---	---	22	49	---	---	---	---	---	---	[1] 200	[1] 25, 000	[1] 1, 000	---
Cincinnati, Ohio	St. Rita School for the Deaf	5	13	55	42	2	5	24	21	18	11	11	5	55	42	55	42	---	---	29	18	1, 500	600, 000	100, 000	---
Sand Springs, Okla	Home Oral School	0	3	7	6	2	2	1	1	4	3	---	---	7	6	7	6	---	---	---	---	---	---	---	---
Landsdowne, Pa	The Sanitorium School	0	5	3	2	2	0	0	2	1	0	---	---	3	2	3	2	---	---	---	---	300	60, 000	6, 000	---
Philadelphia, Pa	Archbishop Ryan Memorial Institute for Deaf-Mutes.	1	7	25	30	1	6	16	15	8	9	---	---	25	30	22	29	3	1	12	19	---	---	---	---
Pittsburgh (Brookline), Pa.	De Paul Institute	3	13	64	59	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	[1] 500	[1] 430, 000	[1] 3, 000	---
Santurce, P. R	St. Gabriel's School for the Deaf	1	7	26	22	13	12	13	10	---	---	---	---	26	22	26	22	26	22	6	11	170	28, 000	3, 500	---
St. Francis, Wis	St. John's Institute for Deaf-Mutes	5	10	41	40	6	8	20	18	15	14	---	---	35	38	31	37	4	1	---	---	---	---	---	---

[1] Data for 1921–22.

TABLE 9.—*Receipts and expenditures of private schools for the deaf, 1926–27*

Location	Institution	Receipts					Expenditures			
		From State, county, or city	From private benefactions	From endowment fund	From other sources	Total	For building and lasting improvements	For teachers' salaries, books, etc.	For all other current expenses	Total
1	2	3	4	5	6	7	8	9	10	11
Oakland, Calif.	St. Joseph's Home for Deaf-Mutes					$7,344				$7,800
Chicago, Ill.	The Ephpheta School for the Deaf					27,930				24,570
Baltimore, Md.	St. Francis Xavier's School for the Deaf	$3,000	$2,227		$4,702	9,929	$567	$1,120	$8,290	9,977
Kensington, Md.	Home School				[1] 10,384	[1] 10,384		[1] 2,682	[1] 9,302	[1] 11,984
Detroit, Mich.	Evangelical Lutheran Deaf-Mute Institute		17,489			17,489	2,770	4,100	10,045	16,915
St. Louis, Mo.	Central Institute for the Deaf			$750	59,913	60,663	4,250	43,083	13,330	60,663
Cincinnati, Ohio	St. Rita School for the Deaf					106,314				87,103
Sand Springs, Okla.	Home Oral School				5,750	5,750		3,385	2,615	6,000
Pittsburgh, Pa.	De Paul Institute		15,773		2,337	18,110	6,993	[2]	24,452	31,445
Santurce, P. R.	St. Gabriel's School for the Deaf	1,800	7,503			9,303	688	185	7,959	8,832

[1] Data for 1921–22.

[2] Included in the column following.

CHAPTER XXVIII

INDUSTRIAL SCHOOLS FOR DELINQUENTS

This report contains statistics for 1926–27 of schools for delinquents. The institutions are of a reformatory nature, and receive inmates committed to their care by juvenile and other courts. Reports were received from 158 institutions out of 173 believed to exist.

The number of instructors reported for the year is 1,488, of which number 582 are men. These persons are engaged primarily in the instruction of inmates. The assistants numbered 4,677 in 1927, of whom 2,529 were men. These assistants do no teaching, but care for the inmates.

The total number of inmates reported for 1926–27 is 84,317, of which number 65,174 are boys and 19,143 are girls. Of the total number of inmates, 72,803 are white and 11,514 are colored. Since 1922 the number of inmates has increased 28.6 per cent, which is an increase of 30.2 per cent for boys and 23.5 per cent for girls. White inmates have increased 31.4 per cent in the last five years, and colored inmates have increased 25.7 per cent. Instruction was given to 61,740 inmates, or 74 per cent of the total number in institutions reporting this item. Some trade or occupation was taught to 48,646, or 75 per cent of all inmates in institutions reporting this item.

The percentages of those inmates which are native-born of native parents, and of those which are native-born of foreign or mixed parents, are about the same as the percentages for corresponding groups in the 5 to 20-year class of the general population. Foreign-born inmates comprise about 6 per cent of the total number of inmates in institutions reporting foreign-born, while the foreign-born children comprise about 7 per cent of the whole number of children in the United States.

Ninety-one schools reported both the number of inmates committed (24,110) and the number that could neither read nor write (2,271). This is 9.4 per cent of those committed in these institutions. In 1920 among children 10 to 20 years of age in the United States, 2.7 per cent were illiterate. One hundred and thirty-nine institutions report both the number of inmates discharged (27,530) and the number discharged that could read and write (27,385). This would indicate that 145, or 0.5 per cent of those discharged from these institutions, were illiterate. This is considerably below the average for the United States, although there are probably differences in the definition of illiteracy in each group.

TABLE 1.—*Summary of statistics of industrial schools for delinquents from 1900 to 1927*

Items	1900	1905	1910	1912	1914	1915	1916	1918	1922	1927
Schools reporting	80	99	115	117	112	112	121	135	145	158
Teachers:										
Men			493	458	492	447	518	482	430	582
Women			624	616	560	588	643	655	774	906
Total	538	771	1,117	1,074	1,052	1,035	1,161	1,137	1,204	1,488
Assistants:										
Men			1,649	1,704	1,889	1,793	2,098	1,937	2,139	2,529
Women			1,134	1,194	1,196	1,216	1,413	1,588	1,841	2,148
Total	1,569	2,013	2,783	2,898	3,085	3,009	3,511	3,525	3,980	4,677
Whole number of inmates:										
Boys	18,968	31,120	43,702	41,137	43,333	45,794	49,009	49,660	50,055	65,174
Girls	4,933	6,886	12,961	10,830	11,465	11,443	12,819	14,102	15,495	19,143
Total	23,901	38,006	56,663	51,967	54,798	57,237	61,828	63,762	65,550	84,317
Total white inmates	20,278	30,881	45,741	40,575	42,130	46,730	53,223	[1] 51,786	55,393	72,803
Total colored inmates	2,695	4,681	7,434	6,757	7,008	6,775	7,312	8,479	9,157	11,514
Inmates receiving instruction in school classes	21,626	36,580	42,381	43,226	43,283	44,735	50,320	51,937	50,485	61,740
Inmates learning some trade or occupation	15,946	30,378	39,391	33,592	39,344	40,707	46,543	43,410	40,274	48,646
Total children 5 to 18 years, inclusive, in the United States	21,488,011	23,410,800	24,305,932	25,167,445	26,002,153	26,425,100	26,846,976	27,686,476	30,532,529	34,090,094

[1] One school enrolling 673 inmates did not report white and colored separately.

TABLE 2.—*Teachers and inmates in industrial schools for delinquents, 1926–27*

State	Schools reporting	Schools not reporting	Teachers		Assistants not employed as teachers		Whole number of inmates			Negro inmates included in preceding column		
			Men	Women	Men	Women	Boys	Girls	Total	Schools reporting	Boys	Girls
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	158	15	582	906	2,529	2,148	65,174	19,143	84,317	111	9,722	1,792
Alabama	3	----	8	10	17	14	1,099	275	1,374	1	500	----
Arizona	1	----	1	2	9	1	139	27	166	----	----	----
Arkansas	1	1	2	2	12	3	325	----	325	----	----	----
California	6	1	4	41	152	106	1,680	908	2,588	5	275	20
Colorado	2	----	6	9	32	19	468	244	712	2	25	18
Connecticut	2	----	8	8	38	26	872	----	872	1	34	----
Delaware	3	----	5	9	9	8	173	102	275	2	68	27
District of Columbia	2	----	----	20	40	27	754	196	950	2	233	163
Florida	1	1	----	6	27	9	856	----	856	1	417	----
Georgia	3	----	2	4	12	15	285	157	442	1	65	----
Idaho	1	----	2	4	20	25	290	152	442	1	3	1
Illinois	7	1	16	76	198	136	5,575	1,549	7,124	6	1,095	173
Indiana	3	----	14	10	142	42	1,963	518	2,481	3	267	31
Iowa	4	----	4	16	34	60	737	446	1,183	3	32	25
Kansas	3	----	37	33	65	26	1,305	255	1,560	3	215	23
Kentucky	2	----	27	25	56	51	1,109	472	1,581	2	313	74
Louisiana	1	----	2	1	16	8	324	----	324	----	----	----
Maine	3	----	----	9	14	42	165	365	530	3	2	3
Maryland	6	1	48	16	57	41	1,949	715	2,664	3	432	301
Massachusetts	9	----	46	57	84	107	2,323	501	2,824	5	34	----
Michigan	5	----	24	44	96	165	1,031	1,606	2,637	3	77	53
Minnesota	6	1	37	19	56	82	1,388	537	1,925	5	25	22
Mississippi	1	----	15	10	8	13	233	139	372	----	----	----
Missouri	3	1	7	21	71	44	912	300	1,212	2	169	----
Montana	2	----	6	6	10	16	230	108	338	1	2	----
Nebraska	3	----	4	11	27	33	292	403	695	3	27	40
Nevada	1	----	1	----	5	----	46	----	46	1	1	----
New Hampshire	1	----	----	4	12	14	158	80	238	1	0	1
New Jersey	6	----	46	24	138	67	2,927	670	3,597	5	468	89
New Mexico	1	----	----	1	4	1	44	----	44	1	3	----
New York	14	1	65	159	283	353	7,034	2,889	9,923	9	290	164
North Carolina	1	1	3	2	27	17	606	----	606	----	----	----
North Dakota	1	----	----	9	26	7	185	65	250	1	1	----
Ohio	7	2	64	42	167	136	8,105	1,746	9,851	6	1,916	347
Oklahoma	3	----	3	6	14	18	594	149	743	2	87	----
Oregon	2	----	----	6	16	24	280	109	389	1	1	----
Pennsylvania	9	1	27	56	265	176	4,870	1,278	6,148	5	682	32
Rhode Island	2	----	1	7	25	16	430	83	513	2	22	14
South Carolina	3	----	5	3	12	6	500	75	575	1	200	----
South Dakota	1	----	1	4	12	6	146	67	213	1	1	----
Tennessee	5	1	4	20	37	19	831	314	1,145	4	316	15
Texas	2	----	2	19	57	24	8,341	232	8,573	1	1,090	----
Utah	----	1	----	----	----	----	----	----	----	----	----	----
Vermont	1	----	----	7	15	17	236	112	348	1	2	1
Virginia	4	----	15	19	9	20	621	294	915	2	230	132
Washington	5	----	5	15	41	38	1,363	358	1,721	5	92	8
West Virginia	2	----	----	10	37	26	720	218	938	----	----	----
Wisconsin	2	1	9	17	24	43	585	382	967	2	5	13
Wyoming	2	----	6	7	1	1	75	47	122	2	5	2
Outlying part												
Porto Rico	1	----	12	----	9	----	327	----	327	1	213	----

TABLE 3.—*Parentage of inmates in industrial schools for delinquents, 1926–27 (including only those schools making a complete and accurate distribution of their total enrollment)*

State	Schools reporting	American born								Foreign born		Per cent foreign born in institutions reporting foreign born
		Of American parents		With one American parent		Both parents foreign born		Total				
		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	105	32,840	6,812	3,087	775	10,043	1,690	45,970	9,277	1,758	518	6
Alabama	2	500	274	------	1	------	------	500	275	------	------	------
Arkansas	1	318	------	2	------	4	------	324	------	1	------	------
California	3	565	291	361	11	150	149	1,076	451	127	50	10
Colorado	1	296	------	40	------	90	------	426	------	42	------	9
Delaware	2	92	65	------	------	80	9	172	74	1	1	1
District of Columbia	2	688	194	4	2	48	------	740	196	14	------	2
Florida	1	854	------	------	------	------	------	854	------	2	------	------
Georgia	2	238	------	1	------	------	------	239	------	------	------	------
Idaho	1	256	147	6	2	24	2	286	151	4	1	1
Illinois	5	2,975	252	472	191	1,281	179	4,728	622	127	163	5
Indiana	2	1,001	495	24	------	48	18	1,073	513	39	5	3
Iowa	3	613	297	60	13	50	10	723	320	14	5	2
Kansas	2	857	242	------	9	------	4	857	255	23	------	3
Kentucky	2	1,100	470	------	2	7	------	1,107	472	2	------	------
Louisiana	1	318	------	5	------	1	------	324	------	------	------	------
Maine	3	157	299	------	21	------	36	157	356	8	9	5
Maryland	4	309	567	21	60	51	67	381	694	2	21	3
Massachusetts	5	436	------	312	------	1,171	------	1,919	------	217	------	10
Michigan	3	750	428	75	82	164	68	989	578	42	4	6
Minnesota	6	839	311	203	96	294	111	1,336	518	52	19	4
Mississippi	1	233	139	------	------	------	------	233	139	------	------	------
Missouri	1	511	------	13	------	4	------	528	------	------	------	------
Nebraska	1	231	------	------	------	------	------	231	------	9	------	4
New Jersey	3	832	------	51	------	730	------	1,613	------	127	------	7
New Mexico	1	44	------	------	------	------	------	44	------	------	------	------
New York	11	1,532	822	609	198	3,691	979	5,832	1,999	677	226	10
North Carolina	1	602	------	------	------	2	------	604	------	2	------	------
North Dakota	1	146	51	19	7	18	7	183	65	2	0	1
Ohio	4	1,305	79	455	4	656	6	2,416	89	10	2	1
Oklahoma	3	593	146	------	------	1	2	594	148	------	1	1
Oregon	2	154	91	50	6	68	12	272	109	8	------	3
Pennsylvania	5	1,404	128	157	52	726	16	2,287	196	45	8	3
South Carolina	3	500	75	------	------	------	------	500	75	------	------	------
Tennessee	4	682	312	3	1	2	1	687	314	------	------	------
Texas	2	8,373	------	------	------	200	------	8,573	------	------	------	------
Vermont	1	160	87	37	16	21	7	218	110	18	2	6
Virginia	4	602	294	12	------	6	------	620	294	1	------	------
Washington	2	785	------	95	------	167	------	1,255	------	114	------	10
West Virginia	2	665	212	------	1	50	4	715	217	5	1	1
Wisconsin	1	324	------	------	------	238	------	562	------	23	------	4
Wyoming	1	------	44	------	------	------	3	------	47	------	------	------
Outlying part												
Porto Rico	1	------	------	------	------	326	------	326	------	1	------	------

TABLE 4.—*Education of inmates in industrial schools for delinquents, 1926–27*

State	Inmates who could neither read nor write when committed				Inmates who could read second reader but could not write when committed				Inmates who could read and write when discharged				Inmates receiving instruction in school classes				Inmates learning some trade occupation			
	Schools reporting	Boys	Girls	Per cent of total committed in schools reporting this item	Schools reporting	Boys	Girls	Per cent of total committed in schools reporting this item	Schools reporting	Boys	Girls	Per cent of total discharged in schools reporting this item	Schools reporting	Boys	Girls	Per cent of total enrolled in schools reporting this item	Schools reporting	Boys	Girls	Per cent of total enrolled in schools reporting this item
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Continental United States	93	2,316	461	9	33	1,964	67	22	139	22,044	5,341	99	153	47,931	13,809	74	131	35,065	13,581	75
Alabama	3	150	15	35	2	50	7	20	1	182	------	99	3	895	275	85	3	641	275	67
Arizona	------	------	------	------	------	------	------	------	------	------	------	------	1	86	19	63	1	14	------	8
Arkansas	1	197	------	74	------	130	------	49	1	129	------	100	1	325	------	100	1	325	------	100
California	3	19	6	3	1	------	4	1	5	809	234	100	6	1,470	610	80	4	1,528	522	93
Colorado	2	10	6	5	------	------	------	------	2	176	74	100	2	275	244	73	2	373	244	87
Connecticut	------	------	------	------	------	------	------	------	2	333	------	100	2	808	------	93	2	215	------	25
Delaware	------	------	------	------	------	------	------	------	3	18	56	96	3	150	90	87	3	50	102	55
District of Columbia	1	21	------	6	1	60	------	18	2	247	80	100	2	754	196	100	2	754	175	98
Florida	------	------	------	------	------	------	------	------	1	423	------	100	1	856	------	100	1	212	------	25
Georgia	2	8	1	8	1	10	------	14	2	66	44	100	3	285	157	100	1	------	157	100
Idaho	1	7	------	4	1	7	------	4	1	103	58	100	1	278	151	97	1	290	152	100
Illinois	4	105	1	5	2	15	10	3	7	1,902	289	100	7	4,829	608	76	4	4,758	400	95
Indiana	2	68	------	5	------	------	------	------	3	1,040	62	100	3	1,326	380	69	2	400	518	67
Iowa	3	18	2	5	------	------	------	------	3	------	227	100	3	737	389	99	4	737	446	100
Kansas	3	24	3	3	1	10	------	2	3	343	74	100	3	943	225	75	3	1,305	255	100
Kentucky	1	17	10	5	------	------	------	------	1	114	48	100	2	931	387	83	2	612	247	54
Louisiana	1	5	------	6	------	------	------	------	1	118	------	100	1	324	------	100	1	324	------	100
Maine	1	------	4	6	------	------	------	------	2	------	110	100	1	------	191	100	2	------	365	100
Maryland	6	93	121	25	4	80	3	13	6	717	224	99	6	1,773	382	81	6	1,525	715	84
Massachusetts	2	10	------	1	2	1,053	------	99	9	1,646	275	100	9	1,654	296	69	6	732	501	49
Michigan	1	10	------	2	------	------	------	------	4	61	715	100	5	874	1,090	74	4	589	1,263	100
Minnesota	2	19	------	3	2	6	------	1	6	517	88	100	6	1,056	321	72	5	985	215	65
Mississippi	------	------	------	------	------	------	------	------	1	52	39	100	1	233	139	100	1	157	98	69
Missouri	3	14	14	3	1	------	3	4	2	190	73	100	3	912	300	100	3	912	300	100
Montana	------	------	------	------	------	------	------	------	2	76	29	100	2	164	108	80	2	100	108	62

TABLE 4.—*Education of inmates in industrial schools for delinquents, 1926–27*—Continued

State	Inmates who could neither read nor write when commited				Inmates who could read second reader but could not write when committed				Inmates who could read and write when discharged				Inmates receiving instruction in school classes				Inmates learning some trade or occupation			
	Schools reporting	Boys	Girls	Per cent of total committed in schools reporting this item	Schools reporting	Boys	Girls	Per cent of total committed in schools reporting this item	Schools reporting	Boys	Girls	Per cent of total discharged in schools reporting this item	Schools reporting	Boys	Girls	Per cent of total enrolled in schools reporting this item	Schools reporting	Boys	Girls	Per cent of total enrolled in schools reporting this item
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Nebraska	1	2	------	2	------	------	------	------	2	142	77	100	2	240	128	73	2	240	264	100
Nevada	1	2	------	11	------	------	------	------	1	26	------	100	1	24	------	52	1	8	------	17
New Hampshire	1	1	------	2	------	------	------	------	1	29	18	100	1	90	44	56	1	158	80	100
New Jersey	6	343	8	24	3	396	1	51	5	1,153	110	98	6	1,949	215	60	6	2,016	670	75
New Mexico	1	5	------	22	------	------	------	------	1	24	------	100	1	37	------	84	1	14	------	32
New York	6	243	206	16	1	8	------	2	13	3,246	868	98	13	6,721	1,736	88	13	3,750	1,959	59
North Carolina	------	------	------	------	------	------	------	------	1	183	------	100	1	606	------	100	1	606	------	100
North Dakota	1	2	1	2	1	2	1	2	1	100	55	100	1	120	40	64	------	------	------	------
Ohio	5	54	3	2	1	------	1	------	6	3,073	290	100	7	5,644	1,746	75	5	4,420	814	88
Oklahoma	2	98	------	60	1	31	------	26	1	137	------	98	3	285	145	58	3	192	4	26
Oregon	2	5	2	4	1	------	35	81	2	127	35	99	2	280	100	98	1	197	------	70
Pennsylvania	7	72	2	3	4	54	------	3	9	2,109	489	100	9	4,753	1,109	95	9	2,790	1,168	64
Rhode Island	1	------	1	10	------	------	------	------	2	340	5	100	2	430	42	92	1	95	------	22
South Carolina	2	6	2	18	1	------	1	9	3	145	11	100	3	375	75	78	3	330	75	70
South Dakota	------	------	------	------	------	------	------	------	1	40	12	100	1	146	67	100	1	146	67	100
Tennessee	4	54	30	27	------	------	------	------	5	525	114	100	5	831	273	96	2	61	128	69
Texas	1	500	------	------	------	------	------	------	1	------	22	100	2	891	232	13	1	------	232	100
Vermont	1	11	7	19	1	2	1	3	------	------	------	------	1	134	60	56	1	236	112	100
Virginia	3	42	12	16	------	------	------	------	3	260	90	100	4	540	252	87	3	325	294	90
Washington	------	------	------	------	------	------	------	------	5	748	145	100	5	581	358	55	5	1,203	358	91
West Virginia	2	75	2	19	1	50	------	17	2	258	88	100	2	720	218	100	2	720	218	100
Wisconsin	2	3	1	1	------	------	------	------	2	43	104	100	2	556	382	97	1	------	33	9
Wyoming	2	3	1	4	------	------	------	------	2	74	9	99	2	40	29	57	2	20	47	54
Outlying part																				
Porto Rico	1	49	------	57	------	------	------	------	1	91	------	100	1	327	------	100	1	327	------	100

TABLE 5.—*Enrollment in industrial schools for delinquents, 1926–27*

State	Average enrollment for the year				Commitments during the year			Inmates discharged during the year			Average enrollment in the school classes			
	Schools reporting	Boys	Girls	Per cent of total enrollment in schools reporting this item	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Schools reporting	Boys	Girls	Per cent of average enrollment in schools reporting this item
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Continental United States	156	33,310	11,351	53	151	28,645	8,046	154	25,644	7,219	142	24,323	8,344	77
Alabama	3	703	113	59	3	392	76	2	334	-----	3	682	48	89
Arizona	1	86	19	63	1	77	12	1	62	4	1	86	19	100
Arkansas	1	175	-----	54	1	268	-----	1	129	-----	1	175	-----	100
California	6	870	469	52	6	603	602	6	814	479	6	476	352	62
Colorado	2	251	138	55	2	246	96	2	176	74	2	237	138	96
Connecticut	2	522	-----	60	1	204	-----	2	333	-----	2	515	-----	99
Delaware	3	156	89	89	3	50	85	3	20	57	3	150	87	97
District of Columbia	2	469	108	61	2	333	52	2	247	80	2	469	100	99
Florida	1	411	-----	48	1	375	-----	1	423	-----	1	411	-----	100
Georgia	3	192	112	69	3	165	47	3	155	44	3	133	112	81
Idaho	1	228	68	67	1	112	52	1	103	58	1	215	67	95
Illinois	7	2,722	932	51	7	2,551	587	7	1,905	289	6	1,764	470	67
Indiana	2	502	326	23	3	1,276	107	3	1,040	62	3	1,072	244	84
Iowa	3	460	250	63	4	256	184	4	291	227	3	460	250	100
Kansas	3	1,120	159	82	3	932	77	3	343	74	3	352	125	37
Kentucky	2	733	338	67	2	409	142	2	345	139	2	709	322	96
Louisiana	1	195	-----	60	1	89	-----	1	118	-----	1	195	-----	100
Maine	3	165	256	79	3	51	104	2	-----	110	1	-----	158	100
Maryland	6	1,155	490	62	6	601	258	6	723	224	5	1,095	177	82
Massachusetts	9	1,125	296	50	9	1,556	255	9	1,648	275	8	635	296	68
Michigan	5	806	797	61	5	655	950	5	264	918	5	805	554	84
Minnesota	6	818	308	58	6	886	220	6	517	88	6	568	119	61
Mississippi	1	175	125	81	1	108	30	1	52	39	1	175	125	100
Missouri	3	608	237	70	3	725	79	2	190	73	3	441	237	80
Montana	2	140	76	64	2	67	35	2	76	29	2	105	76	84
Nebraska	3	240	294	77	3	119	50	3	171	147	2	45	126	39
Nevada	1	23	-----	50	1	19	-----	1	26	-----	1	18	-----	78
New Hampshire	1	124	59	77	1	30	20	1	29	18	1	79	32	61
New Jersey	6	1,647	432	58	6	1,196	266	6	1,180	185	6	1,188	145	64
New Mexico	1	44	-----	100	1	23	-----	1	24	-----	1	35	-----	80
New York	14	3,740	1,830	56	13	3,236	1,200	14	3,312	1,191	13	3,560	1,244	91
North Carolina	1	415	-----	68	1	198	-----	1	183	-----	1	415	-----	100
North Dakota	1	135	50	74	1	110	28	1	100	55	1	115	35	81
Ohio	7	4,065	610	47	7	5,671	1,190	7	5,044	1,094	7	2,582	592	68
Oklahoma	3	550	121	90	2	119	43	3	565	25	3	119	126	37
Oregon	2	150	73	57	2	123	43	2	127	37	2	125	68	87
Pennsylvania	9	2,931	775	60	9	2,155	491	9	2,115	489	9	2,487	620	84
Rhode Island	2	177	53	45	2	330	10	2	340	5	1	177	-----	100
South Carolina	3	375	60	76	1	-----	11	3	145	11	2	90	60	60
South Dakota	1	94	49	67	1	62	17	1	40	12	1	94	49	100
Tennessee	5	586	199	69	5	549	133	5	525	114	3	211	197	100
Texas	2	891	160	12	-----	-----	-----	1	-----	22	1	-----	160	100
Vermont	1	157	78	68	1	58	37	1	26	10	1	115	50	70
Virginia	4	449	201	71	4	284	90	4	260	115	4	415	169	90
Washington	5	868	201	62	5	733	129	5	748	145	3	73	201	36
West Virginia	2	420	127	58	2	300	99	2	258	88	2	420	127	100
Wisconsin	2	361	238	62	2	268	107	2	43	104	1	-----	238	100
Wyoming	2	81	35	95	2	75	32	2	75	9	2	35	29	55
Outlying part														
Porto Rico	1	241	-----	74	1	86	-----	1	91	-----	1	236	-----	98

TABLE 6.—*Number of volumes in library, value of property, and per capita investments in industrial schools for delinquents, 1926–27*

State	Volumes in library	Value of property			Investment per child in average enrollment			
		Schools reporting	Buildings and grounds	Scientific apparatus, furniture, machinery, etc.	Schools reporting average enrollment and property	Average enrollment	Value of property	Per capita investment
1	2	3	4	5	6	7	8	9
Continental United States	257,301	151	$72,557,607	$9,373,045	150	42,645	$81,930,652	$1,921
Alabama	1,260	3	656,889	32,540	3	816	689,429	845
Arizona	469	1	146,175	23,062	1	105	169,237	1,612
Arkansas		1	201,176	17,288	1	175	218,464	1,248
California	10,963	6	1,968,423	356,825	6	1,339	2,325,248	1,737
Colorado	3,060	2	550,070	153,380	2	389	703,450	1,808
Connecticut	4,500	2	1,016,780	54,770	2	522	1,071,550	2,053
Delaware	1,300	3	319,658	14,000	3	245	333,658	1,362
District of Columbia	1,146	2	1,520,000	46,000	2	577	1,566,000	2,714
Florida	3,000	1	350,000	110,000	1	411	460,000	1,119
Georgia	320	3	213,892	32,868	3	304	246,760	812
Idaho	1,000	1	750,000	200,000	1	296	950,000	3,209
Illinois	19,000	6	4,487,419	790,262	6	3,319	5,277,681	1,590
Indiana	22,427	3	1,361,956	322,913	3	828	1,684,869	2,035
Iowa	5,973	4	1,329,091	119,369	3	710	1,448,460	2,040
Kansas	14,000	3	2,518,900	206,000	3	1,279	2,724,900	2,130
Kentucky	2,800	2	1,301,374	163,515	2	1,071	1,464,889	1,368
Louisiana	1,000	1	547,000	203,000	1	195	750,000	3,846
Maine	1,200	3	606,033	74,155	3	421	680,188	1,616
Maryland	9,854	5	1,375,718	158,000	5	985	1,533,718	1,557
Massachusetts	19,571	9	1,740,762	386,953	9	1,421	2,127,715	1,497
Michigan	7,215	5	3,047,400	429,264	5	1,603	3,476,664	2,169
Minnesota	14,574	5	2,702,627	1,100,734	5	1,107	3,802,761	3,435
Mississippi	720	1	493,437	158,932	1	300	652,369	2,175
Missouri	6,500	3	1,180,000	71,000	3	845	1,251,000	1,480
Montana	2,184	2	655,689	76,818	2	216	732,507	3,391
Nebraska	1,725	2	498,827	90,075	2	313	588,902	1,881
Nevada	1,000	1	70,000	10,000	1	23	80,000	3,478
New Hampshire	1,000							
New Jersey	8,300	6	4,158,473	820,974	6	2,079	4,979,447	2,395
New Mexico	300	1	40,000	5,000	1	44	45,000	1,023
New York	24,894	14	12,180,202	1,019,557	14	5,570	13,199,759	2,370
North Carolina	1,000	1	984,000		1	415	984,000	2,371
North Dakota		1	467,406		1	185	467,406	2,527
Ohio	12,350	7	5,113,676	312,923	7	4,675	5,426,599	1,161
Oklahoma	3,300	3	1,046,239	120,900	3	671	1,167,139	1,739
Oregon	1,011	2	278,769	34,543	2	223	313,312	1,405
Pennsylvania	16,050	8	8,324,065	917,051	8	3,156	9,241,116	2,928
Rhode Island	950	2	783,313	10,000	2	230	793,313	3,449
South Carolina	400	3	440,000	22,500	3	435	462,500	1,063
South Dakota	4,000	1	253,940		1	143	253,940	1,776
Tennessee	2,070	5	611,300	76,485	5	785	687,785	876
Texas	5,233	2	838,185	142,764	2	1,051	980,949	933
Vermont	2,500	1	394,472	88,640	1	235	483,112	2,056
Virginia	1,100	4	479,550	100,695	4	650	580,245	893
Washington	10,432	4	2,074,500	120,196	4	1,021	2,194,696	2,150
West Virginia	2,500	2	1,000,000	68,740	2	547	1,068,740	1,954
Wisconsin	2,650	2	780,821	87,314	2	599	868,135	1,449
Wyoming	500	2	700,000	23,040	2	116	723,040	6,233
Outlying part								
Porto Rico	100	1	188,211	28,485	1	241	216,696	899

TABLE 7.—*Receipts and expenditures in industrial schools for delinquents, 1926–27*

State	Receipts							Expenditures				
	Schools reporting	Source			Function		Total, including items not distributed	Schools reporting	Buildings and lasting improvements	Teachers' salaries, books, etc.	Other salaries and all other expenses	Total, including items not distributed
		From State, county, or city	From private benefactions	From all other sources	For permanent equipment	For current expenses						
1	2	3	4	5	6	7	8	9	10	11	12	13
Continental United States	149	$18,500,390	$975,436	$1,358,899	$2,869,309	$17,621,732	$22,941,094	150	$2,671,799	$2,181,873	$14,014,847	$22,303,966
Alabama	3	231,815				196,215	231,815	3	143,000	84,560	15,540	350,892
Arizona	1	60,110		1,075	850	60,335	61,185	1	850	3,500	56,618	60,968
Arkansas	1	98,000		500	3,200	95,300	98,500	1	3,200	6,600	88,700	98,500
California	6	811,989	1,490	41,983	63,658	791,804	855,462	6	63,633	76,909	594,323	734,865
Colorado	2	199,973			10,094	54,379	199,973	2	12,968	13,409	173,595	199,972
Connecticut	2	279,760	164,000	31,520	230,591	244,689	475,280	2	105,591	64,324	136,065	479,624
Delaware	3	89,299	1,054	11,545	7,000	94,898	101,898	3	1,250	8,660	88,992	98,902
District of Columbia	2	289,114		490	4,401	285,203	289,604	2	13,014	11,903	199,191	224,108
Florida	1	216,000			90,000	126,000	216,000	1	73,590	28,400	87,387	189,377
Georgia	2	65,000				35,000	65,000	2		2,880	32,120	65,000
Idaho	1	105,175		27,000	28,000	104,175	132,175	1	30,000	7,500	94,500	132,000
Illinois	6	1,156,405	5,001	353,000	15,000	1,499,406	1,915,504	6	51,102	117,655	1,420,587	2,266,333
Indiana	3	547,862			82,385	465,477	547,862	3	73,472	24,892	492,454	590,818
Iowa	3	280,005		24,937	47,415	257,527	304,942	3	4,892	16,155	285,380	306,427
Kansas	3	531,686		70,341	116,497	485,530	602,027	3	68,503	56,925	462,741	588,169
Kentucky	2	414,911				414,911	414,911	2	16,000	231,281	137,837	385,118
Louisiana	1	107,779		7,910	27,779	87,910	115,689	1	26,184	20,000	67,892	114,076
Maine	3	220,166		135	76,979	143,322	220,301	3	82,529	11,461	124,810	218,800
Maryland	6	361,521	87,865	102,820	20,741	531,465	552,206	6	23,228	66,450	268,359	550,537
Massachusetts	8	716,839		14,330	31,541	699,628	731,169	9	23,372	115,715	534,421	738,508
Michigan	5	724,764	274,148	23,354	146,085	876,181	1,022,266	5	155,491	46,107	862,021	1,063,619
Minnesota	6	440,944	7,569	14,018	40,750	421,781	944,531	6	56,797	38,282	352,033	925,112
Mississippi	1	108,000		2,500	15,000	95,500	110,500	1	15,000	7,200	88,300	110,500
Missouri	2	300,525			800	299,725	300,525	3	39,484	279,898	89,868	409,250
Montana	2	175,221		38,438	108,221	105,438	213,659	2	102,133	12,000	90,975	205,108

TABLE 7.—*Receipts and expenditures in industrial schools for delinquents, 1926–27*—Continued

State	Receipts							Expenditures				
	Schools reporting	Source			Function		Total, including items not distributed	Schools reporting	Buildings and lasting improvements	Teacher' salaries, books, etc.	Other salaries and all other expenses	Total, including items not distributed
		From State, county, or city	From private benefactions	From all other sources	For permanent equipment	For current expenses						
	2	3	4	5	6	7	8	9	10	11	12	13
Nebraska	3	$131,269	----------	$16,842	$9,200	$138,911	$208,111	3	$8,758	$5,570	$106,179	$180,507
Nevada	1	25,000	----------	----------	----------	25,000	25,000	1	----------	----------	----------	25,000
New Hampshire	1	58,500	----------	669	----------	59,169	59,169	1	----------	----------	----------	57,670
New Jersey	6	1,196,809	$35,000	89,499	111,575	1,209,733	1,321,308	6	174,539	90,791	1,029,864	1,295,194
New Mexico	1	22,000	----------	1,000	2,000	21,000	23,000	1	3,000	1,000	19,000	23,000
New York	13	2,450,981	376,543	162,746	55,961	2,877,725	2,990,270	13	155,830	276,457	2,443,948	2,876,235
North Carolina	1	175,000	----------	----------	35,000	140,000	175,000	1	41,784	6,609	126,679	175,072
North Dakota	1	99,341	----------	----------	10,551	88,790	99,341	1	10,551	8,691	80,099	99,341
Ohio	6	1,339,628	----------	----------	348,114	967,514	1,339,628	6	327,958	53,530	817,841	1,298,329
Oklahoma	3	376,209	----------	51,620	71,477	356,352	427,829	3	60,477	9,955	358,852	429,284
Oregon	2	140,240	----------	2,243	3,357	139,126	142,483	2	3,332	13,139	122,048	138,519
Pennsylvania	7	1,284,227	16,605	51,153	298,083	1,053,902	2,276,111	7	319,438	105,360	814,155	2,243,276
Rhode Island	2	113,900	----------	----------	900	113,000	142,970	1	900	5,540	107,460	113,900
South Carolina	3	116,000	1,000	----------	2,000	93,000	117,000	3	----------	3,500	24,500	120,000
South Dakota	1	40,000	----------	----------	----------	----------	40,000	1	----------	----------	----------	40,000
Tennessee	5	152,628	4,700	126,701	52,000	232,029	284,029	5	30,950	112,757	72,904	216,611
Texas	2	272,530	----------	37,327	----------	309,857	309,857	2	----------	64,548	240,557	305,105
Vermont	1	119,259	----------	5,233	----------	124,492	124,492	1	----------	----------	----------	124,492
Virginia	4	127,799	461	22,115	8,961	141,414	196,066	4	22,636	4,953	116,318	188,560
Washington	5	1,184,536	----------	----------	585,146	599,390	1,274,511	5	216,498	16,311	292,682	715,984
West Virginia	2	207,500	----------	7,855	72,500	142,855	215,355	2	82,500	10,650	131,026	224,176
Wisconsin	2	297,171	----------	----------	35,497	261,674	297,171	2	27,365	33,846	221,026	282,237
Wyoming	2	37,000	----------	18,000	----------	55,000	129,409	2	----------	6,000	45,000	125,409
Outlying part												
Porto Rico	1	65,320	----------	----------	6,000	59,320	65,320	1	----------	29,120	36,200	65,320

TABLE 8.—*Per capita cost in industrial schools for delinquents, based on average enrollment, 1926–27*

State	Expenditures for all purposes				Expenditures for current expenses			
	Schools reporting	Average enrollment in these schools	Amount expended	Per capita	Schools reporting	Average enrollment in these schools	Amount expended	Per capita
1	2	3	4	5	6	7	8	9
Continental United States	152	43,091	$22,303,966	$518	127	38,113	$16,197,229	$425
Alabama	3	816	350,892	430	2	409	100,100	245
Arizona	1	105	60,968	581	1	105	60,118	573
Arkansas	1	175	98,500	563	1	175	95,300	545
California	6	1,339	734,865	549	6	1,339	671,232	501
Colorado	2	389	199,972	514	2	389	187,004	481
Connecticut	2	522	479,624	919	1	439	200,389	456
Delaware	3	245	98,902	404	3	245	97,902	400
District of Columbia	2	577	224,108	388	2	577	211,094	366
Florida	1	411	189,377	461	1	411	115,787	282
Georgia	2	222	65,000	293	1	112	35,000	313
Idaho	1	296	132,000	446	1	296	102,000	345
Illinois	6	3,319	2,266,333	683	5	2,967	1,538,242	518
Indiana	3	828	590,818	714	3	828	517,346	625
Iowa	3	710	306,427	432	3	710	301,535	425
Kansas	3	1,279	588,169	460	3	1,279	519,666	406
Kentucky	2	1,071	385,118	360	2	1,071	369,118	345
Louisiana	1	195	114,076	585	1	195	87,892	451
Maine	3	421	218,800	520	3	421	136,271	324
Maryland	6	1,645	550,537	335	5	985	334,809	340
Massachusetts	9	1,421	738,508	520	8	1,320	650,136	493
Michigan	5	1,603	1,063,619	664	5	1,603	908,128	567
Minnesota	6	1,126	925,112	822	5	706	390,315	553
Mississippi	1	300	110,500	368	1	300	95,500	318
Missouri	3	845	409,250	484	3	845	369,766	438
Montana	2	216	205,108	950	2	216	102,975	477
Nebraska	3	534	180,507	338	2	313	111,749	357
Nevada	1	23	25,000	1,087				
New Hampshire	1	183	57,670	315				
New Jersey	6	2,079	1,295,194	623	6	2,079	1,120,655	539
New Mexico	1	44	23,000	523	1	44	20,000	455
New York	14	5,570	2,876,235	516	14	5,570	2,720,405	488
North Carolina	1	415	175,072	422	1	415	133,288	321
North Dakota	1	185	99,341	537	1	185	88,790	480
Ohio	6	4,125	1,298,329	315	4	3,954	871,371	220
Oklahoma	3	671	429,284	640	3	671	368,807	550
Oregon	2	223	138,519	621	2	223	135,187	606
Pennsylvania	8	3,156	2,243,276	711	4	1,875	919,515	490
Rhode Island	1	177	113,900	644	1	177	113,000	644
South Carolina	3	435	120,000	276	1	190	28,000	147
South Dakota	1	143	40,000	280				
Tennessee	5	785	216,611	276	5	785	185,661	237
Texas	2	1,051	305,105	290	2	1,051	305,105	290
Vermont	1	235	124,492	530				
Virginia	4	650	188,560	290	3	543	121,271	223
Washington	5	1,069	615,466	576	3	868	309,252	356
West Virginia	2	547	224,176	410	2	547	141,676	259
Wisconsin	2	599	282,237	471	2	599	254,872	425
Wyoming	2	116	125,409	1,081	1	81	51,000	630
Outlying part								
Porto Rico	1	241	65,320	271	1	241	65,320	271

TABLE 9.—*Teachers, assistants, and inmates in industrial schools for delinquents, 1926–27*

Location	Institution	Teachers		Assistants not teachers		Total inmates in institution		White inmates		Negro inmates		American born of American parents		American born with one American parent		American born with both parents foreign born		Inmates foreign born		Average enrollment for the year		Number of persons committed during the year		Could neither read nor write when committed		Could read second reader but could not write	
		Men	Women	Men	Women	Boys	Girls	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	24	25	26	27	28
East Lake, Ala	Alabama Boys Industrial School.	1	5	15	8	599	----	599	----	----	----	----	----	----	----	----	----	----	----	407	----	182	----	75	----	----	----
Mount Meigs, Ala	Alabama Reform School for Negro Boys.[1]	7	4	----	----	500	----	----	----	500	----	500	----	----	----	----	----	----	----	296	----	210	----	75	----	50	----
Pinson, Ala	State Training School for Girls[1]	----	1	2	6	----	275	----	275	----	----	----	274	----	1	----	----	----	----	----	113	----	76	----	15	----	7
Fort Grant, Ariz	Arizona State Industrial School	1	2	9	1	139	27	----	----	----	----	----	----	----	----	----	----	----	----	86	19	77	12	----	----	----	----
Pine Bluff, Ark	Arkansas Boys Industrial School.	2	2	12	3	325	----	325	----	----	----	318	----	2	----	4	----	1	----	175	----	268	----	197	----	130	----
Alameda, Calif	California Girls Training Home	----	2	----	7	----	107	----	106	----	1	----	89	----	4	----	11	----	3	----	59	----	56	----	----	----	----
Los Angeles, Calif	Home of the Good Shepherd	----	5	----	9	----	394	----	387	----	7	----	202	----	7	----	138	----	47	----	167	----	394	----	6	----	4
San Francisco, Calif	St. Catherine's Home and Training School for Girls.	----	10	----	5	----	128	----	128	----	----	----	----	----	----	----	----	----	----	----	80	----	45	----	----	----	----
Ventura, Calif	Ventura School for Girls	----	7	----	41	----	279	----	267	----	12	----	----	----	----	----	----	----	----	----	163	----	107	----	----	----	----
Waterman, Calif	Preston School of Industry	1	7	94	28	1,203	----	963	----	240	----	565	----	361	----	150	----	127	----	560	----	465	----	15	----	----	----
Whittier, Calif	Whittier State School	3	10	58	16	477	----	442	----	35	----	----	----	----	----	----	----	----	----	310	----	138	----	4	----	----	----
Golden, Colo	State Industrial School	6	1	32	7	468	----	443	----	25	----	296	----	40	----	90	----	42	----	251	----	246	----	10	----	----	----
Mount Morrison, Colo.	Colorado State Industrial School for Girls.	----	8	----	12	----	244	----	226	----	18	----	----	----	----	----	----	----	----	----	138	----	96	----	6	----	----
Litchfield, Conn	Connecticut Junior Republic Association (Inc.).	3	1	8	5	140	----	140	----	----	----	----	----	----	----	----	----	----	----	83	----	----	----	----	----	----	----
Meriden, Conn	Connecticut School for Boys	5	7	30	21	732	----	698	----	34	----	----	----	----	----	----	----	----	----	439	----	204	----	----	----	----	----
Claymont, Del	Delaware Industrial School for Girls.	----	6	----	4	----	75	----	75	----	----	----	65	----	----	----	9	----	1	----	72	----	75	----	----	----	----
Marshallton, Del	Ferris Industrial School of Delaware.	5	2	9	2	173	----	105	----	68	----	92	----	----	----	80	----	1	----	156	----	50	----	----	----	----	----
Do	Industrial School for Colored Girls.[1]	----	1	----	2	----	27	----	----	----	27	----	----	----	----	----	----	----	----	----	17	----	10	----	----	----	----
Washington, D. C	National Training School for Boys.	----	8	40	21	754	----	521	----	233	----	688	----	4	----	48	----	14	----	469	----	333	----	21	----	60	----

Do	National Training School for Girls.		12		6		196		33		163		194		2						108		52				
Marianna, Fla	Florida Industrial School for Boys.		6	27	9	856		439		417		854						2		411		375				
Atlanta, Ga	Georgia Training School for Girls.		3		10		157		157			157									112		47		1		
Hapeville, Ga	Fulton County Industrial Farm.	1		6	2	82		82				81		1						82		73		8		10
Milledgeville, Ga	Georgia Training School for Boys.	1	1	6	3	203		138		65										110		92				
St. Anthony, Idaho	Idaho Industrial Training School.	2	4	20	25	290	152	287	151	3	1	256	147	6	2	24	2	4	1	228	68	112	52	7	0	7	0
Chicago, Ill	Chicago Home for Girls		3		10		132		128		4		82		9		34		7		70		59				
Do	Chicago Parental School	3	11	10	10	720	80	593	42	127	38									300	35	607	51				
Do	House of the Good Shepherd		30		14		653		653				170		182		145		156		352		236				10
Geneva, Ill	State Training School for Girls		13		46		684		553		131										475		241		1		
Pontiac, Ill	Illinois State Reformatory	11		105	4	2, 107		1, 726		381		1, 443		179		435		50		1, 523		693		73		15	
Riverside, Ill	Chicago and Cook County School for Boys.	2	4	6	6	750		525		225		68		125		509		48		125		750		20			
St. Charles, Ill	St. Charles School for Boys		15	77	46	1, 998		1, 636		362		1, 464		168		337		29		774		501		12			
Indianapolis, Ind	Indiana Girls School		8		32		518		487		31		495				18		5		326		107				
Pendleton, Ind	Indiana Reformatory	6		114		1, 112		979		133		1, 001		24		48		39			1, 031		57				
Plainfield, Ind	Indiana Boys School	8	2	28	10	851		717		134										502		245		11			
Eldora, Iowa	Iowa Training School for Boys	4	5	34	20	737		705		32		613		60		50		14		460		256		18			
Mitchellville, Iowa	Training School for Girls		5		32		274		255		19		249		13		10		2		185		68		1		
Rockwell City, Iowa	The Women's Reformatory		3		6		51		45		6		48						3				51		1		
Sioux City, Iowa	Convent of the Good Shepherd		3		2		121		121												65		65				
Beloit, Kans	Kansas State Industrial School for Girls.		4		26		255		232		23		242		9		4				159		77		3		
Hutchinson, Kans	Kansas State Industrial Reformatory.	6		65		880		755		125		857						23		775		432		22		10
Topeka, Kans	Industrial School for Boys [1]	31	29			425		335		90										345		500		2		
Greendale, Ky	Kentucky House of Reform [1]	8	4	43	23	537	171	369	133	168	38	533	171			3		1		315	106	270	75			
Louisville, Ky	Louisville and Jefferson County Childrens Home.[1]	19	21	13	28	572	301	427	265	145	36	567	299		2	4		1		418	232	139	67	17	10		
Monroe, La	Louisiana Training Institute	2	1	16	8	324		324				318		5		1				195		89		5			
Hallowell, Me	State School for Girls		5		14		191		189		2		160		21		10				158		33				
Skowhegan, Me	State Reformatory for Women				15		174		173		1		139				26		9		98		71		4		
South Portland, Me	State School for Boys [1]		4	14	13	165		163		2		157						8		165		51				
Baltimore, Md	House of the Good Shepherd		5		14		414		414				266		60		67		21		280		136		17		1
Baltimore, Md	House of the Good Shepherd for Colored Girls.		1		12		199				199		199								108		96		18		
Do	St. Marys Industrial School	42		15		1, 134		1, 134												660		320		58		61	
Cheltenham, Md	House of Reformation for Colored Boys.	5		18		432				432										282		149		24		19	
Loch Raven, Md	Maryland Training School for Boys.	1	4	24	14	383		383				309		21		51		2		213		132		11			
Melvale, Md	Industrial Home for Colored Girls.		6		1		102				102		102								102		26		86		2
Feeding Hills, Mass	Hamden County Training School.[1]	1	1	5	7	81		79		2		33				44		4		46		27					

[1] Data for 1921–22.

TABLE 9.—*Teachers, assistants, and inmates in industrial schools for delinquents, 1926–27*—Continued

Location	Institution	Teachers		Assistants not teachers		Total inmates in institution		White inmates		Negro inmates		American born of American parents		American born with one American parent		American born with both parents foreign born		Inmates foreign born		Average enrollment for the year		Number of persons committed during the year		Could neither read nor write when committed		Could read second reader but could not write	
		Men	Women	Men	Women	Boys	Girls	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	24	25	26	27	28
Lancaster, Mass.	Industrial School for Girls		17		28		501														296		255				
Lawrence, Mass.	Essex County Training School	1	2	10	11	127		126		1		42		12		68		5		101		34					
North Chelmsford, Mass.	Middlesex County Training School.[1]	1	2	4	5	146		141		5		68		43		32		3		83		53					
Oakdale, Mass.	Worcester County Training School.	1	1	3	5	71		67		4										42		21					
Salem, Mass.	Plummer Farm School	1	1	2	3	43		43												32		18		3			
Shirley, Mass.	Industrial School for Boys	38	16	2		746		724		22		147		112		386		101		307		342					
Walpole, Mass.	Norfolk, Bristol, and Plymouth Union Training School.[1]	1	2			70		70												47		22				22	
Westboro, Mass.	Lyman School for Boys [1]	2	15	58	48	1,039		1,039				146		145		644		104		467		1,039		7		1,031	
Adrian, Mich.	Girls Training School		14		25		784		745		39										304		488				
Coldwater, Mich.	State Public School	3	10	40	64	442	343	425	329	17	14	435	334	4	8	3	1			246	128	160	144				
Detroit, Mich.	House of the Good Shepherd [1]		4		29		240		240												205		225				
Grand Rapids, Mich.	do		2		17		239		239				94		74		67		4		160		93				
Lansing, Mich.	Boys Vocational School	21	14	56	30	589		529		60		315		71		161		42		560		495		10			
Glen Lake, Minn.	Hennepin County Home School for Boys.	2		8		234		234				123		33		74		4		50		195					
Minneapolis, Minn.	Hennepin County Home School for Girls.[1]		1		3		86		84		2		48		6		29		3		19		68				
Red Wing, Minn.	State Training School	11	6	29	13	627		617		10		489		72		60		6		328		176		4		2	
St. Cloud, Minn.	State Reformatory	24				462		448		14		192		80		150		40		420		462		15		4	
St. Paul, Minn.	Ramsey County Home School for Boys.		1	1	2	65		64		1		35		18		10		2		20		53					
Sauk Centre, Minn.	Home School for Girls		11	18	64		451		431		20		263		90		82		16		289		152				
Columbia, Miss.	Mississippi Industrial and Training School.	15	10	8	13	233	139	233	139			233	139							175	125	108	30				
Boonville, Mo.	Missouri Reformatory [1]	4	2	50	8	528		476		52		511		13		4				426		528		2			
Chillicothe, Mo.	State Industrial Home [1]	1	12	7	26		300		300												237		79		14		3

Florissant, Mo	Bellefontaine Farms [1]	2	7	14	10	384		267		117										182		197		12					
Helena, Mont	Montana State Vocational School for Girls.		5		9		108		108												76		35						
Miles City, Mont	Montana State Industrial School.	6	1	10	7	230		228		2										140		67							
Geneva, Nebr	State Training School for Girls		9		14		264		232		32										221		47						
Kearney, Nebr	Boys Industrial School	4	2	24	12	240		214		26		231						9		217		119		2					
Milford, Nebr	Nebraska Industrial Home [1]			3	7	52	139	51	131	1	8									23	73	0	3	0					
Elko, Nev	Nevada School of Industry	1		5		46		45		1										23		19		2					
Manchester, N. H	New Hampshire State Industrial School.	0	4	12	14	158	80	158	79		1									124	59	30	20	1	0				
Arlington, N. J	Hudson County Catholic Protectory.	6		4	1	175		175				150		20		3		2		175		50		16		10			
Clinton, N. J	New Jersey State Reformatory for Women.		4		23		183		162		21										162		111		6				
Jamesburg, N. J	New Jersey State Home for Boys.	4	10	57		1,187		1,026		161										628		380		63					
Rahway, N. J	New Jersey Reformatory	32		59		1,158		926		232		532		31		490		105		626		568		243		386			
Trenton, N. J	New Jersey State Home for Girls.		5		35		487		419		68										270		155		2		1		
Verona, N. J	Newark City Home for Boys	4	5	18	8	407		332		75		150				237		20		218		198		21					
Springer, N. Mex	New Mexico Reform School [1]		1	4	1	44		41		3		44								44		23		5					
Albion, N. Y	Albion State Training School		9		23		316		306		10										225		105		5				
Bedford Hills, N. Y	New York State Reformatory for Women.		9		38		325		253		72										287		248						
Brooklyn, N. Y	House of the Good Shepherd		6		17		329		329					88		41		145		55		142		178		14			
Do	St. Philomenas Training School		11		17		234		233		1			41		29		156		8		135		98					
Buffalo, N. Y	Asylum of Our Lady of Refuge		5				203		202		1			108		10		75		10		107		102					
Canaan, N. Y	Berkshire Industrial Farm	9	3	14	20	197		197				116		25		43		13			128		65						
Dobbs Ferry, N. Y	The Childrens Village	1	8	55	35	525	23	525	23												309	23	242	19					
Flushing, N. Y	New York Parental School	14	12	34	26	1,118		1,046		72		125		40		948		5			391		753						
Freeville, N. Y	George Junior Republic	2	5	1	3	67	34	67	34			67	34								38	16							
Hudson, N. Y	New York State Training School.		27		49	21	634	18	556	3	78	2	402	19	59	0	134	0	39	0	421	2	190	0	3				
Industry, N. Y	State Agricultural and Industrial School.		19	80	43	1,119		1,094		25		376		93		510		140		731		427		4		8			
New York (228 West 15th Street), N. Y.	Inwood House		4		4		130		130				37				72		21		22		32						
New York (Westchester), N. Y.	New York Catholic Protectory. [1]	23	23	60	57	3,269	661	3,255	659	14	2	555	112	294	59	1,929	397	491	93	1,701	452	1,500	228	238	184				
New York (Randalls Island), N. Y.	Society for the Reformation of Juvenile Delinquents.	16	18	39	21	718		542		176		291		138		261		28		442		247		1					
Concord, N. C	Stonewall Jackson Manual Training and Industrial School.	3	2	27	17	606		606				602				2		2		415		198							
Mandan, N. Dak	North Dakota State Training School.	0	9	26	7	185	65	184	65	1	0	146	51	19	7	18	7	2	0	135	50	110	28	2	1	2	1		
Cleveland, Ohio	Cuyahoga County Detention Home.	1	3	9	23	1,969	804	1,576	644	393	160									67	42	1,969	804						
Do	Thomas A. Edison School for Boys.	19	11			1,100		950		150		327		109		654		10		550		1,100							

[1] Data for 1921–22.

TABLE 9.—*Teachers, assistants, and inmates in industrial schools for delinquents, 1926–27*—Continued

Location	Institution	Teachers		Assistants not teachers		Total inmates in institution		White inmates		Negro inmates		American born of American parents		American born with one American parent		American born with both parents foreign born		Inmates foreign-born		Average enrollment for the year		Number of persons committed during the year		Could neither read nor write when committed		Could read second reader but could not write	
		Men	Women	Men	Women	Boys	Girls	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	24	25	26	27	28
Delaware, Ohio	Girls Industrial School		17		57		851		664		187										506		351		1		1
Glendale, Ohio	Opportunity Farm for Boys	2		9	7	75		50		25		72		1						47		46		1			
Lancaster, Ohio	Boys Industrial School	10	9	81	39	1,251		1,016		235		906		345						1,100		1,050		10			
Mansfield, Ohio	Ohio State Reformatory	32		68		3,710		2,597		1,113										2,301		1,506		43			
Wyoming, Ohio	Girls Opportunity Farm [1]		2		10		91		91				79		4		6		2		62		35		2		
Granite, Okla	State Reformatory [1]	1				454		375		79		454								412				75			
Pauls Valley, Okla	State Training School [1]	2		14	6	140		132		8		139				1				138		119		23		31	
Tecumseh, Okla	State Industrial School [1]		6		12		149		149				146				2		1		121		43				
Salem, Oreg	Oregon State Training School [1]		3	16	12	280		279		1		154		50		68		8		150		123		5			
Do	Oregon State Industrial School		3		12		109		109				91		6		12				73		43		2		35
Darling, Pa	Glen Mills School		21		80		652														431		191				
Glen Mills, Pa	do		10	60	26	921		614		307		828		7		86				556		344		10		7	
Huntingdon, Pa	Pennsylvania Industrial Reformatory.	8		110		1,309		1,122		187										735		578		24		35	
Kis-Lyn, Pa	Luzerne County Industrial School.	1	4	12	12	344		344				136		75		120		13		200		156		6		2	
Morganza, Pa	Pennsylvania Training School	4	12	41	33	779	422	710	390	69	32									454	250	283	199	1	1		
Oakdale, Pa	Boys Industrial Home	2	2	4	1	257		257				255						2		160		98					
Phoenixville, Pa	Philadelphia Protectory for Boys.	11		22		810		785		25		185		75		520		30		550		530		25		10	
Reading, Pa	House of the Good Shepherd		2		8		204		204				128		52		16		8		94		101		1		
Warrendale, Pa	Allegheny County Industrial and Training School for Boys.	1	5	16	16	450		356		94										276		166		6			
Mayaguez, P. R	Reform School of Porto Rico	12		9		327		114		213						326		1		241		86		49			
Howard, R. I	Oaklawn School for Girls		1		6		83		69		14										53		10		1		
Do	Sockanosset School for Boys	1	6	25	10	430		408		22										177		330					
Columbia, S. C	Reformatory for Negro Boys [1]	2		8		200				200		200								190							
Do	South Carolina Industrial School for Girls.		3		6		75		75				75								60		11		2		1

Florence, S. C	South Carolina Reformatory for White Boys.	3		4		300		300				300								185				6							
Plankinton, S. Dak	South Dakota Training School	1	4	12	6	146	67	145	67	1	0									94	49	62	17								
Bartlett, Tenn	Industrial and Training School [1]		3	6	3	144		75		69										75		68		20							
East Chattanooga, Tenn.	Bonny Oaks Industrial School	2	1	1	4	149	69	83	69	66	0	149	69							90	35	65	35	27	12						
Knoxville, Tenn	Knox County Industrial School	0	6	5	9	163	117	127	102	36	15	163	117							121	77	41	36	7	6						
Nashville, Tenn	State Training and Agricultural School for Boys.[1]	2	6	25		375		230		145		370		3		2				300		375									
Tullahoma, Tenn	Tennessee Vocational School [1]		4		3		128		128				126		1		1				87		62		12						
Gainesville, Tex	Girls Training School		8		19		232		232			232									160										
Gatesville, Tex	State Juvenile Training School	2	11	57	5	8,341		7,251		1,090		8,141				200				891				500							
Vergennes, Vt	Vermont Industrial School	0	7	15	17	236	112	234	111	2	1	160	87	37	16	21	7	18	2	157	78	58	37	11	7	2	1				
Bon Air, Va	Virginia Home and Industrial School.		4		11		162		162				162								107		50		12						
Hanover, Va	Virginia Manual Labor School [1]	14	10			230				230		230								230		165		30							
Maidens, Va	Virginia Industrial School	1	3	9	3	391		391				372		12		6		1		219		119		12							
Peaks Turnout, Va	Virginia Industrial School [1]		2		6		132			132			132								94		40								
Chehalis, Wash	State Training School	2	5	27	7	202		197		5										202		202									
Grand Mound, Wash	State School for Girls		5		20		269		265		4										153		88								
Mercer Island, Wash	Boys Parental School	2	3	6	8	214		203		11		189				15		10		113		111									
Monroe, Wash	Washington State Reformatory.	1		7		947		871		76		596		95		152		104		553		420									
Seattle, Wash	Girls Parental School		2	1	3		89		85		4										48		41								
Grafton, W. Va	West Virginia Industrial School.		6	37	17	720		720				665				50		5		420		300		75		50					
Industrial, W. Va	West Virginia Industrial Home		4		9		218		218				212		1		4		1		127		99		2						
Milwaukee, Wis	Wisconsin Industrial School		12		23		382		369		13									238		107		1							
Waukesha, Wis	do	9	5	24	20	585		580		5		324				238		23		361		268		3							
Sheridan, Wyo	Wyoming Industrial Institute		4	1	1		47		45		2		44				3				35		32		1						
Worland, Wyo	do	6	3			75		70		5										81		75		3							

[1] Data for 1921–22.

TABLE 10.—*Inmates, property, receipts, and expenditures in industrial schools for delinquents, 1926–27*

Institution	Inmates discharged during the year		Inmates discharged who could read and write		Inmates receiving instruction in the school classes		Average enrollment in the school classes		Inmates learning some trade or occupation		Volumes in library	Value of buildings and grounds	Value of scientific apparatus, furniture, machinery, etc.	Receipts			Expenditures			
														For permanent equipment	For current expenses	Total	Buildings and lasting improvements	Teachers' salaries, books, etc.	Other salaries and all other expenses	Total
	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
Alabama Boys Industrial School	184	----	182	----	599	----	407	----	345	----	200	$381,889	$28,540	----	$113,715	$113,715	----	----	----	$107,792
Alabama Reform School for Negro Boys [1]	150	----	----	----	296	----	275	----	296	----	500	100,000	3,500	----	----	35,600	$18,000	$2,060	$15,540	35,600
State Training School for Girls, Ala.[1]	----	----	----	----	----	275	----	48	----	275	560	175,000	500	----	82,500	82,500	125,000	82,500	(2)	207,500
Arizona State Industrial School	62	4	----	----	86	19	86	19	14	----	469	146,175	23,062	$850	60,335	61,185	850	3,500	56,618	60,968
Arkansas Boys Industrial School	129	----	129	----	325	----	175	----	325	----	----	201,176	17,288	3,200	95,300	98,500	3,200	6,600	88,700	98,500
California Girls Training Home	----	45	----	45	----	107	----	59	----	----	1,200	8,000	2,500	----	15,470	15,470	----	(3)	15,582	15,582
Home of the Good Shepherd, Calif	----	245	----	----	----	210	----	100	----	394	400	455,000	2,500	----	73,604	73,604	2,702	11,822	57,186	71,710
St. Catherine's Home and Training School, Calif	----	61	----	61	----	128	----	80	----	128	350	40,000	----	----	19,368	19,368	4,688	382	14,248	19,318
Ventura School for Girls, Calif	----	128	----	128	----	165	----	113	----	----	164	438,284	88,927	7,710	111,078	118,788	----	11,599	106,932	118,531
Preston School of Industry, Calif	613	----	608	----	1,020	----	176	----	1,203	----	6,349	420,000	25,000	20,000	357,560	377,560	20,295	24,371	214,386	259,052
Whittier State School, Calif	201	----	201	----	450	----	300	----	325	----	2,500	607,139	237,898	35,948	214,724	250,672	35,948	28,735	185,989	250,672
State Industrial School, Colo	176	----	176	----	275	----	237	----	373	----	2,500	292,500	77,000	----	----	135,500	2,874	7,033	125,593	135,500
Colorado State Industrial School for Girls	----	74	----	74	----	244	----	138	----	244	560	257,570	76,380	10,094	54,379	64,473	10,094	6,376	48,002	64,472
Connecticut Junior Republic	42	----	42	----	76	----	76	----	140	----	1,000	200,000	10,000	125,000	44,300	169,300	----	----	----	173,644
Connecticut School for Boys	291	----	291	----	732	----	439	----	75	----	3,500	816,780	44,770	105,591	200,389	305,980	105,591	64,324	136,065	305,980
Delaware Industrial School for Girls	----	51	----	51	----	75	----	72	----	75	1,000	75,000	10,000	----	34,398	34,398	----	2,760	31,377	34,137
Ferris Industrial School of Delaware	20	----	18	----	150	----	150	----	50	----	200	236,658	4,000	7,000	59,000	66,000	1,000	5,500	56,500	63,000
Industrial School for Colored Girls, Del.[1]	----	6	----	5	----	15	----	15	----	27	100	8,000	----	----	1,500	1,500	250	400	1,115	1,765
National Training School for Boys, D. C	247	----	247	----	754	----	469	----	754	----	646	1,220,000	26,000	----	217,793	217,793	9,504	8,863	135,735	154,102
National Training School for Girls, D. C	----	80	----	80	----	196	----	100	----	175	500	300,000	20,000	4,401	67,410	71,811	3,510	3,040	63,456	70,006
Florida Industrial School for Boys	423	----	423	----	856	----	411	----	212	----	3,000	350,000	110,000	90,000	126,000	216,000	73,590	28,400	87,387	189,377
Georgia Training School for Girls	----	44	----	44	----	157	----	112	----	157	220	68,892	4,868	----	35,000	35,000	----	2,880	32,120	35,000
Fulton County Industrial Farm, Ga	66	----	66	----	82	----	82	----	----	----	100	100,000	10,000	----	----	----	----	----	----	----
Georgia Training School for Boys	89	----	----	----	203	----	51	----	----	----	----	45,000	18,000	----	----	30,000	----	----	----	30,000
Idaho Industrial Training School	103	58	103	58	278	151	215	67	290	152	1,000	750,000	200,000	28,000	104,175	132,175	30,000	7,500	94,500	132,000
Chicago Home for Girls	----	60	----	60	----	132	----	70	----	----	2,000	65,000	15,498	----	42,397	42,397	----	(4)	43,420	43,420
Chicago Parental School	35	7	35	7	607	51	----	----	----	----	500	----	----	----	----	----	----	----	----	----
House of the Good Shepherd, Ill	194	----	194	----	352	----	300	----	653	----	[1] 1,500	1,058,358	134,211	----	----	401,098	----	----	----	676,989
State Training School for Girls, Ill	----	222	----	222	----	425	----	400	----	400	1,000	565,810	----	----	209,333	209,333	5,361	9,600	184,409	199,370
Illinois State Reformatory	441	----	438	----	1,219	----	680	----	2,107	----	9,000	1,081,623	535,118	----	738,899	738,899	30,741	16,777	775,762	823,280
Chicago and Cook County School for Boys	750	----	750	----	653	----	109	----	----	----	2,000	750,000	10,000	10,000	130,000	140,000	10,000	75,000	55,000	140,000
St. Charles School for Boys, Ill	485	----	485	----	1,998	----	675	----	1,998	----	3,000	966,628	95,435	5,000	378,777	383,777	5,000	16,278	361,996	383,274
Indiana Girls' School	----	62	----	62	----	380	----	244	----	518	2,213	415,158	98,034	38,000	109,320	147,320	30,761	(5)	116,179	146,940
Indiana Reformatory	799	----	799	----	842	----	623	----	----	----	13,290	[1] 367,000	[1] 2,000	[1] 15,000	[1]195,000	[1] 210,000	[1] 13,326	[1] 9,791	[1] 230,219	[1] 253,336
Indiana Boys' School	241	----	241	----	484	----	449	----	400	----	6,924	579,798	222,879	29,385	161,157	190,542	29,385	15,101	146,056	190,542

Iowa Training School for Boys	291				737		460		737		3,024	654,863	60,818	46,116	139,330	185,446	1,661	9,572	173,660	184,893
Training School for Girls, Iowa		121		121		274		185		274	1,842	235,000	46,796	1,299	89,007	90,306	1,299	6,522	83,843	91,664
The Woman's Reformatory, Iowa		33		33						51	780	346,228	11,755							
Convent of the Good Shepherd, Iowa		73		73		115		65		121	327	93,000	[2]		29,190	29,190	1,932	61	27,877	29,870
Kansas State Industrial School for Girls		74		74		225		125		255	2,000	203,900	16,000	2,500	76,000	78,500	2,500	4,025	71,975	78,500
Kansas State Industrial Reformatory	323		323		518		320		880			1,815,000	140,000	101,997	323,430	425,427	54,003	7,900	305,766	367,669
Industrial School for Boys, Kans.[1]	20		20		425		32		425		12,000	500,000	50,000	12,000	86,100	98,100	12,000	45,000	85,000	142,000
Kentucky Houses of Reform [1]	231	91			537	171	315	106	293	106	300	280,000	75,000		187,000	187,000	6,000	181,000	[2]	187,000
Louisville and Jefferson County Children's Home, Ky.[1]	114	48	114	48	394	216	394	216	319	141	2,500	1,021,374	88,515		227,911	227,911	10,000	50,281	137,837	198,118
Louisiana Training Institute	118		118		324		195		324		1,000	547,000	203,000	27,779	87,910	115,689	26,184	20,000	67,892	114,076
State School for Girls, Me		33		33		191		158		191	600	201,627	49,915	10,298	66,721	77,019	953	9,957	66,110	77,020
State Reformatory for Women, Me		77		77						174	300	208,006		[5]	58,131	58,131	14,895		42,837	57,732
State School for Boys, Me.[1]											300	196,400	24,240	66,681	18,470	85,151	66,681	1,504	15,863	84,048
House of the Good Shepherd, Md		126		126		190		100		414	2,350	140,000	15,000		58,874	58,874	9,694	901	47,734	58,329
House of the Good Shepherd for Colored Girls, Md		77		77		90		77		199	500	400,000		10,842	34,530	45,372	13,534		31,611	45,145
St. Marys Industrial School, Md	431		425		1,130		604		710		2,004				193,534	193,534				192,500
House of Reformation for Colored Boys, Md	131		131		432		282		432		4,000	217,100	75,000		93,836	93,836		21,847	71,989	93,836
Maryland Training School for Boys, Md	161		161		211		209		383		1,000	593,618	65,000	9,899	128,419	138,318		37,712	100,606	138,318
Industrial Home for Colored Girls, Md		21		21		102				102		25,000	3,000		22,272	22,272		5,990	16,419	22,409
Hampden County Training School, Mass.[1]	48		48		81		46				500	150,000	10,000		30,000	30,000		2,012	20,282	22,294
Industrial School for Girls, Mass		275		275		296		296		501	6,000	137,100		2,000	138,000	140,000	2,000	13,000	125,000	140,000
Essex County Training School, Mass	26		26		127		127		127		[1] 357	[1] 150,000	[1] 25,000	11,000	54,000	65,000				65,000
Middlesex County Training School, Mass.[1]	71		71		146		83				900	172,000	50,000	8,508	54,000	62,508	8,508	2,552	48,130	59,190
Worcester County Training School, Mass	29		29		71		42		71		1,000	85,000	5,000		22,000	22,000	1,443	[3]	19,966	21,409
Plummer Farm School, Mass	16		14		43		32		43		800	75,000	5,000		13,111	13,111		1,586	11,525	13,111
Industrial School for Boys, Mass	398		398		77		40		226		2,186	511,341	125,268		166,119	166,119		69,242	89,953	159,195
Norfolk, Bristol, and Plymouth Union Training School, Mass.[1]	32		32		70						200	40,000	5,000				1,388	2,600	21,890	25,878
Lyman School for Boys, Mass.[1]	1,028		1,028		1,039		265		265		7,628	420,321	161,685	10,033	222,398	232,431	10,033	24,723	197,675	232,431
Girls' Training School, Mich		401		401		784		304		784	300	411,780	52,162	26,785	194,459	221,244	15,709	8,757	175,581	200,047
State Public School, Mich	203	203			285	142	245	127			2,000	699,776	103,744	10,000	197,250	207,250	39,540	17,700	225,424	282,664
House of the Good Shepherd, Mich.[1]		238		238		75		75		240	1,865	385,812			125,370	125,370	6,242	2,500	122,094	130,836
Home of the Good Shepherd, Mich		76		76		89		48		239	450	450,000	75,000	91,000	49,502	140,502	94,000	650	45,822	140,472
Boys' Vocational School, Mich	61		61		589		560		589		2,600	1,100,032	198,358	18,300	309,600	327,900		16,500	293,100	309,600
Hennepin County Home School for Boys, Minn	184		184		171		25		234			38,000	500	8,000	29,000	37,000	8,000	5,000	24,000	37,000
Hennepin County Home School for Girls, Minn.[1]		71		71		86		19			150				13,394	13,394	218	1,400	11,776	13,394
State Training School, Minn	114		114		400		108		224		5,000	725,277	138,772	20,000	188,882	208,882	24,698	22,067	150,653	197,418
State Reformatory, Minn	179		179		420		420		462		6,674	1,200,000	900,000			482,000				478,000
Ramsey County Home School, Minn	40		40		65		15		65		300	30,000	2,000	4,000	9,275	13,275	3,500	1,475	7,500	12,475
Home School for Girls, Minn		17		17		235		100		215	2,450	708,750	59,462	8,750	181,230	189,980	20,381	8,340	158,104	186,825
Mississippi Industrial and Training School	52	39	52	39	233	139	175	125	157	98	720	493,437	158,932	15,000	95,500	110,500	15,000	7,200	88,300	110,500
Missouri Reformatory [1]					528		426		528		3,000	500,000	21,000				25,000	65,525	[2]	90,525
State Industrial Home, Mo.[1]		73		73		300		237		300	2,000	180,000	20,000		208,057	208,057	13,684	194,373	[2]	208,057
Bellefontaine Farms, Mo.[1]	190		190		384		15		384		1,500	500,000	30,000	800	91,668	92,468	800	20,000	89,868	110,668
Montana State Vocational School for Girls		29		29		108		76		108	400	265,689	21,818	68,221	44,438	112,659	62,133	[5]	41,975	104,108

[1] Data for 1921–22.

[2] Included in the preceding column.

[3] Furnished by Alameda Board of Education.

[4] Board of education furnishes teachers.

[5] Included in the following column.

TABLE 10.—*Inmates, property, receipts, and expenditures in industrial schools for delinquents, 1926–27*—Continued

Institution	Inmates discharged during the year		Inmates discharged who could read and write		Inmates receiving instruction in the school classes		Average enrollment in the school classes		Inmates learning some trade or occupation		Volumes in library	Value of buildings and grounds	Value of scientific apparatus, furniture, machinery, etc.	Receipts			Expenditures			
														For permanent equipment	For current expenses	Total	Buildings and lasting improvements	Teachers' salaries, books, etc.	Other salaries and all other expenses	Total
	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
Montana State Industrial School	76		76		164		105		100		1,784	$390,000	$55,000	$40,000	$61,000	$101,000	$40,000	$12,000	$49,000	$101,000
State Training School for Girls, Nebr		77		77		128		126		264					60,000	60,000				60,000
Boys' Industrial School, Nebr	142		142		240		45		240		900	393,852	49,575	9,200	104,910	114,110	7,650	5,540	77,310	90,500
Nebraska Industrial Home [1]	29	70									825	104,975	40,500		34,001	34,001	1,108	30	28,869	30,007
Nevada School of Industry	26		26		24		18		8		1,000	70,000	10,000		25,000	25,000				25,000
New Hampshire State Industrial School	29	18	29	18	90	44	79	32	158	80	1,000				59,169	59,169				57,670
Hudson County Catholic Protectory, N. J	46		32		140		100		65		500	350,000	75,000		100,000	100,000	20,000	12,500	66,550	99,050
New Jersey State Reformatory for Women		75				75		15		183	1,100	300,233	103,567	12,100	140,200	152,300	35,000	3,445	112,855	151,300
New Jersey State Home for Boys	487		486		607		348		665		2,000	1,151,204	189,154	11,145	309,522	320,667	26,145	37,715	256,633	320,493
New Jersey Reformatory	450		438		812		530		1,158		3,500	1,163,979	217,214	15,420	354,450	369,870	14,484	13,665	302,651	330,800
New Jersey State Home for Girls		110		110		140		130		487	600	693,057	196,039	66,910	188,641	255,551	66,910	8,466	180,175	255,551
Newark City Home for Boys, N. J	197		197		390		210		128		600	500,000	40,000	6,000	116,920	122,920	12,000	15,000	111,000	138,000
New Mexico Reform School [1]	24		24		37		35		14		300	40,000	5,000	2,000	21,000	23,000	3,000	1,000	19,000	23,000
Albion State Training School, N. Y		123		121		223		163		316	522	331,979	70,648		124,214	124,214	2,592	8,463	112,763	123,818
New York State Reformatory for Women		57		57							3,500	1,000,000	65,000		217,088	217,088		9,411	206,861	216,272
House of the Good Shepherd, N. Y		184		172		38		35		318	300	706,000	50,000		162,652	162,652	45,303	1,726	108,838	155,867
St. Philomenas Training School, N. Y		105		105		232		133		234										
Asylum of Our Lady of Refuge, N. Y		96		96		85		80		203	237	300,000	72,000			56,584	4,762	3,290	48,156	56,208
Berkshire Industrial Farm, N. Y	53		53		197		128		122		2,500	332,036	30,147	28,070	179,836	207,906	28,253	5,726	125,590	159,569
The Children's Village, N. Y	190	3	190	3	475	23	275	23	60	5	2,500	1,103,525	98,923		208,647	208,647	10,411	15,606	199,072	225,089
New York Parental School	701		701		1,118		391		1,118		2,060	1,500,000	201,000		269,887	269,887	36,181	69,217	164,489	269,887
George Junior Republic, N. Y	36	15	36	15	67	34	38	16	67	34	675	47,634	613		13,414	13,414		12,401	1,013	13,414
New York State Training School	5	301				429		332		429	1,940	889,315	19,219	16,019	246,725	262,744	13,721	26,575	222,448	262,744
State Agricultural and Industrial School, N. Y	533		533		946		630		185		860	788,298	262,565	7,321	381,431	388,752	7,321	47,675	333,756	388,752
Inwood House, N. Y		107		107		22		22		130	200	147,750	9,242		57,085	57,085	2,735	(3)	58,930	61,665
New York Catholic Protectory [1]	1,537	200	1,476	192	3,200	650	1,675	440	1,480	290	7,600	2,533,665	140,200		732,552	732,552		40,553	621,451	662,004
Society for the Reformation of Juvenile Delinquents, N. Y	257		257		718		423		718		2,000	2,500,000		4,551	284,194	288,745	4,551	35,814	240,581	280,946
Stonewall Jackson Manual Training and Industrial School, N. C	183		183		606		415		606		1,000	984,000		35,000	140,000	175,000	41,784	6,609	126,679	175,072
North Dakota State Training School	100	55	100	55	120	40	115	35				467,406		10,551	88,790	99,341	10,551	8,691	80,099	99,341
Cuyahoga County Detention Home, Ohio	1,969	804			1,969	804	67	42			1,000	350,000	9,100		75,000	75,000				75,000
Thomas A. Edison School for Boys, Ohio	900		900		1,100		550					100,000	5,000							
Girls' Industrial School, Ohio		261		261		851		500		798	1,100	824,918	133,807	50,368	199,736	250,104	35,510	17,424	168,990	221,924

Opportunity Farm for Boys, Ohio	6		6		74		47		10		300	105,640			30,903	30,903		7,308	23,595	30,903
Boys' Industrial School, Ohio	1,176		1,174		1,030		1,030		700		6,000	1,591,079	9,784	255,561	317,820	573,381	255,561	13,718	306,063	575,342
Ohio State Reformatory	993		993		1,471		888		3,710		3,700	1,942,039	105,232	42,185	344,055	386,240	36,887	15,080	319,193	371,163
Girls' Opportunity Farm, Ohio [1]		29		29		91		50		16	250	200,000	50,000			24,000				24,000
State Reformatory, Okla.[1]	425				145		50		114		800	546,239	900	16,477	226,846	243,323	16,477	2,000	226,846	245,320
State Training School, Okla.[1]	140		137		140		69		78		1,000	400,000	100,000	40,000	59,506	99,506	40,000	2,955	56,006	98,961
State Industrial School, Okla.[1]		25				145		126		4	1,500	100,000	20,000	15,000	70,000	85,000	4,000	5,000	76,000	85,000
Oregon State Training School [1]	127		127		280		125		197		861	175,500	19,869		76,143	76,143		2,160	71,933	74,093
Oregon State Industrial School for Girls		37		35		100		68			150	103,269	14,674	3,357	62,983	66,340	3,332	10,979	50,115	64,426
Glen Mills School (for girls), Pa		217		217		652		350		652	2,000	501,123				906,126				896,323
Glen Mills School (for boys), Pa	368		363		904		240		388		1,600	772,996								
Pennsylvania Industrial Reformatory	539		539		1,209		649		652		3,000	2,667,729	74,900	38,193	384,463	422,656	72,762	60,344	285,794	418,900
Luzerne County Industrial School, Pa	121		121		344		200		194		1,000	350,000	25,000		90,000	90,000				89,000
Pennsylvania Training School	331	156	331	156	779	422	454	250	779	422	6,000	2,754,839	599,651	236,350	363,952	600,302	236,350	25,718	338,234	600,302
Boys Industrial Home, Pa	99		99		257		160		80		250	145,000	36,000		60,487	60,487		4,154	57,167	61,321
Philadelphia Protectory for Boys, Pa	500		500		810		550		247		1,500									
House of the Good Shepherd, Pa		116		116		35		20		94		200,000				18,000				19,000
Allegheny County Industrial and Training School, Pa	157		156		450		234		450		700	932,378	181,500	23,540	155,000	178,540	10,326	15,144	132,960	158,430
Reform School of Porto Rico	91		91		327		236		327		100	188,211	28,485	6,000	59,320	65,320		29,120	36,200	65,320
Oaklawn School for Girls, R. I		5		5		42					200	182,182	10,000			29,070				
Sockanosset School for Boys, R. I	340		340		430		177		95		750	601,131		900	113,000	113,900	900	5,540	107,460	113,900
Reformatory for Negro Boys, S. C.[1]	30		30		100		90		30			100,000	7,000		28,000	28,000		3,500	24,500	28,000
South Carolina Industrial School for Girls		11		11		75		60		75	400	90,000	15,000			22,000				25,000
South Carolina Reformatory for White Boys	115		115		275				300			250,000	500	2,000	65,000	67,000				67,000
South Dakota Training School	40	12	40	12	146	67	94	49	146	67	4,000	253,940				40,000				40,000
Industrial and Training School, Tenn.[1]	50		50		144				61		20	85,000		2,000	25,300	27,300	2,000	1,955	21,100	25,055
Bonny Oaks Industrial School, Tenn	57	31	57	31	149	69	90	35			1,000	75,000	5,000		28,100	28,100	3,200	2,250	11,250	16,700
Knox County Industrial School, Tenn	50	42	50	42	163	117	121	77			500	100,000		5,000	42,950	47,950	5,000	3,406	39,554	47,960
State Training and Agricultural School, Tenn.[1]	368		368		375						350	151,300	41,485	28,000	124,001	152,001	19,719	96,165	(2)	115,884
Tennessee Vocational School, Tenn.[1]		41		41		87		85		128	200	200,000	30,000	17,000	11,678	28,678	1,031	8,981	1,000	11,012
Girls Training School, Tex		22		22		232		160		232	2,000	211,485	30,313		80,407	80,407		9,168	66,487	75,655
State Juvenile Training School, Tex					891						3,233	626,700	112,451		229,450	229,450		55,380	174,070	229,450
Vermont Industrial School	26	10			134	60	115	50	236	112	2,500	394,472	88,640		124,492	124,492				124,492
Virginia Home and Industrial School		90		90		120		75		162	500	137,900				45,691				44,653
Virginia Manual Labor School [1]	88		88		230		230				100	200,000	70,000	8,000	29,800	37,800	8,000	1,200	28,600	37,800
Virginia Industrial School	172		172		310		185		325		200	66,650	30,695		89,720	89,720	14,136	3,273	69,196	86,605
Virginia Industrial School [1]		25				132		94		132	300	75,000		961	21,894	22,855	500	480	18,522	19,502
State Training School, Wash	202		202		202		202		202		2,500	430,316	40,000	165,770	142,000	307,770	157,122	16,311	91,842	265,275
State School for Girls, Wash		104		104		269		153		269	2,015	600,000				70,000				70,000
Boys Parental School, Wash	109		109		214				54		217	450,000	15,000	42,000	87,500	129,500	42,000	(5)	87,500	129,500
Washington State Reformatory	437		437		165		73		947		5,500	[1] 594,184	65,196	377,376	369,890	747,266	17,376		113,340	130,716
Girls Parental School, Wash		41		41		89		48		89	200					19,975				19,975
West Virginia Industrial School	258		258		720		420		720		1,500	500,000	50,000	25,000	102,000	127,000	35,000	8,000	94,000	137,000
West Virginia Industrial Home		88		88		218		127		218	1,000	500,000	18,740	47,500	40,855	88,355	47,500	2,650	37,026	87,176
Wisconsin Industrial School for Girls		104		104		382		238		33	860	268,157	40,117	1,747	130,374	132,121	1,446	13,172	92,708	107,326
Wisconsin Industrial School for Boys	43		43		556						1,850	512,664	47,197	33,750	131,300	165,050	25,919	20,674	128,318	174,911
Wyoming Girls Industrial Institute		9		9		29		29		47		100,000	3,040			74,409				74,409
Wyoming Industrial Institute	75		74		40		35		20		500	600,000	20,000		55,000	55,000		6,000	45,000	51,000

[1] Data for 1921–22.

[2] Included in the preceding column.

[5] Included in the following column.

TABLE 11.—*Industrial schools for delinquents having endowment funds, 1926–27*

Institution	Location	Total amount of productive funds	Amount received for endowment during the year
California Girls Training Home	Alameda, Calif.	$2,000	$200
Connecticut Junior Republic Association (Inc.)	Litchfield, Conn.	125,000	5,000
Connecticut School for Boys	Meriden, Conn.	44,770	----
Delaware Industrial School for Girls	Claymont, Del.	9,000	398
Ferris Industrial School of Delaware	Marshallton, Del.	14,000	700
National Training School for Girls	Washington, D. C.	3,125	490
Idaho Industrial Training School	St. Anthony, Idaho	300,000	15,000
Chicago Home for Girls	Chicago, Ill.	163,370	22,880
Industrial School for Boys [1]	Topeka, Kans.	1,100	----
State School for Girls	Hallowell, Me.	10,819	----
State School for Boys [1]	South Portland, Me.	700	----
Plummer Farm School	Salem, Mass.	145,000	7,168
Bellefontaine Farms [1]	Florissant, Mo.	30,000	----
Montana State Industrial School	Miles City, Mont.	200,000	12,000
Boys Industrial School	Kearney, Nebr.	125,156	16,842
Asylum of Our Lady of Refuge	Buffalo, N. Y.	40,000	----
Berkshire Industrial Farm	Canaan, N. Y.	159,400	10,084
The Children's Village	Dobbs Ferry, N. Y.	61,074	----
Inwood House	New York, N. Y.	668,991	20,011
New York Catholic Protectory [1]	do	186,985	----
Society for the Reformation of Juvenile Delinquents	do	13,500	179
Boys Industrial Home	Oakdale, Pa.	2,000	----
Wisconsin Industrial School for Girls	Milwaukee, Wis.	1,400	----

[1] Data for 1921–22.

CHAPTER XXIX

SCHOOLS AND CLASSES FOR FEEBLE-MINDED AND SUBNORMAL CHILDREN, 1926–27

This report contains statistics of schools and classes for feeble-minded and for subnormal children. These children are instructed in three types of schools. State schools and private schools accept mental defectives who are not insane nor charged with criminal acts. The city day schools accept children who are subnormal, backward, and mentally retarded, and place them in special classes, where they receive individual instruction and attention. State and private schools have boarding departments where the child can be cared for, as well as instructed, and where attendants are supplied; and they take full responsibility for the welfare of those committed to their care. City day schools have their pupils only for the period of instruction, as a rule have no attendants to assist in the care of pupils, and they allow the pupils to return to their homes after the school day is over. Classes in city day schools are usually called "opportunity classes," "ungraded classes," "classes for defectives," etc. On account of the higher mentality of pupils in these city schools, statistics are kept separate for the three types of schools wherever it is possible to do so.

Reports are included for 51 State institutions. No report was received from the Wrentham (Mass.) State school, the Missouri Colony for Feeble-Minded and Epileptics, the Oklahoma Institute for Feeble-Minded, the (Texas) State Colony for the Feeble-Minded, or the (Virginia) State Colony for Epileptics and Feeble-Minded. Statistics for 1922 were used for those not reporting, where the institution was believed to be in existence in 1927.

Reports were received from 30 private institutions, and 1922 data were included for 4 more which did not report in 1927. Reports are included also for 218 city day schools. The 1922 report contains data from 51 State schools, 30 private schools, and from 138 city schools. Eighty-five more reports from city schools are included in 1927 than in 1922 and 4 more reports from private schools. In 1922 reports were included for 214 schools and in 1927 for 303 schools.

INSTRUCTORS AND ASSISTANTS

The number of instructors in State schools increased from 492 in 1922 to 580 in 1927, in private schools from 143 to 195, and in city schools from 1,321 to 2,718. In State schools 20 per cent of the instructors are men; in private schools, 12.8 per cent; and in city schools, 6.4 per cent are men. State schools report 4,047 assistants and private schools report 435. These assistants do no teaching, but they serve in matters of comfort and care of the inmates. No assistants are reported in city school systems.

INMATES AND PUPILS

The number enrolled in State institutions increased from 27,962 in 1914 to 49,791 in 1927, an increase of about 78 per cent. These inmates are about equally divided as to sex. In the private institutions, enrollments have increased from 916 to 2,416 since 1914, an increase of about 164 per cent. The sex distribution in these schools has been about equal, excepting that in 1927 there are 378 more boys than girls.

In city schools the number enrolled in classes for subnormal and backward children has increased from 10,890 in 1914 to 51,814 in 1927, an increase of 40,924 in 13 years, or 376 per cent. City schools have been enrolling about twice as many boys as girls in these classes ever since 1914, when statistics of this type were first included with those of State and private schools.

These increases in enrollments, which are far greater than increases in the population, do not indicate that the percentage of feeble-mindedness is on the increase. It means rather that we are taking better care of the unfortunate children. Within the past 10 years the number of city schools in which classes are organized for children of low mental capacity has about doubled. In addition to academic work these pupils are taught music, household arts, agriculture, manual training, and certain trades, all of which are designed to make the inmate as nearly self supporting as possible.

The tabulation which follows shows how these boys and girls are classified as to mentality in the different types of schools.

Mentality of pupils in different types of schools

Sex	Number of those whose mentality is classed as—				Percentage of those whose mentality is classed as—		
	Low	Middle	High	Total	Low	Middle	High
IN STATE SCHOOLS							
Boys	4,348	6,897	5,742	16,987	25.6	40.6	33.8
Girls	3,970	6,742	5,842	16,554	24.0	40.7	35.3
Total	8,318	13,639	11,584	33,541	24.8	40.7	34.5
IN PRIVATE SCHOOLS							
Boys	299	551	315	1,165	25.7	47.3	27.0
Girls	168	358	273	799	21.0	44.8	34.2
Total	467	909	588	1,964	23.8	46.3	29.9
IN CITY SCHOOLS							
Boys	3,506	11,805	12,661	27,972	12.5	42.2	45.3
Girls	2,215	6,265	7,204	15,684	14.1	40.0	45.9
Total	5,721	18,070	19,865	43,656	13.1	41.4	45.5

In State schools and in private schools from one-fifth to one-fourth of the pupils classified as to mentality are in the low group, and approximately one-third in the high group. In city schools one-seventh are in the low group and nearly one-half in the high group. Since the inmates of State and of private schools are sent to those institutions largely because they need care as well as training, it is possible that a different basis is used in grading mentality than is used in city systems.

TABLE 1.—*Review of statistics of schools and classes for feeble-minded and subnormal children, 1900–1927*

Items	1900	1905	1910	1912	1914	1916	1918	1922	1927
Number of schools reporting:									
State	19	25	25	33	38	38	43	51	51
City day	----	----	----	----	54	118	131	133	218
Private	10	15	16	20	25	28	32	30	34
Total	29	40	41	53	117	184	206	214	303
Instructors:									
State schools—									
Men	53	74	58	70	73	92	81	83	116
Women	195	227	212	264	308	359	344	409	464
Total	248	301	270	334	381	451	425	492	580
City day schools—									
Men	----	----	----	----	24	44	45	84	175
Women	----	----	----	----	626	895	1,089	1,237	2,543
Total	----	----	----	----	650	939	1,134	1,321	2,718
Private schools—									
Men	13	15	6	8	11	11	9	14	25
Women	43	63	64	82	105	117	112	129	170
Total	56	78	70	90	116	128	121	143	195
Assistants:									
State schools—									
Men	----	----	437	511	773	915	767	1,096	1,360
Women	----	----	948	1,182	1,555	1,949	1,830	2,241	2,687
Total	764	1,208	1,385	1,693	2,328	2,864	2,597	3,337	4,047
Private schools—									
Men	----	----	38	30	40	29	17	25	108
Women	----	----	128	142	183	142	132	194	327
Total	----	----	166	172	223	171	149	219	435
Inmates (or pupils):									
State schools—									
Male	5,148	8,266	8,825	11,315	14,654	17,196	18,353	19,197	24,355
Female	4,644	7,264	7,853	10,042	13,308	15,686	17,615	19,564	25,436
Total	9,792	15,530	16,678	21,357	27,962	32,882	35,968	38,761	49,791
City day schools—									
Male	----	----	----	----	7,489	11,237	11,937	14,480	33,214
Female	----	----	----	----	3,401	5,287	6,196	7,587	18,600
Total	----	----	----	----	10,890	16,524	18,133	[1]23,252	51,814
Private schools—									
Male	259	417	460	359	443	398	467	707	1,397
Female	166	293	432	390	473	492	516	679	1,019
Total	425	710	892	749	916	890	983	1,386	2,416

[1] Including those not distributed by sex.

TABLE 2.—*Summary of statistics of schools for the feeble-minded, 1926–27*

Items	State institutions	Private institutions	Total
I.—*Personnel*			
Schools reporting	51	34	85
Instructors:			
Men	116	25	141
Women	464	170	634
Assistants caring for inmates:			
Men	1,360	108	1,468
Women	2,687	327	3,014
Inmates in institutions:			
Male	24,355	1,397	25,752
Female	25,436	1,019	26,455
Total	49,791	2,416	52,207
Inmates not in school:			
Male	10,921	341	11,262
Female	10,834	229	11,063
Total	21,755	570	22,325
Enrollment in school:			
Kindergarten—			
Male	1,497	220	1,717
Female	1,322	184	1,506
Elementary grades—			
Male	3,855	482	4,337
Female	3,687	458	4,145
Enrollment by subjects:			
Music	6,639	845	7,484
Elementary household duties	10,180	499	10,679
Manual training	8,115	780	8,895
Agriculture	2,317	257	2,574
Trade training	5,712	346	6,058
II.—*Receipts*			
Schools reporting receipts	49	24	73
From State, county, or city	$16,381,667		$16,381,667
From private benefactions	121,838	$232,722	354,560
From other sources	648,506	1,068,396	1,716,902
Total, including undistributed receipts	17,588,311	1,372,428	18,960,739
III.—*Expenditures*			
Schools reporting expenditures	49	25	74
For teachers' salaries, books, etc	$523,076	$199,294	$722,370
For other current expenses	12,838,334	933,117	13,771,451
Total current expenses	13,361,410	1,132,411	14,493,821
For buildings and lasting improvements	3,089,132	124,070	3,213,202
Expenditures not distributed	578,401	78,731	657,132
Grand total expenditures	17,028,943	1,335,212	18,364,165
Per capita costs:			
Number of schools reporting both enrollment and expenditures	46	21	67
Enrollment in these schools	46,754	1,744	48,498
Total current expenditures in these schools	$13,361,410	$1,132,411	$14,493,821
Total expenditures for buildings and lasting improvements	$3,089,132	$124,070	$3,213,202
Expenditure per pupil for current expenses	$286	$649	$299
Expenditure per pupil for buildings and lasting improvements	$66	$71	$66
IV.—*Libraries and value of property*			
Number of schools reporting libraries	49	22	71
Volumes in libraries	37,490	24,574	62,064
Number of schools reporting value of property	49	29	78
Value of buildings and grounds	$47,675,570	$3,393,814	$51,069,384
Value of scientific apparatus, furniture, etc	$6,921,610	$572,040	$7,493,650
Number of schools reporting both value of property and enrollment	49	22	71
Enrollment in these schools	48,068	2,081	50,149
Value of property per capita enrolled	$1,136	$1,906	$1,168

TABLE 3.—*Summary of statistics of city day schools and classes for backward and subnormal children, 1926–27*

States	Schools reporting	Instructors			Pupils enrolled			Pupils in the—						Enrollment by subjects of study				
								Kindergarten			Elementary grades							
		Men	Women	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Music	Elementary household duties	Manual training	Agriculture	Trade training
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Total	218	175	2,543	2,718	33,214	18,600	51,814	1,039	667	1,706	28,562	16,079	44,641	41,447	11,828	35,825	944	1,128
California	5	3	102	105	1,162	728	1,890				1,162	728	1,890	1,888	766	1,162	318	
Colorado	1	1	20	21	338	288	626				338	288	626			626		
Connecticut	7	4	47	51	466	296	762	21	14	35	424	270	694	677	303	627	11	8
District of Columbia	1	2	34	36	542	169	711	19	16	35	523	153	676	630	438	617	164	127
Georgia	1	3	21	24	343	118	461											
Illinois	6	2	153	155	1,944	940	2,884	4	3	7	110	53	163	150	65	153		
Indiana	4	6	18	24	230	100	330	9	1	10	221	99	320	330	187	201	47	
Iowa	10	6	49	55	794	526	1,320	21	13	34	744	487	1,231	1,063	338	709	22	68
Kansas	4		11	11	129	73	202	2	3	5	127	70	197	75	70	133		
Kentucky	1	2	12	14	245	115	360							36		360		
Louisiana	1		8	8	94	24	118				94	24	118					
Maine	1		2	2	22	18	40				22	18	40	40		40		
Massachusetts	21	4	217	221	2,350	1,317	3,667	23	12	35	2,259	1,267	3,526	3,182	1,416	3,170		49
Michigan	13	23	171	194	3,789	2,069	5,858	40	33	73	3,690	2,003	5,693	5,700	1,064	2,365	90	49
Minnesota	28	11	132	143	1,495	755	2,250	32	17	49	1,415	695	2,110	2,166	570	1,767	132	237
Missouri	3	1	43	44	490	228	718				79	31	110	718	25	670		
Montana	2		5	5	55	44	99	1	3	4	50	41	91	99	75	99		
Nebraska	2		13	13	183	110	293	7	5	12	176	105	281	93	4	253		
New Hampshire	1		1	1	7	12	19				7	12	19	19	19	19	13	19
New Jersey	27	8	189	197	2,130	1,134	3,264	167	128	295	1,924	985	2,909	2,518	1,445	2,914	66	36
New York	15	58	528	586	6,810	4,088	10,898	89	85	174	6,592	3,927	10,519	10,672	1,599	9,710	54	439
North Carolina	1	1	16	17	205	140	345				205	140	345	345	44	205		
Ohio	15	17	186	203	2,067	1,481	3,548	29	9	38	1,722	1,215	2,937	936	298	1,020		6
Oregon	1		22	22	165	67	232				165	67	232	232	34	232		
Pennsylvania	18	8	376	384	4,858	2,588	7,446	294	192	486	4,564	2,396	6,960	7,373	2,140	6,427	9	

TABLE 3.—*Summary of statistics of city day schools and classes for backward and subnormal children, 1926–27*—Continued

States	Schools reporting	Instructors			Pupils enrolled			Pupils in the—						Enrollment by subjects of study				
								Kindergarten			Elementary grades							
		Men	Women	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Music	Elementary household duties	Manual training	Agriculture	Trade training
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Rhode Island	3		32	32	355	180	535	30	15	45	325	165	490	519	181	486		6
Tennessee	1		7	7	71	34	105											
Texas	2		7	7	100	62	162	11	6	17	89	56	145	23	7	23		
Utah	1		2	2	19	4	23	4	1	5	15	3	18	23		15		
Virginia	3	1	26	27	417	168	585	112	45	157	305	123	428	98	83	219		
Washington	4	8	52	60	872	454	1,326	117	58	175	755	396	1,151	1,214	340	1,107		
West Virginia	1	1		1	12	1	13				12	1	13			13		
Wisconsin	14	5	41	46	455	269	724	7	8	15	448	261	709	628	317	483	18	84

TABLE 4.—*Statistics of State institutions for the feeble-minded, 1926–27*

Location	Institution	Instructors		Assistants caring for inmates		Inmates in institution during year		Inmates not in school		Inmates in the kindergarten		Inmates in elementary grades		Grade of mentality						Enrollment by subjects of study					Volumes in library	Value of property	
														Low		Middle		High								Buildings and grounds	Scientific apparatus, furniture, etc.
		Men	Women	Men	Women	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Music	Elementary household duties	Manual training	Agriculture	Trade training			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Eldridge, Calif.	Sonoma State Home [1]	2	7	63	47	164	157	59	85	47	33	58	39	14	22	47	58	103	77	62	----	----	----	----	----	$1,388,195	$361, 119
Grand Junction, Colo.	State Home and Training School for Mental Defectives.	0	4	6	10	128	130	57	23	8	10	27	45	33	35	54	69	41	26	7	20	63	8	----	----	412, 444	88, 020
Ridge, Colo.	do	0	1	4	11	40	38	19	13	6	9	15	16	37	31	3	7	----	----	32	26	33	----	----	75	283, 610	21, 070
Mansfield Depot, Conn.	Mansfield State Training School and Hospital.	3	12	66	58	393	368	110	79	152	130	131	159	127	82	140	132	126	154	14	158	151	75	----	600	1, 321, 500	173, 232
Stockley, Del.	Delaware Colony	1	1	1	11	50	62	20	30	----	----	10	12	20	30	20	20	10	12	4	36	12	12	----	36	197, 500	14, 323
Gainesville, Fla.	Florida Farm Colony for the Epileptic and Feeble-Minded.	5	5	11	15	224	191	67	43	47	24	110	124	34	28	45	40	145	123	220	80	213	30	150	100	354, 288	81, 928
Gracewood, Ga.	State School for Feeble-Minded.	----	2	----	9	49	43	8	7	8	12	13	13	5	0	30	26	14	17	----	35	26	10	----	----	200, 000	--------
Nampa, Idaho	State School and Colony	3	5	2	8	194	155	44	32	7	6	25	20	35	22	83	65	76	68	134	156	23	36	----	----	228, 886	30, 500
Dixon, Ill.	Dixon State Hospital for Feeble-Minded and Epileptics.[2]	11	3	81	106	1, 392	941	954	704	----	----	45	20	341	266	502	286	249	218	78	30	45	100	357	123	2, 291, 865	408, 266
Lincoln, Ill.	Lincoln State School and Colony.	2	17	139	221	1, 747	1, 592	1, 294	1,380	40	25	343	177	----	----	----	----	----	----	150	451	230	171	70	602	1, 349, 523	334, 574
Fort Wayne, Ind.	Indiana School for Feeble-Minded Youth.	6	5	54	91	663	963	324	380	16	0	94	83	215	240	220	411	228	312	39	140	233	50	317	700	991, 966	165, 860
Glenwood, Iowa	Iowa Institution for Feeble-Minded Children.	7	21	33	61	869	900	383	338	37	30	226	321	379	341	241	269	249	290	365	220	342	80	282	800	1, 333, 910	395, 008

[1] Data for 1921–22.
[2] Total number of inmates includes 300 males and 171 females who are epileptics and not reported elsewhere.

TABLE 4.—*Statistics of State institutions for the feeble-minded, 1926–27*—Continued

Location	Institution	Instructors		Assistants caring for inmates		Inmates in institution during year		Inmates not in school		Inmates in the kindergarten		Inmates in elementary grades		Grade of mentality						Enrollment by subjects of study					Volumes in library	Value of property	
														Low		Middle		High								Buildings and grounds	Scientific apparatus, furniture, etc.
		Men	Women	Men	Women	Male	Female	Male	Female	Male	Female	Male	Female	Male	Femal	Male	Female	Male	Female	Music	Elementary household duties	Manual training	Agriculture	Trade training			
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
Parsons, Kans.	Hospital for Epileptics	---	2	---	47	324	269	[3] 22	[3] 19	[3] 9	[3] 2	[3] 7	[3] 16	[3] 22	[3] 19	[3] 14	[3] 16	[3] 2	[3] 3	---	5	23	---	---	350	$80,285	$75,706
Frankfort, Ky.	State Institution for the Feeble-Minded.	0	5	8	18	294	226	100	195	45	8	26	17	29	39	220	156	45	31	115	---	105	45	---	---	500,000	---
Alexandria, La.	State Colony and Training School.	0	3	18	17	130	132	115	107	5	11	10	14	38	48	72	57	20	27	40	12	40	20	34	25	263,000	4,000
Pownal, Me.	Pownal State School	3	6	19	34	358	336	10	28	8	13	86	69	---	---	---	---	---	---	155	271	135	40	261	546	807,230	151,050
Waverley, Mass.	Walter E. Fernald State School.	11	17	77	178	1,164	696	---	---	47	13	212	80	[4] 10	[4] 6	[4] 91	[4] 36	[4] 158	[4] 51	482	120	460	---	---	6,335	1,404,854	269,724
Wrentham, Mass.	Wrentham State School [1]	3	22	27	139	590	914	12	40	107	118	200	258	---	---	---	---	---	---	458	1,180	520	345	307	2,104	984,344	107,443
Lapeer, Mich.	Michigan Home and Training School.	3	18	61	143	1,452	1,299	1,138	1,064	61	43	253	192	389	363	549	461	514	475	367	84	262	---	---	---	1,711,016	352,299
Faribault, Minn.	Minnesota School for Feeble-Minded and Colony for Epileptics.	3	24	33	82	1,222	1,174	910	886	36	44	195	207	432	311	496	482	294	381	181	126	357	85	---	1,321	1,986,259	454,122
Marshall, Mo.	Missouri Colony for Feeble-Minded and Epileptics.[1]	2	5	---	---	242	335	62	84	14	25	28	35	62	84	128	172	52	79	36	112	154	---	123	---	900,000	20,000
Boulder, Mont.	Montana State School for Deaf, Blind, and Feeble-Minded.[5]	0	5	3	6	166	118	42	32	25	17	27	21	7	7	9	7	11	7	26	133	34	30	---	5,000	---	---
Beatrice, Nebr.	Nebraska Institution for Feeble-Minded.	0	7	11	9	509	432	163	119	27	34	94	66	91	64	301	244	117	124	58	225	62	29	173	688	655,400	65,750
Laconia, N. H.	Laconia State School	1	5	5	24	235	252	32	19	26	15	69	38	51	49	90	84	94	119	45	215	163	100	179	680	682,000	40,000
Skillman, N. J.	New Jersey State Village for Epileptics.	1	10	31	32	546	505	421	322	37	68	88	115	[3] 40	[3] 32	[3] 30	[3] 22	[3] 12	[3] 11	---	---	---	---	---	1,649	1,403,194	345,818
Vineland, N. J.	New Jersey State Institution for Feeble-Minded.	1	9	0	63	---	1,135	---	965	---	30	---	58	---	[4] 27	---	[4] 35	---	[4] 26	40	264	183	45	85	475	2,000,000	75,000

Woodbine, N. J.	State Colony for Feeble-Minded Males.	1	0	22	2	206	----	194	----	12	----	----	----	173	----	22	----	11	----	----	45	----	----	----	50	281,280	52,409
Newark, N. Y.	Newark State School	----	11	----	100	----	1,321	----	250	----	38	----	137	----	191	----	576	----	554	174	1,013	300	35	----	----	749,625	146,395
New York (Randalls Island), N. Y.	New York City Children's Hospital.	3	24	36	100	722	717	427	403	41	37	85	96	421	381	232	240	69	96	185	20	385	10	173	2,272	----------	----------
Rome, N. Y.	Rome State School	5	18	138	135	2,326	1,251	844	339	104	30	107	40	288	195	760	350	1,278	706	179	58	77	19	1,799	145	1,769,820	428,678
Syracuse, N. Y.	Syracuse State School	5	25	20	57	633	652	293	178	34	40	244	138	5	15	81	139	547	498	467	750	553	200	----	200	512,907	132,436
Thiells, N. Y.	Letchworth Village	7	24	96	122	1,370	1,088	458	364	58	31	175	131	337	288	503	396	530	404	328	170	460	----	283	1,216	3,004,757	421,212
Kinston, N. C.	Caswell Training School	1	5	12	28	228	275	42	79	60	61	44	23	79	62	78	122	71	91	110	144	142	128	9	280	966,519	107,950
Grafton, N. Dak.	Institution for Feeble-Minded.	1	7	16	14	268	250	170	80	17	15	43	39	82	69	110	94	76	87	38	400	103	----	----	293	586,619	152,900
Columbus, Ohio	----do----	7	22	6	109	784	1,740	200	500	15	22	174	138	[4] 23	[4] 30	[4] 75	[4] 71	[4] 91	[4] 59	826	1,300	270	125	35	3,876	1,719,167	121,651
Enid, Okla.	Oklahoma Institution for Feeble-Minded.[1]	0	3	6	47	164	182	122	94	20	27	18	61	48	63	39	57	77	62	----	----	----	----	----	75	400,000	10,000
Salem, Oreg.	State Institution for Feeble-Minded.	0	7	----	----	146	145	----	----	74	46	72	99	63	42	49	64	34	39	126	----	159	----	----	----	701,013	51,872
Elwyn, Pa.	Elwyn Training School	2	12	37	95	489	423	87	85	18	18	----	----	----	----	----	----	----	----	35	323	490	26	58	2,349	1,000,000	----------
Pennhurst, Pa.	Pennhurst State School	6	13	31	30	696	543	446	418	14	11	80	60	----	----	----	----	----	----	172	75	371	105	15	----	2,591,703	269,600
Polk, Pa.	Polk State School	2	17	48	177	1,103	1,148	525	324	66	34	47	58	116	151	874	823	113	174	388	807	207	83	200	2,000	3,410,897	363,010
Slocum, R. I.	Exeter School	1	2	26	28	211	222	50	50	8	5	46	33	29	42	117	88	65	92	----	90	118	----	----	490	649,972	----------
Clinton, S. C.	State Training School	0	6	12	19	190	152	103	72	27	11	60	69	32	8	133	130	25	14	76	20	91	----	----	----	215,000	45,000
Redfield, S. Dak.	State School and Home for Feeble-Minded.	0	6	5	16	228	198	163	153	7	5	27	25	63	61	121	85	44	52	56	58	29	22	----	200	923,342	70,665
Austin, Tex.	State Colony for the Feeble-Minded.[1]	0	5	2	10	58	183	7	50	14	21	31	89	16	47	31	78	11	58	20	170	154	12	109	80	319,552	25,441
Provo, Utah	Utah State Hospital	1	1	1	1	77	55	47	20	20	35	10	0	30	29	40	15	7	11	2	----	22	----	27	300	50,000	1,000
Brandon, Vt.	Vermont State School for Feeble-Minded Children.	0	4	10	14	90	170	54	103	12	14	17	45	16	10	44	90	30	70	16	126	48	44	47	650	295,578	78,787
Madison Heights, Va.	State Colony for Epileptics and Feeble-Minded.[1]	0	3	9	14	259	316	135	116	17	33	3	14	6	5	7	16	4	12	50	60	105	25	----	----	250,000	25,000
Medical Lake, Wash.	State Custodial School	1	6	25	26	141	174	----	----	12	14	17	16	85	109	38	29	18	36	53	94	----	----	----	----	1,500,000	----------
Chippewa Falls, Wis.	Northern Wisconsin Colony and Training School.	4	14	26	84	555	619	143	130	17	33	90	92	----	----	----	----	----	----	215	130	90	62	564	450	848,211	192,909
Union Grove, Wis.	Southern Wisconsin Colony and Training School.[6]	1	5	19	16	189	166	27	20	7	9	48	39	13	18	111	71	63	74	----	148	72	84	55	355	1,033,339	164,919
Lander, Wyo.	Wyoming State Training School.	0	3	4	3	77	83	18	12	8	12	25	30	12	8	47	53	18	22	15	80	----	26	----	----	165,000	24,964

[1] Data for 1921–22.
[4] Includes minors only.
[4] Includes only those in the kindergarten and elementary departments.
[5] Includes deaf and blind.
[6] Total number of inmates includes 2 males and 3 females who are epileptics and not reported elsewhere.

TABLE 5.—*Receipts and expenditures of State institutions for the feeble-minded, 1926–27*

Location	Institution	Receipts				Expenditures			
		From State, county, or city	From private benefactions	From other sources	Total	For building and lasting improvements	For teachers' salaries, books, etc.	For other current expenses	Total
1	2	3	4	5	6	7	8	9	10
Eldridge, Calif.	Sonoma State Home	$549,244			$549,244	$14,536	$14,809	$519,899	$549,244
Grand Junction, Colo.	State Home and Training School for Mental Defectives	82,500		$6,227	88,727	2,584	(1)	82,155	84,739
Ridge, Colo.	do	81,463		3,097	84,560	48,747	482	34,216	83,445
Mansfield, Conn.	Mansfield State Training School and Hospital	513,510			513,510	92,757	8,215	412,538	513,510
Stockley, Del.	Delaware Colony	40,000		1,500	41,500	6,000	1,200	34,300	41,500
Gainesville, Fla.	Florida Farm Colony for the Epileptic and Feeble-Minded	87,500	$90,000		177,500	90,000	1,500	84,000	175,500
Gracewood, Ga.	State School for Feeble-Minded	35,000		1,500	36,500				36,500
Nampa, Idaho	State School and Colony	68,219		1,080	69,299	17,036	6,205	44,881	68,122
Dixon, Ill.	Dixon State Hospital for Feeble-Minded and Epileptics	812,274			812,274	122,049	1,163	875,988	999,200
Lincoln, Ill.	Lincoln State School and Colony	783,267		54,161	837,428	25,000	18,500	685,846	729,346
Fort Wayne, Ind.	Indiana School for Feeble-Minded Youth	175,587			175,587	10,080	10,000	156,663	176,743
Glenwood, Iowa	Iowa Institution for Feeble-Minded Children	433,857			433,857	13,850	12,000	408,007	433,857
Parsons, Kans.	Hospital for Epileptics	202,804		39,762	242,566	27,795	1,750	212,596	242,141
Frankfort, Ky.	State Institution for the Feeble-Minded	152,892		6,522	159,414	45,360	39,044	75,010	159,414
Alexandria, La.	State Colony and Training School	206,000		8,554	214,554	60,000	(1)	93,700	153,700
Pownal, Me.	Pownal State School	238,428			238,428	13,455	4,535	220,438	238,428
Waverley, Mass.	Walter E. Fernald State School	653,530		30,171	683,701	31,058	24,091	560,883	616,032
Wrentham, Mass.	Wrentham State School [2]	579,319		7,117	586,436	143,619	15,087	420,613	579,319
Lapeer, Mich.	Michigan Home and Training School	765,000			765,000		19,420	751,016	770,436
Faribault, Minn.	Minnesota School for Feeble-Minded and Colony for Epileptics	580,702			580,702	46,458	33,000	501,244	580,702
Marshall, Mo.	Missouri Colony for Feeble-Minded and Epileptics [3]	75,000			75,000	2,000	750	72,250	75,000
Boulder, Mont.	Montana State School for Deaf, Blind, and Feeble-Minded [3]	173,933		31,296	205,229	34,504	38,193	135,216	207,913
Beatrice, Nebr.	Nebraska Institution for Feeble-Minded				280,700				386,301
Laconia, N. H.	Laconia State School	181,422		1,138	182,560	33,301	5,367	143,892	182,560
Skillman, N. J.	New Jersey State Village for Epileptics	381,625		16,259	397,884	139,954	12,684	365,423	518,061
Vineland, N. J.	New Jersey State Institution for Feeble-Minded	469,000		143,000	612,000	95,000	10,000	350,000	455,000
Woodbine, N. J.	State Colony for Feeble-Minded Males	205,000			205,000	78,374	(1)	120,661	199,035
Newark, N. Y.	Newark State School	458,523			458,523	85,932	5,701	366,890	458,523
Rome, N. Y.	Rome State School	865,440			865,440		25,048	733,153	758,201
Syracuse, N. Y.	Syracuse State School	374,254			374,254	27,173	25,172	321,908	374,253
Thiells, N. Y.	Letchworth Village	1,817,290			1,817,290	1,160,243	50,488	606,559	1,817,290
Kinston, N. C.	Caswell Training School	194,000	5,747		199,747	65,000	5,398	119,812	190,210
Grafton, N. Dak.	Institution for Feeble-Minded	176,879		686	177,565		8,120	169,436	177,556
Columbus, Ohio	do	393,485			393,485	2,500	10,665	370,623	383,788
Enid, Okla.	Oklahoma Institution for Feeble-Minded [3]	178,400		3,500	181,900	50,000	1,750	126,650	178,400

Salem, Oreg.	State Institution for Feeble-Minded	220,125			220,125	22,917	6,130	154,433	183,480
Elwyn, Pa.	Elwyn Training School	232,771	3,839	222,981	459,591	13,155	12,827	436,588	462,570
Pennhurst, Pa.	Pennhurst State School	384,124		24,914	409,038	53,058	23,935	332,044	409,037
Polk, Pa.	Polk State School	709,777	22,252	6,133	738,162	100,119	20,841	626,568	747,528
Slocum, R. I.	Exeter School				155,600				155,600
Clinton, S. C.	State Training School	134,050		1,277	135,327	30,000	6,369	102,602	138,971
Redfield, S. Dak.	State School and Home for Feeble-Minded	255,000		21,716	276,716	110,404	5,445	162,546	278,395
Austin, Tex.	State Colony for Feeble-Minded [2]	82,261		779	83,040	1,756	4,691	23,295	29,742
Brandon, Vt.	Vermont State School for Feeble-Minded Children	70,000		6,630	76,630	6,229	2,427	63,346	72,002
Madison Heights, Va.	State Colony for Epileptics and Feeble-Minded [2]	149,860			149,860	20,843	1,978	105,676	128,497
Medical Lake, Wash.	State Custodial School	304,529			304,529	113,512	5,552	182,635	301,699
Chippewa Falls, Wis.	Northern Wisconsin Colony and Training School	327,282			327,282	20,781	13,237	293,264	327,282
Union Grove, Wis.	Southern Wisconsin Colony and Training School	482,541		6,506	489,047	11,993	6,607	133,179	151,779
Lander, Wyo.	Wyoming State Training School	44,000		2,000	46,000		2,700	45,692	48,392

[1] Included in the following column.

[2] Data for 1921–22.

[3] Includes deaf and blind.

TABLE 6.—*Statistics of private institutions for the feeble-minded, 1926–27*

Location	Institution	Instructors		Assistants caring for inmates		Inmates in institution during year			Inmates not in school		Enrollment in—				Grade of mentality						Enrollment by subjects of study					Volumes in library	Value of property	
											Kindergarten		Elementary grades		Low		Middle		High									
		Men	Women	Men	Women	Male	Female	Total	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Music	Elementary household duties	Manual training	Agriculture	Trade training		Buildings and grounds	Scientific apparatus, furniture, etc.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Los Angeles, Calif.	Miss Allen's School for Exceptional Children.	0	2	---	5	5	11	16	---	---	3	7	2	4	1	2	2	5	2	4	16	5	13	---	---	---	---	---
Denver, Colo.	Meeker Home Association	0	1	1	2	10	4	14	2	2	1	1	7	1	2	2	4	2	4	0	---	8	6	4	---	97	$7,175	$1,077
Godfrey, Ill.	Beverly Farm, Inc., Home for Nervous and Backward Children.	0	2	9	13	38	23	61	---	---	---	---	---	---	---	---	---	---	---	---	2	9	9	3	---	1,500	125,000	6,000
Wheaton, Ill.	Mary E. Pogue Sanitarium [1]	0	2	1	10	10	15	25	5	6	3	6	---	---	---	---	---	---	---	---	---	8	---	---	---	2,000	75,000	1,000
Red Oak, Iowa	Powell School for Nervous and Backward Children.	0	4	1	3	27	26	53	8	3	5	5	11	11	10	4	8	6	9	16	28	27	31	6	3	---	---	---
Frankfort, Ky.	The Stewart Home	1	5	5	15	65	48	113	30	26	18	12	17	10	5	5	20	20	40	23	50	50	30	---	---	1,572	500,000	50,000
Baldwinville, Mass.	The Hospital Cottages for Children	0	2	---	12	66	30	96	30	18	9	2	27	10	23	12	31	13	12	5	38	7	---	---	1	1,025	97,395	25,500
Barre, Mass.	"Elm Hill" Private School and Home for Feeble-Minded. [1]	0	1	2	8	24	10	34	15	5	1	0	14	5	5	2	14	6	5	2	---	5	---	15	---	---	35,000	3,000
Halifax, Mass.	Standish Manor	0	4	---	3	---	15	15	---	1	---	---	---	14	---	1	---	4	---	10	12	14	---	---	---	1,400	20,000	10,000
Comstock, Mich.	St. Anthony's School for Feeble-Minded and Backward Children.	0	4	1	7	13	27	40	---	---	4	8	9	19	3	7	10	20	---	---	---	---	---	11	---	460	50,000	25,000
Detroit, Mich.	The Reed School for Nervous and Backward Children.	1	2	0	1	11	5	16	---	---	6	0	5	5	9	4	2	1	---	---	16	2	---	---	---	1,000	40,000	5,000
Kalamazoo, Mich.	The Wilbur Home	---	---	4	4	11	11	22	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	21,000	3,000
Northfield, Minn.	The Laura Baker School	0	7	---	17	---	38	38	---	21	---	8	---	9	---	---	---	---	---	38	17	---	27	---	---	[1] 200	[1] 35,000	[1] 10,000
Kansas City, Mo.	Trowbridge Training School for Backward Children.	1	4	1	3	14	10	24	---	---	4	2	10	8	2	1	9	6	3	3	13	14	24	9	3	[1] 150	[1] 35,000	---
St. Louis, Mo.	Miss Compton's Psycho-Physiological School for Girls.	0	3	---	2	---	8	8	---	---	---	---	---	3	---	---	---	3	---	5	8	5	6	8	---	500	15,000	1,000
Belmar, N. J.	Dorethy-Hall School	0	5	---	3	6	5	11	2	0	4	1	0	4	2	1	3	1	1	3	3	---	9	---	---	---	40,000	(2)

Haddonfield, N. J.	Bancroft School for Mentally Subnormal Children.[3]	2	12	2	26	47	45	92	4	3	16	11	27	31	12	8	13	6	22	31	79	46	76	32	----	3,700	139,535	77,860
Orange, N. J.	The Seguin Physiological School	0	11	---	9	7	18	25	----	----	2	6	5	12	1	3	3	13	3	2	19	----	25	---	----	------	61,690	15,546
South Orange, N. J.	School for Individual Teaching [1]	0	2	---	3	4	3	7	----	----	0	1	3	2	1	1	2	0	1	2	1	3	5	---	----	100	40,000	5,000
Vineland, N. J.	The Training School	5	12	65	68	460	147	607	100	22	52	42	84	60	100	22	260	100	100	25	80	68	98	81	247	1,000	688,000	132,000
Binghamton, N. Y.	Binghamton Training School for Nervous, Backward, and Mental Defectives.	1	2	2	3	14	20	34	8	11	2	4	4	5	8	12	2	1	4	7	---	7	13	4	----	1,000	60,000	20,000
Katonah, N. Y.	Florence Nightingale School	4	1	0	2	22	---	22	----	----	5	----	17	----	----	----	8	---	14	----	----	----	21	14	6	800	------	------
Pittsford, N. Y.	The Frances School	0	2	---	1	9	6	15	1	1	1	2	7	3	2	3	3	2	4	1	13	13	8	4	----	------	30,000	3,000
Port Jefferson, N. Y.	Brooklyn Home for Blind, Crippled, and Defective Children.	0	6	---	5	33	34	67	----	----	16	4	17	30	7	3	14	22	12	9	51	18	51	5	51	570	[4] 105,927	[4] 17,736
Dayton, Ohio	Wilson Schools [5]	0	3	---	---	24	12	36	----	----	3	3	16	6	1	2	18	7	5	3	27	9	27	---	----	3,000	35,000	5,000
Berwyn, Pa.	Devereux Schools	6	16	9	26	59	50	109	2	2	4	5	53	43	16	14	25	18	18	18	105	31	105	---	----	------	215,092	26,821
Langhorne, Pa.	The Woods School for Exceptional Children.	2	26	0	18	80	60	140	----	----	23	19	50	48	31	20	36	29	13	11	140	31	93	49	----	3,000	350,000	50,000
Lansdowne, Pa.	The Brookwood School [1]	0	3	---	---	9	7	16	2	0	2	4	4	3	0	2	9	3	0	2	---	4	8	---	----	200	18,000	1,500
Philadelphia, Pa.	Esdon Hall	0	3	0	4	2	3	5	----	----	1	----	1	3	1	0	1	2	0	1	5	3	5	---	----	------	100,000	-------
Sharon Hill, Pa.	Boys School	0	2	0	1	4	---	4	1	----	----	----	3	----	1	---	3	---	----	----	2	3	3	---	----	150	------	------
Murfreesboro, Tenn.	The Bristol-Nelson Physiological School	0	2	0	3	7	15	22	2	1	2	2	3	12	3	1	4	10	0	4	---	3	---	---	----	700	50,000	7,000
Falls Church, Va.	The Gundry Home and Training School	0	3	0	9	48	56	104	24	32	11	4	13	20	---	---	---	---	---	---	16	30	18	---	----	150	75,000	5,000
Jefferson, Wis.	St. Coletta Institute	0	13	0	24	125	115	240	60	40	15	10	50	65	---	---	---	---	---	---	30	20	50	---	----	------	------	------
Watertown, Wis.	Lutheran Home for Feeble-Minded	2	3	5	17	143	142	285	45	35	7	15	23	12	53	36	47	58	43	48	74	56	19	12	35	300	330,000	65,000

[1] Data for 1921–22. [2] Included in preceding column. [3] At Owls Head, Me., from June to October. [4] Prorated. [5] Day school; attendance irregular.

TABLE 7.—*Statistics of receipts and expenditures of private institutions for the feeble-minded, 1926–27*

Location	Institution	Receipts			Expenditures			
		From private benefactions	From other sources	Total	For buildings and lasting improvements	For teachers' salaries, books, etc.	For other current expenses	Total
1	2	3	4	5	6	7	8	9
Los Angeles, Calif.	Miss Allen's School for Exceptional Children					$3,000	$11,239	$14,239
Denver, Colo.	Meeker Home Association	$712	$6,057	$6,769	$342	609	5,971	6,922
Godfrey, Ill.	Beverly Farms (Inc.), Home and School for Nervous and Backward Children		43,343	43,343	25,000	2,000	15,934	42,934
Baldwinville, Mass.	The Hospital Cottages for Children	13,119	53,276	66,395	5,207	1,056	58,164	64,427
Halifax, Mass.	Standish Manor		14,000	14,000	3,000	2,540	7,870	13,410
Comstock, Mich.	St. Anthony's School for Feeble-Minded and Backward Children		18,744	18,744	1,016	4,027	13,550	18,593
Detroit, Mich.	The Reed School for Nervous and Backward Children [1]		8,400	8,400		6,000	2,000	8,000
Kalamazoo, Mich.	The Wilbur Home		25,708	25,708	1,582	9,880	8,944	20,406
Northfield, Minn.	The Laura Baker School [1]		35,291	35,291	1,400	7,000	28,291	36,691
St. Louis, Mo.	Miss Compton's Psycho-Physiological School for Girls			10,000	2,000	3,000	5,000	10,000
Belmar, N. J.	Dorethy-Hall School			19,840				16,931
Haddonfield, N. J.	The Bancroft School for Mentally Subnormal Children	2,155	143,020	145,175	571	18,398	114,336	133,305
Orange, N. J.	The Seguin Physiological School		49,967	49,967	1,755	23,498	23,117	48,370
South Orange, N. J.	School for Individual Teaching [1]			11,470		2,000	10,000	12,000
Vineland, N. J.	The Training School	159,617	181,300	340,917	30,805	15,000	316,633	362,438
Binghamton, N. Y.	Binghamton Training School for Nervous, Backward, and Mental Defectives [1]		16,858	16,858	757	4,208	9,426	14,391
Pittsford, N. Y.	The Frances School			13,000				13,000
Port Jefferson, N. Y.	Brooklyn Home for Blind, Crippled, and Defective Children [2]	3,118	45,801	48,919	9,951	1,707	41,177	52,835
Dayton, Ohio	Wilson Schools [3]		3,500	3,500	1,100	1,500	1,250	3,850
Berwyn, Pa.	Devereux Schools		154,418	154,418	10,266	36,692	89,674	136,632
Langhorne, Pa.	The Woods School for Exceptional Children		181,280	181,280	22,544	49,344	90,800	162,688
Lansdowne, Pa.	The Brookwood School [1]		16,216	16,216	900	2,050	8,256	11,206
Murfreesboro, Tenn.	The Bristol Nelson Physiological School			17,000				14,800
Falls Church, Va.	The Gundry Home and Training School		42,000	42,000				34,000
Watertown, Wis.	Lutheran Home for Feeble-Minded	54,001	29,217	83,218	5,874	5,785	71,485	83,144

[1] Data for 1921–22. [2] Prorated. [3] Day school; attendance irregular.

TABLE 8.—*Statistics of city day schools and classes for backward and subnormal children, 1926–27*

Location	Instructors		Pupils enrolled			Pupils in—				Grade of mentality						Enrollment by subjects of study				
						Kindergarten		Elementary grades		Low		Middle		High						
	Men	Women	Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Music	Elementary household duties	Manual training	Agriculture	Trade training
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Fresno, Calif.	2	17	182	159	341	------	------	182	159	59	45	103	96	20	18	341	97	182	106	------
Long Beach, Calif.	0	6	100	64	164	------	------	100	64	6	7	94	57	------	------	164	164	100	100	------
Oakland, Calif.	1	27	247	200	447	------	------	247	200	------	------	247	200	------	------	447	200	247	------	------
San Diego, Calif.	0	4	53	37	90	------	------	53	37	21	7	------	------	32	30	90	37	53	37	------
San Francisco, Calif.	0	48	580	268	848	------	------	580	268	71	52	301	123	208	93	846	268	580	75	------
Denver, Colo.	1	20	338	288	626	------	------	338	288	------	------	------	------	------	------	------	------	626	------	------
Hartford, Conn.	2	9	55	32	87	5	9	50	23	------	------	------	------	------	------	87	16	87	------	------
Meriden, Conn.	0	6	71	62	133	2	1	69	61	56	52	15	10	------	------	133	83	85	------	------
New Britain, Conn.	0	3	23	22	45	------	------	23	22	23	22	------	------	------	------	45	45	45	------	------
New Haven, Conn.	2	21	235	140	375	------	------	235	140	------	------	------	------	------	------	375	115	375	------	------
Rockville, Conn.	0	1	5	8	13	------	------	5	8	1	1	4	7	------	------	13	------	13	------	------
Torrington, Conn.	0	2	21	12	33	------	------	------	------	8	5	2	6	11	1	------	21	16	------	------
Waterbury, Conn.	0	5	56	20	76	14	4	42	16	18	8	28	11	10	1	24	23	6	11	8
Washington, D. C.	2	34	542	169	711	19	16	523	153	167	59	129	73	246	37	630	438	617	164	127
Atlanta, Ga.	3	21	343	118	461	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Canton, Ill.	0	1	15	5	20	------	------	15	5	12	4	3	1	------	------	------	1	2	------	------
Chicago, Ill.	0	134	1,734	838	2,572	------	------	------	------	------	------	------	------	------	------	------	------	------	------	------
Decatur, Ill.	0	2	35	24	59	------	------	------	------	4	5	11	6	20	13	------	------	------	------	------
Oak Park, Ill.	0	3	27	16	43	4	3	23	13	0	2	5	4	22	10	43	7	43	------	------
Peoria, Ill.	1	8	72	35	107	------	------	72	35	5	5	67	30	------	------	107	35	47	------	------
Rockford, Ill.	1	5	61	22	83	------	------	------	------	------	------	------	------	------	------	------	22	61	------	------
Evansville, Ind.	1	2	17	18	35	------	------	17	18	14	12	2	3	1	3	35	18	17	------	------
Indianapolis, Ind.[1]	0	7	108	27	135	------	------	108	27	------	------	83	27	25	0	135	135	135	47	------
Richmond, Ind.	5	8	95	46	141	8	1	87	45	89	46	6	0	------	------	141	15	41	------	------
South Bend, Ind.	0	1	10	9	19	1	0	9	9	------	------	10	9	------	------	19	19	8	------	------
Cedar Rapids, Iowa	0	2	20	11	31	2	2	18	9	6	2	10	9	4	0	31	9	31	------	------
Davenport, Iowa	0	6	72	39	111	------	------	72	39	------	------	------	------	72	39	------	39	42	------	------

[1] Data for 1921–22.

TABLE 8.—*Statistics of city day schools and classes for backward and subnormal children, 1926–27*—Continued

Location	Instructors		Pupils enrolled			Pupils in—				Grade of mentality						Enrollment by subjects of study				
						Kindergarten		Elementary grades		Low		Middle		High						
	Men	Women	Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Music	Elementary household duties	Manual training	Agriculture	Trade training
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Des Moines, Iowa	2	17	326	163	489	10	5	316	158	8	2	203	14	115	147	489	185	489	22	45
Dubuque, Iowa [1]	0	1	11	6	17	0	1	11	5	3	3	6	3	2	0	17	3	17	----	----
Waterloo, Iowa	1	4	30	40	70	----	----	30	40	10	10	20	30	----	----	35	15	30	----	----
Fort Dodge, Iowa	0	1	8	7	15	2	2	6	5	8	7	----	----	----	----	15	15	15	----	----
Marshalltown, Iowa	0	1	8	11	19	----	----	----	----	2	1	5	8	1	2	----	----	----	----	----
Mason City, Iowa	0	2	23	9	32	7	3	16	6	17	4	4	4	2	1	----	----	----	----	----
Ottumwa, Iowa	0	2	21	15	36	----	----	----	----	10	6	11	7	0	2	36	----	----	----	----
Sioux City, Iowa	3	13	275	225	500	----	----	275	225	37	23	233	196	5	6	440	72	85	----	23
Arkansas City, Kans	0	2	20	15	35	----	----	20	15	8	4	12	11	----	----	35	15	35	----	----
Lawrence, Kans	0	2	22	9	31	2	3	20	6	4	2	6	4	12	3	----	----	----	----	----
Topeka, Kans	0	5	58	35	93	----	----	58	35	4	3	11	7	43	25	----	35	58	----	----
Wichita, Kans	0	2	29	14	43	----	----	29	14	8	3	17	9	4	2	40	20	40	----	----
Louisville, Ky. [1]	2	12	245	115	360	----	----	----	----	----	----	----	----	----	----	36	----	360	----	----
New Orleans, La	0	8	94	24	118	----	----	94	24	----	----	----	----	----	----	----	----	----	----	----
Portland, Me	0	2	22	18	40	----	----	22	18	22	18	----	----	----	----	40	----	40	----	----
Boston, Mass	1	120	1,332	668	2,000	----	----	1,332	668	----	----	----	----	1,332	668	2,000	1,000	2,000	----	----
Brockton, Mass	0	4	27	19	46	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----
Danvers, Mass	0	1	12	3	15	----	----	----	----	----	----	12	3	----	----	15	----	15	----	----
Fitchburg, Mass	0	2	16	9	25	----	----	16	9	----	----	14	8	2	1	25	9	25	----	----
Greenfield, Mass	0	2	22	26	48	----	----	22	26	----	----	22	26	----	----	48	----	----	----	----
Holyoke, Mass	0	3	32	23	55	----	----	32	23	8	9	13	9	11	5	52	----	----	----	----
Lawrence, Mass	1	6	84	33	117	19	11	65	22	25	18	25	7	34	8	----	33	65	----	30
Leominster, Mass	0	2	29	16	45	----	----	----	----	----	----	3	1	26	15	30	4	14	----	----
Lynn, Mass	0	8	89	36	125	1	0	88	36	32	8	39	17	18	11	65	17	90	----	----
Malden, Mass	0	3	18	22	40	----	----	18	22	----	----	18	22	----	----	----	----	----	----	----
New Bedford, Mass	0	9	89	74	163	----	----	89	74	----	----	5	1	84	73	----	----	163	----	----
Plymouth, Mass	0	2	23	11	34	----	----	23	11	----	----	----	----	----	----	34	15	18	----	----
Quincy, Mass	0	2	15	18	33	----	----	15	18	----	----	15	18	----	----	33	----	33	----	----
Revere, Mass	0	5	25	50	75	----	----	25	50	----	----	25	50	----	----	75	75	75	----	----

Salem, Mass.	1	6	70	34	104			70	34	29	18	19	10	22	6	104	21	104		
Somerville, Mass.	0	6	72	41	113			72	41	12	14	48	22	12	5	90	18	103		19
Springfield, Mass.	0	3	30	13	43	3	1	27	12	17	3	13	10			43	43	43		
Taunton, Mass.	0	6	57	31	88			57	31	5	3	32	19	20	9	70		88		
West Newton, Mass.	1	2	50	36	86			50	36	6	9	11	11	33	16	86	12	69		
Winchester, Mass.	0	2	15	7	22			15	7			5	3	10	4	22	22	22		
Worcester, Mass.	0	23	243	147	390			243	147	33	22	110	70	100	55	390	147	243		
Battle Creek, Mich.	0	4	56	44	100			56	44	4	5	52	39			100		100		
Bay City, Mich.	0	9	123	49	172	2	4	121	45	120	34	3	15			172		172		
Calumet, Mich.	0	1	10	2	12			10	2			8	2	2	0	2		12		
Detroit, Mich.	22	100	2,914	1,624	4,538	17	18	2,897	1,606	64	68	1,400	756	1,450	800	4,538	765	1,334		
Grand Rapids, Mich.	0	22	293	144	437	9	5	284	139	12	9	155	89	126	46	437	139	423		
Hamtramck, Mich.	1	2	38	30	68			38	30	2	3	36	27				20	28		
Holland, Mich.	0	1	20	3	23	2	0	18	3	4	2	12	0	4	1	23	17	15		
Jackson, Mich.[1]	0	6	69	39	108	10	6			7	5	31	25	31	9	108	22	50		
Kalamazoo, Mich.	0	9	94	56	150			94	56			94	56			72	40	40		
Muskegon, Mich.[1]	0	6	60	30	90			60	30			29	5	31	25	90	30	90	90	49
Owosso, Mich.	0	2	26	4	30			26	4	26	4					30		30		
Saginaw, Mich.	0	7	61	29	90			61	29							90	29	61		
Sault Ste Marie, Mich.	0	2	25	15	40			25	15	17	10	8	5			40		10		
Albert Lea, Minn.	0	2	19	10	29			19	10					19	10	29		29		
Anoka, Minn.	0	1	13	1	14			13	1			13	1					13		
Austin, Minn.	0	4	34	26	60	2	2	32	24	4	3	30	23			60	26	50	22	
Canby, Minn.	0	1	9	1	10			9	1	9	1					10	1	9		
Crookston, Minn.	0	1	11	8	19			11	8	1	2	10	6			19	8	11		
Crosby, Minn.	0	3	15	15	30			15	15	15	15					30	30	30		
Duluth, Minn.	0	1	16	7	23			16	7	16	7									
Eveleth, Minn.	3	5	50	26	76	21	9	29	17	2	5	5	7	43	14	76	26	36		
Fairmont, Minn.[1]	0	2	26	7	33			26	7	2	1	5	1	19	5	33	6	27		
Faribault, Minn.	0	1	29	16	45			29	16	2	2	14	10	13	4	45	8	45		
Fergus Falls, Minn.	0	2	18	12	30	2	2	16	10	2	2	4	3	12	7	30	7	30		16
Hibbing, Minn.	0	2	27	6	33	2	0	25	6	9	2	17	2	1	2	33		33		
Kasson, Minn.[1]	0	1	5	12	17	0	2	5	10	1	3	3	5	1	4	15	8	15	5	15
Mankato, Minn.	0	3	23	25	48											48	25	23		
Minneapolis, Minn.	2	47	611	241	852			611	241	76	31	362	142	173	68	852	75	852		
Montevideo, Minn.	0	1	10	7	17			10	7			10	7			17	17	17		
Morristown, Minn.	1	1	11	3	14			11	3	1	1	8	2	2	0	14	3	11		
Owatonna, Minn.	2	3	9	34	43			9	34							43		20		
Park Rapids, Minn.	0	2	13	12	25			13	12	2	1	7	7	4	4	25	13	12		
Pipestone, Minn.[1]	0	1	18	2	20			18	2	2	0	9	2	7	0	20		20		20
Red Wing, Minn.	0	2	11	16	27			11	16	10	14	1	2			27		27		
St. Cloud, Minn.	0	2	24	6	30	3	2	21	4	4	3	8	3	12	0	30		30		11
St. Paul, Minn.	3	33	401	213	614			401	213	37	5	219	116	145	92	614	213	301	78	175
Sauk Center, Minn.[1]	0	1	10	7	17	2	0	10	7	2	0	4	2	4	5	17	7	8	0	0
South St. Paul, Minn.	0	2	26	8	34			26	8			26	8			34	34	34		
Tower, Minn.	0	2	7	11	18			7	11			1	5	6	6	18	6	12		
Virginia, Minn.	0	4	27	18	45												30	45		
Winona, Minn.	0	2	22	5	27			22	5	4	0	14	2	4	3	27	27	27	27	
Cape Girardeau, Mo.	0	2	39	6	45			39	6	6	0	33	6			45		22		

[1] Data for 1921–22.

TABLE 8.—*Statistics of city day schools and classes for backward and subnormal children, 1926–27*—Continued

Location	Instructors		Pupils enrolled			Pupils in—				Grade of mentality						Enrollment by subjects of study				
						Kindergarten		Elementary grades		Low		Middle		High						
	Men	Women	Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Music	Elementary household duties	Manual training	Agriculture	Trade training
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
St. Joseph, Mo.	0	3	40	25	65	------	------	40	25	------	------	40	25	------	------	65	25	40	------	------
St. Louis, Mo.	1	38	411	197	608	------	------	------	------	------	------	------	------	------	------	608	------	608	------	------
Butte, Mont.[1]	0	1	20	4	24	1	3	15	1	5	3	12	1	3	0	24	------	24	------	------
Helena, Mont.	0	4	35	40	75	------	------	35	40	------	------	------	------	------	------	75	75	75	------	------
Lincoln, Nebr.	0	5	63	30	93	7	5	56	25	11	8	34	18	18	4	93	4	93	------	------
Omaha, Nebr.	0	8	120	80	200	------	------	120	80	120	80	------	------	------	------	------	------	160	------	------
Concord, N. H.	0	1	7	12	19	------	------	7	12	7	12	------	------	------	------	19	19	19	13	19
Asbury Park, N. J.	0	1	6	7	13	------	------	6	7	------	------	------	------	6	7	13	7	------	------	------
Atlantic City, N. J.	2	7	98	26	124	15	3	83	23	16	8	50	11	32	7	124	26	98	------	------
Bayonne, N. J.	0	7	92	50	142	10	6	82	44	3	3	24	20	65	27	142	20	142	------	------
Bloomfield, N. J.	1	6	60	23	83	------	------	60	23	15	15	30	4	15	4	83	23	83	------	------
Camden, N. J.	0	11	113	24	137	------	------	113	24	------	------	113	24	------	------	------	------	137	------	------
Elizabeth, N. J.	0	4	39	21	60	------	------	------	------	17	12	12	8	10	1	60	21	39	------	------
Englewood, N. J.	1	1	15	16	31	------	------	15	16	3	2	12	14	------	------	31	31	31	------	------
Hackensack, N. J.	0	5	53	38	91	------	------	53	38	12	8	24	18	17	12	91	38	53	------	------
Hoboken, N. J.	0	7	53	25	78	10	5	43	20	10	5	27	12	16	8	------	78	78	------	------
Irvington, N. J.	0	4	42	12	54	6	4	36	8	6	4	17	8	19	0	------	------	------	------	------
Jersey City, N. J.	0	14	198	80	278	9	9	189	71	9	9	167	65	22	6	278	------	260	------	------
Long Branch, N. J.	0	2	18	4	22	------	------	18	4	------	------	18	4	------	------	22	4	18	------	------
Millville, N. J.	0	2	19	9	28	------	------	19	9	7	3	9	2	3	4	28	------	28	------	------
Montclair, N. J.	0	9	66	41	107	------	------	66	41	------	------	------	------	------	------	107	41	66	66	------
Newark, N. J.	2	43	489	331	820	22	29	467	302	22	29	127	129	340	173	820	820	820	------	------
New Brunswick, N. J.	2	2	31	22	53	------	------	31	22	------	------	------	------	------	------	------	22	31	------	------
Nutley, N. J.	0	3	29	12	41	------	------	29	12	29	12	------	------	------	------	41	41	41	------	------
Orange, N. J.	0	4	55	21	76	------	------	55	21	26	2	18	6	11	13	76	21	74	------	36
Passaic, N. J.	0	8	88	41	129	25	16	63	25	28	12	35	11	25	18	129	36	95	------	------
Paterson, N. J.	0	14	159	115	274	9	7	150	108	16	10	86	60	57	45	------	45	274	------	------
Phillipsburg, N. J.	0	1	11	7	18	0	1	11	6	0	1	8	5	3	1	18	7	18	------	------

Plainfield, N. J.	0	6	83	35	118	3	2	80	33	3	1	60	19	20	15		28	73		
South Orange, N. J	0	1	16	0	16			16	0	16	0					16	16	16		
Summit, N. J.	0	2	14	12	26	1	3	13	9							26	12	14		
Trenton, N. J.	0	20	233	129	362	53	38	180	91	71	43	125	79	37	7	362	88	362		
Union City, N. J.	0	2	16	16	32	4	5	12	11	4	9	10	7	2	0		7	12		
West Orange, N. J.	0	3	34	17	51			34	17	1	4	14	5	19	8	51	13	51		
Albany, N. Y.	0	12	129	76	205															
Auburn, N. Y.	0	4	36	32	68			36	32							68	11	68		
Buffalo, N. Y.	42	80	1, 491	604	2, 095	50	43	1, 441	561	35	23	720	376	736	205	2, 095	1, 046	1, 270		
Elmira, N. Y.[1]	0	7	77	44	121	6	2	71	42	16	7	48	33	13	4	121	74	78		
Gloversville, N. Y.	0	3	24	30	54			24	30	2	2	12	12	10	16	54	25	15	54	
Hornell, N. Y.	1	1	11	10	21			11	10	11	10						10	11		
Jamestown, N. Y.	0	5	33	42	75			33	42	7	19	26	23			75	17	75		
Mount Vernon, N. Y.	1	6	67	56	123	5	19	62	37	4	9	38	26	25	21	123	49	89		
New Rochelle, N. Y.	0	1	14	3	17			14	3	3	1	7	2	4	0	17	17	17		
New York, N. Y.	1	350	4, 059	2, 582	6, 641			4, 059	2, 582					4, 059	2, 582	6, 641		6, 641		180
Oswego, N. Y.	1	2	24	6	30	0	1	24	5	8	1	8	3	8	2	30	6	24		
Port Jervis, N. Y.	0	3	35	11	46			35	11			35	11			46	11	35		46
Rochester, N. Y.	10	37	676	515	1, 191	19	14	657	501					676	515	1, 191	248	1, 191		213
Schenectady, N. Y.	1	13	100	61	161	9	6	91	55	19	12	49	27	32	22	161	35	146		
White Plains, N. Y.	1	4	34	16	50			34	16	7	4	25	12	2	0	50	50	50		
Charlotte, N. C.	1	16	205	140	345			205	140	33	11	107	51	65	78	345	44	205		
Campbell, Ohio	0	2	18	12	30			18	12	5	5	13	7			1	15	15		
Cincinnati, Ohio	2	15	204	108	312	16	4	188	104	16	4	108	64	80	40	312	100	140		
Cleveland, Ohio	7	75	738	729	1, 467			738	729	180	180	360	359	198	190					
Dayton, Ohio	0	4	42	29	71			42	29	18	8	14	11	10	10	71	10	10		
Elyria, Ohio	0	1	11	9	20			11	9	2	3	6	3	3	3	20	9	11		
Fremont, Ohio	1	1	18	11	29			18	11	1	4	15	5	2	2	16	11	18		
Hamilton, Ohio	0	1	6	4	10			6	4	0	2	4	1	2	1	10	4	10		
Lakewood, Ohio	1	8	69	28	97			69	28	23	3	29	14	17	11	97	28	69		
Lima, Ohio	2	7	78	50	128			78	50	15	10	34	13	29	27	128	43	44		
Mansfield, Ohio	2	2	65	38	103			65	38								38	65		
Norwood, Ohio	0	1	17	0	17			17	0			17	0							
Piqua, Ohio	0	2	24	7	31	7	0	17	7	6	0	18	7			31	6	12		6
Toledo, Ohio	1	27	336	165	501	6	5	330	160	124	56	122	61	90	48	250		501		
Warren, Ohio	1	6	125	34	159			125	34			125	34				34	125		
Youngstown, Ohio	0	34	316	257	573					316	257									
Portland, Oreg.	0	22	165	67	232			165	67							232	34	232		
Allentown, Pa.	0	8	86	60	146			86	60	7	5	47	32	32	23	146				
Altoona, Pa.	1	6	61	25	86	8	2	53	23	16	5	37	18	8	2	72	31	79	9	
Beaver Falls, Pa.	0	1	13	5	18			13	5	13	5					28	28	13		
Bethlehem, Pa.	0	4	30	33	63	3	2	27	31	13	17	17	16			63	33	30		
Easton, Pa.	0	7	65	46	111			65	46	65	46					111		111		
Erie, Pa.	1	14	123	79	202			123	79			123	79			202	23	23		
Harrisburg, Pa.	0	7	72	52	124	11	16	61	36	24	12	33	24	15	16	95	84	118		
Hazelton, Pa.	0	1	13	5	18			13	5	4	4	5	1	4	0					

[1] Data for 1921–22.

TABLE 8.—*Statistics of city day schools and classes for backward and subnormal children, 1926–27*—Continued

Location	Instructors		Pupils enrolled			Pupils in—				Grade of mentality						Enrollment by subjects of study				
						Kindergarten		Elementary grades		Low		Middle		High						
	Men	Women	Boys	Girls	Total	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Music	Elementary household duties	Manual training	Agriculture	Trade training
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Homestead, Pa	0	3	47	42	89			47	42							89				
Johnstown, Pa	0	5	48	21	69			48	21	10	8	30	10	8	3	69	69			
Lancaster, Pa	0	5	53	42	95			53	42	14	15	29	21	10	6	95	95	95		
McKeesport, Pa	0	3	25	24	49			25	24	2	2	19	15	4	7	49	8	49		
New Castle, Pa	0	1	16	6	22			16	6	6	2	9	3	1	1					
Philadelphia, Pa	6	277	3,909	1,864	5,773	250	160	3,659	1,704	254	161	2,950	1,305	705	398	5,773	1,381	5,363		
Pittsburgh, Pa	0	22	150	216	366			150	216							366	366	366		
Reading, Pa	0	4	52	31	83	22	12	30	19	12	7	28	19	12	5	83		83		
Scranton, Pa	0	3	42	15	57			42	15	13	4	17	6	12	5	57		57		
York, Pa	0	5	53	22	75			53	22	25	10	28	12			75	22	40		
Newport, R. I	0	1	13	3	16	4	0	9	3	2	0	7	1	4	2		3	10		6
Pawtucket, R. I	0	3	41	14	55			41	14	41	14					55	15	12		
Providence, R. I	0	28	301	163	464	26	15	275	148	15	10	166	105	120	48	464	163	464		
Memphis, Tenn	0	7	71	34	105															
Dallas, Tex	0	6	84	55	139	11	6	73	49	40	26	34	22	10	7					
Houston, Tex	0	1	16	7	23			16	7			2	1	14	6	23	7	23		
Salt Lake City, Utah	0	2	19	4	23	4	1	15	3			19	4			23		15		
Norfolk, Va	0	10	128	67	195	29	14	99	53	65	34	43	22	20	11	97	68	195		
Petersburg, Va	1	3	49	29	78	1	1	48	28							1	15	24		
Richmond, Va	0	13	240	72	312	82	30	158	42	82	30	120	23	38	19					
Bellingham, Wash	0	7	62	39	101			62	39	2	4	60	35			101	30	50		
Everett, Wash	1	4	79	37	116			79	37	10	5	25	12	44	20	116	20	30		
Seattle, Wash	6	34	657	340	997	100	50	557	290							997	270	997		
Spokane, Wash	1	7	74	38	112	17	8	57	30	17	8	47	20	10	10		20	30		
Morgantown, W. Va	1	0	12	1	13			12	1	12	1							13		
Appleton, Wis	0	2	19	9	28	3	1	16	8	3	1	4	0	12	8	28	21	23	3	
Eau Claire, Wis	0	2	21	17	38			21	17											
Fond du Lac, Wis	0	4	23	28	51			23	28	23	28					51	15	23		

Green Bay, Wis.	0	2	18	7	25			18	7	3	0	15	7			25	25	25		
Kenosha, Wis.	0	3	40	28	68			40	28	12	11	20	14	8	3	68	50	25		
La Crosse, Wis.	1	3	41	19	60	1	1	40	18	10	5	19	11	12	3	60	19	41		
Marinette, Wis.	0	2	29	5	34			29	5					29	5	34	5	34		
Milwaukee, Wis.	0	6	89	63	152			89	63	3	7	35	19	54	37	152	63	152		
Oshkosh, Wis.	1	3	33	20	53	3	2	30	18	11	10	9	7	13	3	53	10	22		2
Racine, Wis.	1	3	47	17	64			47	17			47	17			64	64	47		64
Sheboygan, Wis.	0	3	37	17	54			37	17	4	7	19	5	14	5			18		
Superior, Wis.	0	4	29	16	45			29	16	29	16					45	16	29		
Waukesha, Wis.	0	1	10	8	18			10	8	4	4	6	4			18	8	10		
Wausau, Wis.	2	3	19	15	34	0	4	19	11	1	3	16	12	2	0	30	21	34	15	18

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