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DEPARTMENT OF COMMERCE AND LABOR

U.S. BUREAU OF THE CENSUS

S. N. D. NORTH, DIRECTOR

BULLETIN 23

CENSUS STATISTICS OF  
TEACHERS



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## LETTER OF TRANSMITTAL.

DEPARTMENT OF COMMERCE AND LABOR,  
BUREAU OF THE CENSUS,  
*Washington, D. C., August 17, 1905.*

SIR:

I have the honor to transmit herewith a bulletin analyzing and discussing the Census statistics relating to the occupation of teachers. The bulletin was prepared by Professor Walter F. Willcox, of Cornell University, special agent of the Census Bureau. It forms a section of a report, interpreting and analyzing different classes of Census statistics, which will shortly be published. The importance of this topic to persons interested in teaching, many of whom may not care for the other facts, has induced me to print it as a separate bulletin.

The statistics here presented, so far as they relate to the United States, are derived from the data relative to occupations collected and published in connection with the Twelfth and preceding censuses. Detailed analysis of the statistics for specific occupations is rendered difficult by the uncertainties of the classification, the lines separating the designated occupation from other similar occupations being often vague and not infrequently differing in different parts of the country and at different periods of time. Professional occupations, however, especially what are styled the "learned professions," are defined by the designations under which they are classified more accurately and more permanently than many other occupations, which, regarding only the number of persons engaged in them, are of greater importance. Hence the statistics relating to professional occupations are especially deserving of analysis. The profession of teaching was selected for special consideration, partly because in the United States teachers are more numerous than any other professional class, exceeding the total number of physicians, lawyers, and clergymen, and partly because of the intimate relations between this occupation and the government.

Very respectfully,



*Director.*

Hon. VICTOR H. METCALF,  
*Secretary of Commerce and Labor.*

# CENSUS STATISTICS OF TEACHERS.

## SUMMARY OF RESULTS.

In the census of occupations the lines separating the specified occupations are usually vague and ill-defined.

Professional occupations, however, especially what are often styled the learned professions, are clearly distinguished. The returns for these specific occupations may be accepted and subjected to detailed statistical treatment.

Numerically, teachers constitute the most important professional class, exceeding the total number of lawyers, clergymen, and doctors.

In this analysis the proportion of teachers means, unless otherwise stated, the proportion to the total number of persons from 5 to 24 years of age.

The proportion of teachers in the United States is less than in England, but greater than in Germany, France, Italy, Canada, Mexico, or Cuba.

The proportion of teachers in the United States has doubled in the past thirty years; and the increase in recent years has been greater than in England, France, Germany, Italy, or Canada.

The smallest proportion of teachers is in the Eastern South Central division and the largest in the Pacific division.

In New England, and in the Western North Central and Pacific divisions the proportion of teachers is higher than in England.

In each state and territory the proportion of teachers has increased during the past decade. The increase has been twice as great in the Western as in any other division. In the Northern divisions the increase has been greater than in the Southern.

For this analysis it is necessary to place the line of demarcation between city and country at 25,000 inhabitants.

In continental United States the proportion of teachers is greater for the city than for the country. This holds also in the Southern and Western divisions. The reverse is true in the Northern divisions.

In continental United States 26.6 per cent of the teachers are males and 73.4 per cent are females. The per cent of male teachers is decreasing and of female teachers increasing. In the other countries for which

it was possible to obtain figures covering more than one census the same statement holds true.

There is a higher per cent of male teachers in the Southern than in the Northern and Western divisions.

The largest per cent of male teachers is found in West Virginia, 48.2 per cent, and the smallest in Vermont, 11.8 per cent.

In the cities of every main division about four-fifths, or 80 per cent, of the teachers are women; in the country the per cent of women teachers varies from 59.5 in the South Central division to 77.2 in the North Atlantic division.

In every main division the per cent of male teachers is less in the cities than in the country. In the South the proportion of male teachers in the larger cities is ~~twice as~~ <sup>only half</sup> great as in the smaller cities and country districts; in the North Atlantic states there is comparatively little difference between city and country in this respect.

The median age of teachers has increased, indicating older teachers and increased efficiency.

The median age of teachers in the United States is greater than in England, but less than in France and Germany.

The tendency in all of the countries considered is toward teachers of vigorous adult life rather than toward the young or old.

Youthful teachers are relatively most numerous in the North Central and least numerous in the Western division.

Elderly teachers are relatively most numerous in the North Atlantic and least numerous in the North Central division.

The proportion of youthful teachers is greater in the country than in the city.

The ratio of white to negro teachers decreased slightly during the past decade, and in 1900 was about 19 to 1.

In both the white and the negro races the proportion of teachers to the population of the same race 15 years and over increased from 1890 to 1900.

About one-fourth of the white teachers are males, and of the colored teachers from one-third to two-fifths.

On the average, negro teachers are older than white and Indian and Mongolian teachers are younger.

Young male teachers are relatively most numerous among the whites and least numerous among the negroes.

Young female teachers are relatively most numerous among the Indians and Mongolians and least numerous among the whites.

The proportion of teachers among the foreign born population 15 years and over is lower than for any class except the Indians. On the other hand, the corresponding proportion for native white of foreign parentage is the maximum.

For white teachers the proportion of males is highest among the foreign born.

#### DISCUSSION.

The discussion of specific occupations based upon census figures is rendered difficult by the uncertainties of the classification. The lines between the various specific occupations are often vague: sometimes differing from section to section of the country, and frequently indicated imperfectly by the names given to these occupations in answers returned upon the schedules. For example, it requires much information regarding the specific trades in order to understand the lines between the occupations of blacksmiths, iron and steel workers, and machinists, and to determine whether the very slight increase in the first class and the very rapid increase in the last between 1890 and 1900 is due in part or entirely to a shifting in the lines separating these three occupations.

This difficulty decreases as the amount of learning and degree of skill required for the occupation increase. Thus the lines separating professional occupations, especially what are often styled the learned professions, are more generally recognized and more exactly indicated by the popular name of the occupation. They are also less subject to change between one census and another.

For these reasons it seems safer to subject to detailed analysis the figures for professional occupations than to do so in the cases of other occupations involving many times as many persons and on that account of greater significance, but in which the danger of misunderstanding the figures is also many times multiplied. The occupation of teaching has been chosen to illustrate such an analysis of the census figures because in the United States teachers are more numerous than any other professional class, exceeding the total number of physicians, lawyers, and clergymen.

*Comparison with foreign countries.*—The number of teachers in the United States has been reported at each of the last four censuses. As the great majority are engaged in teaching persons between 5 and 24 years of age, it seems best to compare the number of teachers with the number of persons at what may be called

teachable ages. The last column in the following table shows that proportion:

TABLE I.—Number and proportion of teachers: 1900, 1890, 1880, and 1870.

CENSUS.	Number of teachers.	Increase in preceding decade.	Population 5 to 24 years of age.	Number of teachers to 10,000 persons 5 to 24 years of age.
Continental United States:				
1900.....	446,133	98,789	31,845,462	140
1890.....	347,344	113,634	27,361,746	127
1880.....	227,710	100,888	22,294,433	102
1870.....	126,822	.....	17,389,789	73

The ratio of teachers to persons 5 to 24 years of age nearly doubled during the last thirty years of the nineteenth century, and the increase in the number during the decade 1890 to 1900 was less than in either of the two preceding decades. The increase, however, during the two decades between 1870 and 1890 is open to question, owing to a slight difference in the classification of the occupations,<sup>1</sup> which may have affected the returns, although there is little reason to think so.

In order to get some information regarding the supply of teachers in the United States as compared with that in other countries, the following table, including data from all countries for which the census figures were found, has been prepared:

TABLE II.—Number and proportion of teachers in certain foreign countries at dates specified.

COUNTRY.	Census.	Number of teachers.	Population 5 to 24 years of age.	Number of teachers to 10,000 persons 5 to 24 years of age.
England and Wales.....	1901	230,345	13,196,096	175
	1891	195,021	12,216,022	160
	1881	108,920	10,823,185	156
Germany.....	1895	232,848	21,233,252	109
	1882	175,079	18,358,980	96
France.....	1896	143,872	13,330,014	108
	1886	134,777	13,534,217	100
Italy.....	1901	96,989	12,600,146	77
	1881	79,795	10,800,634	74
Canada.....	1891	22,183	2,120,960	105
	1881	19,232	1,886,456	102
Cuba.....	1899	2,708	771,152	35
Mexico.....	1895	12,583	5,831,234	22

A comparison between the foregoing figures and those for the United States indicates that the latter has a larger proportion of teachers to population of teachable age than Germany, France, Italy, Canada, Mexico, or Cuba, but a smaller proportion than England and Wales. It indicates also that the increase of recent years has been more rapid in the

<sup>1</sup>Special Reports, "Occupations at the Twelfth Census," pages xxxiv and xxxv.

United States than in any other country included in the table for which the data at two or more censuses were found.

*Geographic divisions.*—The proportion of teachers per 10,000 of teachable age in the main and minor geographic divisions of the United States in 1900 was as follows:

TABLE III.—Number and proportion of teachers, for main and minor geographic divisions: 1900.

DIVISION.	1900		
	Number of teachers.	Population 5 to 24 years of age.	Number of teachers to 10,000 persons 5 to 24 years of age.
Continental United States.....	446,133	31,845,462	140
North Atlantic division.....	128,341	7,931,382	162
New England.....	40,219	2,000,387	201
Southern North Atlantic.....	88,122	5,930,995	149
South Atlantic division.....	44,883	4,818,423	93
Northern South Atlantic.....	23,504	1,950,417	121
Southern South Atlantic.....	21,379	2,868,011	75
North Central division.....	180,646	10,910,747	174
Eastern North Central.....	107,784	6,474,650	166
Western North Central.....	81,862	4,436,091	185
South Central division.....	55,275	6,630,035	83
Eastern South Central.....	28,461	3,561,416	80
Western South Central.....	26,814	3,067,619	87
Western division.....	27,988	1,545,870	181
Rocky Mountain.....	8,902	471,176	148
Basin and Plateau.....	2,624	188,235	139
Pacific.....	18,372	886,459	207

The preceding table shows that the smallest proportion of teachers to population of teachable age was in the Southern South Atlantic division; the largest proportion in the Pacific states. There are three widely separated regions—the Pacific states, New England, and the Western North Central division—in which the proportion of teachers to population of teachable age is highest, and higher than in England and Wales. The detailed figures for each state and territory at the last four censuses will be found in Table xxvii. In the subjoined list the states with more than two teachers and also those with less than one to each 100 persons between 5 and 24 years of age are arranged in order of rank.

TABLE IV.—Number of teachers to 10,000 persons 5 to 24 years of age for specified states: 1900.

STATE OR TERRITORY.	Number of teachers to 10,000 persons 5 to 24 years of age: 1900.	STATE OR TERRITORY.	Number of teachers to 10,000 persons 5 to 24 years of age: 1900.
Nevada.....	274	Mississippi.....	77
Vermont.....	265	Arkansas.....	73
Maine.....	260	Louisiana.....	70
Iowa.....	251	New Mexico.....	68
New Hampshire.....	232	North Carolina.....	68
South Dakota.....	230	South Carolina.....	67
Oregon.....	215	Alabama.....	61
California.....	212	Alaska.....	41
Nebraska.....	208	Porto Rico (1890).....	18

The foregoing list of states suggests that the proportion of teachers to population of teachable age is higher in the states having a small urban population than in the states, otherwise similar, where the urban population is large. Note, for example, the large proportion of teachers to population in the three northern New England states, while in no one of the three other New England states are there more than two teachers to each 100 persons of teachable age. Yet the extended table at the end of this bulletin shows that this is by no means uniformly true. Thus the District of Columbia has a higher proportion of teachers than any state in the same division, and Indiana, with a larger proportion of rural population than Ohio or Illinois, has a smaller proportion of teachers than either.

In every state and territory there was an increase, between 1890 and 1900, in the proportion of teachers, the increase in the Western division being more than twice as great as in any other and, as appears from the following figures, that in the Northern states being slightly greater than in the Southern:

TABLE V.—Number and proportion of teachers for the North and the South: 1900 and 1890.

GROUP.	NUMBER OF TEACHERS.			POPULATION 5 TO 24 YEARS OF AGE.		NUMBER OF TEACHERS TO 10,000 PERSONS 5 TO 24 YEARS OF AGE.	
	1900	1890	Increase 1890 to 1900	1900	1890	1900	1890
North Atlantic and North Central divisions.....	317,937	257,376	60,611	18,842,120	16,630,361	169	155
South Atlantic and South Central divisions.....	100,158	72,861	27,297	11,457,463	9,559,887	87	76

The proportion of teachers to population of teachable age in the North is about twice as great as in the South. It was a little more than that in 1890; a little less in 1900.

*City and country.*—The number of teachers is reported for each city having at least 25,000 inhabitants as well as for each state and territory. By obtaining the totals for these cities it is possible to measure roughly the supply of teachers relative to population of teachable age in the urban and rural districts, including in the latter all places having less than 25,000 inhabitants. The results of this tabulation are given in detail in Table xxviii at the end of this bulletin. It shows that in the 160 cities there are on the average 146 teachers to each 10,000 persons between 5 and 24 years of age, while outside these cities there are 138 teachers per 10,000 persons of that age.

These figures show that the supply of teachers relative to population is slightly greater in the cities than outside them, and seem thus to negative the hypothesis already suggested that teachers may be more

numerous in rural communities. Whether the result of the comparison would be materially modified, if teachers who live outside of these cities but work in them could be credited to the cities, is uncertain. But it seems improbable that this current of daily travel is large enough to change the general significance of the ratios.

When the figures for city and country in the different sections are examined the discrepancy between the results is in some measure explained. The figures for the main and minor divisions derived from Table XXVIII are given in the following table:

TABLE VI.—Number of teachers to 10,000 persons 5 to 24 years of age in cities having at least 25,000 inhabitants and in smaller cities or country districts, for main and minor geographic divisions: 1900.

DIVISION.	NUMBER OF TEACHERS TO 10,000 PERSONS 5 TO 24 YEARS OF AGE: 1900.		
	In total population.	In cities having at least 25,000 inhabitants.	In smaller cities or country districts.
Continental United States.....	140	140	138
North Atlantic division.....	162	137	184
New England.....	201	166	226
Southern North Atlantic.....	149	129	168
South Atlantic division.....	93	155	86
Northern South Atlantic.....	121	154	112
Southern South Atlantic.....	75	166	71
North Central division.....	174	150	181
Eastern North Central.....	186	145	174
Western North Central.....	185	163	183
South Central division.....	83	133	79
Eastern South Central.....	80	137	76
Western South Central.....	87	130	83
Western division.....	181	213	171
Rocky Mountain.....	148	235	134
Basin and Plateau.....	139	199	131
Pacific.....	207	209	207

These figures show that the supply of teachers relative to population in the Southern and Western divisions is greater, and in all except the Pacific states much greater, in cities than outside them; but that, on the contrary, in the North Atlantic and North Central divisions the supply of teachers outside the large cities is greater than within them. The inference may perhaps be drawn that, where an effective educational system is of recent growth, it has developed more rapidly in the cities, but where it has been established for a generation or more it has established a larger ratio of teachers to population in the slowly growing rural districts than in the rapidly growing cities.

*Sex.*—The sexes have been tabulated separately for teachers at each of the last four censuses. The results are as follows:

TABLE VII.—Distribution of teachers by sex: 1900, 1890, 1880, and 1870.

CENSUS.	TEACHERS.				
	Number.			Per cent.	
	Total.	Male.	Female.	Male.	Female.
Continental United States:					
1900.....	448,133	118,519	327,614	25.6	73.4
1890.....	347,344	101,278	246,066	29.2	70.8
1880.....	227,710	73,335	154,375	32.2	67.8
1870.....	126,822	42,775	84,047	33.7	66.3

The preceding figures show that in the occupation of teachers the proportion of males has been steadily decreasing and that of females increasing. In 1870 one-third of the teachers of the country were male; in 1900 a little more than one-fourth were male.

In order to obtain a basis for comparison between the sex proportion of teachers in the United States and that in other countries, the following table has been compiled from the censuses at hand giving this information:

TABLE VIII.—Distribution of teachers by sex, for certain countries at dates specified.

COUNTRY.	Date of census.	TEACHERS.				
		Number.			Per cent.	
		Total.	Male.	Female.	Male.	Female.
Great Britain and Ireland.....	1901	275,591	73,875	201,716	26.8	73.2
	1891	236,194	65,817	170,377	27.9	72.1
	1881	207,553	61,539	146,014	29.6	70.4
Germany.....	1895	232,848	150,581	73,267	68.5	31.5
	1882	176,479	127,614	48,865	72.6	27.4
France.....	1896	143,872	60,993	82,879	42.4	57.6
	1886	134,777	73,272	61,505	54.4	45.6
Italy.....	1901	96,980	34,346	62,634	35.4	64.6
	1881	79,795	32,908	46,887	41.2	58.8
Canada.....	1891	22,183	7,352	14,831	33.1	66.9
	1881	19,232	7,103	12,129	37.0	63.0
Cuba.....	1899	2,708	1,206	1,502	44.5	55.5
Mexico.....	1895	12,583	6,120	6,463	48.6	51.4

The preceding figures show that in Germany about two-thirds of the teachers were male, in Mexico and Cuba about one-half, in France about two-fifths, in Italy and Canada about one-third, and in Great Britain and the United States about one-fourth. The table shows that in each of the countries for which the figures of more than one census are available the proportion of male teachers has decreased in recent years.

As recent comment on the educational system of the United States on the part of English experts has implied that the proportion of female teachers in the United States was much larger than in Great Britain, it is worthy of note that no warrant for such an as-

sumption seems to be furnished by the census figures of the two countries.

But when attention is confined to the figures for the 632 cities having at least 8,000 inhabitants in 1900, for which the totals are given by the Commissioner of Education,<sup>1</sup> it appears that of the 82,650 teachers in the cities, excluding all supervising officers, only 6,302, or 7.6 per cent, were male, and 76,348, or 92.4 per cent, were female.

One important cause of this large proportion and rapid increase of female teachers is doubtless the fact that the opportunities for the higher education of women have increased rapidly of recent years, and in Great Britain and the United States are or have been greater than in other countries. With reference to the difference between Canada and the United States, it should be noticed that Canada has a smaller proportion of urban population than the United States, and that, as will appear from a subsequent paragraph, the proportion of male teachers, at least in the United States, is greater in the rural districts than it is in cities.

In the following table the proportion of each sex among the teachers reported by the census in 1900 is given for each main and minor division. The numbers and per cents for each state and territory, both in 1900 and in 1890, will be found in Table XXIX.

TABLE IX.—*Distribution of teachers by sex, for main and minor geographic divisions: 1900.*

DIVISION.	TEACHERS: 1900.				
	Number.			Per cent.	
	Total.	Male.	Female.	Male.	Female.
Continental United States..	446,133	118,519	327,614	26.6	73.4
North Atlantic division...	128,341	26,429	101,912	20.6	79.4
New England.....	40,219	5,992	34,227	14.9	85.1
Southern North Atlantic	88,122	20,437	67,685	23.2	76.8
South Atlantic division...	44,883	13,915	30,968	31.0	69.0
Northern South Atlantic	23,504	6,961	16,543	29.6	70.4
Southern South Atlantic	21,379	6,954	14,425	32.5	67.5
North Central division....	189,646	49,916	139,730	26.3	73.7
Eastern North Central..	107,784	31,272	76,512	29.0	71.0
Western North Central..	81,862	18,644	63,218	22.8	77.2
South Central division....	55,275	21,089	34,189	38.1	61.9
Eastern South Central..	28,461	10,395	18,066	36.5	63.5
Western South Central..	26,814	10,691	16,123	39.9	60.1
Western division.....	27,988	7,173	20,815	25.6	74.4
Rocky Mountain.....	6,902	1,723	5,269	24.6	75.4
Basin and Plateau.....	2,624	881	1,743	33.6	66.4
Pacific.....	18,372	4,569	13,803	24.9	75.1

The table shows that the male teachers in the North Atlantic division were about one-fifth and in the South Atlantic division nearly two-fifths of the total number. It shows also that New England has a much smaller proportion of male teachers than any other minor

<sup>1</sup> Report for 1899-1900, page 1787.

geographic division and that the Western South Central has the largest. There is no state or territory in which the male teachers outnumber the female, the nearest approach to that being in West Virginia (48.2 per cent), Arkansas (47.5 per cent), and Texas (42.2 per cent), in each of which the number of male teachers in 1890 exceeded that of female. The smallest proportion of male teachers (11.8 per cent) is found in Vermont.

The very slight increase in the proportion of male teachers in New England between 1890 and 1900 and the almost identical proportions in the Southern North Atlantic division at the two dates suggest that a stable adjustment may have been reached in the two divisions with the smallest proportion of males.

To determine the relative proportion of the sexes among teachers in cities and in country districts, the following table has been prepared:

TABLE X.—*Distribution of teachers by sex, in cities having at least 25,000 inhabitants and in smaller cities or country districts: 1900.*

CITY OR COUNTRY.	TEACHERS: 1900.				
	Number.			Per cent.	
	Total.	Male.	Female.	Male.	Female.
Continental United States..	446,133	118,519	327,614	26.6	73.4
Cities having at least 25,000 inhabitants.....	110,733	19,869	90,864	17.9	82.1
Smaller cities or country districts.....	335,400	98,650	236,750	29.4	70.6
North Atlantic division...	128,341	26,429	101,912	20.6	79.4
Cities having at least 25,000 inhabitants....	52,533	9,150	43,383	17.4	82.6
Smaller cities or country districts.....	75,808	17,279	58,529	22.8	77.2
South Atlantic division...	44,883	13,915	30,968	31.0	69.0
Cities having at least 25,000 inhabitants....	7,980	1,420	6,560	17.8	82.2
Smaller cities or country districts.....	36,903	12,495	24,408	33.9	66.1
North Central division...	189,646	49,916	139,730	26.3	73.7
Cities having at least 25,000 inhabitants....	36,129	6,573	29,556	18.2	81.8
Smaller cities or country districts.....	153,517	43,343	110,174	28.2	71.8
South Central division....	55,275	21,089	34,189	38.1	61.9
Cities having at least 25,000 inhabitants....	6,467	1,207	5,170	20.1	79.9
Smaller cities or country districts.....	48,808	19,789	29,019	40.5	59.5
Western division.....	27,988	7,173	20,815	25.6	74.4
Cities having at least 25,000 inhabitants....	7,624	1,429	6,195	18.7	81.3
Smaller cities or country districts.....	20,364	5,744	14,620	28.2	71.8

The table shows that in the 160 large cities of the United States nearly five-sixths of the reported teachers are females, and outside of these cities only seven-tenths are females. This difference between city and country in the sex distribution of teachers is found also in each main division. It is least in the North Atlantic division, intermediate in amount in the North Central and Western divisions, and greatest in the two Southern divisions, where the per cent of males is

about twice as great outside the large cities as within them.

The per cent of males among teachers in large cities is about the same in the several divisions, ranging only from 17.4 in the North Atlantic states to 20.1 in the South Central. But the per cent of males among teachers outside of such cities has a much greater range, namely, from 22.8 in the North Atlantic to 40.5 in the South Central.

*Age.*—In 1870 and 1880 the teachers in the United States were classified into only three age periods, 10 to 15, 16 to 59, and 60 years and over. Nearly all the teachers fell into the second of these three periods and for present purposes, therefore, this classification has little significance. In 1890 and 1900 teachers in the United States were classified into the seven age periods shown in the following table:

TABLE XI.—Distribution of teachers by age periods: 1900 and 1890.

AGE PERIOD.	NUMBER OF TEACHERS.		PER CENT DISTRIBUTION OF TEACHERS.	
	1900 <sup>1</sup>	1890	1900 <sup>1</sup>	1890
Continental United States:				
All ages.....	440,797	347,344	100.0	100.0
10 to 14 years.....	157	257	( <sup>2</sup> )	0.1
15 to 24 years.....	188,577	170,552	42.2	49.1
25 to 34 years.....	150,325	107,031	35.7	31.1
35 to 44 years.....	58,466	38,431	13.1	11.0
45 to 54 years.....	24,011	18,079	5.5	5.4
55 to 64 years.....	10,543	7,197	2.4	2.1
65 years and over.....	3,807	2,884	0.8	0.8
Age unknown.....	1,311	1,413	0.3	0.4

<sup>1</sup> Figures include teachers in Alaska, Hawaii, and the military and naval service stationed abroad.  
<sup>2</sup> Less than one-tenth of 1 per cent.

The detailed figures from which the preceding summary has been derived will be found in Tables xxx and xxxi. The summary shows that in 1890 nearly one-half of the teachers in the United States were less than 25 years of age, but that in 1900 this proportion had decreased to little more than two-fifths. The proportion between 25 and 34 years of age had increased during the decade but with somewhat less rapidity. Consequently, the proportion under 35 years of age, which in 1890 was no less than four-fifths (80.3 per cent), was in 1900 only 77.9 per cent and the proportion of teachers at least 35 years of age, which in 1890 was 19.7, had increased by 1900 to 22.1. These figures indicate that this occupation is being entered at a somewhat later age, and perhaps, also, that the persons entering it remain in it on the average for a somewhat longer time. As training and experience are largely dependent upon age, this decrease in the proportion of young school teachers is an indication of increased efficiency.

With the foregoing figures, those for England and Wales in 1891 and 1901 and for France in 1896 may be compared. The age classification has been brought

into as close agreement as possible with that of the United States.

TABLE XII.—Per cent distribution of teachers by age periods, for the United States, England and Wales, and France at dates specified.

AGE PERIOD.	UNITED STATES.		ENGLAND AND WALES.		FRANCE.
	1900 <sup>1</sup>	1890	1901	1891	1896
All ages.....	100.0	100.0	100.0	100.0	.....
10 to 14 years.....	( <sup>2</sup> )	0.1	2.1	3.7	.....
15 to 24 years.....	42.2	49.1	43.8	43.0	*17.2
25 to 34 years.....	35.7	31.1	26.8	28.3	25.5
35 to 44 years.....	13.1	11.0	16.0	12.4	20.5
45 to 54 years.....	5.5	5.4	7.2	7.4	16.8
55 to 64 years.....	2.4	2.1	3.3	3.1	10.8
65 years and over.....	0.8	0.8	0.8	1.2	5.3
Age unknown.....	0.3	0.4	.....	.....	3.9

<sup>1</sup> Figures include teachers in Alaska, Hawaii, and the military and naval service stationed abroad.

<sup>2</sup> Less than one-tenth of 1 per cent.

\* Includes all under 25 years of age.

The per cents show that the proportion of youthful teachers in England and Wales was less in 1891 than in the United States in 1890, but greater in 1901 than in the United States in 1900. In both countries there was a decrease in the proportion of youthful teachers during the decade covered, but that decrease was much more rapid in the United States than in England and Wales. In both countries the proportion of youthful teachers is much greater and the proportion of elderly teachers less than in France. The following figures for Germany may be compared with the foregoing, although the differences in the age classification are an obstacle to the comparison:

TABLE XIII.—Per cent distribution of teachers by age periods, for the German Empire: 1895 and 1882.

AGE PERIOD.	1895	1882
German Empire:		
All ages.....	100.0	100.0
Under 20 years.....	3.1	3.8
20 to 29 years.....	20.8	33.6
30 to 39 years.....	30.4	24.3
40 to 49 years.....	18.4	17.6
50 to 59 years.....	12.2	12.5
60 to 69 years.....	5.1	6.7
70 years and over.....	1.0	1.5

Comparison of the figures for Germany with the preceding shows that here, too, has been a decrease, during the thirteen years covered, in the proportion of youthful teachers. A closer examination shows that both in England and in Germany there has been a concentration on the years of vigorous adult life, the proportion of elderly as well as of youthful teachers having declined in both countries. In England and Wales the per cent of teachers under 35 years of age sank from 75.9 in 1891 to 72.7 in 1901, the per cent of teachers 65 years and over sank from 1.2 to 0.8, the per cent between 45 and 64 remained unchanged, and that between 35 and 44 increased from 12.4 to 16.0. In Germany the per cent of teachers between 30 and

49 increased from 41.9 in 1882 to 48.8 in 1895, while the per cent under 30 years of age decreased from 37.4 in 1882 to 32.9 in 1895, and the per cent at least 50 years of age decreased from 20.7 in 1882 to 18.3 in 1895. In both countries teachers in the best years of adult life have been gaining relatively to the young and the old. The greater age of teachers in Germany appears perhaps most clearly from the statement that relatively to the total number there are almost as many teachers in Germany 50 years old or more as there are in the United States 35 years old or more (18.3 per cent compared with 21.8 per cent).

The differences in the age of teachers in the three countries are best indicated by a computation of the median age at each of the two censuses—that is, the age which divides the teachers into two equal groups. The results are as follows:

TABLE XIV.—Median age of teachers for the United States, England and Wales, German Empire, and France at dates specified.

COUNTRY AND CENSUS.	Median age of teachers.
United States:	
1900 <sup>1</sup> .....	27.2
1890.....	25.3
England and Wales:	
1901.....	26.5
1891.....	25.8
German Empire:	
1895.....	35.6
1882.....	35.2
France:	
1896.....	38.6

<sup>1</sup> Figures include teachers in Alaska, Hawaii, and the military and naval service stationed abroad.

These figures show that the median age of teachers in Germany in 1895 was more than nine years greater and in France in 1896 more than twelve years greater than in the United States or England at the same time. They also show that the increase of the median age in the United States has been 1.9 years in ten; in England and Wales 0.7 in ten; and in the German Empire 0.4 in thirteen or about 0.3 in ten. The increase of age in the United States has thus been nearly three times as rapid as in England and Wales and six times as rapid as in Germany.

The census of Italy, 1901, gives the classification of teachers into the three age periods, 9 to 14, 15 to 64, and 65 and over. The last age period is comparable with the last of the seven age periods of the American census. The results show that in Italy 3 per cent of the reported teachers are at least 65 years of age and in the United States 0.8 per cent were of corresponding age. The proportion of elderly teachers in Italy is thus much greater than in the United States and probably as great as in Germany.

*Age by main geographic divisions.*—The occupation tabulations of the Twelfth Census give the teachers in each state and territory, classified by age into six groups as in the following table. But in

these tables the figures for male teachers in Wyoming and Nevada were omitted, and consequently in the compilation all figures for those states have been excluded. The error thereby introduced is, however, so small as not to invalidate any conclusions that may be drawn from the figures.

TABLE XV.—Per cent distribution of teachers by age periods in main geographic divisions: 1900.

DIVISION.	PER CENT DISTRIBUTION OF TEACHERS: 1900.						
	All ages.	Under 16 years.	16 to 24 years.	25 to 44 years.	45 to 64 years.	65 years and over.	Age unknown.
Continental United States..	100.0	0.1	42.1	48.7	7.9	0.9	0.3
North Atlantic.....	100.0	0.1	36.6	51.7	10.3	1.1	0.2
South Atlantic.....	100.0	0.1	41.2	47.7	9.3	1.4	0.3
North Central.....	100.0	0.1	47.1	48.4	5.7	0.6	0.2
South Central.....	100.0	0.1	42.7	47.7	8.0	1.1	0.4
Western.....	100.0	0.1	34.4	54.8	9.1	0.9	0.7

The figures show that youthful teachers are most numerous relatively to the whole number in the North Central states and least numerous in the Western states. Elderly teachers, 45 years old or more, are most numerous in the North Atlantic states, where they constitute over one-ninth (11.4 per cent) of the entire number. They are least numerous in the North Central where they constitute about one-sixth (6.2 per cent).

*Age in city and country.*—Of the 78 cities in the United States each having at least 50,000 inhabitants in 1900, the age distribution of teachers is given for 64. By combining the figures for these cities it becomes possible to get an approximate age classification of teachers in the cities and in the country. The results are as follows:

TABLE XVI.—Per cent distribution of teachers by age periods in 64 cities having at least 50,000 inhabitants and in smaller cities or country districts: 1900.

	PER CENT DISTRIBUTION OF TEACHERS: 1900.						
	All ages.	Under 16 years.	16 to 24 years.	25 to 44 years.	45 to 64 years.	65 years and over.	Age unknown.
Continental United States..	100.0	0.1	42.1	48.7	7.9	0.9	0.3
64 cities having at least 50,000 inhabitants....	100.0	0.1	27.6	57.0	13.5	1.5	0.3
Smaller cities or country districts.....	100.0	0.1	45.7	46.7	6.5	0.7	0.3

The proportion of youthful teachers in large cities is much below that in the rest of the country. This appears most clearly from a computation of median ages. The median age of city teachers is 28.9 years, that of country teachers 25.9.

*Race.*—The teachers of the United States were classified in 1890 into the three racial divisions of white, negro, and Indian and Mongolian, the last two

being very few in numbers and for that reason not distinguished in the returns. In 1900, however, this further distinction was made. It should be noticed, also, that the figures for 1890 excluded and those for 1900 included returns from Indian Territory and the Indian reservations. The results of this classification, by race, appear in the following figures:

TABLE XVII.—*Distribution of teachers by race: 1900 and 1890.*

RACE.	TEACHERS.			
	Number.		Per cent distribution.	
	1900	1890	1900	1890
Continental United States.....	446,133	347,344	100.0	100.0
White.....	424,422	332,187	95.1	95.6
Negro.....	21,267	15,100	4.8	4.4
Indian and Mongolian.....	444	57	0.1	( <sup>1</sup> )
Indian.....	384	.....	0.1	.....
Mongolian.....	60	.....	( <sup>1</sup> )	.....

<sup>1</sup> Less than one-tenth of 1 per cent.

The figures show that about 19 teachers out of 20 in the United States are white and 1 in 20 negro. They show, also, that the proportion of white slightly declined and that of negro slightly increased during the decade between 1890 and 1900.

A more instructive comparison may be made by finding the ratio between the number of teachers of each race and the total population at least 15 years of age in that race. The results of this compilation are shown in the following table:

TABLE XVIII.—*Proportion of teachers in population 15 years and over, classified by race: 1900 and 1890.*

RACE.	NUMBER OF TEACHERS.		POPULATION 15 YEARS AND OVER.		NUMBER OF TEACHERS TO 10,000 PERSONS 15 YEARS AND OVER.	
	1900	1890	1900	1890	1900	1890
	Continental United States.....	446,133	347,344	49,869,590	40,380,050	89
White.....	424,422	332,187	44,291,680	35,939,102	96	92
Negro.....	21,267	15,100	5,323,591	4,295,271	40	35
Indian and Mongolian.....	444	57	254,319	145,677	17	4
Indian.....	384	.....	143,573	.....	27	.....
Mongolian.....	60	.....	110,746	.....	5	.....

For reasons already stated the proportion of Indians and Mongolians in 1890 is without significance. The

table shows that the proportion of negro teachers to the negro adult population is much greater than that of Indian teachers to adult Indians, and the proportion of white teachers to white adults is more than double the proportion among the negroes. It shows that certainly in the two main races, and probably also in the third, the proportion of teachers to adult population increased in the decade 1890 to 1900.

*Race and sex.*—The following table shows the sex proportion of the white, negro, and Indian teachers in 1900:

TABLE XIX.—*Distribution by sex of teachers classified by race: 1900.*

RACE.	TEACHERS: 1900.				
	Total.	Number.		Per cent.	
		Male.	Female.	Male.	Female.
Continental United States.....	446,133	118,519	327,614	26.6	73.4
White.....	424,422	110,570	313,852	26.1	73.9
Negro.....	21,267	7,743	13,524	36.4	63.6
Indian.....	384	148	236	38.5	61.5

The table shows that about one-fourth of the white teachers and between one-third and two-fifths of the negro and Indian teachers are male. It has already appeared, however, that the proportion of male teachers is larger in the South than in the North. The difference, therefore, between the white and negro races in this respect may be due to the fact that the majority of the negroes live in the South and the majority of whites in the North. To test this conjecture, the figures have been further analyzed by distinguishing the races in the North Atlantic and North Central states on the one hand and the South Atlantic and South Central states on the other. The results are shown in the following figures:

TABLE XX.—*Distribution by sex of teachers classified by race, for the North and the South: 1900.*

	TEACHERS: 1900.				
	Total.	Number.		Per cent.	
		Male.	Female.	Male.	Female.
North Atlantic and North Central divisions:					
White.....	315,589	75,505	240,084	23.9	76.1
Negro.....	2,299	791	1,508	34.4	65.6
South Atlantic and South Central divisions:					
White.....	80,970	27,981	52,989	34.6	65.4
Negro.....	18,948	6,047	12,901	36.7	63.3

The figures show that in the Southern states there is a slight difference between the races in the proportion of male and female teachers, but hardly large enough to be significant. The difference shown by Table XIX, therefore, is mainly geographic and not racial.

*Race and age.*—The teachers in the United States in 1900 were classified into the three race groups of white, negro, and other non-Caucasians (that is, Indian and Mongolian), and seven age groups. The extended table will be found at the end of this bulletin. The results of present importance are as follows:

TABLE XXI.—Per cent distribution by age periods of teachers classified by race: 1900.

AGE PERIOD.	PER CENT DISTRIBUTION OF TEACHERS: 1900.			
	Total.	White.	Negro.	Indian and Mongolian.
Area of enumeration: All ages.....	100.0	100.0	100.0	100.0
10 to 14 years.....	( <sup>1</sup> )	( <sup>1</sup> )	( <sup>1</sup> )	0.2
15 to 24 years.....	42.2	42.3	40.6	45.7
25 to 34 years.....	35.7	35.5	38.3	29.5
35 to 44 years.....	13.1	13.0	15.5	13.7
45 to 54 years.....	5.5	5.0	4.2	6.9
55 to 64 years.....	2.4	2.4	0.9	2.4
65 years and over.....	0.8	0.9	0.2	1.2
Age unknown.....	0.3	0.3	0.3	0.4

<sup>1</sup> Less than one-tenth of 1 per cent.

The table shows that the proportion of negro teachers less than 25 years of age is below and that of Indian and Mongolian teachers (mainly Indian) above the proportion for whites. Computing the median age for teachers of each race the results are as follows:

TABLE XXII.—Median age of teachers classified by race: 1900.

RACE.	Median age of teachers: 1900.
Area of enumeration:	
White.....	27.2
Negro.....	27.5
Indian and Mongolian.....	26.4

Negro teachers are, then, a little older and Indian and Mongolian teachers a little younger than white teachers.

*Race, sex, and age.*—The slightly greater age of negro teachers shown by the figures in the preceding table may be due entirely to the larger proportion of male teachers in that race and the great average age of male teachers. To test this possibility the sex classification must be introduced, as it is in Table xxx. The general results are shown by the following summary:

TABLE XXIII.—Per cent distribution by age periods of teachers classified by race and sex: 1900.

AGE PERIOD.	PER CENT DISTRIBUTION OF TEACHERS: 1900.					
	Male.			Female.		
	White.	Negro.	Indian and Mongolian.	White.	Negro.	Indian and Mongolian.
Area of enumeration: All ages.....	100.0	100.0	100.0	100.0	100.0	100.0
10 to 14 years.....	30.5	20.2	0.4	46.2	0.1	65.5
15 to 24 years.....	38.2	42.4	24.0	34.7	52.3	23.5
25 to 34 years.....	16.8	26.6	20.0	11.8	9.1	7.8
35 to 44 years.....	8.2	8.5	11.3	4.7	1.7	2.8
45 to 54 years.....	4.1	1.5	5.0	1.8	0.5	0.2
55 to 64 years.....	1.9	0.3	2.1	0.5	0.2	0.4
Age unknown.....	0.3	0.5	0.8	0.3	0.2	0.2

The preceding figures show that young male teachers are relatively most numerous among whites and least numerous among negroes. Young female teachers, on the contrary, are most numerous among the Indians and least numerous among whites. Of the Indian female teachers two-thirds, and of the negro female teachers more than one-half, are less than 25 years of age. The median age of male teachers in 1900 was for whites, 30.1 years; for negroes, 32 years; and for Indians and Mongolians, 32 years. The median age for female teachers in 1900 was for whites, about 26 years; for negroes, a little less than 25 years; and for Indians and Mongolians, about 23 years.

*Nativity and nativity of parents.*—The white teachers may be further classified, according to their birth-place and parentage, into those born abroad, those born in the United States of native parents, and those born in the United States with one or both parents born abroad. In the following table the number of teachers belonging to each of these classes is brought

into comparison with the number of adults of the same class:

TABLE XXIV.—*Proportion of teachers in the white population 15 years and over, classified by nativity: 1900 and 1890.*

NATIVITY.	NUMBER OF TEACHERS.		POPULATION 15 YEARS AND OVER.		NUMBER OF TEACHERS TO 10,000 PERSONS 15 YEARS AND OVER.	
	1900	1890	1900	1890	1900	1890
Continental United States:						
White.....	424,422	332,187	44,201,680	35,939,102	96	92
Native white—native parents.....	292,745	240,024	25,049,871	21,410,860	114	112
Native white—foreign parents.....	104,543	60,525	8,939,118	6,137,734	117	113
Foreign born white.....	27,134	22,638	9,702,691	8,390,508	28	27

A comparison of this table with the preceding one shows that the immigrant population contributes fewer teachers relatively to its numbers than the negroes and about the same number as the Indians. It shows that the children of immigrants, however, have entered this occupation in such large numbers that the proportion of teachers among adults of this class in 1890 was slightly greater than the proportion among the native whites of native parents, and also that it increased a little more rapidly during the decade, 1890 to 1900. This is probably due, in some measure, to the fact that the immigrant population and their children lived mainly in the Northern and Western states, where the proportion of teachers is much higher than it is in the South.

*Sex and nativity.*—The white teachers of these three birthplace classes may be further classified by sex. The resulting figures are given below:

TABLE XXV.—*Distribution by sex of white teachers, classified by nativity: 1900.*

NATIVITY.	TEACHERS: 1900.				
	Number.			Per cent.	
	Total.	Male.	Female.	Male.	Female.
Continental United States:					
White.....	424,422	110,570	313,852	26.1	73.9
Native white—native parents.....	292,745	84,682	208,063	28.9	71.1
Native white—foreign parents.....	104,543	15,998	88,545	15.3	84.7
Foreign born white.....	27,134	9,890	17,244	36.4	63.6

The figures show that the proportion of males is largest among the foreign born white teachers and smallest among the native white born of foreign parents. A fairer basis of comparison is probably one between the number of teachers and the adult population of each class, as in the following figures:

TABLE XXVI.—*Proportion of teachers in the white population 15 years and over, classified by nativity and sex: 1900 and 1890.*

SEX AND NATIVITY.	NUMBER OF TEACHERS.		POPULATION 15 YEARS AND OVER.		NUMBER OF TEACHERS TO 10,000 PERSONS 15 YEARS AND OVER.	
	1900	1890	1900	1890	1900	1890
Continental United States:						
White.....	424,422	332,187	44,201,680	35,939,102	96	92
Males.....	110,570	93,995	22,808,628	18,534,187	48	51
Females.....	313,852	238,192	21,483,052	17,404,915	146	137
Native white—native parents.....	292,745	240,024	25,049,871	21,410,860	114	112
Males.....	84,682	73,677	13,088,058	10,880,185	65	68
Females.....	208,063	166,347	12,561,813	10,530,675	166	158
Native white—foreign parents.....	104,543	60,525	8,939,118	6,137,734	117	113
Males.....	15,998	11,484	4,463,311	3,073,413	36	37
Females.....	88,545	58,041	4,475,907	3,064,321	198	189
Foreign born white.....	27,134	22,638	9,702,691	8,390,508	28	27
Males.....	9,890	8,834	5,257,359	4,580,589	19	19
Females.....	17,244	13,804	4,445,332	3,809,919	39	36

The preceding table shows that in each one of the four classes the proportion of teachers to the total adult population increased in the decade between 1890 and 1900, but that in each class, except the foreign born whites, this was the result of an increase in the proportion of female teachers partially counteracted by a decrease in the proportion of male teachers. It shows, also, that among males the largest proportion of teachers to population is found among the native white of native parents; but that among females the largest proportion of teachers is found among the children of immigrants. The large proportion of teachers among the daughters of immigrants is probably due in part to their residence in the Northern states, and especially in Northern cities, where the school system is highly developed. It may be due also, in part, to the fact that the average income of immigrants' children is likely to be somewhat less than the average income of children of native Americans, and for this reason daughters of immigrants are more likely to support themselves partly or entirely by their earnings.

TABLE XXVII.—NUMBER AND PROPORTION OF TEACHERS: 1900, 1890, 1880, AND 1870.

STATE OR TERRITORY.	POPULATION 5 TO 24 YEARS OF AGE.				NUMBER OF TEACHERS.				NUMBER OF TEACHERS TO 10,000 PERSONS 5 TO 24 YEARS OF AGE.			
	1900	1890	1880	1870	1900	1890	1880	1870	1900	1890	1880	1870
Continental United States.....	31,845,462	27,361,746	22,204,033	17,389,789	446,133	347,344	227,710	126,822	140	127	102	73
North Atlantic division.....	7,931,382	6,911,530	5,940,178	5,144,181	128,341	101,339	77,528	51,312	162	147	131	100
New England.....	2,000,387	1,777,067	1,547,683	1,385,264	40,219	32,953	27,508	18,837	201	185	178	136
Maine.....	247,611	250,178	256,001	259,958	6,424	6,317	5,663	4,183	259	253	221	161
New Hampshire.....	141,229	136,759	127,705	120,972	3,276	3,146	3,880	1,987	232	230	304	164
Vermont.....	121,952	125,230	129,293	132,553	3,227	3,167	2,777	1,895	265	253	215	143
Massachusetts.....	1,002,564	847,178	684,777	574,925	18,835	13,906	10,115	7,220	188	164	148	126
Rhode Island.....	159,129	135,135	107,820	86,740	2,478	1,740	1,353	861	156	129	125	99
Connecticut.....	327,902	283,178	242,087	210,116	5,979	4,677	3,720	2,711	182	165	154	129
Southern North Atlantic.....	5,930,995	5,133,863	4,392,495	3,758,917	88,122	68,386	50,020	32,455	149	133	114	86
New York.....	2,700,924	2,333,452	2,057,441	1,815,812	44,164	35,249	26,693	18,557	164	151	130	102
New Jersey.....	716,046	582,795	471,538	382,271	9,539	6,456	4,606	2,698	133	111	98	71
Pennsylvania.....	2,514,025	2,217,616	1,863,516	1,560,834	34,419	26,681	18,721	11,200	137	120	100	72
South Atlantic division.....	4,818,428	4,226,812	3,529,803	2,770,453	44,883	33,433	21,121	11,443	93	79	60	41
Northern South Atlantic.....	1,950,417	1,772,623	1,544,009	1,239,914	23,504	18,495	11,858	6,202	121	104	77	50
Delaware.....	73,628	70,690	64,380	57,290	917	719	577	361	125	102	90	63
Maryland.....	493,890	450,970	413,651	359,591	6,432	4,977	3,687	2,013	130	110	89	57
District of Columbia.....	102,789	94,765	72,911	53,816	1,988	1,357	804	441	193	143	119	82
Virginia.....	847,026	790,797	699,022	596,536	8,978	7,485	4,571	2,521	106	85	65	44
West Virginia.....	438,084	365,401	294,044	211,672	5,189	3,957	2,159	836	120	108	73	41
Southern South Atlantic.....	2,868,011	2,454,189	1,985,794	1,530,539	21,379	14,938	9,263	5,241	75	61	47	34
North Carolina.....	898,537	784,507	654,784	518,918	6,074	4,764	2,842	1,798	68	61	43	35
South Carolina.....	694,793	580,482	468,757	336,467	4,427	3,019	2,170	1,074	67	52	46	32
Georgia.....	1,082,066	904,048	734,758	582,933	8,481	5,834	3,633	2,119	80	61	49	36
Florida.....	242,615	185,152	127,495	92,221	2,397	1,621	618	250	99	88	48	27
North Central division.....	10,910,747	9,718,831	7,888,409	5,973,943	189,646	156,037	98,443	48,468	174	161	125	81
Eastern North Central.....	6,474,656	5,755,093	5,049,354	4,184,523	107,784	89,077	62,810	34,843	166	155	124	83
Ohio.....	1,651,857	1,561,335	1,421,120	1,214,386	28,991	25,912	19,175	12,084	176	166	135	100
Indiana.....	1,027,315	958,783	923,746	800,271	16,251	14,225	10,407	5,018	158	148	113	63
Illinois.....	1,953,800	1,641,937	1,405,351	1,164,632	31,214	23,612	16,104	8,869	160	144	115	76
Michigan.....	967,229	865,812	703,689	521,395	16,189	13,621	9,038	4,708	167	157	128	90
Wisconsin.....	874,455	727,226	595,448	483,839	15,130	11,707	8,086	4,164	173	161	136	86
Western North Central.....	4,436,091	3,963,738	2,839,055	1,789,420	81,862	66,960	35,633	13,625	185	169	126	79
Minnesota.....	740,362	559,154	352,590	195,490	13,381	9,608	4,570	1,754	181	172	130	90
Iowa.....	935,494	851,992	749,675	554,918	23,467	20,298	13,601	6,012	251	238	181	108
Missouri.....	1,341,674	1,224,463	1,026,939	815,445	17,175	14,235	8,904	4,117	128	116	87	50
North Dakota.....	137,495	74,069	54,604	6,318	2,571	1,402	401	20	187	189	73	32
South Dakota.....	175,689	137,980	94,604	6,318	4,041	2,773	791	230	201	201	144	59
Nebraska.....	467,071	470,156	199,718	53,569	9,621	7,981	2,866	316	206	170	144	59
Kansas.....	638,306	645,964	455,439	163,680	11,606	10,663	5,291	1,406	182	165	116	86
South Central division.....	6,639,035	5,333,075	4,238,939	3,124,980	55,275	39,428	22,665	12,796	83	74	53	41
Eastern South Central.....	3,541,416	3,125,816	2,678,404	2,150,467	28,461	23,416	14,418	8,711	80	75	54	41
Kentucky.....	963,927	872,135	783,191	640,003	9,553	8,091	4,808	2,961	99	92	61	46
Tennessee.....	939,503	855,293	738,460	614,412	7,698	6,578	3,548	2,250	82	77	48	37
Alabama.....	870,837	747,782	604,844	491,878	5,350	4,134	2,952	2,004	61	55	49	41
Mississippi.....	758,149	650,606	546,909	404,174	5,860	4,703	3,110	1,496	77	72	57	37
Western South Central.....	3,097,619	2,207,269	1,560,535	974,513	26,814	16,012	8,247	4,085	87	73	53	42
Louisiana.....	646,055	536,898	428,597	325,560	4,496	3,446	2,375	1,470	70	64	55	45
Arkansas.....	632,482	557,599	382,433	249,089	4,638	3,404	1,538	904	73	61	40	41
Indian Territory.....	188,081	22,832	.....	.....	1,191	.....	.....	.....	63	.....	.....	.....
Oklahoma.....	175,775	26,544	.....	.....	1,808	201	.....	.....	103	76	.....	.....
Texas.....	1,454,326	1,086,218	749,505	405,804	14,681	8,961	4,334	1,621	101	82	58	40
Western division.....	1,545,870	1,171,498	690,704	376,232	27,088	17,107	7,953	2,803	181	146	114	75
Rocky Mountain.....	471,176	318,166	155,158	69,751	6,092	3,742	1,021	172	148	118	66	25
Montana.....	85,520	44,228	12,420	4,983	1,297	590	120	26	152	133	97	52
Idaho.....	66,290	33,857	11,600	3,546	912	342	106	20	138	101	91	56
Wyoming.....	35,832	22,832	7,516	3,410	511	237	61	8	142	104	81	43
Colorado.....	200,762	152,980	70,868	15,374	3,625	2,172	580	70	181	142	82	26
New Mexico.....	82,712	64,211	52,754	42,438	647	401	154	48	78	62	29	11
Basin and Plateau.....	188,235	133,079	99,788	53,988	2,624	1,355	730	197	139	101	73	36
Arizona.....	47,863	23,124	13,951	3,541	515	218	60	5	108	94	43	14
Utah.....	125,772	95,180	66,805	39,864	1,709	804	136	136	136	84	66	34
Nevada.....	14,600	15,675	19,032	10,583	400	333	226	56	274	212	119	53
Pacific.....	886,459	719,363	441,758	252,493	18,372	12,010	6,202	2,434	207	167	140	96
Washington.....	195,163	131,673	30,334	9,061	3,682	1,636	401	85	189	124	132	94
Oregon.....	162,769	130,007	75,641	40,064	3,495	2,301	1,013	396	215	177	134	99
California.....	528,527	457,673	335,783	203,368	11,195	8,073	4,788	1,953	212	176	143	96

TABLE XXVIII.—NUMBER AND PROPORTION OF TEACHERS IN CITIES HAVING AT LEAST 25,000 INHABITANTS AND IN SMALLER CITIES OR COUNTRY DISTRICTS: 1900.

STATE OR TERRITORY.	POPULATION 5 TO 24 YEARS OF AGE: 1900.			NUMBER OF TEACHERS: 1900.			NUMBER OF TEACHERS TO 10,000 PERSONS 5 TO 21 YEARS OF AGE: 1900.		
	Total.	In cities having at least 25,000 inhabitants.	In smaller cities or country districts.	Total.	In cities having at least 25,000 inhabitants.	In smaller cities or country districts.	Total.	In cities having at least 25,000 inhabitants.	In smaller cities or country districts.
United States.....	31,961,097	7,603,004	24,358,093	446,797	110,992	335,805	140	146	138
Continental United States.....	31,845,462	7,588,055	24,257,407	446,133	110,733	335,400	140	146	138
North Atlantic division.....	7,931,382	3,822,285	4,109,097	128,341	62,533	75,808	162	137	184
New England.....	2,000,387	839,939	1,160,448	40,219	13,983	26,236	201	166	226
Maine.....	247,611	16,683	230,928	6,424	383	6,041	253	230	262
New Hampshire.....	141,220	21,962	119,257	3,276	235	3,041	232	107	255
Vermont.....	121,052	121,052	121,052	3,227	3,227	3,227	265	265	265
Massachusetts.....	1,002,594	590,282	412,312	18,845	9,867	8,978	188	167	218
Rhode Island.....	359,120	89,656	269,464	2,478	1,455	963	153	166	148
Connecticut.....	327,932	121,376	206,556	5,979	2,013	3,966	182	166	192
Southern North Atlantic.....	5,930,995	2,982,346	2,948,649	88,152	38,550	49,602	140	120	168
New York.....	2,700,324	1,703,069	997,255	44,164	22,744	21,420	164	134	215
New Jersey.....	716,046	360,384	355,662	9,539	4,118	5,421	133	118	148
Pennsylvania.....	2,514,025	928,893	1,585,132	34,419	11,688	22,731	137	126	143
South Atlantic division.....	4,818,428	515,760	4,302,662	44,883	7,580	37,303	93	155	56
Northern South Atlantic.....	1,959,417	403,085	1,546,332	23,504	3,223	17,281	121	151	112
Delaware.....	73,628	29,388	44,240	917	425	492	125	145	111
Maryland.....	463,800	201,008	262,792	6,432	2,806	3,626	130	149	124
District of Columbia.....	102,789	102,789	102,789	1,988	1,988	1,988	193	193	193
Virginia.....	847,020	53,514	793,506	8,978	830	8,148	106	155	103
West Virginia.....	433,084	15,486	417,598	5,189	174	5,015	120	112	120
Southern South Atlantic.....	2,868,011	112,681	2,755,330	21,379	1,757	19,622	75	156	71
North Carolina.....	898,537	.....	898,537	6,074	.....	6,074	68	.....	68
South Carolina.....	964,793	23,464	941,329	4,427	446	3,981	67	190	62
Georgia.....	1,062,099	77,863	984,236	8,481	1,105	7,376	80	142	75
Florida.....	242,615	11,624	230,991	2,397	206	2,191	99	177	65
North Central division.....	10,910,747	2,407,509	8,503,238	189,646	36,129	153,517	174	150	181
Eastern North Central.....	6,474,656	1,712,063	4,762,593	167,784	24,788	142,996	166	145	174
Ohio.....	1,651,537	477,733	1,173,804	28,091	6,902	21,189	176	144	188
Indiana.....	1,027,315	134,324	892,991	16,251	2,341	13,910	168	174	153
Illinois.....	1,953,800	744,852	1,208,948	31,214	10,257	20,957	150	138	173
Michigan.....	967,229	187,476	779,753	16,189	2,782	13,407	167	148	172
Wisconsin.....	874,465	165,308	709,157	15,139	2,506	12,633	173	149	170
Western North Central.....	4,436,091	694,816	3,741,275	81,862	11,341	70,521	185	163	188
Minnesota.....	740,362	162,383	577,979	13,351	3,107	10,244	191	191	178
Iowa.....	635,494	86,488	549,006	23,467	1,863	21,604	151	219	251
Missouri.....	1,341,674	344,476	997,198	17,175	4,477	12,698	138	130	187
North Dakota.....	137,495	.....	137,495	2,571	.....	2,571	187	.....	187
South Dakota.....	175,689	.....	175,689	4,041	.....	4,041	230	.....	230
Nebraska.....	467,071	67,430	399,641	9,621	1,384	8,237	206	205	203
Kansas.....	638,306	34,090	604,216	11,636	480	11,156	182	141	184
South Central division.....	6,639,035	484,740	6,154,295	55,275	6,467	48,808	53	133	79
Eastern South Central.....	3,541,416	266,956	3,274,460	28,461	3,646	24,815	80	137	76
Kentucky.....	963,927	120,245	843,682	9,553	1,710	7,843	99	143	63
Tennessee.....	939,593	102,511	837,082	7,698	1,329	6,369	52	130	76
Alabama.....	879,837	44,200	835,637	5,350	598	4,752	61	135	57
Mississippi.....	758,149	.....	758,149	5,809	.....	5,809	77	.....	77
Western South Central.....	3,097,619	217,784	2,879,835	26,814	2,821	23,993	87	130	85
Louisiana.....	646,055	117,710	528,345	4,496	1,295	3,201	70	110	61
Arkansas.....	632,482	15,808	616,674	4,038	264	3,774	73	167	71
Indian Territory.....	188,951	.....	188,951	1,191	.....	1,191	63	.....	63
Oklahoma.....	175,775	.....	175,775	1,808	.....	1,808	103	.....	103
Texas.....	1,454,326	84,266	1,370,060	14,681	1,262	13,419	101	150	98
Western division.....	1,545,870	357,755	1,188,115	27,088	7,024	20,064	181	213	171
Rocky Mountain.....	471,176	67,216	403,960	6,692	1,582	5,110	148	235	134
Montana.....	85,520	9,564	75,956	1,297	162	1,135	152	169	149
Idaho.....	66,290	.....	66,290	912	.....	912	138	.....	138
Wyoming.....	35,802	.....	35,802	511	.....	511	142	.....	142
Colorado.....	200,762	57,652	143,110	3,625	1,420	2,205	181	246	154
New Mexico.....	82,712	.....	82,712	647	.....	647	78	.....	78
Basin and Plateau.....	183,235	22,330	160,905	2,624	445	2,179	130	199	131
Arizona.....	47,863	.....	47,863	515	.....	515	108	.....	108
Utah.....	125,772	22,330	103,442	1,709	445	1,264	136	189	122
Nevada.....	14,600	.....	14,600	400	.....	400	274	.....	274
Pacific.....	886,459	268,209	618,250	18,372	5,597	12,775	207	209	207
Washington.....	195,163	51,179	143,984	3,682	1,179	2,503	180	220	174
Oregon.....	162,769	30,588	132,181	3,495	630	2,865	215	206	217
California.....	528,527	186,442	342,085	11,195	3,788	7,407	212	208	217
Outlying districts.....	115,635	14,949	100,686	664	259	405	158	173	134
Alaska.....	15,045	.....	15,045	61	.....	61	41	.....	41
Hawaii.....	51,501	14,949	36,552	579	259	320	112	173	88
Military and naval.....	49,089	.....	49,089	24	.....	24	5	.....	5

TABLE XXIX.—DISTRIBUTION OF TEACHERS BY SEX: 1900 AND 1890.

STATE OR TERRITORY.	NUMBER OF TEACHERS CLASSIFIED BY SEX: 1900.			NUMBER OF TEACHERS CLASSIFIED BY SEX: 1890.			PER CENT DISTRIBUTION OF TEACHERS BY SEX: 1900 AND 1890.			
	Total.	Male.	Female.	Total.	Male.	Female.	Male.		Female.	
							1900	1890	1900	1890
Continental United States.....	446,133	118,519	327,614	347,344	101,278	246,066	26.6	29.2	73.4	70.8
North Atlantic division.....	128,341	26,429	101,912	101,339	20,801	80,538	20.6	20.5	79.4	70.5
New England.....	40,219	5,692	34,527	32,653	4,691	28,262	14.9	14.2	85.1	85.8
Maine.....	6,424	901	5,523	6,317	901	5,416	14.0	14.3	86.0	85.7
New Hampshire.....	3,276	452	2,824	3,149	399	2,777	13.8	11.7	86.2	88.3
Vermont.....	3,227	381	2,846	3,167	337	2,830	11.8	10.6	88.2	89.4
Massachusetts.....	18,835	2,957	15,878	13,900	2,023	11,883	15.8	14.5	84.2	85.5
Rhode Island.....	2,478	376	2,102	1,740	289	1,451	15.2	16.6	84.8	83.4
Connecticut.....	5,979	915	5,064	4,677	772	3,905	15.3	16.5	84.7	83.5
Southern North Atlantic.....	88,122	20,437	67,685	68,386	16,110	52,276	23.2	23.6	76.8	76.4
New York.....	44,164	8,710	35,454	35,240	6,731	28,518	19.7	19.1	80.3	80.9
New Jersey.....	9,539	1,698	7,841	6,456	1,347	5,109	17.8	20.9	82.2	79.1
Pennsylvania.....	34,419	10,029	24,390	26,681	8,032	18,649	29.1	30.1	70.9	69.9
South Atlantic division.....	44,883	13,915	30,968	33,433	12,069	21,364	31.0	36.1	69.0	63.9
Northern South Atlantic.....	23,504	6,901	16,603	18,495	6,278	12,217	29.6	33.9	70.4	66.1
Delaware.....	917	200	717	719	102	627	21.8	26.7	78.2	73.3
Maryland.....	6,432	1,672	4,760	4,677	1,441	3,236	26.0	29.0	74.0	71.0
District of Columbia.....	1,088	1,390	1,598	1,357	290	1,058	19.6	22.0	80.4	78.0
Virginia.....	8,978	2,200	6,778	7,485	2,330	5,155	24.5	31.1	75.5	68.9
West Virginia.....	5,189	2,499	2,690	3,957	2,016	1,941	48.2	50.9	51.8	49.1
Southern South Atlantic.....	21,379	6,954	14,425	14,938	5,791	9,147	32.5	38.8	67.5	61.2
North Carolina.....	6,074	1,979	4,095	4,764	1,867	2,897	32.6	36.2	67.4	60.8
South Carolina.....	4,427	1,268	3,159	3,019	1,060	1,959	28.6	35.4	71.4	64.6
Georgia.....	8,481	2,979	5,502	5,634	2,170	3,464	35.1	39.2	64.9	60.8
Florida.....	2,397	728	1,669	1,621	685	936	30.4	42.3	69.6	57.7
North Central division.....	189,646	49,916	139,730	156,037	45,942	110,095	26.3	29.4	73.7	70.6
Eastern North Central.....	107,784	31,272	76,512	89,077	28,370	60,707	29.0	31.8	71.0	68.2
Ohio.....	28,991	10,389	18,602	25,912	10,155	15,757	35.8	36.2	64.2	60.8
Indiana.....	16,251	6,431	9,820	14,225	6,034	8,191	39.6	42.4	60.4	57.6
Illinois.....	31,214	8,114	23,100	28,612	6,798	21,814	26.0	28.8	74.0	71.2
Michigan.....	16,189	3,345	12,844	13,621	2,974	10,647	20.7	21.8	79.3	78.2
Wisconsin.....	16,139	2,993	13,146	11,707	2,400	9,298	19.8	20.6	80.2	79.4
Western North Central.....	81,862	18,644	63,218	66,960	17,572	49,388	22.8	26.2	77.2	73.8
Minnesota.....	13,381	2,547	10,834	9,608	2,217	7,391	16.0	23.1	81.0	76.9
Iowa.....	23,467	3,878	19,589	20,298	3,775	16,523	16.5	18.6	83.5	81.4
Missouri.....	17,175	5,452	11,723	14,235	5,034	9,201	31.7	35.4	68.3	64.6
North Dakota.....	2,571	693	1,878	1,402	386	1,016	27.0	27.5	73.0	72.5
South Dakota.....	4,041	900	3,141	2,773	647	2,126	22.3	23.3	77.7	76.7
Nebraska.....	9,621	1,936	7,685	7,981	1,897	6,084	20.1	23.8	79.9	76.2
Kansas.....	11,696	3,244	8,452	10,663	3,610	7,053	28.0	33.9	72.0	66.1
South Central division.....	55,275	21,086	34,189	39,428	17,358	22,070	38.1	44.0	61.9	56.0
Eastern South Central.....	28,401	10,395	18,006	23,416	9,761	13,655	36.5	41.7	63.5	58.3
Kentucky.....	9,553	3,492	6,061	8,001	3,006	4,995	36.6	37.6	63.4	62.4
Tennessee.....	7,698	3,158	4,540	6,578	3,055	3,523	41.0	46.4	59.0	53.6
Alabama.....	5,350	2,006	3,344	4,134	1,865	2,269	37.5	45.1	62.5	54.9
Mississippi.....	5,860	1,741	4,119	4,703	1,835	2,868	29.7	39.0	70.3	61.0
Western South Central.....	26,874	10,691	16,183	16,012	7,597	8,415	39.9	47.4	60.1	52.6
Louisiana.....	4,496	1,208	3,288	3,446	1,110	2,336	26.9	32.2	73.1	67.8
Arkansas.....	4,638	2,205	2,433	3,404	1,888	1,516	47.5	55.5	52.5	44.5
Indian Territory.....	1,191	470	721	.....	.....	.....	40.2	.....	59.8	.....
Oklahoma.....	1,808	601	1,207	201	77	124	33.2	38.3	66.8	61.7
Texas.....	14,681	6,198	8,483	8,961	4,522	4,439	42.2	50.5	57.8	40.5
Western division.....	27,988	7,173	20,815	17,107	5,108	11,999	25.6	29.9	74.4	70.1
Rocky Mountain.....	6,902	1,723	5,209	3,742	1,091	2,651	24.6	29.2	75.4	70.8
Montana.....	1,297	274	1,023	590	170	420	21.1	28.8	78.9	71.2
Idaho.....	912	280	632	342	122	220	30.7	35.7	69.3	64.3
Wyoming.....	511	85	426	237	49	188	16.0	20.7	83.4	79.3
Colorado.....	3,625	827	2,798	2,172	595	1,577	22.8	27.4	77.2	72.6
New Mexico.....	647	257	390	401	155	246	39.7	38.7	60.3	61.3
Basin and Plateau.....	2,624	881	1,743	1,355	476	879	33.6	35.1	66.4	64.0
Arizona.....	515	142	373	218	89	129	27.6	40.8	72.4	59.2
Utah.....	1,709	669	1,040	804	318	486	39.1	39.6	60.9	60.4
Nevada.....	400	70	330	333	69	264	17.5	20.7	82.5	79.3
Pacific.....	18,372	4,569	13,803	12,010	3,541	8,469	24.9	29.5	75.1	70.5
Washington.....	3,682	1,095	2,587	1,636	587	1,049	29.7	35.9	70.3	64.1
Oregon.....	3,495	960	2,535	2,301	800	1,501	27.5	38.7	72.5	61.3
California.....	11,195	2,514	8,681	8,073	2,064	6,009	22.5	28.6	77.5	74.4

TABLE XXX.—DISTRIBUTION, BY AGE PERIODS, OF TEACHERS CLASSIFIED BY SEX AND RACE AND NATIVITY: 1900.

SEX AND AGE PERIOD.		TEACHERS: 1900.															
		Number.							Per cent distribution.								
		Total.	White.	Native white—native parents.	Native white—foreign parents.	Foreign born white.	Negro, Indian, and Mongolian.	Negro.	Indian and Mongolian.	Total.	White.	Native white—native parents.	Native white—foreign parents.	Foreign born white.	Negro, Indian, and Mongolian.	Negro.	Indian and Mongolian.
Area of enumeration:																	
Both sexes—																	
All ages.....		446,707	425,034	203,070	104,703	27,261	21,763	21,268	495	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
10 to 14 years....	157	143	87	43	13	14	13	1	(1)	(1)	(1)	(1)	0.1	0.1	(1)	0.2	
15 to 24 years....	188,577	179,712	127,506	45,588	6,620	8,865	8,639	226	42.2	42.3	43.5	43.5	21.3	40.7	40.6	45.7	
25 to 34 years....	150,325	151,039	103,273	39,658	8,108	8,286	8,140	146	35.7	35.5	35.2	37.9	29.7	38.1	38.3	29.5	
35 to 44 years....	58,466	55,107	35,769	13,825	5,513	3,359	3,291	68	13.1	13.0	12.2	13.2	20.2	15.4	15.5	13.7	
45 to 54 years....	24,611	23,691	15,784	4,160	3,747	920	886	34	5.5	5.6	5.4	4.0	13.7	4.2	4.2	6.9	
55 to 64 years....	10,543	10,345	7,109	1,039	2,197	198	186	12	2.4	2.4	2.4	1.0	8.1	0.9	0.9	2.4	
65 years and over.	3,807	3,753	2,508	262	983	54	48	6	0.8	0.9	0.9	0.3	3.6	0.3	0.2	1.2	
Age unknown....	1,311	1,244	1,034	130	80	67	65	2	0.3	0.3	0.4	0.1	0.3	0.3	0.3	0.4	
Males—																	
All ages.....		118,748	110,765	84,795	16,034	9,936	7,983	7,743	240	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
10 to 14 years....	13	11	5	4	2	2	1	1	(1)	(1)	(1)	(1)	(1)	(1)	(1)	0.4	
15 to 24 years....	36,158	34,535	27,866	5,437	1,232	1,623	1,564	59	30.5	30.5	32.9	33.9	12.4	20.4	20.2	24.6	
25 to 34 years....	45,313	41,944	32,851	6,527	2,566	3,369	3,283	86	38.2	38.2	38.7	40.7	25.8	42.2	42.4	35.8	
35 to 44 years....	19,991	17,882	12,832	2,682	2,368	2,109	2,061	48	16.8	16.8	15.1	16.7	23.8	26.4	26.6	20.0	
45 to 54 years....	9,732	9,051	6,215	953	1,883	681	654	27	8.2	8.2	7.3	6.0	19.0	8.5	8.5	11.3	
55 to 64 years....	4,853	4,725	3,203	308	1,214	128	116	12	4.1	4.1	3.8	1.9	12.2	1.6	1.5	5.0	
65 years and over.	2,292	2,262	1,503	107	652	30	25	5	1.9	1.9	1.8	0.7	6.6	0.4	0.3	2.1	
Age unknown....	390	355	320	16	19	41	39	2	0.3	0.3	0.4	0.1	0.2	0.5	0.5	0.8	
Females—																	
All ages.....		328,040	314,269	208,275	88,669	17,325	13,780	13,525	255	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
10 to 14 years....	144	132	82	39	11	12	12	.....	(1)	(1)	(1)	(1)	0.1	0.1	0.1	.....	
15 to 24 years....	152,419	145,177	99,640	40,149	5,388	7,242	7,075	167	46.5	46.2	47.8	45.3	31.1	52.5	52.3	65.5	
25 to 34 years....	114,012	109,095	70,422	33,131	5,542	4,917	4,857	60	34.8	34.7	33.8	37.4	32.0	35.7	35.9	23.5	
35 to 44 years....	38,475	37,225	22,937	11,143	3,145	1,260	1,200	60	11.7	11.8	11.0	12.6	18.1	9.1	9.1	7.8	
45 to 54 years....	14,879	14,640	9,569	3,207	1,864	239	232	7	4.5	4.7	4.6	3.6	10.8	1.7	1.7	2.8	
55 to 64 years....	5,960	5,620	3,906	731	983	70	70	.....	1.7	1.8	1.9	0.8	5.7	0.5	0.5	.....	
65 years and over.	1,615	1,491	1,005	155	331	24	23	1	0.5	0.5	0.5	0.2	1.9	0.2	0.2	0.4	
Age unknown....	915	889	714	114	61	26	26	.....	0.3	0.3	0.4	0.1	0.3	0.2	0.2	.....	

<sup>1</sup> Less than one-tenth of 1 per cent.

TABLE XXXI.—DISTRIBUTION, BY AGE PERIODS, OF TEACHERS CLASSIFIED BY SEX AND RACE AND NATIVITY: 1890.

SEX AND AGE PERIOD.		TEACHERS: 1890.															
		Number.							Per cent distribution.								
		Total.	White.	Native white—native parents.	Native white—foreign parents.	Foreign born white.	Negro, Indian, and Mongolian.	Negro.	Indian and Mongolian.	Total.	White.	Native white—native parents.	Native white—foreign parents.	Foreign born white.	Negro, Indian, and Mongolian.	Negro.	Indian and Mongolian.
Continental United States:																	
Both sexes—																	
All ages.....		247,344	332,187	240,024	69,525	22,638	15,157	15,100	57	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
10 to 14 years....	257	220	160	48	12	37	37	.....	0.1	0.1	0.1	0.1	(1)	0.2	0.2	.....	
15 to 24 years....	170,582	163,394	119,172	38,503	5,719	7,155	7,144	14	49.1	49.2	49.7	55.4	25.3	47.2	47.3	24.6	
25 to 34 years....	107,931	102,275	72,552	22,873	6,850	5,056	5,040	16	31.1	30.8	30.2	32.9	30.3	37.3	37.4	28.1	
35 to 44 years....	38,431	36,680	26,473	5,653	4,554	1,751	1,736	15	11.0	11.0	11.0	8.1	20.1	11.6	11.5	26.3	
45 to 54 years....	18,679	18,320	13,446	1,705	3,189	351	351	8	5.4	5.5	5.6	2.5	14.0	2.4	2.3	14.0	
55 to 64 years....	7,197	7,100	5,201	415	1,484	97	96	1	2.1	2.1	2.2	0.6	6.5	0.6	0.6	1.8	
65 years and over.	2,884	2,854	1,967	170	717	30	28	2	0.8	0.9	0.8	0.2	3.2	0.2	0.2	3.5	
Age unknown....	1,413	1,344	1,053	158	133	69	68	1	0.4	0.4	0.4	0.2	0.6	0.5	0.5	1.7	
Males—																	
All ages.....		101,278	93,995	73,677	11,484	8,834	7,283	7,236	47	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
10 to 14 years....	30	27	20	6	1	3	3	.....	(1)	(1)	(1)	(1)	(1)	(1)	(1)	.....	
15 to 24 years....	33,942	31,970	26,108	4,736	1,126	1,972	1,964	8	33.5	34.0	35.5	41.2	12.7	27.1	27.1	17.0	
25 to 34 years....	36,798	33,212	26,140	4,541	2,531	3,586	3,572	14	36.3	35.3	35.5	39.5	28.7	49.2	49.4	20.8	
35 to 44 years....	15,763	14,412	10,973	1,399	2,040	1,351	1,337	14	15.6	15.3	14.9	12.2	23.1	18.6	18.5	29.8	
45 to 54 years....	8,336	8,079	5,913	520	1,646	257	249	8	8.2	8.6	8.0	4.5	18.6	3.5	3.4	17.0	
55 to 64 years....	4,064	4,003	2,888	164	951	61	60	1	4.0	4.3	3.9	1.4	10.8	0.8	0.8	2.1	
65 years and over.	1,971	1,951	1,349	86	516	20	18	2	2.0	2.1	1.8	0.8	5.8	0.3	0.3	4.3	
Age unknown....	374	341	286	32	23	33	33	.....	0.4	0.4	0.4	0.3	0.3	0.5	0.5	.....	
Females—																	
All ages.....		246,066	238,192	166,347	58,041	13,804	7,874	7,864	10	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
10 to 14 years....	227	193	140	42	11	34	34	.....	0.1	0.1	0.1	0.1	0.1	0.4	0.4	.....	
15 to 24 years....	136,610	131,424	93,064	33,767	4,593	5,186	5,180	6	55.5	55.2	55.9	58.2	33.3	65.9	65.9	60.0	
25 to 34 years....	71,133	69,063	46,412	18,332	4,319	2,070	2,068	2	28.9	29.0	27.9	31.6	31.3	26.3	26.3	20.0	
35 to 44 years....	22,668	22,268	15,500	4,254	2,514	402	399	1	9.2	9.3	9.3	7.3	18.2	5.1	5.1	10.0	
45 to 54 years....	10,343	10,241	7,533	1,185	1,523	102	102	.....	4.2	4.3	4.5	2.0	11.0	1.3	1.3	.....	
55 to 64 years....	3,133	3,097	2,313	251	533	36	36	.....	1.3	1.3	1.4	0.4	3.9	0.5	0.5	.....	
65 years and over.	913	903	618	84	201	10	10	.....	0.4	0.4	0.4	0.2	1.4	0.1	0.1	.....	
Age unknown....	1,039	1,003	767	126	110	36	35	1	0.4	0.4	0.5	0.2	0.8	0.4	0.4	10.0	

<sup>1</sup> Less than one-tenth of 1 per cent.