

*In the twentieth century school officials wanted to consolidate and upgrade rural schools in order to give them the purported advantages of graded town schools. Believing that “the building will be a silent educator,” the commissioner of school buildings for Minnesota pictured these three one-room-school plans. Figure A shows a school that was very common but, he thought, “ought not to be built”—it was too primitive and undifferentiated. Figure B reveals separate entrances and cloakroom-toilets for boys and girls but an undifferentiated space for instruction. Figure C represents a further stage in gender segregation; it includes separate spaces for manual training and domestic science. (S. A. Challman, The Rural School Plant [1917], pp. 16, 101, 27.)*

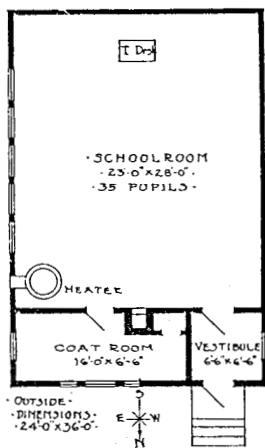


Figure A

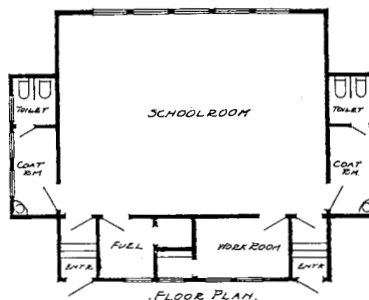


Figure B

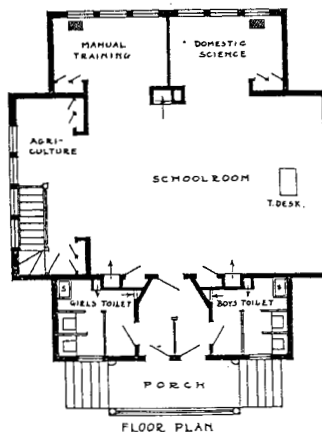


Figure C

Table 1  
Male Teachers in Public Schools, 1870-71

| Division       | Percentage |
|----------------|------------|
| North Atlantic | 26         |
| South Atlantic | 64         |
| South Central  | 68         |
| North Central  | 43         |
| Western        | 45         |
| United States  | 41         |

*Source:* U.S. Commissioner of Education, *Report for 1900-01*, p. 676.

Table 2  
White Males and Females Aged Five to Nineteen Attending School, 1850

| Region          | Male<br>(%) | Female<br>(%) | Difference<br>(%) |
|-----------------|-------------|---------------|-------------------|
| New England     | 81.4        | 75.7          | 5.7               |
| Middle Atlantic | 66.1        | 59.6          | 6.5               |
| North Central   | 61.4        | 55.8          | 5.6               |
| South Central   | 44.3        | 39.0          | 5.3               |
| South Atlantic  | 40.8        | 35.0          | 5.8               |

*Source:* U.S. Census Office, *Seventh Census* (Washington, D.C.: GPO, 1853). We have adapted a table in Maris A. Vinovskis and Richard M. Bernard, "Beyond Catharine Beecher: Female Education in the Antebellum Period," *Signs* 3(1978): 861.

Table 3  
White Population Aged Twenty and Over  
Who Were Illiterate in 1850

| State          | Female<br>(%) | Male<br>(%) | Difference<br>(%) |
|----------------|---------------|-------------|-------------------|
| Maine          | 2             | 2           | 0                 |
| New Hampshire  | 1             | 2           | (1)*              |
| Vermont        | 3             | 4           | (1)*              |
| Massachusetts  | 5             | 4           | 1                 |
| Rhode Island   | 5             | 3           | 2                 |
| Connecticut    | 3             | 2           | 1                 |
| New York       | 7             | 5           | 2                 |
| New Jersey     | 7             | 5           | 2                 |
| Pennsylvania   | 8             | 4           | 4                 |
| Delaware       | 15            | 12          | 3                 |
| Maryland       | 12            | 8           | 4                 |
| Virginia       | 23            | 15          | 8                 |
| North Carolina | 36            | 22          | 14                |
| South Carolina | 16            | 9           | 7                 |
| Georgia        | 23            | 15          | 8                 |
| Florida        | 24            | 14          | 10                |
| Alabama        | 24            | 14          | 10                |
| Mississippi    | 14            | 8           | 6                 |
| Louisiana      | 21            | 12          | 9                 |

*Source:* U.S. Census Office, *Seventh Census* (Washington, D.C.: GPO, 1853). The population of illiterates over twenty is divided by the population over 20.

\*Parentheses indicate instances in which women were more literate than men.

Table 4  
African-American Illiterates, 1890, 1900, and 1910

| Age   | 1890        |               | 1900        |               | 1910        |               |
|-------|-------------|---------------|-------------|---------------|-------------|---------------|
|       | Male<br>(%) | Female<br>(%) | Male<br>(%) | Female<br>(%) | Male<br>(%) | Female<br>(%) |
| 10-14 | 41.9        | 37.7          | 33.5        | 26.8          | 21.7        | 16.1          |
| 15-19 | 45.7        | 39.7          | 36.7        | 27.2          | 24.9        | 16.0          |
| 45-54 | 74.8        | 87.1          | 59.3        | 77.8          | 38.9        | 56.3          |

*Source:* U.S. Census Reports, as compiled in *Negro Population in the United States, 1790-1915* (New York: Arno Press, 1968), p. 406.

Table 5  
African-Americans in School, 1900 and 1910

| Age   | 1900        |               | 1910        |               |
|-------|-------------|---------------|-------------|---------------|
|       | Male<br>(%) | Female<br>(%) | Male<br>(%) | Female<br>(%) |
| 5-9   | 23.2        | 24.2          | 40.2        | 42.3          |
| 10-14 | 50.6        | 57.0          | 65.6        | 71.5          |
| 15-20 | 15.0        | 19.8          | 23.8        | 28.9          |

*Source:* U.S. Census Reports, as compiled in *Negro Population in the United States, 1790-1915* (New York: Arno Press, 1968), p. 377.

Table 6  
Proficiency of Boys and Girls in New York City Grammar Schools, 1873

|       | Reading    |       | Writing    |       | Arithmetic |       |
|-------|------------|-------|------------|-------|------------|-------|
|       | Excellent* | Good* | Excellent* | Good* | Excellent* | Good* |
|       | (%)        | (%)   | (%)        | (%)   | (%)        | (%)   |
| Boys  | 21         | 63    | 36         | 51    | 22         | 50    |
| Girls | 51         | 46    | 56         | 40    | 27         | 55    |

*Source:* New York City School Board, *Annual Report, 1874*, p. 223.

\*Only the grades "excellent" and "good" are given. Two other categories were also listed—"fair" and "indifferent"—and the totals amounted to 100 percent.

Table 7  
Statistics on Urban Public High Schools, 1873

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|  |     |
|--|-----|
| Number of Schools  | 536 |
| Average Number of Pupils per School  | 85  |
| Average Daily Attendance per School  | 62  |
| Percentage of All Urban Public School Students<br>Enrolled in High Schools | 4   |
| Average Number of Teachers per School                                      | 3   |
| Percentage of Female Teachers  | 53  |

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*Source:* U.S. Commissioner of Education, *Report for 1873*, pp. xliii–xliv.



Table 8  
Boys and Girls Enrolled in Certain High School Subjects, 1900

|                    | Boys<br>(%) | Girls<br>(%) |
|--------------------|-------------|--------------|
| Physics            | 19.5        | 18.7         |
| Chemistry          | 8.2         | 7.4          |
| Physiology         | 28.0        | 27.0         |
| Physical Geography | 23.6        | 23.2         |
| Algebra            | 57.0        | 55.8         |
| Geometry           | 27.0        | 27.7         |
| Latin              | 47.1        | 55.8         |
| Greek              | 3.7         | 2.6          |
| French             | 6.6         | 8.7          |
| German             | 13.4        | 15.0         |
| History            | 36.1        | 39.6         |
| Rhetoric           | 37.5        | 39.2         |
| English Literature | 40.7        | 42.9         |

*Source:* John Francis Latimer, *What's Happened to Our High Schools* (Washington, D.C.: Public Affairs Press, 1958), p. 149.

Table 9  
Sex Ratios of Teachers and Students in Public High Schools, 1890–1920

|      | Women/Teachers<br>(%) | Female/Students<br>(%) | Female/Graduates<br>(%) |
|------|-----------------------|------------------------|-------------------------|
| 1890 | 58                    | 57                     | 65                      |
| 1900 | 50                    | 58                     | 63                      |
| 1910 | 55                    | 56                     | 61                      |
| 1920 | 65                    | 56                     | 61                      |

*Source:* U.S. Bureau of Education, *Biennial Survey of Education, 1918–20* (Washington, D.C.: GPO, 1923), p. 497.

Table 10  
Grade Distribution by Sex in 752 Cities of 4,000+ Population, 1907

|                               | Girls<br>(%) | Sex<br>Gap<br>(%) | Total Population of<br>Boys and Girls in<br>Each Grade<br>(%) |
|-------------------------------|--------------|-------------------|---|
| <hr/> Elementary Grades <hr/> |              |                   |   |
| First                         | 48           | 4                 | 19.0  |
| Second                        | 49           | 2                 | 13.7  |
| Third                         | 49           | 2                 | 13.2  |
| Fourth                        | 50           | 0                 | 12.2  |
| Fifth                         | 50           | 0                 | 10.6  |
| Sixth                         | 51           | 2                 | 8.9   |
| Seventh                       | 52           | 4                 | 7.1   |
| Eighth                        | 54           | 8                 | 5.1   |
| Ninth*                        | 52           | 4                 | 1.0   |
| <hr/> High School <hr/>       |              |                   |   |
| First year                    | 56           | 12                | 3.8   |
| Second year                   | 58           | 16                | 2.5   |
| Third year                    | 59           | 18                | 1.7   |
| Fourth year                   | 61           | 22                | 1.2   |

*Source:* U.S. Commissioner of Education, *Report for 1907* (Washington, D.C.: GPO, 1908), II, p. 580.

\*Ninth year reported separately in 143 cities.

Table 11  
Female High-School Students by Race, 1898–1928

|      | White<br>(%) | Black<br>(%) |
|------|--------------|--------------|
| 1898 | 57.8         | 68.1         |
| 1908 | 57.4         | 66.0         |
| 1918 | 57.0         | 67.9         |
| 1928 | 51.6         | 62.0         |

*Source:* U.S. Commissioner of Education, *Annual Reports* and *Biennial Surveys*.

Table 12  
Excess of Boys over Girls in Enrollments in  
Certain Subjects in California, 1895 and 1915

|              | 1895<br>(%) | 1915<br>(%) |
|--------------|-------------|-------------|
| Algebra      | 4           | 6           |
| Geometry     | 1           | 7           |
| Trigonometry | 14          | 34          |
| Physics      | 2           | 20          |

*Source:* Millicent Rutherford, "Feminism and the Secondary School Curriculum, 1890-1920," Ph.D. diss., Stanford University, 1977, p. 151.

Table 13  
Boys and Girls Enrolled in Manual Training, 1900, 1910, and 1928

|       | 1900<br>(%) | 1910<br>(%) | 1928<br>(%) |
|-------|-------------|-------------|-------------|
| Boys  | 5.2         | 21.4        | 24.7        |
| Girls | 2.4         | 1.0         | 0.2         |

*Source:* John Francis Latimer, *What's Happened to Our High Schools?* (Washington, D.C.: Public Affairs Press, 1958), p. 150.

Table 14  
Boys and Girls Enrolled in Commercial Subjects, 1928

|             | Boys<br>(%) | Girls<br>(%) |
|-------------|-------------|--------------|
| Bookkeeping | 7.6         | 12.0         |
| Shorthand   | 3.6         | 13.9         |
| Typing      | 10.1        | 22.6         |

*Source:* John Francis Latimer, *What's Happened to Our High Schools?* (Washington, D.C.: Public Affairs Press, 1958), p. 150.

Table 15  
Boys and Girls Enrolled in Various Subjects in the Last  
Four Years of High School, 1900 and 1928

|                           | 1900        |              | 1928        |              |
|---------------------------|-------------|--------------|-------------|--------------|
|                           | Boys<br>(%) | Girls<br>(%) | Boys<br>(%) | Girls<br>(%) |
| Physics                   | 19.5        | 18.7         | 9.4         | 4.5          |
| Chemistry                 | 8.2         | 7.4          | 8.0         | 5.7          |
| Biology <sup>a</sup>      | 1.0         | 1.2          | 13.2        | 14.0         |
| Physical Geography        | 23.6        | 23.2         | 2.7         | 2.6          |
| Algebra                   | 57.0        | 55.8         | 38.7        | 32.0         |
| Geometry                  | 27.0        | 27.7         | 22.4        | 17.4         |
| Latin                     | 47.1        | 53.1         | 20.6        | 23.2         |
| French                    | 6.6         | 8.7          | 12.6        | 15.3         |
| History or Social Studies | 58.3        | 61.0         | 17.4        | 18.2         |
| English <sup>b</sup>      | 78.2        | 82.1         | 92.6        | 93.5         |

*Source:* John Francis Latimer, *What's Happened to Our High Schools?* (Washington, D.C.: Public Affairs Press, 1958), p. 149.

<sup>a</sup>1900 data missing; figures given are for 1910.

<sup>b</sup>Percentage for 1900 combines English Literature and Rhetoric.



Table 16  
Women in Various Administrative Positions (Estimated)

|                              | 1972-73<br>(%) | 1983-84<br>(%) |
|------------------------------|----------------|----------------|
| Superintendent               | 0.1            | 6.8            |
| High School Principal        | 1.4            | 6.1            |
| Junior High School Principal | 2.9            | 10.2           |
| Elementary School Principal  | 19.6           | 26.5           |

*Sources:* Andrew Fishel and Janice Pottker, "Women in Educational Governance: A Statistical Portrait," in Janice Pottker and Andrew Fishel, eds., *Sex Bias in the Schools: The Research Evidence* (Rutherford, N.J.: Farleigh Dickinson University Press, 1977), p. 511; "The PEER Report Card: Update on Women and Girls in America's Schools—A State-by-State Survey," *PEER Policy Paper #4*, Autumn 1985, charts 3, 5-7.