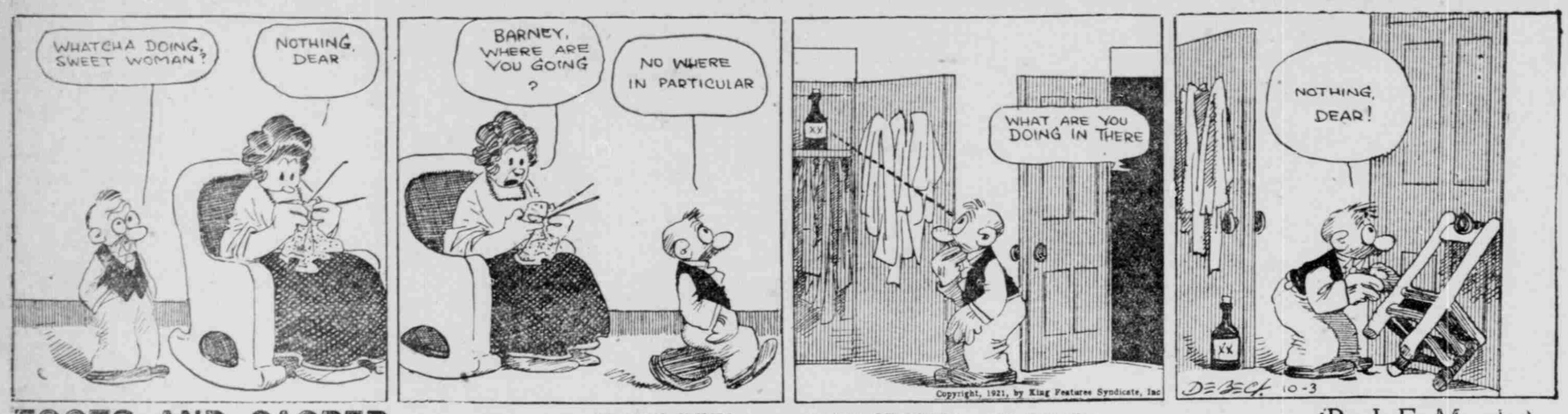
YOUR PAGE OF COMICS

BARNEY GOOGLE

BUT THRERE SOON WILL BE SOMETHING DOING (By Billy DeBeck)



TOOTS AND CASPER

IS THIS WHY A CHICKEN CROSSES THE ROAD? (By J. E. Murphy)

POLLY AND HER PALS

WELL, WELL! APOLOGIES ARE OFTEN ACCEPTED, AREN'T THEY? (By Cliff Sterrett)

THE DUFFS

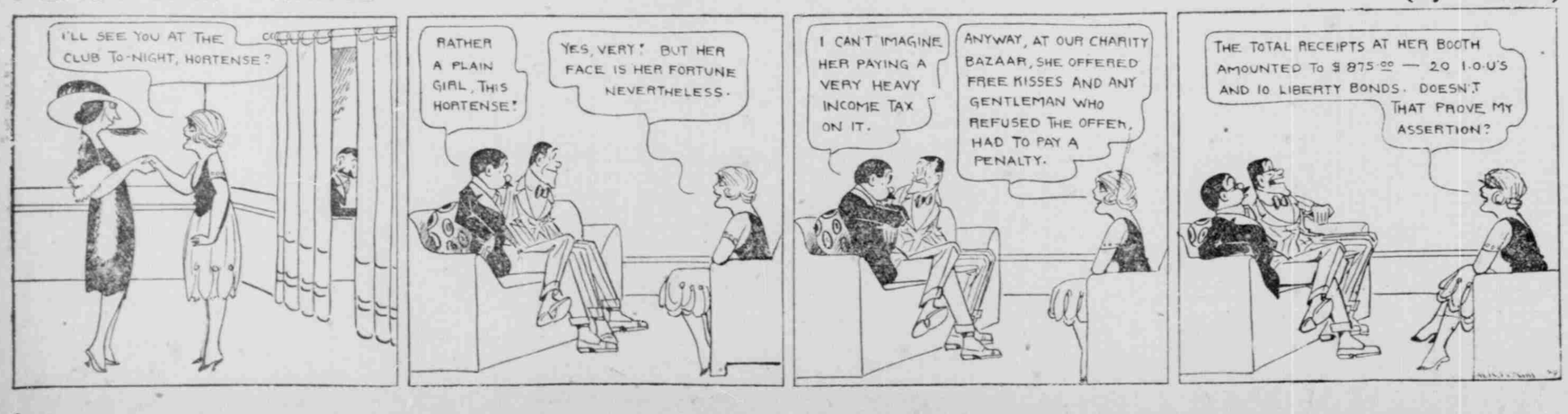
TOM SUGGESTS, HELEN ACTS (By Allman)

FRECKLES

THEY AGREED ON THE MAIN POINT! (By Blosser)

PERCY AND FERDIE

A SPORTING CHANCE, BUT NO TAKERS (By MacGill)



EVERETT TRUE

BY CONDO

SAY CO-EDS WILL SOON OUTNUMBER MEN IN COLLEGES

Statistics Show Big Increase: Percentage of Students Graduating Shown.

WASHINGTON, Oct. 2.—The coed as a factor in American college life is yet in its infancy.

The time is approaching, the Bureau of Education believes, when there will be as many women as men enrolled in universities and other higher institutions of learning.

Not only is this prediction supported by the fact that more girls than boys graduate annually from high schools, but figures compiled by the bureau during the past 26 years show that the number of college women have increased 156 percent in that period, while the number of men have advanced only 14.2 percent.

In the year 1890 of all the college students in the United States 68.3 percent were men and only 31.7 percent women, but in 1916 only 63.2 percent were men and 36.8 percent were women. Abrupt increases in the number of women were also reported in 1918, but this was due, it was stated, to war conditions.

These figures are contained in a comprehensive survey of universities, colleges and professional schools for the school year of 1917-18, just completed under the direction of H. R. Bonner, chief of the statistical division of the bureau of Education. The report is to become a part of the biennial survey of education in the United States, 1916-18.

Bonner points out that the proportion of high school graduates who enter college may be expected to decrease as high schools become more vocationalized.

Men Teachers Predominate.

"It is evident," he says, "that colleges and universities have not succeeded in more recent years in drawing as large a proportion of high school graduates as they formerly did.

The multiplication of high schools, in the attempt to give every boy and girl the advantage of a high-school education, has not resulted in a large proportion of subsequent enrollment in collegiate and graduate courses. One who has completed a commercial course in high school is not so likely to enter college after graduation as a student who has taken the purely academic or college preparatory course.

The information upon which Bonner bases his findings was collected from 672 universities, colleges and professional schools. Most of the number are small colleges, although a few very large institutions are included.

The teaching staffs in the higher educational institutions, according to the report, consists largely of men, there being about four men to one woman. Almost 60 percent of the instructors in preparatory departments, 79 percent, and in professional schools, 81 percent.

One Graduate to 61 Adults.

"These percentages are significant," the report states, "In view of the fact that in public high schools only 35 percent of the teachers are men, and in the elementary schools only 13.3 percent. There is a tendency, therefore, for women to monopolize the elementary and secondary school work and for men to control the work in the higher institutions. The percentage of men instructors in colleges and universities has been steadily increasing since 1892, while the proportion of women teachers has decreased correspondingly. About one-half as many women as men receive graduate degrees from our colleges and universities, but only about one-fourth as many teach in these higher institutions. On the other hand, about eight times as many men as women receive the Ph D. degree conferred on examination, yet only four times as many become teachers in universities."

The report estimated that in 1918 there was only one college graduate living for every 116 persons in the total population of the United States. If only the population 25 years of age and over had been considered, it was stated, the ratio would become one college graduate to every 61 adults.

68 to 1,000 Win Degrees.

More than one-half of the graduates of four-year high schools enter college at some time, according to the report the percentage being 1.7. It is estimated children entering the first grade will graduate from a four-year high school, and only 2.3 percent of the original number will complete a college course. On the same basis, out of each thousand entering high school, 106 will graduate, 210 will enter college, and only 68 will complete a college course. Similarly it is found that for each 1,000 entering college 416 will become seniors and 322 will graduate. Almost 20 percent of the students enrolled in the first year of college do not enter the second.

The report points out that while the amount of federal aid to universities and colleges has increased in general the proportion of revenue derived from this source has almost steadily decreased in comparison with the amount derived from other sources. In general the higher institutions are coming more and more to depend upon the state or city for support and less on income from productive funds, private benefactors and federal support. The report states that:

Productive Funds Small.

"The public institutions as a general rule derive a very small proportion of their revenue from productive funds. Almost a negligible percentage is secured from private benefactions. The great bulk of the income of these institutions comes from public sources and from student fees and other sources.

"Alabama, Idaho and North Dakota are conspicuous because of the unusually high percentage of revenue derived from productive funds. Delaware and Florida derive comparatively high proportions of their income from private sources. The District of Columbia, Mississippi, Vermont and Virginia get relatively small percentages of income from public sources. The public institutions in Arkansas, Maryland and New York derive practically all their income from public sources.

"The private institutions, except in Vermont, get very little revenue from public sources. The greatest proportion of revenue comes from student fees and other sources. A considerable proportion also comes from productive funds and private sources. Connecticut, Illinois and Idaho derive large proportions of their incomes from private sources. Private institutions in California, Connecticut, Florida, Illinois, Louisiana, Maine and Texas receive relatively large percentages of revenue from productive funds. In Alabama, Arkansas, the District of Columbia, Maryland, Mississippi, North Carolina, South Carolina, Washington and West Virginia over 70 percent of the income of these private schools is derived from student fees and other incidental sources."

A single leaf of the South American water lily, Victoria regia, is able to bear a weight of 200 pounds.

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